Guidelines for Schools and Deaf Education Professionals

What is the purpose of the NZSL@School Initiative?
The purpose of the NZSL@School is to support schools so that deaf children, who need New Zealand Sign Language, achieve educationally and socially at the same level as their hearing peers. NZSL@School provides a range of support to schools and parents/whānau, in addition to any other special education support deaf students receive, to help schools meet the learning, communication and cultural needs of deaf students who use NZSL as their primary language.

NZSL@School was approved by Ministry as an additional resource. It will grow and change to reflect the needs of deaf students, their parents/whānau and schools and any wider changes occurring within special education. This document describes NZSL@School processes that are being used. There will be ongoing consultation and schools and Deaf Educational professionals will be kept up-to-date on any changes to NZSL@School.

Who can access NZSL@School?
To guide identification, the student needs indicators that describe the children/young people who are able to access NZSL@School are:

• NZSL is the child/young person’s primary face-to-face language i.e. they use NZSL on a daily, ongoing basis at home, school and in their community
• the child/young person has a verified diagnosis of hearing impairment
• the child/young person is enrolled in a regular school, kura kaupapa, Maori medium school, or a special education school (i.e. not a Deaf Education Centre).

What support does NZSL@School provide?
The support NZSL@School provides includes:

• NZSL tuition (which includes Deaf culture) for the deaf student (if required), the parents/caregivers, family/whānau, school staff and other students in the class/school
• Teacher’s Aides or Interpreters funding to help students’ access classroom teaching and learning with others and help them participate fully in all school activities through NZSL.
• Specialist advice from Deaf Education professionals to schools on bilingual (NZSL-English/Te Reo) teaching strategies and creating school environments that support deaf children to participate fully in the life of a school and reflect their deaf culture.
• In-service training to Teacher’s Aide and teachers on teaching strategies for working with deaf students who use NZSL

NB: For full information on these resources, refer to the section NZSL@School Teacher’s Aides, Interpreters and NZSL Tutors. NZSL@School resources/funding are in addition to any other special education funding an individual deaf student may be receiving – for example, the Ministry of Education’s Ongoing Resourcing Scheme (ORS).

Who provides NZSL@School support?
Kelston Deaf Education Centre and van Asch Deaf Education Centre (DEC) provide NZSL@School support to schools where students on NZSL@School are enrolled.

For deaf students on ORS, they will continue to access resources e.g Teacher’s Aide funding and services, Resource Teachers of the Deaf (RTD) (Deaf Education Centres) or Specialist Teacher time (Ministry of Education) and Specialist Services provided to deaf and hard-of-hearing students by the DEC or the Ministry of Education. For information on ORS resourcing refer to:

• Deaf Education Resource Teachers of the Deaf – Kelston and van Asch
• Deaf Education Specialist Services – Kelston and van Asch
• Ministry of Education Specialist Services - Advisors on Deaf Children

What areas of New Zealand are Kelston Deaf Education Centre (KDEC) and van Asch Deaf Education (VADEC) responsible for?
KDEC: Students eligible to access KDEC’s NZSL@School resources and funding will be in the region bounded by a line north of New Plymouth to Taumarunui, to Turangi and across to Opotiki.
VADEC: Students eligible to access VADEC’s NZSL@School resources and funding will be in the region bounded by a line south of New Plymouth to Taumarunui, to Turangi and across to Opotiki.
Deaf Education Centre Contacts

To contact a KDEC NZSL@School team member email nzslschool@kdec.school.nz or VADEC NZSL@School team member email nzslschool@vanasch.school.nz

Access to NZSL@School

When and how to apply to for NZSL@School?
If you are working with a child whose primary face to face to language, follow the process outlined below to determine access to NZSL@School:

i) Preschool children - it is recommended that applications are made by a student's team (i.e. parents/caregivers, kindergarten staff, class teacher, school's Special Education Needs Coordinator (SENCO) deaf educationalist etc) 4-5 months prior to the pre-schooler starting school or at the same time an application for the Ministry of Education's Ongoing Resourcing Scheme (if applicable) is being made. The school Principal or their delegate, is responsible for submitting a NZSL@School Application form to their appropriate Kelston (nzslschool@kdec.school.nz) or van Asch Deaf (nzslschool@vanasch.school.nz) NZSL@School Team member. Please note that the criteria listed applies to all children regardless of any previous support from other support agencies e.g First Signs.

ii) School-Aged children – a student may already be at school and the parents and the wider student’s team may agree that the deaf student needs to have full access NZSL as it is their primary language. The student’s team will work together to complete a NZSL@School Application form. The Principal is responsible for submitting the NZSL@School Application form to the NZSL@School Committee.

