



## Update Notice

SuccessEd

January 22, 2025

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

### UPDATE SUMMARY

*The following updates have been made to the solution.*

#### FEATURES

- Update Supplement: Graduation with Foundations
- Update ELLA – Parent Letter Translations – specified letters
- Correct Parent Portal email issues
- Create IEP Accommodations Tracker export for Service Management

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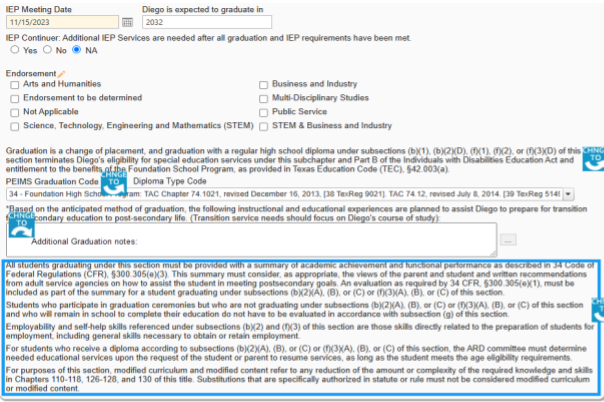
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# SPECIAL EDUCATION NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in release done January 22, 2025.

## Regulatory


Description	Why it matters	Requires System Configuration
<p><b>Update Supplement: Graduation with Foundations web form, English and Spanish printouts</b></p>  <p>The screenshot shows a form for 'IEP Meeting Date' with a dropdown for 'Diego is expected to graduate in' set to '2032'. Below this, there are radio buttons for 'Yes', 'No', and 'NA'. A section titled 'Endorsement' has checkboxes for 'Arts and Humanities', 'Business and Industry', 'Multi-Disciplinary Studies', 'Public Service', 'Science, Technology, Engineering and Mathematics (STEM)', and 'STEM &amp; Business and Industry'. A note states: 'Graduation is a change of placement, and graduation with a regular high school diploma under subsections (b)(1), (b)(2)(D), (f)(1), (f)(2), or (f)(3)(D) of this section terminates Diego's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act and entitlement to the benefits of the Foundation School Program, as provided in Texas Education Code (TEC), §42.003(a)'. There is also a section for 'PEIMS Graduation Code' and 'Diploma Type Code'. A large blue box highlights a section starting with 'All students graduating under this section must be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), must be included as part of the summary for a student graduating under subsections (b)(2)(A), (B), or (C) or (f)(3)(A), (B), or (C) of this section. Students who participate in graduation ceremonies but who are not graduating under subsections (b)(2)(A), (B), or (C) or (f)(3)(A), (B), or (C) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (g) of this section. Employability and self-help skills referenced under subsections (b)(2) and (f)(3) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment. For students who receive a diploma according to subsections (b)(2)(A), (B), or (C) or (f)(3)(A), (B), or (C) of this section, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements. For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapters 110-118, 126-128, and 130 of this title. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.'</p>	<p><b>Matches latest guidance from the state</b></p>	<p><b>No</b></p> <p>(a) Graduation under subsection (b)(1) of this section [§89.107(f)] or reaching maximum age eligibility described by §89.1035 of this title (relating to Age Ranges for Student Eligibility) terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act and entitlement to the benefits of the Foundation School Program, as provided in Texas Education Code (TEC), § 42.003(a).</p> <p>(b) A student who receives special education services may graduate and be awarded a diploma if the student meets one of the following conditions:</p> <p>(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-117, 126-128, and 130 of this title.</p> <p>(2) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-117, 126-128, and 130 of this title, and the student has satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program) applicable to students in general education, and demonstrated satisfactory performance as established for students in general education in TEC, Chapters 28 and 39, on the required end-of-course assessment instruments, which could include meeting the requirements of subsection (d) of this section.</p> <p>(3) The student has satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-117, 126-128, and 130 of this title in accordance with modified content and curriculum expectations established in the student's individualized education program (IEP), and demonstrated satisfactory performance on the required end-of-course assessment instruments, unless the student's ARD committee has determined that satisfactory performance on the required end-of-course assessment instruments is not required for graduation.</p> <p>The student must also successfully complete the student's IEP and meet one of the following conditions:</p> <p>(A) consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;</p> <p>(B) consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district; or</p> <p>(C) the student has access to services or other supports that are not within the legal responsibility of public education, including employment or postsecondary education established through transition planning.</p> <p>(c) A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:</p> <p>(1) satisfactorily completes the requirements for graduation under the Foundation High School Program specified in §74.12 of this title as well as the additional credit requirements in mathematics, science, and elective courses as specified in §74.13(e) of this title with or without modified curriculum;</p> <p>(2) satisfactorily completes the courses required for the endorsement under §74.13(f) of this title without any modified curriculum or with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's ARD committee; and</p> <p>(3) performs satisfactorily as established in TEC, Chapter 39, on the required end-of-course assessment instruments unless the student's ARD committee determines that satisfactory performance is not required.</p> <p>(d) A student receiving special education services classified in Grade 11 or 12 who has taken each of the state assessments required by Chapter 191, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive a diploma under subsection (b)(1) of this section.</p> <p>(e) A student who has reached maximum age eligibility in accordance with §89.1035 of this title without meeting the credit, curriculum, and assessment requirements specified in subsection (b) of this section is not eligible to receive a diploma but may receive a certificate of attendance as described in TEC, §28.025(f).</p> <p>(f) A summary of academic achievement and functional performance must be provided prior to exit from public school for students who meet one of the following conditions:</p> <p>(1) a student who has met requirements for graduation specified by subsection (b)(1) of this section or who has exceeded the maximum age eligibility as described by §89.1035 of this title; or</p> <p>(2) a student who has met requirements for graduation specified by subsection (b)(2) or (b)(3)(A), (B), or (C) of this section. Additionally, a student meeting this condition is entitled to an evaluation as described in 34 Code of Federal Regulations (CFR), §300.305(e)(1).</p> <p>(g) The summary of performance described by subsection (f) of this section must include recommendations on how to assist the student in meeting the student's postsecondary goals, as required by 34 CFR, §300.305(e)(3). This summary must also consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals.</p> <p>(h) Students who meet graduation requirements under subsection (b)(2) or (b)(3)(A), (B), or (C) of this section and who will continue enrollment in public school to receive special education services aligned to their transition plan will be provided the summary of performance described in subsections (f) and (g) of this section upon exit from the public school system. These students are entitled to participate in commencement ceremonies and receive a certificate of attendance after completing four years of high school, as specified by TEC, §28.025(f).</p> <p>(i) Employability and self-help skills referenced under subsection (b)(3) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.</p> <p>(j) For students who graduate and receive a diploma according to subsections (b)(2) or (b)(3)(A), (B), or (C) of this section, the ARD committee must determine needed special education services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.</p> <p>(k) For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapters 110-117, 126-128, and 130 of this title. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.</p>

