ARTISTS IN SCHOOLS – Projects
PROGRAM GUIDELINES
Application Closing Dates: May 1 and November 1

Artists in Schools **is a SK Arts program supported by funding from Sask Lotteries through the partnership between SK Arts and SaskCulture Inc. and the Government of Saskatchewan through the Ministry of Education.**

Contents

SUBMISSION

Applications are only accepted online at: https://saskarts.smartsimple.ca

SK Arts accepts applications submitted in either English or French. French-language applications will be translated into English before they are provided to the reviewers. SK Arts will ensure at least one reviewer is able to read the application in its first language. For any languages other than English and French, applicants may apply to the Accessibility Fund (https://sk-arts.ca/grants/general-granting-info/accessibility-fund.html) for translation services.

Note: The School or Artist Applicant, as well as any required collaborative partner, must be in good standing with SK Arts at the time of application. Applicants are responsible for confirming their standing with SK Arts prior to submission.

NEW: *Artists in Schools – Projects* are no longer structured as partnership grants requiring joint responsibility from both the school and the artist. The grant now has a single applicant, which may be either the school or the professional artist. A partnership letter or relevant portion of the application proposal must be submitted as a PDF attachment. While the project remains a collaborative effort, the primary applicant is solely responsible for submitting and managing the application.

PROGRAM INFORMATION

Artists in Schools – Projects supports Saskatchewan K–12 students by delivering arts-based learning experiences that foster cross-curricular and cross-cultural outcomes through collaboration between schools and professional artists and arts professionals.

PROGRAM PURPOSE

The arts play a vital role in society by enriching schools and communities, enhancing quality of life, and fostering an understanding of self and others. The *Artists in Schools* program supports creative learning environments and meaningful educational experiences that nurture innovation and imagination. By exposing students to new ideas and perspectives, the program promotes positive change by encouraging students to recognize their potential, understand their role in society, and develop a lifelong engagement with the arts.

Artists in Schools – Projects supports collaboration between schools and professional artists to co-create inquiry-based arts and learning projects that draw upon their combined knowledge, skills, and experience. Projects are uniquely designed in response to the needs and interests of the school community and are aligned with cross-curricular and cross-cultural educational outcomes. Projects are thoughtfully designed to reflect the unique needs and interests of the school and its students, while aligning with cross-curricular and cross-cultural learning outcomes.

Projects directly engage students as active creative participants working alongside professional artists. Emphasis is placed on the quality of the artistic experience as well as the project's artistic outcome. Through immersive, hands-on engagement, students develop an appreciation for artistic practices and creative processes while strengthening cross-disciplinary learning skills.

COLLABORATIVE PARTNERSHIP PLANNING, DEVELOPMENT & IMPLEMENTATION

The most successful projects emerge from genuine, collaborative planning and development between the school/teacher and the artist. In an *Artists in Schools* project, both partners share responsibility for co-developing the project, planning its details, and implementing it in a manner that respects each other's roles and responsibilities. The established partnership will determine which partner assumes responsibility for the grant.

Collaboration between partners is strongly encouraged through completion of an *Artists in Schools – Development* grant prior to applying to the *Artists in Schools – Projects* stream. Regardless of the pathway, both partners are expected to have completed the initial planning and development phase before submitting a Projects grant application.

Initial planning should include assessing school and/or student needs and interests; evaluating classrooms for project potential; testing ideas through small-scale activities; and/or designing a project tailored to the specific group of students who will work with the artist.

For the purposes of this grant program, an established partnership between a school or teacher and an artist is defined as a **Collaborative Partnership**.

The **Applicant** assumes full responsibility for the grant. This includes creating an account through the online portal; initiating an *Artists in Schools – Projects* application; responding to application questions; and gathering all required documentation and support materials. The Applicant must ensure the application is accurate and complete on behalf of all collaborating partners; manage and coordinate all communications; oversee project implementation and grant fund management; and fulfill all reporting requirements. The Applicant may be either the school or the artist.

The **Collaborating Partner** shares responsibility for the planning, development, implementation, and evaluation of the project but does not assume responsibility for the grant. The Co-Collaborating Partner may be either the school or the artist.

