



Update Notice

SuccessEd

April 23, 2025

PLEASE DO NOT REPLY TO THIS EMAIL

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

UPDATE SUMMARY

The following updates have been made to the solution.

FEATURES

- Update Child Outcome Summary – Exit
- Move Disability Impact Statement on IEP Meeting and FIE
- Update Developmentally Delayed to Developmental Delay
- Update Specific Learning Disabilities to Specific Learning Disability
- Update Specific Learning Disabilities Types order and verbiage
- Enable Translation of EB/EL Progress Letters in ELL Plan form and Meeting Administrator

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SPECIAL EDUCATION NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in release done April 23, 2025.

Description	Why it matters	Requires System Configuration
Update COS: Adjust Exit reason logic, Add assurances, Add Multiple sources, Update child forms Extent, Source of Information, Evidence Level and English Printouts.	Aligns more closely with state verbiage and is more efficient.	No

Child Outcome Summary (COS)

Student ID: SPP11Test2 State ID: Tara Hardy Age: 7 Date of Birth: 05/25/2017 Gender: M

Academic Year: 2024-25 Home Campus: SE High School Current Campus: SE High School Grade: 11

For Entry: Form must include both Date ECSE Services Began and COS Entry Date. The student will not count on SPP Indicator 7 if there are more than 30 calendar days between these dates.

For Exit: Form must include Date ECSE Services Ended and COS Exit Date. The student will not count on SPP Indicator 7 if there are more than 30 calendar days between these dates.

• The Date ECSE Services Began is needed on the Exit Record. If not present, the SPP Indicator 7 report cannot calculate the total time in ECSE. This will prevent the student's Exit Record from appearing on the SPP Indicator 7 Report.

Date ECSE Services Began: 1/30/2025 COS Entry Date: 1/30/2025 Date ECSE Services Ended: COS Exit Date:

Primary Disability: Multiple Disabilities Instructional Arrangement: Speech Count:

Complete when student exits program

Exit reason

☐ Dismissed from Special Education by committee

☐ Aged-out of ECSE (end of kindergarten year)

☒ Transition to Kindergarten

OR

Exit data is NOT necessary due to

☐ Withdrew from district

☐ Not in program for 6 months

☐ Parent withdrew consent for services

OPTL

Child Outcome Summary (COS): Section 1 *

Child Outcome Summary (COS): Section 2 *

Child Outcome Summary (COS): Section 3 *

Persons involved in deciding the summary ratings

+ Add Record

Name	Position
No records to display.	

Other persons that were involved in deciding the summary ratings:

ADD ☐ I assure that a variety of instruments and/or collections sources were used and are documented in the student record and include one or more of the following.

Family information on child functioning (Check all that apply)

☐ Received in team meeting ☐ Collected separately

☐ Incorporated into assessment(s) ☐ Not included

ADD Multiple sources of information about the child's functioning are available for review (Check all that apply)

☐ Observations ☐ Evaluation

☐ Progress Reports ☐ Reports from parents, specialists, and others who know the child

Forming rules related to groups of interacting with states (in use)

1a. To what extent does this child show age-appropriate functioning

1 - Not Yet

2

3 - Emerging **CHANGE TO** Nearly

4

5 - Somewhat

6

7 - Completely

Summary:

