

27 JUN 2016

Ilana Daniels  
[fyi-request-4038-2b1559b7@requests.fyi.org.nz](mailto:fyi-request-4038-2b1559b7@requests.fyi.org.nz)

Dear Ms Daniels

Thank you for your email of 22 May 2016 to the Ministry of Education requesting the following information:

- *I would like to see the current contracts MoE has with van [Asch] Deaf Education Centre. I am interested in finding how funding allocations are made for children with different ranges of hearing loss or are Deaf.*
- *I would like to see any criteria that MoE has to determine how children access different services through van [Asch].*
- *I know there are two contracts and I would like to see them both.*

Your request has been considered under the Official Information Act 1982 (the Act).

Every child has the right to education regardless of disability and schools are working hard at being inclusive. More and more supports are available for those who need extra help. Each year the Ministry, schools and Early Childhood Education providers help about 80,000 to 100,000 children and young people through access to Special Education support.

As your request notes, the Ministry has two current contracts with van Asch Deaf Education Centre. These are:

- The *Resourcing Notice for Kelston and van Asch Deaf Education Centres – 2016* (“the Resourcing Notice”); and
- The ASSIST contract between the Ministry of Education and the Combined Boards of Kelston and van Asch Deaf Education Centres (as referred to at Schedule 3 of the Resourcing Notice).

Copies of the Resourcing Notice and the ASSIST contract are attached to this letter as **Appendix A** and **B**. The criteria for accessing different services through van Asch are set out in sections 2-4 of the Resourcing Notice. Students accessing van Asch services will be either:

- deaf or hard of hearing and have moderate needs; or
- verified under the Ongoing Resourcing Scheme (ORS).

ORS provides direct support to individual students with the highest needs to enable them to be present, participate and learn. ORS funding is additional to the teacher funding and operational grants that are paid to schools for every New Zealand school student. ORS has

nine criteria covering five areas of student need for additional support: learning, hearing, vision, physical, or language use and social communication.

To meet ORS criteria, students must have:

- ongoing extreme or severe difficulty with any of the above need areas, or
- moderate to high difficulty with learning, combined with very high or high needs in any two need areas.

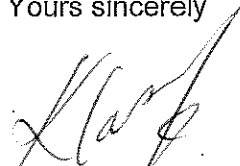
Further information about ORS funding criteria, as it specifically relates to children with different ranges of hearing loss, can be found on the Ministry's website at:

<http://www.education.govt.nz/school/student-support/special-education/ors/criteria-for-ors/>

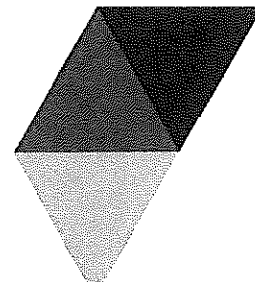
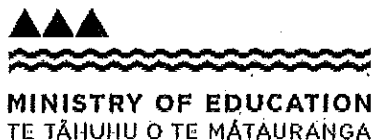
Thank you again for your email. Van Asch Deaf Education Centre is the appropriate point of contact should you require further information about allocation of funding and criteria.

You have the right to ask an Ombudsman to review this decision. You can do this by writing to [info@ombudsman.parliament.nz](mailto:info@ombudsman.parliament.nz) or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Katrina Casey  
Deputy Secretary  
Sector Enablement and Support



15 December 2015

Combined Board Chair  
van Asch and Kelston Deaf  
Education Centres  
Truro Street  
Sumner  
Christchurch

National Office Resourcing Division  
45-47 Pipitea Street  
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Telephone: 04 463 8383  
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Dear Combined Board Chair

## Resourcing Notice for Kelston and van Asch Deaf Education Centres – 2016 (GST Inclusive)

Kelston Deaf Education Centre (KDEC) and Van Asch Deaf Education Centre (VADEC) (the Centres) are established under Section 98 of the Education Act 1964 as special schools. The Centres have core day school and residential functions, early intervention, regional teaching, specialist services, resource centre and technical service roles, and separate early childhood services.

Government agreed in 1998 that these core functions and additional services should continue in alignment with the wider Special Education 2000 initiatives. It was agreed that core school and residential functions should be resourced in accordance with the principles that resource all schools, and that the additional early intervention, regional, specialist, resource centre and technical service functions be resourced on a contractual basis.

In October 2010 the *Success for All, Every School, Every Child* vision introduced a range of changes that affect the service responsibilities of the Centres. From 2012 the Resourcing Notice included specific changes related to the implementation of this policy.

The Centres' services will contribute to the implementation of the New Zealand Disability Strategy; particularly through Objective 3 (Provide the best education for disabled people) and Objective 13 (Enable disabled children and youth to lead full and active lives).

The Ministry and Combined Board will meet six-monthly to discuss new directions, emerging opportunities, alternative use of resources and proposals which have the potential to improve the responsiveness and targeting of services to students, their families and their schools, including where such proposals may require review of resourcing approaches, processes or quantities.

### Current opportunities

The Ministry recognises that the education sector is operating in a state of continuing change as we work together to sharpen the focus on lifting the outcomes for Government's priority learners. Government's preferred contracting approach lifts its focus on the outcomes sought from procurement. Work programme matters of particular relevance during 2016 include:

- consolidation of the sector shift to the Advisor on Deaf Children focus on the Early Years for Deaf and Hard of Hearing children and deployment of agreed service provision to the two Deaf Education Centres

- discussion, including with the Ministry for Social Development, to develop new arrangements for accessing funding for interpreters for Deaf staff (see Schedule 3 of this Notice)
- continued strengthening of the national network of services, including Regional Teaching Services, to:
  - further build relationships with regular schools
  - ensure Board members understand their role in leading a national network of services
  - support sector partnerships, such as with the Advisors on Deaf Children, cochlear implant programmes, Deaf Aotearoa and the New Zealand Federation for Deaf Children
  - develop an agreed framework, including for: data collection; resource development, storage and access; pedagogy and assessment; IT Systems and Human Resource and Payroll management; and technical service provision
  - develop a common outcomes framework, including for NZSL and NZSL@School implementation
  - align student need, workforce capability and capacity, and service design and delivery
  - consider opportunities for inclusion of siblings in the programmes and approaches for Deaf and Hard of Hearing children.
- ongoing participation in the Ministry's NZSL work programme, attached as Appendix 1, on access to the curriculum through NZSL for young children and school students, including:
  - consideration of NZSL competency assessment, bilingual pedagogies, and approaches for online and remote services
  - supporting deaf students to interact and learn together
  - strengthening the NZSL@School initiative to become an integral part of service delivery in line with the Human Rights Commission report, *A new era in the right to sign*
  - deployment decisions about the use of NZSL tutoring and interpreting.
- discussion to confirm the purpose of and the outcomes sought from the Ministry investment in
  - early intervention services, including from each Centre and the First Signs Service
  - clarify the outcomes sought from the funding of Technical Services.
- working together to agree incident reporting thresholds and a process for notifying the Ministry of Education where a student's safety has been at risk. This is in addition to mandatory reporting via the Student Discipline System to report on stand downs and suspensions and Board decisions made following this. The Vulnerable Children's Act and the revised Health and Safety Act have raised greater awareness around accountabilities in relation to managing student risk. As the Ministry approves student placements in a residential setting it has a duty of care to know that this is working for that student from a wellbeing perspective
- discussion on prioritisation for utilisation of any underspend.

