

Western Québec School Board
Framework for Equity: Our Shared Vision, Values and Commitments

Justice-Equity-Diversity-Inclusion Committee

*A framework to guide system-wide action toward equity, inclusion, belonging, and student success
across Western Québec School Board schools and centres.*

Introduction

The Western Québec School Board Justice, Equity, Diversity, and Inclusion (JEDI) Framework sets out a shared direction for building schools and workplaces where every student, staff member, family, and community partner is treated with dignity, experiences belonging, and has equitable opportunities to thrive. This framework responds to WQSB's commitment to student achievement, lifelong learning, quality multilingual education, and caring communities by placing justice, equity, inclusion, and belonging at the centre of how the board leads, teaches, hires, partners, and makes decisions.

This framework represents a key phase within a broader, long-term strategic direction for equity and inclusion across the board. The actions and priorities outlined here are intentionally focused on the next two years, providing a concrete and actionable roadmap while recognizing that this work is ongoing and will continue to evolve through future phases of planning, implementation, and reflection.

The framework recognizes that inequities do not arise by chance; they are often produced and reinforced by systems, structures, policies, and everyday practices that affect people differently based on race, Indigeneity, disability, gender, language, religion, socioeconomic status, sexual orientation, and other lived identities. For that reason, it moves beyond symbolic commitment and focuses on concrete action, accountability, and continuous improvement across governance, workforce diversity, teaching and learning, student wellbeing, family and community engagement, and data practices.

It is intended to serve as both a guiding vision and a practical action tool for commissioners, senior leadership, school administrators, educators, professionals, support staff, students, families, and community partners. It establishes a common language, identifies priority areas for change, and supports a coordinated board-wide approach so that equity and inclusion are embedded in daily practice rather than dependent on individual initiative alone.

The Western Québec School Board's JEDI Committee chose to develop a framework in lieu of a more general DEI policy. This approach allows for greater specificity, accountability, and alignment with the priorities identified through consultation. The framework includes a concrete action plan informed by feedback gathered from employees, students, parents, commissioners, and community representatives through in-person sessions and an online survey. The committee extends its sincere appreciation to all who contributed to shaping this work.

Grounded in human rights, education law, reconciliation commitments, and WQSB's responsibility to serve diverse communities across its territory, this framework affirms that inclusion is not an add-on to educational excellence but a condition of it. Through this

work, WQSB commits to fostering learning and working environments that are safe, responsive, representative, and community-connected, and to ensuring that all learners can see themselves reflected in their schools, leadership, and futures—both now and as this long-term strategy continues to unfold.

Western Québec School Board acknowledges that its schools, centres, and offices are located on the unceded traditional territory of the Algonquin Anishinaabeg peoples. The lands and waterways of the Outaouais, including the Gatineau region, have been cared for and occupied by the Algonquin Anishinaabeg since time immemorial.

WQSB recognizes the enduring presence, rights, cultures, languages, and governance of the Algonquin Anishinaabe, including the important relationship of this region to Kitigan Zibi Anishinabeg and other Algonquin communities. The Board affirms its responsibility to build respectful, reciprocal, and ongoing relationships with First Nations communities and to ensure that this framework supports learning environments grounded in dignity, truth, equity, and belonging.

WQSB further recognizes that education systems have been implicated in colonial harm, including the legacy of residential schools, and that meaningful reconciliation requires sustained action, reflection, and partnership. In this spirit, the Board commits to working collaboratively with First Nations communities and Indigenous partners to support culturally safe, responsive, and respectful schools for Indigenous students, families, staff, and communities.

Vision

At Western Québec School Board, a justice-focused culture of equity, inclusion, and belonging is lived in the everyday life of our schools. These commitments are embedded in everything we do so that every learner can thrive, achieve, and see themselves reflected in their schools, their leadership, and their futures. Guided by WQSB's commitment to student achievement, lifelong learning, quality multilingual education, and caring communities affirms that students are at the centre of the board's work. They are surrounded by relationships, systems, and learning environments that are responsive, inclusive, and growth-oriented.

