



**Public Hearing on the Proposed Revisions to the Regulations Governing the  
Certification of Educators in Rhode Island**

## SIGN-IN SHEET

**Thursday, October 11, 2018**

NAME (please print)	INSTITUTION/ORGANIZATION	In Favor	Opposed
1. Dawn Seitz	ENG <sup>RICSNTA</sup> School district		X
2. Marianne Manzi	RICSNTA		X
3. Alice Brandy	Rhode Island College		✓
4. Mahilyn <sup>ero</sup> Matteo	RICSNTA		X
5. Toni Silveira	RI Music Ed		
6. Diane Kowal	RICSNTA		X
7. Cathy Long	Cranston School Dept		X
8. Angela Shehan	Cranston Schools		X
9. Tricia McCusker	Cranston Public Schools		X
10. Kathy <sup>an</sup> Torregrossa	Cranston Schools		X
11. Stephanie Egan	Warwick Public Schools		X
12.			
13.			
14.			
15.			



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63 88  
72



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NAME (please print)	INSTITUTION/ORGANIZATION	In Favor	Opposed
1. Nancy Cloud	RI Teachers of ELLs	largely w/some revisions	
2. STEPHEN BLESSINGTON	CHSE		✓
3. Susan Eriksen	North Kingstown School Dept		✓
4. Mary Tashjian			
5. Kristen Beland	North Kingstown School Dept	✓	
6. Anne Seitsinger	URI ASF College of Ed. & Prof. St.		✓
7. Sarah Rosendale	Northern RICollaborative		✓
8. Wendy Doremus	RI College		✓
9. <del>Donna Fraser</del>	<del>NKSD</del>		✓
10. Sandi Delack	RICSNT		✓
11. Lori Callino	Lori Callino		✓
12. Linn Alvarnas	Linn Alvarnas		✓
13. Robin Ault	Rhode Island College		✓
14. <del>Erin Taffate</del>	<del>Blackstone Valley Prep</del>	✓	
15. Linda Twardowski	RICSNTA		✓





**Teixeira, Angela**

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**Subject:** FW: Thank you for your support

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**From:** Paula Helm <[phelm@blackstonevalleyprep.org](mailto:phelm@blackstonevalleyprep.org)>

**Sent:** Monday, June 4, 2018 3:24 PM

**To:** Wagner, Ken

**Subject:** Thank you for your support

Dr. Wagner,

I am writing to to **thank you for your support** of the certification changes for the School Nurses within Rhode Island. I have had the pleasure of working for Blackstone Valley Prep High School for the past 2 years as the school nurse. Previously I worked for Coventry Public Schools as a support nurse for medically fragile students at Washington Oak Elementary School. I have wanted to be a school nurse since my now 19 year old son was in kindergarten and I volunteered at North Smithfield Elementary School and witnessed the interactions of the school nurse and her students. However, having 3 children, it was cost prohibitive to take the required classes at Rhode Island College. Being blessed to work at BVP and have tuition reimbursement available has made it possible for me to take these classes but working full time and having 3 very active teenagers it is still difficult. **I do not do any teaching at BVP, as our PE teachers provide health education but have found that most of the classes I am required to take are education classes and not related to nursing.**

It is my belief **that all schools in Rhode Island should have a qualified nurse working within the building.** Unfortunately, due to the difficult requirements for certification, many nurses are not entering this rewarding area of nursing. Most work full time and have done so for many years. **Requiring further college education to obtain certification to work in a non teaching position often deters others from taking school nurse positions.** As a result, **many schools within the state do not have a qualified medical professional working daily in a school.** The health and well being of our state's children is of utmost importance, and should be considered a top priority along with a quality education.

Thank you again for your support of certification changes. **Studies have shown and proven that healthy students who are attended to by school nurses have better outcomes in school.** **These changes will allow more nurses to join myself and my 4 colleagues to better the overall outcomes of all children in the state.**

Sincerely,

Paula Helm, RN, BSN

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**Paula Helm, RN, BSN**  
**School Nurse**  
**Blackstone Valley Prep (BVP) Mayoral Academy High School**  
**65 Macondray Street**  
**Cumberland, RI 02864**  
**Mobile: (401)487-2388 Fax: (401) 721-5435**  
**Join our email list, or text BVP to 22828**

[blackstonevalleyprep.org](http://blackstonevalleyprep.org)

Today we learn. Tomorrow we lead.

