



ARTISTS IN SCHOOLS – *Residencies*
APPLICATION GUIDELINES
Application Closing Date: April 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

CONTACT 2

SUBMISSION 2

PROGRAM INFORMATION..... 2

PROGRAM PURPOSE..... 2

PARTNERSHIP ROLES AND RESPONSIBILITIES..... 2

ELIGIBILITY..... 3

 Who can apply? 3

 What kinds of residencies are eligible? 4

 What is the maximum amount of funding available for a residency?..... 5

 What is ineligible? 5

PUTTING THE APPLICATION TOGETHER 6

 Planning a Residency 6

 Inquiry 7

 Evaluation 7

 Budget 7

 Support Material..... 8

 Artist Contract 9

PEER REVIEW PROCESS..... 9

NOTIFICATION OF ASSESSMENT RESULTS 10

SUCCESSFUL APPLICATIONS 11

UNSUCCESSFUL APPLICATIONS..... 11

CONFIDENTIALITY OF INFORMATION..... 12

CONTACT

It is strongly recommended that applicants, particularly first-time applicants, contact the Program Consultant before preparing an application, as consultants 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
jgreenmanbarber@sk-arts.ca

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

The *Artists in Schools* program 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.

Residency programs are designed to engage students out of established partnerships where both partners (school and artist) plan and execute the program through inquiry-based processes.

SK Arts supports *Artists in Schools – Residencies* where a school hosts a six- to ten-month artist-in-residence program with one professional artist from any artistic discipline hired full-time (35-40 hours/week). The artist and school partners collectively determine a schedule, splitting the artist's time 50/50 to accommodate their independent practice and the programming needs of the school.

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.

Artist in Schools – Residencies supports programs that engage students collaboratively in arts activities that are directly linked to cross-curricular and cross-cultural educational outcomes.

Artists in Schools residencies are collaborative, inquiry-based learning programs. Participating artists take up residence in the school full-time, so they can contribute to its cultural life and engage students and teachers in arts activities that are linked to educational outcomes. Where possible, the school provides the artist with a suitable studio space that allows the artist and their art practice to be accessible.

PARTNERSHIP ROLES AND RESPONSIBILITIES

Most successful residencies come out of genuine partnerships between the school and the professional artist. It is the responsibility of both partners, through collaborative program development, to plan and execute the residency while respecting each other's roles. Indigenous

Elders or Knowledge Keepers, and/or additional community partners can contribute specialized knowledge, skills, resources, and/or by raising the profile for long-term impact.

The **School Applicant** will have a shared responsibility for planning, development, execution, and evaluation of the residency. 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 complete the interim and final reports with 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, submitting all required reports. 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: Residencies that explore Indigenous art forms, skills, knowledge, teachings, and/or world views must include an Elder or Knowledge Keeper in their ongoing activities. 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 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 the 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 the *Artists in Schools* or *Artists in Communities* program at any submission deadline, 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.

- The Artist Applicant must be a Saskatchewan resident.
- An Artist Applicant may make more than one application at any submission deadline, up to the maximum allowable funding level (\$45,000/year) and Independent Artist Program four-year maximums, although the review panel will, however, 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.
- 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 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://www.sk-arts.ca/menu/grants/general-granting-info/accessibility-fund.html>) for translation services.

What kinds of residencies are eligible?

- Residencies that foster respectful, professional partnerships between artists and schools.
- Residencies that support innovative arts and learning experiences that link to cross-curricular and cross-cultural educational outcomes.
- Residencies that reflect an appreciation for high-quality arts programming and are developed in response to the school's and students' needs.
- Residencies designed to connect with and engage students in meaningful ways and have a lasting impact.
- Residencies 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.
- Residencies that provide students with tools for critical and creative thinking about themselves and their place in the world.
- Residencies that empower students, develop student agency, identity, and access to voice.
- Residencies that place the students at co-learning and co-creation.
- Residencies that increase access to the arts for underserved or marginalized school communities facing barriers.
- Residencies in any artform (dance, drama, literary, visual, music, media arts, or multi-disciplinary) presented during regular school hours.
- Residencies that encourage the participation of artists from a variety of aesthetic viewpoints, racial and ethnic backgrounds, cultures, and disability perspectives.
- A residency that is a repeat or continuation of a previous residency is eligible; however, the application must explain why the continuation is important.