WQSB aspires to be a school board where inclusion is a daily practice; where students, staff, families, and communities are meaningfully involved in decisions; and where student voice shapes learning and school life. This cultural shift recognizes education as a shared responsibility across the entire community. In this vision, schools are places of safety, belonging, care, and joy, where respect is the norm, differences are celebrated, and everyone is empowered to contribute and grow.

This means fostering representative leadership, attracting and retaining a diverse workforce that reflects the communities WQSB serves, and ensuring that inclusive, culturally responsive, student-centred pedagogies are part of everyday practice rather than special initiatives. It also means intentionally shifting mindsets, behaviours, and institutional practices so that equity and inclusion are normalized in daily interactions, decision-making, and learning environments. WQSB commits to systems of accountability, reflection, and continuous improvement so that this commitment is sustained across the organization and does not depend on individual champions alone.

Through restorative, community-connected, and reciprocal ways of working, WQSB seeks to model what it means to be a community where everyone learns with and from one another. Western Québec School Board aims to live its values with integrity and to actively cultivate a culture where people are valued and belonging is continuously practiced, strengthened, and experienced by all. This serves as a model for other school boards in creating schools where every person feels safe, included, represented, and empowered.

Purpose and Scope

The Western Québec School Board Justice, Equity, Diversity, and Inclusion Framework provides a shared foundation for advancing equitable, inclusive, and responsive practices across the board. It is intended to guide decision-making, planning, professional learning, policy development, partnership-building, and accountability across all areas of the organization.

This framework applies to governance, central departments, schools, centres, and board-wide initiatives. It is intended for commissioners, senior leadership, school and centre administrators, educators, professionals, support staff, students, families, and community partners who all have a role in creating learning and working environments where every person is treated with dignity and can fully participate.

The framework is both aspirational and practical. It sets out a vision for a justice-focused culture of equity, inclusion, and belonging, while also identifying concrete action areas, responsibilities, and indicators to support implementation and continuous improvement across WQSB.

Legal & Policy Context

Western Québec School Board's Justice, Equity, Diversity, and Inclusion (JEDI) framework is grounded in, and accountable to, the legal and policy landscape that shapes public education in Québec and Canada. It does not exist in isolation; it translates core legal obligations into coherent, proactive practices that advance substantive equity, student achievement, accessibility, and belonging across all WQSB schools and centres, including for students identified with ministry exceptionalities (EHDAA/HDAA) and for students and staff whose identities intersect across race, Indigeneity, disability, gender, language, class, religion, and sexuality.

Constitutional and human rights foundations

This framework is informed by the Canadian Charter of Rights and Freedoms, which guarantees equality before and under the law and the right to equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or disability. It is equally grounded in Québec's Charter of Human Rights and Freedoms, which affirms the right of every person to dignity, equality, and freedom from discrimination, and recognizes the specific obligation of public institutions to prevent and remedy discriminatory practices, including those that affect students who are disabled or in difficulty of adaptation or learning.

Within the school context, these instruments require WQSB to move beyond formal equality toward what courts describe as “substantive” or “real” equality, by identifying and actively removing barriers that limit some students' and staff members' opportunities to thrive. The commitments and actions in this framework, such as representative leadership, data-informed decision-making, accessible and culturally responsive pedagogy, and barrier-free communication and environments—are mechanisms through which WQSB operationalizes these constitutional and human rights obligations in everyday school life, with intersectionality as a guiding lens.

Education legislation, equitable access, and accessibility

Education is recognized in Canadian and Québec law as a public good and a right that must be provided without discrimination. Provincial education legislation and associated regulations establish the right of all students—including

EHDA/HDA students and those at risk—to access quality public schooling, along with duties on school boards to provide safe, inclusive, accessible, and non-discriminatory learning environments. For WQSB, this means that equity, inclusion, accessibility, and anti-racism are not optional add-ons; they are necessary conditions for meeting the board's legal duty to provide equitable access to education for every student.