*Blackstone Valley Prep Mayoral Academy is a network of high-performing public charter schools serving an intentionally diverse population of scholars from Central Falls, Cumberland, Lincoln, and Pawtucket. **What makes BVP different?** [Click here to watch our video.](#)*

Join our Team

*Now hiring teachers that are willing to do whatever it takes to put all scholars on a path to success in college and the world beyond. [Join our team.](#)*



✓

## Teixeira, Angela

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**From:** Foehr, Lisa  
**Sent:** Tuesday, July 17, 2018 7:40 AM  
**To:** Wagner, Ken; Snider, Mary Ann; Teixeira, Angela  
**Subject:** FW: Certification Webinar

fyi

Lisa M. Foehr | Director, Educator Excellence and Certification Services Rhode Island Department of Education  
255 Westminster Street, Providence, RI 02903  
(401) 222-8809 | [www.ride.ri.gov](http://www.ride.ri.gov)

-----Original Message-----

From: ktzel1124 <[ktzel1124@gmail.com](mailto:ktzel1124@gmail.com)>  
Sent: Monday, July 16, 2018 7:56 PM  
To: Foehr, Lisa <[Lisa.Foehr@ride.ri.gov](mailto:Lisa.Foehr@ride.ri.gov)>  
Subject: Certification Webinar

Hi Lisa,

I just got around to listening to your webinar. I'm a school nurse teacher. Contrary to many of my colleagues, I think the idea of a second certification type for school nurses is a good one. Many districts do not have nurses in the classroom regularly and when they do, it's not effective due to continued class interruption. We need to have school nurses who are certified in the nursing aspect of the job for those who will not be teaching. There is a nursing credentialing process offered through the National Association of School Nurses - perhaps you could look to this rather than recreate the wheel.

I would say that I think we need school nurses who have more expertise in pediatrics (especially at the elementary school level) and public health. Having worked at Hasbro Children's Hospital for 25+ years and becoming certified as a CSNT, I was stunned at the lack of experience and knowledge some school nurses had in the nursing care of children. I realize adding this requirement to certification would narrow the pool of applicants, but I think it's best for the safety of the students. Perhaps adding a pediatrics class to the required course load for certification would help.

Lastly, I hope I understand the webinar correctly in that our Professional Learning is to be made more flexible. I have sat in countless PD's meant for classroom teachers that were frankly a waste of time. I was recently certified as a children's yoga teacher and then implemented an after school yoga and meditation class. This sort of activity should count as credit toward my Professional Learning. Districts reimburse teachers for courses and classes taken for advanced study, but support staff such as nurses and social workers are not often approved for tuition reimbursement for courses in their area of expertise.

Hope this feedback is helpful!

Take care,  
Karen Zelano, RN, CSNT





**Teixeira, Angela**

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**From:** Wagner, Ken  
**Sent:** Tuesday, July 17, 2018 7:46 AM  
**To:** Foehr, Lisa; Snider, Mary Ann; Teixeira, Angela  
**Subject:** Re: Certification Webinar

Nice.

Can we include this in the public comment?

----- Original message -----

**From:** "Foehr, Lisa" <Lisa.Foehr@ride.ri.gov>  
**Date:** 7/17/18 7:40 AM (GMT-05:00)  
**To:** "Wagner, Ken" <Ken.Wagner@ride.ri.gov>, "Snider, Mary Ann" <MaryAnn.snider@ride.ri.gov>, "Teixeira, Angela" <Angela.Teixeira@ride.ri.gov>  
**Subject:** FW: Certification Webinar

fyi

Lisa M. Foehr | Director, Educator Excellence and Certification Services  
Rhode Island Department of Education  
255 Westminster Street, Providence, RI 02903  
(401) 222-8809 | [www.ride.ri.gov](http://www.ride.ri.gov)

-----Original Message-----

**From:** ktzel1124 <ktzel1124@gmail.com>  
**Sent:** Monday, July 16, 2018 7:56 PM  
**To:** Foehr, Lisa <Lisa.Foehr@ride.ri.gov>  
**Subject:** Certification Webinar

