



- ▶ If a district employs a special education teacher who is certified Blind/Visual Impairment (VI) or Deaf/Hard-of-Hearing/Hearing Impairment (HI), the district HI or VI special education teacher must serve as Teacher of Record (TOR) for any students who have a primary disability category of HI or VI or Deaf-Blind (DB). If the student's disability is Deaf-Blind, then the TOR must be certified in both HI and VI; or there must be two individuals signing the special education paperwork with one certified in HI and the other certified in VI.
- ▶ If a district does **not** employ a special education teacher who is certified HI and/or VI, the district may encourage their special education teacher to take the Deaf/Hard-of-Hearing OSAT (Test Code 030) and/or the Blind/Visual Impairment OSAT (Test Code 128). The district may reimburse the special education teacher's fee for these OSAT exams using Project 616. It is also recommended that the special education teacher candidate participate in appropriate training, such as through the Oklahoma School for the Blind or Oklahoma School for the Deaf to ensure they can provide appropriate services to students who have a primary disability category of HI, VI, or DB.
- ▶ If a district does **not** employ a special education teacher who is certified HI and/or VI, then the district must contract or consult with an organization, private company, or individual who holds a current Oklahoma HI and/or VI teaching certificate. This organization, company, or individual may serve as a consultant for students who are eligible under the category of HI, VI, or DB. The IEP team would add a service type of "consultation" to the student's IEP so that the expertise of the individual certified in HI and/or VI would provide information regarding how to serve the student's unique needs in the appropriate environments throughout the school year.
- ▶ For districts who do **not** have an employee certified HI or VI teacher; and therefore, contract or consult with an individual who is certified HI and/or VI, it is appropriate for the district to assign the students who have HI, VI or DB, to a person certified in special education who teaches in the school district. This district employee will implement the IEP as written and serve as the IEP case manager to complete all required special education paperwork within EDPlan. The consultation as mentioned above will not only be with the general education teachers but also with the assigned special education teacher to assist with the development of the IEP regarding how to meet the child's unique educational needs.



- ▶ It is the responsibility of the district special education teacher/TOR to perform district functions such as the implementation of the IEP, scheduling and sending notices of meetings, preparing a draft IEP or MEEGS, preparing and sending out written notice and other supporting documents following a meeting. It is also the responsibility of the district special education teacher/TOR to attend IEP and MEEGS meetings and sign as a special education teacher member of the IEP or MEEGS team. These responsibilities also apply to a district employee certified in special education who is assigned as the IEP case manager when the district contracts and/or consults with an organization, company, or individual outside of the district for their certification in HI and/or VI.
- ▶ It is the responsibility of the contracted or consultant HI and/or VI teacher to contribute to the development of the IEP regarding consulting about the goals, accommodations, services, assistive technology, and any other unique circumstances surrounding the student with a primary disability of HI and/or VI. The contracted or consultant HI or VI will attend IEP meetings and sign as a special education teacher on the IEP because of their Oklahoma Teacher Certification in HI and/or VI based on the student's primary disability category. This will require inputting an additional team member in the parent/team tab, allowing for the signature of another special education teacher. They will also provide ongoing consultation throughout the school year, including possible ESY services if needed, as outlined in the services section of the IEP.
- ▶ For students with suspected HI or VI or DB for an initial evaluation or a reevaluation, then the contracted or consultant for HI or VI or DB special education teacher would need to review existing data and sign the RED. If the evaluation moves forward, then the contracted or consultant for HI or VI special education teacher would participate in the eligibility determination and sign the MEEGS.
- ▶ Ultimately, the responsibility for FAPE lies with the district.

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

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