The **School** is any Saskatchewan K–12 school operating in a traditional classroom or school setting and delivering the Saskatchewan education curriculum. The school's role within the Collaborative Partnership includes identifying relevant arts education and other curriculum outcomes, as well as key questions, issues, or ideas meaningful to the school and its students. The school/teacher always retains responsibility for its students.

The **Artist** serves as a collaborative partner and mentor and shares responsibility for the planning, development, implementation, and evaluation of the project. The Artist supports participants in developing knowledge and skills in the arts. For the purposes of this grant program, the collaborating artist is also defined as the Primary Artist.

Note: An artist will not replace or act as a substitute for teachers or arts education specialists, nor will they assume responsibility for overall classroom management. A teacher is expected to remain with their class when the artist is present and actively engage students in activities that support the project goals.

Additional Support for Collaborative Partnerships (Supporting Partners)

Supporting Partners provide meaningful contributions to the Collaborative Partnership, with involvement that aligns with the scope and activities of the proposed project. The role of any Supporting Partner(s) is defined by the Collaborating Partners.

Supporting Partners are not required to participate in the planning, development, or management of the grant-funded project. However, where applicable—based on applicant eligibility and program requirements—it is strongly recommended that Supporting Partners provide a letter of support.

Supporting Partners may include Elders or Knowledge Keepers; additional artists collaborating with the Primary Artist, teacher/school; guest artists who contribute to the project without assuming significant planning or development responsibilities; school divisions; or community partners.

ELIGIBILITY

Who can apply?

- Any K–12 school in Saskatchewan that operates in a traditional classroom or school setting and follows the Saskatchewan education curriculum; **or**
- Any independent, professional Saskatchewan-based artist.
- For grants involving more than one artist, at least 50% of the artists, including the Primary Artist, must be Saskatchewan residents. All artists involved must be professional artists.

If the Applicant Is a School (Applying on behalf of the Collaborative Partnership)

- The school may submit no more than one application to *Artists in Schools* at any submission closing date.
- The school must be in good standing with SK Arts (i.e., have no overdue reporting on any prior grants) at the time the application is submitted and when any grant payments are issued.
- The school may have an open file at the time of the application deadline. The timelines must not overlap, and the file must be closed prior to any other funds released for new projects/residencies.

If the Applicant is an Artist (Applying on behalf of the Collaborative Partnership)

- An artist may submit only one application per submission closing date. However, an artist may also be named in a separate application where the school is the applicant and is applying to the *Artists in Schools – Residencies* stream. This exception does not apply if the school is applying through the Projects stream. An artist applicant may not be listed as a collaborating partner on any other Projects stream application submitted at the same deadline.
- The artist must be in good standing with SK Arts (i.e., have no overdue final reports from previous grants) at the time the application is submitted and at the time when any grant payments are issued.
- The artist must be a resident of Saskatchewan For the purposes of SK Arts programs, "resident of Saskatchewan" means an individual who is either a Canadian citizen or

permanent resident of Canada, maintains a primary physical residence in the Province of Saskatchewan and resides in Saskatchewan for no fewer than six (6) months in each calendar year, and has actively pursued their artistic practice in Saskatchewan for a minimum period of one (1) year prior to the program deadline.

- All artists involved in the project, including the primary artist and any supporting or guest artists, must be professional artists.

SK Arts exists to support the work of professional artists and arts organizations for the benefit of all people in this province, but we acknowledge there are many different ways to define the term **professional artist**. SK Arts is also aware that this term may not be recognized in some cultures and that people from diverse backgrounds may define the term differently.

We believe a professional artist **makes a significant and ongoing commitment to developing their artistic practice.** For the purposes of SK Arts' programs and funding, a professional artist typically meets a number of the following criteria, in a manner appropriate to their tradition, to demonstrate this type of significant and ongoing commitment. The individual has:

- created work, over a period of time, that has been recognized by their community,
- presented their work (or had it presented) to or before an audience in a manner that is typical for their art tradition,
- developed skills in a manner acceptable for their art tradition,
- been recognized as a peer by other professionals working in the same art tradition,
- received compensation for their artistic work at a level consistent with those of other professionals working in the same art tradition.

Supporting Partners

- Supporting Partners may include guest artists, professional arts organizations, Indigenous Elders or Knowledge Keepers, school divisions, and community members. These partners may contribute specialized knowledge, skills, or resources that support inclusion, strengthen relationships, and enhance both the educational impact and the quality of the artistic experience. All collaborative support should align with curriculum connections and identified learning outcomes.

