

City of Calgary's Sports and Recreation Equity Audit Tool

Published February 2024



Territorial Acknowledgement

The Sports and Recreation Equity Audit project recognizes and acknowledges that we are gathered on the ancestral and traditional territory of the Blackfoot Confederacy, made up of the Siksika (Seeg-see-kah), Piikani (Bee-gun-nee), Amskaapipiikani (Om-Skaa-bee-bee-Gun-nee) and Kainai (G-ai-nah) First Nations; the Îethka Nakoda Wîcastabi (ee-YETH'-kah nah-COH'-dah WHISK'-ah-tah-bay) First Nations, comprised of the Chiniki (Chin-ick-ee), Bearspaw, and Goodstoney First Nations; and the Tsuut'ina First Nation. The city of Calgary is also homeland to the historic Northwest Métis and to the Otipemisiwak (Oti-pe-mes-se-wa) Métis Government, Métis Nation Battle River Territory (Nose Hill Métis District 5 and Elbow Métis District 6). We acknowledge all Indigenous people who have made Calgary their home.

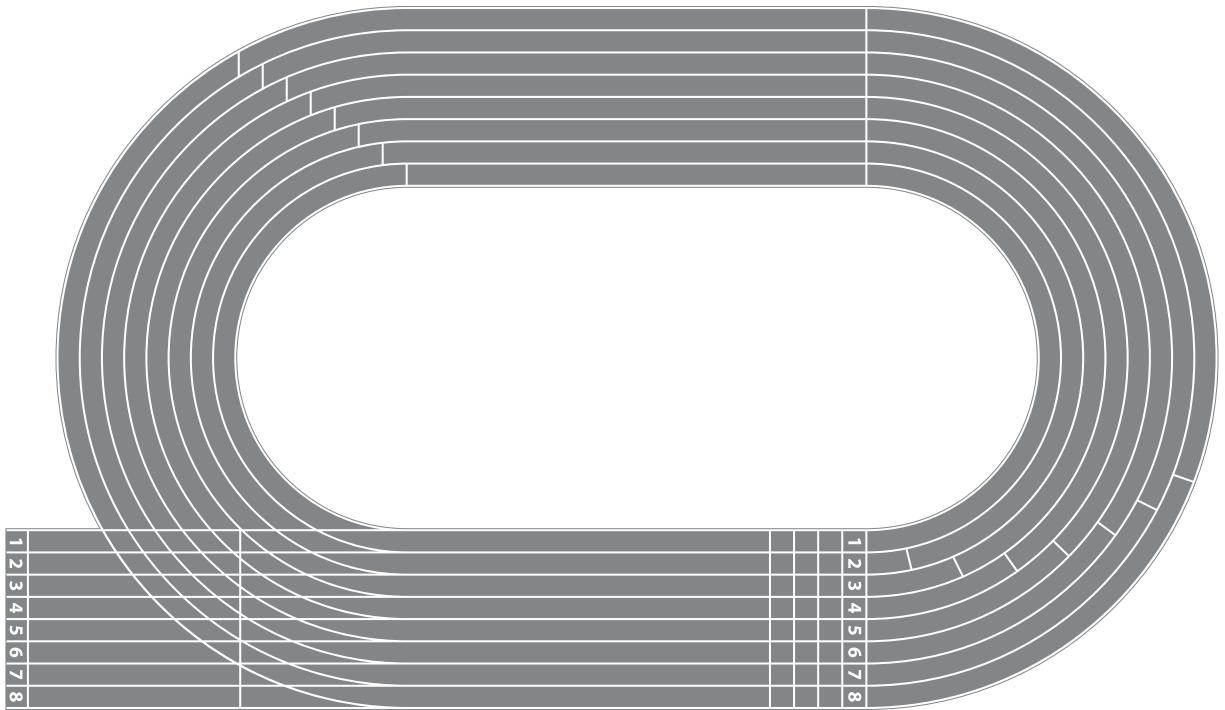
To create an equitable city, it requires the foundational acknowledgement of the colonial history that began over 500 years ago through the Doctrine of Discovery which gave explorers the right to claim "vacant land" in the name of their Sovereign. This land theft was formalized through the Treaty agreements with control asserted through the Indian Act (1876). Indigenous communities did not only lose their land but faced genocide and irreparable damage to their social and cultural fabric. Colonialism was bound to notions of White Supremacy - the idea that the white race is superior to others which to this day remains entrenched in our systems including political, bureaucratic, legal, and economic. As a result, there is continued injustice and inequity faced by our Indigenous communities (De Leeuw, 2016). This is the starting point for our work on equity which presents unique challenges faced by Indigenous communities. We recognize that the fundamental root causes of inequity impact many groups and by centering those principles we can begin to address these historical injustices.