Hi Lisa,  
I just got around to listening to your webinar. I'm a school nurse teacher. Contrary to many of my colleagues, I think the idea of a second certification type for school nurses is a good one. Many districts do not have nurses in the classroom regularly and when they do, it's not effective due to continued class interruption. We need to have school nurses who are certified in the nursing aspect of the job for those who will not be teaching. There is a nursing credentialing process offered through the National Association of School Nurses - perhaps you could look to this rather than recreate the wheel. I would say that I think we need school nurses who have more expertise in pediatrics (especially at the elementary school level) and public health. Having worked at Hasbro Children's Hospital for 25+ years and becoming certified as a CSNT, I was stunned at the lack of experience and knowledge some school nurses had in the nursing care of children. I realize adding this requirement to certification would narrow the pool of applicants, but I think it's best for the safety of the students. Perhaps adding a pediatrics class to the required course load for certification would help.  
Lastly, I hope I understand the webinar correctly in that our Professional Learning is to be made more flexible. I have sat in countless PD's meant for classroom teachers that were frankly a waste of time. I was recently certified as a children's yoga teacher and then implemented an after school yoga and meditation class. This sort of activity should count as credit toward my Professional Learning. Districts reimburse teachers for courses and classes taken for advanced study, but support staff such as nurses and social workers are not often approved for tuition reimbursement for courses in their area of expertise.

Hope this feedback is helpful!

Take care,



**PREP-RI Review Team Performance Report**  
**Providence College**  
**Final Error Report**

Page	Suggested Correction	Status
6	In the "graduate" column, programs in All Grades and Secondary Education are identified as leading to an MA or M.Ed. degree. These programs lead only to an M.Ed. degree; a MA is not an option.	Changed as suggested
21	Course is misidentified. Should read "In EDU 390 and EDU 418L, a practicum experience," rather than "In EDU 390L, a practicum experience..."	Changed as suggested
21	Course is mischaracterized. Should read "In EDU 418: Teaching Students with Mild Moderate Disabilities, candidates review and analyze the IEP of a student" rather than "In EDU 390: Assessment of Children with Individual Differences...."	We left this as is because the case study is listed as being in EDU 390: Assessment of Children with Individual Differences.
21	Leadership is misidentified. First sentence should begin "Program leadership" rather than "Provider leadership..."	Changed as suggested
23	Course is misidentified. In first full sentence, course number should read "EDU 231" not "EDU 321".	Changed as suggested
30	Admissions performance task mischaracterization. Should read, "For the admissions pedagogical performance task, the candidates must submit an instructional package that includes graded lesson plan, sample student and observation form" rather than "For the admissions pedagogical performance task, the candidates must submit a lesson and completed observation form."	We have made the change. However, please note that S3.4ESEAdmissionsAssessmentInstrumts mentions only the lesson plan and observation, while ESE 3.4_Admissions Instruments talks about the instructional package.
30	Grade calculation mischaracterization. Should read "Course and practicum grades are based on all course assignments as well as..." rather than "Course and practicum grades are based on key assignments as well as..."	We did not make a change to keep language consistent across other reports.
31	Requirements are mislabeled. Second and third sentences should read "Candidates must have a passing score on the Praxis Special Education, must meet or exceed standard on the professionalism observation scale, and must have a professional growth writing response rated as proficient. Candidates must also score a B- or higher in each of the two student teaching notebook.s"	Changed as suggested



**Teixeira, Angela**

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**From:** Wagner, Ken  
**Sent:** Wednesday, May 30, 2018 3:06 PM  
**To:** Snider, Mary Ann; Foehr, Lisa; Kevin Gallagher; Teixeira, Angela  
**Subject:** Fw: Thank you for your support

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**From:** Erika Iafrate <eiafrate@blackstonevalleyprep.org>  
**Sent:** Wednesday, May 30, 2018 10:28 AM  
**To:** Wagner, Ken  
**Subject:** Thank you for your support

Dr. Wagner,

I had the pleasure of meeting you this morning at Blackstone Valley Prep, ES2. My name is Erika Iafrate and I am the school nurse for this building. I wanted to thank you again for your support of the certification changes for the School Nurses within Rhode Island. I have had the pleasure of working at BVP for almost 5 years now. I had previously worked at Women and Infants Hospital in the Neonatal ICU as well as Hasbro Childrens Hospital in the Emergency Department. I have been taking classes at RIC to obtain the school nurse teacher certification over the past 4 years but have found it difficult as a mother of two young children working full time and taking classes. I do not do any teaching at BVP, as our PE teachers provide health education but have found that most of the classes I am required to take are education classes and not related to nursing.