Summary



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COS form - Create Shared List - Source of Information.	Enables Source of Information updates.	No																																																																																																												
<h3>Edit Shared Lists</h3> <p>Select Plugin: Forms.COS.ChildOutcomeSumma Select ListKey: SourceOfInformation</p> <p>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 how the list is configured. This list is configured as a Non-Appendable list, meaning your items will replace the options you see here.</p> <p>Current Defined Default Values</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Is Default?</th> </tr> </thead> <tbody> <tr> <td>Evaluation</td> <td>Evaluation</td> <td>Yes</td> </tr> <tr> <td>Observations</td> <td>Observations</td> <td>Yes</td> </tr> <tr> <td>Progress Reports</td> <td>Progress Reports</td> <td>Yes</td> </tr> <tr> <td>Reports from parents, specialists, and others who know the child</td> <td>Reports from parents, specialists, and others who know the child</td> <td>Yes</td> </tr> </tbody> </table> <p>Import Defaults Clear List</p> <p>+ Add New List Item Refresh</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>IsDefault</th> </tr> </thead> <tbody> <tr> <td colspan="3">No records to display.</td> </tr> </tbody> </table>			Name	Value	Is Default?	Evaluation	Evaluation	Yes	Observations	Observations	Yes	Progress Reports	Progress Reports	Yes	Reports from parents, specialists, and others who know the child	Reports from parents, specialists, and others who know the child	Yes	Name	Value	IsDefault	No records to display.																																																																																									
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Update COS: SPP Indicator 7 Report to show updated Exit Reason	Report data matches latest terminology.	No																																																																																																												
<h3>SPP Indicator 7</h3> <p>School Year: 2024-25 Start Date: July 1, 2024 End Date: June 30, 2025</p> <table border="1"> <thead> <tr> <th>Slate ID</th> <th>SS#</th> <th>Student Name</th> <th>Campus</th> <th>Primary Disability</th> <th>Multiple Disabilities</th> <th>IA</th> <th>Date ECSE Services Ended</th> <th>Q1a</th> <th>Q1b</th> <th>Q2a</th> <th>Q2b</th> <th>Q3a</th> <th>Q3b</th> <th>Exit Reason</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>Developmental Delay</td> <td>No</td> <td>40</td> <td>4/30/2025</td> <td>4</td> <td>N</td> <td>4</td> <td>N</td> <td>5</td> <td>N</td> <td>Exit Reason 1: Developmental Delay</td> </tr> </tbody> </table> <p>Total Student Count: 1</p>			Slate ID	SS#	Student Name	Campus	Primary Disability	Multiple Disabilities	IA	Date ECSE Services Ended	Q1a	Q1b	Q2a	Q2b	Q3a	Q3b	Exit Reason					Developmental Delay	No	40	4/30/2025	4	N	4	N	5	N	Exit Reason 1: Developmental Delay																																																																														
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Description	Why it matters	Requires System Configuration
FIE PLAAFP: Move Disability Impact Statement on the web form and English printout.	TEA recommended that Disability Impact Statement should be first on Present Levels.	No

The screenshot displays the 'Present Levels of Academic Achievement and Functional Performance (PLAAFP)' form. A red box highlights the 'Disability Impact Statement' field at the bottom of the form, which contains the text: 'Information entered in this field will import to the Disability Impact Statement in the IEP Meeting - PLAAFP'. The form is divided into sections for 'Student's Strengths and Needs' (Physical, Behavioral, Functional, Academic) and 'Recommended Accommodations/Modifications'.

