

## Exclusionary Factors Form

<b>Consideration of factors impacting learning</b> – Determine whether the level of performance and rate of progress are not primarily the result of any of the following (No = Not a factor)			
<b>Yes</b>	<b>No</b>	<b>Factor</b>	<b>Source of Evidence</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Visual, <input type="checkbox"/> Motor, <input type="checkbox"/> Hearing Disability	<input type="checkbox"/> Sensory screening, <input type="checkbox"/> Medical Records, <input type="checkbox"/> Observation
<input type="checkbox"/>	<input type="checkbox"/>	Intellectual Disability	<input type="checkbox"/> Classroom Performance <input type="checkbox"/> Academic skills <input type="checkbox"/> Language Development <input type="checkbox"/> Adaptive functioning <input type="checkbox"/> IQ
<input type="checkbox"/>	<input type="checkbox"/>	Emotional/Behavioral Disability	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Student Records <input type="checkbox"/> Discipline history <input type="checkbox"/> Emotional/Behavioral Screening
<input type="checkbox"/>	<input type="checkbox"/>	Cultural Factors	<input type="checkbox"/> Level of Performance and Rate of Progress compared to students of the same ethnicity
<input type="checkbox"/>	<input type="checkbox"/>	Environmental or economic disadvantage	<input type="checkbox"/> Level of Performance and Rate of Progress compared to students of similar economic background (free/reduced lunch) <input type="checkbox"/> Situational factors that are student specific
<input type="checkbox"/>	<input type="checkbox"/>	Limited English Proficiency (LEP)	<input type="checkbox"/> First language is English <input type="checkbox"/> English language proficiency <input type="checkbox"/> Level of Performance and Rate of Progress compared to ELL with similar exposure to language and instruction
<input type="checkbox"/>	<input type="checkbox"/>	Irregular pattern of attendance and/or high mobility rate	<input type="checkbox"/> Attendance records <input type="checkbox"/> Number of schools attended <input type="checkbox"/> Significant number of tardies <input type="checkbox"/> Discipline Records <input type="checkbox"/> Migrant/homeless status and pattern of attendance
<input type="checkbox"/>	<input type="checkbox"/>	Classroom Behavior	<input type="checkbox"/> Classroom observations <input type="checkbox"/> Academic Engaged Time (AET) <input type="checkbox"/> Office discipline referrals
<input type="checkbox"/>	<input type="checkbox"/>	Age	<input type="checkbox"/> Level of Performance and Rate of Progress compared to students of the same age <input type="checkbox"/> Nationally standardized measures of emotion and/or behavior Situational factors that are student specific
<input type="checkbox"/>	<input type="checkbox"/>	Gender	<input type="checkbox"/> Level of Performance and Rate of Progress compared to students of the same age <input type="checkbox"/> Nationally standardized measures of emotion and/or behavior <input type="checkbox"/> Familial or socio-cultural factors that are student specific

*If any of the above are checked 'yes', the IST needs to have discussion on whether or not the factor is the root cause of the problem rather than a learning disability being the root cause of the problem. If the level of intervention is increasing to the point of ESE consideration, the Exclusionary Factors must be ruled out prior to eligibility being considered.*