It is my belief that all schools in Rhode Island should have a qualified nurse working within the building. Unfortunately, due to the difficult requirements for certification, many nurses are not entering this rewarding area of nursing. Most work full time and have done so for many years. Requiring further college education to obtain certification to work in a non teaching position often deters others from taking school nurse positions. As a result, many schools within the state do not have a qualified medical professional working daily in a school. The health and well being of our states children is of utmost importance, and should be considered a top priority along with a quality education.

Thank you again for your support of certification changes. Studies have shown and proven that healthy students who are attended to by school nurses have better outcomes in school. These changes will allow more nurses to join myself and my 4 colleagues to better the overall outcomes of all children in the state.

Sincerely,

Erika L. Iafrate, RN  
School Nurse  
Blacstone Valley Prep, ES2

--  
Erika L. Iafrate, RN  
School Nurse. ES2





✓  
**Keenan, Mary**

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**From:** Teixeira, Angela  
**Sent:** Tuesday, October 2, 2018 2:56 PM  
**To:** Wagner, Ken; Snider, Mary Ann; Foehr, Lisa  
**Cc:** Keenan, Mary  
**Subject:** FW: Teacher requirement changes.

**From:** ljfalvey@verizon.net [mailto:ljfalvey@verizon.net]  
**Sent:** Tuesday, October 02, 2018 2:45 PM  
**To:** Teixeira, Angela <Angela.Teixeira@ride.ri.gov>  
**Subject:** Teacher requirement changes.

Dear Ms. Teixeira,

I read with dismay the proposed changes to teacher requirements. I have 35 years experience in public schools and have also taught teacher prep courses at the college level. These changes will impose unfair demands on our teachers and further discourage best candidates to enter our ranks at a time when we need to incentivize the best and brightest. Districts should identify and respond to specific needs within their personnel by providing professional development *during the school day* so that colleagues can collaborate with school-based peers long term.

I would respectfully suggest that instead of focusing your efforts on highly qualified veteran teachers you instead look to concentrate on the "fast track" teachers such as TFA who statistically do not last in the classroom and add nothing long term to a district.

Laura Falvey, NBCT, Ph.D

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RHODE ISLAND  
COLLEGE

Department of Health,  
Physical Education,  
and Recreation

October 11, 2018

Good afternoon Honorable Chairman, Honorable Members of the Board, and Commissioner,

My name is Alice Brady I am a CSNT who holds a Bachelor's degree in Nursing, Masters Degrees in Counseling and Health Education and a Doctorate in Educational Leadership. In addition to my time serving the students of the Providence School Department and the North Providence School Department I have taught Methods and Procedures of School Nursing (HPE 531) at RIC for the past 17 years. This graduate level course is required by RIDE for SNT Certification. It is not included in any undergraduate programs in nursing.

I am here today to share with you how this course prepares the [baccalaureate prepared RN] student for the practice of school nursing that defined by the NASN is a specialized practice of professional nursing that advances the well-being, academic success and lifelong achievements of all students.

This course presents a Wellness Model of Health Services and Education for all children. This preparation supports the student to succeed physical, emotionally and socially and "Be Ready to Learn."

Interwoven throughout the course are aspects of the cultural diversity and global perspective of school health: past, present, and future.

When it comes to mastering any skill set "the learning is in the doing." This is why HPE 531 is designed to be multi-faceted providing the student school nurse-teacher with many opportunities to expand their knowledge and acquire practical skill to provide optimal services to their students.

Further, the course requirement of shadowing of an exemplary CSNT enhances learning and helps breathe life into the State of RI Rules and regulations.

The class is conducted in a seminar style with expert guest speakers.

SINCE 1980 THIS COURSE HAS BEEN OFFERED BY RIC.

SINCE 2000 APPROX 200 STUDENTS HAVE TAKEN THIS COURSE.