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

- The maximum funding available for a ten-month residency is \$40,000 (for northern schools, an additional \$1,500 is available to cover higher travel costs). If the residency term is less than ten months, the grant amount is pro-rated.
- A minimum of \$30,000 of the \$40,000 maximum must be used towards the artist's salary. If the term is less than ten months, then an artist's salary of no less than \$3,000 per month is expected.
- 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.
- 50% of the grant funds are released 30 days prior to the residency start date. The remainder of the funds are released after receipt and approval of the interim report.
- 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 program plan without approval, and/or do not begin their residency within approved timelines.

What is ineligible?

- Community/Curatorial Organizations or School Divisions acting on behalf of schools and artists to present residency projects. Community/Curatorial Organizations or School Divisions may support a residency 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 deadline.
- Residencies that do not compensate artists, Elders, and/or Knowledge Keepers for their work. (See *Budget: Artist/Elder/Knowledge Keeper Fees*)
- Residencies that are not primarily artistic.
- Residencies that do not link to cross-curricular and cross-cultural educational outcomes.
- Residencies 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 the residency.
- Residencies that start prior to the application deadline.
- Grants intended for capital purchases (e.g. basic equipment, kilns, computers, musical instruments, etc.). In most cases, renting equipment during the residency 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
www.sk-arts.ca/menu/grants/general-granting-info/preparing-your-application.html
- See the *Artists in Schools* page of our website (www.sk-arts.ca/menu/grants/grants-by-type/artists/artists-in-schools.html) 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 a Residency

- **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.
- It is recommended that partners wishing to undertake a residency complete an *Artists in Schools – Development* grant and/or an *Artists in Schools – Projects* grant before undertaking a residency. The *Development* grant provides small amounts of funding to schools and/or professional artists to build relationships with potential partners, develop projects or residencies, and/or research school needs. *Artists in Schools – Projects* provides support for collaboration between artists and schools to co-create an inquiry-based arts and learning project as research and/or development of an artistic residency.
- Preparation time will include coordinating the residency 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.**
- If an artist has not completed an *Artists in Schools – Projects* grant, it is expected that a needs assessment and a plan for a residency have been completed, the result of which will be demonstrated in the application.
- The ideas, objectives, roles, and responsibilities of all identified partners must be reflected in the application with evidence of clear communication, collaborative planning, and residency development.
- The residency must identify arts education curriculum themes and objectives or learning outcomes that will be addressed during the residency, in addition to objectives or outcomes from other content areas.
- The partnership negotiates a contract that best suits the school, the residency program, the students, and the artist. It is up to the Applicant Partnership to determine how the artist will divide their residency time 50/50 between the school program and their independent practice. The partnership will also determine the artist salary according to the agreed-upon terms.
- It is recommended the school provides the artist with a suitable workspace and, if required, assist the artist with locating housing. (Note: The artist is not obligated to set up their studio within the school community if it is not suitable to their work or practice, or for any other unforeseen reasons.)
- The established partnerships need to be appropriate, intact, and have a mutually beneficial relationship for the quality and depth of the residency 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 residency will take place; together they will establish an inquiry question that responds to these needs and challenges and develop activities accordingly.
- Residencies that explore Indigenous Art forms, skills, knowledge, teaching, and/or world views must include an Elder or Knowledge Keeper in their ongoing activities. A letter of agreement from the Elder or Knowledge Keeper is required for the application to be eligible.
- The Applicants need to consider the impact of their residency 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 engaging the students in activities that support the residency 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 partners 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 residency.
 - It encourages meaningful engagement by students and guides the residency from its on-set, and it may be changed and refined as the residency evolves.