The City of Calgary in 2017 adopted the Indigenous Policy and through the Calgary Aboriginal Urban Affairs Committee (CAUAC) has been working towards actioning the calls for action outlined in the White Goose Flying report (2016). This Equity Audit tool takes an initial step towards building a framework that can actively provide guidance to sports and recreation facility managers towards reconciliation while recognizing that this is only a part of the broader context of actions that The City is undertaking.

Acknowledgements



We want to acknowledge and thank all organizations and community members who supported us in our goal to strengthen equity within The City's sports and recreational facilities. A special note of appreciation to The City of Calgary Equity Program as the funder of this project and our City of Calgary Advisory Committee for guidance and development support.



Audit Tool Guidance

- The Tool should be conducted and reviewed yearly to help with projects and plans in the coming year.
 - Recruit a core group of staff members who contribute to the audit. They will represent different areas relevant to the tool (training, HR, resource management, program design etc.). Together you can review the different sections of the tool and identify areas for further development.
 - This tool is a conversation starter to determine what actions need to be taken. It allows for creativity and collaboration. Examples provided are not exhaustive.
 - The scoring in the tool is used to understand where potential gaps in equity exist. On initial use, it provides a baseline of current state. On a yearly reflection, the scoring can be used to determine how much change has taken place. Though there is scoring integrated, the most important aspect of this tool are the conversations that take place within your team around equity and inclusion.
 - While the tool is designed for facility managers, anyone running the organization, a committee, the board or staff are encouraged to use it.
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How to Use the Audit Tool

Using the scoring sheet:

- Circle or fill out the bubble that corresponds to the stage of implementation.
- Consider what has already been done in the facility, and what could be done in the future.
- Supporting information provided in Examples and Considerations alongside each statement will guide you to fill the scoring sheet.
- Specific scoring categories are:

1	Not yet in place	3	Partially in place/implemented
2	In planning stages	4	In place/implemented

In these sections, you also have space for articulating your rationale for the score under Up-to-date Accomplishments and Future Planning (short term and long term).

- **For Up-to-date Accomplishments**, please provide any steps that your facility has taken to address the relevant statement. Feel free to provide as much detail as possible when providing your rationale. As far as possible, please include external/tangible evidence of your efforts. For example, evaluation reports, impact surveys, satisfaction surveys etc.
- **For Future Planning**, please provide any short/medium/long term actions and goals for your facility as relevant to the statement. You may also provide any detail for how you plan on actioning a change; or identify any obstacles or difficulties that you foresee.
- **After circling a “4” to indicate that a question is complete**, yearly review of this question should still take place to explore if any new projects can advance further.
- Check and update the language being used within policies on a yearly basis.
- Consider all of your programs while assessing for equity, so that the results are reflective of the overall facility.

To ensure equitable processes are incorporated to achieve these outcomes, the following considerations may be undertaken:

- The audit tool uses the terms ‘organization’ and ‘facility’. The term ‘organization’ is used to refer to the overall entity developing policies, whereas ‘facility’ refers to the physical infrastructure/building.
- This audit tool will serve as a guide for the facility to consider engaging with members of impacted communities and equity deserving groups (EDGs) while developing policies, procedures, programs, etc. on an ongoing basis.
- The audit tool will guide the facility to consider partnering with community organizations to implement these actions and communicate changes.
- The audit tool will guide the facility to validate actions taken with impacted community members.

For background information on how the tool was developed, please refer to the Best Practice document and What We Heard Report which can be found on the City of Calgary’s Sport for Life Policy website: [Sport for Life \(calgary.ca\)](https://www.calgary.ca/sportforlife)



A. Policy, Practices, Procedures

A. Policy, Practices, Procedures

Score Sheet

Not yet Planning Partially In place

1. The facility has developed Inclusive & anti racism policies (for Indigenous; disabilities; 2SLGBTQ+; ethnocultural groups)

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Policies which ensure the acceptability of gender and culturally inclusive attire.
- An accessibility manual.
- An equity, diversity, and inclusion guideline.

Considerations:

- Does the facility consult with community and professional partners working in EDG communities to develop policies?

Not yet Planning Partially In place

2. The facility authentically engages and includes participation of Indigenous individuals to determine the gaps in policy frameworks; recommendations for improvements; and outreach and communication.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Engages with Indigenous communities for recommendations on being empowered to take control of their wellness, youth empowerment programming, and promotional materials.
- Develops campaigns to increase the number of Indigenous athletes participating in sports and recreational programming.
- Engages with Indigenous communities on the applicability of promotional campaigns and best practices regarding youth recruitment and retention.

A. Policy, Practices, Procedures

Not yet Planning Partially In place

3. The facility prominently displays diverse artifacts to ensure visual representation of diverse communities.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Displaying land acknowledgement behind reception counters.
- Displaying pride flags around the facility.
- Posting signage in different languages, including ASL, and core boards.
- Displaying cultural/ethnic artwork and stickers around the facility.
- The facility produces and makes available promotional material (posters, newsletters etc.) that profiles Indigenous, Black and diverse Racialized people role modeling positive lifestyles.

