



# School Leavers Program Design

Project Scoping



## Overview | School Leavers Program Design

1. Remedy Review
2. Project Objectives
3. Project Approach
4. Deliverables and Resources
5. Risks

The following will frame the proposed **School Leavers Program Design** for DSP Leadership, overviewing key objectives and project outcomes.

The project team is looking for **initial feedback from DSP for launching this project and any additional considerations** that should be taken into account.





## Remedy Review | School Leavers Program Design



What does the Remedy Technical Report say about 'School Leavers'?

Reference in the Remedy	Page
1.4 Create a line in the sand Post School Options program for all school leavers that disrupts crisis and out of community placement and creates new local community pathways.	125
School leavers refers to youth with disabilities preparing to leave the school system and are planning for valued roles, community life and supports after graduation.	11
Intentional efforts targeting school leavers can prevent crisis and out of community placement while creating new local community pathways.	21

## Project Objectives | School Leavers Program Design

- **Build consensus** within sector and DCS/EECD on who School Leavers Program should support, desired outcomes and potential options
- **Align with EECD priorities** such as Inclusive Education Policy, Special Education Policy (under review) and SchoolsPlus
- **Support proactive transition to adulthood** that identifies youth and families early in the lifespan and provides them with the information and resources to make proactive and informed plans on the transition to adult hood post-school
- **Implement a new program/support option** that is sustainable and person-centered within the parameters of the Remedy, DSP children and youth programs, and the PP-12 school system





## Project Approach | School Leavers Program Design

Based on the Remedy requirements, the approach of this project is to:

- 1. Research and engagements:** Gather feedback on options for similar types of services and planning supports that have been successfully deployed in other jurisdictions. Complete inclusive engagements with sector (individuals, families, providers, advocacy, education system SMEs, etc.) to determine what a program could look like in Nova Scotia. This should include incorporating the perspectives and experiences of families, parents and students with disabilities who have completed the transition from school-age to adulthood in recent years.
- 2. Test and validate:** Gather feedback on concepts identified during research and engagements, test with sector (families, first voice, education professionals, LAC/IPSCs, etc.). This would include ensuring alignment with DSP's new approach to planning and support coordination being implemented through new regional hub roles, any proposed changes to DFSC/DSP CY programs and EECD's Special Education Policy (under review) and SchoolsPlus.
- 3. Define program or service:** Design the framework for the program and determine detailed roles and responsibilities for EECD, Regional Centre for Education teams, Conseil scolaire acadien provincial, DSP and families. This could include mechanisms for identifying students who would benefit from the service, means to provide information through LACs or EECD, Regional Centre for Education teams and Conseil scolaire acadien provincial to support transition planning, and the use of funding (DFSC or new) or community supports to support transitions.
- 4. Determine implementation requirements:** Work with EECD to determine requirements for data sharing, privacy, technology and policy change to enable the new program/service
- 5. Support implementation:** Provide support to transition the service(s) into operations. This will include required activities related to training, change management, technology changes, privacy and consent requirements, departmental MOUs, ongoing reporting and pathways between DCS and EECD



## Deliverables and Team | School Leavers Program Design

Deliverables/Milestone
Research Plan and Findings
Engagement Plan and Insights
Options Analysis
Service Requirements
Data Sharing Agreement and PIA
Implementation Plan

Team Member	Role
Vicki Black	DSP Director
Andrea Denton	EPDU PM
Annie Baert	EECD Lead

A detailed schedule and milestones for deliverables will be developed during the project initiation phase.



## Risk | School Leavers Program Design

**Risk:** Legislation is not currently in place to support information sharing between EECD and DCS at this time.

**Mitigation Strategy #1:** Leverage data sharing agreements used for SchoolsPlus and School Health Partnership for a similar program approach.

**Mitigation Strategy #2:** Develop an informed consent process where families have the choice about whether to participate.

**Mitigation Strategy #3:** Complete a legislative and privacy review (PIA) to ensure EECD and DCS adhere to all privacy laws.

**Risk:** Requires establishment of new processes and procedures, supporting materials and training.

**Mitigation Strategy #1:** Leverage Government Roundtable to seek support and prioritization.

**Mitigation Strategy #2:** Investigate options for seeking more resources for EECD to support program.

**Risk:** EECD's is currently updating the Special Education Policy, including name change, this work is happening concurrently with the School Leavers Design project and may therefore impact timelines

**Mitigation Strategy #1:** Engage EECD as co-lead of project to ensure required expertise is available to advise on in-flight changes to EECD policy and planning processes, ensuring alignment with School Leavers design.

**Mitigation Strategy #2:** Incorporate regular program reviews in School Leavers design to account for future changes in EECD policy and planning approaches.