

Athénée de Luxembourg



THE INTERNATIONAL CLASSES VADEMECUM



1. INFORMATION AND USEFUL ADDRESSES

Address	Athénée de Luxembourg International Classes Office 24, bd Pierre Dupong L-1430 Luxembourg	☎ 440249-6110 ib@al.lu
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Deputy Head Coordinator of the International Classes	Ms Joanne Goebbels	Appointments have to be made via email	☎ 440249-6116 joanne.goebbels@education.lu ib@al.lu
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Diploma Programme Coordinator	Mr. Thomas Halsdorf	Appointments have to be made via email	☎ 440249-6155 thomas.halsdorf@education.lu ib@al.lu
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Secretary of the International Classes	Ms Simone Muller	Opening hours: Mon-Fri: 08.30 – 14.30	☎ 440249-6110 ☎ 440249-6114 ib@al.lu
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Caretaker			☎ 440249-6500
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Service de psycho-social et d'accompagnement scolaire (SePAS)		
Psychologists	Ms Marie Colleaux	☎ 440249-6150
	Mr Patrick Reeff	
School social worker	Ms Cindy Arendt	

Social and Educational Service (SSE)		
Certified educational worker	Ms Sabrina Leal	☎ 440249-6161
Graduate educational worker	Mr Nicolas Girtgen	☎ 440249-6162

School Library
Opening hours: Mondays, Wednesday, Fridays from 07:50-17:45/Tuesdays and Thursdays 07:50-16:00

Form teachers	
7IEC	Ms Anne Kayser (anne.kayser@education.lu)
6IEC	Ms Catherine Zimmer (catherine.zimmer@education.lu)
5IEC	Ms Aisha Bové (aisha.bove@education.lu)
4IEC1	Ms Elisabeth Speyer (elisabeth.speyer@education.lu)
4IEC2	Mr David Burg (david.burg@education.lu)
3IEC1	Ms Nadia Piazzi (nadia.piazzi@education.lu)
3IEC2	Mr David Burg (david.burg@education.lu)
2IB	Mr Thomas Halsdorf (thomas.halsdorf@education.lu)
1IB1	Mr Thomas Halsdorf (thomas.halsdorf@education.lu)
1IB2	Mr Marc Wohlfarth (marc.wohlfarth@education.lu)

For standard information, please contact the switchboard (**440249-1**, from 08.00-17.00)

OFFICE HOURS

CAS Coordinators

Ms Anne Kayser (anne.kayser@education.lu), **Ms Nadia Piazzi** (nadia.piazzi@education.lu) (By appointment)

Extended Essay Coordinators

Mr Thomas Halsdorf (thomas.halsdorf@education.lu) (By appointment)

University Counselling (UCAS)

Mr Thomas Halsdorf and Mr Marc Wohlfarth (SEPAS office C.113) (By appointment)

Personal Project (PP) Coordinators

Mr David Burg (david.burg@education.lu) and **Mr Thomas Halsdorf** (thomas.halsdorf@education.lu) (By appointment)

2. IMPORTANT DATES OF THE SCHOOL YEAR 2021-2022

- All Saints holidays: October 30th 2021 to November 7th 2021
- Christmas holidays: December 18th 2021 to January 2nd 2022
- Carnival holidays: February 5th 2022 to February 20th 2022
- Easter holidays: April 2nd 2020 to April 18th 2022
- European Day: Monday, May 9th 2022
- Pentecost holidays: May 21st 2022 to May 29th 2022
- Pentecost Monday: June 6th 2022
- National Holiday: Thursday, June 23rd 2022
- Summer holidays: July 16th 2022 to September 14th 2022

3. CHARTER OF THE ATHÉNÉE

'Un bien pour toujours' (Thucydide)

Innovation as Tradition

Faithful to the motto for its four hundredth anniversary, the Athénée unites in perfect symbiosis two attitudes that are at first sight contradictory: Tradition with all that the past has left behind as a valid experience and the spirit of Innovation which, in search of new pathways and methods, resolutely tries to transcend itself.

