(d) The academic, developmental, and functional needs of the child.

(2) An [ARC](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#ARC) shall:

 (a) In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

 (b) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child’s [IEP](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#IEP);

 (c) In the case of the child who is blind or visually impaired, provide for instruction in Braille and the use of Braille, unless the [ARC](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#ARC) determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

 (d) Consider the communication needs of the child;

 (e) In the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode; and

 (f) Consider whether the child requires assistive technology devices or services.

(3) All the factors listed in this Section 5 shall be considered, as appropriate, in the review, and if necessary, revision of a child’s [IEP](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#IEP).

(4) Once the [ARC](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#ARC) has considered all the factors listed in this Section 5 the [ARC](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#ARC) shall include a statement on the [IEP](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#IEP) indicating the need for a particular device or service (including an intervention, accommodation, or other program modification), if any are needed, in order for the child to receive a free appropriate public education ([FAPE](file:///C%3A%5C%5CDocuments%20and%20Settings%5C%5Cmarinell.kephart%5C%5Cjshearer%5C%5CLocal%20Settings%5C%5Cjshearer%5C%5CLocal%20Settings%5C%5Cjshearer%5C%5CLocal%20Settings%5C%5Ct_combs%5C%5CLocal%20Settings%5C%5CEmery%5C%5CLocal%20Settings%5C%5Cjshearer%5C%5CMy%20Documents%5C%5CLocal%20Settings%5C%5CTemporary%20Internet%20Files%5C%5COLK166%5C%5CDefinitions.doc%22%20%5Cl%20%22FAPE)).

(5) A regular education teacher of the child, as a member of the [ARC](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#ARC), shall, to the extent appropriate, participate in the development, review, and revision of the child’s [IEP](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#IEP), including assisting in the determination of appropriate:

 (a) Positive behavioral interventions, strategies, and supports for the child;

 (b) [Supplementary aids and services](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#Supplementary); and

 (c) Program modifications or supports for school personnel that will be provided for the child.

(6) An [ARC](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#ARC) shall not be required to include information under one component of a child’s [IEP](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#IEP) that is already contained under another component of the child’s [IEP](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#IEP).

(7) The [IEP](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#IEP) for each child shall include:

 (a) A statement of the child’s present levels of academic achievement and functional performance, including how the child’s disability affects the child’s involvement and progress in the general curriculum as provided in the Kentucky Program of Studies, 704 KAR 3:303, or for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities; and

 (b) A statement of measurable annual goals, including academic and functional goals, designed to:

 i. Meet the child’s needs that result from the disability to enable the child to be involved in and progress in the general education curriculum as provided in the Kentucky Program of Studies, 704 KAR 3:303, or for preschool children, as appropriate, to participate in appropriate activities, and

 ii. Meet the child’s other educational needs that result from the disability.

(8) The Southgate Independent Schools shall use benchmarks or short-term objectives for a child’s IEP when that student participates in the Alternate Assessment.

(9) An [IEP](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#IEP) shall include a statement of the specially designed instruction and [related services](file:///C%3A%5CDocuments%20and%20Settings%5Cmarinell.kephart%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Cjshearer%5CLocal%20Settings%5Ct_combs%5CLocal%20Settings%5CEmery%5CLocal%20Settings%5Cjshearer%5CMy%20Documents%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLK166%5CDefinitions.doc#Relatedservices)

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