Accordingly, the WQSB JEDI framework aligns its pillars, leadership and governance, workforce diversity and culture, teaching, curriculum and assessment, student experience and wellbeing, family and community engagement, and data and accountability, with these legislative responsibilities. Structured equity and accessibility learning for leaders, transparent and inclusive hiring and promotion practices, disaggregated data use (including data on students with ministry exceptionalities where appropriate), accessible communication and technology, and restorative, relationship-based approaches to discipline are examples of how the board gives practical effect to its obligations under education law.

Laicity, rights, and inclusive practice (Bill 21)

WQSB operates within Québec's Act Respecting the Laicity of the State (Bill 21), which sets out rules regarding the religious neutrality of the state and the wearing of religious symbols by certain public employees. At the same time, the Canadian Charter and Québec Charter protect freedom of conscience and religion and prohibit discrimination based on religion, race, and other protected grounds.

Within this complex legal context, WQSB's vision is to foster school environments that are safe, respectful, and welcoming for students, staff, and families of all faiths, spiritualities, and worldviews. The framework commits the board to ongoing learning, dialogue, and careful policy design so that, within the parameters of applicable law, school-level practices minimize harm, prevent discrimination, and honour the dignity and belonging of those whose religious identities and practices may be impacted by laicity provisions, in conjunction with other aspects of their identities.

Indigenous rights, reconciliation, and nation-to-nation relationships

WQSB recognizes that its schools operate on the unceded traditional territory of the Algonquin Anishinaabeg peoples and that public education systems have historically contributed to colonial harm, including through residential schools. This

framework is aligned with the Truth and Reconciliation Commission of Canada's Calls to Action on education and teacher education, which call for eliminating educational and employment gaps, integrating Indigenous knowledge and history across the curriculum, and building culturally appropriate curricula and supports in genuine partnership with Indigenous communities.

The framework is also informed by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), which affirms Indigenous Peoples' rights to self-determination, culturally appropriate education, and meaningful participation in decisions that affect their children, communities, and knowledges. In practice, this means that WQSB commits to working collaboratively and respectfully with First Nations communities and urban Indigenous organizations; co-creating learning experiences that honour Indigenous languages, histories, and knowledge systems; and embedding restorative and relational approaches that are consistent with Indigenous worldviews and legal orders, in intersection with other identities and experiences such as disability and gender.

UN International Decade for People of African Descent and anti-Black racism

This framework is also situated within the United Nations International Decade for People of African Descent (2015–2024), which emphasizes recognition, justice, and development for peoples of African descent worldwide. The Decade calls on states and public institutions to combat anti-Black racism, ensure equal access to quality education, eliminate discriminatory practices in schools, and increase the presence and leadership of people of African descent in education systems.un

In alignment with these commitments, WQSB affirms the right of students, staff, and families of African descent to learn and work in environments free from anti-Black racism and systemic discrimination. The framework's focus on disaggregated data, representative leadership, culturally responsive pedagogy, and partnerships with Black community organizations reflects WQSB's contribution to the Decade's goals within its own jurisdiction, recognizing that anti-Black racism often intersects with other forms of marginalization, including disability, Indigeneity, gender, and poverty.

Intersectionality

Intersectionality is a central lens in this framework: it recognizes that students, staff, families, and communities experience systems of power, privilege, and marginalization in overlapping ways across race, indigeneity, disability, gender, language, class, religion, and sexuality. No single identity category, such as disability, race, or language, is elevated above the others; instead, the framework is designed to respond to how these identities interact and to address compounded inequities in a balanced and holistic way.