HPE 531 provides students with the opportunity to:

1. Thoroughly utilize resources and information found in the State of RI School Health Regulations.





2. Practice vision, hearing, and scoliosis screening techniques following the nursing process utilizing standards set forth in State and National guidelines.
3. Comply with regulations pertaining to immunizations and the control of communicable diseases, as defined by the Academy of Pediatrics, the Centers for Disease Control, and the RI Department of Health.
4. Explore methods of advocating and collaborating for children's health in the home, school and community, utilizing effective written and verbal communication.
5. Identify the activities and services that the Certified School Nurse-Teacher must provide under IDEA, 504 and other Federal Regulations.
6. Write Individualized Health Care Plans and Emergency Care Plans for students experiencing deviations in their health. The student shall apply a Nursing Diagnosis in an Educational setting so that the student will succeed physically, emotionally, and "Be ready to Learn" to attain academic success.
7. Define the principles of the Family Education Rights and Privacy Amendment (FERPA) and understand how it affects the confidentiality of the student and family involved and to understand HIPAA as it applies to school-based health centers.
8. Compile data relative to agencies (local, regional and national) that can be utilized to ensure that Health Promotion and Illness Prevention are afforded to all students, family and staff, throughout the community.
9. Review and examine the Standards for Health Education for the State of Rhode Island that are used in curriculum planning and apply one section to a learning opportunity in a classroom setting.
10. Recognize the potential for professional growth through use of technology, the internet, membership in professional organizations and utilize available research so as to develop Individualized Health Care and Emergency Care Plans.

For the reasons stated above and for the overwhelming amount of testimony shared at these hearings I sincerely hope that you will deny the alternative pathway. Rhode Island's children deserve a school nurse who is qualified, competent and academically prepared.

Thank you,



Alice



Diane Kowal, MA, BS, RN, CSNT

There are currently fewer RNs becoming certified as school nurse teachers due to there being no clear pathway to become certified. The "old way" that certified most of today's school nurse teachers required much needed coursework in school health and education. The current way, is not clearly defined, so clarity is needed. Unfortunately, one of the new pathways requires NO education in school health. Working in a school is extremely different than in a healthcare setting. The RN is alone, has no one to turn to, so needs to know the rules, regulations, and procedures that govern his/her practice. Additionally, he/she needs an immediate understanding of the school environment and his/her place within it. All of this can only be learned through working with another school nurse (which seldom happens) or by taking coursework to learn the information and procedures. Eliminating this required education for school nurses would be like taking a nurse from a maternity ward and asking her to work alone in the emergency department... With training and support, it might be doable; Without training or support it could be the recipe for a disaster. Children are attending school with considerable physical and mental health needs. We need more highly trained nurses caring for our children, not less trained. Having 2 pathways to a position could lead to an inequity in the healthcare that children are receiving in schools. One standard form of certification ensures not only competence and but equity.

Recently I was a part of a 5 person interview team to hire 2 Certified School Nurse Teachers for our district. Two of the applicants were not certified, both were RNs, with more than 3 years of experience, one in geriatrics and one at the VA. During the interview it was very obvious that they had no knowledge of the practice of school health. They did not know what an IEP was, a 504, FERPA, the Rules and Regulations of School Health, nor that the American Nurses Association had standards on School Nursing. As one of the administrators present stated, "they are both nice people and may be good nurses, but they would not be able to walk into a school and function as a school nurse." Without additional training, they would be a liability to the school, not an asset. When given a scenario of a child presenting with an acute anaphylactic reaction, both of them erroneously identified the child as having an asthma attack rather than anaphylaxis. This could have deadly consequences. Their lack of pediatric experience was even more concerning than their lack of the school environment in which they would be working.



RIDE Public Meeting for Educator  
Certification Regulations

10/11/18

My name is Cathy Jimenez Long. I am a teacher in Cranston with over 30 years experience. My evaluations have always deemed me to be a highly effective teacher. I obtained my masters degree and achieved national board certification and recertification.

Now to the point of the proposed regulations: The requirement of 30 PLUs is demanding and unattainable. It is setting educators up to fail. Personally I am nearing the end of my career and no longer have young children that require my time and financial support. I, do however, help provide 24/7 care and financial support for my 83 year old mother. I have spoken to my younger colleagues. As you might expect they are in the same predicament but for different reasons, young children new homes. College loans





When and how are we supposed to successfully complete such an outrageous demand? It begs the question has anyone added up the cost and time?