The NZSL@School Application is a supplementary form attached to either of the KDEC or VADEC Resource Teacher of the Deaf/Regional Service application forms so that yourself and schools do not have send duplicate information for access to services requests.

When and how to apply to for NZSL@School?
The NZSL@School Application is a supplementary form attached to either of the KDEC or VADEC Resource Teacher of the Deaf/Regional Service application forms so that yourself and schools do not have send duplicate information for access to services requests.

What happens when a NZSL@School Application form is submitted?
The NZSL@School Application form is submitted, to the Deaf Education Centre's (DEC) NZSL@School Committee (the Committee). The Committee is responsible for overseeing all the NZSL@School applications. Each application is considered against the NZSL@School student needs indicators and within the available resources. A NZSL@School team member may contact the school for additional information if required.

If the student’s access to NZSL@school is approved, the school Principal will be notified. The Principal is responsible for notifying the parent/s and school staff. The NZSL@School Committee is responsible for notifying RTDs and any Ministry of Education staff involved with the student of the outcome of the application.

For both preschool and school aged students, if access to NZSL@School is approved by the Committee, a deaf student’s team will meet with a NZSL@School team member to discuss NZSL@School support.

Please send any queries to:
KDEC: nzslschool@kdec.school.nz
VADEC: nzslschool@vanasch.school.nz

The NZSL@School Resourcing Process

1. New Students
For both preschool and school aged students, if access to NZSL@School is approved by the Deaf Education Centre’s NZSL@School Committee, a deaf student’s team and a member of either KDEC or VADEC NZSL@School team will meet to discuss the NZSL needs of the student (based upon the student’s Individual Plan (IP)) to create an environment in the school that supports the student to learn in the classroom and participate in all school activities. The meeting will also discuss the parents and family/whanau needs and the needs of the school. The NZSL@School team member will provide information about the type and level of NZSL@School support that is available.
At the meeting, the student’s team, in discussion with the NZSL@School team member, will complete a NZSL@School Resourcing form. The form will be provided to the NZSL@School Committee by the NZSL@School team member. The Committee will then confirm the NZSL@School support that will be provided to your child, you and your family/whānau and the school via the school principal. For pre-school students, this meeting should occur before the student starts school.

2. Annual Resourcing Process for students on NZSL@School

The NZSL@School resourcing and funding each student receives will be reviewed annually. This is because NZSL@School is a new initiative and we want to ensure the NZSL@School processes are working well for students, parents, and schools as it beds in.

As a result, an annual meeting will be held each year for each student on NZSL@School. The purpose of the meeting will be to review Teacher’s Aide and/or Interpreter, NZSL Tutoring and any other support for the following school year. Each student’s team will meet during Term 3 each year to review NZSL@School resourcing (including Teacher’s Aide and NZSL Tuition) and complete the NZSL@School Resourcing Form and submit the form to the NZSL@School Committee by the end of Term 3 each year.

As the majority of students on NZSL@School are also receiving the Ministry’s ORS funding, the annual review of NZSL@School Teacher’s Aide resourcing is aligned wherever appropriate with the ORS processes and timeframes.

NB: It is recommended, that where appropriate, the deaf student is included in the meeting to review the NZSL@School resourcing they are receiving.

NB: It is also recommended that the Teacher’s Aide being paid to provide NZSL@School services is not part of the student’s meeting to determine the level/quality of NZSL Teacher’s Aide time/support required by the deaf student.

3. What happens after a NZSL@School Resourcing application is submitted?

The NZSL@School Committee reviews all the NZSL@School resourcing requests from each school early term 4. All requests are considered so that students with similar needs across New Zealand have similar levels of resourcing based on the available information and within the budget available. Schools are notified of the NZSL@School Teacher’s Aide resourcing for the following school year within 4 weeks of the end of the school year.

The notification of NZSL@School Teacher’s Aide resourcing is designed to coincide with schools also receiving confirmation of the Ministry’s ORS Teacher’s Aide funding for a student who is receiving NZSL@School and ORS funding. This will enable schools to determine the total resourcing a deaf student has and put in place Teacher’s Aide resourcing for the following school year as soon as possible before the start of the new school year.

