

TORONTO CATHOLIC DISTRICT SCHOOL BOARD  
**PARENT ENGAGEMENT DEPARTMENT**

**TCDSB Parent Reaching Out (PRO) Grant  
Application, Reporting and Reimbursement Process Guidelines  
2021-2022**

For assistance, please contact [Manuela Sequeira](#)



# APPLICATION



## The following is required to complete the application:

- Review of *TCDSB PRO Grant Application, Reporting and Reimbursement Guidelines 2021-2022*
- Name of school
- Contact principal information (email)
- Amount requested (**i.e., Up to, but not exceeding \$1,000**)
- Project date/Purchase date of resource
- Title of project/resource
- Description of project/resource (One sentence)
- Project's/resource's objective/goal, aligned with Ministry guidelines (Select on from page 3 of this resource)
- Project's/resource's outcome, aligned with Ministry's expectations (Select on from page 4 of this resource)

# APPLICATION - PROJECT OBJECTIVE



Ministry of Education



## Project/resource must meet one of the following objectives:

- Addressing social inclusion and racism specifically anti-Asian, anti-Black, and anti-Indigenous discrimination and bias and other prejudices toward racialized and marginalized groups as well as inequities and systemic barriers faced by these designated groups;
- Creating a safe and welcoming environment;
- Demonstrating respect for parents as valued partners within the education system regarding decisions about their child's education;
- Enhancing communication with teachers; or
- Informing parents about the expectations of the Ontario Curriculum and supporting resources.

# APPLICATION– PROJECT OUTCOME



**The project must meet one of the following outcomes:**

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Parents will have increased awareness of school activities and initiatives;

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Parents will have improved experiences of a welcoming school where parents' perspectives are encouraged, valued & heard;

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Parents will be more involved in their local school environment and child's education;

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Parents will experience fewer barriers in participating in their child's learning;

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Parents will feel like valued partners in the education system;

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Parents will have increased confidence in public education;

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Parents will understand how to address local needs and systemic barriers in the school community;

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Parents will feel connected with each other and with members of their community;

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Parents will be provided with the knowledge/skills/tools needed to support their child's learning at home and school; or

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Racialized parents will be aware of, and supported, to take on leadership opportunities in their school and board community.

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# APPLICATION - ELIGIBLE PROJECTS



Initiatives that identify and address local barriers to parent engagement and may include, but are not limited to:

- Development of parent resources (e.g., leadership resource for parents, resources addressing well-being, mental health, and anti-racism for students and families; existing resources translated into different languages, etc.);
- Delivery of parent information sessions (e.g., how to support children and families at home; how to understand curriculum; special education sessions, transition to high school, etc.);
- Delivery of parent engagement sessions (e.g., parent networking sessions with an educational/information component);
  - PRO – Max spent on food/hosting is 10% of the total grant
- Creating a parent lending library (e.g., books/pamphlets that provide parents with information and strategies to assist their children); or
- Innovative initiatives for parents that enable enhanced and diversified parent engagement.



# APPLICATION – INELIGIBLE PROJECTS



Excursions, activities, resources, workshops or speakers **for students**, even if parents are in attendance

Purchase of student supplies/resources for home/school use (e.g., markers, paper, glue, scissors, prizes, student agendas, calendars, supplies, scrapbooks, arts and crafts)

Purchase of goods and services for which the Ministry provides funding (e.g., textbooks, library books, school furniture, computers, cameras, projectors)

Capital items, such as televisions, sports equipment, shelving, computers, handheld devices (i.e., tablets/ laptops)

Payment to school board staff or volunteers, including salaries, gifts or honoraria

Computer software or applications, online subscriptions, voice messaging systems, website maintenance

School signs, announcement boards/ screens

Landscaping or creation/equipping of outdoor classrooms

Fundraising events or prizes for fundraising/school events

Social/family events **without an educational component** for parents

Hosting exceeding 10% of the approved funding

# FINAL REPORT – DATA REQUIRED TO COMPLETE THE REPORT



**School communities must gather the following data on the day of the event/purchase of resource, which will be required to complete the final report prior to June 17<sup>th</sup>, 2022:**

