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Benefits of Special Education Management System (SEMS)

The key benefits of the EVI Special Education Management System (SEMS) are the following:

A Customized, Computerized I.E.P.

EVI will populate the SEMS structure with the district's unique I.E.P. forms and related documents. This feature is unique to the SEMS program.

Multi-User, Multi-Platform System

Once implemented, SEMS may be accessed by all special education staff from any PC or MAC computer. SEMS is transparent from platform to platform, i.e., forms and navigation are the same from PC or MAC computers.

Link to New York State Content Standards and Performance Indicators

The I.E.P. domain goals and objectives pages are linked seamlessly to the NYS standards and performance indicators. This makes the I.E.P. standards-based.

WYSIWYG (*What you see is what you get.*)

The system displays I.E.P. templates and associated documents as forms. This greatly increases the usability and simplicity in preparing I.E.P.s.

Local Ownership of the Database

The district houses and controls the SEMS system locally. Administrators and special education teachers have instant access to student data, I.E.P.s, and the printing of all forms.

Required Reports

All State and federal reports may be printed within the SEMS program. EVI will work with district personnel along with State and federal agencies to update reports as necessary.

Options, Customization, and Ownership

The SEMS program may be supplemented with the addition of speech I.E.P., forms for severely disabled, alternative language version, electronic portfolio, and full-student record. EVI will entertain other customization options from the district on a per project basis. Unlike other SPED systems, SEMS requires a one-time, purchase fee followed by a nominal yearly maintenance fee.

Transforming Special Education (Staff Training Modules)

EVI has developed training modules for special education staff which range from mediated learning experiences (MLE), to identifying the student's zone of proximal development, to reading in the content areas (RCA), and to developing and using scoring rubrics in simulated and real contexts.