Within this landscape, WQSB acknowledges the important advisory role of the Special Education Advisory Committee (SEAC) in initiatives, policies, and practices that impact students with ministry exceptionalities, including EHDA/HDA students. SEAC's expertise and recommendations are integrated alongside the voices of students, families, community organizations, and other advisory bodies to ensure that accessibility and disability rights are fully considered, without overshadowing other equity-deserving groups or the broader intersectional commitments of the framework.

Accountability, alignment, and continuous improvement

Taken together, these legal and policy instruments create a shared accountability framework for WQSB's vision of a justice-focused culture of equity, inclusion, accessibility, and belonging. They position JEDI work as an ongoing legal and ethical obligation, rather than a time-limited initiative, and require the board to continuously review and improve policies, programs, and practices in light of evolving jurisprudence, community needs, human rights standards, and intersectional analyses of data and experience.

By explicitly situating this framework within the Canadian Charter, Québec's Charter of Human Rights and Freedoms, provincial education law (including provisions related to EHDA/HDA and students at risk), Bill 21, the TRC Calls to Action, UNDRIP, and the UN International Decade for People of African Descent, WQSB signals that its commitments are anchored in law, responsive to historical and current inequities, and oriented toward transformation at every level of the organization.

Key Definitions

- **Discrimination:** Unequal or adverse treatment of an individual or group, whether intentional or systemic, based on actual or perceived identity factors such as race, colour, ethnic or national origin, language, religion, sex, gender identity or expression, sexual orientation, disability, or socioeconomic status, that has the effect of limiting opportunities, resources, or full participation in school life.
- **Harassment:** Any vexatious comment, act, or conduct that is known or ought reasonably to be known to be unwelcome, and that demeans, humiliates, or threatens a person or group based on a protected characteristic or personal attribute, including racist, homophobic, sexist, transphobic, ableist, or religiously based behaviours.
- **Equity:** Fair and just outcomes achieved by identifying and removing systemic barriers, reallocating resources, and adapting practices so that all students and staff have what they need to succeed, which may mean treating people differently according to their needs rather than treating everyone the same.
- **Equality:** The principle that all people have the same rights, status, and legal protection, and must not be denied opportunities or benefits because of who they are; in this framework, equality is pursued through equity-focused, barrier-removing strategies rather than one-size-fits-all treatment.
- **Inclusion:** The ongoing, intentional practice of designing environments, policies, relationships, and learning experiences so that all students, staff, and families feel respected, valued, safe, and able to participate meaningfully in every aspect of school and board life.
- **Belonging:** A felt and lived sense that one is seen, valued, and accepted for who they are, can express their identities without fear, and has meaningful influence over decisions that affect their learning, work, and community.
- **Justice-focused approach / Justice:** An approach that not only responds to individual incidents of bias or harm but actively addresses root causes and structural conditions that produce inequitable outcomes, including racism, colonialism, ableism, sexism, homophobia, transphobia, and classism, and that seeks to transform systems, not just people's attitudes.
- **Systemic / institutional racism:** Patterns of policies, practices, decision-making, data use, and organizational culture that, even without individual racist intent, create and maintain inequitable outcomes and experiences for racialized and Indigenous students, staff, and families, particularly Black and Indigenous communities.

