

## Equity Assessment Tool for Policies and Procedures

All policies and procedures at \_\_\_\_\_ will be planned, reviewed and developed using an Equity Assessment Tool to help ensure that equity, diversity, inclusion, anti-racism and the elimination of all forms of discrimination are essential principles of our organization's policies and procedures.

**POLICY TITLE:** [\[insert title\]](#)

### **STEP 1:**

#### **Identify persons impacted by this Policy**

Persons impacted because of:	How may these persons be impacted:	
	Positively	Negatively
<input type="checkbox"/> Age (e.g., children, youth, seniors)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Race, Colour, Ancestry, Ethnicity, Culture, Place of Origin	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Indigenous Ancestry (First Nations, Inuit, Metis)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Nationality, Citizenship, Immigration Status	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Disability (e.g., persons with physical, mental, cognitive, auditory, visual, addiction, psychological disabilities, or disorders, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Creed Beliefs (e.g., Muslim, Jewish, Hindu, Buddhist, Indigenous Spirituality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Sexual Orientation (e.g., gay, lesbian, queer, bisexual, pansexual, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Linguistic Origin (e.g., persons whose first language is not English or French, persons who use ASL or have different literacy levels)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Gender Identity, Gender Expression (e.g., two-spirit, female, transgender, non-binary, gender fluid, gender-queer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Socioeconomic Status (e.g., low income, precarious employment, housing or residing in priority neighborhoods, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Family Status and Marital Status (e.g., single parent, childcare, adoption, foster parents, diverse families, chestfeeding, parental leaves, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Body Image (e.g., body size, appearance, body art, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other:	<input type="checkbox"/>	<input type="checkbox"/>

**STEP 2:**

**Describe potential negative impact(s) on the identified persons (i.e.: change in job performance, impact on social or professional networks):**

**STEP 3:**

**What have you done to assess the potential impact(s):**

- ☐ Conducted consultations (internal and/or external)
- ☐ Reviewed complaint/concern history
- ☐ Conducted quantitative/qualitative research:
  - ☐ Compared other systems
  - ☐ Identified current barriers, bias and service gaps
  - ☐ Conducted literature review (include citations for sources)
- ☐ Obtained assessment and feedback from staff
- ☐ Conducted self – assessment (consider personal biases)
- ☐ Obtained input from members of diverse and equity deserving groups and communities
- ☐ Other \_\_\_\_\_

**STEP 4:**

AREA TO ASSESS	CONSIDERATIONS	OUTCOMES
Equity Lens	*Equity is conceptualized within the framework of intersectionality (as per Kimberle Crenshaw)– the definition acknowledges that systemic barriers exist for specific groups (historically or currently disenfranchised and equity deserving groups and diverse communities) and that it is integral to redress those inequalities through the removal of those barriers	
Inclusivity/Scope	*Who is the policy designed for? *Does the policy include all those whom it impacts based on the identified persons in Step 1 of the assessment?	
Legislation Compliance	Compliance with the legislative requirements of the <i>Constitution Act, 1982</i> , the <i>Canadian Charter of Rights and Freedoms</i> , the <i>Ontario Human Rights Code</i> , the <i>Employment Standards Act</i>	
Use of Language	*Does the policy reflect current terminology? *Correct use of pronouns and gender-neutral terms *Are groups and persons identified correctly?	
Values	*Does the policy reflect the organization's values? *Does the policy stand by the organization's commitment to EDI?	

**STEP 5:**

**What changes or recommendations are you making to mitigate against the potential negative impacts of the Policy? What changes or recommendations are you making to enhance the positive impacts of the Policy?**

*As applicable, please consult with and get advice from appropriate staff or professional consults to determine equity recommendations:*

- ☐ Equity, Diversity and Inclusion Manager
- ☐ Equity, Diversity and Inclusion Committee member(s)
- ☐ People and Culture Department staff
- ☐ Director, People and Culture
- ☐ Quality and Privacy Officer
- ☐ Program Staff
- ☐ Other applicable staff/departments\_\_\_\_\_

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## Glossary of Terms:

<b>Terms</b>	<b>Definition</b>
<b>Anti-racism</b>	Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies, practices, and attitudes.
<b>Discrimination</b>	<p>Discrimination is an action or a decision that treats a person or a group badly on the basis of grounds of discrimination.</p> <p>As per the Canadian Human Rights Act, the prohibited grounds of discrimination are race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.</p>
<b>Diversity</b>	Diversity is the presence of difference, in terms of identities and lived experiences within a given setting. It can also include diversity of thoughts.
<b>Equity</b>	Equity acknowledges that advantages and barriers exist and makes a commitment to correct and address the imbalance.
<b>Gender Identity</b>	Each person's internal and individual experience of gender. It is their sense of being a woman, man, or non-binary.
<b>Inclusion</b>	Inclusion asks how team members can feel valued for their differences and participate fully.
<b>Intersectionality</b>	A framework to understand how people's identities combine to create different forms discrimination and privilege.
<b>Oppression</b>	A system that maintains advantage and disadvantage based on social group memberships, and operates, intentionally, and unintentionally, on individual, institutional, and cultural levels.
<b>Race</b>	<p>Race is a social construct used to classify people into groups, often falsely associated with biology such as physical characteristics (e.g., skin colour, hair texture and/or facial feature).</p> <p>Racial categories may vary over time and place and can overlap with ethnic, cultural or religious groupings.</p>