

Procedures for Requests for Mask Exemptions

Student with 504 Plan	Student with IEP	Student within Regular Education
504 team* should convene in order to discuss concerns and needs.	IEP team** should convene	Principal receives request form and documents receipt
<p>Parents should produce any medical or psychological evidence they have to support their request for a mask exemption.</p> <p>Parent request, religious/moral/ethical grounds are not sufficient to grant mask exemption under a 504 Plan.</p>	<p>Parents should produce any medical or psychological evidence they have to support their request for a mask exemption.</p> <p>Parent request, religious/moral/ethical grounds are not sufficient to grant an exemption.</p>	<p>Parents should produce any medical or psychological evidence they have to support their request for a mask exemption</p> <p>Parent request, religious/moral/ethical grounds are not sufficient to grant an exemption</p>
<p>Potential Child Find issues such as anxiety, impact on academics, etc.</p> <p>Team should review evidence provided to determine whether the 504 plan should be updated with additional accommodations, OR whether a PTE should be issued for an IDEA evaluation.</p>	<p>Team should review evidence provided and determine whether revisions should be made to the IEP to include additional accommodations or instruction..</p>	<p>Invite team members (including parents) to a Child Study Team meeting to discuss the concerns and needs.</p> <p>Potential ChildFind issues such as anxiety, disabilities identified by a physician, impact on academics, etc.</p> <p>Launch a 504 Plan Evaluation and explain timeline. Student should comply with mask mandate until evaluation is concluded to determine eligibility under Section 504.</p>
<p>The existence of a prior 504 plan does not automatically result in the inclusion of a mask exemption as an accommodation. Alternate accommodations can be suggested and attempted such as additional or longer mask breaks, use of face shields, increased distancing, mask training to gradually increase over time, etc.</p>	<p>Consider the need for</p> <ol style="list-style-type: none"> 1. Mask Accommodations <p>Alternate accommodations can be suggested and attempted such as additional or longer mask breaks, use of face shields, increased distancing, mask training to gradually increase over time, etc.</p> <ol style="list-style-type: none"> 2. Replacement Instruction <p>Can the student be taught replacement behaviors or skills to help build towards the wearing of a mask such as coping skills? Is mask refusal a</p>	<p>In order to qualify for a 504 Plan, the student must have a mental or physical impairment which substantially interferes with a major life activity, has a record of such an impairment, or is regarded as having such an impairment.</p> <p>Alternate accommodations may be suggested and attempted such as additional or longer mask breaks, use of face shields, increased distancing.</p>

*504 Team includes LEA, parent, Reg ed teacher, School Counselor. May include student and other related personnel.

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	<p>behavior for which the student should be taught replacement skills for the behavior?</p>	
<p>A brief summary of the evidence supporting the exemption should appear in the 504 plan as well as any other alternate safety precautions (Plexiglass, increased distancing, staggered times of hallway movement, etc.).</p> <p>Parents are issued the evaluation report and a 504 Plan, if appropriate, is developed. In either case, a PWN and Procedural Safeguard are issued to the parent.</p> <p>You may not begin to implement the revised 504 plan unless and until it is approved and signed by both the LEA and Parent.</p>	<p>The IEP should be revised - A brief summary of the evidence supporting the exemption should appear in the present levels of the IEP, or update present levels to indicate the team considered a mask exemption and why it was not granted.</p> <p>Any additional mask related accommodations (including any mask exemption) should appear in the SDI section of the IEP.</p> <p>Other SDIs considered would be additional mask breaks, face shield, use of plexiglass barriers, etc.</p> <p>If additional replacement instruction is needed, it should be added to the IEP and a corresponding measurable goal should be added to the IEP.</p> <p>NOREP should be issued with revisions to IEP enumerated.</p> <p>If you are denying a request for a mask exemption, you should still summarize the evidence considered, and then issue a NOREP "refusing" to change the provision of FAPE. List a mask exemption as one of the options considered and why it was rejected.</p>	<p>If the student is eligible under Section 504 - A brief summary of the evidence supporting the exemption should appear in the 504 plan as well as any other alternate safety precautions (Plexiglass, increased distancing, staggered times of hallway movement, etc.).</p> <p>Parents are issued the evaluation report and a 504 Plan, if found eligible, is developed. In either case, a PWN and Procedural Safeguards are issued to the parent.</p>

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