



Update Notice

SuccessEd

November 13, 2024

PLEASE DO NOT REPLY TO THIS EMAIL

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

UPDATE SUMMARY

The following updates have been made to the solution.

FEATURES

- Supplement: Autism updates
- Parent-Directed Special Education Services form changes
- Supplement: Personal Care Services updates
- STAAR Alternate 2 Participation Requirements form update

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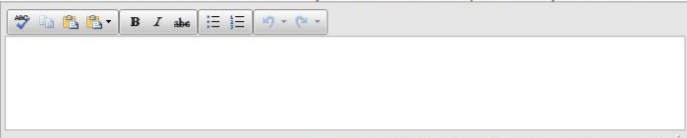



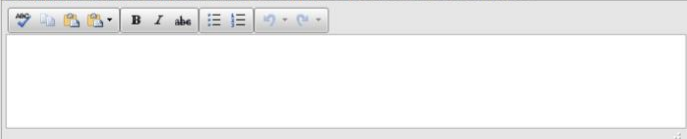
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SPECIAL EDUCATION NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in release done November 13, 2024.

Regulatory

Description	Why it matters	Requires District Customization
Update age, and disability terminology on the Supplement: Autism form, English and Spanish printouts.	Matches latest guidance from the state	No
<div>  <p>Beginning at any age, consistent with the Transition Services framework, futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments:</p> <p>Beginning at any age but prior to the date on which a student turns 14, futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments:</p> <div>  <div> <p>Needed:</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> </div> </div> </div> <div>  <p>Parent/family training and support, provided by qualified personnel with experience in autism spectrum disorders: provides a family with skills necessary for a child to succeed in the home/community setting; includes information regarding resources, and facilitates parental carryover of in-home training:</p> <p>Parent/family training and support, provided by qualified personnel with experience in Autism Spectrum Disorders (ASD); provides a family with skills necessary for a child to succeed in the home/community setting; includes information regarding resources, and facilitates parental carryover of in-home training:</p> <div>  <div> <p>Needed:</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> </div> </div> </div> <div>  <p>Teaching strategies based on peer-reviewed, research-based practices for children with autism spectrum disorder:</p> <p>Teaching strategies based on peer reviewed, research-based practices for students with ASD:</p> <div>  <div> <p>Needed:</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> </div> </div> </div>		
Update the verbiage in the current Supplemental Special Education Services (SSES) form, English and Spanish printouts to reflect Parent-Directed Special Education Services (PDSES).	Compliant with state terminology.	No

Description

Why it matters

Requires District Customization

New/Edit Forms Locked History Edit Draft View All Drafts

Draft Forms: Supplemental Special Education Services (SSES) (1)

Select version to print: [Print/PDF](#) Lock Note: No further edits will be possible after locking this form

Section Name: Supplemental Special Education Services (SSES) 8/26/2024 10:45:42 AM by Stephanie Guerra Marullo Create

Supplemental Special Education Services (SSES)

The ARD Committee discussed Supplemental Special Education Services (SSES).

Student ID: Y19060204 Student Name: Addison Meaville Age: 9 Date of Birth: 05/30/2015 Gender: F

Academic Year: 2024-25 Home Campus: Marullo Elementary School Current Campus: Marullo Elementary School Grade: 04

SP Meeting Date: 8/26/2024

Senate Bill 1716 Requirements for Supplemental Special Education Services (SSES)

The ARD Committee discussed Supplemental Special Education Services (SSES).

☒ Yes ☐ No

Has the parent applied for their account?

☐ Yes ☒ No

Test

Has the student received their account?

☒ Yes ☐ No

Test

Has the family logged into the account and signed the affidavit?

☐ Yes ☒ No

Test

Has the family started using the funds?

☒ Yes ☐ No

Test

What has been purchased and how has it helped the student?

Test

Helpful Links for Parents:

SSES Resources:

- Website: SSES: <https://www.ies.texas.gov/>
- Email: SSES@regis10.org
- Helpful resources, including how to videos and documents

SSE Marketplace (ClassWallet):...where families go to make purchases of goods and services.

- Log in page: app.classwallet.com
- Online chat feature
- Phone: 877-669-5536
- Email: help@classwallet.com

SPEDTex: Technical assistance to families

- Website: spedtex.org
- Online chat feature
- Phone: 1-855-773-3839
- Email: inquire@spedtex.org

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New/Edit Forms Locked History Edit Draft View All Drafts

Draft Forms: Parent-Directed Special Education Services (PDSES) (1)

Select version to print: [Print/PDF](#) Lock Note: No further edits will be possible after locking this form

Section Name: Parent-Directed Special Education Services (PDSES) 8/26/2024 10:45:42 AM by Stephanie Guerra Marullo Create

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The ARD Committee discussed Parent-Directed Special Education Services (PDSES).

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Test

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Test

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☐ Yes ☒ No

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Update the Special Education Supplement: Personal Care Services form, English and Spanish printouts.

