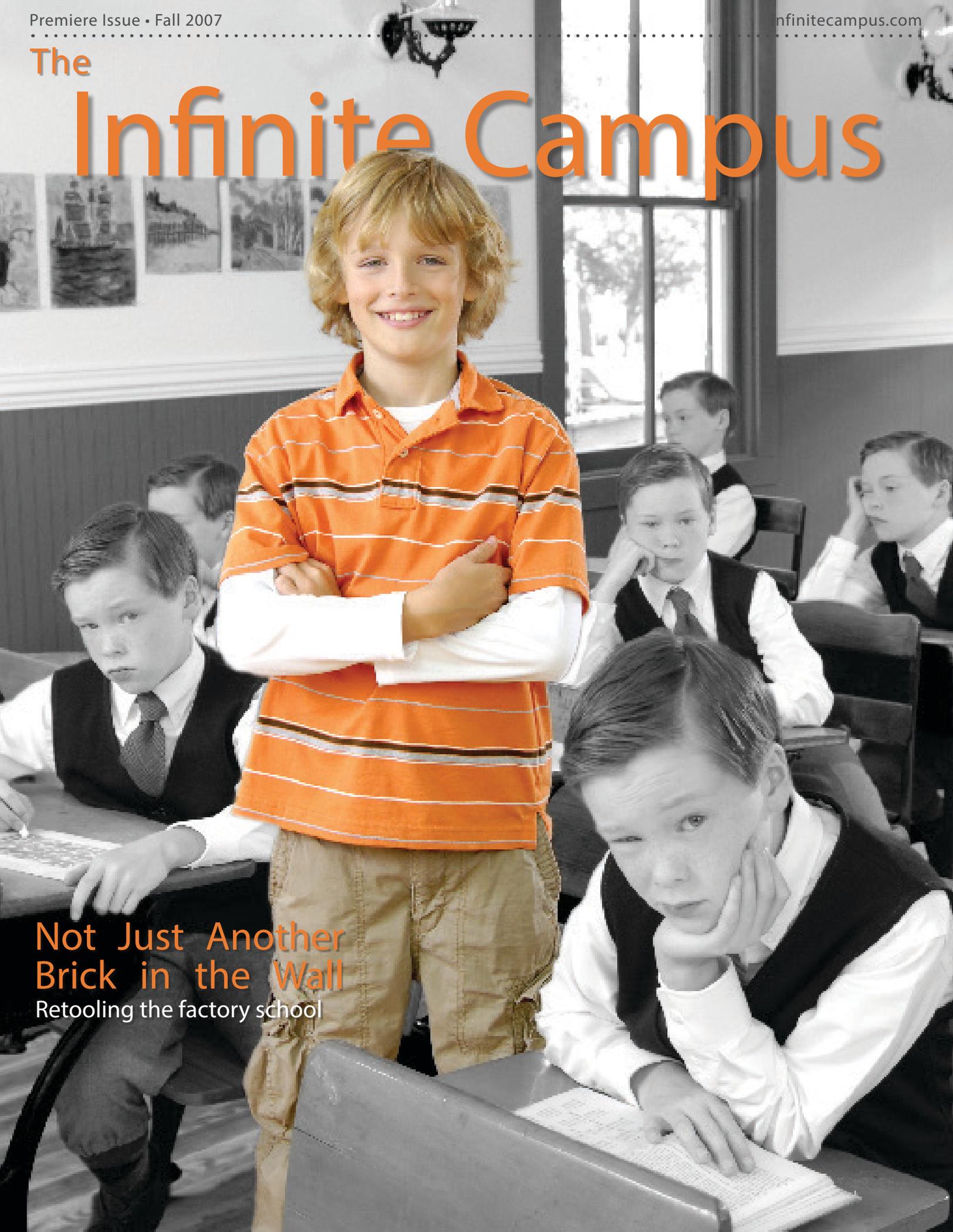


# The Infinite Campus



Not Just Another  
Brick in the Wall  
Retooling the factory school

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Welcome to the first issue of *The Infinite Campus* magazine. This magazine is about and for our customers – educators who use Campus to accomplish what was previously thought impossible.

It was a pleasure to travel across the country to hear the stories and see, first hand, the good work being done. I hope you find these articles useful, informative and entertaining.

Thank you to all the people who took time to talk with me or write an article. Your insights into how you use Campus to transform K12 education is inspiring.

Enjoy.

Liz Schmitt  
Editor



- |                     |                                    |
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| Georgia<br># 7, 17  | Minnesota<br># 1, 2, 5, 11, 12, 16 |
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## MORE THAN A BRICK IN THE WALL

by Charlie Kratsch



Charlie Kratsch

The Benevolent Dictator  
(a.k.a. Founder and CEO)

Today, many have observed that our K12 educational system is broken as if something was changed to cause its decline. In fact, our schools are struggling because they have not changed to keep 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 impossible.

The industrial education model is focused on process and consistency: raw materials (students) are processed into a finite set of finished goods (graduates) using predefined processes. The information age model treats people as individuals; each student may follow

his/her own path to a set of unique outcomes. This new model stresses individual growth over group averages.

The premier issue of *The Infinite Campus* magazine takes a look at how together we can retool the factory school to eliminate conformity. “Creating 21st Century Schools” focuses on what we believe American education must do to transform the factory school – using information technology to deliver individualized education for all.

Infinite Campus early adopter customers are highlighted in the story “Blazing the Trail.” Each took a chance and embraced our mission of transforming K12 education by being the first customers in their states to invest in our company. These forward-thinking districts were willing to break from the “tried and true” and I would like to thank them for believing.

From attendance, communications and the grade book, customers from Maine to California are leveraging Infinite Campus to do more. Stories about these innovations and the people making them happen demonstrate the flexibility of the system to do more with its comprehensive functionality. I’d also like to thank these innovators for sharing their stories and letting us visit their districts to take the beautiful photography seen throughout the magazine.

To truly transform K12 education, Infinite Campus and our customers are ready for the new information age model – individualizing education for all. This is key to eliminating conformity and helping students to be successful in a global economy. Things need to change.

Ready? We are.



# Creating 21st Century

# Schools in America

## What American Education Must Do



"The one thing that is indispensable is a new system (of education). The problem is not with our educators. It is with the system in which they work... It is the implementation of this (new) system that will take courage and leadership."

*Tough Choices or Tough Times: The Report of the New Commission on the Skills of the American Workforce*  
National Center of Education and the Economy

A block past Main Street stands a three-story, red brick building with 1952 etched into the corner stone. Walking the hallways, it appears this school has embraced the opportunities of technology. Notebooks are metal and plastic. Phones hang from hips and memory is stored in chips.

However, even with access to technology, it is well known that many American schools are falling behind in preparing students for the future. Schools seem to have the tools of technology, but in reality, it is a façade, a superficial nod towards a 21st century school.

The problem is not with access to technology, it is with the system itself. It is with schools being perceived as technologically advanced, but at the core, insufficient in using technology, data, and analysis to break through the stagnant, factory-model environment, and create innovative, informed and personalized instruction for every student.

Education is not developed in isolation. It has been influenced by politics, economics, agriculture and religion, trudging through history and responding to an evolving America. Today, technology is catapulting education toward a complete transformation. Are schools ready?

### Education Must Change

Educators must be prepared to teach differently, to manage information effectively, and to establish new standards that emphasize individualized learning. American education is facing a clash of old-style methods with new advancements in systems. Today's students have a vastly different and more complex life experiences than the youth of the 1930s, 1940s and 1950s, for whom the prevailing educational system was designed.

For the future to be fully realized, it is important to study the past. Understanding the history of American education can lay the framework for where we are, and where we need to go to create the 21st century school.

### The Birth of American Education

It was an era of philosophers and social commentators, Thomas Hobbes and Rene Descartes; the artistic expression of Rembrandt and revolutionary science of Kepler. Louis XIII ruled France and Charles I declared

the divine rights of the King in England; the restrictive policies that led to the Puritan's exodus to the New World.

It was 1635. In the not-yet United States of America, it was the year Reverend John Cotton (1585-1652) organized the first public school - the Boston Latin School. A graduate from Cambridge, a Puritan and a free thinker, he fled England to settle in the Town of Boston. From the earliest years, public funds were assigned to support an education based on Latin, Greek and humanities. Graduates from profoundly shaped the burgeoning democracy, and included John Hancock, Samuel Adams and Benjamin Franklin.

#### America Becomes a Nation

In 1779, Thomas Jefferson, then the governor of Virginia, proposed an expansion of education that included an elementary school to which all free children, male and female, would be admitted without charge. The curriculum consisted of basic literacy and computational skills needed to manage personal affairs. For the majority of students, public schooling ended after three years.

Jefferson's plan also called for 20 secondary schools to be located throughout the newly formed nation and funded with public subsidies, with one caveat: the school had to accept, without charge, the most promising boy from each lower school throughout the country. The best of these students would then be provided with the opportunity to study on scholarship at the College of William and Mary, which Jefferson had attended in 1760.

In a true sense of patriotic leadership, Jefferson claimed that by educating people, it would improve moral and civic virtues



to exercise their rights and duties to sustain the ideals of democracy.

#### Horace Mann and the Common Schools

During the presidency of Andrew Jackson (1829-1837), America was facing increased diversity and conflict. American expansion led to hostile encounters with Native Americans, Africans continued to be enslaved and brought to the South and there was a losing battle at the Alamo. James Fenimore Cooper wrote *Last of the Mohicans*. Ralph Waldo Emerson, Henry David Thoreau and the young Walt Whitman were beginning to shape how Americans saw their world.

It was during this time that Horace Mann (1796-1869), an early leader in education, the first president of Antioch College, and a member of the U.S. House of Representatives, coined the term "Common Schools." It was a place of learning, open only to white students, and was dictated by the agricultural needs of the community. Curriculum included the basics of reading, writing and arithmetic, as well as history and geography. Common schools supported civic, rather than religious virtues, which allowed these individuals to rise by merit and prepare students to deal with different walks of life.

#### Post Civil War and the Factory School

The end of the Civil War (1865) brought massive efforts of reconstruction to the South, transportation progress such as Pullman's railroad sleeping cars and the laying of the first oil pipeline in Pennsylvania. Massachusetts Institute of Technology (MIT) was founded and the late 19th and early 20th century experienced

a time of great modernization. There was greater economic wealth, a huge wave of immigration and a shift to industrialization with more and more of the population settling in cities and working in factories.

To teach students the basic skills they needed for industrial jobs, the first great revolution in schooling experiences took place - the factory school model. The one-room schoolhouse in rural America gave way to large buildings in the city that housed rows of obedient children facing an strict, authoritarian teacher.

Students were clustered by age and followed a uniform course of study, specifying what subjects were to be taught in each grade, the order in which the material would be covered and the activities to be used by teachers to cover the material. Students learned only what they needed to work at jobs they would probably keep for life.

Uniformity was imposed at each grade level. Punctuality, regularity, obedience, and silence were expected and rewarded. The result of urban schools was the socialization of students to the authoritarian order they would encounter in the work place.

#### Post World War II

The years following World War II were defined by America's emergence as a dominant world power. It is the America of Nobel Prize winners Albert Einstein and Ernest Hemingway, whose influence helped define America's accelerated shift from isolationism to global awareness. Our once ally, Russia, is now held with suspicion as America enters the age of the Cold War, Sputnik and the race to the moon.



Outbreaks of violence in Selma and Montgomery, Alabama found Dr. Martin Luther King, Jr. leading the civil rights movement. Desegregation and racial justice issues spread across the country bringing long-needed opportunity and legalizing equality for race and gender minorities. In 1954, *Brown v. Board of Education* determined segregated schools were inherently unequal, and their decision shaped education for all Americans in a new way.

It was a crucial time for America's schools. By 1965, under President Lyndon B. Johnson, teacher organizations took on an important role and Congress passed the Elementary and Secondary Education Act (ESEA). Curriculum lurched along with an increase in federal education activity. Out of 3.52 million, 2.63 million 17-year-olds were high school graduates.

#### Post-Vietnam Era

In 1973, the Vietnam War grinds to a painful cease-fire. America faced extreme gasoline shortages, the Watergate scandal, and unemployment rates are at 9.2 percent, the highest since 1941.

In 1976, the Carter administration establishes the Department of Education (DOE), continuing the trend of federal involvement in education. However, during the Reagan-Bush eras, both presidents reduced federal education spending, and tried to abolish the DOE, establish school prayer, and legalize tuition tax credits.