Considerations:

- Does the facility consult with community and professional partners working in EDG communities to develop representative artifacts?
- Does the facility understand the historical context and importance around the artifacts they choose?
- Does the facility choose appropriate artifacts based on their clientele?
- Do you have a strategic plan or process as to why you choose some forms of representation over others?

A. Policy, Practices, Procedures

Not yet Planning Partially In place

4. The facility implements the organization's policies to increase participation amongst different demographics of persons with disabilities.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Considers children and adolescents with disabilities in adopting best practices physical activity guidelines to increase participation.
- Considers safety concerns for individuals with disabilities. For example, disclosing medical information to meet the needs of individuals.
- Allowing for adaptive sports, where possible.
- Consults with persons living with disabilities or organizations supporting those living with disabilities to assess the effectiveness of its policies and funding.
- Caregivers or aides supporting an individual with a disability are not charged a fee.
- Allowing service animals in the facility.

Considerations:

- Do the customers in the organization's programs represent a range of disabilities?
- Has the organization taken steps to remove ableism* from existing reporting benchmarks. For example, the benchmark for Overall Physical Activity should include light intensity physical activity because it is an important component in the daily movements of children and adolescents with disabilities.
**Ableism: Bias favoring non-disabled individuals as the standard, shaping services and spaces to suit 'standard' people and excluding those with disabilities.*
- Does the organization have a philosophy that supports the inclusion of people with disabilities, and is it reflected in vision, mission statement, values & guiding principles?

A. Policy, Practices, Procedures

Not yet Planning Partially In place

5. The facility creates and implements the organization's trans-inclusion policy frameworks to increase participation amongst diverse gender groups.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Creates policy that includes complaint resolution procedures.
- Creates policies that address locker room access and additional privacy concerns.
- Creates procedural structures for addressing 2SLGBTQIA+ athletes or staff coming out to make it more comfortable and friendly.
- Consults specifically with trans-communities (and as needed other members of the 2SLGBTQIA+ community) to assess the applicability of the trans-inclusion policy.

Not yet Planning Partially In place

6. The facility implements the organization's procedures for reporting serious equity-related incidents and concerns.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Creates policies to address inappropriate language and actions.
- Creates a reporting system for victims and witnesses to report discrimination, bullying or harassment.
- Takes steps to address barriers to reporting, such as lengthy complaint processes, complex forms, measures to protect anonymity, to protect people from repercussions when reporting, and to guide people through complaint processes.

Considerations:

- Does the organization consult various EDGs to assess the applicability of the reporting systems with the intent to protect people of EDG backgrounds?
- Does the organization take active steps to address any gaps identified in the reporting system?
- How does the facility manager share and teach their front-line staff about using these policies and reporting systems?

A. Policy, Practices, Procedures

7. The facility implements the organization's policy to offer accommodations to those with diverse social needs and diverse backgrounds.

Not yet Planning Partially In place

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- The facility creates procedures around adaptable schedules that accommodate holidays and occasions of diverse backgrounds.
- The facility creates a buddy and/or mentor system to structure opportunities for social interaction.

Considerations:

- Does the facility consult EDGs regarding scheduling procedures, gaps in programs and services, and recommendations to accommodate holidays and occasions of diverse backgrounds?
- Does the facility build an atmosphere that celebrates strengths and achievements to provide opportunities for interaction?

8. The facility implements the organization's accountability measures that evaluate implementation of equitable policies, procedures, and practices.

Not yet Planning Partially In place

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Up-to-date Accomplishments:

Future Planning (short term and long term):

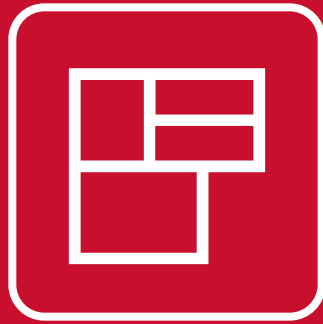
Examples:

- The organization takes specific steps to improve facilities and user experiences based on evidence of accessibility (e.g., user rates of use, user feedback, inclusivity of infrastructure, consultations with EDGs).

Considerations:

- Does the organization monitor the implementation of policies to ensure that they are being implemented as intended and that there are not any negative and unwanted/unintended consequences?
- Does the organization periodically (annually/quarterly/monthly) apply evaluation standards to measure staff performance and procedural adherence to policy?

TOTAL SCORE



B. Spaces

B. Spaces

Score Sheet

Not yet Planning Partially In place

9. The facility has a built environment that adheres to The City of Calgary's Access Design Standards. See the link for more information on the current Access Design Standards (<https://www.calgary.ca/development/accessible-design.html>).

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9.1. The facility conducted an assessment using the Access Design Standards and identified steps to meet the requirements.

