

Special Education at FGCS

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Under state law, the Forest Grove School District is responsible for providing special education services to students enrolled at the Forest Grove Community School. After students are enrolled at FGCS, the student's IEP (Individualized Education Plan) team will meet to discuss how services will be provided to the student at FGCS. Parents may request a meeting prior to enrollment to discuss services at FGCS.

Referring a student for special education services: A parent, school staff member or the student themselves may refer a student (ages 5-21) to the FGCS special education team to consider evaluation for special education services. Contact your child's classroom teacher or the principal to make a referral.

The evaluation process: A meeting, which parents are invited to attend, is held to determine whether an evaluation should be completed. If it is determined that an evaluation should take place, parents must give written permission for the evaluation to occur. Evaluation staff may consist of the following professionals: special education teacher, speech/language pathologist, school psychologist, autism consultant, occupational therapist, physical therapist. An evaluation typically consists of a file review (grades, test scores, school behavior history, etc.) and the administration of cognitive, behavioral, speech communication/language and academic tests. Parents may be asked to provide information about the child's developmental and medical history, and may be asked to arrange for the child's physician to provide information.

Timeline: The District has 60 school days from the date of referral to complete the evaluation. After testing is complete, the parents, the classroom teacher, the principal and District special education staff meet to discuss whether the child is eligible for services and, if so, how and where those services will be provided. To find a student eligible for special education services, the team must find that the child has a 'handicapping condition' and that he/she needs specially designed instruction. Under federal law, the 11 'handicapping condition' categories for special education purposes are specific learning disability, communication disorder, other health impaired, autism spectrum disorder, emotionally disturbed, hearing impaired, visually impaired, mental retardation, orthopedically impaired, traumatic brain injury and deaf/blind.

