

4-H Saskatchewan

School Project Credit Handbook

4-H Saskatchewan—School Project Credit Handbook

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Updated September 2020

4-H AS A SPECIAL PROJECT CREDIT

The Ministry of Education recognizes up to three (3) **Special Project Credits** per student for out-of-school initiatives. As such, **4-H members can use their 4-H work as a Special Project Credit**. Below is a list of considerations to receive a school credit for your 4-H work:

1. Special Project Credits must be completed in grades 10 –12, and the student (or 4-H member!) must be enrolled in the school division, independent high school or First Nations school.
2. Each Special Project Credit requires a minimum of 100 hours of work which must be carried out and documented by yourself, the 4-H member.
3. In order to apply for Special Project Credit, you should first speak with your Teacher or Principal. As most high schools operate on a semester system, apply as early in the semester as possible. Ideally, you should apply the semester *before*.
4. If you are having difficulty in obtaining permission from your school, contact your Regional 4-H Specialist for assistance. See **APPENDIX 1** of this handbook for contact information.
5. You must submit a written application to your school. Refer to the Ministry of Education’s **Special Project Credit Proposal Template** in **APPENDIX 2** of this handbook.

IMPORTANT NOTE: This application template is a *guideline* for school divisions to follow. Some school divisions will use these forms; Others will create their own. Therefore, be sure to request the correct forms to fill out. If your school doesn’t have any forms to give you, use the Special Project Credit Proposal Template in APPENDIX 2.

6. Complete the application with as much thought and detail as possible. Refer to the Goal Setting section in this handbook. If you require assistance with wording, setting goals, or examples, please call your **Regional 4-H Specialist** (see **APPENDIX 1**).
7. Your proposal must be approved by the principal and school division superintendent (or designate) prior to the student beginning the project.
8. Each Special Project Credit requires a **Teacher Advisor**. This person should be determined near the beginning of this process. They do not have to physically attend your 4-H events, but they must monitor your activities. Use your **4-H Record Book** and the **Student Log** (at the end of **APPENDIX 2**) as your main reporting documentation tools to share with your Teacher Advisor.
9. Each Special Project Credit may have the assistance of a community mentor who has expertise in the project area. For 4-H members, this community mentor is your **Project Leader**. Refer to page 7 for information to share with your community mentor (a.k.a. Project Leader!)

TOOLS FOR DOCUMENTING YOUR 4-H WORK:

You will need to document your 4-H work so your Teacher Advisor knows what you have been working on, how long you have worked on it, and (if requested) the details about what you did. Here are two important tools you should use when documenting your work:

1. TIME LOG

There is a sample **Student time log** included on the last page in **APPENDIX 2**, though your Teacher Advisor may have a different log for you to use.

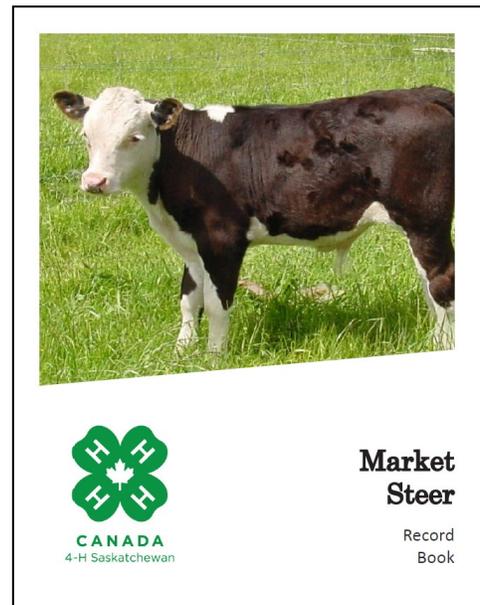
Essentially a time log is where you keep track of absolutely *everything* you did in 4-H. For example, if it takes you half an hour every day to go out and feed your animal, document it. If you spend an hour on the internet looking up different recipes for your next *Best of Baking* 4-H Project Meeting, document it. If you attend a 4-H event like Leaderama, AGM or District Public Speaking, document it! 4-H'ers work hard all year—this is a time to be recognized for all of the work you put in.

NOTE: The sample student log in **APPENDIX 2** only requires that you keep track of the date and hours, without details about what you did. If your Teacher Advisor needs you to provide details about what you did, be sure to include your specific duties at the activity, challenges you met and how you overcame them, and any way you demonstrated your leadership abilities.

