

PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 6

POLICY ITEM: Special Project Credit	CODE: HMB
LEGAL STATUS: The Education Act (1995), Part II, 4 (1) Education Regulations (1988), Part VI, Sections 25-27, Board Motions #04.03, #60.03, #213.09, #314.18, #20.24	DATE APPROVED: 10 Dec 2018, 29 Jan 24

Background:

It is recognized that opportunities for learning exist outside of school offerings. The Special Project Credit performs two major functions:

1. Students become involved in the selection, planning and organization of their own programs;
2. Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the program being offered in the schools.

Policy:

The Prince Albert Roman Catholic School Division will recognize up to three Special Project Credits per student for out-of-school learning activities for the work proposed and completed by the student in accordance with the following guidelines and procedures.

Guidelines:

1. A Special Project Credit will be identified as Special Project 10, Special Project 20 or Special Project 30.
2. Special Projects require a minimum of 100 hours of work.
3. Special Project Credits must be completed in grades 10-12.
4. The credit level of the Special Project will be determined by the Principal on the basis of the student's current level standing and the rigor and complexity of the project. Rigor shall be equivalent to that of related secondary level courses.
5. The Special Project content will be distinct from and in addition to any regular course of study that might be offered in the school. Student activities that would be considered a normal part of extra-curricular or co-curricular activities generally offered by the school will not be given Special Project Credit recognition.
6. Up to three Special Project credits may be used as an elective to meet the 24 credit requirement for high school graduation or once to meet the Adult 12 requirement.
7. The Ministry of Education currently recognizes the completion of external programs such as the Royal Conservatory of Music, Lifesaving Society of Canada, and Saskatchewan Volleyball Referee Program Level 2 as dual credits (recognized as a credit towards high school graduation and may be recognized as a course at certain post-secondary institutions). Up to three external credits will be applied to the Special Project Credit option.
8. Special Project credit may be granted for Cadet training. The student will be required to submit his/her Cadet Training History card as well as a written project summary based on the life of the student in Cadets to the principal.

The credit level will be determined by the level of completion of the Royal Canadian Cadet Handbook. Regarding credit level, the following shall apply:

Completion of Level 3 shall qualify as 10 level credit

Completion of Level 4 shall qualify as 20 level credit

Completion of Level 5 or higher shall qualify as 30 level credit

The credit will be applied to the Special Project Credit option.

9. All other Special Projects completed for credit will be carried out under the supervision of a teacher approved by the principal.
10. The evaluation of the project shall clearly demonstrate consistency with the principles of Core Curriculum. At a minimum, this should include principles of resource-based learning, communication skills, and technological literacy as well as independent learning.
11. When a project takes a student off campus, the Work Study Guidelines for coordinating and monitoring shall apply as appropriate.
12. In the event of a dispute arising from the application of this policy, the student may appeal to the Director of Education or designate.

Procedures:

1. The written proposal must be developed and formally approved before the project is begun. The plan will follow the format outlined in Appendix A – Special Project Proposal Template and Appendix B – Special Project Credit Student Log Sample (if applicable).
2. Proposals must be submitted to the Principal to be reviewed for final approval.
3. The Special Project shall be carried out during the academic year that the credit is recognized.
4. The student will be responsible for all expenditures.
5. Students are required to submit a clearly planned Special Project Proposal to the Principal and Director or designate for approval before the student begins the special project, outlining: a) A description of the project, rationale and a list of any previous experience in the area; b) A list of who is involved in the project and other resources required; c) The expected start and completion dates and an outline of how the required amount of time (100 hours) to receive the credit will be met; d) How the Broad Areas of Learning and Cross-Curricular Competencies are reflected in the project; e) Learning outcomes and associated indicators and assessments; f) How the project will be evaluated.
6. Upon completion of the project, each student will submit a final project summary, including his/her own evaluation of the project.
7. The Principal, in consultation with the student and other supervising adults, will evaluate the project following the guidelines of the plan. The Principal will assign a mark.
8. The registration and mark shall be submitted to the Ministry of Education in the same manner as for other courses of study.
9. The School Division will retain on file a copy of each Special Project proposal for a minimum of five years.
10. Students may consider Special Project Credits in the following areas:

A. Heritage Languages/Multicultural Activities

For the first 100 hours of successful study with an instructor, a 10 level credit may be earned. If the language has already been studied for one year, a second successful 100 hours of study may earn a 20 level credit. If two years of previous study have been completed, 100 hours of successful study may earn a 30 level credit. (Students may earn either 10 level, 20 level or 30 level credit, but not all three.)