9.2. The facility has reviewed current best practices guidelines unique to the specific sports and/or recreation site to ensure it addresses compliance concerns.

Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

This includes specific standards for:

- Vehicle access.
- Exterior paths of travel.
- Building entrances.
- Interior paths of travel.
- Washrooms.
- Special interior features.
- Building with special requirements.

For example, ramps are built to accessibility standards, which means they adhere to specific width and slope requirements. Exterior paths have curb cuts along the pedestrian walkway, are free from obstructions, have a stable surface, and not steeper than a 5% slope". Washrooms have specific entrance clearances, turning space within for mobility devices and fixtures at required heights, and other requirements to be classified as barrier-free.

See the link for more information on the current Access Design Standards (<https://www.calgary.ca/development/accessible-design.html>).

Considerations:

- What accessible features in the built environment or equipment are included to help individuals such as people with physical disabilities, sensory needs, and seniors?
- When looking at the facility as a whole, how does it score? Are there some features in the built environment that go above and beyond meeting code requirements, while others are in planning stages, and/or partially complete?
- What timeline is needed to ensure the facility adheres to all Access Design Standards?
- Has the facility ever received a complaint about its accessibility for people with disabilities?
- Are there any areas of accessibility improvement that future facility renovation projects can address? For example, is it a capital upgrade project, a minor complex upgrade project, a lifecycle project?

B. Spaces

Not yet Planning Partially In place

10. The facility has accessible signage and other communication tools for individuals with diverse communication needs (e.g. people with diverse disabilities - hearing/visual impairments; cognitive/neurological disabilities; speaking diverse languages or low literacy.)

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- The use of braille and auditory directions for visual and hearing impairments, or the use of voice apps and technologies to assist individuals.
- Using core boards to support communication.
- Large print documentation, easy to navigate digital technologies, and clear signage for location and directions.
- The use of different languages widely spoken in the community (English, French, Tagalog, Punjabi, Mandarin etc.), including the American Sign Language (ASL).
- The use of graphics and symbols for neurodiverse individuals.
- Example of a sensitive inclusive sign: *"This is a safe space that respects all aspects of people, including race, ethnicity, 2SLGBTQIA+ expression, sexual orientation, socio-economic background, age, religion & ability."*

For example, signs display graphics and symbols that have been tested by diverse audiences, and signs use large, simple, written English to suit diverse English language abilities. Signage is regularly identified by individuals with physical disabilities, neurodiverse people, seniors, 2SLGBTQIA+ people, and newcomers as key facilitators or detractors to using spaces. Some signs may be inappropriate, and signage should be tailored to suit specific audiences.

Considerations:

- What current signage features are included to communicate? How many forms of signage are made available? Do these features use accessible or easy to understand symbols? Do these features use multiple languages?
- Is the signage placed where people of all ages and all abilities are able to access it?
- Is the current signage appropriate to the clientele at the specific Facility?
- When looking at the facility as a whole, how does it score? Are some physical signage features already implemented, while others are in planning stages, and/or partially complete?
- What timeline and resources are needed to ensure the facility's physical spaces have diverse and accessible forms of signage?
- Are staff trained on adapted technologies or aids to support communication?
- Use of updated technologies or aids to support communication is considered to support communication needs as is feasible.

B. Spaces

Not yet Planning Partially In place

11. The facility has spaces that consider the unique needs of individuals of all genders, abilities, sexualities, cultures, and backgrounds.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Change stalls, washroom stalls, and shower stalls that are gender neutral spaces (including appropriate signage).
- Every stall has a full-length door for privacy to avoid individuals or teams having to make special requests.
- Reduce/or have zones free of mirrors in the recreational center.
- The facility has lactation rooms, baby/adult-sized changing tables in bathrooms, and family changing rooms for parents and nursing mothers.
- Facility has blinds and drapes to accommodate diverse needs (e.g. women only swimming for Muslim women; family/friends only).
- Staff members can have their chosen name on their name tag, and not just their legal name.
- Facility has multi-faith space for prayer/meditation.

Spaces have been identified as key areas for inclusion or exclusion. These are important for individuals who may identify as trans, individuals who may be uncomfortable about their own bodies, have personal/cultural/religious beliefs changing in front of others difficult, or a history of sexual abuse or violence. For example, gender segregated and open locker rooms with mirrors have historically been spaces where 2SLGBTQIA+ individuals have faced discrimination and creating separation in design can partially support this.

Considerations:

- How is space divided, and along what lines? What specific features are included in the division of space, such as stalls or lactation rooms? How are specific features built?
- Are there ways that spaces could be divided in ways that make it accessible to all persons?
- What timeline is needed to ensure the facility's physical spaces have features that are accessible to individuals of all genders, sexualities, cultures and backgrounds?

