Update Notice

SuccessEd

April 23, 2025

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

- 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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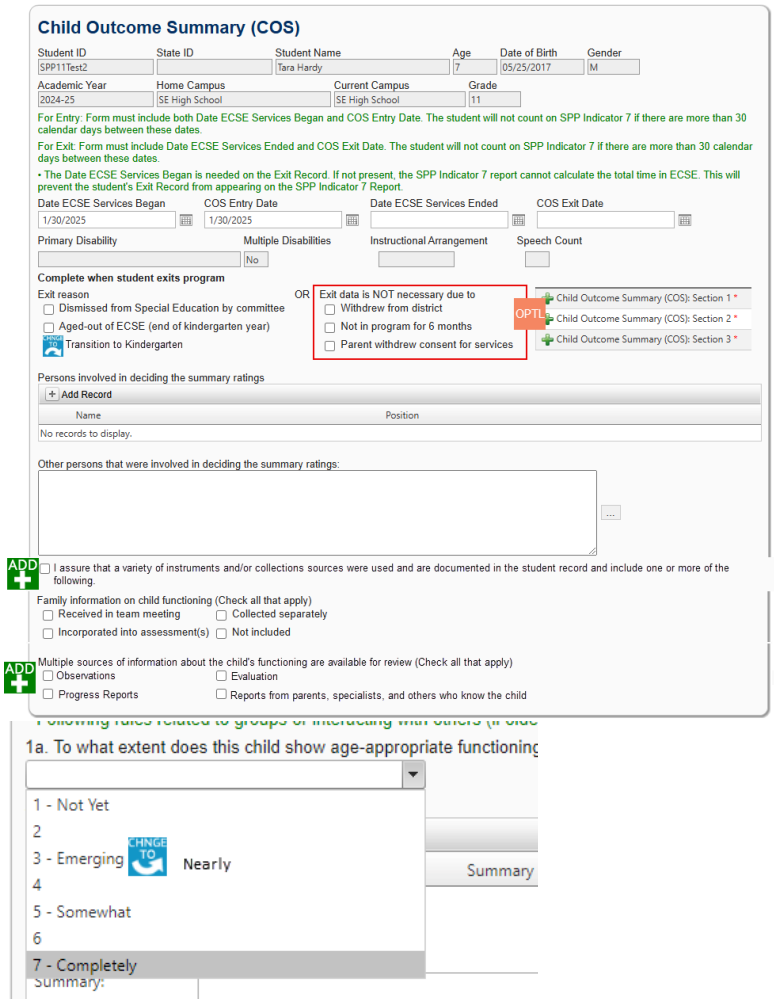
SPECIAL EDUCATION NEW FEATURES AND IMPROVEMENTS

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



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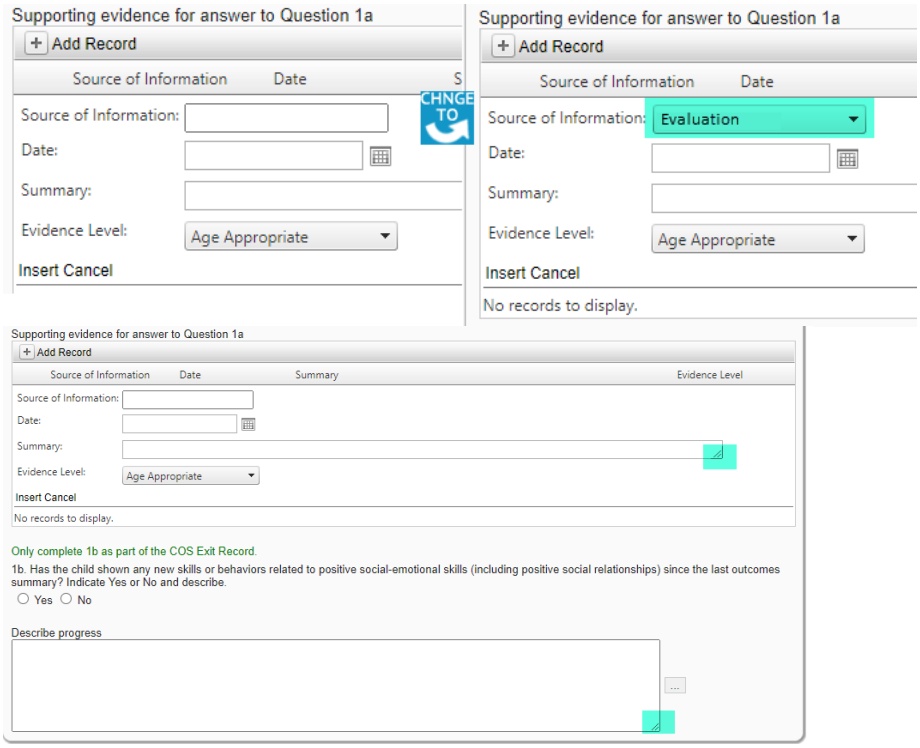
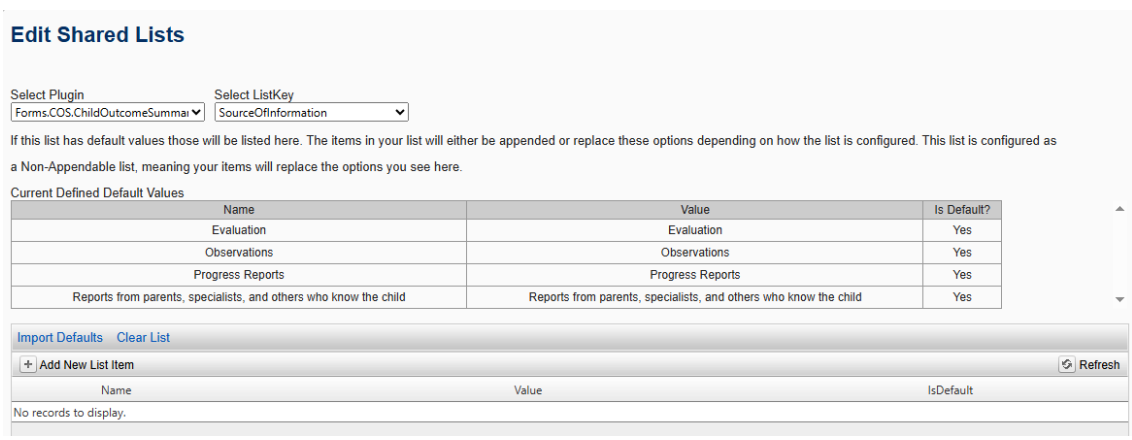
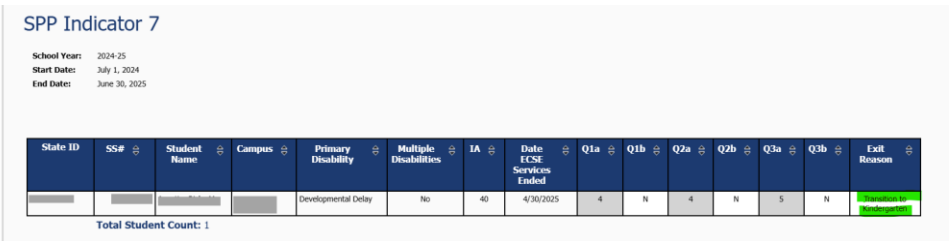
Description	Why it matters	Requires System Configuration