1. Humanism and openness to the world

The founding fathers of the Athénée adopted the Renaissance vision of the accomplished man, as seen envisioned by the ancient Athenians, and the vision of universal curiosity following the example of Leonardo da Vinci.

2. Critical and scientific mind

The Enlightenment sharpened the critical mind in the face of the surrounding society and encouraged the scientific mind, releasing science from the shackles of the past to rise unhindered.

3. Taste of performance and joie de vivre

The appeal of successful performance extends to the pleasures of life and personal satisfaction.

4. Ambition for success and respect for others

The pursuit of excellence is associated with the consideration that should be given to the same momentum of others.

5. Competitiveness and solidarity

Sporting rivalry and team spirit are two complementary aspects of the same line of conduct.

6. Personal commitment and tolerance

Identifying yourself body and soul with a cause goes hand in hand with understanding the commitments of others.

7. Community awareness and personal development

The sense of belonging to a school community is both a benchmark and a source of individual development.

8. Responsibility and friendliness

Being serious and acting accordingly does not prevent good humour and empathy for peers.

9. Discipline and flexibility

Having a clear line of conduct and respecting the rules of the game does not mean getting stuck in fixed and unchanging attitudes.

10. Physical balance and intellectual enthusiasm

"Mens sana in corpore sano" is an excellent launchpad for the joys of the mind.

11. Creativity and endurance

Leaving the beaten track and working in an original way is perfectly compatible with the spirit of perseverance and tenacity.

12. Know-how and soft life skills

Intellectual skills are combined with the attitude of a perfect gentleman or gentlewoman according to the wisdom of the Renaissance.

Learning and practicing these rules of conduct represents what the school can offer its students in the best and most sustainable way, a lifestyle and, in Thucydides' words, "a good for ever"

4. MINISTERIAL DIRECTIVE OF APRIL 8TH 2002 ON STUDENT WORK AND EVALUATION

1. Principles of assessment

Student assessment is an integral part of the training process. It allows to monitor and certify student achievements and identifying their problems. Assessment informs students, teachers and parents or guardians of the student, about their progress. It is also used to determine their academic grade. Evaluation focuses on the student's knowledge in relation to the programmes of the different subjects, the progress the student has made compared to prior knowledge and on the student's attitude towards schoolwork in general. The teacher's assessment of a student's behaviour is not taken into account for an academic grade.

Assessment can be formative, for training or summative.

- Formative (continuous, day-to-day) assessment informs the teacher and the student about the learning achievements and the degree of achievement in the learning outcomes.
- Training assessment allows the students to assess themselves and to regulate their learning outcomes.
- Summative assessment controls knowledge, know-how and inter-personal skills, following the programme. It is used as a reference for academic grades and decisions regarding the passing or failing of the academic year. It also considers the way in which achievements are presented and the assessment of the student's attitude towards schoolwork in general.

The following ministerial directive applies to summative assessment. Formative and training assessments will be carried out according to the different subjects based on the suggestions of the « Commissions nationales pour les programmes » (published in the "Horaires et programmes" on www.al.lu).

The following elements are subject to summative assessment.

- Class assignments and testing

They are written, oral or practical, depending on subject specificities; substantial projects accomplished at home can also count as class papers, like portfolios, practical work or group projects; They may be written, oral, practical or appraisals of the preparation of school-and/or homework as well as in-class participation.

Class papers and tests are marked according to either Luxembourgish and/or IB criteria and determine the grades the student obtains in the different subjects to be listed on their school report.

2. Testing

Teachers comply with the programmes published in "Horaires et Programmes" and those set by the IBO, including objectives, evaluation criteria, the scoring guidelines and setting of levels of difficulty, the minimum number by subject and class, the type. They are spread out over the entire semester, announced and recorded by the teacher in the class-register at least one week in advance. There cannot be more than one class paper per day, unless one of the two tests is a "retake" or a presentation scheduled a long time before.

