

Curriculum & Instruction 8320	Administrative Application	
	Special Project Credit	Last Reviewed /Approved on:
	References:	The Education Regulations, 2019, E0.2, REG 24 2023-24 The Registrar's Handbook for School Administrators Saskatchewan Education - Special Project Credit Policy – 2024-2027 Policy 12 – Role of the Director
	Status:	Operational

Preamble

Special Project Credit recognizes student achievement in areas outside of the regular secondary level program. Special projects are student-initiated and designed to encourage the pursuit of learning in an area of personal interest or passion. The content of the special project(s) need not be related to a specific school subject. If a special project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements. Students enrolled in Regina Catholic schools in Grades 10, 11, or 12 may apply to earn three (3) credits (one 10, one 20, one 30) for out-of-school learning initiatives on the work proposed and completed by an individual student that meets the standards. Students are encouraged to become involved in the selection, planning, and organization of their own programs by following the guidelines below:

Application

1. Before the project commences, the *Special Project Application* (see attached) must be completed and approved by the principal and school division superintendent in charge of curriculum and instruction.
2. The student shall develop a clearly planned proposal which must include:
 - a. a complete description or outline of the project,
 - b. the number of hours or work expected to complete the project (minimum of 100 hours),
 - c. a method by which the project will be carried out,
 - d. a description of the expected result,
 - e. the evaluation procedures as outlined by a teacher from the student's home school,
 - f. the expected completion date, and

- g. the name of the supervising teacher.
3. The student and the supervising teacher from the student's school will jointly develop the special project proposal and timelines and submit a copy of the final plan to the principal for review and approval.
4. The approval decision shall be made in consultation with the teacher who accepts the responsibility of supervising and evaluating the project. Another teacher may also be consulted. Because the special project credit is not based on a Ministry-approved curriculum, the mark for a special project credit will not be considered in a school's academic awards calculations. Supervising teachers may not be related to the student, except in exceptional situations.
5. The supervising teacher will monitor the project on a regular basis. The principal will review the proposal and make a recommendation to the area superintendent responsible for approval or rejection and for appropriate credit level. The project cannot begin until the project is approved.

(Criteria will include clarity of completed student proposal, learning experience, and quality of work and assessment).

6. A course plan for a special project credit may not be repeated for a second special project credit.
7. Each student will meet on a regular basis with the school-based teacher responsible for supervising the project work. The supervising teacher will discuss the student's progress with the external coaches/teachers/program heads at least three times during the project.
8. Each student will submit a final project summary (see attached).
9. The project will be completed before the next school year, unless the school has granted an extension.
10. Special project credits will receive a Standing Granted (SG) as a final mark record. A final per cent (%) mark is no longer required. All special project credits are to be submitted to the Ministry of Education using Form 8.1 Secondary Level Non-Academic Course – New Mark Addition, accompanied by a copy of the student's completed Special Project Proposal. Submit the form via HEAT.
11. The school division will not be responsible for any costs associated with a student project except for normal travel expenses if incurred by a supervising teacher who is an employee of the school division.
12. Any approved project will become part of the permanent record of the student in the school and must be completed as a pass, failure, or withdrawn.
13. The school division shall retain a copy of each special project proposal on file for a minimum of **five (5) years**.

High School Credits For Music Statements Policy

Music statements issued by the Royal Conservatory of Music (Toronto, Ontario) will be accepted by the Ministry of Education for standing in “music” at the high school level as follows:

Secondary Level Grades	Royal Conservatory Toronto		
10	Piano String Accordion Guitar	Voice	Brass Woodwind Percussion
	Grade 6 (Practical) & Rudiments 1	Grade 6 (Practical) & Rudiments 1	Grade 4 (Practical) & Rudiments 2
11	Grade 7 (Practical) & Rudiments 2	Grade 8 (Practical) & Rudiments 2	Grade 6 (Practical) & Rudiments 2
12	Grade 8 (Practical) & Rudiments 2	Grade 9 (Practical) & Rudiments 2	Grade 8 (Practical) & Rudiments 2

Statements must be submitted to the ministry before credit can be given. Certified true copies are also acceptable. All documents will be returned after evaluation. When marks in the required practical and theory work are submitted, an average of the two will be recorded as a mark at the appropriate grade level. It is not necessary to send the large certificates.

November 24, 2009

Application for Special Project Credit Regina Roman Catholic Separate School Division

There is an opportunity to earn one of three possible credits (10, 20, and 30) for activities outside the regularly offered classes of the school.

Must register in Learning Online (LO) before you are permitted to begin. This application form must be completed and **approved** by the appropriate senior administrator **before** the project begins.

The project must involve at least 100 hours of course time and must involve the learning of theory in addition to practice and performance.

- If a special project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements (e.g., distinct from PE 20).
- Student activities that would be considered a normal part of extra-curricular or co-curricular activities generally offered by a school may not be given special project credit recognition (e.g., school team sports, school newspaper, yearbook, student representative positions).
- Students should expect rigorous evaluation of progress and should take responsibility in the planning and organization of their own programs.

