# ENVIRONMENTAL, CULTURAL, AND/OR ECONOMIC CONCERNS

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Date</th>
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<tbody>
<tr>
<td>School</td>
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Name of Person Completing Form
Position of Person Completing Form

Use this checklist:

1. To determine factors impacting a student’s learning and therefore excluding him/her from being identified as a student with a disability.
2. To determine whether or not a student needs to be administered a non-traditional intelligence test if there is environmental, language, cultural, and/or economic concerns checked.
3. To consider if there has been a lack of appropriate instruction in reading and/or math

## Check each that applies to student.

- [ ] Limited experiential background
- [ ] Irregular attendance (for reasons other than verified personal illness)
- [ ] Transiency in school years
- [ ] Home responsibilities interfering with learning activities
- [ ] Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student’s grade level or age in language and ability).
- [ ] Nonstandard English constituting a barrier to learning (only a foreign language or nonstandard English spoken at home, the language of the home exhibits strong dialectal differences)
- [ ] Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).
- [ ] Limited cultural experiences (student does not participate in community activities).
- [ ] The student receives other services such as Title I, Migrant, 504, EL, etc.
- [ ] Limited participation in supplemental organized learning opportunities, e.g., preschool, Head Start, after school programs

- [ ] **NONE OF THE ABOVE APPLY.**