

**Eligibility Record Review Document
Hearing Impairment (HI)
Typically referred to as “deaf” or “hard of hearing”**

[707 KAR 1:002 Section 1\(29\)](#) and [707 KAR 1:310](#)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
HI 1	<p>The ARC documented evidence showing the student has a hearing loss that may be mild to profound, unilateral or bilateral, permanent or fluctuating and meets <u>one or more</u> of the criteria below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1a. average pure-tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25dB in the better ear <input type="checkbox"/> 1b. average pure-tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear; or <input type="checkbox"/> 1c. average pure-tone unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear. 		
HI 2	<p>The ARC documented evidence showing the hearing loss results in difficulty in identifying linguistic information through hearing.</p>		
HI 3	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> • showed how the student’s performance is <u>significantly and consistently</u> below similar age peers due to the disability • described the unique differences of the student that warrant specially designed instruction (SDI) • drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>		
HI 4	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> • instruction provided by qualified personnel • intervention data based on the student’s response to instruction • setting of instruction • attendance records • work samples • disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>		

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Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
HI 5	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 		
HI 7	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. 34 CFR 300.306</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
HI 8	<p>ARC membership includes all of the following as defined in 707 KAR 1:320 Section 3 (1):</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>		