- Anti-racism: Deliberate, ongoing action to identify, challenge, prevent, and change racist policies, practices, and ideas, and to redistribute power and resources in ways that create equitable conditions for racialized and Indigenous students, staff, and communities.
- Anti-Black racism: Specific forms of racism rooted in the history and ongoing realities of enslavement, segregation, and exclusion of people of African descent, expressed through societal, institutional, and individual practices that target and devalue Black students, staff, families, and communities.
- Colonialism / colonial harm: Historical and ongoing systems of power that dispossess Indigenous Peoples of their lands, knowledges, languages, and governance structures, including the role of schooling and residential schools, and that continue to shape inequities in education and broader social outcomes.
- Indigenous: In this document, refers to First Nations, Inuit, and Métis Peoples, each with distinct nations, languages, histories, laws, and relationships to the lands on which WQSB operates, and to Indigenous students, families, staff, and communities connected to WQSB.
- 2SLGBTQIA+: An umbrella term referring to Two-Spirit, lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and additional sexual and gender diverse identities, recognizing evolving language and self-descriptors.
- Students and staff of African descent / People of African descent
Students, staff, families, and communities whose ancestry is traced to the African continent, including Black African, Afro-Caribbean, Afro-Latin, Afro-Indigenous, Black Canadian, and other African diasporic identities, as recognized in the UN International Decade for People of African Descent.
- EHDA / HDA (élèves handicapés ou en difficulté d'adaptation ou d'apprentissage): EHDA/HDA refers to students who are disabled or who experience significant difficulties in adaptation or learning, including physical, sensory, intellectual, and mental health disabilities, as well as major behavioural or learning difficulties. These students are often described as “élèves ayant des besoins particuliers” and must receive appropriate, high-quality educational services, accommodations, and supports tailored to their needs, in line with Québec’s education legislation and human rights commitments.
- Culturally responsive and relevant pedagogy: Teaching that draws on and affirms students’ identities, languages, histories, and community knowledge; challenges dominant narratives; and uses curriculum, assessment, and classroom practice to honour diverse ways of knowing and demonstrating learning.

- Restorative practice / restorative approaches: Relationship-centred approaches that focus on understanding harm, accountability, repairing relationships, and rebuilding community, rather than on punishment alone, and that involve those affected in problem-solving and decision-making.
- Equity-deserving groups: Communities that experience systemic barriers and historical and current exclusion, including but not limited to Indigenous Peoples, people of African descent and other racialized communities, 2SLGBTQIA+ people, people with disabilities, religious minorities, newcomers, and those facing poverty or social exclusion.
- Accessibility: refers to designing, organizing, and adjusting physical spaces, information, communication, technologies, and learning experiences so that all students, staff, families, and community members—especially those with disabilities and other access needs—can participate, learn, and engage on an equivalent basis. In this framework, accessibility includes physical accessibility (for example, buildings, transportation, and classrooms), digital accessibility (for example, platforms, documents, and media), and pedagogical accessibility (for example, curriculum, assessment, and instruction) and is understood as a foundational element of equity rather than a separate or optional concern.
- Disaggregated data: Data that is broken down by identity markers (for example, race, Indigeneity, gender identity, disability, language, socioeconomic status) to identify inequities in experiences and outcomes and to guide targeted action, used with strong safeguards for privacy, consent, and community accountability.
- Accountability: Shared and transparent responsibility for acting on equity and human rights commitments, including clear roles, timelines, reporting mechanisms, and consequences for inaction, aligned with the Canadian Charter of Rights and Freedoms, Québec's Charter of Human Rights and Freedoms, and board policies.
- Diversity: recognizing and valuing the many identities, perspectives, and experiences that students, staff, families, and communities bring (for example, race, Indigeneity, disability, gender identity and expression, language, religion, sexual orientation, and socioeconomic status).
- Equity: ensuring fair and just outcomes by identifying and removing systemic barriers, and allocating resources, opportunities, and supports in ways that respond to different needs rather than treating everyone the same.
- Inclusion: actively designing environments, policies, and practices so that all people are respected, can participate meaningfully, and can contribute to decision-making and school life.
- Belonging: is the degree to which students, staff, families, and community members feel accepted, respected, and valued in their schools and workplaces, and experience that they can show up as themselves, have their

perspectives heard, and influence decisions that affect them. In this framework, belonging is both a feeling and an outcome of equitable and inclusive structures, relationships, and practices.

Equity Framework: Centering Intersectionality



Intersectionality recognizes that people experience systems of power, privilege, and marginalization in overlapping ways.