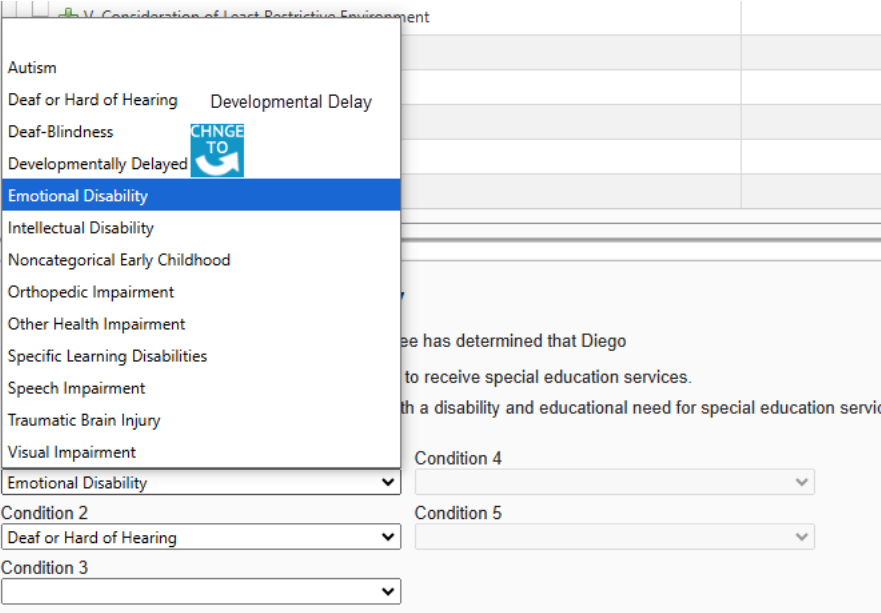
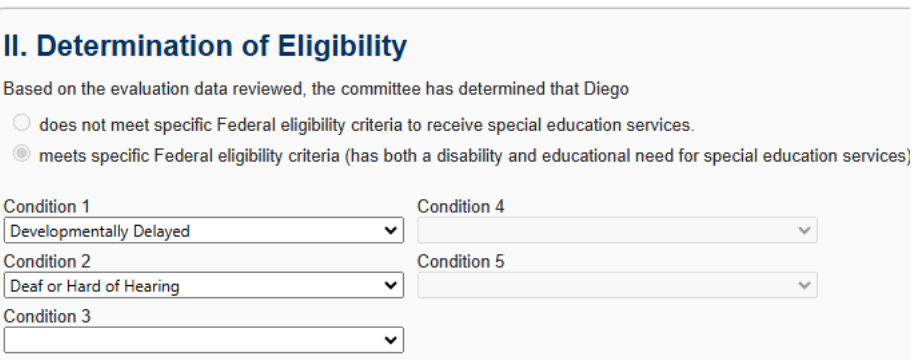
IEP Section III: Move Disability Impact Statement on the web form and English/Spanish printouts.

TEA recommended that Disability Impact Statement should be first on Present Levels.

No

This screenshot is identical to the one above, showing the 'Present Levels of Academic Achievement and Functional Performance (PLAAFP)' form with the 'Disability Impact Statement' field highlighted in red. The field contains the text: 'Information entered in this field will import to the Disability Impact Statement in the IEP Meeting - PLAAFP'. The form structure, including the 'Student's Strengths and Needs' and 'Recommended Accommodations/Modifications' sections, remains the same.



Description	Why it matters	Requires System Configuration
IEP Meetings – Section II. Determination of Eligibility form - Update Conditions 1-5 Developmentally Delayed to Developmental Delay. Also shown in FIE.	Matches latest guidance from the state.	No
		
Prepared a data fix to update student data where Developmentally Delayed changed so that it is correct on Program Compliance and IEP Meetings, and reports or exports where the source is Program Compliance.	Matches latest guidance from the state.	No
		
Reports – Update Developmentally Delayed to Developmental Delay in Condition dropdowns, report	Report data shows the latest terminology from the state.	No



Description	Why it matters	Requires System Configuration
legends, report layouts, and report results and exports.		

Back to Reports

Students by Disability

District

Marullo ISD

Campus

Marul

Program Status

Special Education-Active, Special Ed

Grade

IC, Ei

Case Manager

All

Student

All

Start Date

8/13/2024

End Date

1/16/

Condition

☐ (Select All)

☐ Autism

☐ Deaf or Hard of Hearing

☐ Deaf-Blindness

☒ Developmentally Delayed

☐ Emotional Disability

Campus Count by Disability

Conditions: Condition 1, Condition 2, Condition 3

Date of Count: 2/6/2025

SE Training

Campus	AU	DHH	ED	ID	SLD	NCEC	OI	OHI	SI	TBI	VI	Total by Campus
DELETE	1								2			3
RM Model Scenarios School				2	7		1	4	8			22
Sales Elementary School	1	1			1							3
Sales High School				1					1			2
Sales Middle School				1								1
SE Elementary	5	5		1	17	2		4	25		2	61
SE High School	10	3	3	3	18		3	4	17	1		62
SE Middle School	7	6	1	1	9	3		5	11			43
SE Test Elementary		1			1			1				3
Total by Disability:	24	16	4	8	54	5	4	18	64	1	2	200

ADD

Legend:

DHH - Deaf or Hard of Hearing

ED - Emotional Disability

NCEC - Noncategorical Early Childhood

SI - Speech Impairment

AU - Autism

ID - Intellectual Disabilities

OI - Orthopedic Impairment

TBI - Traumatic Brain Injury

DB - Deaf Blindness

SLD - Specific Learning Disability

OHI - Other Health Impairment

VI - Visual Impairment

Report created by Saini, Deepika on 2/6/2025 at 7:56 AM

Prepared a data fix to update student data where 'Specific Learning Disabilities' changed to 'Specific Learning Disability' so that it is correct on Program Compliance, IEP Meetings, the FIE and reports or exports where the source is Program Compliance.