Evaluation

- Together, the Applicants are required to evaluate and submit an interim report at the mid-point of the residency and a final report after the residency is 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.
- Applicants should factor into their evaluation the potential for the residency to change and the inquiry question to adjust according to discoveries made throughout the residency.

Budget

- Applicants will submit a budget through the online application.
- The budget for your residency 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 residency with the grant and your other available financial resources.
- List all income, sponsorships, funding, and personal resources you plan to devote to the residency under *Revenue*.
- Based on a monthly wage of \$3,000-\$3,500, a minimum of \$30,000 of the \$40,000 maximum must be used towards the artist's salary. If the term is less than ten months, then an artist's salary of no less than \$3,000 per month is expected.
- 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.
- Funding from other sources must not be assigned to the same expenses as those covered by the *Artists in Schools* grant.
- Under *Expenses*, list residency costs incurred during the residency 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 Partner 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 School 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 www.canada.ca/en/revenue-agency/services/forms-publications/publications/rc4110-employee-self-employed/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 residency** 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 will not fund programs 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.
- Other: Enter any additional costs you will incur to complete your project.

Support Material

- A letter of support is required from the school principal for all school residencies.
- Support materials help reviewers assess your residency against the assessment criteria and provide them with evidence that the residency 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 works. It can also provide information about the body of work you have produced.

- SK Arts will accept up to three items of additional support material for the Artist Applicant and up to three items of additional support material to support the residency (see list of possible items below). The maximum items of support material to submit cannot exceed six in total and must not exceed the restrictions for 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 this application.

Artist Applicant Support Material and Technical Requirements

Choose up to a maximum of three items from this list:

- Audio (*maximum 5-7 minutes*): MP3
- Video (*maximum 5 minutes running time, not to exceed a total file size of 2 GB*): AVI, MOV, MPG, MP4 files
- Still images (*maximum 10*): JPEG files
- Print (*maximum 10 pages manuscript*): double spaced, page numbered, portrait format, in Word or PDF

Residency Support Material (Maximum 3 items)

- You may include other relevant material to support your residency and/or that notes expertise or knowledge such as letters of support from Community Partners, newspaper or magazine clippings, brochures, or other types of documentation, etc. (*maximum 1-2 pages*).
- Letters of support (*maximum 1 page*).
- Letters of support from any guest artists participating in the residency.

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 residencies with moving forward in a forthright manner. The Act also recognizes the artist as a professional and emphasizes the importance of fair compensation. All residencies will require that a written contract be developed and used between the artist and the school at the start of the residency.

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. Residency 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 residency 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 involved in the residency activities in ways that are respectful, honorable, and significant.

2. Residency 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 residency engages students in a meaningful way by encouraging them to make connections, construct meaning and reflect critically on their work.
- The residency 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 residency 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 residency 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 residency and are committed to its success.
- The 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 plan, timeline, and budget are appropriate for the residency 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 residency goals that will be reflected upon throughout the residency 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 residency 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 sk-arts.ca/menu/grants/general-granting-info/assessment.html.

NOTIFICATION OF ASSESSMENT RESULTS

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

SUCCESSFUL APPLICATIONS

If your application was successful, you will receive a notification email 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, program plan and/or program dates to show how you will undertake the residency with less funding than you'd requested.

The Applicant Partners and School Principal must sign and submit the Request for Grant Payment form to receive funding. A cheque for the approved grant amount will be released to the Applicant responsible for financial administration as indicated in the application no sooner than 30 days before the beginning of the residency 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 residency 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 an interim report halfway through the residency and a final report to be completed after the grant period, including a description of activities accomplished, budget, receipts and documentation, etc. Final reports are due no later than 60 days after the residency 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 residency program or dates, or significant budget revisions. If the residency 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, MLAs, MP's, etc. – to any presentations that result from the residency.

UNSUCCESSFUL APPLICATIONS

If your previous 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 proposal and would have awarded your residency a grant, but the 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 residency plans or strengthen your application.

If the Applicants receive 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 deadline.

- 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, community, program 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.