

2026 – 2027



International Department of Landakotsskóli Parent Handbook



LANDAKOTS
SKÓLI

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Mission Statement (IDL)

Cultivating – Creativity, Culture and Communication

Guiding Statements

- The International department of Landakotsskóli is primarily intended to serve the growing diplomatic and international business community in Iceland. We provide an internationally recognised, world class curriculum (The Cambridge International Curriculum) which is used fully in our secondary classes that is transferrable between international schools throughout the world and recognised by local schools in a wide range of countries leading to the International General Certificate of Education for our 10th grade students. In our primary classes we provide a blend of curriculums using the Cambridge curriculum in science, humanities and/or global perspectives, Singapore mathematics and a range of curricular approaches in our English teaching.
- The International Department of Landakotsskóli is committed to providing a safe and inclusive environment for students from throughout Iceland's international community. We provide staff and students the opportunity to enjoy a 21st century learning environment that builds passionate citizens of the world.
- We are educationally inclusive. We welcome students from every background and help every student to reach their full potential.
- We support students who do not speak English as a first language to access our curriculum through our English language support programme.
- We provide a challenging, broad and exciting curriculum designed to motivate and develop the talents of all our students. We aim to create an environment that forms the foundations of lifelong learning where we value critical thinking, informed risk-taking, and acting with compassion, integrity and resilience.
- Formative assessment is central to our practice. We are committed to helping our students to understand and have ownership of their own academic journey.
- Through our Social and Emotional Learning curriculum, we promote positive relationships and student well-being. We provide a safe and secure school environment to allow our students to flourish.
- Our teachers are committed to professional development and offering a high quality of education to all.
- As a department located within an Icelandic school, our students have rich opportunities to form relationships with their Icelandic peers.

Definition of High-Quality Learning

Our students take pride in their education and are encouraged to take responsibility for their own progress. We cultivate a growth mindset in all our students from Kindergarten through to 10th grade. Students actively engage in their education, using self-reflection and progress monitoring to evaluate their achievements against their starting point and build on their successes.

Admission Policy (IDL)

General Admission Principals and Fees

Icelandic resident students

As a private school run under the terms of the Icelandic Ministry of Education (MMS), we offer placements to all students with legal residence in Iceland, providing there is sufficient space in the class the student is applying to. The school reserves the right to consider the balance of students already in the class and whether it is able to accommodate the needs of specific students where there are already high levels of need in a class group. Where there is a waiting list for a class, siblings of pre-existing students take priority over new families. School fees for resident students are largely covered by their municipality of residence, but students pay a top-up fee to cover the difference between the payment provided by their municipality and the cost of their education. In addition to the cost of educating a child in an Icelandic school, the international department fee covers resourcing, licensing and staff training for the Cambridge International Curriculum. Fees are charged monthly, with an additional annual registration/re-registration fee.

Families experiencing extreme hardship may apply in writing to the head of department and head of school for consideration of their circumstances.

Families may opt to pay an additional charge to cover the after-school programme (frístund) or for students to join after school clubs. As of September 2024 there is no charge to resident students for school lunches. Non-native speakers of English may be required to join the English language support programme for an additional fee to help them gain the necessary skills to access the curriculum.

The Cambridge programme ends with the IGCSE examinations, these are internationally recognised qualifications that we encourage all students in 10th grade to take. There are additional charges (imposed by Cambridge) for entry for these exams.

Non-resident students

Non-resident students (children from diplomatic families or those on short term visas that do not grant residency) are also admitted, subject to space in the class, and are required to pay full non-resident fees.

Non-resident student fees are higher than those charged to resident students as there is no subsidy provided by the Icelandic municipality. Fees are calculated on a monthly basis but are usually charged as a lump-sum at the start of the academic year. They incorporate: the annual registration fee, monthly tuition fees and the additional Cambridge fee (covering resourcing, licencing and staff training). In addition, families may opt to pay for school lunches, the after-school programme and/or after-school clubs. Non-native speakers of English may be required to join the English language support programme for an additional fee.

Non-resident students who require additional support in class will be charged an additional support fee to cover the support required. This will be calculated on a case-by-case basis depending on the needs of the student concerned.