Matches latest guidance from the state.

No



Description	Why it matters	Requires System Configuration
<div> <h3>II. Determination of Eligibility</h3> <p>Based on the evaluation data reviewed, the committee has determined that Diego</p> <p> <input type="radio"/> does not meet specific Federal eligibility criteria to receive special education services. <input checked="" type="radio"/> meets specific Federal eligibility criteria (has both a disability and educational need for special education services) based on the following criteria: </p> <div> <div> Condition 1 Developmentally Delayed </div> <div> Condition 2 Specific Learning Disabilities </div> <div> Condition 3 Specific Learning Disability Type(s) </div> </div> <div> <div> Condition 4 Specific Learning Disability </div> <div> Condition 5 Specific Learning Disability </div> </div> </div>		
FIE Summary and Conclusions - Change 'Specific Learning Disabilities' to 'Specific Learning Disability'.	Matches latest guidance from the state.	No
<div> <p><input checked="" type="radio"/> meets criteria for the disability(ies) below based on information contained in the Full and Individual Evaluation report.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <div> <div> <div> Condition 1 Specific Learning Disability </div> <div> Condition 4 Specific Learning Disability </div> </div> <div> <div> Condition 2 Autism </div> <div> Condition 3 Deaf or Hard of Hearing </div> </div> <div> <div> Condition 5 Deaf-Blindness </div> <div> Condition 6 Developmentally Delayed </div> </div> <div> <div> Condition 7 Emotional Disturbance </div> <div> Condition 8 Intellectual Disability </div> </div> <div> <div> Condition 9 Noncategorical Early Childhood </div> <div> Condition 10 Orthopedic Impairment </div> </div> <div> <div> Condition 11 Other Health Impairment </div> <div> Condition 12 Specific Learning Disability </div> </div> <div> <div> Condition 13 Speech Impairment </div> <div> Condition 14 Traumatic Brain Injury </div> </div> <div> <div> Condition 15 Visual Impairment </div> </div> </div> </div>		
IEP Meetings - Section II. Determination of Eligibility form - Change 'Specific Learning Disabilities' to 'Specific Learning Disability'.	Matches latest guidance from the state.	No

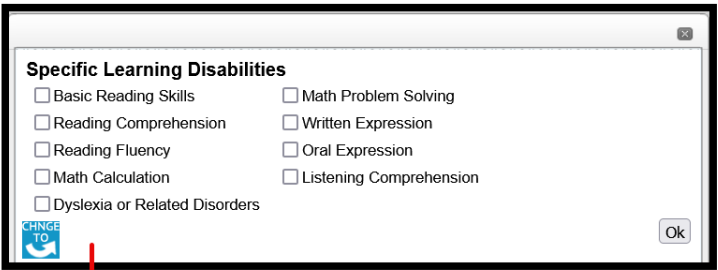
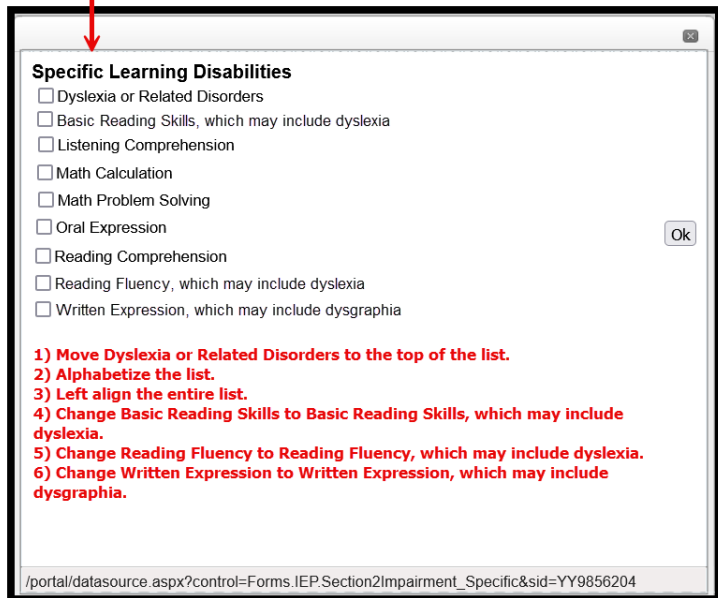


