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Update Notice

SuccessEd

September 24, 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

Emergent Bilingual

- The EL Identification form has been updated to align with the latest Texas state guidance from April 2025.

Section 504

- Section 504 has been updated to remove specialized Dyslexia instruction documentation within Texas:
    - The Include Dyslexia criteria in Section 504 option has been removed from the District customization page to reflect current requirements and prevent use by districts.
    - New on-screen guidance appears on the Student Services Plan to clarify that Dyslexia Services Code 02 should not be selected under Section 504.
    - The Dyslexia Services Code section is now conditionally enabled based on the student's identified area(s) of impairment.

Reporting

- Report functionality has been updated so that if running a report exceeds 10 minutes, a browser message will indicate a timeout.

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SECTION 504 NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in the release on September 24, 2025.

Description	Why it matters	Requires System Configuration
The Include Dyslexia criteria in Section 504 option has been removed from the District Edit Customization page to reflect current requirements and prevent use by Texas districts.	Aligns with HB 3928 which stated that specialized dyslexia instruction be done in Special Education.	No

Section 504

Parents are required to attend the Section 504 Meeting
○ Yes ● No

☑ Include Dyslexia criteria in Section 504 **RMVE** ❌
☐ Do not include Annual Review section on Section 504 Student Services Plan.
☐ Hide gender in student header.

State wording for dyslexia concerns

English: Texas Dyslexia Law

Spanish: Ley de Dislexia de Texas

Description	Why it matters	Requires System Configuration
New on-screen guidance appears on the Student Services Plan to clarify that Dyslexia Services Code 02 should not be selected under Section 504.	Aligns with HB 3928 which stated that specialized dyslexia instruction be done in Special Education.	No

Dyslexia Services Code

This Code is used for Texas state reporting. The user should determine the appropriate Code for the student.
If the student receives the standard protocol dyslexia instruction as indicated above, Code 00 should not be selected and Code 01 should be selected. Codes 02 and 03 are selected at the user's discretion.
In accordance with H.B. 3928 and Texas Education Agency guidance issued August 2023, specialized dyslexia services are considered special **ADD** ➕ education services to be provided only to eligible special education students.

☐ 00 - Student identified with dyslexia or a related disorder under TEC§48.009 does not receive services.
☐ 01 - Receiving services for dyslexia or a related disorder with an individualized education program developed for the student under Section 29.005; or a plan developed for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794).
☐ 02 - Receiving instruction that meets applicable dyslexia program criteria established by the State Board of Education; and is provided by a person with specific training in providing that instruction.
☐ 03 - The student is permitted, on the basis of having dyslexia or a related disorder, to use modifications in the classroom or accommodations in the administration of assessment instruments under Section 39.023.

Description	Why it matters	Requires System Configuration
Data fix was applied to clear Dyslexia selection on unlocked forms.	Aligns with HB 3928 which stated that specialized dyslexia instruction be done in Special Education.	No

Committee Membership

By regulation, the Section 504 Committee is a group of knowledgeable people. List each member attending and in... Each type of knowledge must be present for the Committee to be properly constituted following state guidelines fo... Section 504 purposes. Note that Committee members can have more than one type of knowledge.

The following individuals have knowledge of: Name, Position/Title

- The Child
- The meaning of the evaluation data and the dyslexia assessment.
- The placement options
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District or charter school, state & federal guidelines for assessment.

Dyslexia Evaluation Data

Pursuant to the Dyslexia Handbook instructions, the Section 504 Committee will begin the evaluation by determining Annie 's eligibility under the Texas Dyslexia Law. The evaluation data reviewed by the §504 Committee to make the dyslexia eligibility decision included data from the following areas (mark with a check to document that each area of required data was reviewed.)

The evaluation data reviewed by the 504 Committee to make the dyslexia eligibility decision included data from the following areas:
- ☐ Observations of the teacher, district or charter school staff, and/or parent
- ☐ Data gathered from the classroom (including Annie 's work and results of classroom measures) and information found in Annie 's cumulative folder (including the developmental and academic history).
- ☐ The results of administered assessments (including both formal and informal measures) appropriate for Annie 's level of reading development, including: reading real words in isolation; decoding nonsense words; phonological awareness; letter knowledge (name and associated sound); rapid naming; orthographic processing; fluency/rate and accuracy; reading comprehension; and written spelling.
- ☐ Data-based documentation of student progress during instruction and intervention.
- ☐ ELL documentation (Where applicable)
- ☐ All other accumulated data regarding the development of Annie 's learning and Annie 's educational needs.