- SK Arts values relationship-building grounded in respect and care and recognizes the importance of meaningful engagement with Indigenous communities and their Elders. Applicants are expected to follow best practices related to Indigenous protocols and Indigenous Intellectual Property. Please refer to the notes on *Indigenous Protocols and Intellectual Property* under *Putting Your Application Together*.

- **Elder or Knowledge Keeper Partners:** Projects that explore Indigenous art forms, skills, knowledge, teachings, and/or worldviews must include an Elder or Knowledge Keeper in ongoing project activities. A letter of agreement (or video statement) is required, acknowledging their involvement and support. An Indigenous Knowledge Keeper is an individual whose role within Indigenous communities (First Nations—Status and Non-Status, Métis, Inuit) supports the development, preservation, and transfer of Indigenous worldviews, cultural practices, art forms, protocols, or traditions.

- When the artist or teacher applicant is Indigenous and their cultural identity aligns with the project, the involvement of an Elder or Knowledge Keeper and a letter of support are not required. This recognizes the applicant's cultural authority, lived experience, and right to speak from within their own community and culture.

- Indigenous applicants are invited to share stories, lived experience, and/or family and community connections that situate their work within their Nation's traditions, cultural practices, or relationship to land. This information helps ensure that cultural knowledge is shared respectfully and in alignment with community values and cultural protocols.

What kinds of projects are eligible?

- Projects that support innovative arts and learning experiences that link to cross-curricular and cross-cultural educational outcomes.
- Projects that reflect an appreciation for high-quality arts programming and are developed in response to the school's and students' needs and interest.
- Projects designed to connect with and engage students in meaningful ways and have a lasting impact.
- Activities designed to engage students and develop inquisitiveness by demonstrating a positive commitment to an inquiry question. The inquiry question will encourage students to make connections, construct meaning, and reflect critically on their own work.
- Projects that provide students with tools for critical and creative thinking about themselves and their place in the world.
- Projects that empower students, develop student agency, identity, and access to voice.
- Activities that place the students at co-learning and co-creation.
- Projects that increase access to the arts for underserved or marginalized school communities facing barriers.
- Innovative and creative projects that are relevant and responsive to the school's needs; not a pre-packaged lesson(s) and/or kits.
- Projects that encourage the participation of artists from a variety of aesthetic viewpoints, racial and ethnic backgrounds, cultures, and disability perspectives.
- A project that is a repeat or continuation of a previous project is eligible; however, the application must explain why the continuation is important.
- Projects that support partnerships in the research and development of an *Artists in Schools Residency*.

What is the maximum amount of funding available for a project?

- The maximum funding available for projects with one artist is $10,000. The maximum funding available for projects with more than one artist, or Elders, or Knowledge Keepers is $20,000.
- In the case of grants with more than one artist, the primary artist applicant is eligible to request up to a maximum of $10,000 (in keeping with one-artist applicant).
- For Northern Communities, applicants are eligible to request up to an additional $1500 for travel.
- Through the Artists in Schools program, SK Arts will provide a maximum of $45,000 per school year to any school or artist. This total includes funding from all development, project, and residency funding streams.
- The process for assessing applications is competitive, and funds are limited. An application may not be funded or may not be funded for the full amount requested
- SK Arts reserves the right to rescind any grant funds from applicants who do not meet the conditions for the release of funds, make significant changes to their project without approval, and/or do not begin their project within approved timelines.

Who is ineligible?

- Except for teachers or principals applying on behalf of a school, staff—including program coordinators, administrative staff, Elders or Knowledge Keepers, and other personnel working within the school environment—are not eligible to apply.
- Community/Curatorial Organizations or School Divisions acting on behalf of schools and artists to present projects. Community/Curatorial Organizations or School Divisions may support a project as an Additional Partner.
- Artists contracted in hired positions within the school whose work overlaps with the proposed project term.
- Homeschool programs are not eligible to apply to the *Artists in Schools* program.
- Schools or Artists that submit more than one application by closing date.

What is ineligible?