B. Spaces

Not yet Planning Partially In place

12. The facility has sensory friendly or low sensory spaces and features in place.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

Sensory friendly or low sensory spaces options should be navigable for people with physical, neurodiverse and intellectual disabilities who may find themselves processing information differently from others. Some features may also align with accessibility standards for design, such as lighting and acoustics.

There are diverse features that can help make sensory friendly or low sensory spaces. It may be appropriate to consider how sensory processing can be made equitable for these individuals (Cooke, 2023; Inclusive Sport Design, n.d.):

- Provide the individuals the ability to control and personalize the space they find themselves in.
- Offer the individuals the choice of color, pattern, and textures to ensure that neurodiverse individuals can stimulate or calm down environments when needed, e.g., mood lighting to allow for change of colors of the room.
- Ensure stimuli such as proximity, acoustics, temperature and smell are considered when designing spaces.
- Include spaces with auditory cues and textured surfaces for easy movement and engagement.
- Provide access to assistive listening devices; roving microphone.
- Limit unnecessary background music.
- Provide seating available near the presenter for lip reading.
- Ensure the place is well-lit space for an interpreter if needed.
- Adjusting lighting to reduce glare and flicker.
- Providing earplugs and headphones for auditory isolation and input.
- Using softer, less brightly colored equipment or adding sensory-friendly activities and equipment.
- Adjusting lighting to reduce glare and flicker.
- Communication is in clear and concise language with visual aids.

Considerations:

- What programs, physical pathways, and equipment are available to individuals with physical, neurodiverse, and intellectual disabilities?
- How have lighting, smells, acoustics, visuals, and other features listed above, been implemented in the facility?
- Are spaces adaptable to different situations by altering sound, communication, lighting, smells, temperature, and color, and by giving individuals the ability to personalize the space to suit their needs? What are individuals able to control and personalize? How will you let individuals know what features are controllable and which are not?
- What timeline is needed to ensure the facility's spaces have features that are modifiable and address sensory experiences related to sight, smell, touch, brightness, color, and hearing?

B. Spaces

Not yet Planning Partially In place

13. The facility offers users spaces and/or programs that are free and/or low cost/subsidized.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

A significant pain point to access for people of equity-deserving backgrounds is the lack of affordability for programs and spaces, and/or a lack of regularly funded and maintained programs and spaces; especially impacting individuals with physical disabilities, people of diverse ages, and people of diverse socioeconomic backgrounds such as newcomers.

Examples:

- The City of Toronto has instituted its commitment to increase access in recreation by offering no/low-cost service and programming options. This includes designated Free Centres, Free drop-in programs for all ages, and fee subsidies to programs and facilities.
- Affordable/no cost programs: After school care program gets youth in the facility. Youth and younger siblings. Facility provides snacks. Good opportunity to just hang out, use space for basketball, indoor games.

Considerations:

- What spaces are free and/or low cost?
- What programs are free and/or low cost?
- Are there ancillary costs associated such as equipment or uniforms?
- What threshold is used to define low cost?
- What steps could be taken at the program level to encourage participation of diverse populations in sports and recreation?
- What steps could be taken at the facility level, such as funding and maintenance, to encourage participation?

B. Spaces

Not yet Planning Partially In place

14. The facility provides diverse gathering spaces (outdoors and/or indoors) to encourage community building and making spaces feel welcoming and inclusive to build social sustainability.

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14.1. Spaces are designed with considerations given to religious, cultural, or disability needs in mind.

14.2. Spaces are available for both formal and informal gatherings with flexibility in usage.

Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Having an informal social gathering space in the lobby prior to entering the main facility,
- Dedicated community meeting spaces to host their own activities; social spaces for gathering before/ after activities.
- Prayer or smudge rooms.
- Visible art pieces that represent diverse artists and perspectives.
- Food options in the facility include varied dietary options (halal; vegan; kosher; vegetarian etc.).

Considerations:

- How does the facility represent the communities it serves? Is it an extension of the community?
- What are some features that can make a space welcoming and inclusive?
- What ways can spaces encourage engagement and connection among community members?
- What are sports and recreation activities that are of interest to different community groups in your community area?
- What types of sports and recreation can support community building?

B. Spaces

Not yet Planning Partially In place

15. The facility includes spaces and designs that respect and reflect Indigenous values and beliefs as they are rooted in meaningful engagement with Indigenous Peoples to build social sustainability.

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15.1. Facilities have been granted approval for their use of Indigenous content.

Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Consults with Elders in designing programs/ services; inviting Elders for leading social/community programs.
- Ensure that no mural or painting is installed without knowing the historical or cultural significance of the artwork; or Tipis put up without respecting accompanying customs and traditions.
- [Wanuskewin Heritage Park](#) in Saskatchewan, which was redesigned with a local landscape and architectural firm, has an interpretive playground which integrates play and exploration. It invites children to explore the area while making connections to the cultures and stories of the many Indigenous Peoples who have gathered there over thousands of years. The park was created over a 30 year period to ensure that its development presents an appropriate cultural and environmental image.