COS form - Create Shared List - Source of Information.	Enables Source of Information updates.	No



Update COS: SPP Indicator 7 Report to show updated Exit Reason	Report data matches latest terminology.	No



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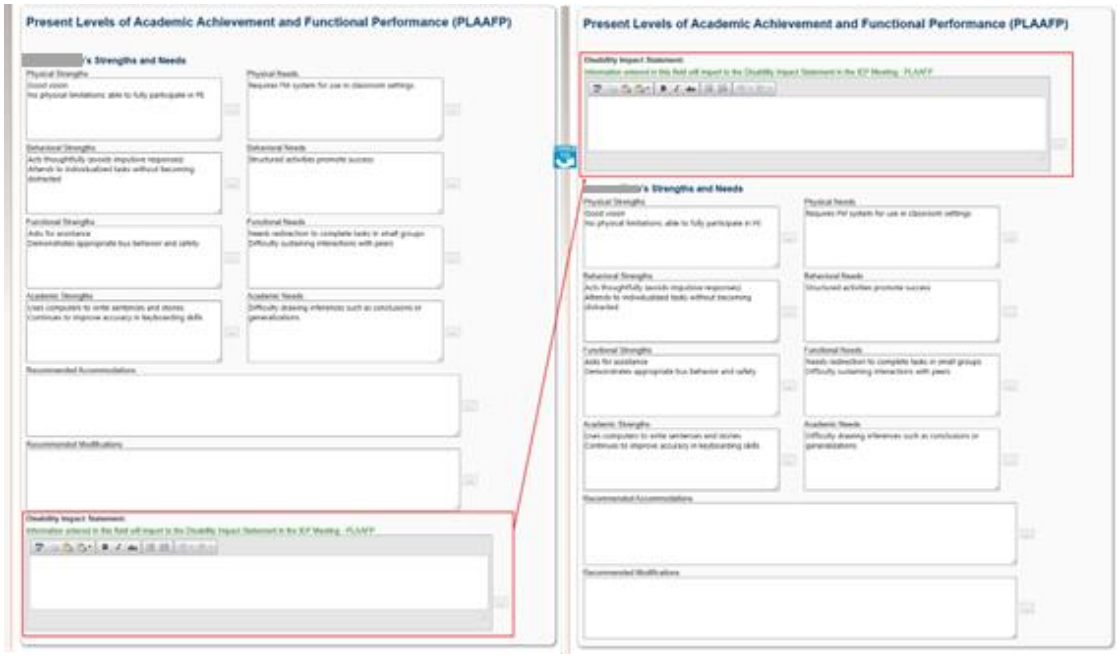
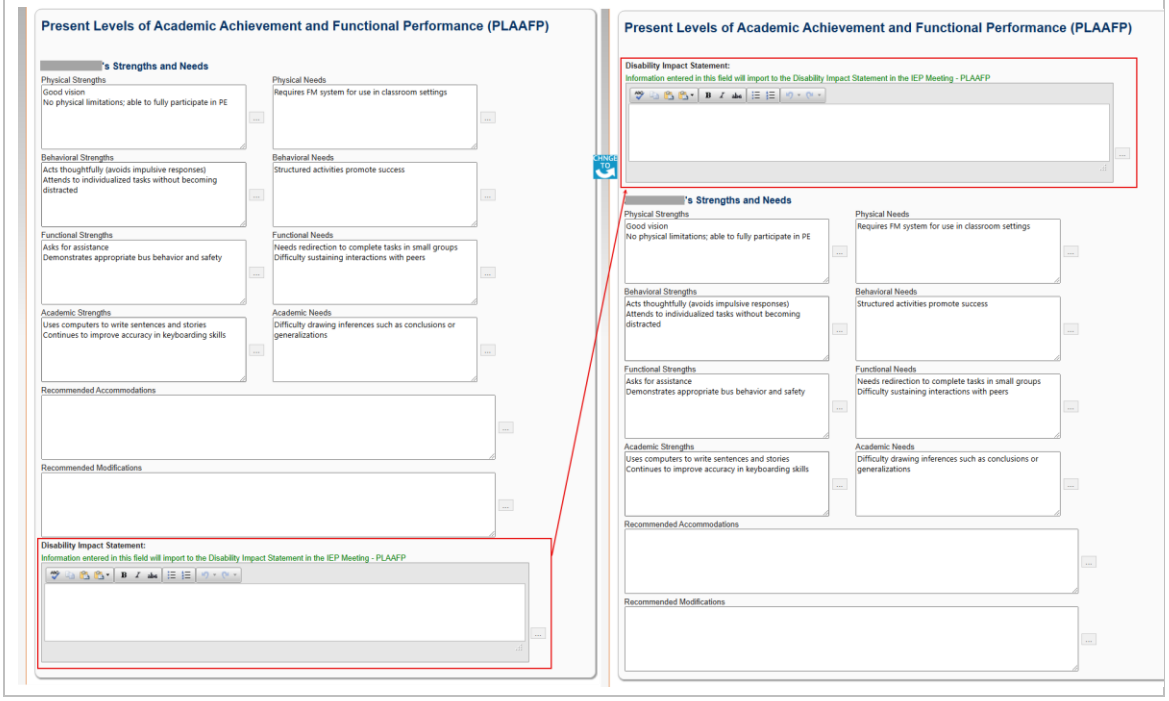
Description	Why it matters	Requires System Configuration
FIE PLAAFP: Move Disability Impact Statement on the web form and English printout.	TEA recommended that Disability Impact Statement should be first on Present Levels.	No