[Ministry contact person: Brian Coffey, Special Education Strategy, National Office]

## Investing in outcomes

This Resourcing Notice records each Centre's resourcing for the 2016 school year. It also outlines the basis of the resourcing received, sets the purposes for which it can be used and explains the payment cycle and processes.

The Ministry seeks to understand the value gained from its investment. This funding is to support the Centres to lift outcomes for their students, including those receiving regional services. The Centres' annual planning and reporting will be the basis for addressing the accountabilities relating to this resourcing. The annual report should address matters related to this Resourcing Notice, including:

- progress towards meeting the specified outcome expectations
- the adoption of research-driven, evidence-based practices
- the collection of data to support service and practice decisions, including in regular schools
- the national provision of professional learning and development, and evidence of relevant skill development, including in NZSL, to lift staff capability for service delivery. Each Centre's teaching staff are expected to be (or become) competent in using NZSL in their interactions and teaching where this is the appropriate communication mode for a given student or group of students
- evidence of the contribution of changed practice on participation and achievement, including for students receiving services in regular schools
- progress to strengthen the national networks of sensory services, including further collaboration with BLENNZ where relevant
- strategic planning for the network of provision for staff and students, including learning pathways, and creating greater efficiencies through working as a single network of services, such as reducing the replication of accommodation, services, systems and new initiatives

Where the DEC is the delegated fund manager for ORS specialist services and teacher aide support, each Day School's reporting against the ORS Agreement continues through its local Ministry of Education, Special Education office.

## Components of the Notice

This notice includes four sections which describe the areas of service and related resourcing entitlements:

**Section 1** of this notice outlines resourcing for the day schools including staffing entitlements and operational funding, additional day school funding, special education resourcing and property entitlements.

**Section 2** of this notice outlines resourcing for the early intervention services. The Centres will operate via the governance of the Board's Early Childhood Centre Trust<sup>1</sup>.

**Section 3** of this notice outlines resourcing for short-term (including immersion courses) and long-term residential education services, including the purpose, expected outcomes of this funding and the obligations of the Centres.

**Section 4** of this notice outlines resourcing for national services, including regional teaching and specialist services, and resource and technical services.

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<sup>1</sup> The Combined Board has established a separate Charitable Trust to govern the day to day operations of its early childhood programmes.

This notice also includes three schedules which provide summaries of the resourcing entitlements:

**Schedule 1** provides a summary of KDEC's 2016 Resourcing covered by this notice.

**Schedule 2** provides a summary of VADEC's 2016 Resourcing covered by this notice.

Funding will be paid in equal instalments. The Centres' operational funding amounts include a 1.00% Budget 2015 adjustment for the 2016 school year. As for other schools this resourcing is subject to Ministry of Education audit.

**Schedule 3** records any additional contracts or funding streams to those covered by this notice.

The current iteration of the NZSL Project work programme is attached as **Appendix 1**.

This Resourcing Notice should be read in conjunction with each Centre's 2016 staffing and operations grant entitlement notices.

Yours sincerely



Brian Coffey  
Group Manager  
Special Education Strategy



John Clark  
Group Manager  
Resourcing

Released under the Official Information Act

# Section 1: Day School

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## **Staffing entitlements and operational funding**

Staffing entitlements are established and administered as for all state schools in accordance with the *Education (2016 School Staffing) Order 2015* (the Staffing Order).

Operational funding information is available on the Ministry's website

<http://www.education.govt.nz/school/running-a-school/resourcing/operational-funding/>

Further information is available through the Ministry's contact centre on (04) 463 8383 or [resourcing@education.govt.nz](mailto:resourcing@education.govt.nz)).

## **Additional funding**

The following additional funding recognises the additional costs resulting from each Centre's servicing a regional student catchment:

### **Designated lead school for administrative purposes (KDEC)**

- Telephone and postage                      **\$22,050** per Centre
- Combined Board expenses                **\$108,754** paid to van Asch

## **Special education resourcing**

Ongoing Resourcing Scheme (ORS) resourcing is student specific. ORS resourcing follows the student and is separate from, and additional to, operations funding and staffing entitlements.

ORS verified students enrolled with a Centre have the same supplementary resourcing entitlements as other ORS students.

The Centres are the Specialist Service Provider for enrolled ORS verified students.

The terms and conditions for these specialist ORS services are detailed in the separate *Specialist Service Provider: Schools in respect of ORS and School High Health Needs Funding* agreement (the ORS Agreement) with the Ministry of Education's national office.

## **Property matters**

The property entitlement for special education facilities is provided on the Ministry's web pages: <http://www.education.govt.nz/school/property/state-schools/school-facilities/special-education-facilities/>

A Property Occupancy Document and a 10 year property plan are in place for the Centres.

Work on the regional network of Sensory Resource Centres continues to ensure suitable condition of facilities and accommodate increases in Resource Teachers of Deaf (RTDs), NZSL tutors, Resource Teachers of Vision (RTVs) and Developmental Orientation and Mobility instructors across the country.

#### **KDEC**

The rebuild of the Archibald Campus is well progressed, with completion and handover of the new school programmed for the beginning of term 1 2016. To facilitate the construction KDEC operations have temporarily relocated to alternate sites in Auckland.

To discuss these matters further please contact Karen Pederson, Project Manager on (09) 632 9462 or [Karen.Pedersen@education.govt.nz](mailto:Karen.Pedersen@education.govt.nz).

#### **VADEC**

Van Asch's renewed Five Year Property Agreement (5YA) is \$147,750.00 (GST exclusive) covering the period 2011/12 to 2016/17. As with all schools in the Christchurch Schools Rebuild Programme, this budget has been frozen. Approval will be given for any health and safety projects and infrastructure projects on a case-by-case basis as the need arises. Discussions between Van Asch and the Ministry are ongoing about whether day and residential facilities remain on the Christchurch Schools Rebuild Programme's budget.

To discuss these matters further please contact your School Property Advisor, Gill Maher, on 03 378 7794 or [Gill.Maher@education.govt.nz](mailto:Gill.Maher@education.govt.nz).

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## Section 2: Early Intervention Services

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### **Purpose**

The Centres' integrated early intervention early childhood centres provide co-ordinated and specialist early childhood teaching for deaf and hard of hearing children under 6 years of age. These services are for children enrolled in, or referred to, the early childhood centre at KDEC or VADEC and their families/whānau. The services provided are to complement rather than duplicate those of other providers.

The KDEC early childhood centre has an all day licence for a maximum of 30 children over the age of 2 years. The early childhood centre is the base for the KDEC's early intervention services. The Board also has a close working relationship with the Kelston Primary School Community.

The VADEC early childhood centre has a sessional licence for a maximum of 17 children per session over the age of 2 years and 5 under the age of 2 years. The early childhood centre is the base for the VADEC's early intervention outreach services. The early childhood centre's sessional, student roll generated funding is as per the Ministry's *Early Childhood Education Funding Handbook*, available from the Ministry's website ([www.education.govt.nz](http://www.education.govt.nz)).

### **Service prioritisation**

The centres offer a bilingual environment using NZSL and spoken English, characterising the Deaf community in which these children live.

Children accessing a Centre's early childhood centre through this resourcing stream must be under 6 years of age and not enrolled in school, and:

- deaf or hard of hearing, or
- siblings of deaf or hard of hearing children, or
- Children of Deaf Adults (CODAs).

### **Service requirements**

Services shall be consistent with early childhood and special education best practice and with the requirements of Te Whāriki.

### **Outcomes**

The outcomes sought are improved short and longer-term educational outcomes for the children enrolled.

### **Staffing**

KDEC's 2016 staffing for the early intervention service is 2.00 FTTE's and 2 management units.

