

ENVIRONMENTAL, CULTURAL, AND/OR ECONOMIC CONCERNS

Name _____	Grade _____	Date _____
School _____		
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.