Texas Dyslexia Law Eligibility

In making the determination of dyslexia eligibility, the Committee reviewed the evaluation data identified above (including the formal dyslexia assessment), and considered the factors required by the Dyslexia Handbook as fully described therein. Based on that data, mark each area of consideration with "Agree" or "Disagree."

Annie has experienced an unexpected lack of appropriate progress in the areas of reading and written spelling, in relation to other abilities.
○ Agree ○ Disagree

Annie has adequate intelligence (an average ability to learn in the absence of print or in other academic areas). This element is not intended to require an I.Q. score.
○ Agree ○ Disagree

Annie 's lack of progress was not due to sociocultural factors such as language differences, irregular attendance or lack of experiential background.
○ Agree ○ Disagree

Does the data show the following characteristics of dyslexia?
- Difficulty with accurate and/or fluent word reading? ○ Agree ○ Disagree
- Poor spelling skills? ○ Agree ○ Disagree
- Poor decoding ability? ○ Agree ○ Disagree
- Do these difficulties (typically) arise from a deficit in the phonological component of language? ○ Agree ○ Disagree
  Please be mindful that average phonological scores alone do not rule out dyslexia
- Are these difficulties unexpected for Annie 's age in relation to the student's other cognitive abilities and provision of effective classroom instruction? It is not one single indicator, but a preponderance of data (both informal and formal) that provides the committee with evidence for whether these difficulties are unexpected. ○ Agree ○ Disagree

Results of Dyslexia Evaluation

If the Committee marked "Agree" in response to each of the preceding statements, Annie is identified as having dyslexia and is eligible for services under the Texas Dyslexia Law. If the Committee answered any of the previous statements with "Disagree," the student is not eligible under Texas Dyslexia Law based on The Dyslexia Handbook criteria, and can only receive dyslexia services through action of a Section 504 Committee or IEP Team when such services are required to provide Annie with a free appropriate public education (FAPE).

Based on the evaluation data reviewed, and the answers to the required statements, the Committee has determined that Annie
○ is ELIGIBLE under the Texas Dyslexia Law. ○ is NOT ELIGIBLE under the Texas Dyslexia Law.

Section 504 Eligibility

While eligibility under the Texas Dyslexia Law commonly creates eligibility under Section 504, eligibility under Section 504 is determined based on federal eligibility requirements and the analysis below. That analysis must address the impact of Annie 's dyslexia on the major life activity of "reading" (in addition to the broader major life activity of "learning"). Should the school suspect that Annie has any other impairment(s) in addition to dyslexia, the Section 504 Evaluation should address that those impairments as well.

Analyzing the Results of the Committee's Answers

1. If all four questions are answered "YES", Annie is eligible for both the nondiscrimination and FAPE (Section 504 Services Plan) protections of Section 504. The Section 504 Committee will create a Section 504 Services plan for Annie.

2. If only the first three questions are answered "YES", Annie is eligible for the nondiscrimination protections of Section 504, together with manifestation determination, procedural safeguards, and Re-Evaluation (at least every three years) or more often as needed. The Section 504 Committee will not create a Section 504 Services Plan at this time as Annie 's needs are currently being met as adequately as her nondisabled peers. Should such a need develop, the §504 Committee shall re-convene and develop an appropriate Section 504 Services Plan at that time.

3. If any of the first three answers is "NO", Annie is not eligible for Section 504 nondiscrimination protection and is not eligible for a Section 504 Services Plan

Special instructions for implementing the decision

1.For students eligible under both the Texas Dyslexia Law and Section 504: The Committee should develop appropriate services using the Section 504 Student Services Plan.
2.For students determined eligible for Section 504, but not under the Texas Dyslexia Law: The Committee should consider appropriate services utilizing the Section 504 Student Services Plan.
3.For students eligible under the Texas Dyslexia Law but not eligible for Section 504: The Committee should consider appropriate accommodations and services including standard protocol dyslexia instruction. These accommodations and services should be documented on the appropriate local form. Do not use the Section 504 Student Services Plan for a student who is not §504 - eligible.

