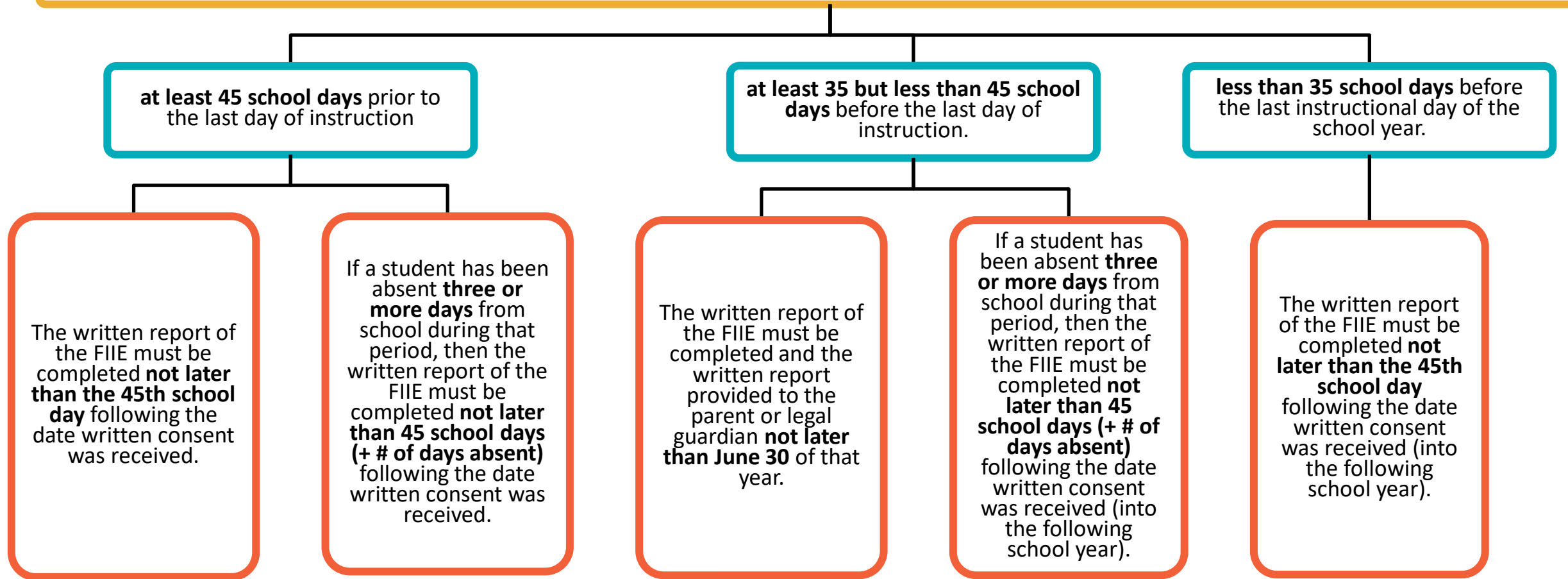


Special Education Full and Individual Initial Evaluation (FIIIE) Timeline

The school district **receives** written consent for an FIIIE signed by the student's parent or legal guardian (including students under five years of age by September 1 not enrolled in a public or charter school and for students enrolled in a private or home school setting).



The admission, review, and dismissal (ARD) committee must make its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement within 30 calendar days from the date of the completion of the written FIIIE report.

If the 30th day falls during the summer and school is not in session, the ARD committee must meet no later than the 15th school day of the following school year to finalize decisions concerning the student's initial eligibility determination and, if appropriate, IEP and placement.

If the 30th day falls during the summer and school is not in session, but an FIIIE report indicates that the student would need extended school year services during that summer, the ARD committee must meet as expeditiously as possible after the completion of the report.

On this document when the term "parent or parents" is used, the term includes the definition aligned to 34 CFR § 300.30 and 34 CFR § 300.519

Frequently Asked Questions

What is considered the “first day” of the initial evaluation timeline?

The first day of a full individual and initial evaluation timeline is the first school day following the date written consent is **received** by the local education agency (LEA) from the parent. [19 Texas Administrative Code \(TAC\), §89.1011\(d\). Full Individual and Initial Evaluation](#)

What is considered the date of the report in reference to completing an initial evaluation?

The date of the report for a full and individual initial evaluation is when the evaluation, including data gathering, has concluded, and the multidisciplinary team has determined if the student meets the criteria for a disability condition and has specified the educational needs of the student. [34 Code of Federal Regulations \(CFR\) §300.301\(c\)\(2\)](#)

When are absences added to the initial evaluation timeline?

Absences are added to the initial evaluation timeline once the student has accumulated at least three absences. A student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or alternative attendance taking time as described in the Student Attendance Accounting Handbook. [19 TAC, §89.1011\(j\). Full Individual and Initial Evaluation](#)

When must a copy of the written FIIE report be provided to the parent?

A copy of the written FIIE report must be provided to the parent as soon as possible after completion of the report but no later than five school days prior to the initial ARD committee meeting, which will determine a student's initial eligibility or not later than June 30 if applicable. [19 TAC, §89.1011\(h\). Full Individual and Initial Evaluation](#)

What if a student transfers to another LEA during the evaluation process?

If a student was in the process of being evaluated for special education eligibility by an LEA and enrolls in another LEA before the previous LEA completed the full individual and initial evaluation, the new LEA must coordinate with the previous LEA as necessary and as expeditiously as possible to ensure prompt completion of the evaluation in accordance with 34 CFR, §300.301(d)(2) and (e) and §300.304(c)(5).

The original evaluation timeline does not apply if:

- (1) the new LEA is making sufficient progress to ensure prompt completion of the evaluation; and
- (2) the parent and the new LEA agree to a specific time when the evaluation will be completed. [19 TAC, §89.1011\(f\). Full Individual and Initial Evaluation](#)