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



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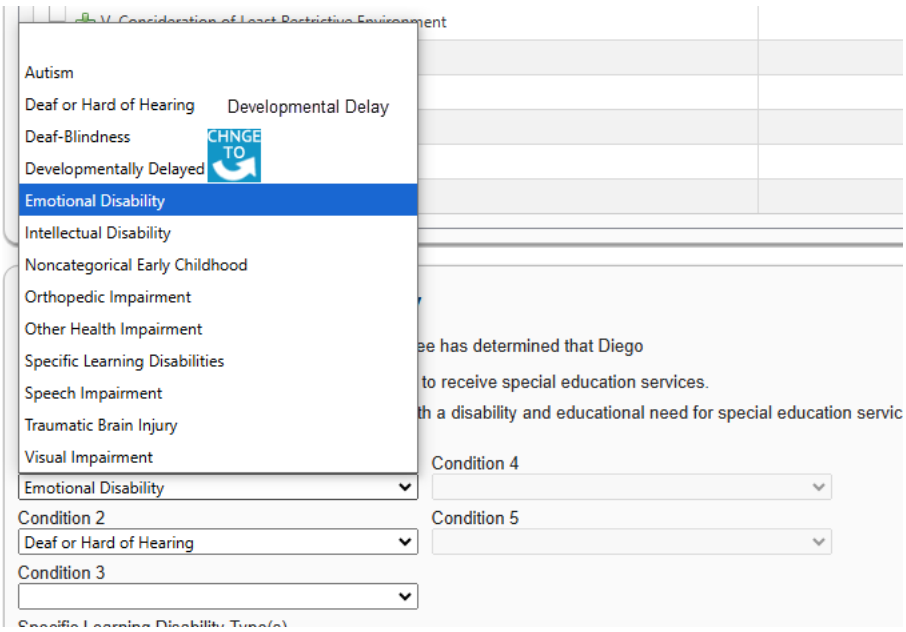
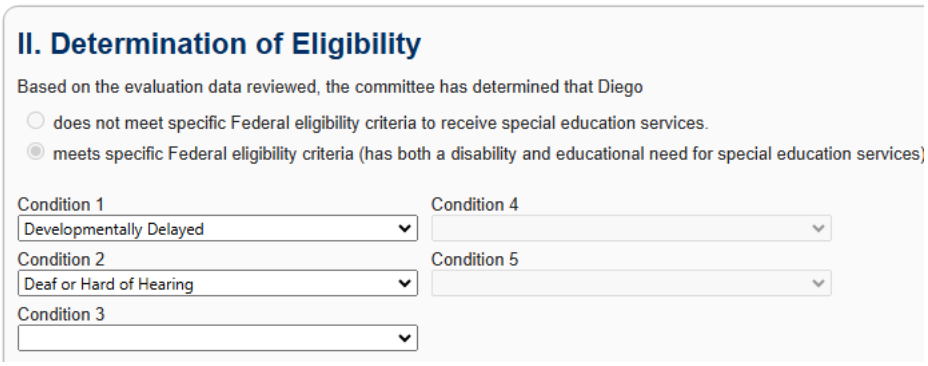
Description	Why it matters	Requires System Configuration
IEP Meetings – Section II. Determination of Eligibility form - Update Conditions 1-5 Developmentally Delayed to Developmental Delay. Also shown in FIE.	Matches latest guidance from the state.	No
		