Admissions procedures

All families, resident or non-resident, wishing to apply for admission to the International Department of Landakotsskóli should go through the Admissions tab on our website.

Application route	Your circumstance
Vala	Child applying to the kindergarten (5 year old class)
Innskráning Ísland.is	Application for a child who is already resident in Iceland to join grades 1-10. (Applications can only be made in the year you wish your child to join the school).
Our internal school application form	• Advance applications for a child who will join the school in the future • Applications from non-resident families (e.g. diplomats) • Applications from families who are not yet resident in Iceland

Families are encouraged to apply as soon as they know they require a place, as placements are usually allocated on a first-come, first-served basis. (Some exceptions may apply, for example, siblings and non-resident students take priority).

Families may apply for placements for children who are too young to attend our school at the time of application, these applicants will be added to the waiting list for the relevant year of entry.

Placements for an August (start of school year) start are allocated in March and families are asked to confirm their acceptance of the placement before a given deadline. The department accepts new students throughout the year where there is space in a class and will offer places to students on the waiting list as and when they become available.

In order to be considered for a place in the International Department, families must agree to the child's previous school being contacted. Students transferring from other Icelandic schools are invited to visit the school and to meet the homeroom teacher, head of department and school counsellor to assess whether the move would be in the child's best interests.

Where a placement is offered to a student part way through an academic year, there is always a minimum of a week's lead-in to the start date, this is to allow the necessary preparations to be made to welcome the student into the classroom.

Who should apply to the International Department of Landakotsskóli

The Department prides itself on its high academic standards, multi-cultural environment and warm, welcoming approach. We are happy to receive students from across the world and aim to ensure everyone has an education that allows them to make excellent progress in a safe and happy environment. We are the ideal school for students who will be living in Iceland for the short term and intend to return to another country to continue their education or to live. Although our language of teaching is English, we welcome students who speak a wide variety of languages and our English language support specialists help all our students to gain the competence they need to access our curriculum successfully.

Anyone is welcome to apply to our programme, but we always encourage students who want to join our programme to consider their long-term aims. Iceland has very limited opportunities to learn in English when students finish at Landakotsskóli. There is currently only one menntaskóli – post 16 school – (MH) that offers an English language option, the IB programme. This is not the right choice for all students and not having learnt and studied in Icelandic limits students' opportunities to participate in wider Icelandic society when they leave school. For this reason, we encourage those who are Icelandic or who intend to live in Iceland long-term to consider pursuing Icelandic language education, either in Landakotsskóli's Icelandic department or in their local school.

Can I arrange a visit?

Absolutely, we are always happy to meet with new families and show them round the school. A visit to the school will allow you to see if you think we are a good fit for your family and to ask any questions you may have. All students who are offered a placement starting in August will be invited to a visit day in May. This is a chance to meet their new classmates and for Kindergarten and 1st grade students, parents will also be invited to join and get to know each other.

Who should I contact if I have questions?

If you have any questions about admissions or would like to discuss whether the department would be the right choice for you, please contact Jenny McKeown, Assistant Principal and Head of the International Department. The department's email address is: idl@landakotsskoli.is.

Attendance Policy (IDL)

Landakotsskóli follows the guidance of Reykjavik City in our attendance policy. School attendance is compulsory in Iceland and regular and punctual attendance is essential in order for students to be successful.

The attached charts show the steps we take in response to different levels of absence. Please note that if a student who is already enrolled in our programme takes a leave of absence at the start of the school year, this absence is factored into the overall absence calculation. However, if your child is new to the school, we will not start counting absences until they have had their first day in school.

Authorised absences

Authorised absences include sickness, appointments and approved personal days. Please note that if a child is sick for longer than two days it is advised to take them to the health clinic and get a doctor's note. It is also possible to get a doctor's note for the whole academic year to justify long and/or frequent absences due to long-term medical conditions. When counting authorised absences, we look at the cumulative total number of days of absence (7 lessons add up to 1 full day of absence) and the reason behind the absences; we may call you in for a meeting if we have concerns about the attendance overall or to discuss a support plan.

