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Code of Community Life

2026-2027



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Preamble

At Villa Maria, respect, responsibility, and commitment are the foundation of our educational community. These values guide the behaviours, decisions, and interactions of all members of the community and help foster a safe, caring, and supportive environment for learning.

Mutual respect and courtesy are essential to the quality of school life. Responsibility calls on each member of the community to take ownership of their actions, contribute positively to school life, and care for the campus and shared resources. Commitment is reflected in active participation in school life, sustained engagement in learning, and a willingness to contribute to the well-being of others.

These values apply to all interactions among students, staff members, parents/guardians, and all other members of the school community. They form the basis of the school's expectations and reflect Villa Maria's commitment to maintaining a community in which all individuals can learn, grow, and thrive in an atmosphere of trust, collaboration, and respect.

Villa Maria's Code of Community Life reflects the values and principles that guide our school community. Reviewed annually, the Code outlines the behaviours expected of all members of the community. It is presented to students and their families at the beginning of each school year and remains available on the school website at all times.

Commitment to Educational Success

At Villa Maria, student engagement and personal responsibility are central to academic and personal development. These qualities are demonstrated through active participation, intellectual curiosity, and the ability to take ownership of one's learning while contributing positively to the learning of others. Students are expected to engage fully in learning experiences, collaborate respectfully with their peers, persevere through challenges, and make the most of opportunities to develop their knowledge, skills, and judgment.

Being an engaged and responsible student means making thoughtful choices, honouring commitments, seeking support when needed, and contributing positively to shared projects and collective learning. Meeting Villa Maria's educational expectations requires consistent commitment, both inside and outside the classroom, through preparation, sustained effort, and the completion of work and projects within established deadlines.

Student Support Team

To maintain a safe environment and foster an engaging learning atmosphere, Villa Maria relies on a dedicated school team that promotes a collaborative approach. Each team member contributes to creating conditions conducive to learning, supporting students' holistic development and sense of belonging, fostering their engagement, and encouraging personal responsibility.

- **Teachers:** At the heart of the student learning experience, teachers create structured, inclusive, and collaborative learning environments in which students develop autonomy, critical thinking, and academic skills through authentic learning experiences. They provide opportunities for initiative, choice, reflection, and continuous improvement, while monitoring student progress and collaborating with the support team when concerns arise.
- **Student Supervisors:** As key contributors to the school climate, Student Supervisors help maintain a safe and harmonious environment in common areas throughout the campus. They maintain a supportive presence during non-instructional times, intervene when necessary, record observations in the [COBA portal](#), and contribute to follow-up measures that promote student accountability.
- **Grade-Level Agents:** As dedicated staff assigned by grade level, Grade-Level Agents maintain an active presence on campus and monitor student attendance, punctuality, and educational interventions recorded in the student's file in the [COBA portal](#). As a first line of support, they meet with students, use restorative practices and conflict-resolution strategies, and work closely with families and the student support team to support student well-being and accountability.
- **Special Education Technicians (TES):** As specialized student support professionals, special education technicians support students in developing their autonomy, self-regulation, and effective learning strategies. They provide individualized guidance to students experiencing challenges related to organization, executive functioning, well-being, or personal circumstances, with the goal of promoting student engagement and success.
- **School Climate Lead:** The School Climate Lead supports Cycle 1 students (Secondary 1 and 2) through daily guidance and supervision while promoting autonomy, personal accountability, and positive community life. The School Climate Lead ensures the consistent application of school expectations, collaborates with families and the student support team, reviews student disciplinary records to inform interventions, and supports teachers in implementing strategies that foster a positive learning climate. The School Climate Lead also assists Grade Level Assistant Directors in addressing complex situations and implementing the [Anti-Bullying and Anti-Violence Plan](#).
- **School Climate Coordinator:** The School Climate Coordinator helps ensure consistency in school climate practices across the school. The Coordinator oversees the school climate team - including Student Supervisors, Grade Level Agents, and the School Climate Lead - to support the consistent application of institutional and ministry frameworks and to promote a safe and engaging learning environment. The School Climate Coordinator also supports Cycle 2 students (Secondary 3 to 5), follows up with families,

and collaborates with Grade Level Assistant Directors in addressing complex or serious situations, including those related to the [Anti-Bullying and Anti-Violence Plan](#).