Prepared a data fix to update student data where 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

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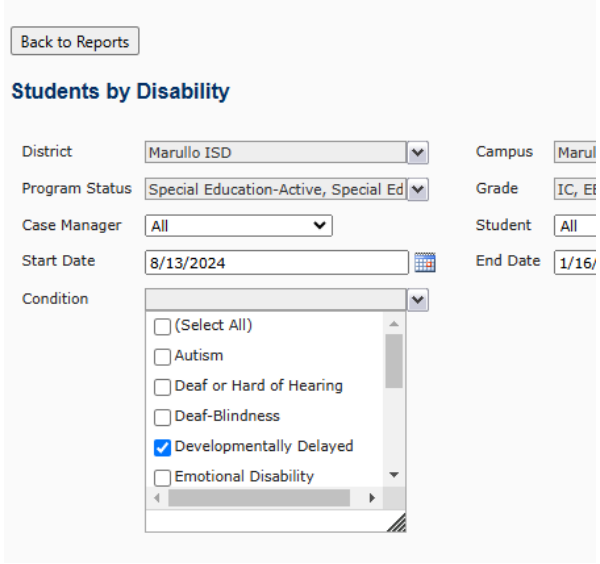
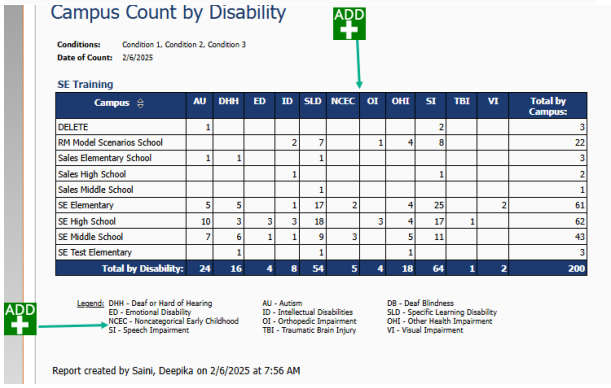
Description	Why it matters	Requires System Configuration
legends, report layouts, and report results and exports.		





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

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

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

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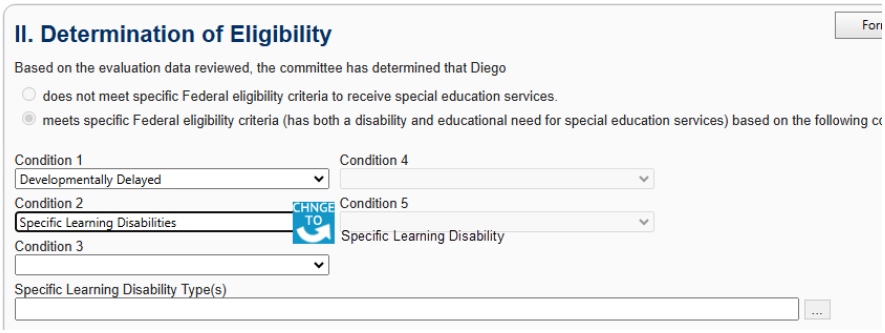
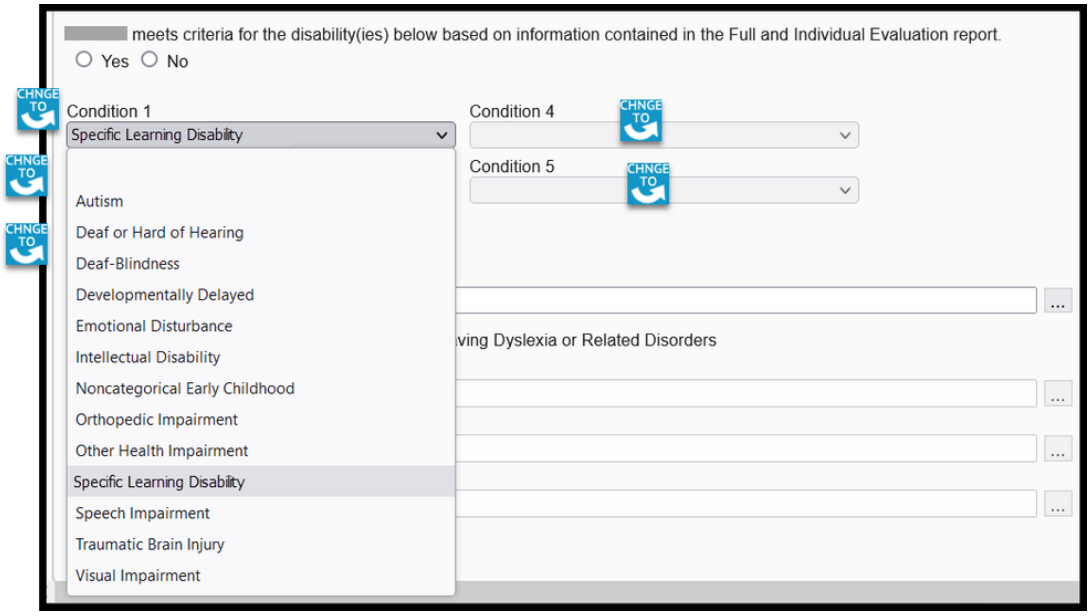
Description	Why it matters	Requires System Configuration
		
