



Topic: IEP Team Membership – Regular Education Teacher

“Must a regular early childhood teacher participate in an IEP/IFSP meeting for a child below age five? If so, who?”

92 NAC 51-007.03A specifies the required members of the IEP team. The regulations require that a regular education teacher be included on the IEP team if the child is, or may be, participating in the regular education environment. This requirement is applicable to children age three through five who are receiving preschool special education services. If a school provides “regular education” preschool services to students without disabilities, then the requirement to include a regular education teacher on the IEP team would apply to a child with a disability receiving preschool special education services. If the school district makes a regular education kindergarten available to student without disabilities, then a regular education kindergarten teacher could appropriately be the regular education teacher who would participate in an IEP meeting for a kindergarten-aged child who is, or may be participating in the regular education environment. If a school district does not provide regular preschool education services to children without disabilities, the district would designate an individual who is qualified to serve children without disabilities of the same age to serve as the regular education teacher on the IEP team.

Whether a general education teacher must be included as an IFSP team participant for infants and toddlers (birth to age three) is currently being determined. This question will be clarified when the regulations implementing Part C of the IDEA are finalized.

Supporting Regulations:

007.03A The school district or approved cooperative shall ensure and document that each IEP team includes the following:

007.03A2 Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)

007.03A2a The regular education teacher of the child, as a member of the team, shall, to the extent appropriate, participate in the development, review and revision of the IEP of the child, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies, and the determination of supplementary aids and services, program modifications, and support for school personnel consistent with 92 NAC 51-007.07A5.