



Update Notice

SuccessEd

February 19, 2025

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For questions, contact Support: (214-613-1546) or (sesupport@frontlineed.com).

UPDATE SUMMARY

The following updates have been made to the solution.

FEATURES

- Update Disability Report: Development Delay
- Update Section 504: Dyslexia Setting
- Update Supplement: Transition
- Update TEKS: Essence Statements

Table of Contents

Update Notice	1
Special education NEW FEATURES AND IMPROVEMENTS.....	3
Regulatory	3
Section 504 NEW FEATURES AND IMPROVEMENTS	6
Regulatory	7



SPECIAL EDUCATION NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in release done February 19, 2025.

Regulatory

Description	Why it matters	Requires System Configuration
Update Disability Report: Developmental Delay text, Remove Evaluator and Add Team Member Signatures web form and English printout	Matches latest guidance from the state	No

Add new paragraph for definition

Date: 11/20/2024

Professional Evaluators: The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility must include, but is not limited to, the following: a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of disability, or a licensed or certified professional for a specific eligibility category defined in the Eligibility definitions.

Diego is between the ages of 3 and 9.
 Yes No

Diego was evaluated by the multidisciplinary team for at least one disability category and whose evaluation data indicates a need for special education and related services and shows evidence of, but does not clearly confirm, the presence of the suspected disability or disabilities due to the student's young age.
 Yes No

AND
 Multiple sources of data converge to indicate the student has a developmental delay as described by one of the following:
 Yes No

(A) performance on appropriate norm-referenced measures, including developmental measures, indicate that the student is at least 2 standard deviations below the mean or at the 2nd percentile of performance, when taking into account the standard error of measurement (SEM), in one area of development as listed in this paragraph, along with additional convergent evidence such as interviews and observation data that supports the delay in that area

(B) performance on appropriate norm-referenced measures, including developmental measures, indicate that the student is at least 1.5 standard

Definition: A student with developmental delay is one who is between the ages of 3-9 who is evaluated by a multidisciplinary team for at least one disability category listed in paragraphs (1)-(12) of this subsection, which includes Autism, Deaf-Blindness, Deaf or Hard of Hearing, Emotional Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, or Visual Impairment, and whose evaluation data indicates a need for special education and related services and shows evidence of, but does not clearly confirm, the presence of the suspected disability or disabilities due to the child's young age. In these cases, an ARD committee may determine that data supports identification of developmental delay in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. To use this eligibility category, multiple sources of data must converge to indicate the student has a developmental delay as described by one of the following

Change checkboxes to radio buttons and update the text to reference the new definition

Date: 11/20/2024

Professional Evaluators: The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility must include, but is not limited to, the following: a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of disability, or a licensed or certified professional for a specific eligibility category defined in the Eligibility definitions.

Diego is between the ages of 3 and 9.
 Yes No

Diego was evaluated by the multidisciplinary team for at least one disability category and whose evaluation data indicates a need for special education and related services and shows evidence of, but does not clearly confirm, the presence of the suspected disability or disabilities due to the student's young age.
 Yes No


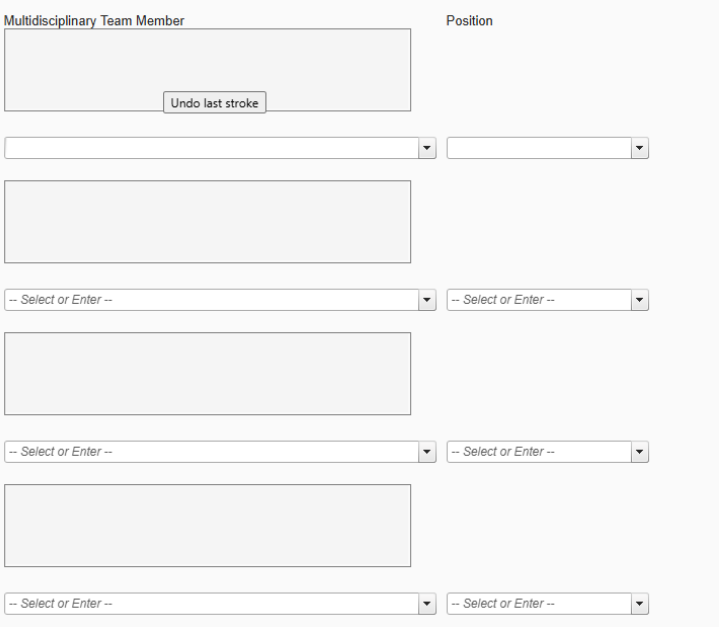
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 Yes No