FIE Summary and Conclusions - Change 'Specific Learning Disabilities' to 'Specific Learning Disability'.	Matches latest guidance from the state.	No
		
IEP Meetings – Section II. Determination of Eligibility form - Change 'Specific Learning Disabilities' to 'Specific Learning Disability'.	Matches latest guidance from the state.	No

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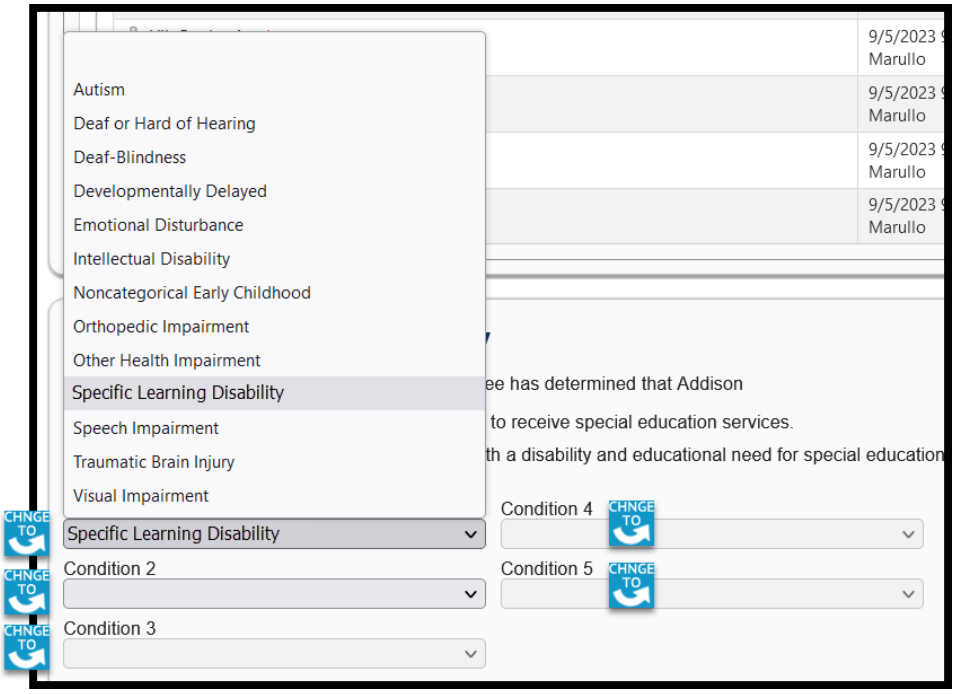
Description	Why it matters	Requires System Configuration
		
Program Compliance and Custom Reports - Change 'Specific Learning Disabilities' to 'Specific Learning Disability'	Matches latest guidance from the state.	No

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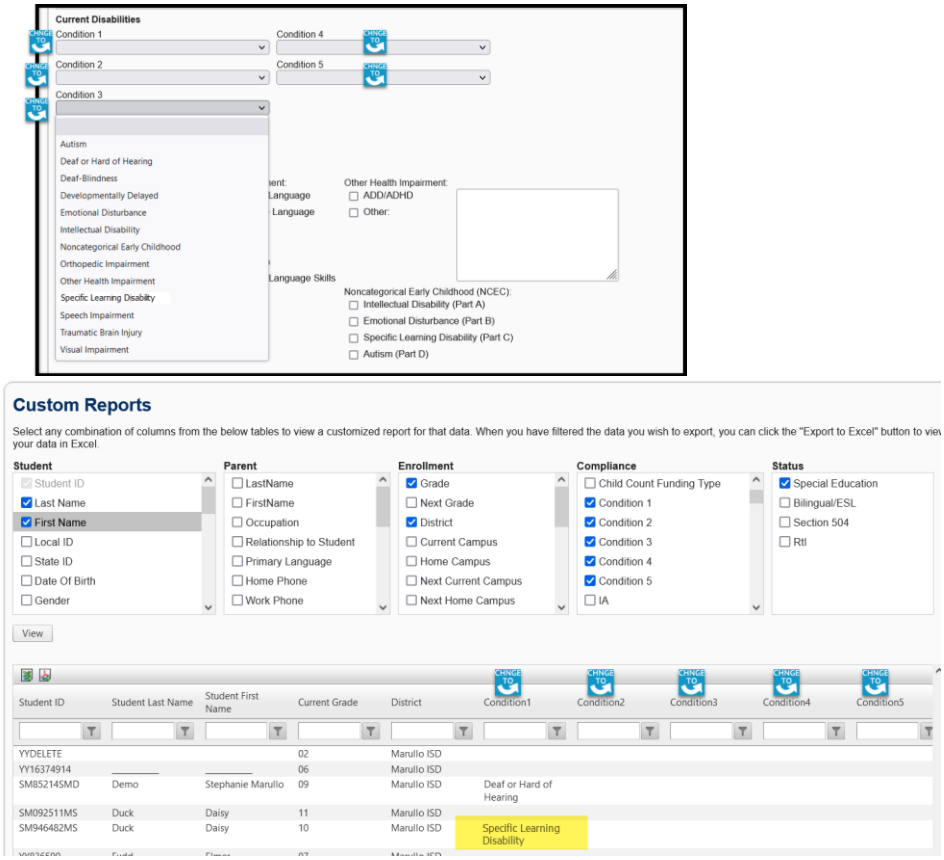
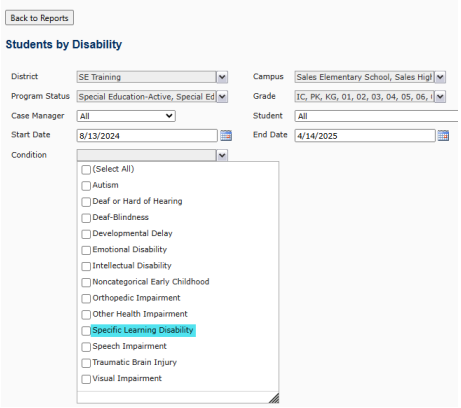
Description	Why it matters	Requires System Configuration
		