Hand in your Student Log and record book for final marking. Ensure Teacher knows you need your record book back for Achievement Day!

2. 4-H RECORD BOOK:

Complete your yearly **4-H Record Book** as usual, though really try to keep up with it throughout the year in case your Teacher Advisor requests to see what you have been up to. 4-H Record Books are already an amazing documentation of your 4-H and Project experience. Paired with your time log, your Record Book will be a fantastic way for your Teacher Advisory to keep track of all the hard work you are putting in to achieve your Special Project Credit.



What to Document:

Here are some suggestions for what you can document. If your Teacher Advisor would like more details about your work, also listed below are suggestions to include when reporting.

PROJECT WORK

Keep track of absolutely *every* time your work on your project, even if it was only for 15 minutes. What specific exercises or activities did your project group work on at a meeting? What did you specifically have to do? Did you find anything challenging and how did you meet these challenges? **If your school advisor requires a copy of our 4-H information, extra manuals and records books can be ordered by your General Leader through the Provincial 4-H Office.**

LEADERSHIP

Leadership is a **huge** component of 4-H. If you are on your executive, a club or district committee, or you act as a mentor for younger member, document it! Be sure to provide a lot of extra details when you demonstrated your leadership abilities (ie. Chaired the meeting; Helped younger members, etc.)

ACTIVITIES

Be sure to include if you attended any **Club, District, Regional or Provincial-level clinics, workshops, conferences, information / fun days, public speaking, travel awards, annual meetings, curling, etc.** When filling in the details of your event and what you had to do at it, keep in mind that your Teacher Advisor may not understand what 4-H Districts or Region are. Be specific and descriptive.

COMMUNITY SERVICE

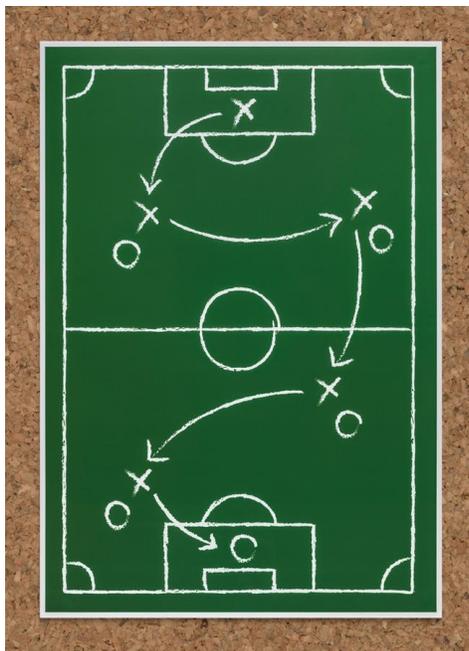
Be sure to document any **community service** you do through 4-H. Community service is **work done for others in your community with no payment, and teaches members the importance of volunteering and helping others.** Some examples include visiting a local nursing home, holding a fundraising supper with the proceeds going to a local charity, or picking garbage to clean up their community.

FUNDRAISERS

Include when you assist your club with fundraising. This is where members **learn the importance of setting goals, brainstorming ideas, planning, participation, and evaluating the end results of their efforts.** Fundraising initiatives can include bottles drives, cleaning ditches or hosting a fundraising.

GOAL SETTING

Setting goals is an important part of achieving a Special Project Credit, and an important part of 4-H. We set goals to give us something to strive for, to measure against, and keep us on track. Using the simple, helpful hints listed below will assist you in setting **S.M.A.R.T.** goals:



SPECIFIC

Your goal should tell people exactly what you are going to do.

MEASURABLE

Are you able to measure your goals throughout the year?
Ask yourself – did my plans happen?

ATTAINABLE

Do you have the time and resources required to achieve your goals or plans?

REALISTIC

Can your goals be achieved?

TIME BOUND

Have you set a time frame in which to complete your goals?

Well-written goals help you and your advisor answer questions. They also remind you that you made a commitment to do something specific by a determined date. A **SMART** goal will look like this:

“I will make three presentations to my club this year to improve my public speaking skills, to develop confidence and to assist younger members. Each presentation will be an hour. My first presentation will be at the October meeting and I will be presenting a Quickshop to the club about Record Books. My second presentation will be in January and I will be giving the members a tutorial on curling. My third presentation will be in February about Public Speaking.”