The credit may be at the 10, 20, or 30-level, depending on the level of difficulty. Three special project credits can be earned by a student but must involve three clearly different course requirements. The credit must be earned during the years of regular attendance in Grades 10 to 12.

The transcript will identify this credit as "Special Project" and will not identify the type of activity which was part of the project. The mark obtained may be a 'standing granted' or a percentage mark.

Because there is no provincially-approved curriculum attached to this credit, the school will not consider this mark for school award purposes.

Guidelines

Royal Conservatory of Music

Students may qualify for up to three credits in Music (Ministry regulations). If such credits are claimed, students cannot also earn a Special Project Credit.

Heritage Languages/Multicultural Activities

For the first 100 hours of successful study with an instructor, a Grade 10 credit may be earned. A second successful 100 hours of study may earn a Grade 11 credit. A third 100 hours of successful study may earn a Grade 12 credit.

Sporting Activities

A credit may be earned for coaching in a sport, as long as the student successfully completes a coaching certification course. Level one certification and 100 hours of coaching will earn a Grade 11 credit. Level two certification and an additional 100 hours of coaching will earn a Grade 12 credit. A sample format is available.

Athletic Trainers Course

Students who complete the level one course and apply their skills for a total time of 100 hours will earn a Grade 11 credit. Students who successfully complete the level two course and apply their skills for an additional 100 hours will earn a Grade 12 credit.

Cadets

The cadet instructor must provide evidence of course work and recommend a credit level.

Arts Education

In order to earn a credit in visual art, music, dance, or drama, there must be evidence of theory and learning in each of the historical, cultural/creative, and performance areas. The level of theory and performance will determine the credit level.

Other Areas

The pre-approved plan must include details about what is to be learned (not only performance) and how it will be accomplished. There must be a teacher supervisor, structured evaluation, and outside supervisor for the credit to be approved.

I have read the above statements and have discussed them with a school counsellor.

Student: _____

Parent: _____

School Checklist

Each item below must be checked by the teacher assuming responsibility for final evaluation BEFORE submitting the Special Project Credit for approval.

A supervising teacher has reviewed the above with the student and parent.

A supervising teacher has discussed student project credit evaluation with the student and has ensured that the course is rigorous, involving research and study.

A supervising teacher has set regular check-in periods.

The student has been involved in developing the course.

A school representative has made the student aware that the submission of this course is not a guarantee of course acceptance. The course may need to be adjusted or may be denied, depending on its rigor and educational content.

Teacher _____

Counsellor _____

Administrator _____

Special Project Application

This proposal must be completed and approved prior to the student beginning the Special Project Credit hours

Sections 1 to 3: To be completed by the student

Please Print or Enter Electronically (attach additional documentation if required)

Section 1: Student Information																				
Last Name:					First Name:															
Grade:			Age:			Phone:														
Section 2: Project Timeline																				
Estimated Hours (minimum 100 hours):					Expected Start Date:			Expected End Date:												
					Day	Mont h	Year	Day	Mont h	Year										
Section 3: Project Overview																				
Refer to guiding questions to help develop proposal and reflect upon learning.																				
Project Title/Topic:						Course Level Requested (check one): <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30														
Project Description*:						Guiding Questions: <ul style="list-style-type: none"> What are you going to do for your project? What do you hope to accomplish? Who or what organizations are going to be involved Who will be supporting you during this project e.g., supervising teacher, project mentor, Elder? How does your special project differ from or build upon what you have learned in school? 														
Project Rationale*:						Guiding Questions: <ul style="list-style-type: none"> Why are you interested in or passionate about this project? How will this project impact you and influence your future goals? In what ways will your project impact your community? 														

<p>Student Background:</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">• Do you have previous experience in this area of study? If so, please describe.• How is this project going to be different from, or an extension of, what you have studied in school?
<p>Project Goals, Learning Activities and Documentation*:</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">• What do you hope to learn and what knowledge/skills do you hope to acquire or improve?• How will learning and acquiring of knowledge/skills occur? For example:<ul style="list-style-type: none">○ independent study,○ formalized instruction,○ practice.• Is the quantity and rigor of learning and acquiring of knowledge/skills similar to that of regular course requirements/?• How are you going to demonstrate that you achieved your goals? For example:<ul style="list-style-type: none">○ journal entries or logs,○ video or other media,○ presentation, performance, or demonstration,○ observation notes from your mentor,○ periodic and final reports• How will you challenge yourself and target different ways of learning? For example, through:<ul style="list-style-type: none">○ critical thinking,○ researching,○ skill building,○ designing, modelling or creating.

