



Academic Integrity Policy

2026-2027



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Preamble

Academic integrity is fundamental to the Villa Maria community. It is based on honesty, responsibility, creativity, and respect for learning, for one's own work, and for the work of others.

This policy aims to support students in developing behaviours that demonstrate integrity and responsibility, while establishing clear expectations regarding appropriate practices in learning and assessment contexts. It thus helps maintain an environment of trust, fairness, and respect, where everyone can authentically demonstrate their learning and express their creativity.

1. Mission and Vision

At Villa Maria, we guide students to learn, research, and create with integrity. We aim to develop their ability to critically analyse texts and media, a key condition for genuine understanding. Through preventive measures rooted in our values of academic integrity, students learn to respect intellectual property by properly citing authors. They are also trained to use AI tools as support for their thinking, without replacing it. In doing so, they develop 21st-century competencies that combine creativity and integrity.

1.1 Objectives for our Students

We aim for our students to:

- develop the confidence needed to create while respecting copyright;
- prioritize personal creation of their work rather than relying entirely on external sources or artificial intelligence;
- use the information they gather with rigour and integrity;
- become responsible, autonomous, and adaptable creators.

2. Institutional Measures Supporting Academic Integrity

According to the Québec Ministry of Education, the *Framework for the Evaluation of Learning* (MEQ, 2023) requires schools to ensure fair, coherent, and rigorous evaluation practices, and for students to demonstrate honest behaviour and respect established rules. In alignment with these orientations, Villa Maria implements measures designed to support academic integrity and the ethical use of information and technology.

The school applies a graduated system of sanctions related to integrity violations from Secondary 1 to Secondary 5, based on clear descriptions of infractions and consequences. It also regulates the use of the iPad through a program adapted to each grade level and enforces the school regulations, the Student Guide and the Local Evaluation Policy.

Students receive explicit instruction on proper information-handling practices. Finally, active supervision is ensured during individual assessments to guarantee conditions that meet the principles of fairness and validity expected by the MEQ.

In this perspective, and to promote a solid understanding of academic integrity as well as the ethical use of literature, technology, and information, Villa Maria implements the following concrete measures:

- Implementation of universal preventive measures provided to all students.

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- Implementation of applicable and progressive sanctions from Secondary 1 to Secondary 5 related to integrity violations, including clear descriptions of infractions and consequences.
- Application of an iPad usage framework adapted to each grade level.
- Enforcement of the School Regulations and the Student Guide, which outline expected behaviours.
- Enforcement of the Local Evaluation Policy, including requirements related to academic integrity.
- Implementation of active supervision during individual in-class assessments to ensure fairness and integrity in the evaluation process.

3. Generative Artificial Intelligence in Education

Generative Artificial Intelligence (GAI) refers to algorithmic systems capable of producing new content based on data and instructions provided by the user. In the Québec educational context, its use is part of the development of digital competency and must be considered as a tool that supports learning by fostering reflection, creativity, and pedagogical differentiation, without replacing the student's intellectual work.

Its use requires a framework grounded in pedagogical relevance, respect for ethical standards (e.g., integrity, transparency, equity), and compliance with legal obligations, particularly regarding the protection of personal information and intellectual property ([L'École branchée](#)).

4. Use of Technology and Digital Tablets

The use of technology at Villa Maria must support learning, the development of digital competencies, and respect for the values of academic integrity.

4.1 Use of the Digital Tablet

The digital tablet is an essential learning tool. Students must:

- have their tablet with them whenever it is required;
- ensure that it is functional and fully charged;
- protect their device;
- keep all school-required applications up to date;
- keep their tablet enrolled in the school's device management platform (Mosyle Manager) and ensure that it remains connected to the platform at all times.*

*The iPad is a school-issued learning tool managed by Villa Maria. Students and their parents or guardians must maintain the management and security settings established

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by the school. Any unauthorized modification of these settings or circumvention of the device management mechanisms is prohibited, including the addition of personal or family user accounts, the installation or use of a virtual private network (VPN), or any other action that may compromise the school's institutional management of the device.

