PROPOSAL

SPECIAL EDUCATION MANAGEMENT SYSTEM

Presented to

Ms. Tammy Barge
Bartow County Schools

May 9, 2007

Presented by

COMPUTER AUTOMATION SYSTEMS INC.

P.O. Box 590 • Mountain Home, AR 72654
(877) 221-7327 (toll-free) • (870) 425-7111 (fax)
http://www.computerautomation.com
May 9, 2007

Ms. Tammy Barge  
Bartow County Schools  
65 Gilreath Road, NW  
Cartersville, Georgia 30120

Dear Ms. Barge:

We are very grateful for this opportunity to propose an outstanding solution to your search for a Special Education Management System.

The Computer Automation Systems solution comprises two major components:

1. The industry-leading SEASTM Web software  
2. A services company comprised of over sixty associates that is solely focused on the success of our customers

BCS has clearly identified the requirements for the responses to this request. We believe that you will see how our solution clearly addresses each of the areas with outstanding results.

It is our goal to exceed our customers’ expectations and dedicate ourselves to their success. We would expect to achieve that goal in a long and mutually beneficial partnership with BCS.

Thank you again for this opportunity.

Sincerely,

Kevin Lind / Doug Bonner
SOLUTION OVERVIEW

The solution that Computer Automation Systems, Inc. (CAS) is proposing for BCS has two components:

SEASTM WEB SOFTWARE

- Designed by Teachers
- Focused on minimizing paperwork to keep teachers in front of children
- Designed for case-of-use
- IEP Management
- Complete Special Education Form Management
- Goal Bank of state curriculum standards
- Customization of forms, goal banks, and processes
- Timeline compliance
- 100% Web-based
- Reporting
- Proven solution in over 1,800 districts over 10 years

COMPREHENSIVE SERVICES

- Full Implementation Services
- Administrative training
- Teacher training
- Toll-free phone support for any district user
- Product updates and enhancements
- Updates to all state-supplied forms
- Updates to all state curriculum standards
- Secured hosting
- Preparation of Medicaid Claiming data

This solution has a single goal:

Your Success

CAS has proven that our focus on customer success works to deliver results for over 1,800 school districts around the country. Our approach has delivered results in districts ranging from one IEP to thousands of IEPs.

For over eleven years, customers have known that Computer Automation is a true “partner” in their success, growing the total solution as their needs have changed and grown. It is important for BCS to know that our company is going to support you when your needs change.
THE VALUE OF THE SEAS SOLUTION

The SEAS solution automates the business process of delivering excellent special education services within the public school. Initially designed as a tool to help teachers cope with the overwhelming amount of administrative paperwork required of special education programs, SEAS has also become an excellent tool for administrators to manage the entire special education program of the school district.

Combining the SEAS system with the "super-serve" customer service dedication of Computer Automation, brings outstanding benefits to the main stakeholders in your school district:

Teachers
- Accessible from any Internet connection
- More time with students
- Less frustration with paperwork
- Removal of ambiguity and guesswork on how to complete IEPs and forms
- Designed by Teachers for Teachers

Technologists
- Web-based system means less application maintenance
- Immediate updates without intervention
- More time to focus on other district technology issues

Special Education Directors
- More productive staff
- Less frustrated staff
- Higher consistency of information which leads to:
  - More complete IEPs
  - Better compliance

Service Providers
- Integrated Service Log
- Easy-to-use Accountability tool for tracking Related Services

District Administration
- More productive special education staff
- Reduced risk of non-compliance
- A measurable return on investment
- Higher quality of instruction

Students and Parents
- Higher quality of instruction
- Higher accountability by the school district
PROPOSAL PARAMETERS

After discussions with BCS staff, the following parameters were used to generate this proposal:

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<td>Related Services Tracking Module</td>
<td>Selected</td>
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<tr>
<td>Medicaid Billing Services</td>
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</table>
SOLUTION SOFTWARE COMPONENTS

**SEASTM Special Education Management System Purchase**

Includes:
- SEAS 100% Web-based software
- Goal Bank containing Georgia curriculum standards
- Georgia state supplied special education forms
- Initial automated student demographic load based on “SEAS Data Guide” specifications
- First year annual system maintenance fee
- Toll-free Technical Support for all users
- Your next Annual Maintenance will be billed at $8.00 per IEP

**SEAS Reporting Module**

Includes:
- Standard Reports
  - Student Count Report
  - Exit Report
  - Conference Status Report
  - Student List
  - Disability Distribution
  - Ethnicity Distribution
  - Gender Distribution
  - Grade Distribution
  - Teacher Case Load
  - Disability (Eligibility) Code List
  - Exit Code List
  - Form List
  - Placement Code List
  - School List
  - Staff List
  - Student Detail
  - Student Distribution by Campus

Included
- Administrative Report Writer
  - Ability to create user-defined reports
  - Ability to save user-defined reports
  - Ability to run and re-run user-defined reports
  - Can select data elements to be included on report
  - Ability to include subtotals
  - Ability to include totals
  - Ability to filter records
  - Ability to include graphs on reports

$66,000.00
SOLUTION SOFTWARE COMPONENTS

**SEAS Assessment Report Manager Module**  
Includes:  
- District-defined report templates  
- User security by report section  
- Supports over 375 testing protocols in six (6) categories  
- Spell checking  
- Full text editing  
- Test score graphing and comparative graphing  
- District-defined Narrative banks  
- Your next annual maintenance will be billed at $5.00 per IEP  

