International School of Iceland Parent, Legal Guardian, and Student Complaints Policy and Procedure

1. Purpose and Core Philosophy

This policy outlines the formal process for submitting, managing, and resolving concerns or complaints brought forward by students, parents, or legal guardians within the IB Middle Years Program community at the International School of Iceland (ISI). This policy ensures that all complaints are handled fairly, promptly, and in line with the values and principles of both ISI and the IB.

2. Values and Principles

- **Fairness:** Every concern and complaint will be treated equitably, ensuring that all parties have the opportunity to be heard.
- **Respect and Openness:** All interactions will reflect respect and openness to diverse perspectives.
- **Confidentiality:** Complaints will be handled discreetly, ensuring protection of personal information.
- **Timelines:** Complaints will be addressed promptly, following set timelines for responses.
- **Effectiveness:** This complaints procedure will be regularly reviewed and refined to ensure it is responsive and efficient.
- **Student Well-Being:** ISI prioritizes student well-being in all decisions, ensuring complaints related to student welfare are addressed promptly, with sensitivity, and in a way that prioritizes the academic and social-emotional development of the student.
- **International-Mindedness:** ISI and IB both value cultural diversity and understanding, demonstrating openness and awareness to the different cultural backgrounds reflected in our community.
- **IB Learner Profile:** The resolution process is guided by the IB Learner Profile, promoting attributes such as caring, principled decision-making, open-mindedness, and responsibility.

3. Key Roles and Points of Contact

To ensure coherent care and comprehensive tracking of each student's academic and personal growth, the **homeroom teacher operates as the primary point of contact** for all communication and oversight.

The team can resolve many issues through coordination with the homeroom teacher and other relevant staff. Below is a breakdown of common concerns and the team members who might support:

Questions About:	**Initial Contact:**

My child's daily schedule and logistics, individual changes/needs, food issues, issues related to Managebac or other learning software, etc.	● My child's homeroom teacher ● Potential support from the Office Coordinator
My child's classes, curricular questions, assessment feedback, subject-specific ideas and questions.	● My child's homeroom teacher ● Potential support from the Head of Curriculum and Instruction
The learning program, the IB.	● My child's homeroom teacher ● Potential support from the Head of Curriculum and Instruction and the IB Coordinator
Social-emotional support and counseling needs beyond the classroom.	● My child's homeroom teacher ● Potential support from the Head of Student Support Services, Vice Principal and the Welfare Team
Individualized learning and support.	● My child's homeroom teacher ● Potential support from the Head of Student Support Services, Vice Principal
All school ideas, questions, issues needing additional support and guidance, concerns and issues that aren't going away.	● My child's homeroom teacher ● School Principal
Concerns that involve specific staff members.	● School Principal

4. Dialogue and Resolution

ISI encourages open dialogue as the most effective means to address issues. Parents, legal guardians, and students are encouraged to discuss concerns directly with the homeroom teacher and/or one of the appropriate staff members above, before escalating matters formally.

5. Formal Complaints Process

Stage 1: Initial Contact (The Homeroom Teacher)

- Concerns regarding general student well-being, peer relations, or broad school life must be directed first to the student's homeroom teacher.
- Concerns regarding a specific subject (e.g., unit content, specific assessments, classroom management) should first be routed to the homeroom teacher, who will pass on concerns to the appropriate subject teacher, and follow up as needed.
- If a parent, legal guardian, or student submits a complaint directly to school leadership or administration without going through Stage 1, the receiving administrator will route the issue back to the homeroom teacher to begin the standard process, unless exceptional circumstances arise. **The goal is to keep the homeroom teacher as a central and informed support for all students in their care.**

- If a complaint cannot be resolved within Stage 1, please submit information in writing, and include the name and contact information of the complainant, a detailed description of the complaint, and any steps already taken to resolve the issue.

Stage 2: Administrative Support

If a complaint cannot be resolved at Stage 1, or if it pertains to specific operational/specialized departments, the homeroom teacher will route the issue to the relevant administrator/coordinator:

- **Teaching and Learning (Pedagogy and Curriculum):** Head of Curriculum and Instruction
- **Student Support Services (Inclusion, Learning Diversity, Special Educational Needs, Social-Emotional Concerns, Wellbeing):** Head of Student Support Services, Welfare Team
- **Budget and Finance (Tuition, Billing, Resource Allocation); School Ideas, Ongoing Concerns, Staffing Questions:** School Principal
- **Administration and Logistics (Skólamatur, Technology, General Operations):** Office Coordinator
- **IB MYP Curriculum and Learning Program Questions:** Head of Curriculum and Instruction, IB MYP Coordinator

The relevant administrator or coordinator will initiate an inquiry that may include discussions with the complainant, staff members, students, and other relevant parties. Upon conclusion, the complainant will receive a written response outlining the findings and actions taken.

Stage 3: Appeal to the School Principal

- If the complainant is not satisfied with the outcome, they may appeal to the school principal.
- The school principal will review the case, investigate, and respond within ten working days.

6. Appeals made to the IB

The International Baccalaureate (IB) provides its own complaints and appeals procedures for matters relating directly to IB services, policies, and assessments. More information about this procedure, and what is within the scope of the IB Organization, is available here.

7. Record-Keeping and Monitoring

- **Central Oversight:** The homeroom teacher logs and monitors all incoming concerns, whether resolved directly or escalated to an appropriate staff member, ensuring a unified record of student support.
- **Response Timelines:** Initial receipts of formal complaints are acknowledged within **24–48 business hours**, with a target resolution plan communicated within **5 working days**.

8. Confidentiality

All complaints will be handled with confidentiality, with information shared only among those directly involved in investigating and resolving the issue. ISI is committed to protecting the privacy and rights of the complainant and those affected. The ISI Privacy Policy is available here.

9. Monitoring and Review

This complaints procedure will be reviewed annually to ensure it aligns with best practices, IB regulations, other relevant laws and regulations, and community feedback.