

Administrative Procedures 216

Special Project Credit



Adopted: June 28, 2011

Amended: August 14, 2020

External References

- Education Act: Sections 4.02
- Registrar's Handbook (Section 1.6)
- Ministry of Education Special Project Credit Policy and Procedures 2019
- Ministry of Education Dual Credit Policy

Internal References

- AP 214 Locally Developed Courses
- AP 215 Dual Credit
- AP 216 Special Project Credit – Appendix A – Special Project Credit Roles and Responsibilities Expectations
- AP 216 Special Project Credit – Appendix B – Special Project Credit Questions and Answers
- AP 240 Career Development
- Form 216-1 Special Project Credit Proposal

Background

To meet the credit requirements for graduation, the Ministry of Education recognizes three Special Project Credits per student for out-of-school initiatives, on the basis of work proposed and completed by an individual student. The Special Project Credit(s) shall be named Special Project 10, Special Project 20, or Special Project 30 and may be used to fulfill elective requirements for graduation. Students must complete the credit(s) during Grades 10-12.

Granting of credit for approved out-of-school initiatives recognizes student achievement in areas outside of the regular Secondary Level program. It encourages students to become involved in the selection, planning, and organization of their own programs.

While students may use programs currently in place (i.e. Cadet Training, post-secondary courses) to develop their personal learning proposal, it is recommended that the proposal(s) be developed to meet the needs and interests of the individual student.

Credit recognition for Royal Conservatory of Music should not be awarded through the use of Special Project, but rather as a Dual Credit.

Special Projects are not to be submitted in lieu of Administrative Procedures 215 Dual Credit Courses.

Procedures

1. The school will administer the Special Project Credit process within ministry guidelines and school division policy.
2. Special Projects Credits must be completed in Grades 10-12.
3. To enroll in a Special Project Credit, the student is required to submit a personalized learning plan to the school administration, using Form 216-1 Special Project Credit Proposal.
4. Form 216-1 Special Project Credit Proposal must be completed and approved by the principal and school division superintendent (or designate) prior to the student beginning the project.
5. Special projects must be of personalized learning by a single student.
6. Special projects are to be undertaken and completed outside of the regular school program.
7. Special Projects are not intended to be delivered in a classroom by a teacher to a group of

students however, each Special Project Credit requires supervision of a teacher. A project may be undertaken with assistance of a community mentor who has expertise in the project area.

8. Where there is a need for course options not met by provincially developed curricula, schools should follow policy and procedures for approval of Secondary Level Courses (Refer to Administrative Procedures 214 Locally Developed Courses).
9. Special Projects must require a minimum of 100 hours of work.
10. When a project takes a student off campus, the provision of Administrative Procedures 240 Career Development for coordinating and monitoring shall apply, as appropriate.
11. As Special Project Credits are not covered by the Memorandum of Understanding with the Worker's Compensation Board, schools offering Special Project Credits should address legal liability and insurance implications regarding students engaged in activities outside of the school.
12. Monitoring the project ensures the student is being provided with a meaningful and appropriate learning experience and ensures the mentor is meeting his/her responsibilities. It is recommended school supervisors make contact with the project mentor and student at least three (3) times during the duration of the project.
13. Mentors for special projects should be provided with an information package containing materials such as the expectations of mentor/supervisor, project proposal, student log sheet, timelines/calendar and any other relevant information.
14. Schools shall establish procedures to communicate to parents/guardians and students the availability, administrative procedures or policies, and requirements for credit attainment for special projects.
15. The registration and mark shall be submitted to Ministry of Education following the same process used in the school for secondary level courses of study.
16. Schools shall forward a digital copy of the Special Project Credit to the Superintendent of Learning, assigned to the school and the Division Office immediately upon student completion of the credit.
17. The school division shall retain a copy of each Special Project Proposal on file for a minimum of five years and all proposals are subject to ministry auditing.

Administrative Procedures 216 - Appendix A

Special Project Credit Roles and Responsibilities Expectations



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Amended: August 14, 2020

External References

- Ministry of Education Special Project Credit Policy and Procedures 2018

Internal References

- AP 214 Locally Developed Courses
- AP 215 Dual Credit
- AP 216 Special Project Credit – Appendix B – Special Project Credit Questions and Answers
- AP 240 Career Development
- Form 216-1 Special Project Credit Proposal

Taken from the Ministry of Education Special Project Credit Policy (pages 5-7) Appendix A: Special Project Roles and Responsibilities.