- **Grade-Level Assistant Directors:** Grade-Level Assistant Directors are responsible for student guidance and supervision at their assigned grade levels. They manage major and critical situations, including those arising under the [Anti-Bullying and Anti-Violence Plan](#), and oversee formal administrative processes. They analyze complex situations, make informed decisions, and implement appropriate measures that promote student accountability and awareness of the impact of their choices. They also ensure the consistent application of ministry and institutional policies in order to maintain a safe, respectful environment conducive to learning.

Code of Community Life

The Code of Community Life sets out the behavioural expectations, student responsibilities, and school guidelines that support a safe, respectful environment conducive to learning. It also outlines the intervention framework used by the student support team, which follows an educational approach and is organized into two categories:

- **Educational Interventions**, which support students in reflecting on their actions and developing responsible behaviours
- **Tailored Disciplinary Measures**, which are applied when a situation requires a formal and proportionate response.

For more information about these two categories, please refer to this [section](#).

The Code of Community Life is divided into the following sections:

- Critical Infractions 
- Major Infractions 
 - Anti-Bullying and Anti-Violence (AVAB) Plan
 - Digital Safety (Sexto Protocol)
- Student Accountability Framework
 - Academic Readiness Pathway 
 - Behaviour Accountability Pathway 
- School Attendance
- Punctuality
- Personal Electronic Devices
- Dress Code
- Educational Interventions and Disciplinary Measures

 Click on the different sections above to access them quickly.

Critical Infractions

The safety, dignity, and integrity of every member of the community are essential foundations of our school environment. By choosing to continue their education at Villa Maria, students commit to maintaining a safe, caring environment free from danger, violence, and illicit activities, **in accordance with the commitments set out in the Educational Services Contract.**

Because of their extreme seriousness, actions that compromise the physical or psychological safety of others or constitute violations of the law do not fall within the usual progression of educational interventions and disciplinary measures. These serious breaches, classified as critical infractions, jeopardize the well-being of the school community and may result in the termination of the Educational Services Contract and the student's immediate expulsion.

At Villa Maria, students commit to:

- ✓ Contributing to a healthy and safe school environment;
- ✓ Respecting the physical and psychological integrity of others;
- ✓ Behaving in a manner free from violence and bullying;
- ✓ Complying with rules regarding substances and weapons;
- ✓ Following safety measures and emergency protocols;
- ✓ Using emergency services responsibly.

Critical infractions include, but are not limited to:

- The distribution, trafficking, or sale of drugs, substances prohibited for minors, or paraphernalia used for their distribution or consumption;
- The possession, use, or threat of use of any weapon or replica weapon (including firearms, knives, sharp objects, or imitation or toy weapons);
- Serious physical assault, sexual violence, or any behaviour that directly compromises the safety, integrity, or well-being of others;
- Extorting money, property, or favors through explicit or implicit threats;
- The improper activation of building alarm systems, the intentional triggering of a false emergency protocol, or the submission of fraudulent or malicious reports to emergency services (911).

Tailored Disciplinary Measures Related to Critical Infractions

To preserve community safety, protect student well-being, and allow for a thorough review of the situation related to the infraction, Villa Maria applies the following tailored disciplinary measures:

- Student Dossier Review (which may lead to expulsion);*
- Intervention by emergency services or relevant public authorities in cases involving suspected criminal activity or an immediate threat to community safety.

* A formal and comprehensive review of the student's entire file is conducted by members of the Management Team (Grade-Level Assistant Director, Director of School Climate and Student Services, Director of Pedagogical Services, and Director General) to assess and determine whether the student is eligible to maintain their student

status at Villa Maria. Pending the conclusion of the student file review, the student is removed from school and remains at home. This is a preventive administrative measure intended to ensure the safety and well-being of the student while allowing for a thorough review of the situation, rather than a final disciplinary sanction.

In the event of a critical infraction, the Grade-Level Assistant Director reserves the right to temporarily remove the student from campus in order to conduct a diligent and thorough review of the situation. This measure constitutes an **administrative hold** intended to ensure the safety and well-being of the school community, while allowing the Grade-Level Assistant Director to gather the necessary information and determine the appropriate measures. During this period, the student remains at home until a decision is made regarding the appropriate next steps.

Major Infractions !

Major infractions represent significant breaches of community standards that disrupt school order, safety, or the learning environment. These infractions are escalated directly to the Grade-Level Assistant Director.