Overview of the key dates for the annual resourcing process

Table 1: NZSL@School key annual resourcing process and dates

<table>
<thead>
<tr>
<th>Step</th>
<th>What</th>
<th>Who</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student’s lead worker sets up a meeting date during Term 3 for student’s team to review NZSL@School resourcing for following school year. or ORS Fund-holder schools or schools that hold the ORS .1 FTE or .2 FTE Specialist Teacher time for a deaf student, set up a meeting with the student’s team to review NZSL@School resourcing for following school year.</td>
<td>The student’s lead worker (e.g SENCO RTD, Ministry staff)</td>
<td>Start of Term 3 each year</td>
</tr>
</tbody>
</table>
Can a student's team apply for NZSL@School resourcing at other times during a school year?

NZSL@School resourcing meetings can be held at any time of the year under the following situations:

i) **School-Aged Students on NZSL@School**: At any stage of the year, the parents and the student's team may consider that the needs of a student on NZSL@School are changing and/or the current NZSL@School resourcing is not meeting the student’s/school’s needs. The parents and team will meet with a NZSL@School team meeting and discuss the NZSL needs of the student. The student’s team may then determine to submit a new NZSL@School Resourcing application through the NZSL@School team member to the NZSL@School Committee.

ii) **Pre-school students transitioning into school**: NZSL@School resourcing may be available to a pre-school child while the child is transitioning to school. The RTD or the Ministry person involved in supporting the transition to school should contact their NZSL@School team member to determine whether an application for NZSL@School and resources can be applied for. If approval is given, the RTD or Ministry staff (if involved) should work with the student’s team and a NZSL@School team member to apply for NZSL@School.

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### Table 1: NZSL@School key annual resourcing process and dates

<table>
<thead>
<tr>
<th>Step</th>
<th>What</th>
<th>Who</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A) NZSL@School meetings are held by each NZSL@School student’s team to complete the NZSL@School Resourcing form. Principals (or their delegate) submit the form by end of Term 3 to the KDEC or VADEC Regional Manager. B) For NZSL@School students whose ORS Teacher Aide (TA) hours are under review (as part of the Ministry’s Moderation process), the student’s worker and Ministry staff (where involved) discuss and plan adjoining meetings with school staff/parents to discuss ORS TA and NZSL@School TA hours for the following school year. ORS TA hours are submitted via the Ministry process. C) A NZSL@School Resourcing Form is submitted by a Principal (or their delegate) to their DEC Regional Manager.</td>
<td>RTD and Ministry of Education Staff</td>
<td>Completed by end of Term 3 each year</td>
</tr>
<tr>
<td>3</td>
<td>The NZSL@School Committee meets to review NZSL Resourcing requests and applications for new students to access NZSL@School.</td>
<td>DEC NZSL@School Committee</td>
<td>Early Term 4 each year</td>
</tr>
<tr>
<td>4</td>
<td>The NZSL@School Committee confirms TA funding to Principals, RTDs and Ministry staff. NB: the timing is designed to coincide with the Ministry ORS TA allocation notification to schools.</td>
<td>DEC Regional Managers</td>
<td>Within four weeks of the end of Term 4.</td>
</tr>
<tr>
<td>5</td>
<td>Conduct any reviews of Teacher’s Aide resourcing allocation.</td>
<td>NZSL@School Managers</td>
<td>Completed by end of Term 4.</td>
</tr>
<tr>
<td>6</td>
<td>Confirmation of NZSL Tuition for following school year to schools/parents.</td>
<td>NZSL@School Tutor Managers</td>
<td>By start of following school year.</td>
</tr>
<tr>
<td>7</td>
<td>RTD confirms with NZSL@School Manager that the NZSL@School Teacher’s Aide resourcing is in place</td>
<td>RTDs and NZSL@School Managers</td>
<td>By mid term 1</td>
</tr>
</tbody>
</table>

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Can a student’s team apply for NZSL@School resourcing at other times during a school year?