Student

- Identify to appropriate school personnel interest in pursuing a Special Project Credit as per the school administrative procedure or policy.
- Complete a student-initiated and designed project proposal using the Form 216-1 Special Project Credit Proposal with support from supervising teacher and/or project mentor.
- Upon approval of the proposal, complete the work required.
- Provide evidence of learning and a minimum of 100 hours of work.
- Communicate with supervising teacher as outlined in proposal.
- Sign the completed Form 216-1 Special Project Credit Proposal.

Parents/Guardians

- Review with the student a variety of ideas for potential projects that would be personally interesting and engaging for the student.
- Review the project proposal with the student to gain understanding of the project plan including timelines, goals, activities and assessments.
- Check in with the student during the project to determine how the student is progressing and help identify supports that may be required for the successful completion of the project.
- Assume any liability and responsibility related to the student's work.
- Sign the completed Form 216-1 Special Project Credit Proposal.

Supervising Teacher

- Review the Special Project Credit as per school/division administrative procedure or policy.
- Draw on educational background to assist student in completing the Form 216-1 Special Project Credit Proposal for meaningful learning and academic rigour.
- Ensure project is designed to meet the needs of the individual student and the learning is sufficiently different from provincial courses and locally-developed courses.
- Facilitate approval process prior to student beginning the work.
- Ensure the project mentor understands their role.
- Monitor the student's progress by communicating with student and mentor (as established in the completed Form 216-1 Special Project Credit Proposal).
- Determine a final mark of SG (Standing Granted) based on mentor assessment and own evaluation of student work submitted (Note: The mentor would be contributing to student evaluation based on expertise in the project area. The supervising teacher may lack background in the project area but would assess student and mentor submitted evidence (e.g., final project presentation, journal entries, video documentation) of achievement of

- project outcomes).
- Submit a final mark of SG to the principal for sign off and addition to student official mark record.
- Refer to Form 8.1 Secondary Level Non-Academic Courses – New Mark Addition.
- Sign the completed Form 216-1 Special Project Proposal.

Program Mentor

- Draw on project-related expertise to assist student in developing the proposal for meaningful growth as well as achievement of the project goals.
- Work directly with the student to provide coaching, instruction, training, or other supports as outlined in the proposal.
- Supervise the student as outlined in the completed Form 216-1 Special Project Credit Proposal.
- Provide ongoing feedback to the student as determined in the proposal.
- Provide periodic reports to the supervising teacher concerning the student's progress as determined in the proposal.
- Draw on project-related expertise to assess and evaluate the student's progress towards achievement of the project goals.
- Sign the completed Form 216-1 Special Project Credit Proposal.

Principals

- Ensure division administrative procedures are followed.
- Review project for rigour and approve project proposal and sign prior to student beginning the work.
- Sign off on final mark and submit to the Ministry of Education in the usual manner. (Note: Special Project Credits are tied to the principal's or supervising teacher's certificate.)
- Keep the project proposal on file for five years.

Superintendent or Learning Consultant

- Ensure division administrative procedures are followed.
Review and approve project proposal prior to student beginning the work.
- Sign the completed Special Project Proposal Template.

Preparation for Special Projects – Questions for Consideration

- Has the mandatory student proposal been developed?
- Have the roles and responsibilities of school-based personnel and project mentor been identified and communicated?
- Have criteria for student assessment and evaluation been established? Who will be involved in these processes (e.g., student, supervising teacher, mentor)?
- Does the project meet the administrative procedure guidelines for the school/school division?

Administrative Procedures 216 - Appendix B

Special Project Credit Questions and Answers



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- Ministry of Education Special Project Credit Policy and Procedures 2018

Internal References

- AP 214 Locally Developed Courses
- AP 215 Dual Credit
- AP 216 Special Project Credit – Appendix A – Special Project Roles and Responsibilities Expectations
- AP 240 Career Development
- Form 216-1 Special Project Credit Proposal

Taken from the Ministry of Education Special Project Credit Policy (pages 8-10) Appendix C: Special Project Roles and Responsibilities

Questions and Answers

Q. What is the difference between a Special Project Credit and a Locally Developed Course?

- A. 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. Project proposals are approved by the school and/or school division.

Locally Developed Courses of Study are developed by school divisions and are approved by the Ministry of Education. Courses must contain original outcomes and indicators defined by the school division and be at a level of rigour consistent with provincially developed courses of study. Locally Developed Courses will be approved only as unspecified electives and become the property of the Ministry of Education upon approval.