(A) performance on appropriate norm-referenced measures, including developmental measures, indicate that the student is at least 2 standard deviations below the mean or at the 2nd percentile of performance, when taking into account the standard error of measurement (SEM), in one area of development as listed in this paragraph, along with additional convergent evidence such as interviews and observation data that supports the delay in that area









(B) performance on appropriate norm-referenced measures, including developmental measures, indicate that the student is at least 1.5 standard

Definition: A student with developmental delay is one who is between the ages of 3-9 who is evaluated by a multidisciplinary team for at least one disability category listed in paragraphs (1)-(12) of this subsection, which includes Autism, Deaf-Blindness, Deaf or Hard of Hearing, Emotional Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, or Visual Impairment, and whose evaluation data indicates a need for special education and related services and shows evidence of, but does not clearly confirm, the presence of the suspected disability or disabilities due to the child's young age. In these cases, an ARD committee may determine that data supports identification of developmental delay in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. To use this eligibility category, multiple sources of data must converge to indicate the student has a developmental delay as described by one of the following



Description	Why it matters	Requires System Configuration
<p data-bbox="217 302 1321 342">Remove Signature of Evaluator and add 3 more Multidisciplinary Team Member</p>  <p data-bbox="217 573 367 611">signatures</p> 		
<p data-bbox="217 1262 557 1449">Update Supplement: Transition web form, English and Spanish printouts to match state guidance.</p>	<p data-bbox="602 1262 943 1335">Matches latest guidance from the state</p>	<p data-bbox="985 1262 1032 1293">No</p>



Description	Why it matters	Requires System Configuration
<p>Multiple text areas removed and question text updated</p> <p>If he is younger than 18 years of age, appropriate parental involvement in Diego's transition</p> <div data-bbox="233 352 1179 491">  </div> <p>If Diego is at least 18 years of age, appropriate parental involvement in his transition, if the parent is invited to participate by Diego or the school district in which he is enrolled</p> <div data-bbox="233 533 1179 667">  <p>Appropriate involvement in the student's transition by the student's parents and other persons invited to participate by the student's parents; or the school district in which the student is enrolled;</p> </div> <p>Any postsecondary education options</p> <div data-bbox="233 695 1179 829">  <p>Appropriate postsecondary education options, including preparation for postsecondary-level coursework;</p> </div> <p>A functional vocational evaluation</p> <div data-bbox="233 856 1179 991">  <p>An appropriate functional vocational evaluation;</p> </div> <p>Employment goals and objectives</p> <div data-bbox="233 1018 1179 1157">  </div> <p>If Diego is at least 18 years of age, the availability of age-appropriate instructional environments</p> <div data-bbox="233 1178 1179 1262">  </div> <p>Independent living goals and objectives</p> <div data-bbox="233 1283 1179 1421">  </div> <p>Appropriate circumstances for referring Diego or his parents to a governmental agency for services</p> <div data-bbox="233 1442 1179 1535">  <p>Appropriate circumstances for facilitating a referral of a student or the student's parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student such as a waiver program established under the Social Security Act.</p> </div>		
<p>Update TEKS - Remove Old Essence Statements and Add 2025 Essence Statements - TEKS</p>	<p>Matches latest guidance from the state</p>	<p>No</p>

