Facemasks
- Full fabric masks obscure visual information
- All masks negatively impact auditory signal
- FLEs need to be conducted to determine if additional accommodations need to be put in place to ensure equal access to learning environment
- Continue reading in FAQ

Temperature Screens
- Earmolds may cause false-positive temperature spikes when taking temperatures by ear
- Consider using an alternate thermometer (e.g., forehead thermometer) or re-screen after 10 minutes with earmolds removed (California Hands & Voices, 2020)

Accessible Virtual Platforms
- May need to make revisions to distance learning approaches to address accessibility issues (synchronous online, online only, or hybrid models) to ensure equitable communication access (ADA Title II) (e.g., auto captions or real-time captions may be necessary)
- Refer to the Captions Considerations Guide for further information and guidance

Sanitation of HAT
- Some hearing assistive technology (HAT), (e.g., pass-around microphones) may not be feasible as they would be considered a shared supply, the utility of which is in direct opposition to the most recent CDC guidelines for opening schools
- Teachers can accommodate this barrier to language by repeating what students say or ask

Student Schedules
- Try to ensure that all kids an itinerant teacher sees in the same building or area are there on the same day
- Account for the presence of extra staff (e.g., interpreters, assistants) when thinking about group sizes for social distancing
- Consider protocols for alerting itinerants if someone in the school tests positive

Mental Health
- With COVID-19, virtual learning, conversations about social topics (e.g., Black Lives Matter), and hurricane season, students may be experiencing severe mental stress and anxiety
- Staff must be aware of and sensitive to these issues
- See the Padlet, Mental Health for Students who are D/HH of curated resources related to mental health