Intersectionality: is a way of understanding how multiple aspects of a person's identity, such as race, Indigeneity, gender, disability, class, language, and sexuality, interact and overlap to shape their experiences of power, privilege, and marginalization. Building on the work of scholar Kimberlé Crenshaw, intersectionality recognizes that systems of oppression (for example, racism, sexism, ableism, colonialism, homophobia, transphobia) do not operate separately, and that people who hold more than one marginalized identity can face distinct and compounded forms of discrimination and exclusion.

WQSB Equity Framework Actions

The following tables translate the WQSB JEDI Framework into concrete pillars, action points, roles and responsibilities, approaches, and indicators of success. They are designed as a practical tool for commissioners, system leaders, school teams, staff, students, families, and community partners to plan, implement, and monitor equity-focused work across the board.

Each pillar identifies key actions that align with the framework’s vision and legal and policy commitments, along with who is responsible and accountable, who must be consulted and informed, and how progress will be assessed over time. These tables should be used to guide annual planning, professional learning, partnership building, and review discussions at both the system and school levels, and to support continuous improvement rather than one-time initiatives.

Pillar	Action Point	Roles, responsibilities, and governance	Approach	Commitments, outcomes, and indicators of success
Leadership & Governance	Require senior leaders, school leadership, and commissioners to participate in structured annual equity learning and mentorship, anchored by a series of open forums (in-person and virtual) where commissioners, staff, students, families, and community partners co-create, review, and	Responsibility: ADG Roles: RACI Responsible: ADG - organizer via the Consultants/Advisory Accountable Parties: Accountable to JEDI is ADG Council responsible to and for the	• Townhall format • Obligatory • Accessible Time for communities e.g. pd, after school hours • Communication tools to get ideal times • Planning times avoid short notice • Hybrid • Language accessible	• Positive participation • Number of participants • Community rep • Regional attendance • Accessibility • Effective communication and participatory action • Co Creation starting • Tool: Regional representation 70% • One cross-regional or school–community collaboration initiatives per year,

	refine the board's DEI priorities together.	commissioners DG to and for the Principals Students and Families School Communities - ADG Consulted: JEDI Committee Consultants SEAC Informed: School Admin WQSB Communities	• English-French-Bilingual • Different locations (regional)	
Workforce diversity and culture	Use disaggregated data each year to evaluate and adopt concrete action: identify inequities, redesign hiring and promotion practices, and invest in supports that enable diverse staff to be recruited, retained, and advanced into leadership.	Responsible: DG, ADG, DHR, HR Committee Accountable: DG & ADG Consulted: School Leadership HR Directory and HR Team Consultants/Advisory JEDI SEAC Informed: JEDI~	• Discussions with HR • Data Analysis • Available data • Identify gaps • Missing data • Consultations with the stakeholders • Discussion how to capture missing data • Research best practices • Create a plan of approach	• Plan for the current data • Identify the data gaps • Best practices identified

		Commissioners		
Teaching, curriculum, and assessment	Provide educators with time, coaching, and resources to redesign units using inclusive, culturally responsive, and student-centred pedagogy that honours diverse knowledge systems.	Responsible: ADG, School leadership, Directors of Education Accountable: ADG School administration Selected teachers DEI Consultants Consulted: Union Leadership Governing Board School Council JEDI Communities Students Staff SEAC Informed: All Staff Students Commissioners	• ADG, Education Dept	• 2 EDI subject integrated Pacing Guides Created by June 2027 • Teachers selected by October 15 • 2 teams (Elem + Sec) • 8 planning days (5 release + 3 PD days) • Release, food, travel, materials, ped consultant support covered centrally