$11,000.00

**SEAS Related Services Tracking Module**  
Includes:  
- Ability for related services staff to manage their case-load  
- Build and manage their schedule  
- Enter session notes and note student progress (individual and group sessions)  
- Identify reasons for no service  
- Reschedule sessions  
- Proactively Identify undocumented sessions  
- Report on activities  
- Identify over or under servicing of students  
- Your next annual maintenance will be billed at $2.00 per IEP  

$11,000.00
SOLUTION TECHNICAL COMPONENTS

Secured Data Hosting Services
Includes:
- Redundant equipment components including:
  - Power supplies
  - RAID storage
- Redundant communications lines with nine Tier 1 Internet providers connected to the data center
- Redundant power:
  - Three city grid sources
  - Six paired UPS
  - Two diesel generators capable of being refueled while operating
- Any hardware failure of a server is repaired (or replaced) within two hours
- Full Backup/Recovery Services
- Off-site data storage
- Hot-site available within thirty-six hours of a catastrophic data center failure

S.I.S. Interface
Custom SIS Interface - your next annual maintenance will be billed at $500.00

Included

$500.00

Computer Automation Systems, Inc.
Proposal No: 5807 G8
Date: May 9, 2007
page: 7
SOLUTION SERVICES COMPONENTS

**Professional Development***
9 days @ $900.00/day which may include:
- Implementation Workshop
- Administrative Training
- End-User Training
- Forms Days
- Assisting the Administrative Staff in setting up security, owner setup, conference and IEP administration

$8,100.00

**SEAS Installation***

Included

* Price does not include travel expenses which are billed separately

OTHER SERVICES

**Additional Customized Forms**
$200 / page

**Customized Form Maintenance**
$100 / page

**Additional Training Day (expenses not included)**
$900 / day

**Web Training**
2-hour block – designed for small audiences (up to four people) for reinforcement training or more personalized one-on-one. Performed remotely via conference call with hands-on system access

$300 / 2-hour block
SPECIAL EDUCATION MANAGEMENT SYSTEM

PROPOSAL SUMMARY

Quote ID: 5807 G8
Quote Date: May 9, 2007
Customer: Bartow County Schools
65 Gilreath Road, NW
Cartersville, Georgia 30120

Sales Rep: Kevin Lind / Doug Bonner
Quote Expires: June 8, 2007
Contact: Ms. Tammy Barge
770-606-5800
tbarge@bartow.k12.ga.us

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<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>SEAS Special Education Management System Purchase GA standard</td>
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<tr>
<td>SEAS Reporting Module</td>
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<td>SEAS Assessment Report Manager Module (optional)</td>
<td>$11,000.00</td>
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<tr>
<td>SEAS Related Services Tracking Module (optional)</td>
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<tr>
<td>S.I.S. Interface (optional)</td>
<td>$500.00</td>
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<tr>
<td>Secured Data Hosting Services (optional)</td>
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<td>9 - Professional Development Days (expenses not included)</td>
<td>$8,100.00</td>
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<tr>
<td>Installation</td>
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<tr>
<td>Total Proposal</td>
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</table>

Computer Automation Letter of Commitment

To Whom it May Concern:

Please accept this as our payment Letter of Commitment to purchase the above Computer Automation products and services as stipulated below. We understand that upon signature of this agreement by our designated agent, our district will be immediately licensed to implement Computer Automation programs. We also understand that we are to receive all of the Technical Support and product upgrades available.

We, the undersigned, respectfully submit this Letter of Commitment for your acceptance, Pending Funding approval.

Signed this _______ day of __________, 20___ by ____________________________, designated agent for ____________________________ (School District).

Computer Automation Systems, Inc. accepts this Letter of Commitment on this _______ day of __________, 20___
(Agent for Computer Automation Systems, Inc.).
SEAS Questions

How extensive was the training?

User friendly?

What components do you use?

How does it interface with your SIS?

Help Desk?

Best thing about the program?

Worst thing about the program?
June 1, 2004

Computer Automation Systems, Inc. has developed the Special Education Automation Software (SEAS) program to include extensive functionality. Other companies may provide some portions of our total product, however; to our knowledge, no other company has the ability to compete directly with our software product. Computer Automation Systems, Inc. can serve your district as a “Sole Provider” based on the total package of software functionality, service, and support described below:

- **Forms**
  - All forms that a district uses to manage their Special Education program are included in the SEAS system. This includes, but is not limited to:
    - All IEP/ARD, EP, FP forms
    - Review and Evaluation forms
    - BIP forms
    - Notices
    - ITP forms
    - 504s
    - Gifted and Talented
    - Home Bound
  - Presentation – All forms are designed to district standards. They appear on the screen exactly as the district gives them to us to include logos, text, images, etc.
  - Interaction – All forms are interactive; data is entered directly onto the form that will be printed and uses a variety of mechanisms to speed data entry such as text boxes, pull-down boxes, radio buttons, checkboxes, etc.
  - Archiving – All forms used in the system may be archived for permanent storage and retrieval. The same form(s) may be archived several times allowing for multiple copies of archived forms (the IEP, for example). Archived forms are permanent records and may not be altered.
  - Conferences – The district may combine forms into packets so that the system will lead users through all appropriate forms to complete a process. The district builds the packets to their own processes and can change them at any time.
  - Blank Form printing to help eliminate commercial printing cost (includes printing of all forms and conferences)