NZSL@School resourcing meetings can be held at any time of the year under the following situations:

i) **School-Aged Students on NZSL@School**: At any stage of the year, the parents and the student’s team may consider that the needs of a student on NZSL@School are changing and/or the current NZSL@School resourcing is not meeting the student’s/school’s needs. The parents and team will meet with a NZSL@School team meeting and discuss the NZSL needs of the student. The student’s team may then determine to submit a new NZSL@School Resourcing application through the NZSL@School team member to the NZSL@School Committee.

ii) **Pre-school students transitioning into school**: NZSL@School resourcing may be available to a pre-school child while the child is transitioning to school. The RTD or the Ministry person involved in supporting the transition to school should contact their NZSL@School team member to determine whether an application for NZSL@School and resources can be applied for. If approval is given, the RTD or Ministry staff (if involved) should work with the student’s team and a NZSL@School team member to apply for NZSL@School.
NZSL@School Funding Information

NZSL@School is a national service that Kelston Deaf Education Centre and van Asch Deaf Education Centre (the DEC) are funded to jointly provide to deaf students who are not enrolled at a DEC. The DEC are responsible for providing NZSL@School resources and funding to schools, deaf students and their parents/whānau.

Funding allocation for Teacher's Aide and/or NZSL Interpreters

Teacher’s Aide and/or Interpreter funding is allocated based on the information provided by the school’s team responsible for working with a deaf student to the NZSL@School Committee. This information is provided in the NZSL@School Resourcing Form.

The funding for Teacher’s Aide may be adjusted if:

- the Teacher’s Aide start date changes
- it is agreed by all involved with the student that support for a student needs to be renegotiated.

The NZSL@School funding is a finite resource and allocated to students according to individual needs.

The DEC also provide NZSL tuition to students, parents/whānau, school staff, hearing peers and others involved with the student based on the NZSL needs identified and from within the NZSL tutoring resource available. For information about this service, refer to the section NZSL@School: Teacher’s Aide, Interpreters and NZSL Tutoring.

What happens when a student on NZSL@School leaves a school?

Support needs to go to the right school, so a school needs to let the KDEC or VADEC Regional Manager know when a student leaves or joins their school. A school also needs to let the appropriate DEC Regional Manager (or the delegated person) know if there are any other changes that may affect this resource. These may be changes in circumstances for the student or the Teacher’s Aide and/or Interpreter. If a student on NZSL@School leaves a school, we will continue Teacher’s Aide and/or Interpreter funding for 2 weeks or as negotiated and confirmed with the KDEC or VDEC Regional Manager.

What happens when a student in NZSL@School enrols in a new school during a school year?

If it is known in advance, a meeting should be held between the new school’s staff who will work with the student and any deaf educational professional involved with a student. A NZSL@School Resourcing application form is able to be submitted to the NZSL@School Committee prior to the student starting the new school so Teacher’s Aide hours and NZSL tuition support can be confirmed prior to the student starting school.

If a student changes school without prior warning and starts straight away in a new school, the new school’s team that will work with the student and any deaf educational professional involved with the student, should meet to complete and submit a NZSL@School Resourcing form. The Principal is able to email either nzslschool@kdec.school.nz or nzslschool@vanasch.school.nz to apply for interim teacher’s aide funding while actual teacher’s aide resourcing is being finalised.

How and when do we (the DEC) pay Teacher’s Aide Resource funding to schools?

At the end of each term, a school is to invoice their DEC for Teacher’s Aides and/or Interpreter costs incurred during that term. Each invoice will include the agreed total of Teacher’s Aide and/or Interpreter hours by the school and KDEC or VADEC (plus GST on this amount.) The name of the teacher aide and the hourly rate should also be stated on the invoice.

Please note: GST Advice for Schools regarding supplementary support funding

When a child becomes entitled to supplementary support through funding such as NZSL@School, this is on top of the base funding for the school. All organisations that are GST registered have to pay and claim GST. The funding for Teacher’s Aides that we pay a school, is revenue for the school. The school sets aside the GST on that in its accounts. Although there is no GST on salaries, schools recover GST on GST applicable items. The net is paid to IRD. The DEC schools’ accountants are able to advise or a school may contact IRD for advice about GST.

Funding during the school year

We fund primary and intermediate schools for 39 weeks a year and secondary schools for 38 weeks.

Payment of Invoices

A school should ensure their bank account details are supplied on each invoice issued to either DEC. Any queries with regard to payment should be directed to the Accounts Departments of the DEC responsible for NZSL@School funding:

- KDEC ph 09 827 4859 or nzslschool@kdec.school.nz
- VADEC ph 03 326 6009 or nzslschool@vanasch.school.nz
The Ministry’s ORS and NZSL@School Teacher’s Aides funding
If you have a student in your school who is on the Ministry ORS as well as NZSL@School, the Teacher’s Aides and/or Interpreters resourcing processes are aligned with both of these funds. This is to ensure a school is able to combine the funding from these separate funding sources to employ a Teacher’s Aide or Interpreter to meet the access to NZSL needs of a deaf student.