Student experience and wellbeing	Review and revise food security protocols to ensure every student can reliably access nutritious, culturally relevant food support.	Responsible: DG, ADG & School leadership, Directors Accountable: School leadership Consulted: Students School communities Communities Families Food security committee SEAC Parents' Committee Informed: Commissioners Families Students School Communities Communities org SEAC Parents' Committee	• Assessment of needs board wide • Food security committee, DG, ADG • Consultations with schools e.g. partnership with school re: NOSH program	• Increased # of schools participating • Tracking free lunches • Increase in # free lunches • Measure correlation between student overall performance and increased food security
Family and community engagement	Build formal partnerships with external agencies, community and cultural organizations to support student wellbeing, transitions, and family needs	Responsible: ADG DG Accountable: ADG Community/Cultural organizations School leadership Directors CLC Coordinators	• Communication with existing partnerships and seeking a collaboration • Seeking our new collaborations and networks e.g. other school districts	• Increased number of connections with C&C organizations • Maintaining current existing partnerships • Increased school enrollment (determine the reasons)

		Consulted: Consultants JEDI C&C Organizations Families School communities Students CLC coordinators SEAC Parents' Committee Informed: Commissioners Parents School communities C&C organization SEAC Parents' Committee	• Creating culturally safe approaches • Revise the list of organizations (safety and cultural approaches)	• Measure the different impacts yielded from the partnerships using quantitative and qualitative data.
Data and accountability	Implement regular review cycles for system JEDI/EDI initiatives, activities, practices, including 360-degree feedback for school and system leaders, and report on changes made	Responsible: ADG & DG, School leadership and JEDI Accountable: ADG & DG, School leadership, CLC coordinators, JEDI Consulted: JEDI Staff council Union leadership School leadership Students CLC Coordinators SEAC	• JEDI researches & determines best practices • Put the guide together • Create the introductory email with the guide • Assess the baseline and determine it • Follow up in May	• Creation of live data collection tool for schools and centres • Measure # activities • Measure # of opportunities for sharing of best practices • Production of report on schools and centres

		Informed: Commissioners SEAC Parents' Committee	with the same form and determine the progress • Report back to Commissioners • Disaggregated data will track experiences and outcomes for EHDAA/HDAA students to identify and address inequities	
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Implementation and Monitoring

Implementation of this framework will occur through annual planning, shared leadership, and regular review of progress across the board's key priority areas. Each pillar includes action commitments, responsible and accountable parties, and indicators of success so that progress can be monitored in a structured and transparent way over time.

WQSB will use multiple sources of evidence to assess progress, including participation data, disaggregated workforce and student data where appropriate, community feedback, school and system reviews, and updates from responsible departments and leaders. This monitoring process is intended not only to measure activity, but to assess whether changes are reducing barriers, improving belonging, and strengthening equitable outcomes for students, staff, and families.

The framework should be reviewed on a regular cycle, with progress reported to leadership and commissioners and key learnings used to refine future priorities. In this way, implementation remains responsive, measurable, and rooted in accountability rather than depending on isolated efforts or one-time initiatives.

Alignment with Board Plans and Policies

This framework is intended to operate in alignment with WQSB's broader strategic and operational commitments, including student achievement, wellbeing, lifelong learning, multilingual education, and caring communities. It should be read as an equity and inclusion lens that strengthens and informs existing board plans, school improvement processes, policies, and procedures rather than standing apart from them.

Its commitments are also consistent with WQSB's responsibility to uphold human rights, equitable access to education, safe and inclusive learning environments, and meaningful engagement with students, families, and communities. As such, this framework supports coherence across governance, policy review, professional learning, resource allocation, and accountability processes throughout the board.

Moving Forward

Advancing justice, equity, diversity, and inclusion is collective, ongoing work that requires courage, consistency, and shared responsibility. This framework represents a commitment by Western Québec School Board to move beyond intention toward sustained action that is visible in policy, practice, relationships, and outcomes across the organization. As part of a broader, long-term strategic direction, the priorities and actions outlined in this framework focus on the next two years, while laying the foundation for continued progress in future phases of this work.

Its success will depend on continued collaboration among students, staff, families, commissioners, school leaders, and community partners. Through reflection, accountability, and reciprocal engagement, WQSB commits to strengthening and evolving this work over time so that belonging, dignity, and equitable opportunity are not aspirations for some, but lived realities for all.