At Villa Maria, students commit to:

- ✓ Demonstrating integrity and honesty in their learning.
- ✓ Respecting the physical and psychological integrity of others.
- ✓ Behaving in a manner free from violence, bullying, and harassment.
- ✓ Respecting the privacy, dignity, and rights of others.
- ✓ Complying with rules regarding substances and vaping products.
- ✓ Respecting the property, spaces, and equipment of the school community.
- ✓ Following safety measures and emergency protocols.
- ✓ Cooperating with staff members and respecting their authority.
- ✓ Contributing to a healthy, safe, and respectful school environment.

Such infractions include, but are not limited to:

- Any repeated violation of the [Policy on Academic Integrity](#);
- The possession or consumption of drugs or substances whose possession is prohibited for minors, or paraphernalia related to their consumption, on campus or during school or extracurricular activities;
- Any conduct covered by the Anti-Bullying and Anti-Violence Plan;
- Cyberbullying, sexting, or the unauthorized recording, photographing, or sharing of images or videos of an individual without their consent;
- Fraud, including the forgery of a document or signature or identity theft;
- Any behaviour that compromises the health, safety, integrity, or dignity of a student or staff member;
- Any form of physical violence, including fighting, assault, or behaviour causing injury, as well as actively encouraging a fight;
- Threats, intimidation, or harassment directed toward a student or staff member;
- Theft or unauthorized possession of property belonging to the school, staff, or a student;
- Possession or use of tobacco or vaping products on school grounds or during school activities;
- Insubordination, defiance, or persistent refusal to cooperate with a staff member;
- Behaviour that contravenes institutional expectations regarding decency, privacy, or school decorum;
- Gambling or bringing prohibited or inappropriate materials onto school grounds;
- Admitting unauthorized visitors into the building or onto campus;
- Unwarranted use of safety or emergency equipment, including fire extinguishers;
- Vandalism or intentional damage to school property, equipment, or materials.

Tailored Disciplinary Measures Related to Major Infractions

To preserve community safety, protect student well-being, and allow for a thorough review of the situation related to the infraction, Villa Maria will apply the following tailored disciplinary measures, depending on the situation:

- In-school or out-of-school suspension;
- Formal Letter of Expectation;*
- Student Dossier Review (which may lead to expulsion);

- Intervention by emergency services or relevant public authorities in cases involving suspected criminal activity or an immediate threat to community safety.

* Letter of Expectation: A letter provided to the student and their parents/guardians by the Grade-Level Assistant Director outlining the expectations regarding the student, the possible consequences of failing to meet these expectations, and the support measures planned to address the behaviour.

In the event of a major infraction, the Grade-Level Assistant Director reserves the right to temporarily remove the student from campus in order to conduct a diligent and thorough review of the situation. This measure serves as an **administrative hold** aimed at ensuring the safety and well-being of the school community, while allowing the Grade-Level Assistant Director to gather the necessary information and determine appropriate measures. During this period, the student remains at home until a decision is reached regarding the appropriate next steps.

Specific Provisions

For the infractions listed below, Villa Maria applies specific ministerial and legal frameworks in collaboration with the Service de police de la Ville de Montréal (SPVM), where applicable.

Anti-Bullying and Anti-Violence Plan

Bullying and all forms of violence are strictly prohibited. In accordance with provincial requirements, Villa Maria enforces its [Anti-Bullying and Anti-Violence \(AVAB\) Plan](#) according to the following protocol:

- Prompt validation of the facts and context by the Grade-Level Assistant Director;
- Direct communication and collaboration with parents or guardians;
- Application of tailored disciplinary measures, ranging from structured reflection to external suspension;
- Initiation of a Student Dossier Review in severe or chronic situations (which may lead to expulsion);
- Recording of the infraction in the student's file for the duration of their enrollment at Villa Maria.

Villa Maria's Anti-Bullying and Anti-Violence Plan is accessible on our [website](#).

Digital Safety (Sexto Protocol)

To protect student safety, digital privacy, and to comply with Quebec laws, Villa Maria partners directly with the Service de police de la Ville de Montréal (SPVM). Sexto is an educational approach aimed at preventing situations involving the sharing of intimate images or explicit content among youth. It provides a framework for reflection and intervention that promotes accountability, respect, consent, digital safety, and awareness of the consequences of one's actions on oneself and others.

When a student reports that an explicit, intimate, or unauthorized image or video has been possessed or shared, the school applies the provincial **Sexto** protocol:

- To immediately halt the distribution of explicit material involving minors, school administration is legally required to secure the electronic devices of any student suspected of possessing, viewing, or sharing such material;
- Devices are securely stored and handed directly to the SPVM for investigation.