VADEC's 2016 staffing for the early intervention service is 2.50 FTTE's and 2 management units.

### **Funding**

KDEC's 2016 funding for the early intervention service is \$200,104.

VADEC's 2016 funding for the early intervention service is \$15,155.

## Section 3: Residential Services

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### **Purpose**

The Centres provide fully funded short-term (including immersion courses) and long-term residential services for deaf and hard of hearing students to support and extend their education opportunities.

The residential programme enables students to live in a safe and challenging environment that promotes their learning, development and independence through an integrated educational and residential programme. The residential services provided are in accordance with any Individual Education Plans and/or Individual Transition Plans that apply.

Students receiving long-term residential services from a Centre may receive their education services from that Centre, or from another provider, including by accessing schooling at a regular school, but remaining enrolled at the DEC. All Residential funding will remain with the DEC.

### **Admission process**

#### **Long term residential services**

Long term residential services are available to all KDEC students. The first priority for residential enrolments is for students who are ORS verified and from outside the Auckland urban area, who reside north of a line from Taumarunui to Turangi to Opotiki, and who are between 10 and 21 years of age<sup>2</sup>.

Long term residential services are available to all VADEC students. The first priority for residential enrolments is for students who are ORS verified and from outside the Christchurch metropolitan area, who reside south of a line from New Plymouth to Taumarunui, to Turangi to Gisborne, including the South Island, and who are between 10 and 21 years of age<sup>3</sup>.

The following admission indicators guide the decision:

- The student's Individual Education Plan (IEP) identifies that their education needs will best be met by residential placement at that time.
- The placement would not compromise their or any other student's safety.
- The student is involved in and understands the decision to live away from home to support their education.
- A suitable placement is available.

#### **Short term residential services**

The Centres' short-term and immersion courses are resourced from within residential education services funding.

These courses, from one day to 10 days in duration, are held nationally and regionally.

### **Funding**

KDEC's 2016 funding for residential services is \$1,356,172. Residential services funding is based on KDEC's current maximum residential roll of 23 students.

VADEC's 2016 funding for residential services is \$1,155,961. Residential services funding is based on VADEC's current maximum residential roll of 20 students.

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<sup>2</sup> In exceptional circumstances the Ministry of Education may agree to students from within the Auckland metropolitan area. The Ministry however, will not separately fund the daily travel costs of these students.

<sup>3</sup> In exceptional circumstances the Ministry of Education may agree to students from within the Christchurch metropolitan area. The Ministry however, will not separately fund the daily travel costs of these students.

### **Funding purpose**

This funding is to fully meet the service costs necessary to maintain a well run residential facility including:

- furniture and equipment;
- transport and vehicles where required and as specified;
- recreational equipment and resourcing for residential programmes;
- repairs, replacement and maintenance of the above;
- full accommodation and residential service related costs, and
- short term immersion courses.

The maintenance (and associated funding) of residential buildings is explicitly excluded.

These residential services are fully funded by the Ministry, and the Centres will not seek funding from the residential students (clothing, personal items and pocket money excluded).

### **Outcomes**

Students will receive equitable access to services that respond to their specific educational, social and wellbeing needs

### **Obligations of the Centres**

The Centres will at all times comply with the Education (Hostels) Regulations 2005<sup>4</sup>.

The Centres will:

- (a) deliver these services in an integrated manner between the day and residential schools focussing on best practice, innovation, consistency, equity and accessibility
- (b) continue to develop expertise, and innovation in the provision of residential educational services to advance the quality of care being provided to students and that ensures their safety
- (c) provide a challenging environment that promotes individual learning, development and independence through the integration of educational and residential programmes
- (d) achieve positive learning outcomes for individual students consistent with the student's Individual Education Plan
- (e) work in a way that achieves effective working relationships with others who provide services and support for the students
- (f) provide and/or organise transport for residents to/from their caregiver at least once each term
- (g) ensure that the parent (or legal guardian) has agreed to the enrolment and a Section Nine Agreement has been signed by both the parent (or legal guardian) and the Special Education, Ministry of Education District Manager from the locality where the student lives
- (h) ensure effective liaison between the school and family, caregiver or whānau,
- (i) ensure students maintain contact with family, caregiver, or whānau and other age appropriate social networks and other people who are deaf or hard of hearing.

<sup>4</sup> Refer [www.education.govt.nz/goto/hostels](http://www.education.govt.nz/goto/hostels)

# Section 4: National Services

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## **Regional Teaching and Specialist Services**

The Centres provide a range of regional teaching and specialist services to deaf and hard of hearing students.

KDEC services are for deaf and hard of hearing students in the region generally bounded by a line north of Taumarunui to Turangi to Opotiki. This service excludes students for whom KDEC is their school of enrolment

VADEC services are for deaf and hard of hearing students in the region generally bounded by a line south of New Plymouth to Taumarunui, to Turangi to Gisborne and including the South Island. This service excludes students for whom VADEC is their school of enrolment.

### **Admission process**

Students accessing a Centre's regional teaching services are:

- deaf or hard of hearing and have moderate needs, or
- verified under the Ongoing Resourcing Scheme.

Access to services is prioritised on student need. Subject to Ministry policy, the following admission indicators guide admission onto caseloads for children who:

- have profound, severe or moderately-severe hearing losses
- exhibit a significant communication deficit
- are between 3 and 8 years of age
- are late aided
- are transitioning from ECE to primary<sup>5</sup>, primary to secondary, or who are changing mainstream schools
- sitting national qualifications
- are from homes where little or no English is spoken
- have deaf or hard of hearing parents/caregivers
- ORS funding has been aggregated to support Resource Teacher of the Deaf services or to be transferred to enrolling schools to provide special education teacher time.

Children are not to be excluded from services on the grounds of other disabilities alone.

Advisors on Deaf Children will assist with prioritisation of students under 5 years of age for service.

The policy and admission procedures will be reviewed annually.

### **Guidelines for identifying students**

The range of teaching and specialist services provided for students will:

- be decided on the basis of individual need, and
- reflect the importance of language, communication and culture to the student's success.

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<sup>5</sup> Includes transitioning from contributing to intermediate

Priority will be given to children who need:

- specialist 1:1 teaching
- assistance to educators with curriculum adaptation and delivery
- assistance to educators with specialist advice, guidance and assistance with learning environments and management
- assistance to educators with assessment of learning outcomes involving language and literacy achievement.

### **Outcomes**

The following outcomes will be evident in relation to the service priorities:

- Students will receive equitable access to services that respond to their specific educational, social and wellbeing needs.
- deaf and hard of hearing students have access to the New Zealand Curriculum, New Zealand Sign Language, Deaf studies, literacy and speech-language therapy, as well as other appropriate learning opportunities, that respond to their specific needs.
- students demonstrate improved learning achievement,
- accurate student achievement information is available.

### **Discontinuation or discharge process**

Services may be reduced, discontinued or transferred to another provider where the student:

- leaves the coverage area, or
- demonstrated achievement no longer warrants a service, or
- has a lower level of need relative to other students seeking a service, or
- is consistently truant, or
- where ORS special education staffing is transferred to the enrolling school to best meet the needs of the student.

Caregivers, students and schools will receive reasonable notification of any proposed change in service provision.