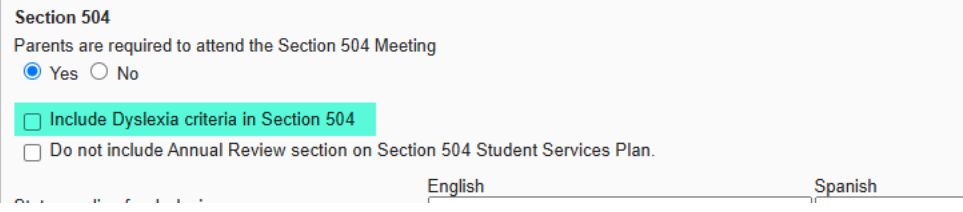


Description	Why it matters	Requires System Configuration				
Graduation Codes	Matches latest guidance from the state	Yes				
<p>TSDS Web-Enabled Data Standards DiplomaType has been updated. If not completed already, please compare PEIMSGraduationCodes shared list and update as needed.</p>						
<div data-bbox="240 1081 495 1113"> <h3>Edit Shared Lists</h3> </div> <div data-bbox="240 1165 812 1228"> <p>Select Plugin: <input type="text" value="Forms.Supplement.GraduationWri"/> Select ListKey: <input type="text" value="PEIMSGraduationCodes"/></p> </div> <p data-bbox="240 1239 1347 1302">If this list has default values those will be listed here. The items in your list will either be appended or replace these options depending on if it is an Appendable list, meaning your items will be added to the options you see here, or a Non-Appendable list, meaning your items will replace the options you see here.</p> <table border="1" data-bbox="240 1312 1347 1449"> <thead> <tr> <th data-bbox="240 1333 909 1375">Name</th> <th data-bbox="909 1333 1347 1375">Value</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 1375 909 1449">04 - Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School ServicesTAC 89.1070(f)(3)(A)*, revised to be effective March 14, 2021 [46 TexReg 1466]</td> <td data-bbox="909 1375 1347 1449">04 - Completion Of IEP And Full-Time Employment With Maintain Employment Without Public School ServicesTAC 89.1070(f)(3)(A)*, revised to be effective March 14, 2021 [46 TexReg 1466]</td> </tr> </tbody> </table>			Name	Value	04 - Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School ServicesTAC 89.1070(f)(3)(A)*, revised to be effective March 14, 2021 [46 TexReg 1466]	04 - Completion Of IEP And Full-Time Employment With Maintain Employment Without Public School ServicesTAC 89.1070(f)(3)(A)*, revised to be effective March 14, 2021 [46 TexReg 1466]
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SECTION 504 NEW FEATURES AND IMPROVEMENTS



Regulatory

Description	Why it matters	Requires System Configuration
Update/correct logic on “Include Dyslexia criteria in Section 504” District Customization Option (setting). Currently, when the setting is unchecked and saved, Dyslexia is still shown incorrectly.	Allows district administrator to turn off Dyslexia in Section 504 for their district.	Yes Note: This will be turned off for all at the end of the school year.
<p>When Include Dyslexia criteria in Section 504 is unchecked, then all dyslexia verbiage is removed from: Notice and Consent for Initial Section 504 Evaluation, Section 504 Evaluation, Section 504 Student Services Plan. Note: Dyslexia Services Codes are still shown on the Section 504 Student Services Plan.</p>  <p>The screenshot shows a configuration form for 'Section 504'. It includes a heading 'Section 504', a sub-heading 'Parents are required to attend the Section 504 Meeting', and two radio buttons for 'Yes' (selected) and 'No'. Below this, there is a checkbox labeled 'Include Dyslexia criteria in Section 504' which is highlighted with a green background. Underneath that is another checkbox 'Do not include Annual Review section on Section 504 Student Services Plan.' At the bottom, there are two tabs: 'English' and 'Spanish'.</p>		

COMING SOON

Disclaimer: The following is a preview of upcoming changes. When the changes will be available, as well as what the changes are exactly, is subject to change. Please use this information accordingly.

FEATURES

- Planned for March
 - Update Disability Reports – OHI and Orthopedic Impairment
 - Update Supplement: Transition



- Update TEKS Science Goals and Objectives, Pre-K Goals and Objectives
- Add Year to Section 504 Student Services Plan – State Test Participation
- Developmental Delay update
- Home Language Survey update language dropdowns to multi-select
- Planned for April
 - Disability Report updates - TBI
 - TEKS Updates – Social Studies and Physical Education
 - ELLA Progress Letter Translations
 - Move Disability Impact Statement – IEP, FIE
 - COS Updates
 - Supplement: LPAC update to include Composite Exit Criteria
 - Section 504: Update Impairment selection