Information regarding the Sexto protocol is available on the [Government of Quebec website](#).

Student Accountability Framework

At Villa Maria, learning extends beyond the acquisition of knowledge. It also aims to support the development of the student as a whole, particularly by strengthening self-regulation, autonomy, personal organization, collaboration, and respect for others. These skills are essential to enable each student to become an engaged learner and an active member of their community.

To support this growth, the school uses a student support approach based on feedback recorded in the COBA portal following interventions carried out by staff members. This approach makes it possible to monitor situations and promote proactive, equitable, and consistent interventions. Based on an educational approach focused on competency development, this model encourages reflection, personal accountability, and the acquisition of strategies that enable students to progress.

In keeping with Villa Maria's vision and educational program, interventions prioritize feedback, reflection, and self-regulation rather than a strictly punitive approach. Expectations are clear, boundaries are progressive, and students are supported in understanding the impact of their choices and developing the skills necessary to succeed in a collaborative learning environment.

Guiding Principles of the Student Accountability Framework

Challenges encountered by students throughout their educational journey are viewed as opportunities for growth and may reveal skills to be developed, strategies to be strengthened, or obstacles to be overcome. By seeking to understand root causes of a situation and the impact of a student's choices, our team emphasizes an educational, thoughtful, and collaborative approach.

This approach aims to support each student in developing autonomy, self-regulation, and the ability to make responsible decisions. Through two complementary pathways, the school provides targeted support that promotes reflection, repair when necessary, and progress toward greater personal accountability.

Two Pathways of the Student Accountability Framework

PATHWAY 1: Academic Readiness

This pathway focuses on student self-regulation, autonomy, and personal accountability. It aims to support students in preparing, organizing, and implementing daily strategies that promote active engagement. Supported by the entire Student Support Team, this pathway emphasizes work habits and personal rigour in managing tasks, materials, and digital tools. It is part of a continuous learning process in which each organizational action contributes to student progress and the development of their full potential.

At Villa Maria, students commit to:

- ✓ Arriving ready to learn at the beginning of each class.

- ✓ Having a charged and functional iPad.
- ✓ Having the required materials for each class.
- ✓ Organizing their learning resources so they are ready to learn.
- ✓ Completing assigned homework and engaging in the studying necessary for academic success.
- ✓ Submitting their assignments within established deadlines.
- ✓ Adopting an attitude conducive to learning.
- ✓ Using their time effectively and responsibly.
- ✓ Asking for help when difficulties arise.
- ✓ Taking a proactive approach to their learning.
- ✓ Demonstrating integrity in their learning.*

*The expected behaviour refers to the [Academic Integrity Policy](#).

Progressive Interventions

Intervention Tiers	Interventions 	Follow-up Procedures
0 (1–4 comments)	Warning	Situations are logged on the COBA portal.
1 (5 to 7 comments)	Meeting with Student	A member of the SET team schedules an individual meeting with the student.
2 (8 to 14 comments)	Workshops or Mandatory Supervised Study Periods	The student is assigned by a member of the SET team to mandatory workshops or supervised study periods.
3 (15 to 20 comments)	Engagement Plan	The School Climate Lead (Cycle 1) / School Climate Coordinator (Cycle 2) develops an action plan with the student based on their needs. The parent/guardian receives a copy once completed.
4 (21+ comments)	Tailored Disciplinary Measures	The Grade-Level Assistant Director implements tailored disciplinary measures based on the student's needs.

PATHWAY 2: Behaviour Accountability

This pathway fosters personal accountability and supports students in developing behaviours aligned with our community values. It focuses on students' daily choices that influence the learning climate, respect for shared spaces, and the safety of our community. Supported by the entire Student Support Team, including teachers, Student Supervisors, Grade-Level Agents, and others, in classrooms, hallways, and shared areas, this pathway promotes consistent and progressive accountability. It guides students in reflecting on the impact of their actions, whether related to respecting the environment, using spaces and resources appropriately, following instructions, or maintaining positive interactions with members of the community.