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Program Compliance and Custom Reports - Change 'Specific Learning Disabilities' to 'Specific Learning Disability'	Matches latest guidance from the state.	No



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<div><div><div><div><div>Current Disabilities</div><div>Condition 1</div><div>Condition 2</div><div>Condition 3</div><div>Autism</div><div>Deaf or Hard of Hearing</div><div>Deaf-Blindness</div><div>Developmentally Delayed</div><div>Emotional Disturbance</div><div>Intellectual Disability</div><div>Noncategorical Early Childhood</div><div>Orthopedic Impairment</div><div>Other Health Impairment</div><div>Specific Learning Disability</div><div>Speech Impairment</div><div>Traumatic Brain Injury</div><div>Visual Impairment</div></div><div>Condition 4</div><div>Condition 5</div><div>Other Health Impairment: <input type="checkbox"/> ADD/ADHD <input type="checkbox"/> Other:</div><div>Noncategorical Early Childhood (NCEC): <input type="checkbox"/> Intellectual Disability (Part A) <input type="checkbox"/> Emotional Disturbance (Part B) <input type="checkbox"/> Specific Learning Disability (Part C) <input type="checkbox"/> Autism (Part D)</div></div></div><div><div>Custom Reports</div><div>Select any combination of columns from the below tables to view a customized report for that data. When you have filtered the data you wish to export, you can click the "Export to Excel" button to view your data in Excel.</div><div><div><div>Student</div><div><input type="checkbox"/> Student ID</div><div><input checked="" type="checkbox"/> Last Name</div><div><input checked="" type="checkbox"/> First Name</div><div><input type="checkbox"/> Local ID</div><div><input type="checkbox"/> State ID</div><div><input type="checkbox"/> Date Of Birth</div><div><input type="checkbox"/> Gender</div></div><div><div>Parent</div><div><input type="checkbox"/> LastName</div><div><input type="checkbox"/> FirstName</div><div><input type="checkbox"/> Occupation</div><div><input type="checkbox"/> Relationship to Student</div><div><input type="checkbox"/> Primary Language</div><div><input type="checkbox"/> Home Phone</div><div><input type="checkbox"/> Work Phone</div></div><div><div>Enrollment</div><div><input checked="" type="checkbox"/> Grade</div><div><input type="checkbox"/> Next Grade</div><div><input checked="" type="checkbox"/> District</div><div><input type="checkbox"/> Current Campus</div><div><input type="checkbox"/> Home Campus</div><div><input type="checkbox"/> Next Current Campus</div><div><input type="checkbox"/> Next Home Campus</div></div><div><div>Compliance</div><div><input type="checkbox"/> Child Count Funding Type</div><div><input checked="" type="checkbox"/> Condition 1</div><div><input checked="" type="checkbox"/> Condition 2</div><div><input checked="" type="checkbox"/> Condition 3</div><div><input checked="" type="checkbox"/> Condition 4</div><div><input checked="" type="checkbox"/> Condition 5</div><div><input type="checkbox"/> IA</div></div><div><div>Status</div><div><input checked="" type="checkbox"/> Special Education</div><div><input type="checkbox"/> Bilingual/ESL</div><div><input type="checkbox"/> Section 504</div><div><input type="checkbox"/> RTI</div></div></div><div><div>View</div><table><thead><tr><th>Student ID</th><th>Student Last Name</th><th>Student First Name</th><th>Current Grade</th><th>District</th><th>Condition1</th><th>Condition2</th><th>Condition3</th><th>Condition4</th><th>Condition5</th></tr></thead><tbody><tr><td>YYDELETE</td><td></td><td></td><td>02</td><td>Marullo ISD</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>YY16374914</td><td></td><td></td><td>06</td><td>Marullo ISD</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>SM852145MD</td><td>Demo</td><td>Stephanie Marullo</td><td>09</td><td>Marullo ISD</td><td>Deaf or Hard of Hearing</td><td></td><td></td><td></td><td></td></tr><tr><td>SM092511MS</td><td>Duck</td><td>Daisy</td><td>11</td><td>Marullo ISD</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>SM946482MS</td><td>Duck</td><td>Daisy</td><td>10</td><td>Marullo ISD</td><td>Specific Learning Disability</td><td></td><td></td><td></td><td></td></tr><tr><td>WATNER</td><td>Fred</td><td>Phoebe</td><td>07</td><td>Marullo ISD</td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table></div></div></div>			Student ID	Student Last Name	Student First Name	Current Grade	District	Condition1	Condition2	Condition3	Condition4	Condition5	YYDELETE			02	Marullo ISD						YY16374914			06	Marullo ISD						SM852145MD	Demo	Stephanie Marullo	09	Marullo ISD	Deaf or Hard of Hearing					SM092511MS	Duck	Daisy	11	Marullo ISD						SM946482MS	Duck	Daisy	10	Marullo ISD	Specific Learning Disability					WATNER	Fred	Phoebe	07	Marullo ISD						Reports – Change 'Specific Learning Disabilities' to 'Specific Learning Disability' in Condition dropdowns, report legends, report layouts, and report exports	Report data shows the latest terminology from the state.	No
Student ID	Student Last Name	Student First Name	Current Grade	District	Condition1	Condition2	Condition3	Condition4	Condition5																																																																		
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<div><div><div><div><div>Back to Reports</div><div>Students by Disability</div><div>District</div><div>SE Training</div><div>Campus</div><div>Sales Elementary School, Sales Higl</div><div>Program Status</div><div>Special Education-Active, Special Ed</div><div>Grade</div><div>1C, PK, KG, 01, 02, 03, 04, 05, 06, 1</div><div>Case Manager</div><div>All</div><div>Student</div><div>All</div><div>Start Date</div><div>8/13/2024</div><div>End Date</div><div>4/14/2025</div><div>Condition</div><div><div><div><input type="checkbox"/> (Select All)</div><div><input type="checkbox"/> Autism</div><div><input type="checkbox"/> Deaf or Hard of Hearing</div><div><input type="checkbox"/> Deaf-Blindness</div><div><input type="checkbox"/> Developmental Delay</div><div><input type="checkbox"/> Emotional Disability</div><div><input type="checkbox"/> Intellectual Disability</div><div><input type="checkbox"/> Noncategorical Early Childhood</div><div><input type="checkbox"/> Orthopedic Impairment</div><div><input type="checkbox"/> Other Health Impairment</div><div><input checked="" type="checkbox"/> Specific Learning Disability</div><div><input type="checkbox"/> Speech Impairment</div><div><input type="checkbox"/> Traumatic Brain Injury</div><div><input type="checkbox"/> Visual Impairment</div></div></div></div></div></div></div>			Disability Report: Specific Learning Disability Updated to Change the Order and	Matches latest guidance from the state.	No																																																																						