The factory-model learning environment continued, but not without concern. The extremely influential 1983 report, "A Nation at Risk" by Secretary of Education Terrell Bell, was prepared to persuade the American

1635



**John Cotton**  
Organized the first public school

1779



**Thomas Jefferson**  
As governor of Virginia, proposed expansion of education

1829-1837



**Horace Mann**  
Coined the term "Common Schools"

1865



**Shift to Modernization**  
Greater economic wealth and a great wave of immigration

1900



**Factory Model School**  
The formation of the factory-style school

1950



**Baby Boomers**  
Post WWII America shifts from isolationism to global awareness

public that the nation was in the midst of an educational crisis. This was caused by the economic rivalry in a global environment, lower U.S. scores on international measures of educational achievement, reduced academic requirements for graduation, low teacher morale and textbooks that had be “dumbed down.”

It was a time to revolutionize education away from the factory-model school and hold schools accountable for results. Students should be prepared for a lifetime of learning within an international, economically competitive world.

### No Child Left Behind

In January 2001, the No Child Left Behind (NCLB) Act was signed into law with the intent of improving the performance of America’s schools, while ensuring that no child was trapped in a failing school.

NCLB is shrouded in controversy. *Educational Researcher* reports that progress in raising test scores was stronger before NCLB, compared with the four years following enactment of the law. (American Educational Research Association, July 30, 2007). Education Week, July 30, 2007, wrote, “The chairman of the House education committee said today that the No Child Left Behind Act is not working as well as it should, and there was no support among lawmakers for continuing the law without significant revisions.”

NCLB continues to shape and direct schools, mandating accountability, innovative methodologies, and a commitment to educate every child. But is this a square peg trying to fit in a round hole? Without the tools to move schools away from the factory-model environment, can it succeed?



### Turning the Page of History

There is general agreement that American education is in trouble. It faces complex and sometimes daunting problems to ensure student achievement. A factory-model education can no longer compete in a technologically advanced, internationally connected world.

History has taught us that social and cultural influences shape the nature of American education. Today, a major influence is technology. The successful school is now driven by accurate data collection, reporting requirements, assessments, and real-time communications that transform the tasks of teachers and learners into supportive, individualized learning environments.

### Where We Go From Here

Schools are required to efficiently and effectively manage enormous amounts of data to demonstrate student achievement, communicate with stakeholders, and make informed decisions. Whether it is attendance, grades, and assessments, or simply a notice of a school closing, managing data has become the quintessential requirement of American schools.

The impact of data management is critical. Quality data ensures appropriate funding allocations. Efficiency in data entry and processes eliminates duplication and saves resources. Accurate data supports data-driven decision making and reflects milestones towards strategic plan objectives.

On a personal level, with technology, teachers are better equipped to be more responsive to individual learning styles and innovate with curriculum. Administrators can evaluate the success of their schools, tracking trends and opportunities for improvement. Parents become fully engaged with their student’s

academic performance, and students are provided with the direction and support they need to reach their full potential.

### Where to Begin

To meet the needs of the 21st century schools, student information system (SIS) providers need to have a comprehensive product that streamlines and improves administrative processes. It must also enable additional collaboration with stakeholders and collect, house and mine the data that provides individualized education plans for all students.

### Prepared for the 21st Century

Infinite Campus has been providing a student information system for more than 14 years. Its mission is up front and straightforward: Transform K12 Education.

Infinite Campus is not only about products, data, and analysis. It has the strength of a far-reaching vision that will touch the lives of future generations.

Three core beliefs drive all decisions:

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.



### Core Beliefs Realized

Society is in a constant state of flux. K12 education must respond. Campus products are innovative and flexible, to meet the ever changing face of America and how it responds to education. This 21st century school, led by the innovators of technology, will focus on individualized learning and graduate students well prepared to make a positive impact on our society.

### Enable Stakeholder Collaboration

Shared information is powerful. Informed stakeholders are armed with the tools to support students, make better decisions and realize increased achievement. With an eye on the next generation of communication tools, O’Reilly Media popularized the first Web 2.0 conference that facilitates web-based collaboration and sharing between users. Advocates of the Web 2.0 concept suggest that technologies are having a significant change in Web usage, transitioning from isolated information silos to sources of content and functionality. That is the very definition of Infinite Campus.

Infinite Campus provides secure user-based access to information whereby educators can give real-time data to parents, students, teachers and counselors. Campus applications such as Parent Portal, Grade Book, Attendance and Messenger encourage higher levels of participation in a student’s academic success. Campus customers realize the strength of easy access to data and increased communication to stakeholders. Districts have found improved attendance in their schools, better collaboration with teachers, and increased participation with parents supporting their student’s educational experience.

1954: Martin Luther King, Jr. Brown vs. Board of Education outlawed segregated schools

1965: Lyndon B. Johnson The Elementary and Secondary Education Act passed during his administration

1976: Jimmy Carter Established the Department of Education (DOE)

1983: Terrell Bell Secretary of Education writes "A Nation at Risk"

2001: George W. Bush Enacts No Child Left Behind

2007: Infinite Campus Serves 2.5 million students in 41 states

### Streamline Administrative Processes

As the world becomes more technologically sophisticated, expectations and demands for data will grow exponentially. Administrators expect continued product enhancements and functionality to meet the increasing demands of the public and government entities. All users want to spend less time entering and managing data. This is not only cost effective, but changes the focus to improving instruction and working with each student individually.

Infinite Campus has offered fully web-based products since its founding. By eliminating silos and isolated users, Infinite Campus provides 21st century data management tools that give one-time data entry, 24/7 access to information, and integrated, district-to-district data transfer.

### Individualized Education

Infinite Campus believes all students are unique and each deserves an individualized education to meet their learning needs. This vision encourages educators to look at instruction differently, changing the focus from teaching to the average to the perspective of helping each student at their individual ability.

Individualized learning plans help under-achievers reach their highest potential. It helps the average student be more engaged while encouraging them to achieve excellence in their particular area of interest. Finally, it motivates the gifted student to achieve beyond their current potential.

Infinite Campus is preparing for the next step: the elimination of the factory-model school, the focus on the individual, and the transformation to a 21st century school. With innovative leadership, skilled developers, and districts with a focus on the future, this is becoming a reality.

### Are You Ready?

Technology has and will continue to transform education. There is an endless amount of information that can be searched and gathered according to the individualized needs and interests of the student.

Yet, our industrial model of education continues to treat students as parts of a mechanistic system, expecting them all to “fit”, rather than investing in them as uniquely gifted individuals. Education must follow the lead of the best innovators in business - let data inform decisions; be flexible and responsive; and communicate to all stakeholders. It is the potential of technology, the future of education and the transformation of society.

We end where we began: “It is the implementation of this new system that will take courage and leadership,” (Tough Choices or Tough Times: The Report of the New Commission on the Skills of the American Workforce). Infinite Campus and its customers have courage, leadership and vision for the 21st century school. It has already begun.

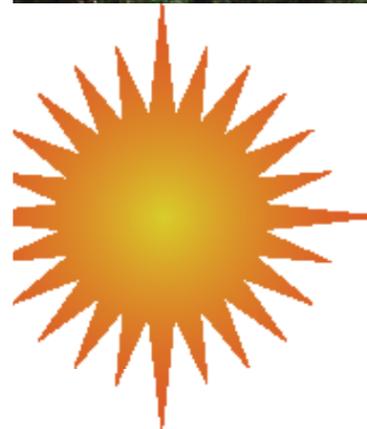
Ready? We are. ☺



2014



Transform K12 Education  
Educators utilize individualized education



Blazing  
the

trail



Districts that were the first in their state to choose Infinite Campus have a vision for creating a 21st century school. They were risk takers, champions for change, confident in their ability to see the benefits of a forward-thinking company. Meet a few of the Infinite Campus trail blazers.

**Taking the First Step**

Purchasing a student information system (SIS) requires a significant investment in resources, time, training and strategic planning. Educational leaders, in general, are known to proceed cautiously, methodically, some may even say slowly. Usually this careful approach results in successful implementations, but, at times, can also delay progress and inhibit innovation.

Innovators and early adopters are willing to break with the tradition of the “tried and true.” They examine new options, consider future expectations and proceed with the assurance that they have chosen the best product, albeit different from the others. That does not mean they abandon good research and discussion. It does mean, however, that they want the best solution for their district, despite the fact that no one in their immediate professional circle uses the system.

Districts who are early adopters lead the way in creating 21st century schools.

**Infinite Campus Early Adopters**

There is one in nearly every state. An early adopter is someone who leads their district in transforming K12 education and partners with Infinite Campus to achieve its mission and vision.

Five example districts span the continental United States. They are: Maine School Administration District #17 (Oxford Hills), Maine School Administration District #6 (Bonny Eagle), Zeeland Public Schools (Michigan), McFarland Unified School District (California) and Lewis-Palmer School District (Colorado).

These districts had technology directors, administrators and decision makers who understood the potential of Infinite Campus. They embraced a venturesome attitude, looked beyond the standard vendors used by nearby districts and became the first in their state to choose Infinite Campus.

**Two Maine Districts Take the Lead  
Bonny Eagle Public Schools (MSAD #6)  
Bonny Eagle, Maine**

In the fall of 2005, Bonny Eagle Public Schools found themselves searching for a new SIS system.

Dennis Crowe, director of technology for Bonny Eagle Public Schools said, “While I was searching for an SIS system, I attended the



National Educational Computing Conference (NECC) in Philadelphia and was referred to Infinite Campus. After seeing its capabilities, I knew it was an outstanding product and was immediately interested.”

The search committee reviewed all systems used in Maine, as well as a select few out-of-state vendors. Bonny Eagle settled on two finalists: PowerSchool, who already had a strong presence in Maine and Infinite Campus, a newcomer to the state. After multiple demonstrations, the search committee voted 15-1 to select Infinite Campus.

*“The search process made us look at all products very carefully, and when it came time to choose, the committee was decisive – in favor of Infinite Campus.”*

Dennis Crowe, Director of Technology  
Bonny Eagle Public Schools, Maine

**Dennis Crowe**

is the Director of Technology for Bonny Eagle Public Schools, Maine



“When we started the selection process, I would have bet we would have chosen PowerSchool,” Crowe reflected. “They were already installed in more than 70 districts in Maine. As the technology director, that would have been the safe, politically correct choice.”

Crowe did his due diligence in the decision process. He spoke to several other Infinite Campus customers across the country and visited the corporate office in Minnesota. After this thorough review, Infinite Campus was clearly the best SIS for Bonny Eagle.

As an early adopter, Crowe understood the implications of a new system. Although they had some initial problems with state reporting, these were fixed within a month. “We took the risk because we wanted the best SIS we could find. Our opinion was that Infinite Campus fit the bill.”

**Oxford Hills (MSAD #17)  
Oxford Hills, Maine**

Michael Dunn, director of technology at Oxford Hills Public Schools, was included in the SIS search undertaken by Bonny Eagle. “Our old system, called iStars, was used by only three districts in Maine. Although a great performer for the first few years, it began to pale in comparison to other products we were seeing. Dennis, of Bonny Eagle, drew my attention to Infinite Campus and when I first saw it demonstrated, I saw that tremendous thought had been given to the database structure.”

After further evaluation, they selected Infinite Campus without hesitation. Being one of the new Infinite Campus users in Maine, there was some concern about interaction and support with neighboring districts. They also wondered if an out-of-state vendor could provide effective support for the product. Within a short amount of time, Dunn realized the support from Infinite Campus was better than it had been with their previous in-state SIS vendor.

Dunn, and the decision makers at Oxford Hills, knew the real risk of their decision was the possibility of purchasing a sub-standard SIS. They quickly saw Infinite Campus was a solid, forward-thinking company with an exceptional product.

This early-adopter decision has been met with great success throughout the district. “Several staff pulled me aside to say how much they like Campus. It’s been really nice to hear this,” said Dunn.



**Michael Dunn**  
is the Director of Technology for Oxford Hills Public Schools, Maine

The state of Maine recently purchased Infinite Campus State Edition. This allows districts to implement a completely new student information system for complete electronic transfer of information to a state database.

**Michigan Dares to Think Outside the Box  
Zeeland Public Schools  
Zeeland, Michigan**

Stephen Braunius, director of instructional technology at Zeeland Public Schools in western Michigan, manages district educational technology operations, plans for future technology implementations, and manages base administration. Although he has been casually reviewing system years, they were eventually put through the official review process in the fall of 2003.

“We were using CIMS from NCS Pearson, an AS400-based SIS,” said Braunius. “We were interested in delivering real-time data to our school community using web-based technologies. It needed to be easy to use and provide immediate access to information for students and parents. We felt that the people at Infinite Campus truly understood education and the role of data for improving student instruction.”



*“We have been able to impact more people with the system in a shorter timeframe than we could have with any other system.”*

Stephen Braunius, Director of Instructional Technology  
Zeeland Public Schools, Michigan

Zeeland gathered a large representation of each user group, including secretaries, special education professionals, transportation staff, guidance counselors and administrators. The vendors under consideration were like the “Who’s Who” of information management systems: Chancery, NCS Pearson CIMS, PowerSchool and Infinite Campus.