Make sure your goals fit the **SMART** objectives by reviewing them. Are they **Specific? Measurable? Attainable? Realistic? Time Bound?** If they don't meet any of this criteria, adjust your goals accordingly.

THE PROGRAM MENTOR (A.K.A. THE 4-H PROJECT LEADER!)

Students may be required to have a **Program Mentor** to monitor their progress when completing their 100 hours of work. For 4-H'ers, the Program Mentor is already “built in” to your team. Your **4-H Project Leader** can be your Program Mentor. Below are some duties and considerations to share with your Project Leader / 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*, as directed by the Principal.



In the past, some schools have requested a letter from the Project Leader that includes comments about the members' work throughout the year. Some schools also request the Project Leader suggest a mark range for the members' work.

If your Project Leader has any questions about the Program Mentor role, please contact your Principal or Regional 4-H Specialist.

PLEASE NOTE: While only one 4-H Project Leader is required to be a mentor by the Ministry of Education for the Special Project Credit, **the Rule-of-Two must be followed during all in-person project work, emails, text, additional communication, etc. between the project leader (“mentor”) and the member.**

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APPENDIX 1—Regional 4-H Specialist / 4-H Saskatchewan Contact List

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APPENDIX 2—Ministry of Education Special Project Credit Policy

This Appendix consists of the actual forms you will need to complete to apply for a School Credit; that is, the **Ministry of Education Special Project Credit Policy**.

Using this 4-H handbook as your guide, make your way through the application process and be sure to ask your Teacher, Project Leader, or Regional 4-H Specialist if you need assistance in filling it out.

If you would like a pdf fillable version of this Appendix, or have any questions about the application process, please contact your Regional 4-H Specialist (see Appendix 1).

Special Project Credit Policy

2020

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This document was created by the Ministry of Education in consultation with the PreK-12 sector.

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Curriculum Unit
Telephone: 306-787-6000

Information Management and Support Branch
Student and Educator Services
Telephone: 306-787-6012 Fax: 306-787-0035

Website: www.saskatchewan.ca

Special Project Credit Policy

Authority: This policy statement is developed in accordance with:

Legal Documents:

- [The Education Act, 1995](#) Sections 4 (1), (1.1)(c), 4.02

Policy or Supplemental Documents:

- [The Registrar's Handbook for School Administrators](#)

Intent:

This policy provides broad guidance to school divisions and the Conseil des écoles fransaskoises, independent schools, and First Nations schools approved to offer secondary level credits regarding development of administrative procedures for student-initiated and designed projects in the Special Project 10, 20 and 30 credits. These credits may be used to fulfill elective requirements for graduation. Granting credit for approved student-initiated and designed projects recognizes student achievement in areas outside of the regular Secondary Level program. These credits encourage students to become involved in creating, planning and organizing their own projects. A final mark record of Standing Granted (SG) will be awarded for the successful completion of a special project. The mark of SG will appear on the official *Transcript of Secondary Level Achievement*.

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.

While students may use out-of-school programs currently in place (e.g., Cadet training, post-secondary courses) to develop their personal learning proposal, it is important that the proposal(s) be individualized to meet the needs and interests of that particular student.

Where there is a desire or need to offer and teach a course that is not a provincially developed curricula, schools should follow policy and procedures for Locally Developed Courses.

Policy Statement:

The Ministry of Education requires that:

- School divisions and the Conseil des écoles fransaskoises, independent and First Nation schools offering the option of Special Project 10, 20 and 30 credits, shall develop a policy for the administration of special projects that is consistent with the procedures outlined by the Ministry of Education and submit the policy to the Office of the Registrar.
- To earn a special project credit, the student must be enrolled in the school division or the Conseil des écoles fransaskoises, independent high school or First Nations school.

- Special projects credits must be completed in grades 10-12.
- To enroll in a special project credit, the student is required to submit a personalized learning plan to the school administration, using the [Special Project Proposal Template](#).
- The *Special Project Proposal Template* must be completed and approved by the principal and school division or the Conseil des écoles francosaskoises superintendent (or designate) prior to student beginning the project.
- Special projects must be personalized by a single student.
- Special projects are to be undertaken and completed outside of the regular school program.
- Special projects credits are not courses taught by a teacher; 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.
- Each special project credit requires a minimum of 100 hours of work.
- As of August 2019, special project credits will receive a Standing Granted (SG) as a final mark record. A final per cent (%) mark is no longer required. All special project credits are to be submitted to credit.transfer@gov.sk.ca using [Form 8.1 Secondary Level Non-Academic Course – New Mark Addition](#) accompanied by a copy of the student’s completed Special Project Proposal.
- 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.
- The school division and the Conseil des écoles francosaskoises shall retain a copy of each *Special Project Proposal* and supporting documentation on file for a minimum of five years. All proposals are subject to ministry auditing.