B. Arts Education

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

C. Sporting Activities

A credit may be earned for coaching a sport, as long as the student successfully completes a certified course. Level one certification, and 100 hours of coaching will earn a 20 level credit. Level two certification, and 100 hours of coaching will earn a 30 level credit. (Students may earn either the 20 level or 30 level credit, but not both.)

D. Athletic Trainers Course

Students who complete the level one course, and apply their skills for a total time of 100 hours will earn a 20 level credit. Students who complete the level two course and apply their skills for a total time of 100 hours will earn a 30 level credit. (Students may earn either the 20 level or 30 level credit, but not both.)

E. Other Areas

In order to earn a credit there must be evidence of theory and learnings that apply to a full range of topics in the given area of study. Guidance from a mentor or expert in the field of study is recommended. The level of theory and performance will determine the credit level.

Appendix A: Special Project Proposal Template

Sections 1 & 2: To be completed by the student.

Please Print

Section 1: Student Information	
Last Name:	First Name:
Grade:	School:

Section 2: Project Overview	
The section below provides guidance on how to develop a project plan with guiding questions to help reflect upon your learning.	
Project Title/Topic:	Course Level: <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30
Project Description (attach additional documentation if required):	<p>Guiding Questions:</p> <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., a mentor from the community, a teacher, an Elder)?• How does your special project differ from or build upon what you have learned in school?
Project Rationale (attach additional documentation if required):	<p>Guiding Questions:</p> <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 (attach additional documentation if required):</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 Project Documentation (attach additional documentation if required):</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What do you hope to learn? • What knowledge/skills will you acquire or improve by pursuing this project? For example: <ul style="list-style-type: none"> ○ leadership abilities, ○ teamwork, ○ technological applications, ○ artistic processes. • How are you going to demonstrate that you achieved your goals? You might document your learning, for example, through: <ul style="list-style-type: none"> ○ journal entries or logs, ○ video or other media, ○ presentation 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.
<p>Project Plan (attach additional documentation if required):</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is the project timeline? (minimum of 100 hours) <ul style="list-style-type: none"> ○ start/end dates, ○ hours per day/week. • What resources will you need? • How often will you meet with supervising teacher and/or mentor? • How will you share your learning with others? For example: <ul style="list-style-type: none"> ○ peers, ○ community, ○ school.

Sections 3 - 5: To be completed by the school's supervising teacher in collaboration with student and mentor.

Section 3: Supervising Teacher Information													
Last Name:										First Name:			
Phone Number:										Email:			
Section 4: Project Mentor Information (if applicable)													
Last Name:										First Name			
Phone Number:										Email:			
Section 5: Monitoring, Assessments and Evidence of Learning													
(Please refer to the student’s statements in Section 2: Project Goals, Activities and Assessment. How will the project be monitored? What is the communication plan for reporting to ensure student, mentor, parent/guardian and teacher are informed? How will the learning be presented for assessment [video journal, photos, etc.]?)													
Evidence of Learning:										Assessments:			

Attach additional pages if needed.

Student

Signature

Day	Mon	Year		

Parent/Guardian

Signature

Day	Mon	Year		

School's Supervising Teacher/Project Mentor

Signature

Day	Mon	Year		

Principal or Designate

Signature

Day	Mon	Year		

Director or designate

Signature

Day	Mon	Year		

**** The signed proposal is to be kept in the Student Cumulative file for 5 years. ****

Appendix B: Special Project Credit Student Log (sample)

Name: _____

A minimum of 100 hours are required for Special Projects. Please log the hours below and have the project mentor sign off.

Date (mm/dd/year)	# of Hours	Mentor Signature	Date (mm/dd/year)	# of Hours	Mentor Signature