

Gilmer Independent School District
Exclusionary Factors
Tier III

Please check all the factors that apply to the student.

Student Name	<input type="text"/>	Grade	<input type="text"/>	CST Meeting Date	<input type="text"/>
Teacher	<input type="text"/>	Campus	<input type="text"/>		
Passed Vision	<input type="text"/>	Date	<input type="text"/>	Passed Hearing	<input type="text"/>
				Date	<input type="text"/>

I. Environmental/Cultural Factors:

- Irregular attendance or excessive tardiness (attach attendance record)
- Truancy during school year (attach school history)
- Lack of solicited parent involvement (document parent phone calls/conferences)
- Limited experiential background
- Family or peer standards in conflict with school/community standards (i.e. truancy, behavior/disciplinary actions/negative peer associations)

II. Language

- Length of time in the United States:
- English oral proficiency score level has consistently increased each year - *copy from LPAC*
- Spanish oral proficiency entry score was limited or higher - *copy from LPAC*
- Inconsistent usage/development in one language (language-switching)
- Student uses native language with others most often - *complete Checklist of Language Skills*
- Parents use native language with student most often - *see Home Language Survey*
- Parents' command of the English language is limited
- Limited opportunity to acquire academic English
- Interrupted language program due to truancy/inconsistency or program

III. Educational Factors

- Absence of formal schooling
- Inadequate educational foundation
- Lack of academic success in a consistent educational setting - *attach 2 years of grades*
- Lack of academic support at home
- Lack of second language modifications used - *see Intervention Plan*
- Lack of second language acquisition strategies/methods used - *see Intervention Plan*

All of the following factors have been discussed:

- Environmental/Cultural Factors
- Educational Factors
- Language Factors

Recommendation (choose one):

- Consensus: The preponderance of items checked indicates the profile of a second-language learner. Referral to special education is not recommended at this time. CST will address student's needs through specific interventions.

- Consensus: The absence of preponderance of factors indicated suggest that a referral to special education is appropriate.

- Consensus: Although there is preponderance of factors indicated, the committee has determined that there are extenuating factors. Referral to special education is appropriate.

Extenuating Factor (s):

- Family history of speech/language delay
- Family history of learning problems
- Consistent academic difficulty in first language
- Lack of expected oral language proficiency in first language
- Lack of expected English oral language proficiency
- Significant health history accidents surgeries illnesses takes medication
- Complications with pregnancy birth
- Delays in motor development fine gross
- Delays in speech language development
- Other (explain):

CST Committee Members:

Printed Name

Signature

Printed Name

Signature

Printed Name

Signature

Printed Name

Signature

Printed Name

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