- Applications that do not include all the required information and/or supporting documents (i.e. support letters from Additional Artist Partners, Elders, and/or Knowledge Keepers, balanced budgets, etc.) could be deemed ineligible.
- Applications submitted by mail, email or fax.
- Projects that do not compensate artists, Elders, and/or Knowledge Keepers for their work. (See *Budget:* Artist/Elder/Knowledge Keeper Fees)
- Projects that are not primarily artistic.
- Projects that do not link cross-curricular and cross-cultural educational outcomes.
- Projects that promote hatred or intolerance.
- Fundraising activities, awards, sponsorships or re-granting activities.
- Activities that contravene provincial or federal law.
- Activities that use or present Indigenous cultural material, traditional knowledge or stories without involvement of either an Elder or Knowledge Keeper.
- Projects designed for therapeutic purposes and/or art therapy, and/or activities that focus on mental health and well-being.
- Projects that start prior to the application closing date.
- Commission projects and/or projects primarily designed and created by the artist with minimal student engagement.
- Grants intended for capital purchases (e.g., basic equipment, kilns, computers, musical instruments, etc.). In most cases, renting equipment during the project term is preferred. If the cost of renting is higher than the purchase price, provide an explanation and rationale for purchase.
- Budget items for school administration costs, substitutions, or expenses typically covered by the school's regular program or budget.
- Fees paid to faculty or staff. Teachers or hired staff are not eligible to receive funds for activities supporting the project during school hours and/or outside regular school hours (i.e., professional development, planning/organizing, meetings, events, etc.).
- Projects in any art form (dance, drama, literary, visual, music, media arts, or multi-disciplinary) presented during regular school hours.

PUTTING THE APPLICATION TOGETHER

The following resources are available on SK Arts' website:

- **Preparing Your Application:** Grant Writing Guide and tutorials
  https://sk-arts.ca/grants/general-granting-info/preparing-your-application.html

The applicant (school or artist) must be registered on the online application portal. Applications become available 6–8 weeks before the submission deadline. Applicants are strongly encouraged to contact SK Arts to verify eligibility before investing time in the application. Collaborating partners are also encouraged to begin working on the application at least one month prior to the closing date.

For additional information, visit the *Artists in Schools* page on our website at https://sk-arts.ca/grants/grants-by-type/artists/artists-in-schools.html. Under **Applications and Information**, you will find the following resources:

- **Project Documentation Guide** – provides suggestions for documenting and evaluating the project.
- **Artists in Schools – Projects Contract Template** – for use after your application has been approved.

Planning An Artists In Schools Project: Partnership Roles & Responsibilities

Collaborating Partners

- Planning will include identifying relevant arts education and other curriculum outcomes, as well as key questions, issues, or ideas that are meaningful to the school and its students.
- Collaborating partners must demonstrate a shared understanding of the needs and challenges of the students and the school in which the project will take place. Together, partners will establish an inquiry question that responds to these needs and challenges and develop project activities accordingly.
- The ideas, objectives, roles, and responsibilities of the collaborating partners must be clearly reflected in the application, with evidence of communication, collaborative planning, and project development.
- The project must identify arts education curriculum themes, objectives, or learning outcomes to be addressed, as well as relevant objectives or outcomes from other curriculum areas, where applicable.
- Preparation time includes coordinating project details with collaborating partners, gathering required support materials, finalizing budget information, and submitting the application through the online portal.
- Collaborating partners must consider the impact of the project and identify how outcomes will be measured, documented, and reflected upon.
- Collaborating partners will negotiate a contract, work plan, and timeline that best support the school, the project, the students, and the artist(s). The partnership will also determine the artist's fees according to the agreed-upon terms (see the Budget section for more information on professional artist fees).

Additional Supporting Partners

- The roles and responsibilities of all additional supporting partners must be clearly defined in the application, with relevant support materials included where appropriate.
- Indigenous Elders or Knowledge Keepers, and/or additional partners, may contribute specialized knowledge, skills, or resources that support inclusion, strengthen relationships, and enhance both the educational impact and quality of the artistic experience, while aligning with curriculum connections and learning outcomes.
- Supporting partnerships must be appropriate, intact, and mutually beneficial, contributing meaningfully to the quality and depth of the project and supporting the goals of all collaborating partners.
- For projects requesting more than $10,000 that involve multiple artists, a letter of agreement is required outlining the role and level of support of each additional professional artist. Relevant support materials must be included, and a résumé must be submitted for each contributing artist. All additional artists must meet SK Arts' professional artist eligibility requirements.
- **Elder or Knowledge Keeper Partnerships:** Projects led by non-Indigenous applicants that explore Indigenous art forms, skills, knowledge, teachings, and/or worldviews must include an Elder or Knowledge Keeper as an active and ongoing participant in the project. A letter of agreement or video statement confirming their role, involvement, and support is required.