- **Curriculum**
  - State mandated framework curriculum
  - Goals and objectives database – Built to state curriculum standards and customizable by the district to add/modify either goals and/or objectives.
  - Ability to incorporate other company curriculum goals and objective banks such as CLASS.
  - Council for Exceptional Children’s LCCE curriculum
  - Extended Curriculum
  - Communication Curriculum
  - Occupational Diploma
• Reports:
  ➢ December 1 Child Count
  ➢ July Exit Report
  ➢ Case load management report
  ➢ Ad-hoc report writer

• Evaluation Report Writer - guides the Speech Pathologist, Diagnostician through the process of generating a complete, comprehensive, editable assessment report. This component links to the student database and extracts the desired assessment summaries, such as
  ➢ WISC III
  ➢ Goldman Fristoe I & II
  ➢ Burks
  ➢ Woodcock Johnson, etc.
  ➢ Sample items include:
    o General student information
    o Reason for Referral
    o Background Information
    o Screening Information
    o Procedure Results
    o Nature and Existence of Categorical Disabilities and Basis for Determination
    o Student Observation

• Data Transfer
  ➢ Electronic transfer of student data records from student information system
  ➢ SIF Certification – Allows SEAS Web to interface (talk to) any other SIF-certified application (such as a student information system). As of the date of this letter, all development and testing have been completed, including multiple 100% certification runs through SIF-supplied certification test harnesses. Awaiting notification of final SIF certification from The Open Group in London, England.
  ➢ Relational Database using Open Database Connectivity for flexible usage

• Security
  ➢ Role-based security – Grants system access to appropriate functionality and children information based on the user role within the district.
  ➢ Information Update – Ability to grant Update or Read-Only access to individual users
  ➢ Account Disabled – System will automatically disable a user account when an incorrect password is entered multiple times
  ➢ Automatic Log-Out – SEAS will logout a user if their session is idle to prevent inappropriate access to student information

• Technology
  ➢ 100% Web-based – designed to run as a web application for speed and efficiency. Not a client/server application that uses middleware to run across the Internet.
  ➢ ASP 3. .NET architecture
  ➢ Used Microsoft SQL Server 2000 database
  ➢ Real-time update of information
• Other Features
  ➢ Timeline compliance tracking
  ➢ Automatic date calculations for future required meetings (re-evaluations, etc.) based on federal, state, and district standards
  ➢ Automatically saves user work based on district-supplied parameter number of minutes to ensure data integrity
  ➢ Multi-user (Web based or Network)
  ➢ Periodic software updates to maintain state compliance
  ➢ Technical Support – Any user in a district (teacher, director, superintendent, aide, speech therapist, etc.) may call, toll-free, for technical support
  ➢ Designed by special education teachers for ease-of-use
  ➢ Used as a teaching tool for several university programs

Data Center Services/Tasks
• Daily backups
  ➢ Tape Management
  ➢ Off-site Storage
  ➢ Review of backup logs
  ➢ Management of disaster recovery backup
• Daily review of all log files and resolution of issues found
  ➢ Operating System
  ➢ Transaction and batch processing
  ➢ Hardware
  ➢ Firewall
  ➢ Network
  ➢ Modem / Router / Communications
  ➢ SQL Server
  ➢ Drive space management and review
• Archiving of log files
• Review of statistical data from various systems
• Documentation
  ➢ Create, maintain, update Disaster Recovery documentation
  ➢ Create, maintain, update Security Policy documentation
  ➢ Create, maintain, update action / incident documentation
• Facilities management
  ➢ UPS testing
  ➢ Preventative maintenance on all data center hardware
  ➢ Utilities, data center space
• System Administration
  ➢ Review and apply software / hardware patches and service packs
  ➢ Review and apply security patches and service packs
  ➢ Routine testing of error reporting systems
  ➢ Scheduled reboot of systems during off-hours
  ➢ SQL server administration
• On call services
Sole Provider Letter
page 4

- Management Services
  - Regular management review to ensure service levels
  - Vendor management does all data center services
  - Establish and maintain quality assurance procedures
  - Data center asset management
- Internet Security
  - Router filtering
  - Firewall protection
  - Distinct communication protocols
  - Segregation of function
  - Network security
  - User password

Today, SEAS is used by over 1,400 school districts around the country to manage their special needs programs. SEAS Web alone is used by over 400 school districts. Our product is a great tool for districts like yours because it was designed for teachers by teachers!

Computer Automation Systems, Inc. looks forward to servicing your district.

Regards,

Harvey B. Hughes
President, Computer Automation Systems, Inc.
# Student Information - Demographics

<table>
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<tr>
<th>Name: Aaron</th>
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<tr>
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<tr>
<td>SS#: 000000000</td>
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<td>Student's Primary Language: 01</td>
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<td>Environment (5 &amp; Under):</td>
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<tr>
<td>Active □ Did Not Qualify □</td>
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<tr>
<td>Referred Not Placed</td>
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<td>Diploma Type: □ SST □</td>
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<td>BCW Transition Notification Date:</td>
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<td>PDIP Referral Date:</td>
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<td>LEP: □ ESOL: □</td>
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<tr>
<td>Migrant: □ Free/Reduced Meal: □</td>
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<td>ESY: □</td>
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# Student Information - Dates

**Name:** Aaron Aaron Test  
**ID #:**  
**School:**  
**Status:** Active  

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<td>IEP/Placement Meeting</td>
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Placement Consent Signed
Initial IEP Archive Date
Speech Only
Hearing
Vision
Psych Eval Date
Annual Review/IEP
IEP Begin Date
Anticipated Duration of Services/End Date
IEP Archive Date
IEP Amendment
Behavior Conference
Pre-Reevaluation
Reevaluation Referral Date
Consent Package Mailed (Reeval)
Consent Package Received (Reeval) 11/01/2006
Consent for Evaluation 10/24/2006

Transfer IEP Date
Transfer Review Date
- A - Accept
- B - Modify
- C - Re-Assess
Consent for Eval
Re-Assessment
IEP Date
Consent for Initial Placement

Evaluation/Eligibility Note:
SEAS Questions

How extensive was the training?