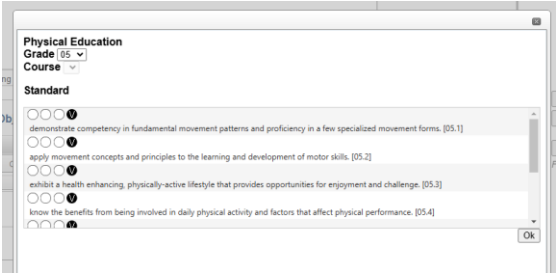


Description	Why it matters	Requires System Configuration
Verbiage of Specific Learning Disabilities Types.		
<p>_____ is achieving adequately for her age or to meet State-approved grade-level standards, when provided with learning experiences and instruction appropriate for her age or State-approved grade-level standards. If NO, indicate below the areas in which _____ is not achieving adequately.</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA</p> <div> <div>CHANGE TO</div> <div> <input type="checkbox"/> Dyslexia or Related Disorders <input type="checkbox"/> Basic Reading Skills, which may include dyslexia <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Oral Expression <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Reading Fluency, which may include dyslexia <input type="checkbox"/> Written Expression, which may include dysgraphia </div> </div> <p>_____ has demonstrated one or both of the following characteristics:</p>		
IEP Meeting Types and FIE Updated to Change the Order and Verbiage of Specific Learning Disabilities Types	Matches latest guidance from the state.	No
  <p>Specific Learning Disabilities</p> <p><input type="checkbox"/> Dyslexia or Related Disorders <input type="checkbox"/> Basic Reading Skills, which may include dyslexia <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Oral Expression <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Reading Fluency, which may include dyslexia <input type="checkbox"/> Written Expression, which may include dysgraphia</p> <p>1) Move Dyslexia or Related Disorders to the top of the list. 2) Alphabetize the list. 3) Left align the entire list. 4) Change Basic Reading Skills to Basic Reading Skills, which may include dyslexia. 5) Change Reading Fluency to Reading Fluency, which may include dyslexia. 6) Change Written Expression to Written Expression, which may include dysgraphia.</p> <p>/portal/datasource.aspx?control=Forms.IEP.Section2Impairment_Specific&sid=YY9856204</p>		
Update Custom Reports to Change the Order and	Report data shows the latest terminology from the state.	No



Description	Why it matters	Requires System Configuration
Verbiage of Specific Learning Disabilities Types.		
<div><div>Custom Reports</div><div>Select any combination of columns from the below tables to view a customized report for that data. When you have filtered the data you wish to export, you can click the "Export to Excel" button to view your data in Excel.</div><div><div><div>Student</div><div><input type="checkbox"/> Student ID <input checked="" type="checkbox"/> Last Name <input checked="" type="checkbox"/> First Name <input type="checkbox"/> Local ID <input type="checkbox"/> State ID <input type="checkbox"/> Date Of Birth <input type="checkbox"/> Gender</div></div><div><div>Parent</div><div><input type="checkbox"/> LastName <input type="checkbox"/> FirstName <input type="checkbox"/> Occupation <input type="checkbox"/> Relationship to Student <input type="checkbox"/> Primary Language <input type="checkbox"/> Home Phone <input type="checkbox"/> Work Phone</div></div><div><div>Enrollment</div><div><input checked="" type="checkbox"/> Grade <input type="checkbox"/> Next Grade <input type="checkbox"/> District <input checked="" type="checkbox"/> Current Campus <input type="checkbox"/> Home Campus <input type="checkbox"/> Next Current Campus <input