As a recommendation, two tests requiring special preparation should not be set on two consecutive days even though this is sometimes inevitable (especially at the end of the semester during the so-called

“testing period”). Moreover, a class paper cannot be written the first day after a school holiday that lasted for a week or more. In consultation with the teachers of the class, the form teacher organizes a pedagogically appropriate schedule. In case of disagreement, and especially when one of the provisions of this Section or those published in "Horaires et Programmes" is not met, the form teacher can inform the Head of School.

The teacher communicates precisely, at least one week before the date of the class paper, the type of test as well as the subject-matter to be revised. Subjects exceeding one weekly lesson cannot encompass material that has been treated the lesson before the test. Written tests normally last a whole lesson, are marked up to 60 points and - for pedagogical reasons - can be written in two separate parts (in the IB DP, the marking follows the IB marking scheme out of 7).

The distribution of the points is clearly indicated on the questionnaire and students are informed of the correction criteria beforehand. The work required must be of reasonable extent and allow an adequately prepared student to finish their work and read it over completely in the time allotted. It is advisable not to set exercises noticeably more difficult than the ones in the coursebook or done in class.

During the test, the teacher or the supervisor supervises the class to prevent fraud. If fraud is uncovered, the teacher can decide, by judging the illicit advantage the student guilty of fraud has procured for themselves, to mark the section in question of the class paper with 0 points, or the whole class paper with 01. Any fraud leads to disciplinary action under the disciplinary regulations in force. A mark of 01 is given to a student who cannot present a valid excuse for not having sat a test or for not having handed in a home assignment in the time allotted.

A student cannot sit for a test that requires special preparation if they have been absent for the 24 hours preceding the test. In individual cases, the teacher may authorize an absent student to take the test. The teacher ensures that students who have been absent take their test as soon as possible and preferably outside normal teaching hours. In exceptional cases, the class council may reduce the number of mandatory class papers.

The marks obtained in various tests are equally weighted in calculating the semester average, except for the papers that have different correction formats (external assessment by the IBO in the DP). If a student has obtained less than 20 marks in a test in a subject requiring only one test in the second semester (which automatically entails a resit or revision test), if the mark is not the consequence of fraud and if the average of the two semesters is equal or superior to 30, they sit for a second test. If the average of the two tests is equal or superior to 20 marks, the mark is officially 20.

3. Marking and Correction.

Every written paper has to be corrected by the subject teacher and returned as soon as possible. The correction and the handing back have to take place the day before the next class paper at the latest and before registration of final grades in matriculation records. Giving marks below zero is not permitted. On the corrected copy, the nature and the gravity of the mistakes, as well as an appreciation of the positive points and the negative points are mentioned in the form of remarks. The teacher handing back the class papers comments on students' work and presents a “model” correction or the guidelines to an ideal copy. The teacher makes sure that the students take special care to correct the class paper so that they can pedagogically benefit from it. For pedagogical reasons, any correction can be taken into consideration to adjust the final mark; this adjustment cannot exceed 4 points, either negatively or positively.

Every student has the right to take the marked paper home, for which the teacher is entitled to ask for a signature from the legal guardian if the student is underage. If the student does not return the class paper, the mark the teacher has written down in the official register counts.

The Head of School can ask the teacher for explanations, especially when the marks are exceptionally high or particularly low. In case of disagreement, the Head of School has to listen to the students if they ask for a meeting so that an agreement is found. If this is not achieved, the Head can ask for expert monitoring. In exceptional circumstances, he can annul a class paper, or consider other measures he believes appropriate, giving explanation to the concerned teachers and students.

At the end of each semester every teacher turns in the class papers to the school administration where they are archived until the end of the following school year.