### **Role of service provider**

The Centres will:

- deliver the specified range of advice and service options to students enrolled in state funded mainstream settings, the schools they attend and to family/whānau,
- provide administrative and operational support for staff delivering these services,
- provide data to profile student needs and to demonstrate service effectiveness,
- liaise with other providers of services to students, including BLENNZ, Deaf Aotearoa, Advisors on Deaf Children, the cochlear implant programmes, and the New Zealand Federation for Deaf Children, at local and national levels
- provide training and professional development to regional services staff involved in the provision of regional services to students, their families, whānau and schools.

### **Staffing**

The Education (2016 School Staffing) Order 2015 provides staffing of up to 107.50 FTTE for the employment of Resource Teachers Deaf<sup>6</sup> (RTD) at KDEC and VADEC.

KDEC's allocation is 40.00 FTTE RTDs, plus 2.00 FTTE regional co-ordinators.

VADEC's allocation is 60.00 FTTE RTDs, plus 3.00 FTTE regional co-ordinators.

### **Funding**

The 2016 travel and administration funding for KDEC's 42.00 FTTE is:

• travel	\$487,840
• administration	\$157,121
<b>Total (rounded)</b>	<b>\$644,961</b>

The 2016 travel and administration funding for VADEC's 63.00 FTTE is:

• travel	\$594,300
• administration	\$235,681
<b>Total (rounded)</b>	<b>\$829,981</b>

### **Extension to Regional Teaching and Specialist Services (ORS aggregation)**

Additionally, the regional teaching and specialist services provision was extended from the beginning of 2012 with the inclusion of staffing allocated to the Centres through the aggregation of ORS special education staffing for deaf or hard of hearing students verified as having a high or very high need in hearing.

The partial FTTE teacher time received by the Centres is now aggregated so that full-time teachers with experience and relevant qualifications can be employed. These teachers have the same employment terms and conditions as RTDs and are known as RTDs.

This staffing is detailed as Special Education Staffing on the staffing entitlement notices.

KDEC's 2016 travel (rate 3) and administration funding for up to 13.00 FTTE aggregated ORS staffing positions is:

• travel	\$136,204
• administration	\$ 48,633
<b>Total (rounded)</b>	<b>\$184,837</b>

VADEC's 2016 travel (rate 3) and administration funding for up to 11.00 FTTE aggregated ORS staffing positions is:

• travel	\$115,250
• administration	\$ 41,151
<b>Total (rounded)</b>	<b>\$156,401</b>

<sup>6</sup> Also known as Itinerant Teachers of the Deaf

## **Resource Development, Professional Learning and Development, and Technical Services**

The Centres provide a range of resource and technical services to deaf and hard of hearing students.

### ***Purpose***

Resource, professional learning and development, and technical services provide:

- deaf and hard of hearing students with support for on-going access to assistive listening services (including hearing aids and FM systems), plus the related fitting, repair and maintenance technical support
- curriculum support and extension resources for students and providers, and
- relevant residential and in-service training for providers of support services to deaf and hard of hearing.

The staff delivering these services will have expertise in the areas of New Zealand Sign Language, Deaf Studies, literacy, speech and language, information and communications technology, counselling and guidance.

KDEC services are for deaf and hard of hearing students in the region generally bounded by a line north of Taumarunui to Turangi to Opotiki. This service excludes students for whom KDEC is their school of enrolment

VADEC services are for deaf and hard of hearing students in the region generally bounded by a line south of New Plymouth to Taumarunui, to Turangi to Gisborne and including the South Island. This service excludes students for whom VADEC is their school of enrolment.

### ***Admission process***

- Students accessing ongoing access to assistive listening services must be
  - deaf or hard of hearing, or
  - a hearing aid user
- Those accessing curriculum support and extension resources are
  - students who are deaf or hard of hearing
  - classroom teachers
  - families/whānau.
- Those accessing residential and in-service training for providers of support services are
  - classroom teachers
  - teacher aides to students with hearing impairments
  - families/whānau.

Access to services is prioritised on student need.

### ***Outcomes***

Students who are deaf or hard of hearing, their families/whānau and the schools they attend have access to comprehensive resources and support. These resources and support are to improve the student's educational outcomes.

### **Role of the provider**

The Centres will provide the following resource and technical services:

- for students enrolled in KDEC/VADEC's base school:
  - the fitting of assistive listening devices,
  - audio logical assessment;
  - the repair and maintenance of assistive listening devices,
  - the supply of consumables for assistive listening devices (e.g. batteries, accessories etc)
- for students within the regional service coverage area:
  - the repair and maintenance of assistive listening devices, and
  - the supply of consumables for assistive listening devices, (e.g. batteries, accessories etc).

The Centres will also:

- maintain effective liaison with Ministry of Education Advisers on Deaf Children (AoDC), District Health Board audiologists and assistive listening technology providers, Deaf Aotearoa and the New Zealand Federation for Deaf Children
- create, store, adapt and make available a national pool of curriculum support and extension resources for use by deaf and hard of hearing students, their families/whānau and providers of support services (including classroom and specialist teachers and teacher's aides), and
- provide residential and in-service training for:
  - providers of support services to deaf and hard of hearing students
  - deaf and hard of hearing students and their families/whānau.

### **Staffing**

KDEC's 2016 staffing resource and technical services is **3.00 FTTE's and 3 management units.**

VADEC's 2016 staffing resource and technical services is **3.00 FTTE's and 3 management units.**

### **Funding**

KDEC's 2016 funding for these services is **\$1,001,142.**

VADEC's 2016 funding for these services is **\$1,001,142.**



# Schedule 1

## Summary of KDEC's 2016 Resourcing covered by this notice (GST Inclusive)

Component	Staffing	Funding
Telephone and postage		\$22,050
Early intervention service	2.00 FTTE's and 2 management units	\$200,104
Residential services		\$1,356,172
Regional teaching and specialist services	40.00 FTTE RTDs, plus 2.00 FTTE regional co-ordinators	\$644,961
ORS aggregation		\$184,837
Resource and technical services	3.00 FTTE's and 3 management units	\$1,001,142
<b>Total</b>		<b>\$3,410,629</b>

## Travel and administration funding (42.00 FTTE)

Tier	FTTEs	Travel rate	Travel total	Admin rate	Admin total	Total
1	6	\$4,489.91	\$26,939.44	\$3,740.97	\$22,445.82	\$49,385.26
2						
3	8	\$10,477.26	\$83,818.11	\$3,740.97	\$29,927.76	\$113,745.87
4	28	\$13,467.24	\$377,082.62	\$3,740.97	\$104,747.17	\$481,829.80
5						
	<b>42</b>		<b>\$487,840.17</b>		<b>\$157,120.76</b>	<b>\$644,960.93</b>

## Travel and administration for ORS aggregation staffing (13.00 FTTE)

Tier	FTTEs	Travel rate	Travel total	Admin rate	Admin total	Total
3	13	\$10,477.26	\$136,204.42	\$3,740.97	\$48,632.62	\$184,837.04
	<b>13</b>		<b>136,204.42</b>		<b>\$48,632.62</b>	<b>184,837.04</b>

This Resourcing Notice should be read in conjunction with KDEC's 2016 staffing and operations grant entitlement notices.