type="checkbox"/> Next Home Campus</div></div><div><div>Compliance</div><div><input type="checkbox"/> Identified as having Dyslexia <input type="checkbox"/> Dyslexia or Related Disorders <input type="checkbox"/> SLD Basic Reading Skills, which may include dyslexia <input type="checkbox"/> SLD Listening Comprehension <input type="checkbox"/> SLD Math Calculation <input type="checkbox"/> SLD Math Problem Solving <input type="checkbox"/> SLD Oral Expression <input type="checkbox"/> SLD Reading Comprehension <input type="checkbox"/> SLD Reading Fluency, which may include dyslexia <input type="checkbox"/> SLD Written Expression, which may include dysgraphia</div></div><div><div>Status</div><div><input checked="" type="checkbox"/> Special Education <input type="checkbox"/> Bilingual/ESL <input type="checkbox"/> Section 504 <input type="checkbox"/> RTI</div></div></div><div>View</div></div>		
Prepared a data fix to update student data to match the 'Specific Learning Disabilities' verbiage updates.	Matches latest guidance from the state.	No
<div><div>Current Disabilities</div><div><div>Condition 1</div><div>Emotional Disability</div></div><div><div>Condition 2</div><div>Deaf or Hard of Hearing</div></div><div><div>Condition 3</div><div></div></div><div><div>Condition 4</div><div></div></div><div><div>Condition 5</div><div></div></div><div>Indicators: <input type="checkbox"/> Medically Fragile <input type="checkbox"/> Multiple Disabilities</div><div>Type(s) of Impairment</div><div><div>Specific Learning Disabilities:</div><div><input checked="" type="checkbox"/> Identified as having Dyslexia <input type="checkbox"/> Dyslexia or Related Disorders <input checked="" type="checkbox"/> Basic Reading Skills, which may include dyslexia <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Oral Expression <input type="checkbox"/> Reading Comprehension <input checked="" type="checkbox"/> Reading Fluency, which may include dyslexia <input checked="" type="checkbox"/> Written Expression, which may include dysgraphia</div></div><div><div>Speech Impairment:</div><div><input type="checkbox"/> Receptive Language <input type="checkbox"/> Expressive Language <input type="checkbox"/> Voice <input type="checkbox"/> Fluency <input type="checkbox"/> Articulation <input type="checkbox"/> Pragmatic Language Skills</div></div><div><div>Other Health Impairment:</div><div><input type="checkbox"/> ADD/ADHD <input type="checkbox"/> Other:</div></div><div><div>Noncategorical Early Childhood (NCEC):</div><div><input type="checkbox"/> Intellectual Disability (Part A) <input type="checkbox"/> Emotional Disturbance (Part B) <input type="checkbox"/> Specific Learning Disability (Part C) <input type="checkbox"/> Autism (Part D)</div></div></div>		
Update 163 Exports to Ensure Latest Text/Codes Correct given the verbiage updates above.	Matches latest Codes and Values from the state.	No
<div><div>1. Add Specific Learning Disability for Code = 08</div><div>2. Add Emotional Disability for Code = 07</div><div>3. SLD Dyslexia updates - not sure if this level of detail is in these tables<div><div>a. Written Expression TO Written Expression, which may include dysgraphia</div><div>b. Basic Reading Skills TO Basic Reading Skills, which may include dyslexia</div><div>c. Reading Fluency TO Reading Fluency, which may include dyslexia</div></div></div><div>4. Add Developmental Delay for Code = 12</div></div>		



