



**ARTISTS IN SCHOOLS – Projects**  
**PROGRAM GUIDELINES**  
*Application Closing Dates: April 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.**

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## CONTACT

It is strongly recommended that applicants, particularly first-time applicants, contact a Program Consultant before preparing an application, as they can clarify eligibility and program requirements and provide advice relevant to your application.

**Jody Greenman-Barber**  
**Program Consultant**  
**(306) 541-5692 (Regina) or 1-800-667-7526**  
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## SUBMISSION

Applications are only accepted online.

**Note: Both the School Applicant and the Artist Applicant must be in good standing with SK Arts prior to submitting an application. Please contact SK Arts to verify your standing.**

## PROGRAM INFORMATION

*Artists in Schools* offers Saskatchewan K-12 students arts and learning experiences that are linked to cross-curricular and cross-cultural educational outcomes through partnerships with professional artists/arts professionals.

**Note: Changes have been made to grant request amounts and receipt and contract requirements. Receipts for expenses are now required for reporting, and contracts with artists will be required prior to funding being released.**

## PROGRAM PURPOSE

The arts are an important pillar of society, enriching our schools and communities by enhancing our quality of life, while they allow us to learn about ourselves and about others. The Artists in Schools program encourages a creative environment and enriching educational experience that nurtures innovation and imagination. Exposing youth to new ideas stimulates positive change by exciting students to realize their full potential, acknowledge their role in society, and foster a life-long learning in the arts.

*Artists in Schools – Projects* provides support for collaboration between artists and schools to co-create an inquiry-based arts and learning project through their combined knowledge, skills, and experience. Projects are unique in their design and developed in response to the needs and interest of the school community while connecting to cross-curricular and cross-cultural outcomes.

Projects are created to directly engage students, working with a professional artist, as creative participants in the artistic process wherein the quality of their artistic experience is as important as the project's artistic outcome. Through immersive experiences and active engagement, students gain a new appreciation for artistic practices and creative processes while cultivating cross-disciplinary learning skills.

## PARTNERSHIP ROLES AND RESPONSIBILITIES

Most successful projects come out of genuine partnerships between the school and the professional artist. It is the responsibility of both partners through collaborative project development to plan and execute the project while respecting each other's roles. Indigenous Elders or Knowledge Keepers, and/or additional partners can contribute specialized knowledge, skills, or resources, encourage inclusion, and deepen relationships for long-term impact.

The **School Applicant** will have a shared responsibility for planning, development, execution, and evaluation of the project. Planning will involve identifying regular arts education and other curriculum outcomes, key questions, issues, or ideas that are relevant to the school and students. The school will be identified in the application as either the Primary or Secondary Contact, will take part in creating the application and, if the application is successful, will submit a final report with the Artist Applicant. If the school is identified as the Primary Contact, the school will assume the responsibility for registering an account and opening the *Artists in Schools* application through our online portal, inviting the Artist Applicant to contribute to the grant application, and for management of the grant funds.

The **Artist Applicant** must meet SK Arts' definition of professional artist and meet at least three of the following criteria in a manner appropriate to their art form:

- The individual has received training and/or acquired knowledge and experience in a manner typical for their art form.
- The individual has begun creating a body of work since the conclusion of that training.
- The individual has been recognized as professional by others working in the same art form.
- The individual has received compensation for their artistic work at a level consistent with those of other professionals working in the same art form.

The artist serves as a collaborator and mentor for the project. This applicant will have shared responsibility for planning, development, execution and evaluation of the project. The artist will support those involved in the project in their development of knowledge and skills in the arts. The artist will take part in creating the application and, if the application is successful, submit a final report with the School Applicant. If the artist is identified as the Primary Contact person, they will assume responsibility for registering an account and opening the *Artists in Schools* application through our online portal, invite the School Applicant to contribute to the grant application, and for management of the grant funds.

**Elder or Knowledge Keeper Partners:** Projects that explore Indigenous art forms, skills, knowledge, teachings, and/or world views must include an Elder or Knowledge Keeper in their ongoing activities. Indigenous Knowledge Keeper is an individual whose role within Indigenous communities (First Nations Status and Non-Status, Métis, Inuit) supports the development, preservation, and knowledge transfer of specific Indigenous worldviews, cultural practices, art forms, protocols, or traditions.

**Additional Partners may include artists and/or guest artists, School Divisions, or community partners.** Additional Partners are genuine partnerships appropriate to the project and proposed activities. The roles and responsibilities of the Additional Partner(s) is defined by the Applicants; these Partners are not required to take part in drafting the application.