We will notify schools within 4 weeks of the end of each year of the NZSL@School Teacher’s Aide and/or Interpreter resourcing for a student for the following school year. This enables schools to determine a student’s total Teacher’s Aide and/or Interpreter resourcing by the end of a school year, and put in place staffing for the start of the following school year.

The annual review of NZSL@School Teacher’s Aide funding is described in the NZSL@School Annual Resourcing section.

Teacher’s Aide and/or Interpreter Funding rate confirmation
Annual Resourcing Review: The hourly rate a school will be funded to employ a Teacher’s Aide and/or Interpreter for the following school year, will be agreed to at the end of a school year between a school and the KDEC or VADEC Regional Manager. The agreed hourly rate paid is confirmed in a Resourcing Confirmation letter from your KDEC or VADEC Regional Manager (refer to the NZSL@School Resourcing Form) to your school.

What is the funding rate for Teacher’s Aides or Interpreters?
The hourly rate a school will be funded to employ a Teacher’s Aide and/or Interpreter during the current school year, will be agreed as part of the process of the submitting the NZSL@School Resourcing application. The agreed hourly rate paid will be confirmed in a Resourcing Confirmation letter from the appropriate KDEC or VADEC Regional Manager to a school.

NZSL@School Reviews

Requesting a review of when a student’s access to NZSL@School has been declined
A student’s team can request a formal review when a student’s access to NZSL@School has been declined. A review needs to be requested in writing to a Kelston or van Asch Regional Manager.

NZSL@School resourcing informal/formal review process
A student’s team can request an informal or formal review of the Teacher’s Aide and/or Interpreter and NZSL Tutor resourcing. An informal review is when a school makes a verbal request for clarification about the level or type of support that has been allocated by the DEC NZSL@School Steering Committee. Formal reviews need to be requested in writing and may follow on from an informal review if a student’s team is not satisfied with the outcome of the review.

Informal review
An informal review is when a school and parents/whānau make a verbal request for clarification or raise a concern with the VADEC or KDEC Regional Manager. These concerns are usually to do with the level and/or type of support that has been allocated.
A DEC Regional Manager (or their delegate) leads the review that follows this process:
• face-to-face and/or phone discussions between the Regional Manager (or their delegate) and school and parents/whānau
• DEC Regional Manager (or their delegate) reviews the allocation of the resource for the student and keeps notes of the outcome
• the school and/or parent/whānau may make a written request for the review to become a formal review.

Formal review
A student’s team can request a formal review at any time and can also request a formal review if the student’s team is not satisfied with the outcome of an informal review. The process for the formal review is:
• the school’s Principal (or their delegate) write to the KDEC or VADEC Regional Manager requesting a formal review and including the reasons for the request.
• A DEC Regional Manager (or their delegate) will confirm receipt of the request within 10 working days.
• A DEC Regional Manager (or their delegate) reviews current information on the student concerned.
• If any further information is required, the student’s team will be asked to supply it.
• The review occurs within 10 working days of receipt of this additional information, or sooner if no additional information is needed.
• A DEC Regional Manager (or their delegate) keeps formal notes of verbal and/or written submissions made, together with any subsequent decisions and their rationale.
NZSL@School Support Information: Teacher’s Aides, Interpreters and NZSL Tutors

How does a school know the student’s NZSL support needs?
All students on NZSL@School must have a current Individual Plan (IP) that describes what the student’s special education and NZSL needs are, what goals the team has to help the student achieve, how the team will do this, and the resources needed to achieve the goals. The student’s team can also use the expertise of their Deaf Education professional. The IP will assist the team to identify the deaf student NZSL support needs.

The role of the Teacher’s Aide
The role of the Teacher’s Aide (provided through NZSL@School funding) is to provide signed communication (NZSL) so that the student can have access through NZSL to all classroom learning and school activities alongside other students. Deaf Education Centre staff and/or Ministry of Education staff working with a Teacher’s Aide and other school staff are responsible for providing these school staff with information and support on how to work successfully to facilitate NZSL communication between themselves and the deaf student, and hearing peers.

What is the difference between a qualified NZSL Interpreter and a Teacher’s Aide?
A qualified NZSL Interpreter has successfully graduated from the Auckland University of Technology NZSL Interpreter three-year training programme. Refer to the Office for Disability Issues for information on using NZSL Interpreters.