In addition, the Ministry of Education recommends that all administrative procedures for special project Credits address the following:

- 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.
- Special projects require monitoring of the project to ensure the student is being provided with a safe, meaningful, and appropriate learning experience and to ensure the mentor is meeting their responsibilities. It is recommended the school supervisor make contact with the project mentor and student at least three times during the duration of the project.
- 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.

Appendices:

[Appendix A: Special Project Roles and Responsibilities](#)

[Appendix B: Characteristics of Effective Special Project Proposals](#)

[Appendix C: Special Project Questions and Answers](#)

[Appendix D: Special Project Proposal Template](#)

[Appendix E: Special Project Credit Student Log](#)

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 rigour and compliance with the school division's and the Conseil des écoles fransaskoises/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 the student beginning the work.
- Ensure the project mentor understands their role.

- Monitor the student's progress by communicating with the student and mentor (as established in the completed *Special Project Proposal Template*).
- Determine a final mark of SG 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*.

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 the student beginning the work.
- Sign off on final mark. As of August 2019, special project credits will receive a Standing Granted (SG) as a final mark record. A final per cent (%) mark is no longer required. All special project credits are to be submitted to credit.transfer@gov.sk.ca using Form 8.1 Secondary Level Non-Academic Course New Mark Addition accompanied by a copy of the student's completed *Special Project Proposal*.
- Sign the completed *Special Project Proposal Template*.

- Keep the project proposal on file for five years.

Superintendent or Designate:

- 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 or the Conseil des écoles fransaskoises?

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.

Appendix C: Special Project Credits – Questions and Answers

What is the difference between a special project credit and a locally developed course?

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 or the Conseil des écoles francosaskoises.

Locally developed courses of study are developed by school divisions and the Conseil des écoles francosaskoises and are approved by the Ministry of Education. Courses must contain original outcomes and indicators defined by the school division and the Conseil des écoles francosaskoises 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.

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?

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 or the Conseil des écoles francosaskoises.

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?

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.

Could extra-curricular programming be recognized for credit as a locally developed course option rather than a special project credit?

Locally Developed Courses of Study are developed by school divisions and the Conseil des écoles francosaskoises and are approved by the Ministry of Education. Courses must contain original outcomes and indicators defined by the school division and the Conseil des écoles francosaskoises 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.

What does the application look like?

Refer to the [Special Project Proposal Template](#).

What are the deadlines?

The *Special Project Proposal Template* must be completed and approved by the principal and school division or the Conseil des écoles francsaskoises superintendent (or designate) prior to the student beginning the project. Any other timelines are determined locally.

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

The Memorandum of Understanding the Worker's Compensation Board does not apply to special project credits.

Who assumes the responsibility and liability of the student in the unlikely event of an accident or death?

It is recommended that school divisions and the Conseil des écoles francsaskoises clarify this with the Saskatchewan School Boards Association lawyers.

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

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.) Effective August 1, 2019, 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.

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

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

What do we mean by 100 hours of work?

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.

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?

There is no time limit however students must be enrolled in the school/school division or the Conseil des écoles francosaskoises. 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.

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

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

How is a special project final mark record of Standing Granted (SG) submitted to the Ministry of Education Student Data System?

Effective August 2019, 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.

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

Appendix D: 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):	Guiding Questions: <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):	Guiding Questions: <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.]?)

<p>Evidence of Learning:</p>	<p>Assessments:</p>
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Attach additional pages if needed.

Student

Signature

Day	Mon	Year	

Parent/Guardian

Signature

Day	Mon	Year	

School's Supervising Teacher

Signature

Day	Mon	Year	

Project Mentor

Signature

Day	Mon	Year	

Principal or Designate

Signature

Day	Mon	Year	

Superintendent (or designate) /
Director of Independent Schools &
Home-based Education, Ministry of
Education /Approved Program
Supervisor Name

Signature

Day	Mon	Year	

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