The following table delineates iPad allowances and restrictions by grade level.

					
Regulated iPad Usage by Grade Level					
Grade Level	Secondary 1 Focus Mode Managed 24/7	Secondary 2 Novice Mode	Secondary 3 Consumer Mode	Secondary 4 Innovator Mode	Secondary 5 Creator Mode
Restrictions					
Free Time - Restrictions Lifted (time during which certain restrictions are removed)	- 3 p.m. to 8 a.m. - Ped Days and Weekends	- 3 p.m. to 8 a.m. - Ped Days and Weekends	- 3 p.m. to 8 a.m. - Ped Days and Weekends	- 3 p.m. to 8 a.m. - Lunch: 12:50 - 1:50 p.m. - Ped Days and Weekends	- 3 p.m. to 8 a.m. - Lunch: 12:50 - 1:50 p.m. - Ped Days and Weekends
Internet	Available at all times	Available at all times	Available at all times	Available at all times	Available at all times
Browser (secure web use, web content filtering, and DNS restrictions - domain name blocking system)	Categories of authorized websites only	All non-educational websites (ex: video games, social media, etc.) are restricted and list of approved IA sites only	All non-educational websites (ex: video games, social media, etc.) are restricted, list of approved IA sites only, and some websites that offer streaming.	All non-educational websites (ex: video games, social media, etc.) are restricted, list of approved IA sites only and certain websites that offer streaming.	All inappropriate websites
Applications (Apps management and functions, in particular the use and installation of apps)	School approved applications only during school hours (installation of applications permitted during free time, except for social media)	School approved applications only during school hours (installation of applications permitted during free time)	School approved applications only during school hours (installation of applications permitted during free time)	School approved applications only during school hours (installation of applications permitted during free time)	School approved applications only during school hours (installation of applications permitted during free time)
Screen Organization (Organization of devices by class, grade or subject, exam settings, Siri and camera settings, changing the wallpaper, etc.).	Complete organisational management of school-approved applications and screen background (at all times)	Complete organisational management of school-approved applications and screen background (at all times)	Student customization and organization of applications and screen backgrounds (after school hours)	Student customization and organization of applications and screen backgrounds (after school hours)	Student customization and organization of applications and screen backgrounds (after school hours)
Facetime and iMessage	Usage permissible during free time	Usage permissible during free time	Usage permissible during free time	Usage permissible during free time	Usage permissible during free time
AirDrop and AirPlay	Unblocked during free time →	Unblocked during free time →	Unblocked during free time →	Unblocked during free time →	Unblocked during free time
Search Engine Filtration	Search engines will only display results that comply with Villa Maria's Technology Use Policy for Students during school hours.	Search engines will only display results that comply with Villa Maria's Technology Use Policy for Students during school hours.	Search engines will only display results that comply with Villa Maria's Technology Use Policy for Students during school hours.	Search engines will only display results that comply with Villa Maria's Technology Use Policy for Students during school hours.	Search engines will only display results that comply with Villa Maria's Technology Use Policy for Students during school hours.

The use of tablets in the classroom remains under the authority of the teacher.

4.1.1 Use of iPads in Common Areas (Cycle 1)

For students in Cycle 1 (Secondary 1 and Secondary 2), specific rules govern the use of iPads in order to preserve spaces that are conducive to meals, conversation, and social interaction.

iPads are not permitted at any time in:

- the cafeteria (TC Hall);
- the play area in the F Wing.

These spaces are reserved for meals, conversation, and socializing among students.

For educational use of iPads, students may use the library or the chapel.

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4.2 Cell Phones and Personal Devices

In accordance with Ministry directives and Villa Maria regulations, the use of cell phones and personal communication devices is prohibited during the school day.

Storage procedures and consequences associated with unauthorized use are outlined in the Code of Community Life.

4.3 Respect for Privacy and Digital Citizenship

Students must use technology responsibly and respectfully.

In particular, it is prohibited to:

- take, post, or share photos, videos, or recordings without consent;
- infringe upon the reputation, dignity, or privacy of others;
- engage in acts of cyberbullying or harassment.

