

# Procedure in case of suspension of classes

École internationale Mondorf-les-Bains

| Primary school classes  | Secondary school classes  |
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| General instructions  |   |
| <ul style="list-style-type: none"> <li>• All learning materials are available in the class notebook in TEAMS.</li> <li>• Real-time communication takes place via TEAMS, or by telephone.</li> <li>• Any communication that needs to be documented takes place via e-mail through OUTLOOK.</li> </ul>  | <ul style="list-style-type: none"> <li>• All learning materials are available in the subject based class notebooks in ONENOTE.</li> <li>• Real-time communication takes place via TEAMS, or by telephone.</li> <li>• Any communication that needs to be documented takes place via e-mail through OUTLOOK.</li> </ul>   |
| Detailed instructions   |   |
| <b>Phase 1:</b><br>Containment is limited to a maximum of 2 weeks.  |   |
| <b>Tools and procedures (to be put in place):</b> <ul style="list-style-type: none"> <li>• Teachers split the curriculum for each subject into the following elements:               <ul style="list-style-type: none"> <li>○ weekly plans ;</li> <li>○ differentiable learning materials.</li> </ul> </li> <li>• Teachers assign the tasks – global or differentiated – to the learners through a ONENOTE class notebook linked and accessible from TEAMS.</li> <li>• Teachers communicate the availability of tasks and materials in ONENOTE/TEAMS by no more than 1 email to parents per day.</li> </ul><br><b>Tools and procedures to be put in place ad hoc:</b> <ul style="list-style-type: none"> <li>• Teachers compensate for the input moments (10-15 minutes) by providing video tutorials. These are               <ul style="list-style-type: none"> <li>○ taken from YouTube or any other library, but verified by the teacher as to the reliability of their information;</li> <li>○ created ad hoc by the teacher.</li> </ul> </li> <li>• Each teacher sets up an online presence time – in TEAMS – for the subjects they teach. This online presence time               <ul style="list-style-type: none"> <li>○ is daily;</li> <li>○ is always held at the same time, preferably in the morning;</li> </ul> </li> </ul> | <b>Tools and procedures in place:</b> <ul style="list-style-type: none"> <li>• Teachers split the curriculum for each subject into the following elements:               <ul style="list-style-type: none"> <li>○ an annual plan;</li> <li>○ 6 intermediate plans corresponding to the 6 learning phases (plans integrated in the mission files);</li> <li>○ 6 missions, i.e. 1 per learning phase.</li> </ul> </li> <li>• Teachers assign the missions to the learners in ONENOTE through a class notebook for each subject.</li> <li>• Teachers assign tasks and schedule deadlines in TEAMS in the GENERAL channel of each study level, under the ASSIGNMENTS tab.</li> </ul><br><b>Tools and procedures to be put in place ad hoc:</b> <ul style="list-style-type: none"> <li>• Teachers compensate for the input moments (10-15 minute classes) by providing video tutorials. These are               <ul style="list-style-type: none"> <li>○ taken from YouTube or any other library, but verified by the teacher as to the reliability of their information;</li> <li>○ created ad hoc by the teacher.</li> </ul> </li> </ul> |

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| <ul style="list-style-type: none"> <li>○ is used in particular to contact learners, if necessary in small groups, by videoconference.</li> <li>• As a general information and preparation for these videoconferences, the teachers will <ul style="list-style-type: none"> <li>○ inform the parents by e-mail, or by telephone (numbers provided by the secretariat);</li> <li>○ specify that the participation of learners in these videoconferences is mandatory.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Each teacher sets up an online presence time – in TEAMS – for the subjects they teach. This online presence time is to take place on the same days and at the same times as the respective teachers would have been present in class.</li> <li>• Tutors set up an online tutoring; they contact each of their tutees at least twice a week. The contact is made through TEAMS, or by telephone to the parents (numbers provided by the secretariat) requesting feedback from the learner. <ul style="list-style-type: none"> <li>○ On <b>Mondays</b>, the tutor discusses with his tutees the summary plan of what they plan to work on during the week.</li> <li>○ On <b>Fridays</b>, they look back at the work that has been done.</li> </ul> </li> <li>• Deadlines for handing in assignments are maintained. <ul style="list-style-type: none"> <li>○ Tasks will be assessed by the teacher over internet.</li> <li>○ Results and feedback will be shared through the respective class notebooks in ONENOTE</li> </ul> </li> </ul> |
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## Phase 2:

Containment exceeds 2 weeks.

### Tools and procedures to be put in place:

- There are three cases to consider:
  - Learners who work independently and are well supervised by their parents:
    - Feedback and exchanges with the teachers take places according to the work turned in by the learner.
  - Learners who work irregularly or who have difficulty organizing themselves:
    - Each teacher who notices a delay or inactivity of a particular learner,
      - contacts them – or rather their parents – by the usual means of communication (chat and telephone in TEAMS, e-mail in OUTLOOK, normal telephone) and provides advice and support if necessary.
  - Learners and parents who do not respond at all, even after being personally addressed by the teachers.
    - In cases where the family situation proves to be problematic, the teacher informs the MESA, who contact the social office of the learner's municipality.
    - After five days without any sign of life, the secretariat sends a registered official letter to the parents reiterating the work

### Tools and procedures to be put in place:

- There are three cases to consider:
  - Learners who work independently:
    - Two exchanges per week with the tutor. The exchanges take place by videoconference through TEAMS.
    - Feedback and exchanges with the teachers take places according to the work turned in by the learner.
  - Learners who work irregularly, who have difficulty organizing themselves or respecting deadlines:
    - Two exchanges each day with the tutor :
      - In the morning – and no later than 9 o' clock – the tutees send in their work plan for the day;
      - In the afternoon, after 15 o' clock, but no later than 17 o' clock, the tutees send in the report of what they have worked over the day.
    - In the second exchange, tutees place the teachers of the subjects, they have actually worked on, in copy.
    - Teachers who notice delay or inactivity of a particular learner, contact him/her by the usual means of communication (chat and telephone in TEAMS, e-mail in OUTLOOK) and provide advice and support if necessary.

and action expected from the learner and reminding the parents that

- the learner's silence is considered as a non-excused absence;
- after 15 days of unexcused absence, the learner will be officially struck off the school lists;
- considering the learner's submission to compulsory schooling, there would be an official report to the Ministry and to the Public Prosecutor's Office.

- Learners and parents who do not respond at all, even after being personally addressed by the tutors.
  - The tutor contacts the parents by e-mail or telephone (numbers provided by the secretariat) to request feedback from the learner.
  - In cases where the family situation is problematic, the tutor informs the MESA, who contact the social office of the learner's municipality.
  - After five days without any sign of life, the secretariat sends a registered official letter to the parents reiterating the work and action expected from the learner and reminding the parents that
    - the learner's silence is considered as a non-excused absence;
    - after 15 days of unexcused absence, the learner will be officially struck off the school lists;
- should the learner still be in compulsory schooling, there would be an official report to the Ministry and to the Public Prosecutor's Office.