Project Plan*:

Guiding Questions:

- What is the project timeline? (minimum of 100 hours)
 - hours per day/week/month,
 - breakdown of how hours will be spent.
- How will hours and time be divided among each aspect of the project?
- What resources will you be using and/or accessing to complete the project? For example:
 - print,
 - non-print,
 - human.
- Who will be involved with the project? for example:
 - supervising teacher,
 - project mentor,
 - instructor,
 - community member.
- How often will you meet with supervising teacher (minimum of 3 meetings) and/or project mentor?
- How will the project be assessed, evaluated, and final mark assigned?
- How will you share your learning with others? For example:
 - peers,
 - community,
 - school.

Sections 4 to 6: To be completed by the supervising teacher in collaboration with the student and project mentor (if applicable).

Please Print or Enter Electronically (attach additional documentation if required)

Section 4: Supervising Teacher Information													
Last Name:						First Name:							
Phone Number:												Email:	
Section 5: Project Mentor Information (if applicable)													
Last Name:						First Name:							
Phone Number:												Email:	
Section 6: Monitoring, Communication, Evidence of Learning and Assessment													
<p>Refer to Section 2 and Section 3 and guiding questions to support joint completion of this section. Guiding questions include: What is the plan for monitoring the student and their progress? What is the plan for sharing information, communication, consultation and reporting to ensure, mentor, parent/guardian and teacher are informed?</p>													
<p>Evidence of Learning*: Guiding Questions:</p> <ul style="list-style-type: none"> How will learning and achievement throughout the project be documented and presented? Establish roles and deadlines. 						<p>Assessments*: Guiding Questions:</p> <ul style="list-style-type: none"> How will learning and achievement throughout the project be assessed, evaluated, and final mark determined. Establish roles and deadlines. 							

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Section 7: To be completed by Student, Parent/Guardian, Supervising Teacher, and Project Mentor.

Student	Signature	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Day</th> <th style="width: 25%;">Mon</th> <th style="width: 25%;">Year</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>	Day	Mon	Year			
Day	Mon	Year						
Parent/Guardian	Signature	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Day</th> <th style="width: 25%;">Mon</th> <th style="width: 25%;">Year</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>	Day	Mon	Year			
Day	Mon	Year						
Supervising Teacher	Signature	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Day</th> <th style="width: 25%;">Mon</th> <th style="width: 25%;">Year</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>	Day	Mon	Year			
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Project Mentor (if appropriate)	Signature	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Day</th> <th style="width: 25%;">Mon</th> <th style="width: 25%;">Year</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>	Day	Mon	Year			
Day	Mon	Year						

Section 8: To be completed by Principal.

- Administrative Procedure and Special Project Form provided to and reviewed by student, parent/guardian, supervising teacher, and project mentor(s) (circle one)
- Proposal developed and submitted by student, supervising teacher, and project mentor (circle one)
- Proposal reviewed by principal and two staff members (circle one)
- Proposal recommendation (circle one)
- Course level recommendation supporting this proposal (circle one)

Yes	No
Yes	No
Yes	No
Approve	Reject
10	20 30

Principal	Signature	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Day</th> <th style="width: 25%;">Mon</th> <th style="width: 25%;">Year</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>	Day	Mon	Year							
Day	Mon	Year										
<ul style="list-style-type: none"> • Extension requested (circle one) • Extension approved (circle one) • Extended date of completion (record in space provided) 		<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Yes</td> <td style="width: 50%;">No</td> </tr> <tr> <td>Yes</td> <td>No</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Day</th> <th style="width: 25%;">Mon</th> <th style="width: 25%;">Year</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>	Yes	No	Yes	No	Day	Mon	Year			
Yes	No											
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Day	Mon	Year										
Principal (if extension requested)	Signature (if extension requested)	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Yes</td> <td style="width: 50%;">No</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Day</th> <th style="width: 25%;">Mon</th> <th style="width: 25%;">Year</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>	Yes	No	Day	Mon	Year					
Yes	No											
Day	Mon	Year										
Principal	Signature	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Day</th> <th style="width: 25%;">Mon</th> <th style="width: 25%;">Year</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>	Day	Mon	Year							
Day	Mon	Year										

Section 9: To be completed by Supervisor of Instruction

Proposal status (circle one)

Approve Conditional Reject

Supervisor of Instruction	Signature	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Day</th> <th style="width: 25%;">Mon</th> <th style="width: 25%;">Year</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>	Day	Mon	Year			
Day	Mon	Year						

Special Project Form: Communication Record

Student Name: _____

A minimum of three supervising teacher-student monitoring and three supervising teacher-project mentor(s) contact meetings are required for Special Projects. Please log the dates of meetings and have the supervising adult (e.g., parent guardian, supervising teacher, and/or project mentor(s)) sign as appropriate.

Please Print or Enter Electronically (attach additional pages if required)

Supervising Teacher-Student Monitoring Meetings		
Date (mm/dd/year)	Supervising Adult Signature	Purpose

Supervising Teacher-Project-Mentor(s) Contact Meetings		
Date (mm/dd/year)	Supervising Adult Signature	Purpose