We give our all, and more, all day every day. Then we go home and continue to plan and prepare for our 21<sup>st</sup> Century lessons. When would <sup>we</sup> do that?

We do seek out and engage in meaningful professional development that enhances our pedagogy and increases student achievement.

We reflect on our teaching and student learning and then make critical decisions about what skills and content to hone. We don't base our professional decisions on universally prescribed requirements.

Although my understanding is that only publicly funded schools would have to adhere to these guidelines and why is it that we <sup>as municipal</sup> ~~are~~ <sup>workers,</sup> ~~the only service providers in the state that are~~ required to continue to maintain certification and not be compensated ~~for it?~~ <sup>while other municipa</sup> ~~and state~~ <sup>employees are compensated.</sup>

Let me put it this way, if your ultimate goal is to increase student achievement, allow the



professionals to work collaboratively with their evaluators and colleagues to formulate plans that enhance their knowledge and skill. In turn, the students will benefit.

In closing, the 30 PLU requirement coupled with the expense to the educator, is outrageous, unfair and unattainable. Help enhance the growth of our children by supporting not penalizing teachers.





## Teixeira, Angela

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**From:** Stephanie Egan <stephegan7@gmail.com>  
**Sent:** Wednesday, October 10, 2018 10:37 PM  
**To:** Teixeira, Angela  
**Subject:** Request for revision of certification requirements for Teachers of the Deaf and HOH

Stephanie Egan  
1607 Middle Rd.  
East Greenwich, RI 02818

Rhode Island Department of Education  
Angela Teixeira  
Special Assistant to the Commissioner of Elementary and Secondary Education Liaison to the Board of Education  
255 Westminster St.  
Providence, RI 02903

October 10, 2018

Dear Ms. Teixeira:

I am an Auditory-Oral Educator of the Deaf and Hard of Hearing. I have been an educator in this unique field for twenty-two years. I am writing to request that the requirements to become a certified Teacher of the Deaf and Hard of Hearing in Rhode Island be revised to include a second certification for teachers who do not use American Sign Language. I am deeply concerned that the regulations do not encompass all educators of children with hearing loss. It is important to be aware that not all Teachers of the Deaf and Hard of Hearing use American Sign Language to teach students with hearing loss. The certification requirements fail to take into account the various communication modes used to teach students with hearing loss throughout Rhode Island and the United States.

There are diverse teacher training programs for Deaf Education. Each training program focuses on a specific communication approach, or mode, to educate students who have hearing loss. Some programs train teachers to use the Bilingual/Bicultural approach, which uses American Sign Language to teach students in the classroom. English is taught by exposure to the printed word. The Total Communication approach combines visual and auditory communication. Various sign systems may be used (Signed Exact English, American Sign Language, Cued Speech, etc.) simultaneously with speech to learn English and communicate. Finally, the Auditory-Oral approach combines aided or implanted residual hearing and speechreading to develop auditory skills and spoken language. These different approaches to educating students with hearing loss provide families and students options for various modes of communication based on individual abilities, preferences, strengths and needs, and family choice.

I do not advocate for one communication mode versus another for students who are Deaf or Hard of Hearing. My guiding philosophy is that all Rhode Island families must be provided with equal access to all communication modes for their children with hearing loss from birth through 21 years of age. To provide equal communication mode options for families, Rhode Island must provide access to certified educators trained in specific communication approaches. I implore RIDE to follow what other states currently offer in providing certification options for Educators of the Deaf and Hard of Hearing – ASL and Auditory-Oral. To certify only one communication mode for Deaf Education, is to deny access and options to the others.



I welcome discussion about this critical issue. I am hopeful that we can work together to revise the certification to include all communication modes for educating children with hearing loss. Rhode Island should already be offering the highest standards of current best practice in Deaf Education.

Thank you for your consideration regarding this critical matter. I look forward to communicating with you in the near future. I may be contacted at my home – 946.6991, office – 734.3050, home email – stephegan7@gmail.com, or my work email – stephanie.egan@warwickschools.org.

Regards,

Stephanie Egan, M.S.Ed.  
Educator of the Deaf and Hard of Hearing