Considerations:

- Does the facility consider Truth and Reconciliation Calls to Actions while designing services and spaces? For example, [calls to action 88 and 89 for sports and recreation](#) push for Indigenous athlete development and growth, the promotion of physical activity, and the reduction of barriers to sports and recreation for Indigenous peoples. However, for these to be enacted it requires concerted systems level changes.
- For any sports and recreation facility to play a part in these calls to action, facilities must display transparency with Indigenous Peoples at all stages. It also requires built in processes when consulting with Indigenous Peoples and trust to be fostered at every step.
- Project timelines may have to be flexible to ensure that processes include and acknowledge trust building with Indigenous partners and are not forced upon any group or person.

B. Spaces

Not yet Planning Partially In place

- 16.** The facility has a built environment that uses environmentally sustainable supplies and materials that address environmental considerations as part of providing a sustainable and healthy environment for all communities.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- The facility undertakes specific steps to conserve energy and reduce impacts on the environment
- Materials used are sustainable, reusable, recyclable, compostable.

Considerations:

- Has the facility explored and procured high-quality recycled materials for its equipment (a great sustainable choice)?
- Does the facility provide different waste disposal options, e.g., compost, refundable, recyclable, and waste disposal bins?
- Does the facility provide clear directions (including signage) for users on how to use different waste disposal options?
- Does the facility use timers and motion light sensors in all areas to conserve energy?
- Does the facility draw on/has plans to adopt alternative energy sources such as solar or wind energy?

TOTAL SCORE



C. Training & Human Resources

C. Training & Human Resources

Score Sheet

Not yet Planning Partially In place



17. The facility has visible diverse (Indigenous, Black and Racialized, physical/neurological/intellectual disabilities; gender & sexual diverse) representation in staff/volunteer recruitment to meaningfully support increased community participation.

Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- The facility hires dedicated members of staff with lived experience and/or with working knowledge of diverse physical and intellectual capacities, backgrounds, cultures, languages to ensure visible representation in staff.
- **For disabilities:** Have a Recreation Inclusion Facilitator who can coach program leaders to make programs/services more accessible. This includes knowledge and best practices related to space design, equipment, communication styles, and programming for persons with diverse capacities and additional support needs.
- **For cultures:** Have a member of staff with lived experience in one or more of the cultural backgrounds which are designated as key demographics for the facility. For example, a facility in the Northeast of Calgary has identified that a significant proportion of residents in proximity to the facility identify as Sikh. They have a bilingual member of staff from Sikh heritage to facilitate programs and activities to this demographic.

Considerations:

- Have you considered not only representation in staff overall, but representation at various levels of the facility's hierarchy, and in the composition of casual, temporary and full-time staff and volunteers?
- Have you identified which EDGs are accessing, or likely to access the facility based on reliable data, such as municipal data, evaluation data, or other sources?
- Have you consulted with groups regarding which backgrounds or what specific working knowledge may be useful for dedicated staff?

C. Training & Human Resources

Not yet Planning Partially In place

- 18.** The facility provides opportunity for staff training on addressing bias, creating a safe space, and improving knowledge and capacities that specifically pertain to Indigenous, Black and diverse Racialized communities; neurodivergent individuals; members of gender diverse individuals etc.).

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Provide staff education in historical intergenerational contexts for Indigenous communities.
- Provide staff training in trauma & trauma-informed approaches to care for refugees, newcomers and Indigenous communities.
- Provides opportunities to attend-anti discrimination and sensitivity training (e.g. San'yas Indigenous Cultural Sensitivity training etc.).
- Provides accessible training including specific knowledge and procedures for how to deliver accessible customer service so that staff are competent and comfortable in meeting the needs of people with disabilities.
- Provides specific training to staff regarding working with neurodiverse populations. This includes sensory friendly training, awareness and knowledge building materials for integrating neurodiverse populations in sports and recreation.
- Staff are coached and trained to be sensitive, to reduce immediate reactions of refusing service to 'troublemakers'.
- Staff are trained to de-escalate situations, in cases where members of the public are the source of tension towards EDGs, to maintain safe spaces for diverse community members.
- The facility trains all staff on protected grounds in the [Alberta Human Rights Act](#), and how these protected grounds should be approached in the context of Facilities.

Considerations:

- Does the facility have spaces, scenarios, and/or equipment that can be used to demonstrate proficiency on how to create a safe space for diverse community members?
- Are there any specific policies, procedures, or training packages that can be modified to suit this specific area of expertise?
- Are there any partners that can be relied upon to deliver, or complement the training and education?
- If the facility staff does not know how to communicate using ASL or other languages, they should be aware of and have a list of local organizations that can assist with interpretation, and translation, or know of alternate ways of communicating.

