

**PROCEDURES FOR REQUESTING PROGRAM OR
CURRICULUM MODIFICATIONS FOR INDIVIDUAL STUDENTS**

R 342.6

**Procedures for Making and Processing Requests for a Program or Curriculum
Modification**

The following procedures apply to parent-initiated and student-initiated requests for program or curriculum modifications for individual students that are submitted and processed under section 118.15(1)(d) of the state statutes:

1. A request for program or curriculum modifications shall be submitted in writing to the building principal. The request shall be submitted as far in advance of the preferred implementation date as is practicable and reasonable under the circumstances, keeping in mind that the timing of the request relative to its complexity and relative to the intended implementation date are among the factors that may be considered in approving or denying the request.
2. Upon receiving a written request for program or curriculum modifications under Board policy, the administration may work with the family to clarify the request, to identify and better understand the relevant circumstances and the reasons for the request, and/or to identify specific options and alternatives.
 - a. If the request has been submitted by a student who is not an adult, then before any program or curriculum modification is approved and implemented, the District shall verify that the student's parent or guardian has been notified of the request.
 - b. In some situations, such a request may be redirected to, or may lead to referrals to, other processes and programs. For example, a student may be referred for an evaluation of a possible disability or for possible participation in the District's offerings for students who are identified as gifted in a particular area. Similarly, a request to enroll in another public school district may be redirected to the open enrollment program.
3. When evaluating and responding to a request for a program or curriculum modification for a student under this policy, the District shall consider the requirements of and interactions among other potentially-applicable laws. For example:

- a. Neither the procedures for requesting and reviewing requests for program or curriculum modifications or any related policies are intended to (1) add to or subtract from the authority of an individualized education program (IEP) team for student with a disability; or (2) modify other legal rights and obligations under the special education laws. Where applicable, a student's IEP team may need to be convened following a request for a program or curriculum modification.
 - b. To the extent a modification request involves a request to provide a program for high school graduation to accommodate a student with exceptional educational interests, needs, or requirements, the District may need to pursue or verify approval of the program by the State Superintendent of Public Instruction.
4. The District (i.e., the School Board or its designee) shall approve or deny the request, in writing, no later than the applicable deadline established in state law. If the District denies the request, the District shall identify the reason(s) for the denial.
 - a. If the request relates to a child who has been evaluated by an IEP team and who has not been recommended for special education, then the District shall render its decision within 30 days of the request.
 - b. In all other cases, state law requires the District to render its initial disposition of the request within 90 days.
5. A student's parent or guardian, or an adult student, may appeal the District's initial disposition of a request for program or curriculum modifications to the School Board. State law requires the District to offer an opportunity for the family to request that the Board review the decision.
 - a. A request for Board review (or reconsideration) of the initial decision shall be made in writing, addressed to the attention of the Superintendent and the Board, and mailed or delivered to the Office of the Superintendent.
 - b. The Board will render a determination of the appeal and, upon request, provide written notice of the Board's final decision to the family.

Annual Notice

At the beginning of the school term in each school year, the District shall notify parents, guardians, and students of their right to request individualized program or curriculum modifications, to have such requests evaluated and either approved or denied by the District, and to appeal the District's initial determination of the request to the Board.

Considerations Used by the Administration to Evaluate a Requested Modification

When the administration is reviewing a request for a discretionary program or curriculum modification, it may evaluate any or all the following factors and considerations, to the extent deemed applicable to the particular request:

1. Whether the request was made on a reasonably timely basis, including whether the request was timely relative to its complexity and relative to the intended implementation date.
2. The extent to which the District has approved similar requests in the past, and the extent to which the District would be reasonably able and willing to consider approving similar requests for other similarly-situated students in the future.
3. Whether the request seeks participation in, is appropriate for, and meets applicable minimum requirements for an established program or educational option within the District.
4. The cost of the proposed modification to the District.
5. The extent to which the student has demonstrated unique educational needs, requirements, or interests that justify the requested modification.
6. The extent to which the District could reasonably approve the specific request, as well as similar requests from other similarly-situated students, without substantially detracting from the integrity of the District's overall educational program.
7. The manner and extent to which the requested modification departs from, or is consistent with, the District's established policies, curricular standards, and learning goals.

8. The burden that implementing the requested modification would place on District staff.
9. The availability of alternatives that are also likely to reasonably address the student's relevant needs or interests, including alternatives that might be less restrictive or less costly.
10. The extent to which the District already offers other programs, services, and processes for pursuing the particular request or the relevant needs or interests, including whether the requestor has already pursued, or reasonably could pursue, or reasonably could have pursued any such alternatives.
11. If the student has experienced recent truancy, whether the modification is reasonably likely to resolve the child's truancy.
12. If the student is in high school or entering the high school grades, the extent to which the proposed modification would allow the student to make appropriate progress toward meeting the requirements for high school graduation.

The factors and considerations listed above are provided as guidance for administrators. The list is not exclusive of the totality of the circumstances that may be relevant to evaluating a particular request. In addition, the applicable factors and considerations listed above may be given different weight in different individual circumstances.

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