Special Project Credit Policy

2026 to 2027

Saskatchewan

Table of Contents

Special Project Credit Policy 3
Authority 3
Intent 3
Policy Statement 3
Appendices 5
Appendix A: Special Project Roles and Responsibilities 6
Appendix B: Characteristics of Effective Special Project Proposals 9
Appendix C: Special Project Credits – Questions and Answers 10
Appendix D: Special Project Proposal Template 12
Appendix E: Special Project Credit Student Log (sample) 16

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

Student Achievement and Supports Branch
Curriculum Unit
Telephone: 306-787-6000

Information Management and Support Branch
Student and Educator Services
Email: student.records@gov.sk.ca

Updated: August 1, 2026

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 the Education Organization. This includes provincial school divisions, the Conseil des écoles fransaskoises, the Saskatchewan Distance Learning Centre, independent schools, First Nations schools, regional colleges, historical high schools, custody schools, and alternative (care) schools that offer Kindergarten to Grade 12 education in Saskatchewan 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:

- Education Organizations 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.

- Special project credit recognition will only be provided for students that are currently enrolled in a Saskatchewan secondary school (i.e., a student who attends a post-secondary school cannot request recognition for secondary level credits to be added to their secondary level transcripts).

- Special project credits must be completed in Grades 10 to 12.

- To enrol 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 superintendent (or designate) of the Education Organization **prior to the 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 the assistance of a community mentor who has expertise in the project area.

- Each special project credit requires a minimum of 100 hours of work.

- Special project credits will receive a Standing Granted (SG) as a final mark record.

- 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 Education Organization 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 contact 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 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 project mentor in completing the Special *Project Proposal Template* to ensure meaningful learning, academic rigour and compliance with the Education Organization's school's administrative procedure for Special Project Credits.
- Ensure the 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, accompanied by a copy of the student's completed Special Project proposal. Refer to Secondary Level Non-Academic Courses – New Mark Addition form.

- 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 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 the administrative procedures are followed.

- Review project for rigour and approve project proposal and sign prior to the student beginning the work.

- Approve the final mark. Special project credits will receive a Standing Granted (SG) as a final mark record. All special project credits are to be submitted to the Ministry of Education using Secondary Level Non-Academic Course New Mark Addition form, accompanied by a copy of the student's completed Special Project Proposal. Submit a form via **HEAT.**

- Sign the completed *Special Project Proposal Template.*

- Keep the project proposal on file for five years in the Student Cumulative Record Folder.

Superintendent or Designate:

- 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: 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 experience is 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

1. ***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 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.

2. ***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 Education Organization.

3. ***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 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.

4. ***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 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.

5. ***What does the application look like?***
   Refer to the *Special Project Proposal Template*.

6. ***What are the deadlines?***
   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.

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

9. ***Can Special Project Credits 10, 20 and 30 all be attained using the same project?***
   Yes, however, each project must clearly identify new learning and be distinct from previous special project submissions.

10. ***What do we mean by 100 hours of work?***
    One credit is equivalent to 100 instructional hours; one course should be allocated between 95 and 100 hours of instructional time. The expected start and completion dates and an outline of the required 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.

11. ***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?***
    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.

12. ***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.

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

    Schools can submit a Secondary Level Non-Academic Courses New Mark Addition form accompanied by a copy of the student's completed Special Project Credit Proposal via **HEAT**.

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:
SK Learning ID										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.

Anticipated Start Date	Day		Month		Year					Anticipated Completion Date	Day		Month		Year			

Project Title/Topic:	Course Level: ☐ **10** ☐ **20** ☐ **30**
Project Description (attach additional documentation if required):	Guiding Questions: • 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: • 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?

Student Background (attach additional documentation if required):	Guiding Questions: • 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?

Project Goals, Learning Activities and Project Documentation (attach additional documentation if required):	Guiding Questions:
	• What do you hope to learn?
	• What knowledge/skills will you acquire or improve by pursuing this project? For example:
	  ○ 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:
	  ○ 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:
	  ○ critical thinking
	  ○ researching
	  ○ skill building
	  ○ designing, modelling or creating

Project Plan (attach additional documentation if required):	Guiding Questions:
	• What is the project timeline? (minimum of 100 hours)
	  ○ 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:
	  ○ peers
	  ○ community
	  ○ school

Appendix D: Special Project Proposal Template (continued)

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.

Appendix D: Special Project Proposal Template (continued)

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
Education Organization Designate	Signature	Day Mon Year

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

**** All completed special project proposals are to be submitted to the Ministry of Education using *Secondary Level Non-Academic Course – New Mark Addition form* ****

Appendix E: Special Project Credit Student Log (sample)

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

Student Information											
Last Name:									First Name:		
SK Learning ID											
Date (mm/dd/year)	**# of Hours**	**Mentor Signature**							**Date (mm/dd/year)**	**# of Hours**	**Mentor Signature**