



# Regina Roman Catholic Separate School Division # 81

<b>Curriculum &amp; Instruction</b> <b>8320</b> <b>Special Project Credit</b>	<b>Administrative Application</b>	
	<b>Effective:</b>	January 27, 2015
	<b>References:</b>	Saskatchewan Education: Core Curriculum Principles, Time Allocations, and Special Credit Policy ER-1 Treatment of Students and Parents/Guardians
	<b>Status:</b>	Operational

## Preamble

Special Project Credit recognizes pupil achievement in areas outside of the regular secondary level program. Pupils are encouraged to become involved in the selection, planning, and organization of their own programs. Pupils may use some programs currently in place (e.g., Cadet Training, Royal Conservatory of Music) to develop their personal learning proposals. Pupils may earn three credits (one 10, one 20, one 30) for out-of-school learning initiatives on the work proposed and completed by an individual pupil that meets the standards outlined below.

## Application

1. 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.
2. 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. The supervising teacher will administer the final grade.
3. 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.
4. The supervising teacher will monitor the project on a regular basis. The principal will review the proposal and make a recommendation to the area senior administrator responsible for approval or rejection and for appropriate credit level. The project cannot begin until the project is approved.



## Regina Roman Catholic Separate School Division # 81

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

5. A course plan for a special project credit may not be repeated for a second special project credit.
6. All applications approved by the school (see following pages) will be submitted to the senior administrator responsible for curriculum in the school division.
7. Before the project commences, the designated senior administrator must approve all projects.
8. 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.
9. Each student will submit a final project summary (see attached).
10. The project will be completed before the next school year, unless the school has granted an extension.
11. The supervising teacher, in consultation with other supervising adults, will assign a mark for the project.
12. Marks for the special project credit are submitted by the home school in same manner as those for other courses.
13. 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.
14. 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.
15. The school division shall retain a copy of each special project proposal on file for a minimum of two 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.

In order to qualify for a credit, 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 PEd 20).
- Pupil 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).
- Pupils 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

Pupils may qualify for up to three credits in Music (Ministry regulations). If such credits are claimed, pupils 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

Pupils who complete the level one course and apply their skills for a total time of 100 hours will earn a Grade 11 credit. Pupils 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.

Pupil: \_\_\_\_\_

Parent: \_\_\_\_\_

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### **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 pupil has been involved in developing the course.
- A school representative has made the pupil 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 \_\_\_\_\_

## Application for Special Project Credit Regina Roman Catholic Separate School Division

Name: \_\_\_\_\_ School: \_\_\_\_\_

Current Grade: \_\_\_\_\_ Special Project Grade Level in Application: 10      20      30

School supervisor (assigns final grade): \_\_\_\_\_

External supervisor: \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

External supervisor: \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

### Evaluation

Evaluation format should include all of both the “**Planned Evaluation Items**” and “**Other Course Components.**”

The relative value of each item (weighted value) should be written in the table below. The total value of all items added together should equal 100%.

Consider the time spent on completing each item when determining the weighted value. The total number of course hours should equal or exceed 100 hours. This does not include “homework” time. If possible, a copy of all assessed items should be included with the submission of the final grade. Any rubric or marking guide or marking key should also be submitted with the final mark.

If the item is an established course such as **St. John’s Ambulance First Aid, CPR, Red Cross Life Guard, Red Cross Water Safety Instructor, etc.**, then the instructor’s signature on the certificate for the successful completed course may be acceptable.

#### Planned Evaluation Items

- Multiple rigorous items (**theoretical** component) that include research or intensive study
- Consider many **formats**: essays (with research), interviews, exams, journals, power-point or video presentations, drill books, editorial (critique)
- **Community/instruction/sport established courses or certificates** may be considered

**LIST ALL EVALUATION ITEMS ON THE NEXT PAGE.**

Pupil’s Signature \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Parent’s/Guardian’s Signature \_\_\_\_\_

Superintendent Approval \_\_\_\_\_ Date: \_\_\_\_\_

Completion Date: \_\_\_\_\_ Mark Assigned \_\_\_\_\_

## Planned Assessments

Submit this form to the school evaluator who will assign the final grade. The school evaluator must agree on the depth and breadth of the evaluation. To obtain the special project credit, the student must be evaluated in multiple areas in accordance with standards befitting a high school class. Evaluation must be detailed below.

In the two tables below, list all evaluations planned, with a weighting for each.

### Planned Evaluation Items

	Item Description	(Theoretical component) Weighted value (percentage)
1.		
2.		
3.		
4.		
5.		
6.		
7.		

### Other Course Components

	Component Description	(Practical component) Weighted value (percentage)
1.		
2.		
3.		
4.		
5.		
6.		

## Evaluators' Assessment (one sheet per evaluator)

Submit this form to the school evaluator who will assign the final grade.

To obtain the special project credit, \_\_\_\_\_ indicated that he/she would be evaluated in multiple areas in accordance with standards befitting a high school class. Evaluation was detailed in his/her application.

In the two tables below (patterned from the student application), please list all evaluations completed, with a mark for each.

The final mark for this student in his/her special project credit is \_\_\_\_\_%.

Evaluator #1 \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator #2 \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator #3 \_\_\_\_\_

Date: \_\_\_\_\_

### Planned Evaluation Items

Item Description (essay)	(Theoretical component)	
	Actual grade	Weighted value (percentage)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

### Other Course Components

Component Description	(Practical component)	
	Actual grade	Weighted value (percentage)
1.		
2.		
3.		
4.		
5.		
6.		