Match the latest guidance from the state

No

Description	Why it matters	Requires District Customization
<p>Supplement: Personal Care Services</p> <p>Student ID: YY9856204 Student Name: Addison Marullo Age: 9 Date of Birth: 05/30/2015 Gender: F</p> <p>Academic Year: 2024-25 Home Campus: Marullo Elementary School Current Campus: Marullo Elementary School Grade: 04</p> <p>IEP Meeting Date: 8/26/2024</p> <p>Personal Care Service assistance is required for the student throughout the day because the student exhibits one or more of the following eligibilities. Summarize the medical necessity for personal care services.</p> <p>Personal Care Services are required by the student to complete the following:</p> <p>Activities of Daily Living (ADLs)</p> <p>Instrumental Activities of Daily Living (IADLs)</p> <p>Other Instrumental Activities of Daily Living:</p> <p>Personal Care Services are required by the student and occur in the form of:</p> <p><input type="checkbox"/> Personal Care Services are provided throughout the school day in a group setting.</p> <p><input type="checkbox"/> Personal Care Services are provided throughout the school day on an individual basis.</p> <p><input type="checkbox"/> The IEP contains goals and objectives that address the attainment of functional life skills.</p> <p><input type="checkbox"/> The student needs assistance transitioning throughout the school day.</p> <p><input type="checkbox"/> The student needs assistance transitioning upon bus arrival/departure and bus escort.</p> <p>Failure to provide personal care assistance may result with difficulties in any of the following areas:</p> <p><input type="checkbox"/> Attending to tasks <input type="checkbox"/> Behavior <input type="checkbox"/> Dressing <input type="checkbox"/> Elopement <input type="checkbox"/> Immobility <input type="checkbox"/> Failure to access curriculum/complete ADLs or IADLs</p> <p><input type="checkbox"/> Eating <input type="checkbox"/> Hearing <input type="checkbox"/> Impulsivity <input type="checkbox"/> Independently accessing school/community environments <input type="checkbox"/> Maintaining safety for student or others <input type="checkbox"/> Maneuvering throughout the school/community environments <input type="checkbox"/> Toileting <input type="checkbox"/> Understanding <input type="checkbox"/> Withdrawal <input type="checkbox"/> Unusual repetitive habits</p> <p>Other Areas:</p>		<p>Supplement: Personal Care Services</p> <p>Student ID: YY9856204 Student Name: Addison Marullo Age: 9 Date of Birth: 05/30/2015 Gender: F</p> <p>Academic Year: 2024-25 Home Campus: Marullo Elementary School Current Campus: Marullo Elementary School Grade: 04</p> <p>IEP Meeting Date: 8/26/2024</p> <p>Personal Care Service assistance is required for the student throughout the day because the student exhibits one or more of the following eligibilities. Summarize the medical necessity for personal care services.</p> <p>Personal Care Services are required by the student to complete the following:</p> <p>Activities of Daily Living (ADLs)</p> <p>Instrumental Activities of Daily Living (IADLs)</p> <p>Other Instrumental Activities of Daily Living:</p> <p>Personal Care Services are required by the student and occur in the form of:</p> <p><input type="checkbox"/> Personal Care Services are provided as specified in the IEP.</p> <p><input type="checkbox"/> The IEP contains goals and objectives that address the attainment of functional life skills.</p> <p><input type="checkbox"/> The student needs assistance transitioning throughout the school day.</p> <p><input type="checkbox"/> The student needs assistance transitioning upon bus arrival/departure and bus escort.</p> <p>Failure to provide personal care assistance may result with difficulties in any of the following areas:</p> <p><input type="checkbox"/> Attending to tasks <input type="checkbox"/> Behavior <input type="checkbox"/> Dressing <input type="checkbox"/> Elopement <input type="checkbox"/> Immobility <input type="checkbox"/> Failure to access curriculum/complete ADLs or IADLs</p> <p><input type="checkbox"/> Eating <input type="checkbox"/> Hearing <input type="checkbox"/> Impulsivity <input type="checkbox"/> Independently accessing school/community environments <input type="checkbox"/> Maintaining safety for student or others <input type="checkbox"/> Maneuvering throughout the school/community environments <input type="checkbox"/> Toileting <input type="checkbox"/> Understanding <input type="checkbox"/> Withdrawal <input type="checkbox"/> Unusual repetitive habits</p> <p>Other Areas:</p>
Hide the Physician's Referral/Prescription for OT & PT Services form	Should no longer be used	No
<p>Student Forms</p> <p>Product: SE Manager / Marullo, Addison (5/30/2015) YY9856204</p> <p>Special Education: Active Bilingual/ESL: Active Section 504: RTI/MTSS: Active EL Status: Monitor Year 2 Edit Student Information</p> <p>Hover for more information</p> <p>New/Edit Forms Locked History</p> <p>Supplement: Personal Care Services Edit Draft View All Drafts</p> <p>Notice to Parent of Rights Transferred</p> <p>Notice to Parent of Transfer of Rights</p> <p>Notice to the Parent to Release Information for SHARS</p> <p>Notice: Parent Revocation of Special Education Services</p> <p>Parent/Guardian Acknowledgement</p> <p>Physician's Information</p> <p>Physician's Referral/Prescription for OT & PT Services</p> <p>Physician's Referral/Prescription for OT Services</p> <p>Physician's Referral/Prescription for PT Services</p> <p>Physician's Release from Homebound</p> <p>Procedural Safeguards Log</p> <p>Receipt of TSBVI Information</p> <p>Receipt of TSD Information</p> <p>Request For Records</p> <p>Residential Facility Tracker Information</p> <p>Birth Date: 5/30/2015 Gender: F</p> <p>Academic Year: 2024-25 Home Campus: Marullo Elementary School Current Campus: Marullo Elementary School Grade: 04</p>		
Update the STAAR Alt 2 Participation Requirements form, English, and Spanish printouts.	Matches latest form from the state	No