C. Training & Human Resources

Not yet Planning Partially In place

19. The facility has created inclusion onboarding material for new hires to ensure they are trained before their first day of work.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Onboarding materials for new hires includes various models of delivery for the onboarding material. This could include special guests with content knowledge on EDGs, videos, and scenarios.
- The onboarding material includes sections for each EDG.

Considerations:

- How can previous onboarding be modified to suit these current outcomes?
- Does The facility consult EDGs regarding onboarding material for new staff?

20. The facility shares inclusive & anti-racism policies (for Indigenous; disabilities; 2SLGBTQIA+; ethnocultural groups) with staff, volunteers, facility patrons, parents/guardians, and players as appropriate to build sustainable inclusivity and shared accountability.

Not yet Planning Partially In place

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Sustainable inclusivity refers to an outcome which encourages long-term participation of multiple and/or targeted groups, such as EDGs.

Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- The facility displays its inclusive and anti-racism policies in large plain language on a board at the entrance of the facility and in other areas of public visibility.
- Staff at the facility openly talk about these policies as needed with members, parents/guardians, players and others as appropriate.
- The facility starts new programs with these policies and emphasizes that the intent is to encourage long-term participation of multiple and/or targeted groups, such as EDGs.

Considerations:

- Do people understand in plain language the intent of the policies?
- The facility is open to feedback from staff, volunteers, parents/guardians, and players on the policies to ensure that they appropriately target long term participation.
- How are the facility staff upholding the outlined policies?

C. Training & Human Resources

Not yet Planning Partially In place

21. The facility provides access to crisis-response resources to current staff and volunteers and as part of onboarding for new staff and volunteers to make the appropriate referrals for specific situations or crises.

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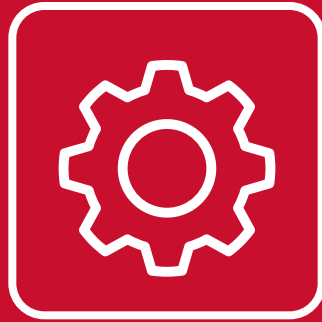
Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Provide lists for contacts/hotlines for mental health, trauma, police etc.
- Provide lists for different health and social services.
- Provide resource lists for diverse cultural organizations.

TOTAL SCORE



D. Programs & Services

D. Programs and Services

Score Sheet

22. The facility and staff meaningfully engage with Indigenous partners to design and offer targeted programs and services for Indigenous communities.

Not yet

Planning

Partially

In place

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Provide meeting rooms with seating arrangement in a circle to honour 'Talking Circles'.
- Include Indigenous languages as part of offered language classes.
- Include Metis jigging and other Indigenous dance forms as part of dance classes.
- Produce promotional material that profiles Indigenous Peoples role modeling positive lifestyles.
- Develop targeted campaigns to increase the number of Indigenous athletes participating in sports and recreational programming.

Considerations:

- Does the facility collaborate with Indigenous nations, Indigenous led/focused organizations, and educational institutions to implement sport, recreation and wellness programs?
- Does the facility include diverse Indigenous perspectives in programming rather than a singular pan-Canadian Indigenous approach?

23. The facility creates sport and/or recreation programs and activities that include individuals with different disabilities (physical, intellectual, neurodiverse etc.).

Not yet

Planning

Partially

In place

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Provides sensory slots in programming for neurodiverse individuals (e.g. specific gym, swimming timings)
- Accommodates personal aides/caregivers accompanying individuals with disabilities.
- Facility space is booked by Adapted Sport Organizations

D. Programs and Services

Not yet Planning Partially In place

24. The facility encourages diversity within its programming and services to address the social needs of diverse populations (e.g older adults; diverse abilities; diverse financial status; diverse cultures etc.)

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Special programs: A food bank program for kids (e.g., when kids are off school, such as for the weekend or winter break, they can come to this food program and receive enough food for all of the days where they will not be at school), and a community fridge to help community members experiencing food insecurity.
- Staff speak a wide breadth of languages, including ASL; staff name tags include language spoken.
- Tailored services to get youth peer groups in the facility together, rather than focusing on individual attendees.
- People with disabilities are encouraged to participate in programs and groups of their choice.

Considerations:

- Acknowledging that it may not be practical or feasible to offer programs/services that cater to all aspects of diversity, does the facility have a clear idea around potential areas for future growth?
- What are some ways that the facility can be involved to encourage cultural diversity for individuals with varying needs?
- What types of sports and recreation can support community building?
- Are inclusive and adapted activities offered for individuals of all abilities to have choice in participation?

D. Programs and Services

Not yet Planning Partially In place

25. The facility offers services and programs that reduce physical access/usability barriers for diverse groups.

1	2	3	4
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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- The facility offers free and/or reduced cost program options.
- The facility and/or its programs and services are in proximity to attending communities, and/or near transportation.
- Does the facility have adaptive equipment for people with disabilities?
- The facility partners with other organizations to deliver programs in targeted communities, or partners to address transportation barriers by ensuring public transportation access.

