OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

EQUITY ASSESSMENT TOOL FOR POLICIES AND PROCEDURES

All policies and procedures will be planned, reviewed, and developed using this Equity Assessment Tool (EAT) to uphold our commitment to Indigenous Rights, Human Rights, and Equity in order to expunge all forms of discrimination and inequity from OCDSB policies and procedures[1]. This tool allows for a shared and harmonized assessment of equity and diversity among staff in the OCDSB, and thus, aids in improving capacity for the identification and removal of inequities and systemic barriers faced by diverse and historically or currently marginalized individuals and communities. It is important to note that equity work cannot be reduced to just one tool, and requires us to consistently question and understand the specific ways inequity plays out in our context, to engage in praxis — the integration of constant reflection and action — and to engage in a continuous cycle of learning.

WHEN DO I USE THE EQUITY ASSESSMENT TOOL?

- As early as possible when developing a new policy/procedure, or conversely, when revising an existing policy/procedure; and
- Throughout the life-cycle of the policy/procedure development, implementation and review process.

BEST-PRACTICE STEPS FOR USING THE EQUITY ASSESSMENT TOOL

- Collect and analyze relevant research, existing policies, and demographic data;
- Consult with affected marginalized and vulnerable groups to identify needs, barriers and root causes of inequity, where deemed appropriate;
- Consider approaches to addressing systemic barriers and inequities, while meeting the identified needs emergent from the policy/procedure;
- Consult additional resources (academic, financial, organizational, etc.) to contribute to equity-informed considerations and assessment;
- Identify, analyze, and address the actual or *potential impacts* that the policy/procedure may have on vulnerable groups that were historically and/or are currently marginalized;
- Make recommendations to eliminate adverse impacts and to enhance the positive impacts of the policy/procedure; and
- Submit tool to _____ with the associated policy/procedure.

Guiding Questions:
1. Who is *not included* in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

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[1] See the Board's Human Rights Policy for the terms and definitions used in this Equity Assessment Tool.

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POLICY/PROCEDURE TITLE: [INSERT TITLE HERE]

STEP 1:

Identify which demographics are impacted by this policy/procedure

Persons impacted by policy/procedure due to:	Persons are impacted:	
	Positively	**Negatively**
Age (e.g., children, youth, seniors)	☐	☐
Race, Ancestry, Ethnicity, Culture, Place of Origin	☐	☐
Indigenous Ancestry (First Nations, Inuit, Métis)	☐	☐
Nationality, Citizenship, Immigration Status	☐	☐
Disability (e.g., persons with physical, mental, cognitive, auditory, visual, addiction, psychological disabilities or disorders, etc.)	☐	☐
Creed Beliefs (e.g., Muslim, Jewish, Christian, Hindu, Buddhist, Indigenous, Spirituality, etc.)	☐	☐
Sexual Orientation (e.g., gay, lesbian, queer, two-spirit, bisexual, pansexual, demisexual, asexual, etc.)	☐	☐
Language (e.g., persons whose first language is not English or French, persons who use ASL or have varying literacy levels)	☐	☐
Gender Identity, Gender Expression (e.g., female, transgender, non-binary, gender fluid, gender-queer, etc.)	☐	☐
Socioeconomic Status (e.g., low income, precarious employment, housing or residing in priority neighbourhoods, etc.)	☐	☐
Family Status and Marital Status (e.g., single parent, childcare, adoption, foster parents, diverse families, breastfeeding, maternity leaves, etc.)	☐	☐
Body Image (e.g., body size, appearance, body art, etc.)	☐	☐
Other: _____	☐	☐

STEP 2:
Describe the potential negative impact(s) on the demographics identified above. Please provide as much detail as possible in your assessment and consider existing policies and procedures to inform your approach to the assessment. Consider which human, structural, and financial resources are required to address equity and inclusion in the implementation of this policy/procedure:

STEP 3:

What practical steps have been taken to assess and address the identified potential impact(s) of the policy/procedure?

- ☐ Conducted consultations
    - ☐ Internal consultations
    - ☐ External consultations
- ☐ Reviewed complaint/concern history
- ☐ Conducted quantitative/qualitative research:
    - ☐ Compared other jurisdictions
    - ☐ Identified current barriers, biases, and service gaps
    - ☐ Conducted literature review
- ☐ Obtained feedback and assessment from OCDSB staff
- ☐ Conducted self-assessment (considered and interrogated personal biases)
- ☐ Obtained input from members of diverse and disenfranchised groups and communities
- ☐ Other _____

Please explain in further detail what steps were taken to assess and address the potential impact(s) of the policy/procedure. How early were affected groups consulted? What unanticipated adverse impacts emerged and how were they resolved and/or mitigated?

STEP 4:

In the box below, please explain: (1) what changes or recommendations are being suggested to mitigate against the potential negative impacts or unintended consequences of the policy/procedure; and (2) what changes or recommendations are being suggested to enhance the positive impacts of the policy/procedure.

As applicable, consult with and receive equity feedback from appropriate groups/individuals to determine recommendations and considerations for the policy/procedure:

☐ Human Rights and Equity Advisor
☐ Superintendent(s) of Instruction Responsible for Equity and/or Indigenous Education
☐ Special Education/Learning Support Services Department
☐ General Counsel
☐ Indigenous Education Council (IEC)
☐ Advisory Committee on Equity (ACE)
☐ Special Education Advisory Committee (SEAC)
☐ Multi-Liaison Cultural Officer (MLOs)
☐ Instructional Coaches and Support Coordinators (e.g. Equity Coach, Indigenous Support Coordinator, Trans and Gender Diverse Student Support Coordinator, etc.)
☐ Student Senate and Student Groups (e.g., Original Voices, Black Youth Forum, Rainbow Youth Forum)
☐ Community Support Workers
☐ Other applicable staff/departments_____