User friendly?

What components do you use?

How does it interface with your SIS?

Help Desk?

Best thing about the program?

Worst thing about the program?
In the era of the No Child Left Behind Act (NCLB), educators nationwide have struggled to balance their bureaucratic responsibilities with the need to spend more time in the classroom, helping students achieve higher standards. Faced with this and other challenges, school decision makers increasingly are turning to sophisticated software packages designed to automate critical front- and back-office functions—from student data tracking and payroll functions, to bus routing, food-service management, and special-education tracking and reporting. The goal is to create more efficient learning environments, where school leaders are free to spend more time on their core responsibility—helping all students reach their potential.

In response to this trend, eSchool News has focused its first Readers’ Choice Awards program of 2006 on School Management Solutions. Here, you’ll have an opportunity to see which products your colleagues most value and rely on to ensure that every facet of their day-by-day operations runs as smoothly and efficiently as possible.

More than 600 readers voted for their top choices in eight categories of school management software at eSchool News Online in November. As in previous surveys, the results indicate that quality is subjective, and what might be the best solution for one school might be inappropriate for another. Nevertheless, the outcomes should prove informative as you and your colleagues seek to improve the quality and efficiency of operations in K-12 schools from coast to coast. Here are the results.

### Best special-education management system

1. **SEAS** (Computer Automation Systems) 12.5%
2. **IEP PLUS** (SunGard Pentamation) 11.1%
3. **ENCORE!** (4GL School Solutions) 6.7%
4. **STI Special Education Tracking System** (Software Technology Inc.) 6.1%
5. **Excent** (Horizon Software Systems) 4.1%
6. **eSped.com** 3.5%

As schools struggle to boost achievement in accordance with NCLB rules, teachers in special-education classrooms are under immense pressure to ensure that the unique challenges their students face do not interfere with their academic success. To help ease that burden, an increasing number of schools are investing in sophisticated special-education management systems designed to cut down on the amount of paperwork special-ed teachers do each day, while providing a better means of tracking students through the system and attending to their educational needs.

This year, our readers’ top pick in this software category is SEAS from Computer Automation Systems, with 12.5 percent of the vote. “The support is awesome,” wrote one SEAS customer. Another noted the benefit of having a web-based special-education system is that teachers can access it from home—or on the road. “As a traveling teacher, I appreciate the convenience of having access to [individualized education plans], along with other support staff, whenever I am,” she wrote. “No more passing papers at meetings. No more writing names, addresses, et cetera...over and over.”

The same logic applies to other special-education management systems receiving votes this year. Among the other leaders in this category, according to our readers, are IEP PLUS from SunGard Pentamation (11.1 percent), ENCORE! from 4GL School Solutions (6.7 percent), STI Special Education Tracking System from Software Technology Inc. (6.1 percent), Excent from Horizon Software Systems (4.1 percent), and eSped.com (3.5 percent). It’s all about “streamlining the process” and being more “time-efficient,” wrote one reader about the trend toward automated special-ed systems.
A Guide to Computer-Managed IEP Record Systems

Cindy Serfass
Reece L. Peterson

The past 30 years has witnessed exponential growth in the capabilities of computer technology. During this same time period, individualized education programs (IEPs) and related due process documentation have been integral to providing special education services to students with disabilities. Administrators have struggled to find efficient ways to maintain records and fulfill federal reporting requirements, and special education teachers have regretted taking time away from instruction to complete paperwork. The complex records management burden has resulted in changes in the IEP (such as the option of including benchmarks, not including specific objectives, and experiments with a 3-year IEP) and impelled educators to find new ways to track information about students in special education programs.

Recent advances in computer technology offer a way to ensure compliance with required procedures and efficiency in providing required documentation, while also alleviating teachers’ paperwork burdens. There are numerous programs available that can create and manage all special education documentation. What are some of the basic features of computerized IEP systems? What do educators need to know, if they are considering adopting one of these systems? How can one evaluate the success of a system already in place?

Today’s relatively high-powered computer systems, easily accessible Internet connections, and document management systems created by school systems and cooperative or state agencies, present new options for managing IEP-related documents. Each individual system is promoted as a way to ensure procedural due-process compliance, create more accurate and complete IEP documents, and better manage IEP related records. They also promise to be more time-efficient and less costly, and produce better, more readable special education documents than traditional paper systems.

A simple “Google” search on “IEP systems” and review of professional publications identified 19 different computer-based special education programs (see Table 1). This list is not comprehensive, although it does include the most widely available systems. Most of the programs accommodate both Apple Macintosh and Windows operating systems, although there are some compatible only with Windows. Most of the systems enable users to access documents via the Internet, although installation on a dial-up access computer system is theoretically possible, high-speed Internet connections are a practical necessity for most of these systems. Despite differences among products, there are certain salient features of computerized IEP systems that administrators or special education teachers need to understand when considering purchasing one of these systems, or when evaluating the features and use of an in-place system (see Table 2).

What Does the Literature Say?