Indigenous Protocols and Intellectual Property

SK Arts values respectful, ethical engagement with Indigenous Peoples (First Nations, Métis, and Inuit) and the protection of Indigenous intellectual and cultural property rights, as affirmed by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Indigenous Peoples have the right to own, control, protect, and transmit their cultural heritage, including traditional knowledge, stories, symbols, art forms, and ceremonial practices.

Non-Indigenous individuals and organizations must engage responsibly with Indigenous communities, avoid cultural appropriation, and clearly define goals, roles, and relationships when working with Indigenous artists, Nations, or communities. Authentic collaboration, consent, and respect for Indigenous sovereignty are essential. Some cultural materials are sacred or confidential and may not be appropriate for public sharing.

Projects involving Indigenous content, art forms, or Truth and Reconciliation themes must demonstrate appropriate cultural protocols and safeguards. When required, projects must include an Elder or Knowledge Keeper who is culturally appropriate and respected within their community. Elders and Knowledge Keepers guide protocol, carry responsibilities for sacred teachings, and play a central role in knowledge transmission.

SK Arts recognizes the diversity of Indigenous cultures and emphasizes relationship-building, integrity, authenticity, and community control over cultural representation. Applicants are expected to show genuine efforts to engage with the appropriate Indigenous Nations or authorities connected to the land, culture, or practices involved, ensuring respectful, informed, and consent-based collaboration.

Inquiry

- The purpose of the inquiry question is to develop and engage the students' inquisitiveness by asking participants to make connections, reflect critically, and construct meaning through

creative processes. What is learned can be invaluable for future planning of arts activities and new processes of discovery.
- The inquiry question is relevant to school needs (i.e., issues, concerns, interests, themes):
  - It focuses the collaborating partnerships as they work towards a shared goal while valuing the perspectives and contributions of all participants.
  - It anchors the project and guides what students will think about and investigate throughout the learning process.
  - It encourages meaningful student engagement and provides direction from the project's outset, while allowing the question to be refined as the project evolves.

Evaluation

- The collaborating partners will consider the needs and interests of the school and its students, curriculum connections, and cross-cultural outcomes, and will develop tools to evaluate the success of the project and its impact on student learning.
- Collaborating partners are expected to document highlights throughout the project term, reflect collectively on the project, and work together to complete the final report.
- The applicant will submit the completed final report on behalf of the collaborating partnership.

Budget

- A budget template is included in the online application. Collaborating partners are expected to work together to develop and itemize the budget for the proposed project. **Note**: Successful applicants will be required to submit a detailed contract agreement form before any grant funds are released. (A sample *Artists in Schools: Project Contract* is available on SK Arts' website).
- Collaborating partners will negotiate and establish project timelines and activity plans that support the needs of the school, the project, the students, and the artist(s). The partnership will also determine the artist's fees in accordance with the agreed-upon terms.
- The project budget must be balanced, meaning total revenue must equal total expenses. A balanced budget demonstrates both the need for the grant and the applicant's ability to complete the project using the requested grant funds along with other available financial resources, including in-kind contributions or funding from other sources.
- Under **Revenue**, list all sources of income supporting the project under proposed budget, including the SK Arts grant request amount, other grants, sponsorships, in-kind support, cash donations, fundraising proceeds, and any other financial or resource contributions.
- Indicate whether each revenue source is **confirmed** or **unconfirmed.**
- In **Revenue Notes**, provide additional details, such as how you arrived at the proposed budget amount, confirmation of funding sources, or, for unconfirmed contributions, alternative plans for acquiring these funds if they are not received.
- Cash or in-kind contributions can come from partners, local businesses, fundraising, or other grant sources. Include cash and/or in-kind contributions in both the revenue and expense sections of the budget. Remember to assign the same dollar value to items listed as in-kind donations under both revenue and expenses.
- Under **Expenses**, list all expected project costs for the project term. This includes the artist's salary, fees for additional guest artists and/or supporting partners, as well as other costs such as honoraria, travel expenses, materials, equipment rental, and any other expenses necessary to complete the activities outlined in the project.