At Villa Maria, students commit to:

- ✓ Demonstrating honesty.
- ✓ Respecting others in their words and/or actions.
- ✓ Behaving in a manner that is safe for everyone.
- ✓ Following school instructions and expectations.
- ✓ Cooperating with school personnel.
- ✓ Using formal and respectful language when addressing school personnel.
- ✓ Adopting behaviours conducive to learning.
- ✓ Taking care of school facilities and materials.
- ✓ Respecting the intended purpose and use of different areas.
- ✓ Moving around calmly and safely.
- ✓ Respecting authorized areas and restricted-access areas.
- ✓ Using their iPad in accordance with school expectations.
- ✓ Taking responsibility for their choices and actions.
- ✓ Using electronic devices for educational purposes.* ([p. 19](#))
- ✓ Being punctual.* ([p. 15](#))
- ✓ Attending school regularly.* ([p. 17](#))
- ✓ Wearing the school uniform in accordance with school expectations.* ([p.21](#))

* The expected behaviours marked with an asterisk are addressed through a distinct progression of interventions.

Progressive Interventions

Intervention Tiers	Interventions 	Follow-up Procedures
0 <i>(1-4 comments)</i>	Written Warning	Behaviours are recorded on the COBA portal.
1 <i>(5 to 7 comments)</i>	Meeting with Student	A Member of the SET team schedules an individual check-in meeting with the student.
2 <i>(8 to 14 comments)</i>	- Engagement Plan - After-School Reflection Periods	The School Climate Lead (Cycle 1) / School Climate Coordinator (Cycle 2) develops an Engagement Plan with the student based on their needs. The parent/guardian receives a copy once completed. An after-school reflection period is assigned for each comment at this tier, on the day following the addition of the comment to the COBA portal.
3 <i>(15 to 20 comments)</i>	Tailored Disciplinary Measures	The Grade-Level Assistant Director implements tailored disciplinary measures based on the student's needs.
4 <i>(21+ comments)</i>	Letter of Expectations	The Grade-Level Assistant Director meets with the student and their parents/guardians to deliver and explain the Letter of Expectations.

School Attendance

Regular attendance is essential to academic success, peer relationships, and the continuity of teaching and learning. Students must attend all scheduled classes, except in the case of an excused absence for a reason recognized by the school and confirmed by phone or email by a parent or guardian.

- **Reporting Absences:** All absences must be reported by a parent or guardian before 9:00 a.m. on the day of the absence, in accordance with the procedures outlined in the [Student Guide](#).
- **Unjustified Absences:** Absences not reported prior to the deadline (9:00 a.m. on the day of the absence) are considered unjustified and follow our progressive attendance intervention framework.
- **Early Departure Procedure:** Prior to leaving campus at any point during the day, students must report to the student entrance and present verified parental authorization to the Student Supervisor on duty. In the event of an early departure, leaving campus without following this procedure will result in an unjustified absence.

Progressive Framework for Unjustified Absences

Unjustified absences accumulate throughout the school year and follow the progression below:

Unjustified Absences	Interventions 	Follow-up Procedures
1	After-School Recovery Period	The School Climate Lead or Coordinator notifies parents/guardians at least 24 hours in advance (summons through the COBA portal).
2	• Friday Reflection Period • After-School Recovery Period	The School Climate Lead or Coordinator notifies parents/guardians at least 24 hours in advance (summons through the COBA portal).
3	• Engagement Plan • After-School Recovery Period	Mandatory meeting with the SET, the School Climate Lead or Coordinator, the parents/guardians, and the student.
4	• Tailored Disciplinary Measures • After-School Recovery Period	Mandatory meeting with the parents/guardians and the Grade-Level Assistant Director.
5	Internal or external suspension, based on the assessment of the situation by the Grade-Level Assistant Director	At the conclusion of the suspension, the Grade-Level Assistant Director provides the student and their parents with a Letter of Expectations.

6	Student Dossier Review	The Grade-Level Assistant Director contacts the student's parents/guardians following the Student Dossier Review to inform them of the decision reached.
Note: Multiple after-school recovery periods may be scheduled according to the total number of missed instructional periods.		

Frequent Absences

When a student accumulates 60 periods of absence (approximately 12 school days) during the school year, whether justified or unjustified, a mandatory meeting is scheduled with the Grade Level Assistant Director. This meeting serves to review the student's academic success, identify their needs, and establish an Engagement Plan to foster the student's progress.