## ELIGIBILITY

### Who can apply?

- The partnership between the school and Professional Artist must be in place prior to submission.
- The School Applicant is any provincial k-12 school that operates in a traditional classroom or school setting and works with the Saskatchewan Education curriculum.
- The School Applicant must be based in the province of Saskatchewan, may make no more than one application to *Artists in Schools* at any submission closing date, and must be in good standing with SK Arts (i.e., have no overdue reporting on any prior grants) when the application is received and any grant payments are issued.
- An Artist Applicant may make more than one application at any submission closing date, up to the maximum allowable funding level as through residencies (\$45,000/ year) and Independent Artist Program four-year maximums, although the review panel will consider the individual's ability to undertake multiple projects when assessing the applications.
- The Artist Applicant must be in good standing with SK Arts (i.e., have no overdue reporting on any prior grants) when the application is received and any grant payments are issued.
- In the case of \$20,000.00 grants with more than one artist at least 50% of the artists, including the lead artist applicant, must be Saskatchewan residents and meet SK Arts' definition of a Professional Artist.
- 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 disability artist, 2SLGBTQ+, or a newcomer to Canada). This helps us assess whether the program is achieving its diversity goals.
- 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.

### What kinds of projects are eligible?

- Projects that foster respectful, professional partnerships between artists and schools.
- 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 student's needs.
- Projects designed to connect with and engage students in meaningful ways and have a lasting impact.
- Projects designed to engage with 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.
- Projects 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.
- Projects in any artform (dance, drama, literary, visual, music, media arts, or multi-disciplinary) presented during regular school hours.
- 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.
- 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.

### **What is ineligible?**

- 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 and if applicable, will describe their roles and responsibilities accordingly.
- 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.
- Schools that submit more than one application per closing date.
- 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 to 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.
- Artists contracted in hired positions within the school(s) whose work overlaps with proposed activities outlined in projects.
- Projects that start prior to the application closing date.

- 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.

## 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>
- See the *Artists in Schools* page of our website ([www.sk-arts.ca/ais](http://www.sk-arts.ca/ais)) for information including frequently asked questions and the following tools, under APPLICATION AND INFORMATION:
  - A **Project Documentation and Reflection Guide** provides suggestions for how the project can be documented and evaluated.
  - **Sample Partnership Contract** template for use after your application has been approved.

### Planning an *Artists in Schools* Project

- **Both** Applicant partners must be registered in the online application portal. It is recommended the partners start working on their application at least one month before the closing date.
- Preparation time will include coordinating the project with established partnerships, gathering support material, working out budget information, and submitting the application online. **Applicants will not be able to submit their applications after the closing date.**
- The ideas, objectives, roles, and responsibilities of all identified partners must be reflected in the application with evidence of clear communication, collaborative planning, and project development.
- The project must identify arts education curriculum themes and objectives or learning outcomes that will be addressed during the project, in addition to objectives or outcomes from other content areas.
- The established partnerships need to be appropriate, intact, and have a mutually beneficial relationship for the quality and depth of the project and for the partners to achieve their goals.
- It is important Applicants understand the needs and challenges of the students and school community where the project will take place; together they will establish an inquiry question that responds to these needs and challenges and develop project activities accordingly.
- The partnership negotiates a contract that best suits the school, the project, the students, and the artist(s). The partnership will also determine the artist fees according to the agreed-upon terms.
- Projects that explore Indigenous art forms, skills, knowledge, teachings, and/or world views **must** include an Elder or Knowledge Keeper in their ongoing activities. A letter of agreement or video statement from all participating Elders or Knowledge Keepers is required for the application to be eligible.
- A letter of agreement from Additional Partners, Elders, and/or Knowledge Keepers supporting the application is required for projects requesting more than \$10,000.
- A resume is required from each additional Artist(s) contributing to the project for projects requesting more than \$10,000.

- The applicants need to consider the impact of their project and how it will be measured and reflected upon.

*Note: An artist will not replace or be a substitute for teachers or arts education specialists or assume responsibility for overall management of a classroom. It is expected that a teacher will remain with their class when the artist is present and engage the students in activities that support the project goals.*

### **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, etc.):
  - It directs the partnerships as they work towards a shared goal while valuing the perspectives and contributions of others.
  - It expresses what students will think about and investigate throughout the project.
  - It encourages meaningful engagement by students and guides the project from its onset, and it may be changed and refined as the project evolves.

### **Evaluation**

- Together, the Applicants are expected to reflect on the project and submit a final report after it's completed.
- The Applicants will consider the needs and interest of the school community and its students, the curriculum connections, and cross-cultural outcomes, and develop tools to evaluate the success of their project and its impact on student learning.