4. Continuous assessment

Written, oral or practical assessments can only focus on the preparation or homework required for the day of the test. The programme of the test is communicated to the students in advance. This type of assessment cannot exceed half an hour. At the end of an oral assessment, the teacher marks the student. Any written assessment is corrected and handed back to the students the day before the next class paper at the latest.

If several written assessments have been completed, the teacher can decide to use the average mark as a full class paper, in excess of the minimum number of class papers, provided he has informed the students at the beginning of the semester. If there is only one written assessment, it is taken into account as continuous assessment (set class papers excepted).

5. Semester marks

Each mark is based on at least one class paper and continuous assessment. It equals the average, topped up to the next superior unit, of all the marks of all the class papers and adjusted with the marks obtained in continuous assessment. This adjustment cannot exceed 4 points, either positively or negatively.

6. Homework

Students are required to revise the programme done in class. Therefore, the teacher regularly assigns homework and checks student productions. The volume of the homework has to be adapted to the age and the capacities of the students, the degree of difficulty has to respect the norms set by the "Horaires et programmes" so that it can be completed without help. Homework is corrected in class. In the lower grades (7^e-5^e), the teacher makes sure that the students write their homework in their notebook. Homework is registered in the class register: every teacher makes sure that its volume is acceptable and manageable, and the form teacher ensures that its distribution is appropriate.

7. Participation marks.

In certain classes, participation marks are used to evaluate the student's attitude towards work, regular preparation of homework, collaboration and class participation, the student's progress relative to their initial level and the care they bring to correcting. To establish the "participation mark", the teacher elaborates criteria they believe appropriate in their subject while considering pedagogical outcomes and the guidelines of the programme, all of which are communicated beforehand.

La Ministre de l'Éducation nationale et de la Formation professionnelle,

Anne Brasseur

5. CODE OF CONDUCT

a) Promoting good behaviour

All the students in a school benefit from positive behaviour. High standards are important to help them feel safe and achieve their goals. Parents and guardians play a key part in this context.

b) Learning and Studying

As a student at the Athénée you are expected to:

- Aim for excellence in all your undertakings;
 - Attend all lessons [100% attendance is necessary to achieve outstanding results];
 - Report any absence by sending an email to ib@al.lu before 10 a.m. on each day of absence and handing in a written excuse by one of your parents/guardians three working days after the first day of your absence at the latest;
Students are reminded (Art. 10. and 11. of the RGD of 23 December 2004 concerning the rules of conduct in secondary schools, amended by the RGD of 9 May 2018) that they are strictly forbidden to leave the school grounds during school periods between 8:05 and 12:40 and between 13:55 and 15:40, unless previously authorised. If a student, for health or another serious reason, needs to leave our school, he or she must notify the teacher, form teacher or the Deputy Head in advance. At the Athénée, the student will be registered with the Social and Educational Service (SSE), where the student must present him/herself before departure. The SSE will then make every effort to inform parents or legal guardian immediately. The student will wait at the infirmary or at the reception where he will wait until an authorized person comes to pick him up. Upon returning to school, the student will give a duly motivated written excuse to the form teacher.
- ➔ Non-justified absences, or absences for which no valid written excuse has been submitted, will be sanctioned (detention).
- If you request a special leave of absence, it is imperative that you ask permission well in advance from the subject teacher concerned (for an absence of one lesson), from the form teacher (for an entire day) or the Deputy Head of School (Ms Goebbels) (for more than one day or any absence immediately before / after holidays).
Doctors' appointments are to be fixed outside of regular school-hours (except for emergencies); the same applies to driving lessons;
 - Be on time for all lessons;
 - Bring the required coursebooks, copy books, stationery, etc., to all lessons;
 - Complete all your homework on time and meet all deadlines;
 - Try to make progress against any targets agreed and set;
 - Collaborate with other students to achieve your goals if necessary or stipulated;
 - Attend all examinations/tests you are registered for¹;

¹ In case of absence on the day of a test, you are requested to contact the teacher in question in advance and discuss an alternative solution/test with him.