Reports – Change 'Specific Learning Disabilities' to 'Specific Learning Disability' in Condition dropdowns, report legends, report layouts, and report results and exports	Report data shows the latest terminology from the state.	No
		
Disability Report: Specific Learning Disability Updated to Change the Order and	Matches latest guidance from the state.	No

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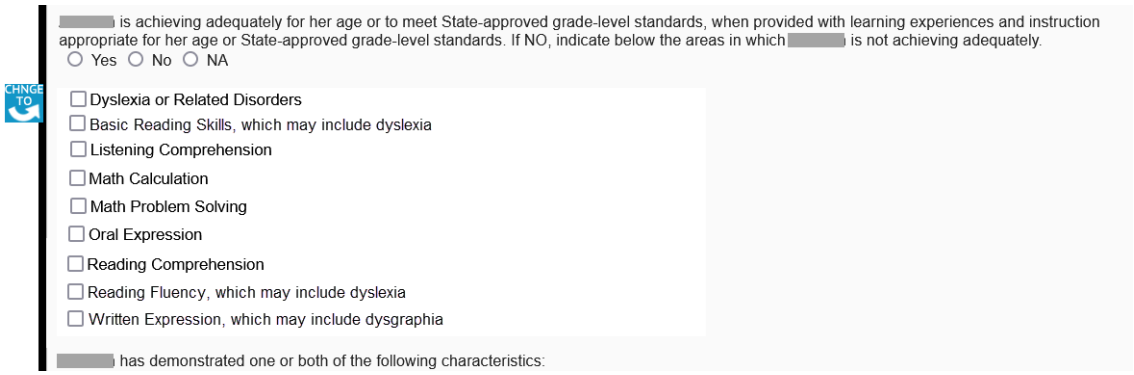
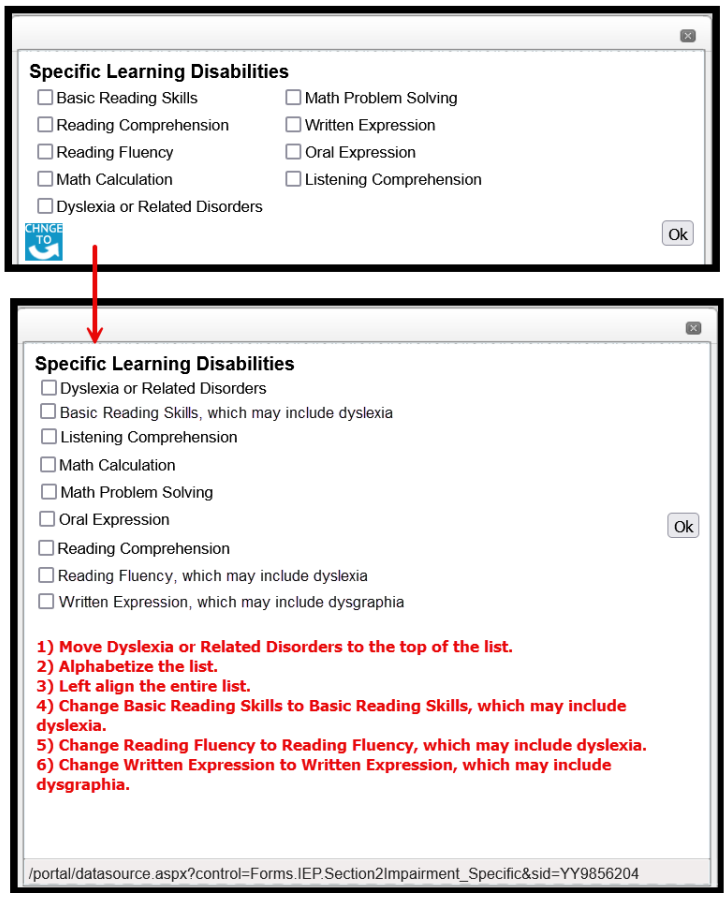
Description	Why it matters	Requires System Configuration
Verbiage of Specific Learning Disabilities Types.		