We conducted an extensive search of Eric, Psych Lit, and EBSCO for articles pertaining to computerized IEP systems within the last 15 years, using a combination of search terms: special education, individualized education program, program development, education program planning, educational trends, partnered decision making, World Wide
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<thead>
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<th>Program/Contact Information</th>
<th>Description</th>
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<td>Easy IEP/Public Consulting Group</td>
<td>Easy IEP is used for creating and maintaining IEPs and managing special education information.</td>
</tr>
<tr>
<td><a href="http://www.pcgus.com/easyiep.asp">http://www.pcgus.com/easyiep.asp</a></td>
<td>Company based in Arizona; program currently being used by 28 districts and 8 charter schools.</td>
</tr>
<tr>
<td>617-426-2026</td>
<td>Company started in 1990s as consultant to large urban school districts. Work with nearly 280 school districts of all sizes.</td>
</tr>
<tr>
<td>e-IEP Pro/MediaNet Solutions, Inc.</td>
<td>Company started in 1986 as one man working to make life better for his wife teaching special education. Program used in 25 states.</td>
</tr>
<tr>
<td><a href="http://www.e-ieppro.com/">http://www.e-ieppro.com/</a></td>
<td>Edupoint has worked on educational software since 1984. Genesee, created in 2002, is used by several districts.</td>
</tr>
<tr>
<td>877-879-3564</td>
<td>Company has provided comprehensive special education data systems for 26 years; currently used in over 100 districts.</td>
</tr>
<tr>
<td>Encore/4GL School Solutions</td>
<td>Program created in 1997 in cooperation with Henrico County Public Schools, VA. Used internationally.</td>
</tr>
<tr>
<td><a href="http://www.spectrumk12.com">http://www.spectrumk12.com</a></td>
<td>Product created in 2001; used by 150 districts in many states.</td>
</tr>
<tr>
<td>800-490-8445</td>
<td>Student Management System combining multiple data systems into a single application with a special education module.</td>
</tr>
<tr>
<td>EXCENT/Global Education Technologies</td>
<td>Company began working in special education in 1999 in Illinois on a government grant. Currently in several other states.</td>
</tr>
<tr>
<td><a href="http://www.excenct.com">http://www.excenct.com</a></td>
<td>New product introduced in 2001; used in 100 school districts across the nation.</td>
</tr>
<tr>
<td>800-243-3144</td>
<td>K-12 software developer working on special education programs for over 20 years; offers three products.</td>
</tr>
<tr>
<td>Genesec/Edupoint Educational Systems</td>
<td>Company created in 1996. Serves over 1,500 districts in over 15 states.</td>
</tr>
<tr>
<td>800-338-7646</td>
<td>Company has over 25 years experience; program used by 400 districts.</td>
</tr>
<tr>
<td>Goalview/Learning Tools International</td>
<td>Ion Wave Technology spent 3 years developing SpedTrack with input from special education teachers and administrators.</td>
</tr>
<tr>
<td>800-333-9954</td>
<td>Andover, MA, company (recently combined with Learning Systems Technologies) is a developer of Web-based applications and services. Program used by many school systems.</td>
</tr>
<tr>
<td>IEP Online/Xerpts, Inc.</td>
<td>Company started in 1998; works in several states around the country.</td>
</tr>
<tr>
<td><a href="http://www.xerpts.com/">http://www.xerpts.com/</a></td>
<td></td>
</tr>
<tr>
<td>800-356-6040</td>
<td></td>
</tr>
<tr>
<td>IEPWriter/Leader Services</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.iepwriter.com/">http://www.iepwriter.com/</a></td>
<td></td>
</tr>
<tr>
<td>800-522-8413</td>
<td></td>
</tr>
<tr>
<td>Infinite Campus/Campus Special Education</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.customline.com/infinitecampus">http://www.customline.com/infinitecampus</a></td>
<td></td>
</tr>
<tr>
<td>800-850-2335</td>
<td></td>
</tr>
<tr>
<td>LiveIEP/Wizdom Education</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.wizdomeducation.com/wizdomliveiep.html">http://www.wizdomeducation.com/wizdomliveiep.html</a></td>
<td></td>
</tr>
<tr>
<td>630-357-3000</td>
<td></td>
</tr>
<tr>
<td>netIEP/NetChemia</td>
<td></td>
</tr>
<tr>
<td><a href="http://netchemia.com/">http://netchemia.com/</a></td>
<td></td>
</tr>
<tr>
<td>800-490-9686</td>
<td></td>
</tr>
<tr>
<td>OASYS Online/OASYS LLC</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.oasys.ws/">http://www.oasys.ws/</a></td>
<td></td>
</tr>
<tr>
<td>800-261-3935</td>
<td></td>
</tr>
<tr>
<td>Special Education Automation Software(SEAS)/</td>
<td></td>
</tr>
<tr>
<td>Computer Automation Systems, Inc.</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.computerautomation.com/">http://www.computerautomation.com/</a></td>
<td></td>
</tr>
<tr>
<td>877-221-7327</td>
<td></td>
</tr>
<tr>
<td>Special Education Management/Case-e</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.case-e.com">http://www.case-e.com</a></td>
<td></td>
</tr>
<tr>
<td>800-681-3111</td>
<td></td>
</tr>
<tr>
<td>Special Education Management System (SEMS)/Eutactics</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.eutactics.com/">http://www.eutactics.com/</a></td>
<td></td>
</tr>
<tr>
<td>877-204-7197</td>
<td></td>
</tr>
<tr>
<td>SpedTrack/Ion Wave Technologies</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.spedtrack.com/">http://www.spedtrack.com/</a></td>
<td></td>
</tr>
<tr>
<td>866-441-8449</td>
<td></td>
</tr>
<tr>
<td>TieNet/Maximus</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.maximus.com">http://www.maximus.com</a></td>
<td></td>
</tr>
<tr>
<td>800-629-4687</td>
<td></td>
</tr>
<tr>
<td>Web IEP/ esPed.com, Inc.</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.esped.com/">http://www.esped.com/</a></td>
<td></td>
</tr>
<tr>
<td>800-365-0114</td>
<td></td>
</tr>
<tr>
<td>Welligent</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.welligent.com/">http://www.welligent.com/</a></td>
<td></td>
</tr>
<tr>
<td>888-317-5960</td>
<td></td>
</tr>
</tbody>
</table>

