


Administrative Procedure Special Project	
	Department: Student Programs
	Approved by: Leadership Council
	Date Approved: February 5, 2024
	Revision Date(s):
	Review Date:
	<p>External References</p> <ul style="list-style-type: none"> • <i>The Education Act, 1995</i> • Registrar’s Handbook for School Administrators • Ministry of Education Special Project Credit Policy and Procedures 2023 • Ministry of Education Dual Credit Policy
<p>Internal References</p> <p>Internal References</p> <ul style="list-style-type: none"> • Appendix A – Special Project Credit Roles and Responsibilities • Appendix B – Special Project Credit Questions and Answers • Career Development AP • Dual Credit - AP • Form – Special Project Credit Proposal Template • Locally Developed Courses - AP 	

Purpose

- This administrative procedure establishes guidelines for students enrolled at Saskatchewan Distance Learning Centre (Sask DLC) to apply for and receive credit for special projects that align with the educational objectives and standards of Sask DLC.

Scope

- This administrative procedure applies to all students enrolled with Sask DLC who seek additional credit for projects beyond the standard curriculum. It covers the criteria, application process, and assessment of special projects for credit consideration.

Policy Statement


- Sask DLC acknowledges the value of experiential and project-based learning beyond traditional coursework.
- To meet the credit requirements for graduation, the Ministry of Education (ministry) recognizes three Special Project Credits per student for out-of-school initiatives based on 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 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 dual credit courses.

Procedures:

1. Sask DLC will administer the Special Project Credit process in accordance with the ministry guidelines and Sask DLC policies.
2. Special Projects Credits must be completed in grades 10-12.
3. To enroll in a Special Project Credit, students are required to submit a personalized learning plan to the campus administration using the Special Project Credit Proposal form.
4. The Special Project Credit Proposal form must be completed and approved by the campus principal and the Superintendent of Student Programming before commencing the project
5. Special projects must be 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 meant to be delivered by a teacher to a group of students. However, each Special Project Credit requires the supervision of a teacher. A project can be undertaken with the assistance of a community mentor who has expertise in the project area.
8. If there are specific course options that are not covered by the provincially-developed curricula, campuses can follow the policies and procedures for the approval of Secondary Level Courses. To know more about this, please refer to the Administrative Procedures for **Locally-Developed Courses**.
9. Special Projects must require a minimum of 100 hours of work.
10. Campus Principals will coordinate and monitor special projects as appropriate.
11. Monitoring the project ensures the student has a meaningful and appropriate learning experience while ensuring the mentor fulfills their responsibilities. It is highly recommended that supervisors make contact with both the project mentor and student at least three (3) times throughout the duration of the project.

12. Mentors for special projects should be provided with an information package containing materials such as the expectations of the mentor/supervisor, project proposal, student log sheet, timelines/calendar and any other relevant information.
13. Sask DLC shall establish procedures to communicate to parents/guardians and students the availability, administrative procedures or policies, and requirements for credit attainment for special projects.
14. The registration and mark must be submitted to the ministry using the same process utilized in provincial schools for secondary-level courses.
15. Sask DLC Campus Principals shall forward a digital copy of the Special Project Credit to the Superintendent of Student Programming prior to beginning course work.
16. Sask DLC shall retain a copy of each Special Project Proposal on file for at least five (5) years and all proposals are subject to audit by the ministry.

Appendix A: Special Project Credit Roles and Responsibilities Expectations		
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	Amended:	
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Taken from the Ministry of Education Special Project Credit Policy (pages 6-8) Appendix A: Special Project Roles and Responsibilities.

Student

- Identify 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 [Special Project Credit Proposal Template](#) with support from the supervising teacher and/or project mentor.
- Upon approval of the proposal, complete the work required.
- Provide evidence of learning and a minimum of 100 credit hours of work.
- Communicate with supervising teacher as outlined in proposal.
- Sign the completed *Special Project Proposal Template*.

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 *Special Project Proposal Template*.

Supervising Teacher

- Draw on educational background to assist the student and project mentor in completing the *Special Project Proposal Template* to ensure meaningful learning , academic rigor and compliance with the Education Organization’s school’s administrative procedure for Special Project Credits.

- 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 *Special Project Proposal Template*).
- 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 *Special Project Proposal Template*.

Project 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 *Special Project Proposal Template*.
- 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 *Special Project Proposal Template*.

Campus Principals


- Ensure division administrative procedures are followed.
- Review project for rigor and approve project proposal and sign prior to student beginning the work.
- Approve the final mark. Special project credits will receive SG as a final mark record. 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 Courses – New Mark Addition](#), accompanied by a copy of the student's completed Special Project Proposal. My School Sask/MonÉcoleSask schools can submit a form via **HEAT**. All other schools can submit a form via student.records@gov.sk.ca or fax 306-787-0035.
- Sign the completed *Special Project Proposal Template*.
- Keep the project proposal on file for five years.

Superintendent of Student Programming or Curriculum Consultant

- Ensure the Education Organization's 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 Education Organization's school?

Appendix B: Special Project Credit Questions and Answers		
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Taken from the Ministry of Education Special Project Credit Policy (pages 10-11.)

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 Education Organization. Locally developed courses of study are developed by the Education Organization and are approved by the Ministry of Education. Courses must contain original outcomes and indicators defined by the Education Organization 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 Education Organization.

Q: Is a program itself (e.g., 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 their 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 the Education Organization and are approved by the Ministry of Education. Courses must contain original outcomes and indicators defined by the Education Organization 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 Special Project Proposal Template.

Q: What are the deadlines?

A: The Special Project Proposal Template must be completed and approved by the principal and superintendent (or designate) prior to the student beginning the project. Any other timelines are determined locally.

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

A: No, the Memorandum of Understanding with the Worker's Compensation Board does not apply to special project credits. 8. Who assumes the responsibility and liability of the student in the unlikely event of an accident or death? It is recommended that the Education Organization 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 post-secondary courses are not created equal (e.g., they vary in hours). Please contact the Office of the Registrar for more information. All special project proposals are to be submitted with Form 8.1 Secondary Level Non-Academic Courses – New Mark Addition for Special Project credit recognition

Q: Can Special Project Credits 10, 20 and 30 all be 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 credit hours of work?

A: One credit is equivalent to 100 credit hours; a 100-credit hour course should be allocated between 95 and 100 hours of instructional time. The expected start and completion dates and an outline of how the required amount of time 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 two academic years, or be completed in part during summer/holiday months?

A: There is no time limit, however students must be enrolled in the Education Organization. The timeline should be identified in the Special Project Proposal Template. 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: Credit recognition for programs successfully completed by a non-academic entity will receive a final mark record of SG on the official Transcript of Secondary Level Achievement. A final per cent (%) mark is no longer required. MySchoolSask/MonÉcoleSask schools can submit Form 8.1 Secondary Level Non-Academic Courses New Mark Addition accompanied by a copy of the student's completed Special Project Credit Proposal via HEAT. All other schools can submit via student.records@gov.sk.ca.