Considerations:

- Does the facility take steps to learn about the types of access barriers that diverse groups may experience?
- Are there any organizations and partners that collaborate with the facility to address specific barriers?

26. The facility provides options to access programs and services in different languages and ensures that language considerations are built into all experiences for users, such as in registration and program activities.

Not yet Planning Partially In place

1	2	3	4
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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Staff speak a wide breadth of languages; staff name tags include language spoken.
- Creates newsletters and other communications materials in simple English, or other diverse languages with information on offerings and steps to register.
- Provides clear and simple signage throughout the facility.
- Provides translators, interpreters and/or translation apps to facilitate diverse language speakers.
- Creates banners, posters and other communication materials using inclusive language for gender diverse individuals.

D. Programs and Services

Not yet Planning Partially In place

27. The facility takes specific steps to address communication and outreach gaps in sharing information and knowledge about programs, activities and services to diverse communities.

1	2	3	4
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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Shares information about programs/services/events through local schools' PA system in financially challenged neighbourhoods to encourage increased community participation. Make announcements over the PA system in the morning, for example, offer students free snacks at the facility after school to encourage youth to explore the facility.
- Creates and displays communication/promotional materials at different community locations (other community organizations, settlement agencies).
- Displaying Closed Captions (CC) on all videos shown on facility websites and any screens within the facility.

Considerations:

- Where do people access information?
- Is the content displayed in an easy to digest manner?
- How do you know you are reaching the appropriate parties?
- Is the facility marketing plan inclusive of all EDG's?

28. The facility creates partnerships with other organizations to expand capacity building, increase participation and build relationships.

Not yet Planning Partially In place

1	2	3	4
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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Partnering with local police. Giving out free swim passes for good conduct, community service.
- Building relationships: Members of police/security forces are included in community events as guests/participants to encourage informal interactions between law enforcement and community youth to reduce fear and apprehension. Helps see police as partners/helpers rather than an antagonist force.
- Partners with other community organizations to hold cultural activities.
- Partners with other organizations to co-offer programming that is absent from facility's own portfolio.
- Maintain links with disability-specific organizations to exchange information and share ideas on inclusion.
- Partnering with local schools: E.g. with a French school to deliver a spring gardening program in French as part of the school's earth sciences curriculum.
- Partnering with local orgs supporting a specific EDG to help run tailored programming at certain times.

D. Programs and Services

Not yet Planning Partially In place

29. The facility and its staff accommodate community experiences to reduce barriers to participation, such as work schedules.

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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- Offers flexible classes and scheduling options (weekend/evening classes for children of single parent families/working parents).
- Offers daycare/childminding services for enrolled parents.
- Offers family discounts.
- Offers after-school care programs to get youth (and younger siblings) in the facility.
- Offers programs at times or in places that are not impeded by issues with transit connections.

Considerations:

- Do you understand what the needs are of those utilizing your facility?
- Can you identify who is not making use of your facility and programs – and why?
- Have you engaged with those in your community to understand their needs?

D. Programs and Services

Not yet Planning Partially In place

30. The facility offers programs, activities and services that help address environmental sustainability, as part of its commitment to social sustainability

1	2	3	4
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Up-to-date Accomplishments:

Future Planning (short term and long term):

Examples:

- The facility engages in non-traditional programs that promote environmental stewardship, in addition to traditional recreational opportunities. For example, partner with an organization such as Ducks Unlimited to offer recreation and conservation programming.
- The facility has created policy and/or procedures for supporting equity groups who need support/relief during major weather events (heat warnings, smoke warnings, extreme cold, etc.).
- Provides community members with incentives to maintain certain features of the site. These include volunteering to maintain outdoor garden spaces; managing littering, garbage disposal and recycling; clean-up after events etc., in exchange for free facility program/services passes (swim, enrolment in particular classes etc.).
- Provides activities that require less space, which contribute to lower gas and electricity requirements for infrastructure.
- Provides seasonal outdoor activities to improve energy efficiency (e.g. reducing electricity consumption).

Considerations:

- Is the facility learning from cultural practices in environmental sustainability from diverse EDGs?
- What are some ways that can encourage reduce, reuse and recycle waste?
- What are some ways that encourage community participation in sustainable activities?

TOTAL SCORE

Scoring Sheet

A. TOTAL SCORE (out of 32)

B. TOTAL SCORE (out of 32)

C. TOTAL SCORE (out of 20)

D. TOTAL SCORE (out of 36)

GRAND TOTAL (out of 120)

If you mostly scored:

- **1s - 2s (total score 30-60):** The journey to being an equitable facility and organization has just begun. The tool offers many steps to actively move forward.
- **3s (total score 60-90):** The facility and organization are on their way to becoming equitable. You are ready to take on more challenging aspects of this work.
- **4s (90-120):** The facility and organization have taken strong steps to becoming equitable.