Any violation will be addressed in accordance with the Code of Community Life, Anti-bullying and Anti-violence Policy and this Academic Integrity Policy.

5. Academic Integrity Violations

Villa Maria recognizes three forms of academic integrity violations: plagiarism, collusion, and cheating. It is essential that all students and all members of the school team are able to clearly distinguish among them in order to understand their scope as well as the consequences outlined in the institutional guidelines.

5.1 Plagiarism

Plagiarism and academic fraud refer to any action through which a student uses, reproduces, appropriates, alters, or misleadingly presents ideas, words, images, data, productions, or the work of another person—or their own previously submitted work—without clearly indicating the source or obtaining the required authorization.

These actions include, but are not limited to:

- copying and pasting text, images, videos, or any other content without proper referencing;
- paraphrasing someone else's ideas without citing the source;
- using another student's work, in whole or in part;
- self-plagiarism, meaning the reuse of one's own work already submitted in another course;

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- undeclared use of digital tools or artificial intelligence to produce a work or part of a work;
- falsifying, fabricating, or manipulating data, information, results, citations, or sources in order to deceive or create a false impression of rigour, understanding, or performance;
- any other action intended to mislead regarding the origin, accuracy, or integrity of academic work.

5.2 Collusion

Collusion refers to any form of unauthorized collaboration between students, or between a student and another person, in completing work, a task, or an evaluation that must be done individually.

It occurs when a student shares, receives, or exchanges content, answers, instructions, or elements of an individual assignment with the intention of helping or being helped when the instructions require independent work.

Collusion includes, but is not limited to:

- sharing a piece of work, an answer, or a document—including an exam—so another student may use or reproduce it;
- co-producing an individual assignment, even if each student submits a separate document;
- communicating answers or hints during an evaluation, test, or exam;
- taking photos, in whole or in part, of an exam, test, questionnaire, or schoolwork using an electronic device with the intention of sharing it with another student;
- any action intended to help or be helped in a context where the teacher requires strictly individual work.

5.3 Cheating

Cheating refers to any action through which a student uses an unauthorized tool, resource, information, or device during a task, assignment, test, or exam in order to gain an unfair advantage or bypass evaluation requirements.

It occurs when a student accesses, consults, introduces, or uses a tool, support, or information not permitted by the teacher or by school rules.

Cheating includes, but is not limited to:

- the use and/or possession of an electronic device;

This does not apply to students who use a computer as part of accommodation measure 30110.

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- In some cases, when authorized by the teacher, the use of a tablet and wired headphones may be permitted.
- unauthorized consultation of notes, documents, files, websites, or applications during an evaluation;
- using a digital tool or artificial intelligence to obtain answers, solutions, or formulations during work or an evaluation where such tools are prohibited;
- possession or use of pre-obtained answers, in any form (paper, photo, file, message, etc.);
- modifying or altering an exam, test, or assignment after submission in order to influence grading or the mark;
- any attempt to bypass evaluation rules, including introducing concealed material or accessing unauthorized resources.

6. Responsibilities

To ensure that the institution's mission and vision can be achieved, a culture of academic integrity must be upheld by the entire Villa Maria educational community. The following pages outline the rights and responsibilities of the following groups:

- Students
- Teachers
- Members of the Administration
- Parents
- Non-Teaching Staff, including:
 - Supervisors
 - Orthopedagogue
 - Special Education Technicians (SET)
 - Guidance Counsellors (GC)
 - Library Technicians
 - IT Technicians

Each group must understand and assume its role, both in its own development and in supporting the students under its responsibility.

This includes understanding the means to prevent academic integrity violations and to promote ethical practices in the direct interest of students.

All members of the community are also responsible for reporting any incident related to an academic integrity violation so that an appropriate educational response can be provided.