Absences During Evaluations

- **Justified Absences:** Students who are absent during an evaluation for a valid reason (ref. [Student Guide](#)) may retake the evaluation free of charge. Evaluation retakes take place on Thursdays after school or at a time determined by the Grade-Level Assistant Director. (Ministère de l'Éducation exam retakes take place during the summer session, in accordance with Ministry guidelines.)
- **Unjustified Absences:** Students absent without a valid reason must retake the missed evaluation to demonstrate their learning and allow the teacher to exercise their professional judgment. An **administrative fee of \$50 is charged per retake**. Retakes take place on Saturdays or according to the schedule established by the Grade-Level Assistant Director.
- **Absence from an Evaluation Retake:** Missing a scheduled retake without prior justification provided to the Grade-Level Assistant Director will incur an administrative fee of **\$100**.
- **Temporary Grade Entry:** A temporary mark of "0" is entered into the COBA portal as an administrative placeholder pending the completion of the evaluation retake by the student.

Punctuality

Being punctual demonstrates a commitment to learning and respect for others. Punctuality enables everyone to contribute fully to the school experience. The school applies a progressive intervention approach, taking into account special circumstances such as transit delays, health conditions, or personal situations.

In the event of lateness to Period 1 or Period 6

- **Late arrival to Period 1 (before 8:40 a.m.):** Students receive an entry slip and report to class. They must complete a **Lunchtime Recovery Session** on the day of the infraction.
- **Late arrival to Period 1 (after 8:40 a.m.):** Students are not admitted to class and must report to the designated room (D241). They must complete a **Lunchtime Recovery Session** on the day of the infraction.
- **Late arrival to Period 6 (Cycle 2, after 2:10 p.m.):** Students are not admitted to class and must report to the designated room (D241). They must complete a **Lunchtime Recovery Session** on the day following the infraction.

Progressive Framework for Unexcused Lateness (Excluding Periods 1 and 6)

Unexcused lateness (other than periods 1 and 6) is tracked throughout the academic year. Interventions follow the progressive framework below:

Lateness	Interventions 	Follow-up Procedures
1	Written Warning	Logged on the COBA portal
2	Written Warning	Logged on the COBA portal
3	Lunchtime Recovery Session	Mandatory follow-up meeting with the SET
4	After-School Recovery Session	The School Climate Lead or Coordinator notifies parents/guardians at least 24 hours in advance.
5	Friday After-School Recovery Session	The School Climate Lead or Coordinator notifies parents/guardians at least 24 hours in advance.
6	Reflection Session (Pedagogical Day or Saturday)	Mandatory meeting with the student, their parents/guardians, and the School Climate Lead or Coordinator.
7	Tailored Disciplinary Measures	Phone call to parents/guardians from the Grade-Level Assistant Director

8	• Tailored Disciplinary Measures • Letter of Expectations	Mandatory meeting between the student, their parents/guardians, and the Grade-Level Assistant Director to issue and explain the Letter of Expectations.
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Personal Electronic Devices

In accordance with directives from the Ministère de l'Éducation du Québec (MEQ), Villa Maria fosters a learning environment conducive to focus, meaningful interpersonal interactions, and active student engagement in their learning. To this end, the use of personal electronic devices is regulated to support collective well-being and academic success.

Personal electronic devices, including cell phones, smartwatches, Bluetooth headphones, and any other device capable of communication or digital content access, must be powered off and stored in the student's assigned locker from 7:30 a.m. until the end of the school day. This expectation applies at all times and in all areas of the campus, including the cafeteria, hallways, lunch periods and breaks, as well as during extracurricular activities. Exceptions may be granted when a staff member authorizes device use for pedagogical purposes or to accommodate a specific need recognized by the school.

The use of wired headphones is prohibited on school grounds, unless explicitly authorized by a staff member for pedagogical purposes. Once the educational activity requiring the device is completed, the equipment must remain powered off and returned to student lockers.

Progressive Framework for Personal Electronic Devices

Infractions	Interventions 	Modalités de suivi
1	- Device Confiscation (1 school day) - After-School Reflection Session	Logged in the COBA portal
2	- Device Confiscation (2 consecutive school days) - After-School Reflection Session	Logged in the COBA portal
3	- Device Confiscation (5 consecutive school days) - After-School Reflection Session	Phone call to parents/guardians by the Grade-Level Agent
4	- Device Confiscation (10 consecutive school days) - After-School Reflection Session	Meeting between the student and the School Climate Lead or Coordinator
5	- Device Confiscation* - Friday After-School Reflection Session	Meeting between the parents/guardians, the student, and the School Climate Lead or Coordinator
6	- Device Confiscation* - Reflection Session (Pedagogical Day or Saturday)	Phone call to the parents/guardians by the School Climate Lead or Coordinator
7	- Device Confiscation* - Internal Suspension	Phone call to the parents/guardians by the Grade-Level Assistant Director

8	• Device Confiscation* • External Suspension • Letter of Expectations	Meeting between the student, their parents/guardians, and the Grade-Level Assistant Director
*Starting with the 5th offense, confiscated devices must be retrieved directly by a parent/guardian at the school reception. Should a parent/guardian be unavailable to collect the device on the same day, it will be returned to the student at dismissal. However, an in-person meeting between a parent/guardian and a staff member must take place before the student is permitted to return to school.		

