

Preschool Regular Education Teacher as a Member of the IEP Team Technical Assistance

Individualized education program (IEP) team participation by the regular education teacher is critical to providing a free appropriate public education (FAPE) to students who qualify for special education and related services. Utah State Board of Education Special Education Rule (USBE SER) III.E. states:

The LEA must ensure that the IEP team for each student with a disability includes:

- 1. The parent(s) of the student or the adult student;*
- 2. Not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);*
- 3. Not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;*
- 4. A representative of the LEA.*

United States Department of Education has stated:

The regular/general education teacher must have current knowledge and expertise of the scope and sequence of the student's grade-level curriculum. It is important to remember that other school staff (e.g., a special education teacher or counselor) may not be substituted for the regular/general education teacher at IEP meetings (U.S. Department of Education, Regular education teachers as IEP team members – Topic brief, 1999).

In the preschool setting, a regular education teacher must be knowledgeable about age-relevant developmental activities or milestones that typically developing children of the same age would be performing or would have achieved.

Licensure qualifications for elementary and secondary regular education teachers can be found on the [USBE Educator Licensing](#) webpage. The Utah Effective Educator Standards for licensed Utah educators are outlined [R277-530](#).

Utah does not provide universal preschool services to non-disabled children, so there is no associated educator license and the Educator Standards don't apply. Instead, preschool teacher qualifications to participate as a regular education teacher on the IEP team are based on standards determined by the USBE.

Under Utah's high-quality school readiness grant program, a local education agency (LEA) that is awarded these funds must ensure its preschool teachers meet the qualifications required by the statute (35A-15-202(1)(h)):

- the minimum standard of a child development associate certification; or*
- an associate or bachelor's degree in an early childhood education related field;*

The preschool regular education teacher who participates as a member of the IEP team for a student he/she serves must meet the same qualifications:

- the minimum standard of a child development associate certification (CDA); or
- an associate or bachelor's degree in an early childhood education related field.

The preschool teacher qualifications for the school readiness program are congruent with what an IEP team needs of a participating regular education teacher. The preschool regular education teacher must have knowledge and expertise of the scope and sequence of early childhood learning outcomes and Utah early childhood core standards.

The LEA will designate the regular education teacher based on these standards (U.S. Department of Education, Appendix A of Part 300, Notice of Interpretation, 1999).

Utah early childhood learning outcomes and core standards can be found on the [USBE Preschool](#) webpage.

For additional information, please email [Teresa Davenport](#) or call (801) 538-7540.