- Indicate which costs will be covered by the SK Arts grant and which will be supported by other sources. In the **Notes** section, provide additional details about the proposed budget, including how the budget was calculated and any relevant explanations or context.
- You may need to attach detailed breakdowns for certain expenses if they include multiple individual items.
- When the school is the applicant, the school may be required to deduct and/or remit employer and employee contributions, which can include, but are not limited to, Canada Pension Plan, Employment Insurance, and Workers' Compensation. If the artist is required to deduct and/or remit any of these contributions, they should be included in the budget. For more information, refer to the Canada Revenue Agency's guide, "Employee or Self-Employed" at https://www.canada.ca/en/revenue-agency/services/forms-publications/publications/rc4110/employee-self-employed.html .
- Artist Fees: SK Arts is committed to the professional status of the artist and will not fund projects in which artists are not paid for their work. Refer to the appropriate industry organization – such as CARFAC (www.carfac.sk.ca), ACTRA (www.actrasask.com) or Canadian Federation of Musicians (www.cfmusicians.org) – for minimum fee schedules.
- Protocol and Payment for Elders or Knowledge Keepers:
    - Honoraria should be provided without delay following a ceremony or presentation.
    - SK Arts emphasizes the importance of respectful engagement recognizing the sacred knowledge being shared, rather than treating participation as a simple "fee-for-service."
    - Travel expenses, meals, and accommodation should be covered in addition to the honorarium.

Support Material

- Support materials help reviewers assess the project against the assessment criteria and provides the review panel with evidence that the project will succeed.
- The work samples and documents submitted should be readable and downloadable (do not include links for which an account is required to access material i.e., Spotify, Facebook, Instagram), relevant to the project, and as recent as possible.
- It is recommended that both collaborating partners include support material as part of the application. There are two types of support material:
    1. Supports the expertise of the Artist(s)
    2. Supports the project
- Artist(s): A resumé (maximum three pages) is required for all artists contributing to the project. Submit a PDF or Word document that provides the review panel with relevant information demonstrating the professional artistic practice of the primary artist and any additional contributing artists. Include arts education and training (formal or informal), key accomplishments, exhibitions or performances, awards, public recognition, and other notable aspects of your artistic/creative work.
- A letter of support from the school principal is required for all applications, whether the applicant is the school or the artist.
- SK Arts will accept up to two items of support material for the Artist(s) in addition to their resumé, and up to three items of support material to support the project (see list of possible items below). The maximum items of support material to submit cannot exceed five in total and must not exceed the restrictions on each item. Excess material will not be forwarded to the reviewers or considered during the peer review process. This ensures that all applicants have an equal opportunity to present their project.

- List and itemize all the support material included with the application.

<u>Artist Applicant Support Material and Technical Requirements</u>

Choose a maximum of two items from this list:

- <u>Audio</u> *(maximum 5-7 minutes)*: MP3
- <u>Video</u> *(maximum five minutes running time, not to exceed a total file size of 2 GB)*: MOV, MP4 files
- <u>Still images</u> *(maximum of 10 images for a single artist or up to 20 images for applications involving multiple artists)*: JPEG format.
- <u>Print</u> *(maximum ten pages manuscript)*: double sided, page numbered, portrait format, in Word or PDF

<u>Project Support Material (Maximum three items)</u>

- You may include other relevant material to support your project and/or that notes expertise or knowledge, such as newspaper or magazine clippings, brochures, or other types of documentation *(maximum 1-2 pages)*.
- Letters of support *(maximum one page)*

Application Deadline and Submission Requirements

Working on Your Application:
Applicants may work on and save their application over time before final submission. It is important to save your work throughout the process to avoid losing any progress. You may return to the application at any point during the online application period up until the closing date and time.

Submission Deadline:
The final day to submit a complete application for assessment is **non-negotiable**. While the application portal remains open until midnight, SK Arts staff are available only until 4:30 p.m. on weekdays and are not available on weekends. Any inquiries must be submitted well in advance of the deadline. To ensure fairness to all applicants, late applications will **not** be accepted.