Dress Code

Wearing the Villa Maria uniform contributes to developing a sense of belonging, strengthening our community identity, and creating an environment where every student is recognized as a member of the same learning community. The uniform promotes equity, pride, and readiness for learning by allowing students to focus on their academic engagement and personal development.

Students are responsible for wearing a clean uniform that fits properly and complies with the expectations established by the school. This responsibility demonstrates respect for oneself, for others, and for the shared environment. The physical education uniform is part of the dress code.

Adherence to the dress code is a daily expectation of school life:

- Access to the classroom requires compliance with the Villa Maria dress code;
- When a student arrives wearing non-compliant attire, they must take the necessary steps to correct the situation before entering class (for example, borrowing an approved item from the school or a peer);
- If the student is unable to correct the dress code issue, they must report to Room D261 until the situation is resolved.
- Dress code tracking is reset twice during the school year: before and after the holiday break.

Progressive Framework for Dress Code Infractions

Infractions	Interventions 	Modalités de suivi
1	Situation corrected by the student before returning to class	Logged in the COBA portal
2	Situation corrected by the student before returning to class	Logged in the COBA portal
3	Sent home to correct the situation*	Logged in the COBA portal and phone call to parents/guardians
4	Sent home to correct the situation*	Logged in the COBA portal and meeting between the student, parent/guardian, and Grade-Level Assistant Director
5	Tailored Disciplinary Measures	Follow-up conducted by the Grade-Level Assistant Director
*Returning home to correct a uniform issue: A student will only be authorized to leave school grounds to change after a staff member has called a parent/guardian. If the parent/guardian cannot be reached, the student will complete schoolwork in a supervised location until contact is established.		

Educational Interventions and Disciplinary Measures

At Villa Maria, we consider every experience, including challenges and conflicts, as an opportunity for learning, reflection, and growth. Our disciplinary framework aims to support the development of judgment, personal accountability, and student engagement with themselves and their community. Through an educational and restorative approach, the school provides clear guidance, appropriate interventions, and opportunities for students to understand the impact of their choices and contribute positively to a safe, respectful, and caring environment.

Disciplinary measures fall into two complementary categories: **Educational Interventions**, which aim to support students in reflecting on their actions, understanding their behaviour, and developing responsible behaviours, and **Tailored Disciplinary Measures**, which are applied when a situation requires a more formal response proportionate to the nature of the actions taken. These measures ensure a fair, consistent framework aligned with the values of the school community.

Educational interventions, as well as tailored disciplinary measures, are recorded in the student's file in the COBA portal to ensure rigorous follow-up and continuity of interventions with the student. Entries in the COBA portal document observations, interventions, and follow-up measures while fostering transparent and ongoing communication with students, parents/guardians, and the school team. These entries are the primary means for parents/guardians to follow their child's progress at school, learn about the actions taken, and collaborate with the school team to support their child's success and development.

Progressive Educational Measures

To ensure consistent and fair guidance, educational interventions are applied progressively, taking into account the nature of the behaviour, the context, its frequency, as well as the student's developmental level and degree of accountability.

The intervention process prioritizes reflection, restoration, and learning from lived situations. While the progressive approach is the preferred framework, the Grade Level Assistant Director may apply immediate and appropriate disciplinary measures when the seriousness of a situation, safety concerns, or legal obligations require it.

Continuum of Educational Interventions

The continuum of progressive educational interventions ensures a coherent, equitable, and appropriate response to observed behaviours, while fostering student accountability and the development of behaviours that support school life.

Time Recovery

- **Lunchtime Recovery Session (30 minutes):** Supervised time to recover instructional time lost due to an issue related to punctuality.

- **After-School Recovery Session (45 minutes - 3:10 p.m. to 3:55 p.m.):** Supervised time to recover instructional time lost due to an issue related to punctuality and absences.
- **Friday Recovery Session (90 minutes - 3:10 p.m. to 4:40 p.m.):** Supervised time to recover instructional time lost due to issues related to punctuality and school attendance.

