

103. If you agree to the continued engagement, this next process will involve the Ministry contracting a facilitator to engage with the wider special education community about the relocation/co-location proposals (which would include the communities of the three schools, and other interested parties). This facilitator would then report to the Ministry on this engagement.
104. The Boards of the three schools have already begun engaging with their communities and have provided the attached preliminary submissions. The Boards would be asked in this next phase to undertake further engagement with their own communities, and to provide any further feedback about the proposals. This further feedback would be considered alongside the submissions the Boards have already provided.
105. Disability Sector organisations will be asked to provide feedback on the co-location proposals, and this will be considered by the Ministry in formulating its recommendations to you.
106. If you agree, this next period of engagement would also involve identifying the schools that will operate the satellite provision at the new Aranui and Rolleston schools. As noted, the Ministry's preference is for this to be Ferndale School (Aranui) and Waitaha School (Rolleston).
107. The Ministry will also engage with the Establishment Boards for the new Aranui and Rolleston schools (once these Boards are in place) about the satellite provision for their schools, and will invite feedback from them about the co-location proposals.
108. This next period of engagement would run for approximately four weeks, concluding on 2 May 2014. As the special schools have already been informally engaging with the proposals, this timeframe is considered to be sufficient for this next step in the process. This should allow decisions to be made by mid-late May 2014. An indicative timeline for this process is as follows:

Date	Action
11 April 2014	Letters initiating further engagement provided to Boards
9 May 2014	Engagement ends, Boards and facilitator provide feedback
9 May – 19 May	Feedback analysed, Ministry provides report to you with recommendations
19 May – 26 May	You consider feedback and Ministry's advice and make your decisions on the proposals.

109. The feedback from the Boards and communities would be provided to you, alongside advice from the Ministry, and you would be asked to make a decision about whether each of the proposed relocations and co-locations should be progressed. The Ministry would then engage with the Boards (or Establishment Boards) of the identified mainstream partner schools and work with the Boards of both schools to implement the decisions.

110. While the Board of Waitaha School has so far indicated strong opposition to the proposed relocation and co-location, it is recommended that this school still be included in this next phase of engagement. This is to ensure that the Board and community have a further chance to engage with and fully understand the opportunity provided by the proposal. If the school remains firmly opposed to this opportunity, the Ministry would not recommend that this proposal be progressed.
111. As noted earlier, the vision for the future of greater Christchurch special schooling also includes consideration of the possibility of shared governance and/or collaborative leadership across the special schools. This was strongly supported by the Education Advisory Board. So far, the possibility of joint governance has not been traversed widely with special schools but has been raised in discussion.
112. The Ministry's view is that consideration of the options for such collaboration should take place following decisions about co-location proposals. This is because these discussions with and between the special schools could distract from the time-sensitive consideration of the relocation and co-location proposals. Further, Boards will be better placed to consider what governance arrangements are best suited to their schools once decisions about co-location proposals are known. For instance, if schools are to be co-located, their Boards would need to consider how their governance arrangements can best support coordination and collaboration with their mainstream partner schools, as well as with the other special schools.

Risks

113. Risks and mitigations associated with the proposed course of action have been identified, and are detailed in the table below.

Risk identified	Mitigation
The proposals are not progressed in a timely way, meaning the potential for the development of the Special Education network within the GCERP Property Master Planning phase will be missed, and students with special education needs and innovative service provision may not be factored into future provision in a considered and planned way.	Entering a more formal process of engagement focussed on the relocation and co-location proposals aims to avoid this risk by enabling timely decisions about these parts of the vision to be made.
Special schools and their communities are unable to give full consideration to the opportunities presented by the proposals, due to preferring the security of the status quo.	This risk will be mitigated by appointing an outside facilitator as part of the next engagement process. This will help to ensure that communities are provided with opportunities to consider the potential benefits of the proposals, as well as considering the benefits offered by the status quo.

Key local mainstream schools are not supportive of co-location or satellites on their sites. Opportunities are lost, potentially compromising the development of inclusive practices across the network and outcomes for students.	<p>In two of the communities that the co-location and satellite proposals relate to, Rolleston and Aranui, community consultation about new education provision found support for local specialist special education provision. The Ministry expects that the Establishment Boards of the Aranui and Rolleston schools would be responsive to the wishes of their communities by supporting the co-locations and/or satellite provision.</p> <p>The Ministry of Education would work closely with the Boards of the proposed partner schools and their communities, providing information, examples of successful co-locations/partnerships (eg. drawing on experience from Australian Principals and parents) and addressing any issues or concerns raised.</p>
The Board of Waitaha School will consider that continuing to engage on the proposed relocation, when it has clearly stated its opposition to this proposal, means that its views are not being listened to.	It will be made clear to the Board and its community that this is another opportunity to engage with the proposal, and submit any further feedback as part of a more formal process. No decisions will be made until after this further process, and all feedback provided (both the feedback already submitted and any further feedback) will be given full consideration before decisions are made.
Changes (eg. relocations) are not well managed, causing disruption to student learning.	The Ministry would work closely with the Boards of the special schools and mainstream partner schools to ensure that appropriate support is in place for any changes that are implemented. As well as supporting the schools, the Ministry would ensure that individual students and their families are supported through any transitions. This may include, for example, engaging change facilitators to work with Boards and families to support transition processes.

Conclusion and Next Steps

114. A reshaped greater Christchurch special schools network would improve access and equity for students with special education needs, and provide greater choice for families and whānau closer to their local communities.
115. New and rebuild opportunities across greater Christchurch would be maximised to enable students with high special education needs to learn in modern and flexible spaces. This integration would also be central to the achievement of strengthened inclusive practices in schools and across wider communities.
116. Entering a more formal process of engagement about the proposed relocation and co-location of the special schools will enable decisions about these proposals to be made in a timely way. Further engagement and progression of the other aspects of the plan will be an ongoing process between the Ministry and the Boards of the schools involved.

117. If you agree to the Ministry undertaking this more formal process of engagement, letters to each of the three special schools are attached for your signature. The signed letters will be delivered to the schools by Ministry officials on 11 April 2014.