As the committee discussed their options, they wanted Zeeland to get the best system on the market and to “think outside the box.” After careful review, the choice was clear. Infinite Campus met each of their defined goals. Zeeland became the first Infinite Campus customer in Michigan.

Although Zeeland continues to work through a few state reporting issues, Braunius commented, “Do these problems make me wish that we hadn’t chosen Infinite Campus? Not at all, we know we chose the right system.”

After Zeeland’s implementation, many more districts have requested information about Infinite Campus. Currently, 18 Michigan districts have chosen Infinite Campus.

**California Understands the Vision**  
McFarland Unified School District  
McFarland, California

David Lopez, director of technology for McFarland Unified, was hired in 2005 to develop a technology department for the district. After a thorough evaluation of the expectations for the district, it was clear a new SIS was necessary to more effectively manage student data and more accurately adhere to state reporting requirements.

“McFarland was looking to the future and wanted something they could claim as their own,” said Lopez. “Several well-known system vendors were reviewed and Infinite Campus rose to the top of the list because it was truly web-based, forward thinking and responsive.”

As an early adopter of Infinite Campus, McFarland, too, faced unique challenges with state reporting. “California has a very extensive state reporting structure,” said Lopez. “The requirements kept changing as the state continued to request more data. Infinite Campus did a good job responding to the additional challenges of CSIS reporting. In fact, we were one of the few districts that submitted its data to the state within the required timeline.”

Infinite Campus currently provides SIS to eighteen districts, and has a contract with the San Diego County Office of Education with approximately 40 additional districts contracted to begin implementation.

**Colorado Pushes the Envelope**  
Lewis-Palmer School District  
Monument, Colorado

In 2004, Lewis-Palmer School District decided it was time for a new student information system. The system they used, SASI, was not user friendly, data was difficult to access and it could no longer meet the demands of a growing and progressive district. In fact, Colorado, as a whole, was moving away from SASI and looking for technology that would lead them into the future.

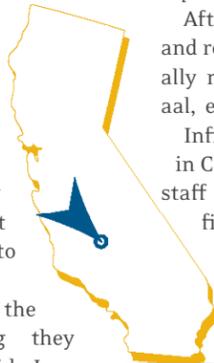
Dr. Raymond H. Blanch, currently the superintendent at Lewis-Palmer, was the executive director of assessment, research and technology at the time they were searching for a new vendor. “We had clearly identified needs,” he said. “Our objective was to be sure we had an efficient system that would allow for effective data reporting and data-driven decision making.”

After much research on vendors and products, and reviewing the qualified RFPs, they eventually narrowed the selection to four vendors: aal, eSIS, PowerSchool and Infinite Campus.

Infinite Campus was not yet an SIS provider in Colorado, but Lewis-Palmer had a dynamic staff who knew what they needed. Being the first in the state to use Campus was not going to deter them. “We try to push the envelope,” said Blanch. “Our priority was to provide better services for our district and community and to support student learning.”

The committee broke down their list of requirements into a scoring rubric. Infinite Campus met, and most often, exceeded every requirement. Because Lewis-Palmer was a smaller school, Blanch felt they could make this significant change more rapidly than the bigger districts and did not hesitate at being the first Infinite Campus user in the state.

*Early adopters are willing to break with the tradition of the “tried and true.”*



“Besides having a product that exceeded our expectations, the relationship we built with Joe Fox, our sales representative, contributed to our learning more about and trusting the company,” said Blanch. “I knew districts were talking about Infinite Campus and how they were a company making a mark on K12 education.”

*Ultimately, these innovators and early adopters will shape the future of education.*

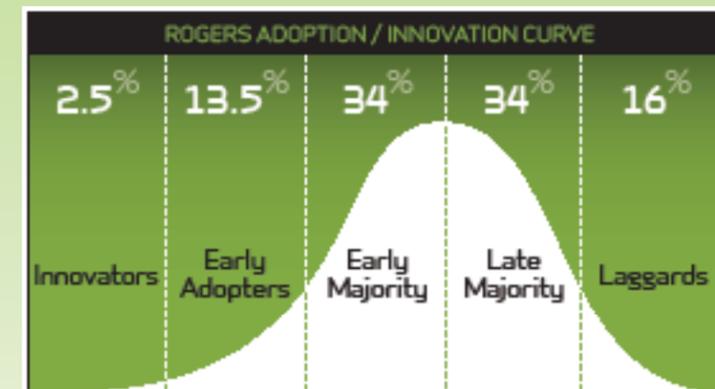
Lewis-Palmer has since hosted more than a dozen districts in Colorado to demonstrate the product and talk about how it works for them. “We view our relationship with Infinite Campus as a partnership,” said Blanch. “We’ll go to bat for an organization such as Infinite Campus because we know how you have helped our district.”

In the past three years, Infinite Campus customers have grown to 68 districts serving 58 percent of students in the state. Lewis-Palmer, as an early adopter, had a tremendous influence on the other districts.

**Leading the Way**

Districts willing to take some risk are leading the way with technology, giving schools an edge in data management, stakeholder buy in and opportunities in strategic planning. Ultimately, these innovators will shape the future of education, creating new tools for learning and preparing students to live in a global society and an understanding of technology’s power. It is already happening.

Are you ready? ☺



The Curve of Rogers is a model that classifies adopters of innovation into various categories, based on the idea that certain individuals are inevitably more open to adaptation than others. It is also referred to as Multi-Step Flow Theory or Diffusion of Innovations Theory.

**Innovators**  
Brave people, pulling the change. Innovators are very important communicators.

**Early Adopters**  
Respectable people, opinion leaders, try out new ideas, but in a careful way.

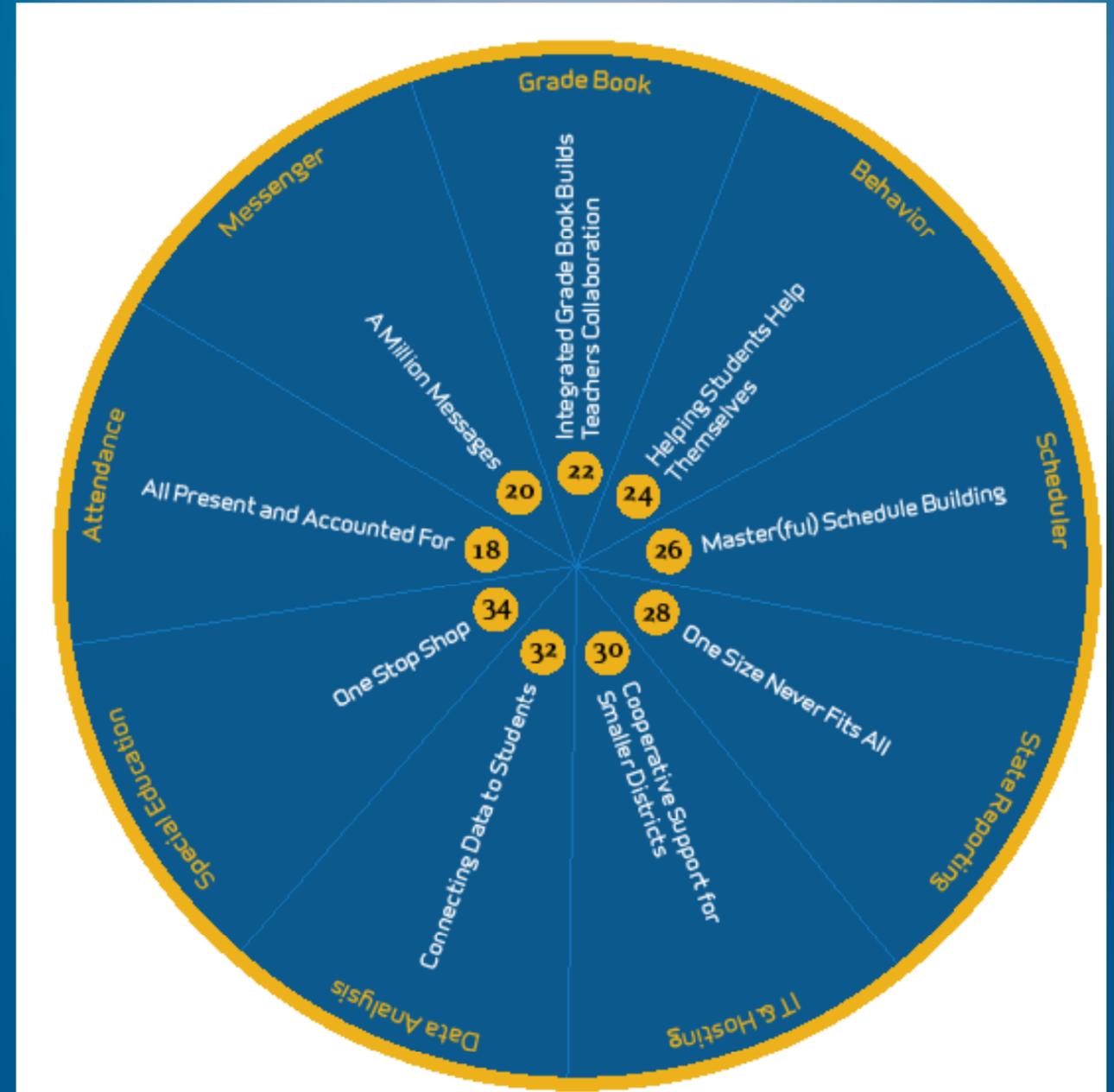
**Early Majority**  
Thoughtful people, careful but accepting change more quickly than the average.

**Late Majority**  
Careful people who use new ideas or products only when the majority is using it.

**Laggards**  
Traditional people who accept new ideas only when it becomes mainstream.

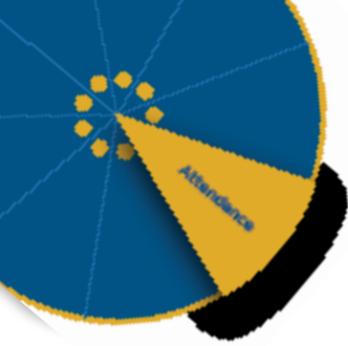
# CAMPUS IN ACTION

Customers Share Success Stories



Great software is made better when users are skilled, innovative and see potential benefits for their schools.

The following stories tell how customers use Campus to streamline processes, use data to drive decision making, and, ultimately, improve education for all students.



# All Present and Accounted For

## The importance of attendance



Student absences affect No Child Left Behind (NCLB) compliance, district funding and the potential loss of a productive individual in society.

College Community, Iowa, uses Infinite Campus to detect attendance problems early and get students back on track.

Student unexcused absences require close attention. It must be tracked and reported accurately, or there are consequences that directly impact school funding, the district's ability to create a positive learning environment, and ultimately impact the role of the at-risk student.

Infinite Campus gives College Community Public School District in Cedar Rapids, Iowa, the tools to track attendance and use student data to focus on NCLB compliance, improve communication about at-risk students and monitor individual progress.

### Attendance and NCLB

NCLB dictates that schools set goals, demonstrate adequate yearly progress, and show improvement on student assessments. Craig Barnum, director of information services at College Community, says, "We have a trajectory for aggregate test scores in reading and math that need to be met by 2014 to be compliant with NCLB. Every school in Iowa has to pay close attention to that, and average daily attendance is one of the methods to keep schools on track. If students are not in class learning, they will assuredly fail the academic assessments and schools will not meet progress standards. It's a big deal."

Falling below the trajectory can have significant consequences. Schools can be put on a watch list or designated as a school in need of assistance. This designation would then require additional time and expense to develop formalized improvement plans. If there is still no improvement over time, eventually title

funds could be withheld. "Iowa takes this very seriously," said Barnum. "We are consistently monitoring attendance reports and rely on its accuracy. No one wants to be placed on the watch list." College Community relies on Campus to manage the data and provide the reporting tools needed to help them assess any problems and make good decisions for improvements.

### A National Concern

The Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice says students with habitual absences are more likely to drop out of school, use drugs and commit crimes. The cost of continued absenteeism is high, whether it's additional tax payers' cost to support the juvenile justice system, or the loss of a productive individual in the world.

Schools make every effort to graduate responsible people. One way to manage this is to ensure that students attend school and meet their educational objectives. Managing attendance is a quantifiable process that schools use to support student success.



**Craig Barnum** is the Director of Information Services at College Community, Iowa

"At our high school, principals run a report from Campus of all unknown absences from that day," said Barnum. "They'll follow up with each one of those students within 24 hours to find out what's going on."

When College Community identifies a student with consistently poor attendance, several steps are implemented to discover what is going on. A registered letter is sent to the family and the child may be put on a "child study team." The child study team meets two to three times per week to pool their understanding of what they know about the student's background, family situation, and any other issues that could affect attendance. In some cases, Human Services may be called in to address special student needs. College Community uses Campus to share the necessary data to support the student and communicate effectively with all those involved.