# Schedule 2

## Summary of VADEC's 2016 Resourcing covered by this notice (GST Inclusive)

Component	Staffing	Funding
Telephone and postage		\$22,050
Combined board expenses		\$108,754
Early intervention service	2.50 FTTE's and 2 management units	\$15,155
Residential services		\$1,155,961
Regional teaching and specialist services	60.00 FTTE RTDs, plus 3.00 FTTE regional co-ordinators	\$829,981
ORS aggregation		\$156,401
Resource and technical services	3.00 FTTE's and 3 management units	\$1,001,142
<b>Total</b>		<b>\$3,289,444</b>

### Travel and administration funding (63.00 FTTE)

Tier	FTTEs	Travel rate	Travel total	Admin rate	Admin total	Total
1	5.4	\$4,489.91	\$24,245.50	\$3,740.97	\$20,201.24	\$44,446.74
2	15.8	\$7,483.59	\$118,240.64	\$3,740.97	\$59,107.33	\$177,347.98
3	16	\$10,477.26	\$167,636.21	\$3,740.97	\$59,855.53	\$227,491.74
4	9	\$13,467.24	\$121,205.13	\$3,740.97	\$33,668.73	\$154,873.86
5	11	\$14,815.69	\$162,972.57	\$3,740.97	\$41,150.68	\$204,123.25
0	5.8			\$3,740.97	\$21,697.63	\$21,697.63
	<b>63</b>		<b>\$594,300.05</b>		<b>\$235,681.14</b>	<b>\$829,981.20</b>

### Travel and administration for ORS aggregation staffing (11.00 FTTE)

Tier	FTTEs	Travel rate	Travel total	Admin rate	Admin total	Total
3	11	10,477.26	\$115,249.90	\$3,740.97	\$41,150.68	\$156,400.57
	<b>11</b>		<b>\$115,249.90</b>		<b>\$41,150.68</b>	<b>\$156,400.57</b>

This Resourcing Notice should be read in conjunction with VADEC's 2016 staffing and operations grant entitlement notices.

# Schedule 3

## Specific additional services funded separately

The Centres' Combined Board, independently of this notice, have successfully tendered for the following services. These contracts are noted solely for the purpose of disclosure of the Centres' financial interests and obligations.

For van Asch Deaf Education Services -

School	Contract	Description	Term	Price (annual)
KDEC & van Asch	MoH (for MoE)	<b>Cochlear Habilitation services</b> - joint venture with KDEC / Hearing House, and contract with van Asch/SCIP	01/01/16 to 30/6/16 & 01/07/16 to 31/12/16	KDEC \$196,000 p.a. VADEC \$ 326,000 p.a.
KDEC & van Asch	MSD & MoE	<b>Interpreter Funding</b> - Workbridge communication access and adaptation for Deaf adults (staff). Subject to review of criteria and processes. [Please note that the Ministry for Social Development has requested that arrangements be changed for paying interpreters through Workbridge for communication access and adaptation for Deaf adults (staff). Details are yet to be finalised but we understand that the Centres will be able to invoice the Ministry of Education for this purpose up to a fixed cap, after which access to Workbridge support may be sought.]	01/01/16 to 31/12/16	\$5,000 p.a. per staff VADEC \$130,000
KDEC & van Asch	MoE	<b>ASSIST</b> (non ORS verified students Y4+) <ul style="list-style-type: none"> <li>Differentiate service description –ORS , RTD, ASSIST</li> <li>Embed Adviser / RTD deployment adjustments for all sixteen Ministry Districts</li> <li>Resourcing – 6 FTE</li> </ul>	01/01/16 to 30/6/16 And 01/07/16 to 31/12/16	\$192,000 combined
KDEC & van Asch	MoE	<b>NZSL@School</b> - services to students for whom NZSL is their primary language to access curriculum. The Centres will continue to invoice the Ministry against confirmed delivery of NZSL@School services until the initiative is embedded as business as usual within an NZSL implementation plan, yet to be developed.	01/01/16 to 30/6/16 And 01/07/16 to 31/12/16	\$1.67M combined (TBC)
KDEC		<b>TAP funding</b> for playgroup in Ormiston Area	August 2015 to August 2017	\$100k



## CONTRACT

### BETWEEN

The Secretary for Education acting by and through Julie Hook Manager, Practice, Special Education, of the Ministry of Education (the "Ministry").

### AND

The Combined Board of Trustees for Kelston and Van Asch Deaf Education Centres (the "Contractor")

### THE PARTIES AGREE AS FOLLOWS:

- 1 Purpose of the Contract**
- 1.1 The parties acknowledge the purpose of the Contract as detailed in Schedule A of this Contract.
- 2 Term**
- 2.1 Unless earlier cancelled or terminated in accordance with clause 18, this Contract shall start on 1 January 2016 and end on 31 December 2016.
- 3 Obligations of the Contractor**
- 3.1 The Contractor shall provide the Services specified in Schedule A ("the Services") to a standard acceptable to the Ministry. In particular the Contractor shall:
  - a) provide the Services in accordance with the performance measures set out in Schedule A.
- 3.2 The Contractor shall comply with all legal requirements that are applicable to the performance of this Contract.
- 3.3 The Contractor shall comply with any notified Ministry security requirements (including access to IT systems), any relevant health and safety policies and procedures and the Ministry's protected disclosures procedures (all of which are available on request).
- 3.4 The Contractor shall act in a manner consistent with the State Services Commission's *Standards of Integrity and Conduct*. These standards include obligations to act fairly, impartially, responsibly and in a trustworthy manner, and are available on the State Services Commission website, or on request from the Ministry.
- 3.5 The Contractor agrees that under this Contract it is not an employee, partner, joint venture partner or agent of the Ministry. Personnel employed by the Contractor are not employees of the Ministry under this Contract, and shall not purport to act as employees of the Ministry.

- 3.6 The Contractor shall be solely responsible for all ACC levies, Goods and Services Tax, PAYE, insurance premiums, superannuation payments and any other payments due and payable.
- 3.7 In the delivery of the Services the Contractor shall recognise the environment in which the Ministry of Education operates, including the requirement for political neutrality, transparency in accounting for expenditure and high public expectations regarding professional and ethical conduct.
- 3.8 The Contractor acknowledges that the Ministry does not guarantee that a new contract with the Contractor will be entered into on the expiry or termination of this Contract and that it has no legitimate expectation that the Ministry will do so.

#### **4 Obligations and Rights of the Ministry**

- 4.1 Subject to appropriation by Parliament, the Ministry agrees to pay the Contractor the amounts specified in Schedule C, in the manner specified in that schedule, and subject to the terms and conditions contained within this Contract.
- 4.2 Payments shall be made within 20 working days following :
- a) acceptance by the Ministry of satisfactory delivery of the relevant Services specified in Schedule A; and
  - b) acceptance by the Ministry of the relevant reports specified in Schedule B; and
  - c) receipt by the Ministry of a GST invoice.
- 4.3 The Ministry reserves the right to withhold payment or make part payment where the Services specified in Schedule A have not been completed, or where the reports specified in Schedule B have not been provided, to the satisfaction of the Ministry.
- 4.4 Extra work carried out by the Contractor beyond the scope of this Contract shall be deemed to have been gratuitously performed by the Contractor, who shall have no claim against the Ministry.
- 4.5 The Ministry may use and receive information relating to the delivery of the Services under this Contract for the purposes of:
- a) monitoring the delivery of the Services under this Contract,
  - b) developing or improving the Services, and related policies and practices,
  - c) evaluating the Contract.
- 4.6 The Contractor acknowledges that the Ministry may collect and hold information about the Contractor (including the Contractor's agents, employees or sub-contractors engaged in the provision of Services under this Contract) and such information may be used for the purposes of managing, co-ordinating, and reporting on the Ministry's contracting activities. The Ministry may be required by parliamentary select committees or the Official Information Act 1982 to supply information on the Contractor, the nature of the work undertaken, and

its costs. The Contractor has the right of access to, and may request correction of, information held by the Ministry.