6.1 Responsibilities of the Student

- Understand and comply with the Academic Integrity Policy, with support from the school team.
- Know the concepts, rules, and definitions related to academic integrity.
- Know the progression of consequences associated with violations, as regularly explained by teachers and administration.
- Complete assignments and evaluations individually, unless otherwise specified.
- Understand that the use of the Internet may constitute cheating, depending on the teacher's instructions.
- Cite and reference all sources correctly.
- Know the usage rights associated with works.
- Use AI responsibly and ethically, and cite AI-generated content when required.
- Use the notation #AidedbyAI in a footnote when the use of a generative AI tool is authorized to support learning.
- Report any observed academic integrity violation to their teacher or the Grade-Level Assistant Director.

6.2 Responsibilities of the Teacher

- Understand and apply the Academic Integrity Policy in all teaching and evaluation activities.
- Define, within their course, the conditions for AI use in learning and assessments.
- Closely supervise the use of AI in tasks requiring high-level cognitive skills (creation, synthesis, judgement).
- Require the use of #AidedbyAI in a footnote when AI use is authorized.
- [Model academic integrity](#) in their professional practices.
- Support students in analysing, understanding, and validating the information used in their work, including guiding them in identifying reliable sources, citing properly, and using digital tools responsibly.
- Exercise vigilance and use verification tools (Google, specialized detectors, etc.) when relevant to ensure the absence of plagiarism.
- Use descriptive evaluation grids based on specific competencies and knowledge.
- Report any academic integrity violation to administration.
- Provide necessary evidence in cases of violations (work progression, learning traces, oral interviews, detection tool results, etc.).

6.3 Responsibilities of the Assistant Director of Pedagogical Services

- Ensure that the Academic Integrity Policy remains current, coherent, and relevant.
- Conduct ongoing pedagogical, technological, and regulatory monitoring related to academic integrity, artificial intelligence, plagiarism, and assessment practices.
- In collaboration with the Pedagogical Services team, develop institutional guidelines related to academic integrity and the responsible use of AI.
- In collaboration with the Educational Services team, ensure consistency in academic integrity practices across all departments.
- Plan and promote ongoing professional development for staff on academic integrity, AI, and related pedagogical practices.
- Develop and coordinate awareness initiatives and universal training opportunities for students.
- Support teachers and departments in designing authentic, complex, and meaningful learning tasks that reduce the risk of plagiarism and academic misconduct.
- Promote assessment practices that foster authentic demonstrations of student learning.
- Support teachers in applying best practices related to citation, intellectual property, and the ethical use of digital tools.
- Develop or disseminate tools, references, and resources that support the implementation of the policy.
- Periodically analyze institutional data related to academic integrity violations in order to identify trends and recommend preventive measures.

6.4 Responsibilities of the Grade-Level Assistant Director

- Ensure the consistent application of the Academic Integrity Policy among the students under their responsibility.
- Present and regularly reinforce the school's expectations regarding academic integrity and the consequences associated with misconduct.
- Support teachers when incidents of plagiarism, cheating, collusion, or unauthorized use of AI arise.
- Review reported cases and determine the appropriate educational or disciplinary interventions in accordance with the school's progressive consequences framework.
- Communicate with parents regarding incidents involving academic integrity violations.

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- Collaborate with teachers and other members of the school team to implement appropriate support measures.
- Document and maintain records of academic integrity violations to ensure rigorous and consistent follow-up.
- Contribute to maintaining a school climate that promotes honesty, responsibility, and respect for established expectations.

6.5 Responsibilities of Non-Teaching Staff

- Know and support the application of the Academic Integrity Policy in daily interactions with students.
- Encourage responsible and ethical behaviour, particularly in shared spaces (library, labs, support services, extracurricular activities).
- Monitor and report any suspected plagiarism, cheating, or collusion observed in the course of their duties.
- Collaborate with teachers and the Grade-Level Assistant Director, when needed, when a violation is reported.
- Supervise the use of tablets in the areas they oversee, according to school rules.
- Promote responsible use of digital resources, including AI, when their role involves supporting students.
- Respect student confidentiality and dignity when handling situations related to academic integrity.
- Contribute to a school climate that promotes honesty, responsibility, and respect for rules.