# ELLA NEW FEATURES AND IMPROVEMENTS



Regulatory

Description	Why it matters	Requires System Configuration
Printing updated for the following letters to provide additional translations (per state-provided documents): <ul style="list-style-type: none"> <li>• Parental Denial of Bilingual Program Services</li> <li>• Parental Denial of ESL Program Services</li> <li>• Parental Approval for Continuation of ESL</li> </ul>	Ensures parents can receive letters in their native languages.	No Note: <ul style="list-style-type: none"> <li>• Please see the Standardized Letters on the LPAC Framework site for the list of languages.</li> <li>• Initials shown in the letters are based off the parent selected to sign the letter.</li> <li>• The state is in the process of updating the text on the letters. Once the letters are updated by the state, they will be updated in the application as soon as possible.</li> </ul>



**Bilingual Education Program**  
**Parental Denial of Program Services**  
 Commissioner Mike Morath

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విద్యార్థి పేరు: \_\_\_\_\_ జిల్లా/వార్డర్ పేరు: \_\_\_\_\_  
 విద్యార్థి ID#: \_\_\_\_\_ గ్రేడ్: PK \_\_\_\_\_ కాంపస్ పేరు: \_\_\_\_\_

**ద్వీభాషా విద్యా ప్రోగ్రామ్ సేవలకు తల్లిదండ్రుల తిరస్కరణ**  
 19 TAC చాప్టర్ 89, సబ్చాప్టర్ BB, §89.1240(a)\*

పంపిన తేదీ: \_\_\_\_\_

ప్రియమైన తల్లిదండ్రులకు/సంరక్షకులకు,

లాంగ్వేజ్ ప్రొఫిషియెన్సీ అసిస్టెంట్ కమిటీ (LPAC) మీ బిడ్డను ఎమర్జెంట్ లైలింగ్వల్ గా గుర్తించింది మరియు రాష్ట్ర దట్టం ప్రకారం ఆచరణమైన ద్వీభాషా విద్యా కార్యక్రమంలో మీ బిడ్డను ఉంచాలని సిఫార్సు చేసింది.

ద్వీభాషా విద్యా కార్యక్రమంలో పాల్గొనడం వల్ల మీ పిల్లల విద్య ఇంకా భాషా అభివృద్ధికి ప్రయోజనం చేకూరుతుంది.

- మీ పిల్లల సాంకేతిక బాషలో అక్షరాస్యత వలన, చార్టు వినడం, మాట్లాడటం, చదవడం మరియు క్రాయడం వంటి నైపుణ్యాలు అభివృద్ధి చెయ్యడానికి అలాగే బుల్ పేజీలను చెయ్యడానికి దోహదపడుతుంది.
- కేంద్ర మరియు 1వ తరగతి విద్యార్థులకు వేసిన సారకాల అవకాశాలు

## GENERAL APPLICATION NEW FEATURES AND IMPROVEMENTS

### Corrections

Description	Why it matters	Requires System Configuration
Parent Portal – corrected the link in the email to send student-specific link.	Enables recipients of the email to access student documents	No



Description	Why it matters	Requires System Configuration
<p>You are receiving this email because you have been identified as a parent or guardian of a student in [ ] ISD and agreed to receive electronic access to student records. There are updated documents for you to view. Please click the link below to access the document portal. If you would like to access this information in the future, please bookmark this page. If you have any questions or concerns, please let me know.</p> <p><a href="https://www.myparentaccess.com">https://www.myparentaccess.com</a></p>	<p><b>Generic link on all parent portal emails. This link should be student specific.</b></p>	

## SERVICE MANAGEMENT NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in release done January 22, 2025.

### Enhancement

Description	Why it matters	Requires System Configuration
<p>Create IEP Accommodations Tracker export. Data includes Classroom and Testing Accommodations</p>	<p>Provides better integration for Service Management clients for Accommodations</p>	<p>No</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 February
  - Update Disability Reports
  - Update Supplement: Transition
  - Update IEP Goals Essence Statements
  - Add Year to Section 504 Student Services Plan – State Test Participation
  - ELLA Progress Letter Translations
- Planned for March/April
  - Disability Report updates
  - Home Language Survey update language dropdowns to multi-select
  - TEKS Updates