## **5 Monitoring and Evaluation**

- 5.1 The Contractor shall conduct ongoing monitoring and evaluation of the Services provided and shall include into its operations any modification to the Services considered necessary by the Contractor or the Ministry.
- 5.2 The Contractor grants the Ministry the right to full and unrestricted access to the Contractor's records related to the delivery of the Services. The Ministry or its nominated evaluator shall have the right to observe the operations of the Contractor, including the delivery of any Services, and to conduct interviews with any one involved in the operations under this Contract providing reasonable notice is given to the Contractor.

## **6 Review**

- 6.1 If a review process is included in Schedule A then the Ministry and the Contractor shall undertake a review or reviews of this Contract at the time or times specified.
- 6.2 Following a review the Ministry may propose amendments to the whole or part of this Contract. Both parties shall then seek to agree on what amendments, if any, shall be made to the Contract.

## **7 Information and Records**

- 7.1 The Contractor shall comply with all directions from the Ministry on the use, storage, return and destruction of any information obtained by the Contractor in providing the Services.
- 7.2 The Contractor shall complete and keep up-to-date records and information relating to the Services, and shall allow the Ministry full and unrestricted access to the records and information.
- 7.3 The records shall clearly identify relevant time and expenses incurred in providing the Services.

## **8 Contractor Behaviour**

- 8.1 The Contractor shall ensure its staff (employed or contracted) and sub-contractors act in a professional manner at all times when acting under this Contract and delivering any of the Services provided under it.
- 8.2 The Ministry may require the Contractor to remove from participating in the delivery of the Services any of the Contractor's staff or sub-contractors considered to be in breach of acceptable and appropriate behaviour. Acceptable and appropriate behaviour shall be largely assessed on the basis of the Contractor's Staff Guidelines or any similar document. Reference may also be made to the State Services Commission's Standards of Integrity and Conduct.

## **9 Sub-contracts**

9.1 The Contractor shall not sub-contract the whole or part of its obligations under this Contract to a third party unless:

- a) it has made prior application to the Ministry giving full particulars of the part of its obligations which it wishes to sub-contract, and of the proposed sub-contractor, and
- b) these particulars are approved by the Ministry in writing.

9.2 The appointment of a sub-contractor shall not relieve the Contractor of any of its obligations under this Contract.

9.3 Any sub-contract shall specifically state that any Intellectual Property rights in any work produced by the sub-contractor remain the property of the Ministry.

#### 10 Confidentiality

10.1 Subject to the Official Information Act 1982, the Privacy Act 1993 and any other relevant legal obligation to disclose information, the Ministry and the Contractor shall keep confidential all Confidential Information relating to or arising out of this Contract. The Contractor shall use such Confidential Information only for the purposes of providing services under this Contract.

10.2 "Confidential Information" means any information disclosed by either party to the other ("the recipient") directly or indirectly in any form:

- a) that has been marked as confidential;
- b) whose confidential nature has been made known, in writing or orally with specific written notification of such oral disclosure within three days afterwards; or
- c) that due to its character, nature, or method of transmittal, a reasonable person under like circumstances would treat as confidential.



## 11 Media

- 11.1 The Contractor shall immediately advise the Ministry (through the person nominated as the contact person for the Ministry) if it becomes aware of any issue about the operation or management of this Contract that has or may have media or public interest.
- 11.2 The Contractor shall not issue to the media or any member of the public any oral or written statement about the operation of this Contract without prior consultation with the Ministry.

## 12 Public Release of Information

- 12.1 Either party may, in consultation with the other party, release or publish information it holds under the Contract if it is necessary to publicise the Services or to facilitate the efficient operation of this Contract.
- 12.2 Where high profile issues arise in relation to any aspect of this Contract then:
- a) Either party shall immediately advise the other if it becomes aware of any issue about the operation or management of this Contract which has or may have media, political and/or public interest;
  - b) Neither party shall make or issue to the media or any member of the public any oral or written statement or comment on the operation or management of this Contract, without prior consultation with the other party; and
  - c) Each party shall promptly advise the other if it is required by law to provide information in relation to any aspect of this Contract, other than information released by the Ministry under clause 4.64.6.

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## 13 Intellectual Property rights

- 13.1 All intellectual property rights (including copyright) in all works and material produced under this Contract ("New Works") shall remain the property of the Ministry.
- 13.2 Each party shall continue to own all intellectual property rights that it held before the commencement of this Contract.
- 13.3 The Contractor agrees that it shall not itself, or through any agent or third party, deal in any way with the Ministry's intellectual property rights under this Contract without the Ministry's prior written consent or licence.
- 13.4 The Contractor shall not infringe any third party intellectual property rights in developing any work under this Contract, and indemnifies the Ministry against any third party claim against the Ministry for breach of a third party's intellectual property rights in delivery of the Services under this Contract.
- 13.5 The Contractor shall take all reasonable steps to ensure that the Ministry has the ongoing ability to use without additional cost any New

Works that are derived from any intellectual property owned by or licensed to the Contractor before the commencement of this Contract

- 13.6 Unless agreed otherwise in writing, the Contractor shall grant or gain all consents as may be necessary to enable the Ministry to use the works developed under this Contract at no additional charge.

#### 14 Variation

- 14.1 The parties may by mutual agreement in writing vary this Contract and any such variation shall then form part of this Contract.

#### 15 Force Majeure

- 15.1 Neither the Contractor nor the Ministry shall be liable for any failure to perform any obligation under this Contract if prevented from doing so by reason of war, fire, flood, storm, riot, an act of God, or any other extraordinary event beyond the control of either of the parties (a "Force Majeure event").
- 15.2 The Ministry shall not pay the Contractor for any services that the Contractor is not able to perform because of a Force Majeure event.
- 15.3 Should either party know or anticipate that a Force Majeure event shall prevent either party from complying with this Contract, that party must:
- a) notify the other of the expected duration of that non-compliance; and
  - b) consult with the other party as to the best method of minimising the effects of that event.
- 15.4 Each party shall bear its own loss or damage arising from such an event.

#### 16 Warranty of Interest

- 16.1 The Contractor warrants that it has no actual or potential conflicts of interest and shall not undertake any further work which may place the Contractor in a conflict of interest position with respect to the Services to be provided to the Ministry.
- 16.2 If an actual or potential conflict of interest comes to the attention of the Contractor during the term of this Contract, it shall notify the Ministry immediately.

#### 17 Disputes

- 17.1 Together the parties shall take all reasonable steps to resolve any dispute that may arise in connection with this Contract.
- 17.2 If the parties are unable to resolve the dispute by discussion within 14 days, the parties may refer the dispute to mediation. Mediation shall proceed in a manner agreed to by the parties.
- 17.3 If the dispute remains unresolved after mediation, then the dispute may be submitted to arbitration in accordance with the Arbitration Act 1996.

17.4 When practical to do so, the parties shall continue to perform their respective obligations under this Contract during the resolution of any dispute.

17.5 The parties shall share the costs of mediation or arbitration equally or as determined by the arbitrators.

## **18 Termination and Cancellation**

18.1 Notwithstanding the following clauses either party may terminate this Contract by giving the other party 2 weeks written notice.

18.2 Either party to this Contract may terminate this Contract by giving the other party 14 days' written notice of termination where either party has breached an obligation or failed to perform an obligation under this Contract.

18.3 The parties may mutually agree in writing to cancel this Contract at any time.

18.4 If the Contractor is not able to provide the Services for more than 30 days because of any Force Majeure event, the Ministry may terminate this Contract by written notice.