Unauthorised absences

Unexplained absences and tardiness count towards unauthorised absences. In order to provide the best educational experience to our students we expect all students to arrive on time to lessons. Late arrivals are recorded as *seint - late* in Namfus. A student arriving 15 minutes late or more will be marked as *fjarvist - missing* for that lesson. When counting unauthorised absences, we look at the total number of lessons that have been missed, with 2 tardies counting as 1 missed lesson and follow the steps outlined in the chart below.

Requested long absences

We strongly discourage parents from taking children out of school during term time, but we do understand that there are sometimes unavoidable reasons for this to happen. If this is the case, please send in an absence request on Namfus as soon as possible. We will consider the absence request and you will be informed whether it has been authorised by the school. Please note that to be fully approved and marked as *approved absence* (which does not count towards the attendance steps) your request must fulfill the following requirements:

- The absence is exceptional and unavoidable
- The absence could not have been arranged during school holidays
- The absence request was made at least one week prior to departure

Glossary of Icelandic terms

Ástundun – attendance
Vista – confirm
Aðstandendur – guardians
Forföll – absence request

Monitoring attendance

We use Namfus to monitor attendance as required by the law in Iceland. You can register an absence of a day or less directly on Namfus, or by ringing the school office (510-8200). It is important to do so as early as possible in the morning and is the only way to ensure all staff members working with your child are aware of the absence.

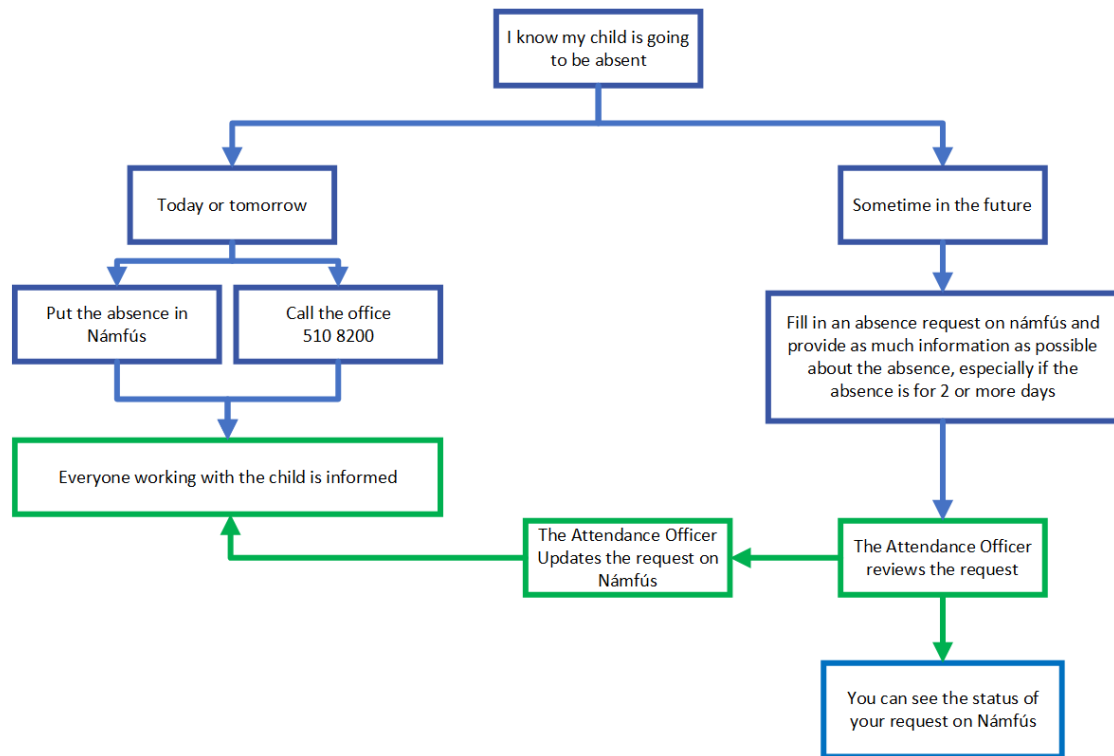
If a child is missing from a lesson, the teacher will be marking them as *fjarvist - missing* and you will immediately receive a notification from the Namfus app (provided, of course, you have it set up) and later be called by the Attendance Officer.