Equity, Diversity and Inclusivity

SK Arts values diversity, seeking to be inclusive and accessible to all our applicants and participants. For this reason, we ask applicants to identify the school community you hope to engage with your project that may have been historically underserved or is otherwise considered marginalized (artists, schools or communities outside urban settings, Indigenous, People of Colour, Deaf or artists with varying abilities, 2SLGBTQ+, or a newcomer to Canada). This helps us assess whether the program is achieving its diversity goals.

Declaration: Release of Information
If you wish to receive information about SK Arts' programs, activities, and upcoming grant deadlines, you must tick the box to authorize us to add your name to our mailing list. While we never release the names of unsuccessful applicants, the names of grant recipients are published on our website and in our annual report. If you have given permission, we may also provide grant recipients' addresses to media or to your MLAs and MPs upon request.

Acknowledgement
To enable us to process your grant application, you must tick the box indicating that you have read and understood the explanatory statements.

Important: All declarations must be completed for the application to be considered complete and ready for submission.

PEER REVIEW PROCESS

Applicants are to consider the Assessment Criteria when developing the content of their application. SK Arts will rely on third-party review and assessment of this application as part of its due diligence. An independent panel of reviewers will assess applications through a competitive process based on the following:

1. Project Quality
    *   The collaborating partners, through planning, aim to develop and present high-quality artistic programming that is relevant and uniquely designed to address the needs and interest of the school and student participants.
    *   The artist is recognized as a professional by their peers and will be assessed by their past work and current practice as identified in their support material.
    *   The project allows for the artist to build knowledge and skills appropriate for student learning that connects to cross-curricular and cross-cultural outcomes cultivating a cross-disciplinary learning environment.
    *   If applicable, Indigenous Knowledge Keepers and Elders are included into the project activities in ways that are respectful, honorable, and significant.

2. Project Impact
    *   The school has the potential to evolve and/or expand the way students view arts processes and practices, thereby enriching art experiences and encouraging the school's artistic and cultural development.
    *   The project engages students in a meaningful way by encouraging them to make connections, construct meaning and reflect critically on their work.
    *   The project is innovative; it exposes students to new ideas, processes, and ways of thinking thereby empowering them to realize their full potential while acknowledging their role in society.
    *   The project nurtures creativity and imagination and has the potential to stimulate positive change by providing students with opportunities to deepen an understanding of themselves and of others.
    *   The project enhances the quality of life and fosters an appreciation for and life-long learning in the arts.

3. Achievability
    *   The quality and depth of the partnership(s) are appropriate, and there is evidence that both collaborating partners have a common understanding of the project and are committed to its success.
    *   The project activities, learning goals, and roles of all identified partners are reflected in the application. There is evidence of clear communication, collaborative planning and project development.

- The project plan, timeline, and budget are appropriate for the project term.

4. <u>Evaluation</u>
   - The inquiry question(s) is thoughtful and responsive to the needs of the school, connects to arts education and/or other curricula, and is appropriate for the proposed project's goals that will be reflected upon throughout the project term.
   - The Inquiry Question and planned activities can be measured and evaluated against the school needs and curriculum objectives.
   - There are tools in place to evaluate the projects impact for further reflection and future planning.

For more information about SK Arts' peer review process and how funds are allocated, visit our website at https://sk-arts.ca/grants/general-granting-info/how-are-grants-awarded.html.

NOTIFICATION OF ASSESSMENT RESULTS

Applicants are typically informed of grant decisions by email no later than 90 days after the application closing date.

SUCCESSFUL APPLICATIONS

Successful applicants will receive a notification e-mail that includes the terms and conditions of funding.

When the applicant is a School:

Both the teacher and the school principal must sign and submit the **Request for Grant Payment** form. A contract agreement (see **Artist Contract**) signed by the school and the primary artist must also be provided to receive funding. A cheque for the approved grant amount will be issued to the school listed in the application no earlier than 30 days before the project term begins. If the School Division is identified as an **Additional Partner** and will administer the grant funds, the cheque may be issued directly to the school division. The school or school division is responsible for managing the grant funds.