- Aim to become “**inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect**” (IB Mission statement);
- Meet the deadlines set by your teachers. Students are required to assume responsibility for their own work and organization as well as respect the deadlines. **No exceptions will be made to the deadlines**, as they are known well in advance and constitute the latest possible date for submission. Extenuating circumstances such as a protracted period of illness may be considered if notification well in advance has taken place. Short-term illness, computer problems, time management issues or personal problems, for example, will not be taken into consideration.
Failure to meet the set deadlines can include following consequences:
 - No feedback on the work handed in after the deadline.
 - A mark of zero on the work.
 - Disciplinary measures.
 - Non-admission to the IB DP final exams
- Reject all forms of academic dishonesty. These include:
 - Plagiarism: The adoption or reproduction of original creations of another author (person, collective, organization, community or other type of author, including anonymous authors) without due acknowledgment;
 - Fabrication: The falsification of data, information, or citations in any formal academic exercise
 - Deception: Providing false information to an instructor concerning a formal academic exercise—e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work;
 - Cheating: Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment;
 - Bribery: or paid services. Giving certain test answers for money, or paying to obtain such answers;
 - Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or wilfully disrupting the experiments of others.²

c) Behaviour

You are expected to:

- Treat and talk to all staff, students and the local community with respect and courtesy, and behave appropriately and reasonably in all circumstances. The use of inappropriate language in and outside of the classroom will not be tolerated;
- Respect your environment by not littering, damaging school equipment and facilities and not smoking on the school premises;
- Appreciate the school’s multicultural community and heritage;
- Switch off all mobile phones in study areas [i.e. classroom or learning resource centres] and only use them appropriately in student common areas;
- Leave the classroom during the breaks.

² Source : http://en.wikipedia.org/wiki/Academic_honesty

d) Sanctions

The Athénée de Luxembourg focuses on promoting positive behaviour, self-discipline and respect for others, but may also resort to sanctions for misbehaviour.

The Athénée has the legal right to impose reasonable sanctions. These might include:

- An oral or written reprimand;
- Extra work given by the responsible teacher or the form teacher;
- A letter to parents or guardians;
- Confiscating inappropriate possessions (for example, mobile phones or music players used during school hours despite prohibitions, items susceptible of causing injury etc.);
- Detention (e.g. three inscriptions in the register for inappropriate behaviour involve a two-hour detention; if the sum of late arrivals (VTT) reaches 20 minutes, a one-hour detention will follow; any non-excused absences will be registered on reports);
- A teachers' council formed by class teachers, the form teacher and the Head of School can decide to remove a student from a class or group.

e) Discipline and physical contact

Teachers are not allowed to enforce corporal punishment but can physically restrain students when necessary to stop them from injuring themselves or anyone else, from damaging property or causing serious disruption.

Members of the school staff can search a student and their locker suspected of carrying a weapon, with or without their consent, or carry out a breathalyser test.

f) Your child and detention

Detentions can be set during school hours or after school. Failure to attend without a legitimate excuse will lead to extremely severe punishment.

The school administration notifies parents or guardians of detentions taking place outside normal school hours at least 24 hours in advance, so that arrangements for transport or childcare can be made. Detentions are registered in students' databases, as stipulated by the MEN. The notification specifies the reason and length of the detention and also the set work to be carried out. In exceptional cases, rescheduling may be possible.

6. MODEL WRITTEN EXCUSE

Luxembourg, September 19th 2021

To whom it may concern/ For the attention of _____ (Name of the Form teacher)

I, _____ (name of the parent, legal guardian) would hereby like to excuse the absence of my son/daughter on _____ (day and date) . My son/daughter was _____ (reason for the absence).

Thank you for your consideration and best regards,

Signature of the parent/legal guardian.



ATHENEE DE LUXEMBOURG

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