

The three main issues that guide decision making about general education students receiving instruction by a special education teacher are **due process, funding, and licensing**. Students may not receive special education services of any kind unless they have gone through proper referral, evaluation, and placement procedures. All staff must work within the scope of the position for which they were hired and are funded. Finally, all staff must be appropriately licensed under PI 34, and working within the parameters of their certifications and contracts.

Characteristic	Screening for Preschoolers (age 3-5) for the Purposes of Child Find	Evaluation for Eligibility
Target Students	<p>All children, age 3-5, who are not in school. Not just for children who are suspected of having problems.</p>	<p>Focuses on an individual child. Involves using a procedure, test, or activity selectively for one child.</p>
Tools	<p>Quick, relatively simple, low cost, repeatable single instrument to assess age-appropriate critical skills.</p> <p>The district has the discretion to select the tool.</p>	<p>Standardized or criterion-referenced tests, observation, parent/teacher report, record review, and other evaluation materials or procedures, if necessary.</p> <p>The IEP team determines the tools.</p>
Notice and Consent Requirements	<p>Typically public notice is given offering the screening to the target group. Prior written notice and informed parental consent is not required.</p>	<p>Part of IEP team process requiring parental notice and written consent. Due process protections</p>

Purpose	The intent is to locate and identify children at risk, determine appropriate instructional strategies for curriculum implementation, and provide non-special education recommendations. It is prevention related.	are applicable. Process of eligibility determination to identify whether an individual child is a child with a disability and the nature of extent of the special education and related services the child needs.
Provider (who does it)	General education teachers, special education personnel, pupil service providers, community referral network (http://ec.dpi.wi.gov/ec_eccfpage)	Special educators, therapists, related service providers, and school psychologists as part of the IEP team process.