### **Budget**

- Applicants will submit a budget through the online application.
- The budget for your project must balance, meaning your Total Revenue must equal your Total Expenses. A balanced budget shows the need for the grant but also indicates that you can complete the project with the grant and your other available financial resources.
- List all income, sponsorships, funding and personal resources you plan to devote to the project under *Revenue*.
- In *Revenue Notes*, indicate revenue as confirmed or unconfirmed. If a contribution is unconfirmed, indicate alternate plans for acquiring these funds if they are not available from the source(s) listed in the budget.
- Cash or in-kind contributions can come from partners or businesses in the community, fundraising or other grant sources. This is not a requirement for receiving a grant. Include in-kind contributions in both revenue and expenses.
- Under *Expenses*, list project costs incurred during the project term to complete the activities outlined, indicating which costs the grant is intended to cover. For each expense, you will be asked to say how much is covered by the *Artists in Schools* grant that you are requesting. The total of these amounts should be equal to your grant request. You may need to attach breakdowns of some categories if you have many individual expense items. Remember to assign the same dollar cost to items listed as in-kind donations under *Revenue*.
- In *Expense notes*, indicate which expenses will be covered by the *Artists in Schools* grant. Funding from other sources may not be assigned to the same expenses as those covered by the *Artists in Schools* grant.

- The School Applicant may be required to deduct and/or remit employer and employee contributions, which can include but may not be limited to Canada Pension Plan, Employment Insurance and Workers' Compensation. If the Applicant Partner needs to deduct and/or remit any of these items, they should be included in the budget. For more information, see 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>.
- SK Arts is required to issue T4A forms for taxation purposes for amounts over \$500 issued to individuals.
- Grant recipients will **submit Final Actuals** and revised *Revenue Notes* and *Expense Notes at the end of the project* as part of their final report, including an explanation of any variances in final actuals from the proposed budget.
- Artist Fees: SK Arts is committed to the professional status of the artist and won't fund projects in which artists are not paid for their work. Refer to the appropriate industry organization – such as CARFAC ([www.carfac.sk.ca](http://www.carfac.sk.ca)), ACTRA ([www.actrasask.com](http://www.actrasask.com)) or Canadian Federation of Musicians ([www.cfmusicians.org](http://www.cfmusicians.org)) – for minimum fee schedules.
- Elder or Knowledge Keeper Fees: Enter Elders or Knowledge Keepers fees or honoring gifts, etc.
- Other: Enter any additional costs you will incur to complete your project.

### Support Material

- Support materials help reviewers assess your project against the assessment criteria and provide them 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 your project, and as recent as possible.
- It is highly recommended both applicants 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 is required (maximum three pages). Attach a PDF or Word document that provides the review panel with the relevant information that demonstrates your professional artistic practice. This should include any arts education, training (both formal or informal) that informs your practice, key accomplishments, exhibitions, performances, awards and other public recognition of your artistic/creative work. It can also provide information about the body of work you have produced.
- 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 of 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 work.
- List and itemize all the support material included with the application.

### Artist Applicant Support Material and Technical Requirements

Choose a maximum of two items from this list:

- Audio (*maximum 5-7 minutes*): MP3



- Video (*maximum five minutes running time, not to exceed a total file size of 2 GB*): AVI, MOV, MPG, MP4 files
- Still images (*maximum ten*): JPEG files
- Print (*maximum ten pages manuscript*): double sided, page numbered, portrait format, in Word or PDF

#### Project Support Material (Maximum three items)

- 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*)

### **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.

### **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 partners, through collaborative 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 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. Evaluation

- 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**

If your application was successful, you will receive a notification e-mail that includes the terms and conditions of funding. If the grant awarded was less than 60% of the amount requested, you must submit a revised budget, project plan and/or project dates to show how you will undertake the project with less funding than requested.

The Applicant Partners and School Principal must sign and submit the Request for Grant Payment form and provide an agreement signed by both parties to receive funding. A cheque for the approved grant amount will be released to the Applicant Primary Contact indicated in the application no sooner than 30 days before the beginning of the project term.

A copy of a signed contract between the artist(s) and School partner is required before funds will be released.

SK Arts is required to issue a T4A form for grant amounts over \$500 issued to an individual applicant.

Recipients of funding must begin the project no later than 12 months from the start date initially approved.

Recipients of funding are required to acknowledge the support of SK Arts, Sask Lotteries, and the Government of Saskatchewan through the Ministry of Education, particularly on all print material and at openings, receptions, performances, events or other public functions. SK Arts will provide grant recipients with an acknowledgement statement and access to the logos through SK Arts' website.

Recipients of funding are required to submit a final report to be completed after the project term, including a description of activities accomplished, budget, receipts, documentation, etc. Final reports are due no later than 60 days after the project end date.

SK Arts may contact one or both partner(s) at any time regarding any conditions affiliated with the grant received based on the application.

Recipients of funding must communicate any major changes with SK Arts, including any modifications to the project or dates, or significant budget revisions. If the project is significantly changed without approval, SK Arts reserves the right to rescind the grant.

Request receipts when you pay artist and other professional fees, and keep all receipts for expenses over \$100 to be included in reports.

Applicants are encouraged to invite people – SK Arts staff, community stakeholders, MLA's, MP's, etc. – to any presentations that result 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 work and would have awarded your project 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 your partnership that the application was considered ineligible or was not recommended for funding, the Program Consultant can explain what the problem was and whether the partnership 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.