### Tracking Attendance with Campus

Because of the importance in tracking attendance, easy-to-use tools are needed for accurate and consistent data entry. The color-coded Attendance Wizard gives teachers and attendance clerks a click-of-the-button process.

Laura Fisher, attendance clerk for Prairie High School, has used Campus for five years and values the integration of the system to avoid duplication of data entry. She can cluster students when they've gone on a field trip or when entire families are on vacation. This information automatically populates a teacher's attendance roster so they are aware that a student may be gone - no need for the teacher to reenter attendance information for that particular student.

Making it easy ensures consistent and accurate use of the attendance tools.

### Informed Parents Help Support Students

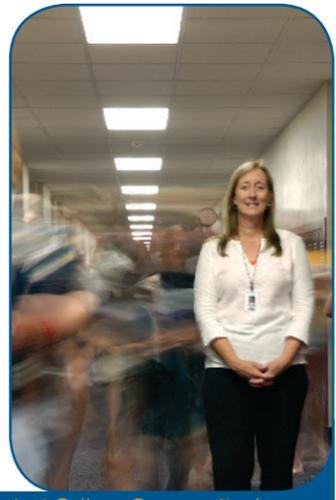
Involved parents are an essential part of supporting a student who may have a high rate of absenteeism. At College Community, attendance is taken throughout the day and immediately sent to the Campus Portal. Parents can check in the morning to see if their student is in class, and again later in the day to confirm the student has been in school all day.

This communication tool, available in real time, can be the impetus for immediately contacting the school to assess the problem, in hopes of determining next steps. Parents

working in partnership with schools are more effective in supporting the student, which leads to better end results.

### Using Attendance in Unusual Ways

College Community also uses attendance data in school-specific activities. Once attendance reports are run, a list of absences is given to the athletic coaches so they know



**Laura Fisher** is the Attendance Clerk at College Community, Iowa

who will be on the activity bus. Or, if there is a high level of unexcused absences, coaches may impose consequences for practicing and playing on the team. An absentee list is also posted in the teachers' lounge so other staff know who is out of school that day. Again, effective communication helps College Community manage attendance problems and provide support for students.

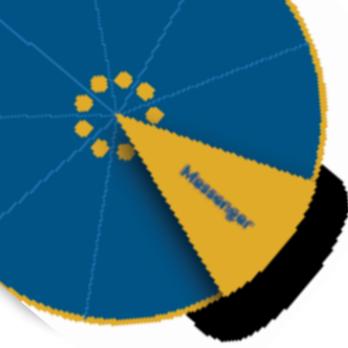
### Schools Succeed with Campus

Districts, like College Community, realize the implications of integrated, accurate and accessible attendance data. With improved student attendance, the potential for meeting or exceeding achievement goals is increased, and a positive learning environment is achieved. Campus provides the tools for meeting school, and ultimately student success.

### Missing class by any other name...

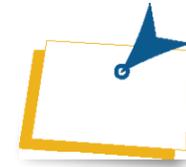
- Britain "wagging"
- Ireland "going on the hop"
- Jamaica "sculling"
- America "ditching"
- "playing hooky"
- "cutting class"

In any country, missing class is a problem that has a tremendous impact on schools, districts and society as a whole.



# A Million Messages

Effective communication builds strong schools



On March 16, 2007, JeffCo sent the one-millionth message. This was exactly seven months after the day they started counting email messages.



From top and left to right: John Brosseau, Scott Bell, Emily Fearholler, Nancy McInnes, Lanette Trujillo and Mario Cartays

Parents expect information about school and student activities 24/7.

Jefferson County Public Schools (JeffCo), Colorado, use Campus Messenger to keep parents informed and improve overall communication.

On Dec. 20, 2006 a snowstorm hit Colorado. It was a treacherous storm, even by Colorado's standards. And it was finals week at JeffCo. Parents and students needed to know immediately that schools were closing and how exams would be handled.

Using Campus Messenger, JeffCo sent out 23,000 email messages. It was a peak-use day for JeffCo's messenger system and they depended on Infinite Campus to communicate effectively. They were not disappointed.

### Parents Rely on Campus Messenger

People live fast-paced, full lives. Households are as diverse as the individuals themselves with extended or blended families, several languages spoken, and differing customs and traditions. Parents want more frequent communication about their student, whether they're in Denver or Denmark.

Statistics show that when parents are informed about their student's progress and collaborate with schools, student achievement improves. Once, when Campus Messenger wasn't available for a short time due to a slight technical problem, JeffCo received a surge of calls from parents asking when messages would resume. Campus Messenger proves to be a successful communication tool that all stakeholders depend on.

### Many Uses for Campus Messenger

Typically, JeffCo uses Campus Messenger to contact parents or guardians when a student is absent or tardy. The system has been set up to automatically send an email or voice message once attendance is submitted by the teacher

and confirmed by the office attendance clerk. Parents and guardians identify their preferred method of receiving messages, via email or voice message, which is managed centrally in Campus Census.

As with most schools across the country, JeffCo must reach a diverse population. Currently, parents can choose English or Spanish as a communication preference. JeffCo also uses Campus Messenger to distribute general daily and weekly announcements and to alert parents about school closings. Parents rely on this source of information from the district to keep in touch.

JeffCo is currently in the middle of a pilot program that will allow teachers to communicate directly with parents or students, whether it is a reminder of an upcoming field trip, or if a student is having academic difficulty.

Scott D. Bell, JeffCo's Executive Director of Infrastructure Services, tracks the use of

*"In reality, without Campus Messenger, we would not be able to communicate with parents as often or as effectively as we do."*

Scott Bell, Executive Director of Infrastructure  
Jefferson County Public Schools, Colorado

Campus Messenger. "I calculate the number of email messages sent each month. On any given Monday through Friday, we send out 5,000 to 15,000 daily. This doesn't include our use of Campus Messenger with Voice, because at this time we can't track it. I do know it also gets heavily used."

### The Million Message Contest

Scott was aware of the large volume of messages produced by JeffCo and the benefits for the district in providing increased communications to its stakeholders. He wanted others in the IT department to get excited about this and thought it would be fun to run a contest to see who could guess which day JeffCo would send their 1,000,000 email message.

In late February, he sent a notice to the district IT people asking for their best guess of a date. Out of a pool of 100 employees, 27 people submitted a guess. There was a good cross section of people involved in the contest, including service desk employees and project managers.

Scott uploaded the data each day, so participants could track their guesses. The district was averaging about 114,000 to 183,000 messages per month, so he knew the goal would be reached sometime in March or early April.

On March 16, 2007, JeffCo sent the one-millionth message. This was exactly seven months after the day they started counting email messages at the start of the school year. The lucky winner won a free lunch. She graciously offered to share her "winnings" with her department and a pizza party was planned in celebration.

### Value-added Communications

Increased communication to parents, students, staff and the general community can help schools be more effective, save on traditional printed communication expenses and help students to be more successful. JeffCo's

extensive use of Campus Messenger and Messenger with Voice are tools to convey important information and bring everyone together to create a supportive learning environment. ©

JeffCo  
Team



# Integrated Grade Book Builds Teacher Collaboration

## Working together for student success



at sharing detailed grading and reporting information within their learning communities and with parents and students.

We had already been using a web-based parent portal with our previous system. Our staff knew that parents would be receiving a login to the Campus Portal within 10 days of our “go live,” giving them a sense of urgency to input appropriate information.

Immediately, our teachers setup assignments, quizzes and projects that had detailed curriculum objectives, references to textbook and multimedia material, as well as Internet links to support assignments and help students prepare for testing. For the first time, our parents have thorough information in real time about the work their children were doing, or in some cases “not doing.”

*High school students were logging into the system at twice the rate of our parents.*

### Sharing Information Provides Insight and Support for Teachers

Teachers have taken advantage of the ability to view student progress within other classes via Campus Grade Book. No longer are teachers waiting for a hardcopy report of a transcript or report card to understand areas where a student has struggled. They are finding that with a simple click, multiple pieces of information are accessible via the student summary tab providing pertinent information and an opportunity for continued support of individualized learning, achievement and progress.

The ability to monitor student work and progress has become a critical tool to support our “Response to Intervention” model and the work of our special needs staff. Previously burdened by a paper-based system to track student’s class work and assessment information, special education staff is finding that more timely interventions can occur when accessing the information within Campus Grade Book.

The struggling, or non-engaged student who may not be on a formal plan of intervention has benefited from the unique use of Grade Book. Some teachers have begun to use the student comment feature to provide additional feedback for parents and students on grades and daily activity.

### Exploring New Uses for the Grade Book

Within the short time we have used Campus, teachers are exploring new uses for the data that lies within.

We hold informal meetings and invite teachers to “drop in” to ask questions about Campus Grade Book, give feedback on how the product can better serve their instruction and support of student learning, and learn how they can use it to enhance communications with parents.

These sessions have led to rich discussions about the mastery of our curriculum, using our data to inform instruction and the creation of additional assessments for learning. During the next few months, we will be working to create an individual learning plan to support students who are part of our “Response to Intervention” model, which has proven successful in early and targeted support for struggling learners. ☺

## Norma Morganti

is the Chief Technology Officer at Perry Public Schools, Ohio



by Norma Morganti

Integration is the key to successful instruction. It also connects teachers within the professional learning communities.

Perry Public Schools, Ohio, needed an integrated grade book to support the work being done in their professional learning communities. By sharing student data including grade book information, Perry teachers are using it to support their “Response for Intervention” model to quickly respond to students in need.

The most familiar form of assessment for teachers and students is the act of giving and receiving grades. Whether it is the traditional A-F format, the satisfactory/not satisfactory system or a numerically assigned formula, providing ways to determine progress and achievement is an essential part of the teaching experience.

As paper-based grade books give way to their electronic counterparts, teachers quickly embrace not only the convenience that digital formats bring to the tedium of grade recording, but many realized the benefits that online access can bring to their instructional toolkit.

### Tracking Student Progress

Teachers in Perry Local Schools have been recording and tracking student grades elec-

tronically for more than seven years. While the program our teachers used initially was adequate for basic reporting and tracking of homework, quizzes and tests, it lacked integration with our student information package and our online curriculum.

### Professional Learning Communities

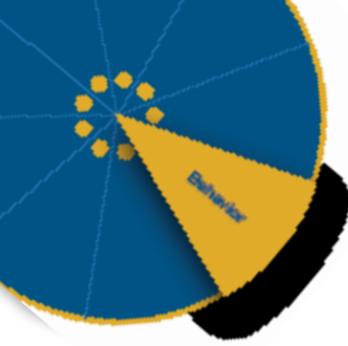
During the last three years, our teachers restructured their work around professional learning communities by grade level and content area. With time built into their schedules to meet weekly, teachers across the district developed measurable goals within their learning communities and shared best practices,

developed common assessments, and gained insight into individual student learning, achievement and progress. We quickly realized that the data systems that we had in place could not support the work of our PLCs, since our data, while online, existed in silos that were not easily integrated or disseminated.

### Upgrading the Instructional Toolkit

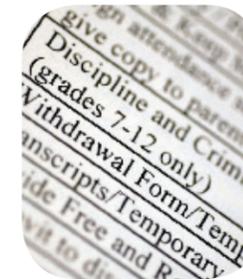
In the 2006-07 school year, the district strategically set about upgrading our teacher instructional toolkit. Armed with a new wireless laptop, and access to the Campus transactional data warehouse, our teachers took aim

Student	8/22/07	9/05/07	9/26/07	10/16/07	11/06/07	11/20/07	12/03/07	12/17/07	12/31/07	1/13/08	1/27/08	2/10/08	2/24/08	3/10/08	3/24/08	4/07/08	4/21/08	5/05/08
*1 Alon, Randall D	82.00	95.00	95.54	B+	89.54	B+	90.4											
*1 Anderson, Kyle B	87.00	1115.00	78.89	C-	78.83	C-	70.0											
*2 Beutler, Abel M	82.00	1025.00	92.09	C	83.05	C	77.5											
*1 Bishop, Kathleen	728.00	825.00	24.24	C	81.34	C	79.0											
*1 Cardinal, Amanda M	85.00	1115.00	78.23	D+	75.23	D+	71.5											
*0 De Pae, May L	85.00	1115.00	78.23	D+	75.23	D+	71.5											
*1 Dunn, Tricia	85.00	1115.00	78.23	D+	75.23	D+	71.5											
*1 Enloe, Jesse K	85.00	1115.00	78.23	D+	75.23	D+	71.5											



# Helping Students Help Themselves

## Tracking behavior for better decisions



Whether it's recognizing student achievement, or documenting a serious threat, schools need immediate access to behavior information.

Lakeville Public Schools, Minnesota, uses Campus Behavior to access information, support students and make informed policy decisions.

A student is issued a parking violation. Another student is awarded "Student of the Week." A group of students had an altercation in the cafeteria. Recording behavior (both positive and negative) has become a matter of urgency for educators today. Schools are required to document behaviors, share them with appropriate individuals, and, if necessary, determine consequences and resolutions in order to differentiate serious problems from typical adolescent attitudes.