18.5 Where termination or cancellation occurs under this clause-

- a) The Ministry is obliged to pay only for the work already completed; and
- b) The Contractor is not obliged to undertake further work.

18.6 Subject to the terms and conditions provided for in this Contract, the parties shall not be liable to the other for damages, compensation or any other remedy at law or in equity for cancellation or termination of this Contract.

## **19 Survivability**

19.1 For the avoidance of doubt, the obligations set out within clauses 10 (Confidentiality), 11 (Media), 12 (Public release of information) and 13 (Intellectual Property rights) shall continue despite the termination or expiry of this Contract.

## **20 Notices**

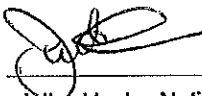
20.1 Notices pursuant to this Contract shall be given in writing and shall be delivered or sent by prepaid mail, facsimile or email to persons and addresses specified in the Schedules.

**21 Entire Agreement**

21.1 This Contract, together with the Schedules shall be the complete and exclusive Agreement between the parties and supersedes all previous arrangements, whether written oral or both, relating to such matters.

**SIGNATURES OF THE PARTIES TO THIS CONTRACT**

Signed by



Julie Hook, National Manager, Practice,  
SE Ministry of Education

For and on behalf of the Secretary for  
Education.

SIGNED this ~~4<sup>th</sup>~~ day of July 2015

28 Day of March  
2016

Signed by



Rachel Douglas

Board Chair

Combined Board of Trustees for  
Kelston and Van Asch Deaf Education  
Centres

SIGNED this 21<sup>st</sup> day of March

2016

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## Schedule A

### Schedule A, Part 1: Outcomes and Service Description

#### Purpose of Contract

The purpose of this Contract is to enable the Ministry of Education and the Deaf Education Centres to progressively implement new ways of providing hearing services to specified groups of deaf and hearing impaired students and their families.

#### General Description of the Services to be provided

The Contractor will deliver the Services as specified in Part 2 of this schedule. In summary these services are to:

- Continue to December 2016 the new approach to deaf education services piloted in Waikato, Hawkes Bay in 2013, then implemented in Canterbury, Taranaki, Bay of Plenty East and Bay of Plenty West in 2014.
- Implement the new approach to deaf education services across the remaining 10 districts (Tai Tokerau, Manukau, Auckland City, North West Auckland, Gisborne, Central Districts, Greater Wellington, Nelson/Marlborough /West Coast, Otago and Southland.
- Work collaboratively with the Ministry to further refine and develop the new approach to deaf education services.

The Outcomes to be achieved are specified in Part 2 of this schedule. The amount payable for each output is summarised in Schedule C.

#### Assigned Staff

The Contractor shall ensure that the Contractor's staff, agents and sub-contractors, their replacements or substitutes and any other personnel involved in providing the Services have the skills, experience and training necessary to provide the Services under this Contract. Any personnel failing to meet these standards must be replaced immediately by a suitably qualified person at the Contractor's own cost. The Contractor will assign the following staff to provide the Services under this Contract. The Contractor will not use any other personnel without the Ministry's prior written consent:

*Resource Teachers of the Deaf employed by Kelston Deaf Education Centre and Van Asch Deaf Education Centre*

#### Monitoring and Evaluation

The Ministry of Education will conduct a formal review of the Contract.

The review meeting will be convened by the Ministry in consultation with the Contractor. As a guideline the following items will always be included in the agenda for these meetings:

1. Review achievement against desired outcomes.
2. Develop an action plan for any further work arising from the discussion.
3. Agree and document any changes to timeframes arising from additional work items or changes and who is responsible for delivery.
4. Set dates for future meetings/ reviews.

**Schedule A, Part 2 – Specified Services**

**Outcome 1:** Continue the new approach to deaf education services in Waikato and Hawkes Bay districts and implement the new approach in 4 additional districts

<p><b>Description</b> <i>What is the outcome we expect from this Contract?</i></p>	<p>The Contract will enable re-deployment of specific services from the Ministry of Education AoDC service to Deaf Education Centre Regional Services.</p>
<p><b>Purpose</b> <i>Why are we doing this work?</i></p>	<p>The Wilson Report (2011) on AoDC services recommended that AoDC services have a stronger early intervention focus to better support the New Born Hearing Screening programme. The Ministry accepted this recommendation and is progressively redeploying work done by AoDC in school settings now to the Deaf Education Centres.</p>
<p><b>Role of Contractor</b> <i>What do we expect the Contractor to be responsible for in delivering this outcome?</i></p>	<p>Services for the following groups of students will be deployed to the Deaf education Centres:</p> <ul style="list-style-type: none"> <li>• Deaf and Hearing Impaired Students non ORS Y4 to Y13, with learning and communication needs.</li> <li>• Deaf and Hearing Impaired Students non ORS Y4 to Y13 and Deaf and Hearing Impaired Students ORS verified (aggregated to the DEC's) Y1 to Y13 who use FM assistive equipment.</li> <li>• Deaf and Hearing Impaired ORS verified (aggregated to the DEC's) Y1 to Y13 students.</li> </ul>
<p><b>Volumes</b> <i>How many or what range of outcome are we purchasing?</i></p>	<p>This Contract includes services to students in cohorts from the original six districts where work done by AoDC in school settings has now been deployed to the Deaf Education Centres, and the remaining 10 Districts included from July 2015.</p> <p>The volumes below represent the number of students deployed across to the DEC's at the start of stage three of the implementation process for the remaining 10 Districts commencing July 2015:</p> <ul style="list-style-type: none"> <li>• <b>Tai Tokerau (May 2015)</b> <ul style="list-style-type: none"> <li>○ 18 Y4+ non ORS verified students</li> <li>○ 12 ORS verified students</li> </ul> </li> <li>• <b>North West Auckland (May 2015)</b> <ul style="list-style-type: none"> <li>○ 47 Y4 + non ORS verified students</li> <li>○ 17 ORS verified students</li> </ul> </li> <li>• <b>Auckland City (May 2015)</b> <ul style="list-style-type: none"> <li>○ 17 Y4+ non ORS verified students</li> <li>○ 16 ORS verified students</li> </ul> </li> <li>• <b>Manukau (May 2015)</b> <ul style="list-style-type: none"> <li>○ 23 Y4+ non ORS verified students</li> <li>○ 17 ORS verified students</li> </ul> </li> <li>• <b>Gisborne (May 2015)</b> <ul style="list-style-type: none"> <li>○ 6 Y4+ non ORS verified students</li> <li>○ 1 ORS verified students</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Central Palmerston North (May 2015)</b> <ul style="list-style-type: none"> <li>○ 7 Y4+ non ORS verified students</li> <li>○ 5 ORS verified students</li> </ul> </li> <li>• <b>Greater Wellington (May 2015)</b> <ul style="list-style-type: none"> <li>○ 21 Y4+ non ORS verified students</li> <li>○ 18 ORS verified students</li> </ul> </li> <li>• <b>Nelson/Marlborough/West Coast ( May 2015)</b> <ul style="list-style-type: none"> <li>○ 21 Y4+ non ORS verified students</li> <li>○ 17 ORS verified students</li> </ul> </li> <li>• <b>Otago (May 2015)</b> <ul style="list-style-type: none"> <li>○ 12 Y4+ non ORS verified students</li> <li>○ 19 ORS verified students</li> </ul> </li> <li>• <b>Southland (May 2015)</b> <ul style="list-style-type: none"> <li>○ 12 Y4+ non ORS verified students</li> <li>○ 12 ORS verified students</li> </ul> </li> </ul>
<p><b>Delivery Methods</b> How do we expect the Contractor to deliver against the outcome?</p>	<p>By provision of Deaf Education Centre regional services</p>
<p><b>Outputs</b> What specific outputs do we expect to see the Contractor delivering?</p>	<p>DEC responsible for deaf or hard of hearing Students non ORS Y4 to Y13.</p> <ul style="list-style-type: none"> <li>• Short term service with primary focus of supporting adults to support Learners. Service provision may include: <ul style="list-style-type: none"> <li>○ Recent referral (not new) requiring assessment of ongoing needs, one to two terms intervention.</li> <li>○ Transition to a new facility.</li> <li>○ Specific learning or communication need identified requiring short term intervention.</li> </ul> </li> </ul> <p>DECs continue to take a leadership role in the provision of services to ORS verified students (aggregated to the DECs) verified due to hearing loss.</p> <p>DECs responsible for all new referrals for deaf or hard of hearing Students Y4 to Y13.</p> <p>DECs responsible for transition and the monitoring and management of assistive technology and equipment for students:</p> <ul style="list-style-type: none"> <li>• Deaf or hard of hearing Students ORS verified (aggregated to the DECs) Y4 to Y13</li> <li>• Deaf or hard of hearing Students non ORS Y4 to Y13. FM System user, learning needs met within classroom programme. Service provision may include: <ul style="list-style-type: none"> <li>○ One off contact per annum unless otherwise required.</li> <li>○ Respond to requests for repair or replacement of FM Systems.</li> <li>○ Replacement Applications (when required).</li> <li>○ Transfer of FM equipment to new facility.</li> <li>○ New applications (if required).</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>o Provide training in use of equipment (if required).</li> </ul>
<b>Underpinning principles/Policies</b> <i>What policies, documents or procedures do we expect to be followed?</i>	<ul style="list-style-type: none"> <li>• "National Plan for the Education of Deaf and Hearing Impaired Children and Young People in Aotearoa New Zealand"</li> <li>• Draft National Statement of Direction' 2012.</li> <li>• Draft Model of Service –revised June 2015</li> </ul>
<b>Measurement of Performance</b> <i>How will we assess the outcomes have been achieved?</i>	Report 1 December 2015 Report 2 June 2016 Report 3 December 2016