6.6 Responsibilities of Parents

- Review the Academic Integrity Policy and understand its expectations.
- Support their child in learning responsible behaviours related to academic integrity.
- Encourage autonomy and personal effort, avoiding any unauthorized assistance in assignments or evaluations.
- Respect school guidelines regarding the use of AI, electronic devices, and digital resources.
- Collaborate with the school when a violation occurs, supporting educational and disciplinary interventions.
- Encourage respect for copyright, citation rules, and ethical use of digital tools.
- Communicate with the school when they have questions or concerns related to academic integrity.

7. Sanctions Related to Academic Integrity Violations

7.1 General Principles

Academic integrity violations may occur during an evaluation, in an assignment, or in work completed in class or at home.

Sanctions are applied according to three levels, taking into account:

- the type of infraction (plagiarism, collusion, cheating)
- the severity of the act
- the context (assignment or evaluation)
- the level of maturity expected for the student's grade level
- recurrence

Students in **Secondary 1 to 3** benefit from a more educational approach.

Students in **Secondary 4 and 5** are subject to a reinforced application of sanctions.

7.2 Definitions and Sanctions by Type of Academic Integrity Violation

Category	Type of violation	Definition	Examples
Plagiarism	Inaccurate citation	Citation reproduced incorrectly, incompletely, or attributed to the wrong source.	Missing quotation marks; incorrect attribution.
	Unauthorized use	Use of protected material without permission or reference.	Uncited Google images; unreferenced excerpts.
	Self-plagiarism	Reuse of previously submitted work without authorization.	Submitting an old assignment in another course.
	Inadequate paraphrasing	Reformulation too close to the original text or without citing the source.	Paraphrasing that reproduces structure or ideas without reference.
	AI-generated content	Text produced by AI submitted without authorization or without mention.	Using ChatGPT to write a text without indicating it.
	Falsification	Modification or invention of data, sources, or results.	Inventing statistics; altering a quotation.
	Mosaic plagiarism	Assembly of passages from multiple sources without citation.	Collage of sentences from various websites.
	Direct plagiarism	Full copying of a text without reference.	Copying an entire paragraph from a website.
Collusion	Passive complicity	Indirect assistance or failure to report an infraction.	Seeing a student cheat and saying nothing.

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Cheating	Dishonest planning / conspiracy	Planning or organizing a fraudulent strategy.	Creating a plan to share answers.
	Unauthorized distribution of evaluation material	Transmission or sharing of an exam, test, or answer key.	Photographing an exam and sharing it.
	AI-generated answer	Use of AI to produce an answer without authorization.	Asking AI to solve a problem.
	Copying	Reproducing another student's work or answers.	Copying a neighbour's answers during an exam.
	Unauthorized use of devices	Possession or use of a personal electronic device not permitted.	Consulting a cellphone; using a smartwatch; photographing an exam.

8. Intervention Process and Disciplinary Consequences

After determining that a student has committed an act of plagiarism, collusion, or cheating in the context of an assignment or learning evaluation, Villa Maria applies the sanctions outlined in the policy (See Section 8.2 for an explanation of the levels).

Consequences may be applied, depending on the situation, to one or several students, based on the analysis conducted by the teacher or the Grade-Level Assistant Director.

The severity of the sanction takes into account:

- the student's grade level
- the number or frequency of violations
- specific circumstances
- the teacher's professional judgement

8.1 Application and Definition of Intervention Levels

8.1.1 Sanctions – Plagiarism

Type	Secondary 1–3	Secondary 4–5
Inaccurate citation	L1 → L2 → L3	L2
Unauthorized use	L1 → L2 → L3	L2
Self-plagiarism	L1 → L2 → L3	L2
Inadequate paraphrasing	L1 → L2 → L3	L2
AI-generated content	L2 → L3	L3
Falsification	L2 → L3	L3
Mosaic plagiarism	L2 → L3	L3
Direct plagiarism	L2 → L3	L3

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8.1.2 Sanctions – Collusion

Type	Secondary 1–3	Secondary 4–5
Passive complicity	L1 → L2 → L3	L2
Dishonest planning	L2 → L3	L3
Unauthorized distribution	L3	L3*

* Additional disciplinary measures may be imposed when the severity of the infraction justifies it.