When the applicant is the Artist:

All three parties - the artist, the teacher, and the school principal - must sign the **Request for Grant Payment** form. A contract agreement (see **Artist Contract**) signed by the school and the primary artist must also be provided to receive funding. A cheque for the approved grant amount will be issued to the primary artist listed in the application no earlier than 30 days before the project term begins. The artist is responsible for managing the grant funds.

If the grant awarded is **less than 60%** of the amount requested, the applicant must submit a revised budget, project plan, and/or project timeline to show how the collaborating partners will carry out the project with reduced funding.

Artist Contract

The Arts Professions Act, now in effect in Saskatchewan, requires that written contracts be used in all transactions between professional artists and those who hire them, engage their services or use their creative work. These written contracts help solidify the relationship between the artist and those who contract their services by providing a clear understanding of the transaction. This provides an extra measure of protection to both parties and assists projects in moving forward in a forthright manner. The Act also recognizes the artist as a professional and emphasizes the importance of fair compensation. All funded projects will require that a written

contract be developed, submitted and used between the Artist and the School partner at the start of the project.

Additional Information

- **Tax Reporting**: SK Arts is required to issue a T4A form for grant amounts over $500 issued to an individual applicant.

- **Project Start**: Recipients must begin the project no later than 12 months from the initially approved start date.

- **Acknowledgement**: Recipients are required to acknowledge the support of SK Arts, Sask Lotteries, and the Government of Saskatchewan through the Ministry of Education in all print materials, openings, receptions, performances, events, or other public functions. SK Arts will provide an acknowledgement statement and access to logos via its website.

- **Final Report:** Recipients must submit a final report within 30 days of the project's end date. The report should include a project overview, responses to program-specific questions, the final budget, and any supporting documentation, such as receipts, images, video, or other relevant materials.

- **Communication**: SK Arts may contact the applicant and/or the collaborating partner at any time regarding grant conditions. Recipients must communicate any major changes, including project modifications, date changes, or significant budget revisions. SK Arts reserves the right to rescind the grant if the project is significantly changed without approval.

- **Receipts**: SK Arts may request receipts for artist fees and other professional fees, and/or any expenses over $100. Keep all receipts for such expenses.

- **Final Actuals**: Grant recipients must submit Final Actuals, along with revised Revenue Notes and Expense Notes, as part of the final report. This should include explanations for any variances between the proposed and actual budget.

- **Community Engagement**: Applicants are encouraged to invite SK Arts staff, community stakeholders, MLAs, MPs, and other relevant individuals to any presentations or public activities resulting from the project.

UNSUCCESSFUL APPLICATIONS

If your application was recommended for support by the review panel but not ranked high enough to be funded, apply again and hope for a better outcome. The review panel saw merit in your project and would have awarded it a grant, but funding ran out. Every deadline is unique: different partners apply, and different reviewers assess the applications. Before applying again, take the following steps:

- Reread and reconsider your application components and support material.
- Call the Program Consultant. Program Consultants can often provide helpful comments from the peer review panel and suggest how you can more clearly present your project or strengthen your application.

If you received an email informing you that the application was considered ineligible or was not recommended for funding, the Program Consultant can explain what the problem was and whether the applicant can apply at the upcoming closing date.

- The application may have been incomplete, or not enough information was provided for the review panel to assess it against the assessment or eligibility criteria.

- The budget may have included ineligible expenses, or the review panel may have had questions about your eligibility.

Many of these issues can be resolved. Calling to discuss the results professionally, acting on the feedback and reapplying is the best response to an unsuccessful application.

CONFIDENTIALITY OF INFORMATION

The personal and confidential information that is provided in an application is collected, used and disclosed in accordance with the provisions of *The Freedom of Information and Protection of Privacy Act* (an Act respecting a right of access to documents of the Government of Saskatchewan and a right of privacy with respect to personal information held by the Government of Saskatchewan). This information is required to process the application. Personal and confidential information disclosed in the application will only be shared, as necessary, with employees of SK Arts, SaskCulture Inc., the Ministry of Education, and the reviewers. If awarded a grant, the name of the recipient, School, project description and amount of the grant will be made known publicly. SK Arts is required to report to the public on the funds it disburses through its programs. SK Arts will respond appropriately to any inquiries regarding the privacy policies and procedures, including requests to access the applicant's personal information.