Description	Why it matters	Requires System Configuration
Remove old Physical Education TEKS and Add Updated Physical Education TEKS	Matches latest standards from the state	No
		
Program Compliance - SPP 11: Update logic for missing School Day Calendar message.	Alerts users that next year's calendar is not entered which impacts timelines.	No
<div> Indicator 11: Compliance with Initial Evaluation Timelines <div> <input type="checkbox"/> The district received a request to evaluate the student for special education eligibility on <input type="text"/> <input type="checkbox"/> The student was referred for a special education evaluation by <input type="text"/> If other <input type="text"/> <input type="checkbox"/> A claim was made that the student should have been referred for an evaluation prior to the current school year. The claim was made by <input type="text"/> If other <input type="text"/> <input type="checkbox"/> District declined to evaluate. PWN provided to parent. <input type="checkbox"/> Parent declined the district's offer to evaluate </div> <p>Next year's School Day calendar is not configured. Timelines may not be calculable.</p> <div> Initial Consent For Evaluation: FIIE Due Date: <input type="text"/> IEP Mtg Due Date: <input type="text"/> # of Absences: <input type="text"/> </div> <div> TSDS Parental Consent Date: <input type="text"/> Actual FIIE Date: <input type="text"/> Actual IEP Meeting Date: <input type="text"/> Determined Eligible: <input type="checkbox"/> Yes <input type="checkbox"/> No </div> </div>		

EMERGENT BILINGUAL NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in release done April 23, 2025.

Description	Why it matters	Requires System Configuration
ELL Plan and Meeting Administrator – Update Progress Letters to use Translation functionality – Bilingual, ESL, Monitoring, Parent Denial. The following languages were provided by the state: Arabic, Burmese, Chinese, English, Spanish, Urdu, Vietnamese	Ensures the state's Non-Standardized Parent Notification of Student Progress forms are used.	No



- Enable Translation of EB/EL Reclassification Letters in ELL Plan form and Meeting Administrator
- Update Disability Report: Traumatic Brain Injury
- Update ELL Plan Exit Criteria
- Address numerous Support issues