8.1.3 Sanctions – Cheating

→ Automatic Level 3 for Secondary 4 and 5

Type	Secondary 1	Secondary 2–3	Secondary 4–5
AI-generated answer	L2 → L3	L2 → L3	L3
Copying	L2 → L3	L2 → L3	L3
Unauthorized use of devices	L3	L3	L3

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8.2 Consequences by Level

8.2.1 Level 1 – Educational Intervention

At this level, the teacher exercises professional judgement and applies appropriate consequences without needing to refer to the Grade-Level Assistant Director.

Consequences for the student:

- Meeting with the teacher, who explains the gap between expectations and the work submitted.
- Making the required corrections to the assignment.
- Completing the awareness activity.
- The infraction is recorded in [COBA](#).
- If a student accumulates more than two violations, Level 2 is applied for subsequent violations.

8.2.2 Level 2 – Reinforced Educational Intervention

At this level, the teacher exercises professional judgement and must inform the Grade-Level Assistant Director.

Consequences for the student:

- Meeting with the teacher.
- Communication with parents (CC: Grade-Level Assistant Director + SET).
- Redoing the assignment or a section of it (maximum grade: 80%).
- Mandatory participation in a reflective workshop (facilitated by a SET). The document is filed in the student's DAP (submitted to the grade-level Assistant Director).
- The infraction is recorded in COBA.

8.2.3 Level 3 – Administrative and Disciplinary Intervention

At this level, the teacher must involve a member of the administration to analyse the situation and determine appropriate sanctions.

Consequences for the student:

- Meeting with the teacher and the Grade-Level Assistant Director.
- Communication with parents by the administration.
- Redoing the assignment or a section of it, or the exam in whole or in part (maximum grade: 60%).
- Depending on the nature or severity of the infraction, additional disciplinary measures may be imposed.

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- Mandatory participation in a reflective workshop (facilitated by a SET), in a more in-depth and individualized format.
- Signing an Academic Integrity Commitment Agreement, filed in the student's file.
- The infraction is recorded in COBA.

9. Roles of Stakeholders

Stakeholder	Level 1 Educational Intervention	Level 2 – Reinforced Educational Intervention	Level 3 – Administrative and Disciplinary Intervention
Teacher	Observes, documents, and analyzes the infraction. Meets with the student to explain the discrepancy. Asks the student to make the required corrections in their work. Asks the student to complete the awareness workshop; submits a copy to the level AD (DAP); Records the incident in COBA.	Observes, documents, and analyzes the infraction. Meets with the student and explains the consequences. Informs the parents (CC to the assistant director responsible for coordinating the awareness workshop). Prepares the retake material (max. 80%). Records the incident in COBA.	Observes, documents, and analyzes the infraction. Sends the complete file to the assistant director. Participates in the assistant director student meeting. Prepares the retake material (retake max. 60%).

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Student	Participates in the meeting.	Collaborates in the analysis.	Meets with the administration.
	Completes the awareness activity.	Completes the retake (max. 80%).	Completes the retake (max. 60%) or alternative work.
	Makes the required corrections in their work.	Participates in the TES workshop.	Participates in the TES workshop. Signs the commitment agreement.
	Commits to correcting their approach.		
Assistant Director	Not involved (except in special cases).	Receives the information in CC.	Analyzes the file (evidence, COBA).
		Verifies the consistency of interventions and the number of occurrences in COBA, if applicable.	Meets with the student and communicates with the parents.
		Coordinates the TES workshop.	Determines sanctions (retake max. 60%, disciplinary measures). Refers to the advanced TES workshop.
		Supports the teacher as needed.	Documents in COBA.
		Files documents in the student's DAP and records the incident in COBA.	Conducts the administrative investigation for formal evaluations (30%+).

SET – Special Education Technician	Supervises a structured workshop.	Supervises an advanced, individualized workshop.
	Transfers the document to the assistant director.	Transfers the document to the assistant director.
	Communicates observations to the assistant director.	Communicates observations to the assistant director.

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