Section 504 Committee's Decision

The Section 504 Committee's analysis of the eligibility criteria as applied to the evaluation data indicates that at this time, Annie is:

○ Not 504 Eligible
   Annie is not eligible under Section 504.

○ 504 Eligible + Plan
   Annie is eligible under §504, and will receive a §504 Services Plan that governs the provision of a free appropriate public education to Annie. Annie will receive manifestation determination, procedural safeguards, Re-Evaluation or more often as needed, as well as the nondiscrimination protections of §504.

○ 504 Eligible + Plan + Dyslexia Services
   Annie is identified as dyslexic, is eligible under Section 504, and will receive a Section 504 Services Plan that governs the provision of a free appropriate public education to the student. The Plan will include standard protocol dyslexia instruction services. Annie will receive manifestation determination, procedural safeguards, periodic re-evaluation (at least every three years) or more often as needed, as well as the nondiscrimination protections of Section 504.
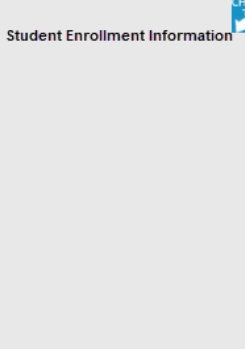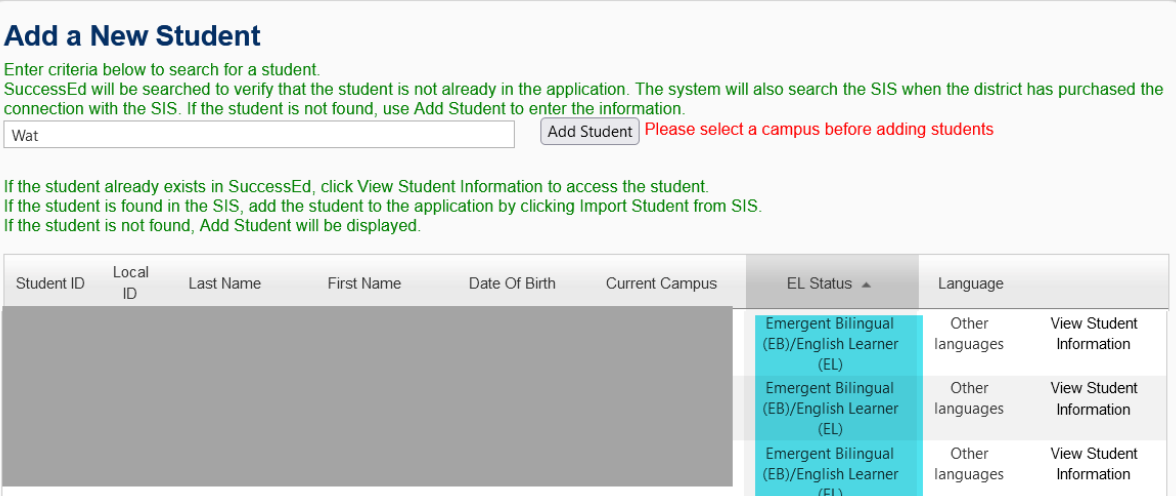
○ 504 Eligible + No Plan (In Remission)
   Annie is eligible under §504, but will not require a §504 Services Plan because the physical or mental impairment is in remission, and there is no current need for services. Annie will receive manifestation determination, procedural safeguards, Re-Evaluation or more often as needed, as well as the nondiscrimination protections of §504. Should such need arise, the §504 Committee shall reconvene and develop an appropriate §504 Services...

ELLA NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in the release on September 24, 2025.

Description	Why it matters	Requires System Configuration
The EL Identification form has been updated to align with the latest Texas state guidance. Key updates: Changed "Home Language Survey" to "Original HLS Date" Added new checkboxes for schooling history, identification status, and parent decisions. Added fields for program type, reclassification, and monitoring years. Updated terms: "SIFE" → "Migrant", "Refugee" → "Refugee/Asylee". Reorganized layout to more closely align with state form. These changes ensure compliance and improve data collection for	Aligns with the changes made in April 2025.	No