Note. Information in the table is drawn from company Web sites for the purposes of providing an overview of available programs and should not be construed as endorsement of any individual product. Does not include state-developed programs (see box, "Computerized State IEP Systems").
### Table 2. Features of Computerized IEP Systems

<table>
<thead>
<tr>
<th>Product</th>
<th>Windows or Mac</th>
<th>Local Server Required</th>
<th>Custom Forms</th>
<th>HIPPA and FERPA Compliant&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Interface With SIS</th>
<th>Part of a Larger System or SpEd Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>EasyIEP</td>
<td>Both</td>
<td>No</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>e-IEP Pro</td>
<td>Both</td>
<td>No</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>Encore</td>
<td>Both</td>
<td>Choice</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>EXCENT</td>
<td>Both</td>
<td>Yes</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>Genesea</td>
<td>Windows</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>Goalview</td>
<td>Both</td>
<td>No</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>Larger system</td>
</tr>
<tr>
<td>IEP Online</td>
<td>Mac</td>
<td>Yes</td>
<td>Choice</td>
<td>N/A</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>IEP Writer</td>
<td>Both</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Infinite Campus</td>
<td>Both</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
<td>Yes</td>
<td>Larger system</td>
</tr>
<tr>
<td>LiveIEP</td>
<td>Both</td>
<td>Yes</td>
<td>Choice</td>
<td>N/A</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>netIEP</td>
<td>Both</td>
<td>Choice</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>Larger system</td>
</tr>
<tr>
<td>OASYS Online</td>
<td>Both</td>
<td>Yes</td>
<td>Choice</td>
<td>N/A</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>SEAS</td>
<td>Both</td>
<td>No</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>Special Education Management</td>
<td>Both</td>
<td>No</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>Case-e (SEMSI/Eutactics)</td>
<td>Both</td>
<td>No</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>SpedTrack</td>
<td>Both</td>
<td>Yes</td>
<td>Choice</td>
<td>N/A</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>TieNet</td>
<td>Both</td>
<td>Choice</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>Larger system</td>
</tr>
<tr>
<td>Web IEP</td>
<td>Both</td>
<td>No</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
<tr>
<td>Wellgent</td>
<td>Both</td>
<td>No</td>
<td>Choice</td>
<td>Yes</td>
<td>Yes</td>
<td>SpEd only</td>
</tr>
</tbody>
</table>

<sup>a</sup>Companies do not ensure compliance on servers that are not their own.

Note. HIPPA = Health Information Protection and Privacy Act; FERPA = Family Educational Rights and Privacy Act; SIS = Student Information System. generic term for school or district information management systems.

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Web, and online systems. There is very little published information on this topic. We found no research studies of such systems, and only two articles addressing the value of computer-based IEP systems.

In one of these, Edds (2002) maintains that "the average special education teacher spends 20% of his/her time doing paperwork" (p. 76). Edds also reported that "school principals point out that one of the unintended consequences of this [paperwork] is discipline problems go up when the teacher sits down" (p. 76). DeFillippo, the teacher who is the main focus of the article, believes that these IEP systems saved him nearly "an entire educational day with his students" when doing a formal assessment (p. 77). Wilson, Michaels and Margolis (2005) quote from Skrtic (2003), noting that "the tragic irony is that the letter of the law has become the principal barrier to achieving the spirit of the law" (p. 37); teachers spend so much time on compliance that their teaching responsibilities suffer. Although they point out that early computer-assisted IEP development software (CAIDS) programs "were often extremely generic" (p. 39), Wilson and colleagues also recognize that "CAIDS have the potential to shift the focus of IEPs from being cumbersome, time-consuming paperwork to well-thought-through documents" (Wilson et al., p. 45).

In an online article discussing the impact of the amount of paperwork required in special education, Goldstein (2003) quotes a special education teacher, Sandra Feinberg, as saying: "Paperwork holds us back from reading research, learning the latest teaching techniques, and planning classroom activities." The author also quotes Lynda Van Kuren of the Council of Exceptional Children, who cites a statistic from a CEC member survey that "special education teachers spend half a day to 1½ days a week completing forms." (Goldstein).

Although these kinds of anecdotal estimates are common, it is important to note that we were not able to identify any studies substantiating claims about the time-consuming nature of IEP-related documentation. Similarly, we could find no research on the 19 systems we profile in this article, or any other individual special education assistance program (SEAP). We cannot, therefore, validate individual SEAP claims regarding savings in time or cost, or improvements in readability or compliance. In fact, as near as we can tell no research has been conducted on the merit, content, or even the degree to which these systems have been adopted by school districts or individual schools.

**Things to Consider**

There are some key SEAP features and issues that districts and end users need to consider when making the transition...
to an automated system; consideration of these issues enables a preliminary comparison of the various systems. In addition to the discussion of the following topics, it’s helpful to know that SEAP producers also vary in the “help” features they provide, their responsiveness in addressing system “bugs,” and customer or user support for questions or problems with the system.