IEP Meeting Types and FIE Updated to Change the Order and Verbiage of Specific Learning Disabilities Types	Matches latest guidance from the state.	No



Update Custom Reports to Change the Order and	Report data shows the latest terminology from the state.	No

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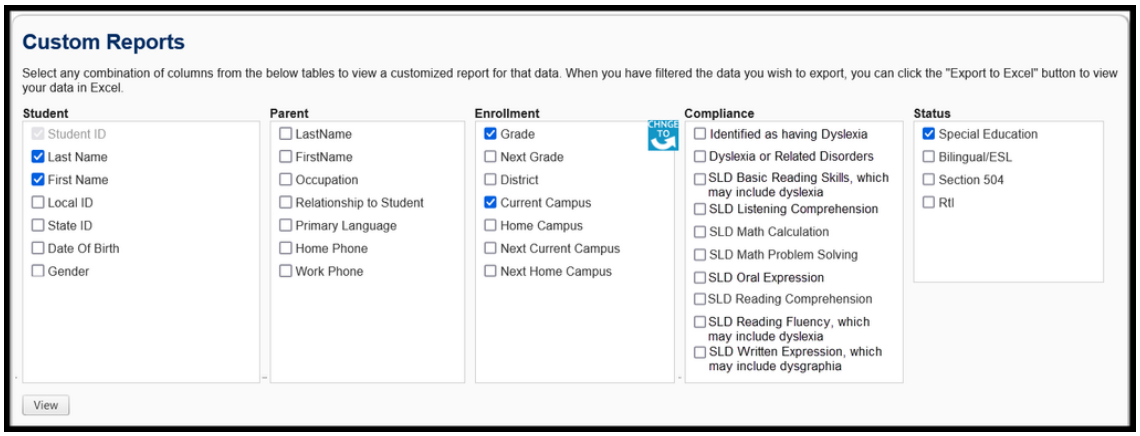
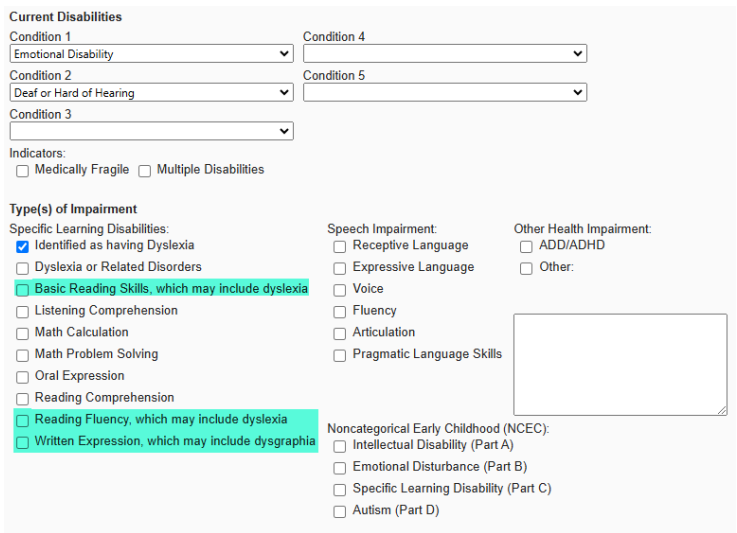
Description	Why it matters	Requires System Configuration
Verbiage of Specific Learning Disabilities Types.		



Prepared a data fix to update student data to match the 'Specific Learning Disabilities' verbiage updates.	Matches latest guidance from the state.	No



Update 163 Exports to Ensure Latest Text/Codes Correct given the verbiage updates above.	Matches latest Codes and Values from the state.	No

1. Add Specific Learning Disability for Code = 08
2. Add Emotional Disability for Code = 07
3. SLD Dyslexia updates - not sure if this level of detail is in these tables
    a. Written Expression TO Written Expression, which may include dysgraphia
    b. Basic Reading Skills TO Basic Reading Skills, which may include dyslexia
    c. Reading Fluency TO Reading Fluency, which may include dyslexia
4. Add Developmental Delay for Code = 12

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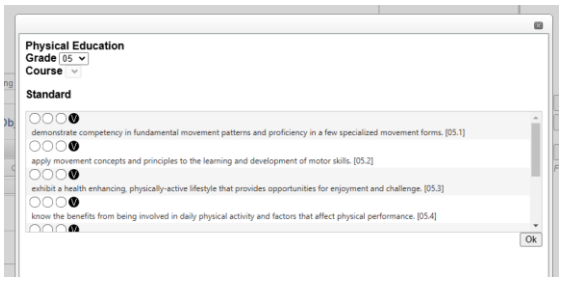
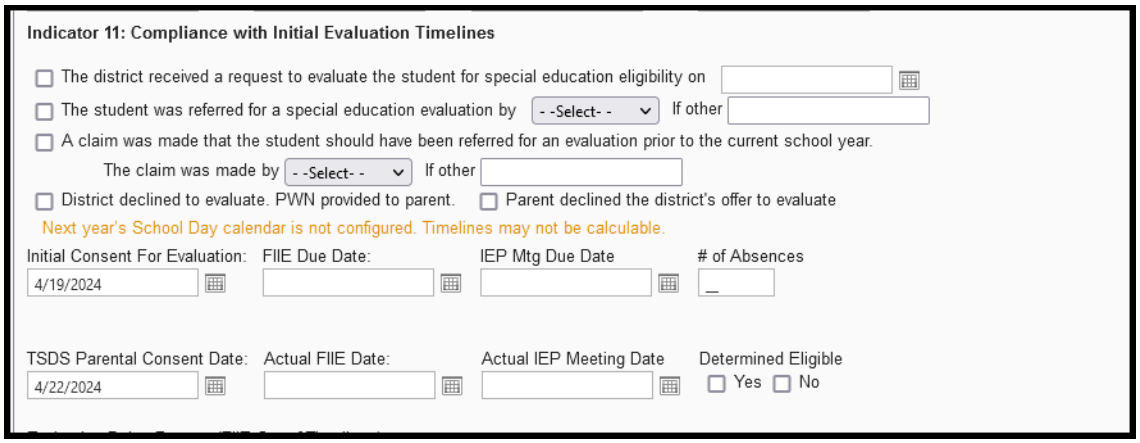
Description	Why it matters	Requires System Configuration
Remove old Physical Education TEKS and Add Updated Physical Education TEKS	Matches latest standards from the state	No
		