Adhering to a high level of confidentiality, behavior information influences decisions for staff, students and schools. Athletic directors impose discipline actions due to inappropriate conduct in school, counselors track persistent problems and recommend appropriate guidance for seeking help. Staff acknowledge positive actions to encourage a sense of pride within the school community.

Douglas Ninow, Lakeville Student Information Specialist, sees tremendous benefit from tracking student behavior through the use of technology. "Our staff benefits from the quick and easy entry and retrieval of behavior information that helps them make informed and appropriate decisions. With such information, students

### Sharing Behavior Information

Documenting student behavior at Lakeville Area Public Schools is an important tool used in the hope of redirecting negative behavior, or acknowledging improvement and success.

Janet McAlpine is the Behavior Intervention Coordinator at Lakeville Public Schools, Minnesota



are held more accountable for their actions. Parents are better informed about circumstances and can be more involved in helping provide effective interventions."

### Documentation Taken Seriously

Janet McAlpine, behavior intervention coordinator at Lakeville North High, has hands-on experience with students. "I use Campus Behavior daily for every incident brought to my office. I record suspensions, from those very serious in nature down to cell phone issues. Keeping records of issues and conversations, and documenting who was involved is important from a legal aspect and should be taken seriously."

It is impossible to remember each student and every incident. With real-time information and complete records available in Campus Behavior, she has the appropriate documentation at her fingertips, for quick referral, to take to meetings, and when parents are looking for full details regarding their student's behavior, consequences and resolutions.

### Legal Proceedings, Media Relations and Policy Decisions

Occasionally, McAlpine is called to present information in court, requiring her to draw from the historical and accurate data available about the student. Using Campus, educational leaders with authorized security rights have access to the behavior information logs in perpetuity if the district desires, an advantage that keeps everyone informed.

Deans and principals may need to track incidents to inform the community, see patterns of behavior that may determine new policy, or incidents that may need to be reported to appropriate agencies. Behavior information is also used for state reporting.

"Campus Behavior makes it easy for our staff to enter and extract the necessary information to make good policy and individual decisions," said Ninow. Informed

*"Students are held more accountable for their actions. Parents are better informed and can be more involved in helping provide effective interventions."*

Douglas Ninow, Student Information Specialist  
Lakeville Public Schools, Minnesota



Douglas Ninow is the Student Information Specialist at Lakeville Public Schools, Minnesota

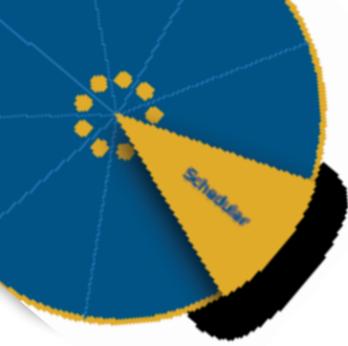
individuals can impact the future of the student, the school and the community.

### Collaboration with Parents

Districts can choose to display behavior activities on Campus Portal, allowing parents and guardians access to their student's in-school actions and achievements. Providing this information lets parents learn more about social situations as they occur, to address the behavior immediately. Working together, administrators, counselors and parents can assess the situation and determine the best next-steps for the student.

### Technology and Teamwork

Tracking behavior, keeping parents and staff informed, and developing appropriate processes can help guide a student who acts out, may dissuade other students from inappropriate behavior, or encourage others to participate in leadership roles. Integrated technology and effective teamwork between families and staff make it happen. ©



# Master(ful) Schedule Building

The value of collaboration in scheduling



by J. Richard (Dick) Dewey, Ph.D.

Scheduling has typically been the job of a few isolated individuals, working from a higher vantage point. This cloistered approach was time consuming and myopic, often alienating those directly affected.

Today's highly effective schools realize the value of collaboration. Using Infinite Campus, an entire team appreciates the flexibility and innovation to build a truly masterful schedule.

Visualize a 3,000 piece jigsaw puzzle. That's school scheduling. Knowing which pieces to connect first, watching for intersecting patterns, shifting pieces until they link together and finally, achieving a recognizable, complete picture.

This isn't easy. Highly effective schools realize schedules are best met with thoughtful consideration, collaboration among stakeholders, and flexible software. Shifting from old methods of scheduling to an enlightened process that emphasize individual learning opportunities for all students takes more than a new magnetic white board and gallons of coffee. It requires a complete change in culture, and Campus, to achieve Master(ful) Scheduling.

## Redefining the Schedule Building Process

Educator's already busy schedules, coupled with the seeming inflexibility of the school's master schedule, loom as obstacles too monumental to overcome.

When this occurs, it is time to begin the dialogue; to re-examine the decades-old science of building a master schedule and the technology tools used - both products of a different age of expectations for our schools. With the No Child Left Behind Act (NCLB), and the emerging global competition, school outcomes have changed. Consequently, master schedule building must morph into both an art and science of Master(ful) Scheduling.

Overall, the traditional master schedule building process has remained a less-than-flex-

ible roadmap that, to the best extent possible, drives the territorial, political, tradition-based use of resources that represents what is best for traditional teaching.

## Expectations Have Changed

Made clear by NCLB guidelines and global competition, we are reminded that the challenge now is to provide education for all students. These new expectations are complicated by the increasingly diverse needs of our students.

However, there is good news. Current research has shown us:

- All children can learn
- There are some things that schools can't control; and, at the same time
- The school does control many factors that positively influence student mastery.

## The Number One Enemy - Isolationism

Indeed, the seemingly most difficult hurdle for schools (especially high schools) is breaking through the isolationism that is endemic in the school setting.

## The Number One Remedy - Collaboration

"In a ten-year study, whenever we found a highly effective school or a highly effective department within a school, without exception, that school or department has been a part of a collaborative professional learning community."

Milbrey McLaughlen, professor of education, Stanford University

## What Drives Highly Effective Schools?

Education leaders from across the country have some common themes that drive these highly effective schools:

- A passionate and committed focus on learning (vs. a focus on teaching)
- Shared mission, vision and values
- Systems and structures supporting personalization of school for the students
- A collaborative culture committed to collective inquiry, orientated toward both action and results, and fully supported by a master(fully) built schedule that is flexible and responsive.

In pursuit of educational equity - all students reaching their full potential - highly effective schools also systematically collaborate on curriculum, professional practice, quality assessment and intervention.

In addition, this important work is supported by a continuous improvement process (vs. event style) staff development program that is aligned, embedded and differentiated (based on the unique work and needs of the varied collaborative teams).

## The Master Schedule is Replaced by the Master(ful) Scheduler

A powerful cultural shift has unfolded in these highly effective schools. The old procedures may continue to serve the teachers well; but, they no longer serve the needs of all students. And, most student information systems have not been designed to do anything other than serve the old rules.

Schedulers are collaboratively re-examining the systematic use of time, space, motion and people to serve the learning needs of a diverse student body. Personalization, teaming, collaboration and systematic intervention opportunities are being prioritized, where singleton and doubleton conflicts, and class balances used to be the driving forces.



Dick Dewey

is a consultant and owner of Education Solutions, LLC. Formerly, Dick was the principal at Eastview High School in Apple Valley, Minnesota

## Infinite Campus to the Rescue

Most student information systems were not designed to be responsive to this new reality and the new rules of prioritization. Infinite Campus, on the other hand, was designed for this very purpose.

The Campus Schedule Wizard is a powerful schedule "loader" that is flexible and responsive for the even most complicated configurations concocted by Master(ful) Schedulers. Infinite Campus is up to the task - designed to be systematically responsive to scheduling creativity to meet the unique needs of each school and individual students within these schools.

## Collaboration is the Key

High performing schools actively prioritize and protect collaboration for teachers. To do this, these schools schedule creative structures to support effective teaching. Teachers, counselors and administrators work together with a high level of personalization, communication and information. The culture of scheduling has shifted, as these schools take collaborative and collective ownership in the precious resources of time, space, motion, people and dollars.

Infinite Campus is a tremendous resource to support masterful scheduling and is needed to support this important work with students. Teachers realize higher quality solutions and growing confidence as they test creative ideas. Students who were on losing streaks are starting winning streaks. Students who have been on winning streaks are jumping higher bars of learning. Educational equity is a reality! ☺



# One Size Never Fits All

## Effective state reporting



state is requesting.' We had a learning curve and a huge adjustment for the staff. The Campus Subject Matter Experts team asked questions we hadn't considered."

### Setting Up Shop – Being First in the State

Hines admitted it was challenging to be the first Campus user in Missouri for state reporting. But with the ability to record accurate, quality data, there is much less stress.

### Infinite Campus Responds

Hines identified the unique requests for making the state reporting actually work in Missouri and the St. Louis metro area.

"We needed items such as College Preparatory Studies Certificate (CPSC) that track the number of students who go through the requirements to receive their certificate when they graduate. We had to pull information at a very nitty-gritty detail level," said Hines.

Rockwood found that Campus didn't have specific fields for all this detail, so they worked with Campus to see if other custom fields could be used or if there needed to be Missouri-specific fields built. "Infinite Campus worked to develop these required fields for us. We were able to write a program to determine student eligibility based on custom fields we created in Campus."

State reporting got a whole lot easier for Rockwood. Staff from the Central Office (finance, discipline and human resources) now pull the extracts with assistance from Hines, as needed, verify the data, and upload them to the state Web site.

"The communication with Infinite Campus was a blessing," said Hines. "I've worked with vendors in the past who were not cooperative. They'd say 'we've given you a way to enter data, you figure out how to report it.' That was not the attitude with Infinite Campus. They understood how important accurate state reporting was for us. It's great."

### State reporting got a whole lot easier for Rockwood.

### And the Beat Goes On

The real challenge for districts in regards to state reporting is keeping current. Requirements are constantly modified, making it necessary for continuous monitoring and change requests to keep the state reporting requirements up to date.

"When we first submitted our data to the state using Infinite Campus, it was 'Wow', all that data is there in one fell swoop. We don't need to spend weeks entering data by hand. I can spend my time doing other things. And saves errors in entry."

Working together with Infinite Campus, Rockwood continues to develop best practices to support their unique reporting requirements. Districts are assured of quality data and staff save time and reallocate resources to other tasks. ☺

*"Some states report attendance only once a day. We were astounded. Our requirement was down to three minute intervals."*

Maria Hines, Senior Programmer Analyst  
Rockwood R-V1 School District, Missouri



"Everyone has more freedom now," said Hines. "Because we're such a large district, 30 buildings; 21,000 students, we have to run each school individually and merge the data into one file for each report type - cutting and pasting.

"The file creation takes a matter of hours today opposed to days (previously) and the file preparation only takes one to two hours. The uploading of the files to the state takes a matter of minutes, saving us two to three weeks of data entry that we used to spend. And, our data is cleaner."

For nine months Rockwood was the only Missouri school using Campus. They realized the need for a broad vision for the future, and worked closely with Infinite Campus to determine the process of state reporting for new districts ready to implement Campus.

### Rockwood – One of a Kind

St. Louis school districts are different from other Missouri districts in that they have a voluntary student transfer program. So Rockwood's state reporting needs were different, not only from other states, but also from other districts within the state. In addition, St. Louis has their own special education school district that serves special needs students within their residing schools, such as Rockwood, with unique reporting needs, as well.

They also report the numerous language services provided within the district, as well as discipline statistics, graduation rates, and physical fitness information.

Districts face many state reporting challenges including confidence in their data, time-consuming transfer of information, and changing requirements.

Rockwood R-V1 School District discovered that Infinite Campus gives cleaner data and saves time when meeting Missouri state reporting requirements.

Determining the complex set of reporting standards for each state is like playing with a Rubik's cube. A twist here to sort out accurate statistical elements; a turn there to arrange the data into the specified format; and a final spin to confirm understanding of standards required by the districts. Finally, with all colors aligned, the reporting structure is developed and districts submit their data to the state; an arduous task made easier by Infinite Campus.

State reporting is not an option. It drives funding, evaluates school progress, and determines the efficacy of NCLB.

More than a year ago, Maria Hines, senior programmer analyst for Rockwood R-V1 School District, was asked to evaluate Infinite Campus. One of the first things she examined was how Campus supported state reporting with other customers across the country. Although she received good reports, she realized each state has unique reporting requirements. She wanted to learn more about how Infinite Campus would support the unique standards for Missouri.

April and June. Most information relating to students or courses is collected in Campus and they're able to extract the data as needed.