Ownership and Security
It is important to establish who “owns” or “houses” the information, and how confidentiality of information is assured. These issues are crucial to gaining and maintaining parent trust and cooperation, and ensuring the privacy of student information. Some systems require the district to store data on its own server, but most of these systems store information on the company’s server rather than one owned by the school district. All of the systems that keep information on their own company servers indicate that they comply with the Health Information Privacy and Protection Act and Family Education Rights and Privacy Act in restricting access, although it was beyond our scope to be able to verify these assertions. Still others will let the district choose between these two server options.

Regardless of where data is stored, there is justifiable concern about securing data transfer and access to data. Most SEAPs use an encryption system to prevent outside access to the data while it is being transferred, whether to a local or a distant server. Files on the server similarly need to be protected from “hacking” by outside entities. Although this article does not assess the degree of security provided by the various systems, this should certainly be a point of discussion for a potential purchaser or user.

Relationship to Existing Student Information Systems
Many school districts have adopted districtwide information systems to manage a variety of data, including student demographics and enrollment, attendance, grading, graduation progress, class scheduling, purchasing and inventory of supplies and equipment, but scheduling, personnel records, payroll, and budgeting, among others. Some of these programs also contain “special education” components, which may include IEP and due process management systems. If a school has one of these systems, any IEP information management system being considered should be able to interface as needed with the existing student information system (SIS) to share basic registration and demographic information about students and their families.

There is justifiable concern about securing data transfer and access to data. Most SEAPs use an encryption system to prevent outside access to the data while it is being transferred, whether to a local or a distant server.

At a time when schools are expected to obtain and maintain a wide variety of student data, the advantages of an integrated system seem obvious. Although an integrated SIS has many advantages, one of the disadvantages of using a larger data system with an IEP subcomponent is that the latter is simply a small part of the overall program, and may not be a high priority for revision, update, debugging, or maintenance. It is possible that some of these IEP components may not be quickly updated to accommodate changes in the Individuals With Disabilities Act (IDEA) regulations or may not have the sophistication of dedicated IEP systems.

Comprehensiveness of Features
SEAPs offer a way to manage all special education processes and reports, including parent information letters, multidisciplinary team meeting reports, IEP development, and even child-count reports. Nevertheless, it is important to ensure that all of the components required in a particular state or desired by an individual district are included before purchasing a system. Systems also vary in their ability to flexibly generate and print or electronically send required federal, state, or local reports.

Some systems, such as Encore, allow for collecting student information data prior to special education verification or services. Most of the systems include monitoring of all items needed to ensure due process is afforded to the student, and thereby assure compliance with federal and state policy. Because they are automated, these systems prevent many types of procedural violations of the law by prompting users to complete necessary forms in the correct order. Many also have built-in calendar features to remind case managers of deadlines and/or benchmarks such as annual IEP review dates, progress reports, meetings, and state or federally

Computerized State IEP Systems
There are many states that have their own IEP systems, or at least have record systems collecting and maintaining IEP-related data. In some cases, such as the state of Iowa, the state system simply pulls data from IEP records and an employee is responsible for a separate data entry process. Other states have more comprehensive systems. Nebraska, for example, offers districts in the state (but does not require they use) its Student Record System, which was developed under a state grant. The program is owned by a consortium of participating school districts, which is funded by membership fees and managed by a board of participating districts that prioritize updates and improvements. Ninety-three percent of the districts in the state use this system. Other states have completed the same process and developed their own systems—which have later been released as commercial programs. Still others have developed state data input formats or partial systems for purposes of gathering needed state data (Iowa is one example); some support online data entry by school districts with public reports also accessible online. Other states contract with one or more commercial vendors for their products.
mandated deadlines. For most of these programs, users can set calendar parameters to look at a month or a week at a time.

Most companies express the belief that these systems will pay for themselves by increasing productivity and avoiding lawsuits (if used correctly), "guaranteeing" procedural due process requirements are completed appropriately.

**Medicaid Forms**

One SEAP feature attracting attention is Medicaid claim capabilities, which aid districts in filing Medicaid claims for items such as direct health services and transportation. Many districts find it difficult to gather required information for filing claims for reimbursable items such as evaluation services, alternative transportation costs, or IEP meetings with the student. Several companies claim that the ease of filing Medicaid claims alone will pay for a system in a few years. SEAPS automate the process of such monthly reports; OCAID, part of the OASYS program, automatically collects the exact mileage for each student's alternative busing schedule via an Internet connection. OCAID also stores information about services during initial evaluations and can later populate the forms if the student becomes Medicaid eligible.

**Goals, Objectives, and Benchmarks**

Most systems include a data bank of IEP goals, objectives, and benchmarks, either provided by the developer or created by the purchasing district. Early forms of IEP systems primarily offered "thousands of vaguely worded and non-measurable and unmodifiable goals and objectives that were rarely relevant to any given student's unique educational needs" (Wilson et al., 2005, p. 39). Today's programs generally allow modification; users can create IEPs that are individualized, relevant, and appropriate for students. Wilson suggests the following considerations when selecting an IEP management system:

IEP team members need to understand the strengths and weaknesses of these programs within the context of: (a) how CAIIS documents or describe present levels of educational performance, (b) how they allow users to revise or supplement goals, objectives, and benchmarks, (c) how they assist or influence the assessment of short-term and long-term progress (i.e., link objective and relevant performance criteria to objectives and benchmarks and offer a reporting system for parents), and (d) how IEP goals and objective and performance criteria relate to state standards and the general curriculum. (p. 40)

Many current SEAPs incorporate these considerations. All allow the flexibility to modify goals, objectives, and benchmarks as needed, as well as permit the addition of new goals. The systems often include user prompts to ensure that goals are measurable, an often overlooked piece during "paper-and-pencil" goal writing.

