



## Special Project Credits – Policy and Procedures

### Background

---

The Lloydminster Comprehensive High School will recognize up to three special project credits for out of school initiatives based on work proposed and completed by the student. While students may use programs currently in place (ex. Cadet training) to develop their personal learning proposal, it is recommended that the proposal be developed to meet the needs and interests of the individual student. The procedures for acquiring a special project credit shall follow Ministry guidelines, as adapted in this document.

### Guidelines

---

1. 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.
2. 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 (eg. Team sports, yearbook, student representative positions, etc).
3. Special project credits require a minimum of 100 hours of work related to the project.
4. The Special Project proposal must be in place and approved prior to the student beginning the project.
5. Up to three (3) special project credits will be recognized in a 24 credit graduation pathway, while one (1) special project credit will be recognized in the Adult 12 pathway.

### Procedures

---

1. Students interested in a Special Project credit must fill out a clearly planned project proposal using the attached template from the Ministry prior to the student beginning the project.
2. The course shall be approved by the principal and monitored by a school representative/supervising teacher. The supervising teacher will be responsible for assessment of the project and will submit a mark to the secretary in charge of school records.
3. Each student, as part of the Project Evaluation component of the application, will keep a journal of activities completed, as well as a log of hours. This journal will be used by the supervising teacher to monitor progress and be used as part of the final assessment.
4. A copy of each Special Project and accompanying documentation will be kept on file at the school for a minimum of five years.
5. The School shall not be responsible for any costs associated with a student project.
6. The project should be completed within the same calendar year of approval.

## 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 Special Project Proposal Template 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 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 mentoring journey person in completing the Special Project Proposal Template to ensure meaningful learning, academic rigor and compliance with the division's/school's Administrative Procedure/Policy 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. Special Project Credit Policy 5
- 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 final mark 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 final mark to principal for sign off and addition to student official mark record.
- Sign the completed Special Project Proposal Template.

### 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 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

### 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.

## Appendix B: Characteristics of Effective Special Project Proposals

The following rubric may be used as a self-reflection tool to help develop the proposal and determine the project's degree of academic rigour.

Project Proposal Sections	Keep Working	Good	Great
Project Description	The description lacks clarity and requires mainly the acquisition of factual knowledge or repetitive skill and practice.	The description indicates who will be involved and what new learning will take place. The project experiences are adequate but could include more variety and depth.	The description clearly identifies the potential for significant learning. Experiences are varied and meaningful for this student and community.
Rationale	The rationale appears to lack personal meaning or relevance to the student's life or educational goals.	Personal interest is evident and the reason is clearly articulated.	It is clear the project builds on the student's personal interest. The potential impact on future goals is evident.
Plan	The plan lacks focus and is missing specific targets/benchmarks for obtaining periodic feedback.	The plan describes major milestones and includes a process for obtaining ongoing feedback on progress.	The plan is detailed and clearly identifies specific targets. The plan includes opportunities for self-reflection, documentation of progress and incorporation of feedback.
Goals and Activities	The goals and activities described do not appear to be student initiated or designed.	The goals and activities are student initiated and designed. Students will develop and apply knowledge, skills and abilities not currently available in their school.	The goals and activities are student initiated and designed. The project is innovative and the outcomes positively impact student and community.
Assessment and Evidence of Learning	It is not evident how the project might be assessed and examples of evidence of learning are minimal.	A description of how the project will be assessed is provided and there are examples of evidence of learning.	The description of how the project will be assessed is robust and there are multiple and varied examples of evidence of learning.

### Link:

[http://publications.gov.sk.ca/documents/11/84742-Special%20Project%20Credit%20Policy%202018%20-%20FINAL\\_CSR.pdf](http://publications.gov.sk.ca/documents/11/84742-Special%20Project%20Credit%20Policy%202018%20-%20FINAL_CSR.pdf)