Emergent Bilingual student identification.		
Updated printout to match web form changes.	Aligns with the changes made in April 2025.	No
Updated Import Students/Add New Student page to show the current EB/EL Status terminology.	Uses current terminology.	No
Updated Bilingual/ESL Program Compliance page - Alternative Language Program dropdown to remove codes for 01 Alternative Bilingual Language Program/02 Alternative ESL Language Program and add 004 Alternative Methods for ESL, 046 Alternative Methods for Bilingual Education.	Uses current terminology. Note: HB 2/SB 2185 updates these codes to be more specific. These updates will be planned soon.	No

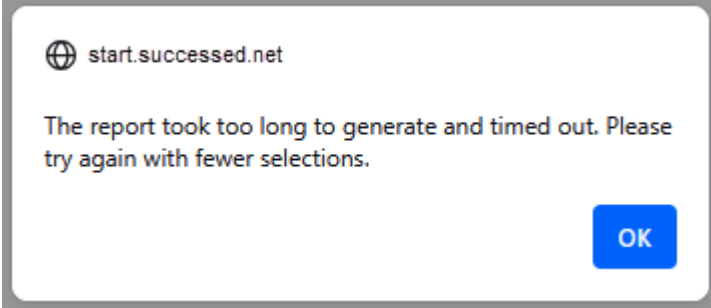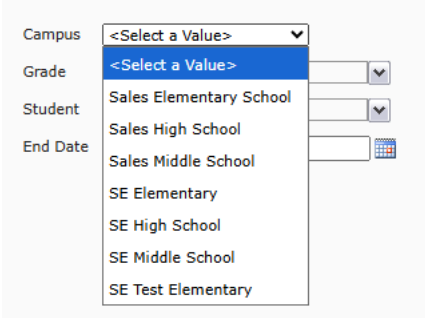|		
Apply data fix to the Bilingual/ESL Program Compliance page - Alternative Language Program dropdown to remove codes for 01 Alternative Bilingual Language Program/02 Alternative ESL Language Program and add 004 Alternative Methods for ESL, 046 Alternative Methods for Bilingual Education	Uses current terminology. Note: HB 2/SB 2185 updates these codes to be more specific. These updates will be planned soon.	No

REPORTING NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in release done September 24, 2025.

Description	Why it matters	Requires System Configuration
Report functionality has been updated so that if running a report exceeds 10 minutes, a browser message will indicate a timeout. The loading icon will disappear, and a pop-up will appear either at the top of the page or in the results area, depending on the browser.	Communicates when reports time out.	No

Description	Why it matters	Requires System Configuration
The Bulk ELL Plan, Bulk Section 504 Student Services Plan, and Bulk Annual Goals reports have been streamlined and optimized to run more efficiently. Campus filter has also been updated to limit selection to a single campus for both the Bulk ELL Plan and Bulk Section 504 Student Services Plan.	These changes improve report performance and reliability, particularly for large districts. Staff will see faster load times and a smoother experience running these reports.	No
Analysis performed on Bulk ELL Plan to determine how many ELL Plans can be consistently returned. - Additional dropdown was added "Plan Count Given Current Filters Must be Less Than 400" showing the current Plan count. - Report description updated to include "Note: Report results will only be returned when number in "Plan Count Given Current Filters Must be Less Than 400" dropdown is less than 400."	These changes will allow districts to see how many ELL Plans their filters will return to ensure the report can be run successfully. Additional work is planned for 2026 to allow bulk reports, including this one, to return more results.	No

Description	Why it matters	Requires System Configuration
Bulk ELL Plan		
Analyzed and optimized Annual/FIE Compliance report to run more efficiently.	Improves report performance and reliability, particularly for large districts.	No
Annual/FIE Compliance		
Updated Bilingual/ESL Record report to show the current EB/EL Status terminology.	Uses current terminology.	No
Bilingual/ESL Record		

SERVICE MANAGEMENT NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in release done September 24, 2025.

Description	Why it matters	Requires System Configuration
Updated the Service Management Service Lines file to include Services 30 days before the Services Start Date.	Allows district users to plan their work, especially at the start of the school year.	No

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

- The Child Outcome Summary parent and child forms have been updated to reflect current guidance.
- The SPP Indicator 7 Special Education Report has been updated to align column order and structure with TEAL data entry for both Entry and Exit reporting.
- Since some of the regional OCR offices were closed, the OCR office information was updated where required for Section 504
- ECSE updates for age 5 not in Kindergarten for Program Compliance, IEP.
- NCEC IEP and Program Compliance updates/