Reflection and Accountability

- **Reset and Reflect Room (R&R Room - D261):** Temporary placement in a designated supervised room to support the student in reflecting on their behavioural choices, correcting a dress code infraction, or managing a late arrival before returning to class.
- **After-School Reflection Session (45 minutes - 3:10 p.m. to 3:55 p.m.):** Supervised support time allowing the student to step back from a situation, reflect on their choices, and develop strategies that promote responsible and positive behaviours.
- **Friday After-School Reflection Session (90 minutes - 3:10 p.m. to 4:40 p.m.):** Supervised support time allowing the student to step back from a situation, reflect on their choices, and develop strategies that promote responsible and positive behaviours.

Support and Skill Development

- **Individual Meeting with a Special Education Technician (SET):** An individual support meeting with a Special Education Technician (SET) to discuss underlying factors, address self-regulation strategies, and clarify expectations, beginning at Tier 1 and continuing, as needed, through subsequent tiers.
- **Mandatory Workshops or Supervised Study Sessions:** Targeted sessions assigned by a SET, beginning at Tier 2, to actively develop school organization, time management, and habits conducive to readiness to learn.

Personalized Intervention

- **Meeting with the School Climate Lead or Coordinator:** An individual meeting between the student and the School Climate Lead or Coordinator to review the student's file.
- **Engagement Plan:** A structured and individualized support plan developed jointly by the School Climate Lead or Coordinator and the student, beginning at Tier 3, to address recurring academic or behavioural challenges. An official copy is provided to the parents/guardians.

Tailored Disciplinary Measures

When educational interventions do not adequately address a persistent behavioural situation, or when a student commits a major or critical infraction, the Grade-Level Assistant Director may apply formal disciplinary measures (Tailored Disciplinary Measures) proportionate to the nature and severity of the situation, including:

- Student Dossier Review (which may lead to expulsion from the school)*;
- Community service on campus;
- Reflection periods lasting from 45 to 180 minutes (after school, on a pedagogical day, or on a Saturday);

- Financial responsibility for property damage caused or necessary repairs;
- Internal or external suspension;
- Letter of Expectations addressed to the student and their parents/guardians**;
- Mediation or formal restorative justice processes;
- Reporting to and collaboration with Youth Protection Services (DPJ);
- Mobilization of emergency services or relevant public authorities, including the Service de police de la Ville de Montréal (SPVM) and 911;
- Reintegration conditions or schedule adjustments following a suspension;
- Restricted access to and movement within certain areas of the campus;
- Temporary or permanent removal from activities, including Student Life activities, educational field trips, or participation in clubs or sports teams.

*Formal and comprehensive review of the student's entire file conducted by members of the Management Team (Grade Level Assistant Director, Director of School Climate and Student Services, Director of Pedagogical Services, and Director General) to assess and determine whether the student remains eligible to maintain their student status at Villa Maria. Pending the conclusion of the student dossier review, the student is removed from school and remains at home. This is a preventive administrative measure intended to ensure the safety and well-being of the student while allowing for a thorough review of the situation, rather than a final disciplinary sanction.

**Formal administrative document placed in the student's file that outlines the school's expectations for a student, the consequences for failing to comply with them, and the support measures provided. This document remains in the student's file for the duration of their schooling at Villa Maria.

Student Engagement and Accountability in Intervention Processes

Taking responsibility for one's choices and honouring one's commitments is an integral part of daily life at Villa Maria. When a support measure, reflection activity, or educational intervention is planned, the student is expected to participate fully, reflect on the impact of their actions, and take concrete steps that support their growth and the restoration of trust within the community. In this regard, the student commits to:

- ✓ Actively participating in reflection processes, support measures, and planned interventions, while respecting established commitments and timelines.
- ✓ Completing the planned processes within the agreed-upon timelines or obtaining prior authorization from a member of the school team when a situation prevents them from doing so. Any process not completed without prior authorization must be completed again according to the procedures established by the school.
- ✓ Actively and constructively collaborating in the processes put in place to understand the impact of their choices, contribute to resolving situations, and continue their educational journey in a positive manner.

Refusal to engage in educational interventions or tailored disciplinary measures will result in more intensive disciplinary measures, such as internal or external suspension and a student dossier review, which may lead to expulsion from the school.