If an Interpreter is employed, they would be employed by a school under an individual employment agreement, as their role is not identified in the Support Staff in Schools’ Collective Agreement. Qualified Interpreters are generally paid at a significantly higher rate than the top of the Teacher’s Aide Scale in the Support Staff in Schools’ Collective Agreement.

A Teacher’s Aide who is employed to provide NZSL communication, may or may not be qualified as an NZSL Interpreter. They are employed by a school and are paid and work as specified in the Support Staff in Schools’ Collective Agreement.

Can a school request a qualified NZSL Interpreter instead of a Teacher’s Aide to provide NZSL?
Currently the NZSL@School is able to fund mainly Teacher’s Aides to provide NZSL communication in schools. It is recommended that a student’s lead worker discuss with their KDEC or VADEC Regional Manager (or delegated person) the possibility of the school employing a qualified NZSL Interpreter as opposed to a Teacher’s Aide before the student’s team meets to review a student’s NZSL@School resourcing needs.

Teacher Aide’s and/or Interpreters NZSL professional development?
A school is able to ask for additional funding for the Teacher’s Aide or Interpreter have employed for paid, regular professional development outside of classroom time. The purpose of the professional development in particular for Teacher’s Aides is to enable these to have NZSL tuition (provided by the DEC). To request paid professional time for a Teacher’s Aide, please use the NZSL@School Resourcing Form.

We will also notify a school of professional development opportunities for staff to attend training workshops. Please note that some professional development opportunities for Teacher’s Aides may occur during school holiday times and we may offer the opportunity for these staff to be paid while attending this training.

Teacher’s Aide and/or Interpreter sick leave
If a Teacher’s Aide or Interpreter needs to take pro-longed leave sick, it is strongly recommended that the student’s lead worker (especially an RTD or Ministry staff member) should initiate a meeting with the student’s team to discuss how to manage this situation in conjunction the school Principal or their delegated authority. If the school is facing any difficulties with this situation, they are encouraged to contact the KDEC or VADEC Regional Manager to discuss.
What is the role of a NZSL Tutor?
The DEC employ Deaf staff to provide NZSL tutoring and information about Deaf Culture to whomever a student’s team decides needs this service. The deaf student (where appropriate), family/whānau, school staff and hearing peers can have access to regular, ongoing NZSL tutoring.

The student’s team will complete a NZSL tuition request for the following school year on the NZSL@School Resourcing form during Term 3 each year. Schools will then be notified by the start of the following school year of the NZSL tuition the DEC NZSL Tutors will provide. If at any stage of the year the student’s team feels that their NZSL learning needs are changing, they are encouraged to discuss their learning needs with the NZSL Tutor.

Specialist Teachers including Resource Teachers of the Deaf and Specialist Services
If a student on NZSL@School is also on the Ministry’s ORS they retain the ORS funding and resourcing (i.e., Teacher’s Aide funding, specialist teacher and services) as well access to the NZSL@School resources.

If either of the DEC hold your school’s .1 FTE or .2 FTE ORS specialist teacher time, they are responsible for providing the RTD and Specialist Services.

If your school a) is an ORS fund-holder or b) the Ministry is the school’s ORS fund-holder, and the school holds the ORS 1 FTE or .2 FTE Specialist Teacher time, the school or the Ministry is responsible for providing the specialist teacher and services to the deaf student at the school on NZSL@School.

The DEC are responsible for providing NZSL@School additional Teacher’s Aide time and NZSL tuition to the school.

NB: A student’s team may also include a Ministry of Education person (e.g an Advisor on Deaf Children).

The Ongoing Resourcing Scheme (ORS) and NZSL@School

ORS Information
Refer to the Ongoing Resourcing Scheme for information about this special education funding.

ORS Fundholder Schools or those who hold the ORS specialist teacher time to a DEC
It is recommended that ORS fund-holder schools or schools that hold a deaf student’s ORS specialist teacher time, reach agreement with the DEC they are ‘zoned’ for, on how to work together to provide a seamless service to deaf students and parents.

Deaf Students who are not verified and on NZSL@School
Where a deaf student is not on ORS and is on NZSL@School, it is recommended that the school, the DEC staff and the Ministry (where appropriate) work together to put in place a process for working together to determine whether and how deaf specialist services support is provided to the school, parents and student.