### Improve Data Accuracy

After Rockwood implemented Campus, they learned they had not been recording some information to Missouri's specifications with the old system. "We were recording a lot more information than we needed. Now we break it down to exactly what the state requires," said Hines. "We told the Campus staff that we had 'always' used these codes. Gently, but firmly, they said, 'No, you need to use the codes the

**Maria Hines**

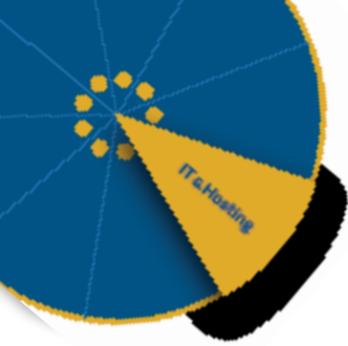
is the Senior Programmer Analyst at  
Rockwood R-V1 School District, Missouri



### Soft-boiled Egg Reporting – Three Minute Intervals

"We've evolved," said Hines. "Our prior system was a custom in-house system built around state reporting." Missouri state reporting is excruciatingly detail oriented. Everything must be recorded down to three minute intervals.

Rockwood uploads data six times throughout the year: August, October, December, February,



# Cooperative Support for Smaller Districts

## Arrowhead Regional Computing Consortium (ARCC)

ARCC, Duluth, Minnesota



by Jim Livesay

Smaller schools with limited resources need partnerships to manage technology.

ARCC, an Infinite Campus Consortium partner, supports districts with technology and data management in a cost-effective manner.

Smaller districts, with extremely finite resources, have found innovative ways to support technology and develop creative solutions to serve their students. Two hours north of Minneapolis/St. Paul and a half-hour south of Duluth is the town of Esko, Minn. A quiet community with about 4,000 residents, it was built on the taconite industry and the community takes pride in their heritage as a city on “The Range.”

Esko’s K12 school, home of the Esko Eskimos, serves about 1,100 students. As their data management needs and technology demands grew, they realized a need to work with an organization like Arrowhead Regional Computing Consortium (ARCC), located in downtown Duluth. ARCC is an easy drive from Esko, so training and services are local, personalized and familiar.

Working together brings cost effective support, innovative ideas and a sense of camaraderie to smaller schools. Infinite Campus has consortia partnerships across the country providing personalized attention, quality service and technical support. ARCC was one of the first consortia customers for Infinite Campus.

### Who We Are

ARCC is a cooperative service agency supporting a group of districts in the northeast (arrowhead) region of Minnesota (Region II). They are the services and support center for managing data for these smaller districts. The regional location of ARCC provides added value, as well.



**Jim Livesay**

is the Manager of Information Technology at ARCC

ARCC first became acquainted with Infinite Campus in 2002. After an extensive search for a new student information system, our members selected Campus as the system ARCC would service and support.

### What We Do

ARCC was one of the first organizations to implement the regional hosting model. In this model, all Campus servers are housed at ARCC; participating districts connect via a high-speed wide area network (WAN). Presently, we house two application servers and one database server.

In addition to the WAN support for Campus customers, ARCC offers first responder support, training, programming expertise, problem resolution, change management and project management.

ARCC is also a member of the Minnesota Campus Administrator Group (CAG). This group, consisting of key districts within the state of Minnesota, meets monthly and has become a “voice” for all Minnesota districts by working with Campus as one body reflecting the needs of multiple districts.

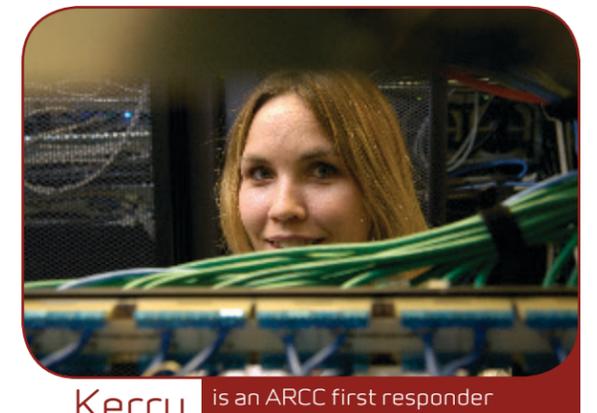
### Local First Responder Support

When a district has a problem, makes a suggestion, or requests a special report etc., its key student information system person will normally contact ARCC via a special ARCC/Campus mail list. This list consists of the Campus support team at ARCC.

In most instances, ARCC resolves the problem without additional assistance from Campus Support. When we do need assistance, we open a standard case via the online Campus Customer Portal. Over the years we have developed an excellent, synergistic working relationship with the Campus corporate support staff.

### CURRENT CAMPUS DISTRICTS SUPPORTED BY ARCC

Barnum	Grand Rapids	Mt. Iron
Carlton	Greenway	Nashwauk
Cloquet	Hermantown	Nett Lake
Cook County	Hill City	Northland Learning Center
Deer River	Lake Superior School District	St. Louis County
Esko	Littlefork	Wrenshall
Floodwood		



**Kerry Chaffey** is an ARCC first responder

### Integrated Applications Food Service

In addition to the core Campus system, ARCC also supports Campus Food Service for five of our districts. The point of sale (POS) terminals reside at the schools, with the back-end database residing at ARCC. The POS application and the back-end application stay synchronized via our WAN.

### Special Education

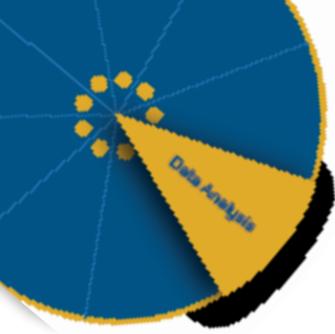
A few districts use Campus Special Education. Schools are pleased to find that this eliminates the need to maintain two systems, one for basic student information and the other for special education students.

### SQL Reporting Services

One key feature ARCC has taken advantage of is the implementation of Microsoft SQL Reporting Services (SRS). By utilizing SRS, we have been able to provide meaningful reports for our customers, especially for those with limited technical staff, or when canned reports or ad hoc reports prove insufficient. The best part of this is once the SRS report is posted to an area within Campus, it is indistinguishable from other built-in reports.

### A Partnership that Works

ARCC strives to work closely with both the districts and Infinite Campus to provide an integrated student management system and ensure quality, on-going support. This partnership is both effective and cost efficient for districts, giving smaller districts the technical support and services they otherwise would not be able to fund.



# Connecting Data to Students

## Using data effectively



by Sue Derison

Collecting data, without analysis and application, limits district opportunities.

Forsyth County Schools, Georgia, uses Campus to evaluate data, use it to allocate resources and to make good decisions for students.

In more than 20 years of experience in education, I have seen the use of data change tremendously. It went from a manual process for data entry and a complex procedure for extracting information, to that of an easily managed, web-based, sophisticated computer based student information system. Data management began with stand-alone applications, then move to mainframe applications, to client servers, and today we use Infinite Campus, a centralized database application.

The use of student data for analysis varies across our district, with different audiences using the data from their perspective, allowing them to make relevant decisions that impact their daily responsibilities.

But one of my mantras during all my years of experience has been that there are only two reasons for data analysis in education - to make good decisions for students and to get money.

### Many Uses of Data

Efficient and high quality analyses are needed to meet the demands of NCLB reporting, where data accuracy directly impacts school ratings, student enrollment, and ultimately, financial health. By using Campus analysis tools, we can understand the standing of our students, classrooms, schools and the district overall, and we can then make changes as needed.

More and more, data analysis is also used effectively in the classroom. For example, flagging students who may be falling behind in class, missing school, or experiencing behavioral problems can help identify a problem early on, resulting in appropriate help and redirection for the student.

### Life Cycle of Student Data

The life cycle of student data begins with the need for accuracy and validity at the point of entry. This is essential when aggregating the data so that we can obtain an accurate picture of the individual student, each class, all schools and the entire district.

With centralized registration and census data entry point using Campus, we are experiencing higher data quality. Using best practices and built-in validation of

*There are only two reasons for data analysis in education: to get money and to make good decisions for students.*

data entry fields, we can depend on the data to be accurate to undertake analysis. And when we disaggregate by groups for assessment accountability, there is an abundance of information to be gleaned from this data.

### Teachers

From the teacher's perspective, the goal of data acquisition is to see a picture of the student first, analyzing achievement performance trends both at the criterion and standardized levels.

Teachers need to see the relationship between daily performance compared to local or state standards and their relevance to standardized achievement or high stakes testing programs. Rather than a backward look after the academic year is over, teachers need a prescriptive tool to anticipate mastery of the curriculum and high performance on these assessments.

### Classrooms

At the classroom level, Infinite Campus allows teachers to view student performance. This information is used for planning group and individual instruction leveraging the Campus Grade Book and ad hoc reporting.

We also use exported data to populate class profiles for teacher use. These profiles give an overall picture of the class, providing the

systems for funding and operational areas. Again, the accuracy and validity of the data is critical to make good decisions.

As a truly integrated system, Infinite Campus provides data for food service applications, transportation routing programs, planning and redistricting GIS systems, allotments for teaching positions, ordering of textbooks, facilities planning, and many other areas. School resources cannot be misappropriated due to inaccurate data at the source. Our administrators rely on Campus Analysis to provide the big picture and the capability to drill down into data points for a better understanding of why something is occurring.

### Impact on Financial Resources

And finally, the money, or maybe it should have been first. We certainly cannot provide instruction without the

funds to air condition buildings, hire teachers, get kids to school, buy instructional materials and pay for tests. Again, accuracy of data entry using Infinite Campus provides the means for appropriate funding levels. We also use analysis periodically to ensure we are ready to go when it is time for state reporting.

*"Teachers don't want to look at a 747 cockpit screen. The success of Campus lies in its ease of usability..."*

Bailey Mitchell, Chief Technology Officer  
Forsyth County Schools, Georgia

In all areas, technology must provide the tools to make analyses across the district easy to use and to give the appropriate data to the user. Bailey Mitchell, our chief technology officer at Forsyth, always says, "Teachers don't want to look at a 747 cockpit screen." The success of Campus lies in its ease of usability for all these groups. ☺



Sue Derison

is the Director of Information Systems and Support for Forsyth County Schools, Georgia.

teacher with more than the assessment data. These profiles include discipline referrals and attendance data, not just in the context of the individual student, but for the entire class. Teachers get a complete picture of the class's mastery of the curriculum.

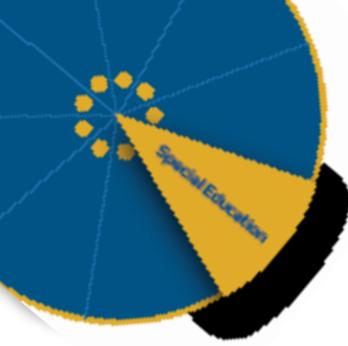
### Administration

Administrators use analysis to look at grade levels and their school to see trends not only in achievement, but demographic changes within their community.

Questions that administrators consider include: Are needs for diversity training anticipated? Will staff certification areas and specialties change? Will budgetary needs move to different areas? Are there increasing needs for community involvement in safety or preventative behavior programs? Campus Data Analysis helps us to make these decisions.

### Districts

From a district leader perspective, overall district planning needs are greatly influenced by analyses done within student information



# One Stop Shop for special education providers



by Paul West

Special education teams need access to an integrated data information system to manage IEPs and state reporting.

Forsyth County Schools, Georgia, has the system for data tracking and running the necessary reports to increase efficiency.

The area of special education has its own challenges for collecting, developing IEPs, state eligibility and timeline considerations, not to mention the challenge of managing system-wide forms and processes. Infinite Campus gave us the ability to house all system-wide utilities and data collection components through one application, in other words, a "one stop shop" for our staff to access all applications and resources.

Parents stay involved with the ability to view their student's grades and IEP reports electronically through a password protected parent portal. Special education instructors also can include parent discussions and updates using the Campus IEP meeting invitation capabilities.

General education staff can access a student's IEP accommodations via classroom rosters. Through the special education portion of Campus, staff can manage student IEPs, departmental simple ("print and go") forms, and interactive forms. They also can create custom tabs for quick data retrieval and record keeping, as well as access customized reports through ad hoc filters.

The flexibility of Campus is a tremendous asset when the state and/or federal guidelines

change, as with the roll-out of state regulations from IDEA 2004. Forms can be efficiently updated locally and uploaded into the Campus database, or a custom tab can be quickly created to house the required data elements with the ability to run reports and manage this data.

School leaders, system managers, parents/guardians and other authorized stakeholders can access a complete learning plan for any student. Having the ability to quickly access student support team documents or records, discipline data, state and standardized testing, grades, special education information, etc.,

provide school leaders with the ability to analyze data that drives educational decisions for their students at an individual, school, and system-wide level.

As we transitioned to Campus, it gave us, within the special education department, the opportunity to reassess and reevaluate our process and departmental procedures, forms, and means to collect data. As it evolved,

we became more excited about the opportunities to organize and utilize this product, which in turn, made our day-to-day operations run smoother and more efficient. ☺



Paul West



is the Assistant Director of Information Special Education for Forsyth County Schools, Georgia.