Program Compliance - SPP 11: Update logic for missing School Day Calendar message.	Alerts users that next year's calendar is not entered which impacts timelines.	No
		

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

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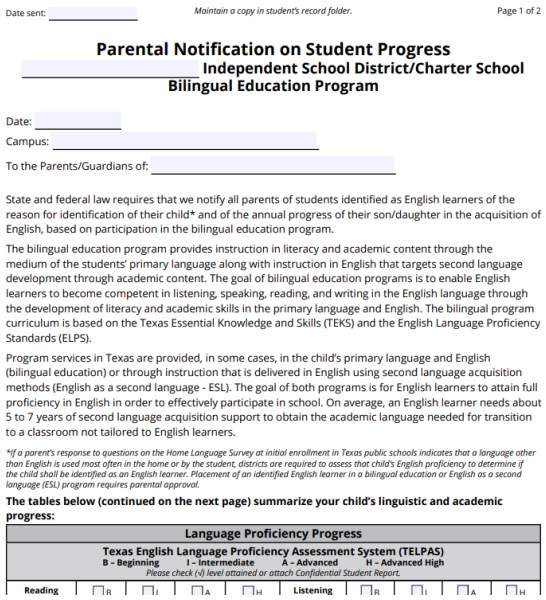
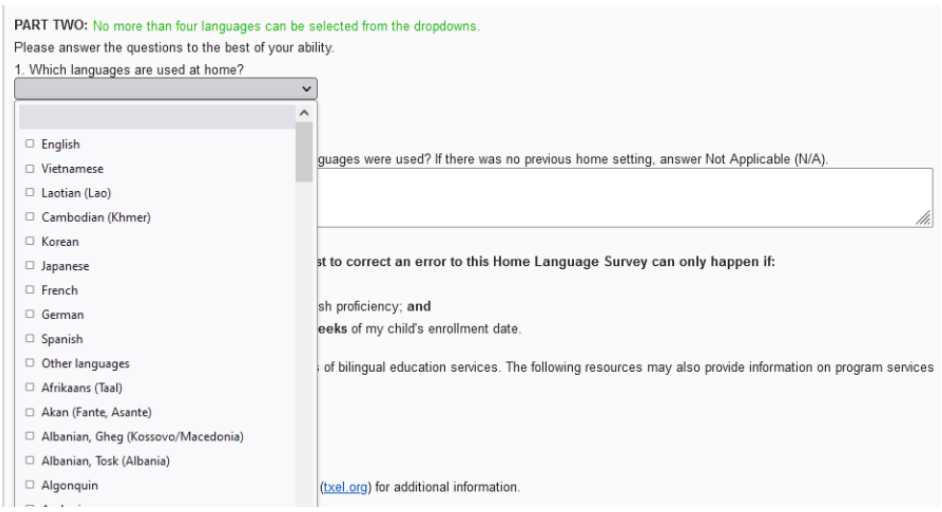
Description	Why it matters	Requires System Configuration
		
Update Home Language Survey Form to allow selection of multiple languages and English and Spanish printouts to show multiple selected languages.	Matches the state's form.	No
		

Date sent: _____ *Maintain a copy in student's record folder.* Page 1 of 2

Parental Notification on Student Progress
_____ Independent School District/Charter School
Bilingual Education Program

Date: _____
Campus: _____
To the Parents/Guardians of: _____

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the bilingual education program.

The bilingual education program provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content. The goal of bilingual education programs is to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. The bilingual program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

Program services in Texas are provided, in some cases, in the child's primary language and English (bilingual education) or through instruction that is delivered in English using second language acquisition methods (English as a second language - ESL). The goal of both programs is for English learners to attain full proficiency in English in order to effectively participate in school. On average, an English learner needs about 5 to 7 years of second language acquisition support to obtain the academic language needed for transition to a classroom not tailored to English learners.

**If a parent's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the child shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.*

The tables below (continued on the next page) summarize your child's linguistic and academic progress:

Language Proficiency Progress									
Texas English Language Proficiency Assessment System (TELPAS) **B – Beginning I – Intermediate A – Advanced H – Advanced High** *Please check (√) level attained or attach Confidential Student Report.*									
Reading	☐ R	☐ I	☐ A	☐ H	**Listening**	☐ R	☐ I	☐ A	☐ H

PART TWO: No more than four languages can be selected from the dropdowns.
Please answer the questions to the best of your ability.
1. Which languages are used at home?

- English
- Vietnamese
- Laotian (Lao)
- Cambodian (Khmer)
- Korean
- Japanese
- French
- German
- Spanish
- Other languages
- Afrikaans (Taal)
- Akan (Fante, Asante)
- Albanian, Gheg (Kossovo/Macedonia)
- Albanian, Tosk (Albania)
- Algonquin

guages were used? If there was no previous home setting, answer Not Applicable (N/A).

st to correct an error to this Home Language Survey can only happen if:

sh proficiency; **and**
eeks of my child's enrollment date.

of bilingual education services. The following resources may also provide information on program services

(txel.org) for additional information.

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

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- 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

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