1. If the project was virtual: the total number of participants
2. If a resource was purchased: the name of the resource will be required
3. Number of parents in attendance
4. Number of students in attendance, if any
5. Number of staff in attendance, if any
6. Name of community organization in attendance, if any
7. A 1 to 2 sentence response to the following statement: *"Did the project/resource promote and/or support diversity, equity and inclusion. Please explain how or why not."*
8. A 1 to 2 sentence response to the following statement: *"What are some key lessons learned throughout the projects in your community that could inform equitable and inclusive parent engagement practices and approaches"*

# APPLICATION PROCESS



## Application

- Application is required for a pre-planned project via MS form @ <https://forms.office.com/r/928hXXTG1B>
- School must keep a copy of the application
- Maximum amount is \$1,000
- Application must be sent by February 15<sup>th</sup>, 2022

## Approval

- Once submitted application and amount requested **will be automatically granted approval for reimbursement up to \$1,000** if it meets the criteria in this resource document
- The school will be notified of receipt of application via the principal **ONLY IF the application that DOES NOT meet the criteria**
  - This will be to provide the school with an additional opportunity to modify the event to meet Board and Ministry criteria



# GRANT TIMELINE & IMPORTANT DATES



## September 2021

- Grant application must be submitted by **February 15<sup>th</sup>, 2022**
- If the school applied but cannot complete the project, notification must be sent to [Manuela](#) **before May 31<sup>st</sup>, 2022**
- Approved funds must be used in the calendar year
- If project is completed/the resource is purchased within the timelines but the request for reimbursement is not submitted **before June 17<sup>th</sup>, 2022**, the **school/CSPC will not receive reimbursement**

**June 17<sup>th</sup>, 2022**

# PRO – REIMBURSEMENT PROCESS – AFTER COMPLETION OF PROJECT



## Completion of Project

- Information on the day of the event/purchase of resource is gathered
- The information and the invoice(s)/receipt(s) are provided to the principal
- Principal completes cheque requisition

## Submission for Reimbursement

- **The principal completes the final report and uploads the cheque requisition and invoices**, via a MS Form as two separate PDF documents labelled in the following manner: **(Name of School)PRO – Invoice(s)** and **(Name of School) PRO – Cheque Req @ <https://forms.office.com/r/m0YKGPcnYG>**
- The principal retains all original PRO grant documents 7 years in the event that they are requested for a Ministry audit

## Processing of Reimbursement

- Parent Engagement Departments reviews report and documentation
- Once approved, Business Services will transfer the funds to the identified account on the cheque requisition and a confirmation of the transfer will be sent to the principal via the school's general email account
- The principal notifies the CSCP chair/co-chairs that the transfer has been made

# EXAMPLES OF PAST PRO INITIATIVES IN TCDSB SCHOOLS



- Conversations About Race and Stereotypes
- Equity and Inclusion in the School Community
- Building Inclusivity in Schools and Examining the Language and Stereotypes Home and at School
- Unpacking the Language and Identities of 2SLGBTQI+
- Mental Health and Caring
- Mental Health and Wellness
- Mental Health and Wellbeing in Young Women
- Identifying and Addressing Anxiety and Stress in Children
- Supporting Emotions and Resiliency
- Understanding Youth and Teaching Resiliency
- Helping Families 'Bounce Back' from Challenging Circumstances
- Regulating Emotions
- Parenting as a Reflective Practice
- Developing Resilience in Children

- Supporting Emotional Well-Being
- Developing Personal Happiness
- Childhood Anxiety and Stress
- Mindfulness and Well-Being
- Minimizing the Effects of the Pandemic on Children's Sense of Self
- Online/Internet Safety and Protocols
- Cyberbullying
- Identifying, Addressing and Supporting Bullying
- Science Family Night
- Spiritual and Mental Health Night
- Family Math Night
- Family STEM Night
- Skills for Parenting in Pandemic Times
- Healthy Eating Through a Pandemic
- Identifying and Addressing Current Parenting Challenges