Description	Why it matters	Requires District Customization
<p>Step III: Provide Assurances and Confirm STAAR Alternate 2 Participation</p> <p><i>All assurances must be reviewed and marked for the student to participate in STAAR Alternate 2.</i></p> <ul style="list-style-type: none"> The ARD committee confirms that the decision to administer STAAR Alternate 2 was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, emergent bilingual, migrant, economically disadvantaged), need for STAAR accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on STAAR and its impact on accountability calculations. Under 34 CFR §300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.16 in Question and Answer Document: IEP Measurable Annual Goals.) If the ARD committee determines that the student meets the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC §89.1070. Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the student's IEP must provide a statement of why the student cannot participate in the general assessment, STAAR, and why the alternate assessment is appropriate for the student. Additionally, if the ARD committee determines that the student is eligible to take STAAR Alternate 2 with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the academic achievement of the student on the alternate assessment. <p>Document rationale below per 34 CFR §300.320(a)(6) and 19 TAC §89.1055.</p> <p>4. Is the answer to question 3 "Yes," and have all assurances been marked?</p> <p><input checked="" type="radio"/> Yes. The student meets the participation requirement for STAAR Alternate 2.</p> <p><input type="radio"/> No. The student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.</p>	<p>Step III: Provide Assurances and Confirm STAAR Alternate 2 Participation</p> <p><i>All assurances must be reviewed and marked for the student to participate in STAAR Alternate 2.</i></p> <ul style="list-style-type: none"> The ARD committee confirms that the decision to administer STAAR Alternate 2 was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, emergent bilingual, migrant, economically disadvantaged), need for STAAR accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on STAAR and its impact on accountability calculations. Under 34 CFR §300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.16 in Question and Answer Document: IEP Measurable Annual Goals.) If the ARD committee determines that the student meets the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC §89.1070. Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the student's IEP must provide a statement of why the student cannot participate in the general assessment, STAAR, and why the alternate assessment is appropriate for the student. Additionally, if the ARD committee determines that the student is eligible to take STAAR Alternate 2 with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the academic achievement of the student on the alternate assessment. <p>Document rationale below per 34 CFR §300.320(a)(6) and 19 TAC §89.1055.</p> <p>4. Is the answer to question 3 "Yes," and have all assurances been marked?</p> <p><input checked="" type="radio"/> Yes. The student meets the participation requirement for STAAR Alternate 2.</p> <p><input type="radio"/> No. The student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.</p>	
Share Speech Therapist Referral for Speech and Language Therapy Services form with SE FIE.	Share documentation across teams.	No
Service Management Mapping issues cleaned up	Ensure data flows to Service Management	No

Student Forms

Product SE FIE / Marullo, Mia (5/30/2019) SM112233SM

Special Education: Active Bilingual/ESL: Active Section 504: Active RtI/MTSS: Active EL Status: Emergent Bilingual (EB)/English Learner (EL)

Hover for more information

Edit Student Information

New/Edit Forms

Locked

History

Full and Individual Evaluation Upload

Functional Behavioral Assessment (FBA)

Health Information

Home Language Survey

Notice of Evaluation

Notice of Release/Consent to Request Confidential Information

Parent Input

Physician's Information

Physician's Report

Referral Information

Review of Existing Evaluation Data (REED)

Speech Therapist Referral for Speech and Language Therapy Services

Summary Report: Special Education/Related Services

Supporting Documents

Teacher Input

Vocational Assessment

New / Edit

View All Drafts

Last Edit

3/18/2024 10:00:47 PM by Stephanie Guerra Marullo

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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.

December Release

- New Disability Report: Developmental Delay
- Dyslexia Codes table added on Program Compliance
- Updates to Disability Report: Autism or Other Pervasive Developmental Disorders
- Accommodations Export for Service Management

Other News

- Speech Code updates are being done in collaboration with the SIS vendors.
- Dave Richards and Jose Martín are providing guidance on dyslexia changes to the CESD/Section 504 forms. The forms will be updated as soon as possible after this guidance is received.