# SUPPORTING CUSTOMERS Across the Country



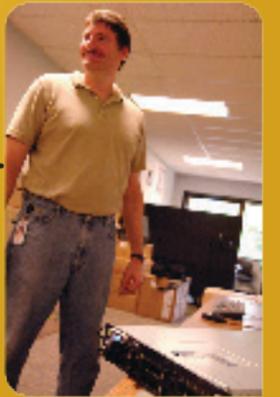
Xin Lin



Charlie Kratsch



Training in Esko, Minn



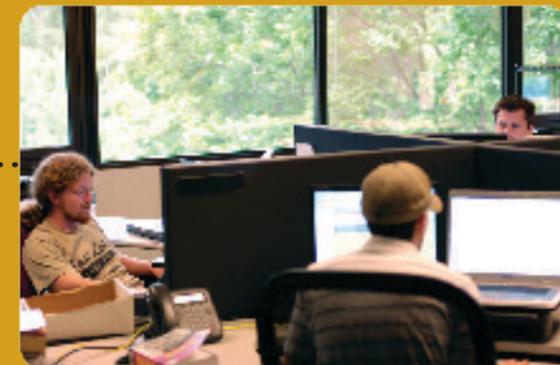
Brian Balthazor



Erik Kaufman & Aleksey Gorochkin



Mike Frankenberg, Willy Fox & Mike Rhodes



Adam Johnson & Dan Sweet





# Campus Support: There When You Need It

A definition of support in Webster's Dictionary is "to keep from fainting, yielding, or losing courage; comfort." When you are in the midst of a critical issue, have a looming deadline, or merely forgotten a process, this definition of support is accurate.

Excellent customer service is a top priority for everyone at Infinite Campus. Therefore, we provide several options for you to get the support you need, when you need it.

## Customer Support Portal

The Customer Support Portal gives you an efficient way to submit bug issues, track progress and keep informed about resolutions. Working directly with Infinite Campus Certified Support Professionals, you have reliable communication about your issues and appropriate responses for fixes.

Online support documents such as Campus User Guides, release notes, and latest updates are also found on the Customer Support Portal. Campus User Guides provide you with step-by-step instructions on work processes that occur infrequently throughout the year, such as managing the calendar and using Campus Scheduler Wizard. Also posted on the site is information such as a SIF Toolkit, tips for Mac users, and links to the Infinite Campus University catalog and registration.

## Context-sensitive Help

There is helpful, online support within the product available by selecting the help tab next to the associated page. Procedural documentation and user guides are linked with the appropriate help text. You can quickly research and find solutions to your questions with a click of a button.

## Support Services

The team of certified support specialists is available to answer questions, help you solve problems and provide a voice of reason amidst your never-ending list of tasks to complete. They are a phone call or email away to help you when you need them the most.

Support Services is divided into groups of expertise, to ensure your request is directed to the appropriate person. From a first responding generalist to a specific product area specialist and technical support representative, the group is led by seasoned professionals who oversee the process and give you solutions quickly.

## Client Services

Districts, regions and states are assigned a Client Executive after go-live to work closely with you to plan future training, purchase upgrades to new product functionality and be your advocate at Infinite Campus. They are a professionally trained, point-of-contact for each customer so Infinite Campus is constantly in touch you.

## Infinite Campus University

When new staff and teachers are hired, it is important to get them trained as soon as possible. Infinite Campus University provides



John  
Buchanan

keeping the  
technology  
infrastructure  
humming.



*Our dedication to support is one important way Campus achieves its mission.*

classes to all level of users, whether it is on the core functions of the product, a refresher from the implementation process, or advanced product knowledge for district support staff. Classes are offered online, on-site or at the Infinite Campus corporate headquarters.

Unlimited online training sessions are available through a reasonably priced annual subscription. Users can access frequently scheduled online training sessions on topics from grading, scheduling and reporting or search the library for previously recorded sessions.

Campus University also provides a number of free online sessions to provide overviews of upcoming releases and other topics of interest as well. These are on the Campus University Web site.

## User Online Chat

Infinite Campus has a User Online Google Group to share questions and provide solutions from other colleagues. This online chat room is maintained and reviewed by technical support staff, to ensure appropriate use and response within the group. Signing up is easy, and all customers are welcome to join. Signing up is easy, and all customers are welcome.

## User Groups

There are a number of established and newly forming Campus User Groups across the United States. The Campus User Group forum is a good place to learn how other districts leverage the product to provide information, analysis and decision support tools for their districts. To find out about a user group in your area, contact your Campus Client Executive.

## Interchange

Infinite Campus Interchange gives users from specific regions an opportunity to meet on an annual basis and gain insights into innovative ways to use the system. It also provides a unique networking opportunity for continued sharing and support from colleagues throughout the year. Find out more about this year's Interchange on page 38 of this issue.



Evans Odhiambo providing one-on-one training.

## IT Hosting

Infinite Campus has three hosting options.

### Central Hosting

Districts access their information via the Internet. Infinite Campus maintains district data at our national headquarters.

### Shared Hosting

States and regional consortia house server hardware and related infrastructure for its members. Data Center and applications are remotely maintained.

### Local Hosting

For larger school districts, the hardware necessary to run Infinite Campus is placed onsite for optimum system response times. The equipment is remotely managed and maintained by the Infinite Campus Hosting Team.

Infinite Campus wants you to be successful, so you can spend more time with your students. Our dedication to support is one important way Campus will achieve its mission: To transform K12 education in partnership with you. ☺



From left to right:  
Aaron Sauser  
Zach Manners  
Aaron Carlson  
Eric Weinreis  
Julie Holmes



Stephanie Mrachek  
Rob Ginther  
Stephanie Neuenschwander  
Darryl Fruchter





# Interchange: Beyond the Technology

## Something for Everyone

**Y**ou asked for it and we heard you. Whether you've been on Campus for a few months or many years, Interchange 2008 includes new sessions, tracks and activities appealing to a wider audience from your district.

Beyond the Technology explores innovative ways to use your Campus data - whether you are a teacher in the classroom, part of the administrative staff, a counselor, technology expert or district leader. As always, we will continue to offer sessions for new employees or users wanting a training refresher.

### What's New?

Interchange 2008: Beyond the Technology moves past "point and click" sessions toward a broad range of presentations, hands-on training and leadership sessions. Even customers who have become skilled technicians, experienced analysts and accomplished communicators will find new ways to use their Campus data.

district needs through a hands-on session. In addition, this year there is a session how to get your staff on board when implementing any new technology. These skills can be applicable to your district immediately, or some time down the road.



**Joe & Darryl** provide one-on-one live support, at the 2007 South Dakota Interchange.

### Teachers

Interchange includes sessions focused on the needs of teachers. From making the grade book work for you, to ad hoc reporting to communicating effectively with parents, these sessions range from traditional overviews and hands-on workshops to round table discussions. You and your peers can acquire skills to immediately apply to the classroom when you return.

### Administrative Staff

Topics ranging from using the Campus Census Wizard to using Campus to support curriculum mapping are offered this year. You will examine solutions available that make your data more effective - including ad hoc reporting, custom report building and data analysis.

### Technology Professionals

A new set of sessions has been created to meet the needs of district Campus technology staff, from support to the CIO. Dig out the data available in Campus by using Microsoft SQL Reporting Services to create the reports your

### District Leadership

District administrators need to manage the complex nature of education and lead staff through the many challenges they face. A group of special sessions have been created for this year's Interchange especially for school board members, superintendents and principals who want a better understanding of their Infinite Campus investment and how to use it for decision making.

Each Interchange will feature a K12 educational guest speaker and educational expert to lead you and your team through a process to identify data that drives student achievement in your district. Then you are shown how to use this data to impact instruction, taking full advantage of the tools available in Campus.

Finally, you will not want to miss the opportunity to hear Charlie Kratsch, Infinite Campus Founder and CEO, as he explains the technology behind Campus, the vision of the company and why your investment is future-proofed.

### And More...

The two-day Interchange combines workshops, presentations, demonstrations, roundtable discussions and hands-on learning opportunities to fully engage you in a variety of learning styles. And, like last year, the Campus Support Lab will be available both days, so you can ask specific district-related questions to a Campus Support expert.

Network, share ideas with colleagues, and visit with friends as you expand your knowledge of what Campus can do for you. There will be plenty of time to socialize at the new reception on the first day and during lunch both days. All of this, and more, is included in your registration fee.

Don't miss out, register today at [infinite-campus.com/interchange](http://infinite-campus.com/interchange).

**Kelvin Beck**

of Infinite Campus offers over-the-shoulder support, at the 2006 South Dakota Interchange.



INTERCHANGE NAME	START	END	CITY & VENUE
SD Interchange	10/02/07	10/03/07	Chamberlain, SD, Cedar Shore Convention Center
NY Interchange	10/23/07	10/24/07	Long Island, NY, Huntington Hilton, Long Island
NASIS Interchange Navajo Region	11/05/07	11/06/07	Albuquerque, NM, Natl. Indian Training Programs Center
NASIS Interchange West Region	11/08/07	11/09/07	Albuquerque, NM, Natl. Indian Training Programs Center
NASIS Interchange East Region	11/28/07	11/29/07	Arden Hills, MN, Campus Corporate Headquarters
IA Interchange	12/06/07	12/07/07	Coralville, IA, Coralville Marriott
KY Interchange	1/16/08	1/17/08	Louisville, KY, Galt House
MI Interchange	1/30/08	1/31/08	Grand Rapids, MI, Prince Conference Center
KS/MO/NE Interchange	2/04/08	2/05/08	Kansas City, MO, Intercontinental Hotel
GA Interchange	3/05/08	3/06/08	Athens, GA, Classic Center
MN Interchange	3/19/08	3/20/08	Arden Hills, MN, Corporate Headquarters
MT Interchange	4/09/08	4/10/08	Billings, MT, Venue not confirmed
WI Interchange	4/22/08	4/23/08	Wisconsin Dells, WI, Wilderness Resort
CA Interchange	5/21/08	5/22/08	San Diego, CA, Dates, venue not confirmed

### 2007-08 Beyond the Technology. New Interchange sessions include:

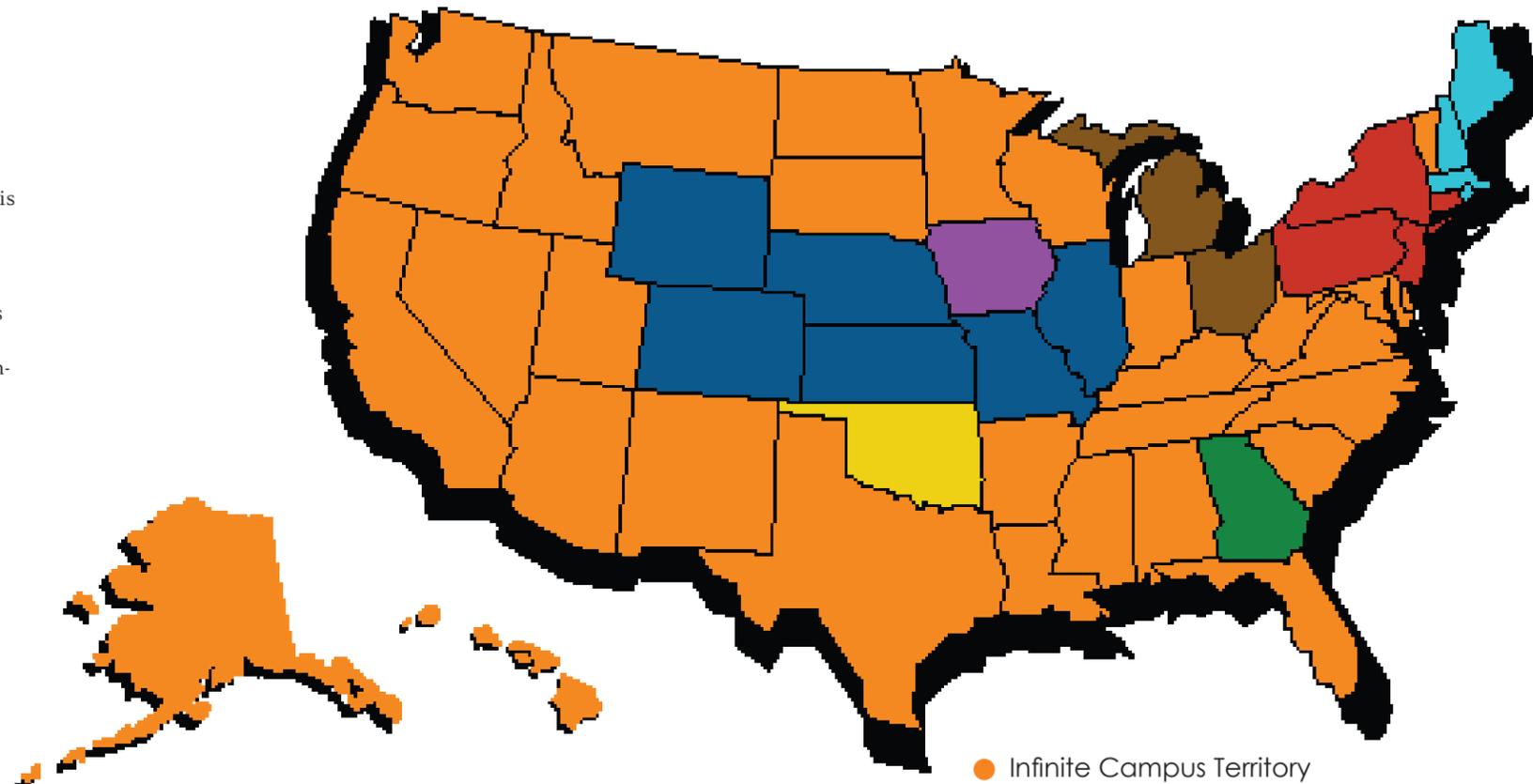
- Infinite Campus Architecture:** What Lies Beneath
- Thinking Ahead:** Planning the Campus Year
- Teaming up on the Data Puzzle:** Impacting Student Achievement
- Digging Out the Data:** Advanced Reporting with SQL
- Campus Grade Book:** Effective Use in the Classroom
- Data Just in Time:** Using Campus Ad Hoc Reporting to Inform Instruction
- Making Sense of Data:** Using Analysis to Visualize Data
- End of Term Made Easy:** Posting Grades De-mystified

# Channel Partner Program

## Regional Partnerships Across the Country

The Infinite Campus Channel Partner program is a comprehensive technical and marketing program with organizations that have an educational focus and strong relationships with public K12 schools.