Q. Can a Special Project Credit be related to a provincial course? i.e., automotive class or rebuild an engine on my own or with help?

- A. 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. Project proposals are approved by the school and/or school division.

Q. Is a program itself (hockey, dance, drama, etc.) grounds for a Special Project Credit or a vehicle for establishing grounds for a credit?

- A. Special projects are student-designed learning experiences, not teacher- or mentor-designed classes or programs. Students who want to collaborate on a special project with a community dance studio, or theatre company, for example, could be supported by the supervising teacher and dance/theatre mentor in identifying individualized goals and project descriptions tailored by and for each student. The mentor from the dance studio or theatre company could help co-design the learning experiences to ensure each student is able to carry out his/her individual project rather than providing a pre-set “program” that is the same learning experience for every student who is participating in a community dance or theatre class.

Q. Could extra-curricular programming be recognized for credit as a Locally Developed Course option rather than a Special Project Credit?

- A. Locally Developed Courses of Study are developed by school divisions and are approved by the

Ministry of Education. Courses must contain original outcomes and indicators defined by the school division and be at a level of rigour consistent with provincially developed courses of study. Locally Developed Courses will be approved only as unspecified electives and become the property of the Ministry of Education upon approval.

Q. What does the application look like?

A. Refer to the Form 216-1 Special Project Credit Proposal.

Q. What are the deadlines?

A. Form 216-1 Special Project Proposal must be completed and approved by the principal and school division Superintendent (or Learning Consultant) prior to the student beginning the project. Any other timelines are determined locally.

Q. Does the Memorandum of Understanding the Worker's Compensation Board apply to students while working on a Special Project Credit?

A. The Memorandum of Understanding the Worker's Compensation Board does not apply to Special Project Credit.

Q. Who assumes the responsibility and liability of the student in the unlikely event of an accident? Death?

A. It is recommended that school divisions clarify this with the Saskatchewan School Boards Association lawyers.

Q. How can a post-secondary course be used with Special Project Credits?

A. Check the dual credit course list to see if the post-secondary course is listed. If it is not, then a student proposal should be developed and approved prior to beginning the work to ensure rigour. All postsecondary courses are not created equal (e.g., they vary in hours). (Please contact the Office of the Registrar for more information.)

Effective August 1, 2019, all special project proposals are to be submitted with [Form 8.1 Secondary Level Non-Academic Courses New Mark Addition](#).

Q. Can Special Project Credits 10, 20, 30 be all attained using the same project?

A. Yes, however each project must clearly identify new learning and be distinct from previous special project submissions.

Q. What do we mean by 100 hours of work?

A. 1 credit = 100 hours. The expected start and completion dates and an outline of how the required amount of time (100 hours) must be clearly outlined in the proposal to receive the credit. The work must include all aspects of the learning such as theory, practice, etc.

Q. Is there a timeline framework to complete a special project credit? Does it have to be completed within the school calendar year, or can it flow over the course of 2 academic years, or be completed in part during summer/holiday months?

A. There is no time limit however students must be enrolled in the school/division. The timeline should be identified in Form 216-1 Special Project Proposal. Any adjustments to the timeline must be recorded on the proposal for future reference and auditing.

Q. Does the supervising teacher have to complete and keep a log regarding the monitoring process/communications?

A. The monitoring and communication plan should be identified in the proposal and teachers should maintain appropriate documentation and mark records to support credit attainment.

Q. How is a Special Project final mark record of Standing Granted (SG) submitted to the Ministry of Education Student Data System?

- A. Effective August 2019, credit recognition for programs successfully completed by a non-academic entity will receive a final mark record of SG (Standing Granted) on the official Transcript of Secondary Level Achievement. A final percent (%) mark is no longer required. Schools submitting secondary level marks information for non-academic dual credit courses are required to complete Form 8.1 Secondary Level Non-Academic Courses New Mark Addition. This form must be accompanied by proof of certificate and/or letter of successful completion for dual credit course recognition. For Special Project and Apprenticeship course credit recognition, submit a copy of the completed proposal to credit.transfer@gov.sk.ca . A final mark of SG will be awarded and appear on the student's official Transcript of Secondary Level Achievement.

Note: Final percent (%) mark records for these courses will no longer be accepted via XML to the Student Data System after July 31, 2019.