samegoal

Full and Individual Evaluation

The Full and Individual Evaluation (FIE) helps districts evaluate students to determine their eligibility for special education services.

Tip During a reevaluation, if a Review of Existing Evaluation Data (REED) was conducted and it was determined that no additional data is needed to determine the student's eligibility, the district does not have to complete an FIE. In subsequent documentation, you may enter the REED date in place of the FIE date.

Tip You may use **Insert from last REED** buttons to pull info from the REED into the FIE.

Tip There is often other documentation that must go along with the FIE. For complete workflows, see:

- Initial Referral to Special Education
- Triennial Reevaluation

Fill out an FIE

Steps *Steps to fill out an FIE:*

1. **Create the FIE**
    - Share the FIE with all document collaborators because they may not have access otherwise.
2. **Cover page**
    - Document if this FIE is an **"Initial"** or **"Reevaluation"** and enter the date.
    - Document whether a REED was completed and the date.
    - The cover page also includes additional information about evaluation procedures.
3. **Section 1 - Development of Evaluation**
    - This information may be inserted from the last REED.

    - Give a reason for the referral.
    - Provide details about the child's suspected disabilities.
    - Include evaluation planning information to determine what is needed throughout the FIE, who is responsible, and when it's due.
4. **Section 2A - Language/Communication**
    - This information may be inserted from the last REED.
    - Determine the child's preferred language.
        - Assessments and evaluations must be done in the child's preferred language.
    - If the student is an Emergent Bilingual, add LPAC information.
    - Each evaluator can enter their evaluation data.
    - Provide a summary of results and interpretations.
5. **Section 2B - Physical**
    - This information may be inserted from the last REED.
    - Standard assessments are included but you are able to add individual assessments for more specific evaluations.
    - Summarize the assessments and provide supporting documentation.
6. **Section 2C - Sociological**
    - This information may be inserted from the last REED.
    - Standard assessments are included but you are able to add individual assessments for more specific evaluations.
    - Summarize the assessments and provide supporting documentation.
7. **Section 2D - Emotional/Behavioral**
    - This information may be inserted from the last REED.
    - Standard assessments are included but you are able to add individual assessments for more specific evaluations.
    - Summarize the assessments and provide supporting documentation.
8. **Section 2E - Cognitive/Intellectual**
    - This information may be inserted from the last REED.
    - Add individual evaluator's assessments as needed.
    - Summarize the assessments and provide supporting documentation.
9. **Section 2F - Adaptive Behavior**
    - This information may be inserted from the last REED.
    - Add individual evaluator's assessments as needed.
    - Summarize the assessments and provide supporting documentation.
10. **Section 2G - Academic/Developmental Performance**

- This information may be inserted from the last REED.
- Standard assessments are included but you are able to add individual assessments for more specific evaluations.
- Summarize the assessments and provide supporting documentation.

11. **Section 2H - Assistive Technology**
    - This information may be inserted from the last REED.
    - Add individual evaluator's assessments as needed.
    - Summarize the assessments and provide supporting documentation.
12. **Section 3 - Summary of Assessment Results**
    - Provide present levels of academic achievement and functional performance (PLAAF).
13. **Section 4 - Recommendations to the ARD Committee**
    - FIE team does not make decision but provides the ARD Committee with recommendations for the IEP and related services based on evaluations.
14. **Section 5 - Assurances**
    - Initial each item to document the district has met all evaluation procedure requirements.
15. **Section 6 - Signatures**
    - Each member of the evaluation team should add their signature by clicking **add Team Member**.
    - If any member does not agree with the team's determination, they must click **add Statement** and include a written statement explaining the basis of the disagreement.
16. **Disability**
    - This section contains additional sections for each of the 13 disability categories recognized in Texas to help districts document whether students meet the explicit eligibility requirements for each category.
17. **Complete the FIE**
    - To ensure all required fields have been filled out, you can use the document validation tool.
    - Completing this document will not enroll a student in special education since the ARD Committee needs to make the final decision about the child's eligibility.