**Equity Assessment Tool for PolicIES AND PROCEDURES**

All policies and procedures will be planned, reviewed and developed using an Equity Assessment Tool to help ensure that fairness, equity, diversity, acceptance, inclusion, and the elimination of all forms of discrimination are essential principles of our school system and are integrated into all TDSB policies and procedures.**[[1]](#footnote-1)**

**Policy Title:** [insert title]

**Step 1:**

**Identify persons impacted by this Policy**

|  |  |
| --- | --- |
| **Persons impacted because of:** | **How may these persons be impacted:** |
| Positively | Negatively |
| [ ]  Age (e.g., children, youth, seniors)  | [ ]  | [ ]  |
| [ ]  Race, Colour, Ancestry, Ethnicity, Culture, Place of Origin | [ ]  | [ ]  |
| [ ]  Indigenous Ancestry (First Nations, Inuit, Metis) | [ ]  | [ ]  |
| [ ]  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, Hindu, Buddhist, Indigenous Spiritualty, etc.) | [ ]  | [ ]  |
| [ ]  Sexual Orientation (e.g., gay, lesbian, queer, two-spirit, bisexual, pansexual, etc.)  | [ ]  | [ ]  |
| [ ]  Linguistic Origin (e.g., persons whose first language is not English or French, persons who use ASL or have different 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 neighborhoods, 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 potential negative impact(s) on the identified persons:**

|  |
| --- |
|  |

**Step 3:**

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

[ ]  Conducted consultations

[ ]  Reviewed complaint/concern history

[ ]  Conducted quantitative/qualitative research:

 [ ]  Compared other jurisdictions

 [ ]  Identified current barriers, bias and service gaps

 [ ]  Conducted literature review

[ ]  Obtained assessment from TDSB staff

[ ]  Conducted self – assessment (consider personal biases)

[ ]  Obtained input from members of diverse and historically or currently disenfranchised groups and communities

[ ]  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 4:**

**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 to determine equity recommendations:*

[ ]  Executive Superintendent, Human Rights and Indigenous Education

[ ]  Superintendent, Equity, Anti-Oppression, Anti-Racism

[ ]  Senior Manager, Equitable and Inclusive System Culture

[ ]  Senior Manager, Human Rights

[ ]  Manager, Employment Equity

[ ]  Accessibility Coordinator

[ ]  Centrally Assigned Principals (CAPs), Equity and School Improvement

[ ]  Student Equity Program Advisors (SEPAs)

[ ]  Community Support Workers (CSWs)

[ ]  Other applicable staff/departments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
|  |

1. Refer to the TDSB’s Equity Policy (P037) available [here](http://www.tdsb.on.ca/About-Us/Detail/docId/200) for the terms and definitions used in this Equity Assessment Tool. [↑](#footnote-ref-1)