You will receive an email each month from Stephani, our Attendance Officer, showing how many absences have been recorded for your child since the start of the year. If anything is unclear or inaccurate in this email, you can email your child's homeroom teacher for clarification. Stephanie will also inform you if you have reached a point in the absence policy where the school needs to take some action and will inform you what that action will be.

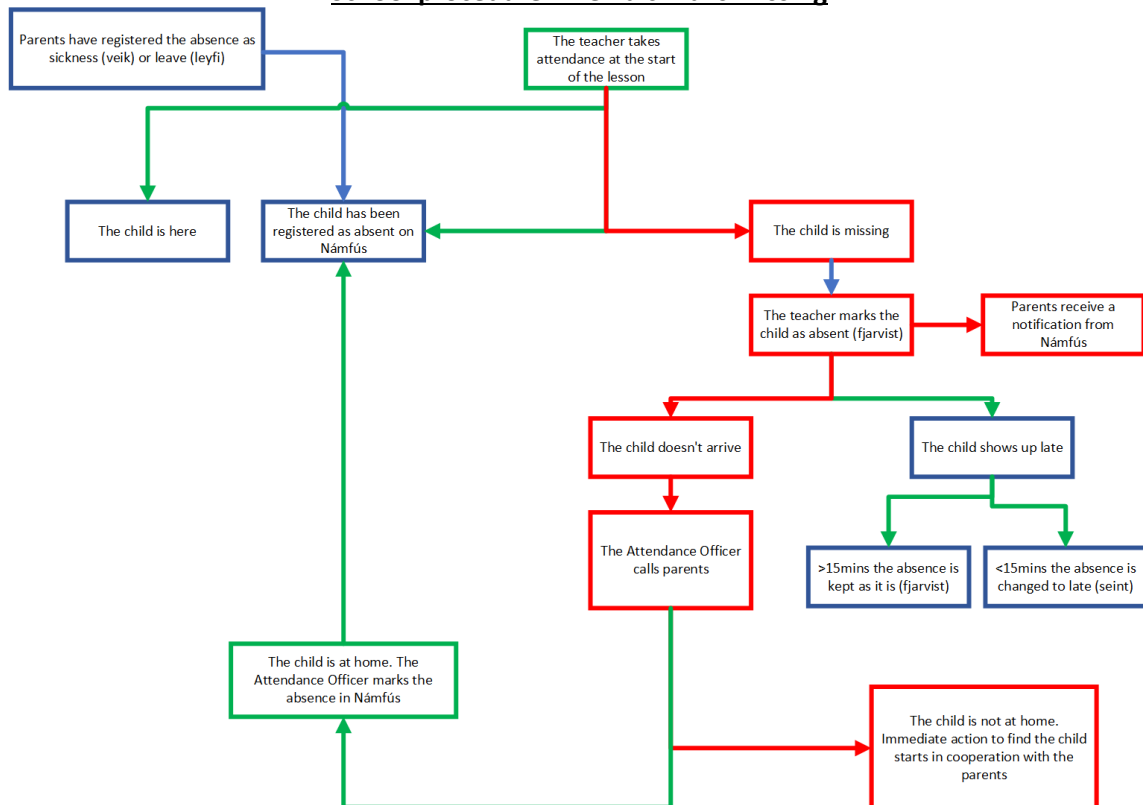
If you have any questions about this policy, you can contact [Jenny](#) or [Stephanie](#) for clarification.



Steps for registering an absence



School procedure when a child is missing

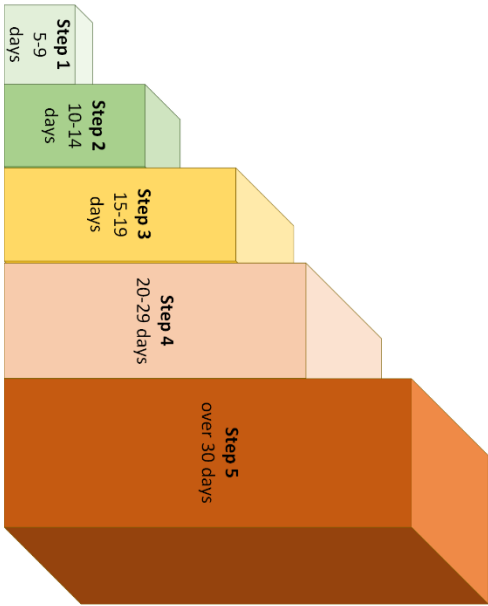




Attendance Officer
Staff member responsible for keeping track of attendance in the department and contacting families about attendance issues.