**Outcome 2:** *Further refine and develop the new approach to deaf education services*

<b>Description</b> <i>What is the outcome we expect from this Contract?</i>	The Contract will enable a clear description of the service models that will be used by the Ministry of Education and Deaf Education Centre Regional Services
<b>Purpose</b> <i>Why are we doing this work?</i>	Nationally consistent documented service models will help ensure efficient and effective deaf education services
<b>Role of Contractor</b> <i>What do we expect the Contractor to be responsible for in delivering this outcome?</i>	The Contractor will work collaboratively with the Ministry of Education to ensure that the models of practice for deaf education services provided by both agents are effective, efficient, well documented and collectively meet client needs.
<b>Volumes</b> <i>How many or what range of outcome are we purchasing?</i>	Service models as agreed between the Ministry and DEC's are well described
<b>Delivery Methods</b> <i>How do we expect the Contractor to deliver against the outcome?</i>	By Deaf Education Centre regional services working collaboratively with the Ministry of Education
<b>Outputs</b> <i>What specific outputs do we expect to see the Contractor delivering?</i>	Documented service models
<b>Underpinning principles/Policies</b> <i>What policies, documents or procedures do we expect to be followed?</i>	<ul style="list-style-type: none"> <li>• "National Plan for the Education of Deaf and Hearing Impaired Children and Young People in Aotearoa New Zealand"</li> <li>• Draft National Statement of Direction' 2012.</li> </ul>
<b>Measurement of</b>	Report 1 December 2015



<b>Performance</b> <i>How will we assess the outcomes have been achieved?</i>	Report 2 June 2016 Report 3 December 2016
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**Outcome 3:** Determine the appropriate costing mechanism for the redeployment of services to Deaf Education Services

<b>Description</b> <i>What is the outcome we expect from this Contract</i>	The Contract will result in a determination of an appropriate costing mechanism for redeployment of services to Deaf Education Centres.
<b>Purpose</b> <i>Why are we doing this work</i>	Redeployment of services will require a change in resourcing of Deaf Education Centres. An interim costing mechanism has been used for the pilot and the pilot extension. This interim costing mechanism needs further analysis so that a final costing mechanism can be determined.
<b>Role of Contractor</b> <i>What do we expect the Contractor to be responsible for in delivering this outcome</i>	The Contractor will work collaboratively with the Ministry of Education so that a final costing mechanism for the redeployment can be determined.
<b>Volumes</b> <i>How many or what range of outcome are we purchasing</i>	A final costing mechanism is determined.
<b>Delivery Methods</b> <i>How do we expect the Contractor to deliver against the outcome</i>	By Deaf Education Centre regional services working collaboratively with the Ministry of Education.
<b>Outputs</b> <i>What specific outputs do we expect to see the Contractor delivering</i>	A documented costing mechanism.
<b>Underpinning principles/Policies</b> <i>What policies, documents or procedures do we expect to be followed</i>	<ul style="list-style-type: none"> <li>• "National Plan for the Education of Deaf and Hearing Impaired Children and Young People in Aotearoa New Zealand"</li> <li>• Draft National Statement of Direction' 2012.</li> </ul>
<b>Measurement of Performance</b> <i>How will we assess the outcomes have been achieved</i>	Confirmation of costing mechanism by 30 September 2016.

**SCHEDULE B**

**Reporting Requirements**

*The Contractors will provide milestone reports by 30 June 2016 and 30 December 2016*

*The reports will list the names of students who received services in the period and the hours of service provided. The report will also include*

- *Any issues/ risks*
- *Children not able to receive a service*
- *Feedback/ complaint s received*
- *Any relevant minutes/outcomes from organisational meetings between AoDCs*
- *Any specific information that will be relevant to Outcomes 2&3*

**End of Schedule B**

Released under the Official Information Act

**SCHEDULE C**

**Contract Value**

<b>Payment Trigger</b>	<b>OUTCOME ONE RTD services</b>	<b>DATE</b>	<b>TOTAL ex GST</b>
	Combined Board	31 March 2016	\$142,275
	Combined Board	30 June 2016	\$ 142,275
	Combined Board	30 September 2016	\$ 142,275
	Combined Board	30 December 2016	\$ 142,275
<b>FY 2015/16TOTAL</b>			<b>\$569,100</b>
<b>Total for Term of Contract excluding GST</b>			<b>\$569,100</b>

**Notes**

1. Payment will be made following the Ministry's acceptance of the Contractor's invoice.

**End of schedule C**

Released under the Official Information Act

**SCHEDULE D**

**Contact details (At the time of signing the Contract)**

Notices pursuant to this Contract shall be given in writing and shall be delivered or sent by prepaid mail, facsimile or email to persons and addresses specified in this Schedule.

<b>Ministry</b>	
Legal Name	Ministry of Education
Street address	Pipitea St Wellington
Postal address	
Prime contact	Julie Hook
Designation	Manager Professional Practice
Phone	027 705 2238
Facsimile	
Email	<a href="mailto:Julie.hook@minedu.govt.nz">Julie.hook@minedu.govt.nz</a>

<b>Contractor</b>	
Legal Name	Combined Board of Trustees for Kelston and Van Asch Deaf education Centres
Street address	
Postal address	
Prime contact	
Designation	
Phone	
Facsimile	
Email	

**End of Schedule D**

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