**Language Options**

Throughout the country teachers are working with more and more students and families for whom English is a second language. Many parents are not fluent enough in English to understand written IEPs. **Language flexibility** appears to be a SEAP buzzword. Goalview, for example, is able to translate forms into a variety of languages—a very helpful feature considering changing demographics and many schools' cultural diversity. Many current SEAP producers may be considering making versions of their materials available in multiple languages; recent technology advances make this possible, so it should be investigated when considering a particular system. The availability of this feature, as well as the number of languages available, varies by system.

**Use of Existing District or State Forms**

Most systems are able to incorporate current district and state forms, which is very helpful when transitioning to a new system. District or school technology staff can choose which items will be "pull-down," accessing SIS in checkbox format, and which will need to be entered by the user.

**Reports**

All of the systems we are profiling have a huge variety of features related to report writing. These SEAPs are able to assist in the creation of management reports such as compliance reports, attendance trends, and student achievement gaps. If the SEAP is able to interface with the district's SIS, the amount of custom reporting using that data is endless. This information could be helpful in adequate yearly progress (AYP) reports, state reports, and December 1 Child Count reports. Many SEAPs also can provide graphic representation of data (including scanned charts and graphs), useful in tracking student response to intervention. When printing reports, SEAP users can choose to print a draft (watermarked as such), one page at a time, or the entire report. Many systems offer report options such as collecting and presenting whole-district special education information, whether for internal use or for state reports.

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**All of the systems we sampled were extremely user friendly; anyone who is used to using a computer should be able to learn rather quickly.**

**Data Output**

Most states require school districts to report on students with disabilities and in turn report statewide data to the U.S. Department of Education. Computerized systems should be able to accumulate data across children and schools and create and print reports of this information. Systems vary in their ability to do this, and potential purchasers should investigate a system's capability to create such reports and request a demonstration of this capability and sample report formats. In some systems, reports can be created and submitted electronically to the state.

**Training**

Effective program user training is crucial. If a system incorporates use of a district's original forms, training can be as little as a couple of hours. If a district
is starting a whole new system with new forms and procedures, however, it can expect a daylong or multiday training process. All of the systems we sampled were extremely user friendly; anyone who is used to using a computer should be able to learn rather quickly. The OASYS system includes training on how to create forms and reports. A couple of companies go even further and offer training on the entire IEP process; Encore has tutorials on “Facilitating an IEP Meeting” and “Writing Effective Goals and Objectives.”

Cost

There is a wide difference among program costs. Much of it depends on the forms the user chooses to have developed, as well as the number of selected features and the size of the school district. Most companies calculate the base cost on the size of the district (the number of students served) and then add on the cost of additional features, such as the number of forms the system will incorporate. When considering which system to purchase, it might be wise to decide in advance which forms and reports are essential and which are simply desirable. For example, at the time of our research, the OASYS system costs $15 per student enrolled; this figure included loading district forms into the system. OASYS includes training for district employees on customizing forms (which greatly decreases the cost of creating forms) and on its report writer tool.

Changes in Requirements

Special education continues to change and evolve due to research advances and policy changes. Whether it is mandated by the federal or state policy, or is a needed change in a single district, there are bound to be changes to student IEPs and related forms and procedures. Some districts undoubtedly will want to be able to create IEPs without objectives; others may also be trying the 3-year IEP with a limited number of students. The companies providing SEAPs are well aware of the need for updates, and all provide an avenue to change and update forms. Some companies make federal- and state-mandated changes for no additional cost, some enable the district to make such changes, and others charge for such updates and revisions. It would be wise to carefully consider your current forms and make as many of those changes as possible at the beginning of the process, and also to investigate the company’s policy regarding unforeseen needed changes in the future.

Upgrades and Enhancements

System providers are constantly adding services to the already expansive selection in their repertoire, so it is safe to assume that each company is continuously creating new products and features as fast as IEP users can wish for them. These features are above and beyond the changes that might be required by federal or state policy. Users might be able to create a customizable “home page,” and other SEAPs provide “quicklinks” to frequently needed data; still others might have Web sites accessible to parents.

Service and Support

When considering purchasing a SEAP, make sure that the company chosen will provide the services they claim to have in the timeline they have promised. Each company we researched has a Web site with endorsements of previous customers. It might be wise to also ask for a list of all districts using the product, and contact those not appearing on the Web site. Is the product available in your area? Many of these companies have concentrated their businesses in a particular geographical area or portion of the country and aren’t available everywhere, or may not be able to provide the same level of support in other geographical areas which is available locally.

Final Thoughts

The computer-managed IEP systems described here provide a good sample of what is currently available. After previewing several of them and reviewing the rest, we believe that these types of systems have the potential to benefit teachers, administrators, and parents as well as students. They create reports in a more timely and efficient manner, and are flexible and can change as needs change. The ability of SEAPs to ensure compliance with both timeframes and mandated requirements of special education processes provides educators more time to focus on the needs of students by reducing preparation time. Integrating SIS data reduces the chance of unintentional errors, as well as saves time completing required paperwork. In addition, SEAPs provide security of data within the system and by limiting access through the use of security codes. New systems and features are continuously added, so a comparison analysis is worthwhile when considering implementing a new SEAP. It’s wise to review and update present practices to avoid delays caused by unneeded changes to the purchased program, as well as consider both what you truly need in a system as well as what you hope to see in future enhancements.

References


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