Our customers benefit from this 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.



● Computer Information Concepts, Inc.  
2843 31st Ave., Greeley, CO 80631  
800.437.7457  
www.cicesp.com  
Serving Campus Customers in:  
Colorado, Wyoming, Nebraska, Kansas, Missouri and Illinois

### "Administrative Data at Your Fingertips"

Computer Information Concepts, Inc. (CIC) provides a comprehensive suite of web-based administrative solutions for K12 school districts. CIC has more than 25 years experience in implementation management, data migration, training/consulting and technical support services.

● Custom Computer Specialists, Inc.  
70 Suffolk Court, Hauppauge, NY 11788  
800.598.8989  
www.customonline.com  
Serving Campus Customers in:  
New York, Pennsylvania, New Jersey and Connecticut

### "Right People. Right Results"

Custom Computer Specialists, Inc. is Long Island's leading technology solution provider. Specializing in technology outsourcing and large scale IT projects, Custom has been serving the education market since 1979.

● K-12 Solutions Group  
234 Industrial Park Dr., Commerce, GA 30529  
800.915.1671  
www.k12solutionsgroup.com  
Serving Campus Customers in:  
Georgia

### "The missing piece to your technology puzzle"

K-12 Solutions Group offers products that cover the wide variety of education needs, from administrative functions to student assessment. Our service offerings complement any education task, including training, software support, data conversion, installation and custom application design.

● Optimal Solutions, Inc.  
1055 Gezon Pkwy SW, Wyoming, MI 49509  
888.832.3499  
www.optimalinternet.com  
Serving Campus Customers in:  
Michigan and Ohio

### "Connecting Schools and Technology"

Optimal Solutions, Inc. is an education driven technology solutions organization serving K12 districts for more than 14 years.

● UNICOM  
1026 Park East Dr., Woonsocket, RI 02895  
800.556.2828 ext. 6500  
www.unicom-inc.com  
Serving Campus Customers in:  
Maine, Massachusetts, Rhode Island and New Hampshire

### "IT Results. Period."

For more than 30 years, UNICOM Technology Group, Inc. has provided technology services and solutions to New England based schools. Our experts had schools build and sustain a cost effective IT environment for today and tomorrow.

● United Systems  
4335 Classen Blvd., Oklahoma City, OK 73118  
800.333.3549  
www.unitedsystemsok.com  
Serving Campus Customers in:  
Oklahoma

### "Relationships through Service"

United Systems is a technology solutions provider for education and small to medium business organizations in Oklahoma. Founded in 1984, United Systems focuses on innovation, quality, strong customer service and competitive pricing.

● V.i.P.S.  
850 Twixt Town Road NE, Cedar Rapids, IA 52402  
319.377.4978  
www.vipschools.com  
Serving Campus Customers in:  
Iowa

### "Value Inspired Products and Services"

V.i.P.S. offers more than 100 years of education industry experience. Recognizing the many unique needs of educators, our services offer easy-to-use solutions specifically designed for school administrators, technology coordinators, teachers, school secretaries and parents.

# COAST TO COAST YET CLOSE TO HOME

## Districts Benefit from Local Support

Working with knowledgeable professionals close to their districts, educators want partners who understand local issues and provide personalized attention.

Campus Channel Partners offer close-to-home product, service and support for customers. One example is the partnership between Seaford School District and Custom Computer Specialists in Long Island, NY.

It's a familiar face, a colloquial accent, an easy drive away. It's someone knowledgeable about local and regional politics, who is familiar with the educational leaders in the area and can meet for lunch. Campus Channel Partners are successful in bridging the gap between a nationally distributed data management system and the localized needs of a particular district.

### Seaford School District and Custom Computer Specialists, Inc.: A Partnership

On the fringe of Long Island, nestled in a tree-lined cove on the Atlantic seashore is Seaford School District. Like all districts, they had clear goals about what they wanted to accomplish to best serve students.

Only 20 minutes from Seaford is Custom Computer Specialists, Inc., (Custom) a Long Island-based technology solution provider. For more than 25 years, Custom has built relationships with clients that could be referred across their various business operations. Custom was an excellent fit as a Campus Channel Partner to serve New York, New Jersey, Pennsylvania and Connecticut, and it was instrumental in Seaford's decision to become a Campus customer.

Seaford had been a long-time client of Custom, having used them for the purchase of technology equipment and filling temporary staffing needs. When Seaford began the search for a new student information system, they listened closely to what Custom recommended. Fred Zappolo and Alan Lacher from Custom worked closely with Seaford to determine their needs and find the best solutions.



*"We attend industry and educational events for our districts to keep a personalized service... We work very hard to keep our clients satisfied."*

Alan Lacher, Director, Custom Computer Specialists, New York

After Seaford's selection of Infinite Campus, they depended on Custom to get them up and running as quickly as possible. "We worked closely with Custom during the implementation process," said Frederick Kaden, Seaford School District Director of Technology. "They're a wonderful group of people. Their experience made our transition to Infinite Campus go as smoothly as possible."

### Personal Attention and Future Potential

Visiting the high school, the partnership between Seaford and Custom is obviously well established. Walking into Kaden's office, there are technical support people wearing Custom jackets and providing on-site support. On a first-name basis with the staff, they share a sense of humor that only comes with familiarity and respect.

Lacher, Zappolo and Kaden settle into the office chairs to share a relaxed, friendly banter about current education legislation, the end of the school year, and opportunities for additional needs and services. They work well together, which ultimately benefits the district and the community.

Lacher wants districts to see the breadth of opportunities that channel partners can provide. He considers their role to be trusted advisers. "We are part of their communities," he said. "We attend industry and educational events for our districts to keep informed about their challenges and opportunities. We sponsor fund-raisers and district events. Because of the broad scope of business solutions found at Custom, it is essential that our districts are happy across all fronts. We work very hard to keep our clients satisfied."

### Service and Support – Close to Home

Districts, like Seaford, benefit from services and support available in their area. They trust Custom understands the state and local culture for advancing education and technology. Custom can then communicate these issues back to Infinite Campus to be addressed.

Custom, like all Campus Channel Partners, provides thoughtful leadership, guidance and solutions for their districts. Building long-term relationships and solving business operational problems today and tomorrow is the ultimate goal. ☺

*"We worked closely with Custom during the implementation process. They made our transition to Infinite Campus go as smoothly as possible."*

Fred Kaden, District Director of Technology, Seaford School, New York



A: **Fred Kaden**, Director of Technology, Seaford School District, New York

B: **Alan Lacher**, Director, Custom Computer Specialists, New York

C: **Fred Zappolo**, Director, Custom Computer Specialists, New York

# REALIZING INDIVIDUAL INSTRUCTION WITH R<sup>3</sup>

by Barry Brahier, Ph.D.



**Barry Brahier, Ph.D.**  
Infinite Campus Learning  
Experiences Designer

The premier issue of *The Infinite Campus* magazine has been about where we are today and the vision that got us here. Now we look to the future to give you the best products and service to help you achieve your goals for K12 education.

You are quickly mastering the tools to capture data, house it, report it and view it to make better decisions. This is not only for administrators, but includes opportunities for some teachers who use data when planning instruction. All of this is good, and Infinite Campus is proud to be at the front of the effort.

We do not accept that merely getting better at capturing, housing and reporting data is the ultimate goal. This disregards the most important factor in accomplishing transformation: time, and specifically teacher time. Teachers are the most valuable part of the enterprise, and the costliest. We must maximize their effectiveness and shift their profession from one where structures and roles reinforce isolation to a profession that depends on collaboration. And their biggest collaborative partner is their data system.

Teachers have little time to use data effectively in decision making, because their

most valuable time is spent with students (as it should be). They lose the opportunity to access reports to build awareness about a student that can directly impact how lessons are prepared and delivered. With the data system Infinite Campus envisions, teachers will have analysis pushed to their desktops, and individualized education will be a reality.

What is needed is a data system that learns. Learns about the student, the teacher, the curriculum and the results of formative and summative assessments and uses what it knows to suggest learning experiences for teachers to deliver. At Infinite Campus we call this model R<sup>3</sup> (R cubed) for a system that actively suggests the Right People (teachers and students), at the Right Time (ready to learn) with the Right Resources (learning activities, assessments, rooms).

R<sup>3</sup> is a data system that has the capacity to build and rebuild school schedules immediately upon successful completion of a task. It can then be used to place students with teachers best suited to deliver the learning experiences suggested by the system. These suggestions are based on data not from a local database, but from millions of students across the county. In that way, successful learning experiences for a specific student can be accessed by any teacher, anywhere. The system also incorporates the wisdom of the teacher by capturing their modifications to produce more and more lessons that work and fewer and fewer lessons that don't.

The next wave of innovation at Infinite Campus is to break the mold for what we expect of data systems now. It is time to expect more. More creative thinking, more effectiveness, more results.

## THE INFINITE CAMPUS EDITORIAL STAFF

**Liz Schmitt, Communications Manager, Editor**

Liz joined Infinite Campus in October 2006 with more than 20 years experience in higher education. Most recently, she was the director of marketing at the University of St. Thomas in St. Paul, Minn. In addition, she worked as a marketing consultant doing qualitative research and as a freelance writer, having published several poems and short stories.

Liz has a B.A. in English and a master's degree in creative writing. She continues as an adjunct professor in English at the University of St. Thomas, where her passion is to inspire impressionable minds to embrace poetry and 19th Century Russian literature.

**Ian Quine, Designer**

Ian joined Infinite Campus in January 2007, after almost three years as the senior Web designer at the University of St. Thomas. With a major in studio arts and post graduate studies at the Minneapolis College of Art and Design, Ian is well prepared to handle corporate web and print design projects.

An avid driving enthusiast, Ian drove an Audi A4 Wagon insanely fast on the German Autobahn in 2006, reaching speeds of 220km/hr. Ian can frequently be spotted cycling by the lakes and rivers of the Twin Cities and occasionally emerges from off-road trails splattered with mud and luckily no broken bones - yet...

**Stephanie Colgan, Photographer**

Stephanie has been a freelance photographer since 2001 and has built an extensive portfolio of clients. Her body of work includes portraits, travel and upscale weddings. Although not a true "fashion photographer", in October 2006, Stephanie shot several fashion shows in Paris, including Valentino at the Louvre. In fall 2007 she was hired by the New York Times to shoot fashion week in New York City.

Stephanie came to photography as a second career. She had taught art and photography and obtained a master's degree in special education. After teaching in Shanghai, China and traveling throughout Asia, she was inspired to pursue photography full time.

When not gallivanting around the world on photo shoots, Stephanie, and her husband, Eric, are raising two young, very energetic boys.

### R<sup>3</sup> ("R-cubed")

The Infinite Campus R<sup>3</sup> is a concept that actively suggests that the

**Right People** (teachers and students), at the  
**Right Time** (ready to learn) with the  
**Right Resources** (learning activities, assessments, rooms)

is the right way to realize individual instruction.

## Looking Ahead – Fall 2008

Student test results look great on Grandma's fridge. They would look even better if the results could be used in the classroom to pinpoint student needs.

Watch for the next issue of *The Infinite Campus* focused on assessments. Learn how educators use this information in the classroom – before the next school year begins!



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