School Support Unit
A team of staff members in school who reviews cases of children who need possible intervention

What is an authorised absence?
Sickness (<2 days)
Sickness (>2 days) with medical justification
Appointments
Approved personal days



Authorised Absences

The Attendance Officer contacts the family about their child's absence

The Attendance Officer contacts the family about their child's absences and notifies the Head of School and the school nurse.

The parents are asked for a meeting at the school. The School Support Unit is notified and a plan is made to improve attendance.

The parents are asked for a meeting with the school support unit. The case is referred to the School Service Centre and they will choose how to proceed.

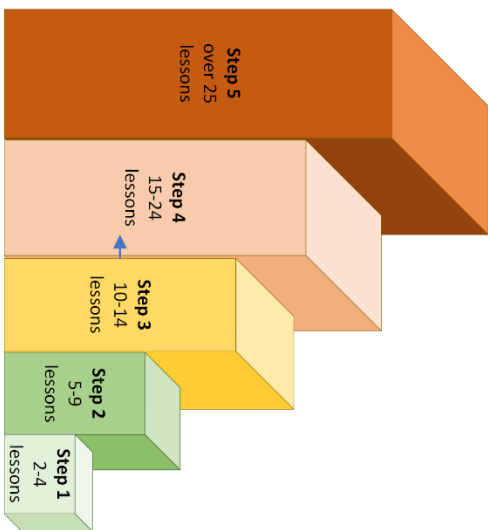
The school reports the case to the Child Protection Agency in collaboration with the School Service Centre. The school must provide an assessment of the student's situation, their well-being and the collaboration between school and home.

School is **mandatory** in Iceland and long **absences are detrimental** to the child's learning and well-being. As such, family holidays during school term are **strongly discouraged**. Holidays must be pre-approved by the school on a case by case basis.

School Service Centre
A centre that reviews cases of children who need intervention beyond the school and works with schools in Reykjavik

Child Protection Agency
The agency that reviews cases where the safety and wellbeing of a child is in question

What is an unauthorised absence?
Tardiness
Unexplained absences
Denied personal days



Unauthorised Absences



MAP testing

Classes Kindergarten – 9th grade are monitored for progress using NWEA's MAP tests (AERO version). Students are tested within the first month of the new academic year to give a baseline. Students in our primary department (grades K – 5) take a further MAP test before Christmas and an end of year test in May. Students in our secondary department (grades 6 – 9) take only the initial and closing MAP tests.

Many students entering the International Department come with below average levels of attainment according to the MAP assessment. There are a range of reasons for this, but a major factor is the range of different prior educational experiences our students have. Many of our students are also not native speakers of English and so will often demonstrate lower than average English language skills. For this reason, our major concern when assessing students is the progress they have made in their own terms. We always aim to help our students to reach at least the 50th centile, but a student progressing steadily towards that goal over the course of the year is evidencing that they are learning and meeting our expectations. Family reports are shared and discussed with families after each testing window, and where a student is not making expected progress, an action plan is discussed with the family. This might involve: additional targetted homework, a referral to the English language support team (or modification of the work they are already doing with the team), more frequent check ins from staff in class or a referral to the special education team.

Cambridge progression tests

At the end of each academic year, students take the Cambridge progression tests in Maths and Science and the essay portion of the Cambridge progression test is used to gauge their progress in continuous writing, which is not tested in the MAP tests.

Continuous assessment

Continuous assessment looks different depending on the grade-level of the student, and we have established a clear progression in our assessment guidelines in order to provide parents with a snapshot of where their child is academically and behaviourally in school. Conduct and effort starts to be monitored in 1st grade, but academic attainment starts in 4th grade, where continuous assessment is introduced, in the form of graded tests, homework and classwork assignments. Assessment procedures for each subject and class are explained in each individual subject syllabus, however all subjects work on the basis that, from 4th grade up, final report grades are formed from an accumulation of graded work from homework, classwork, tests and final exams, as well as a separate effort grade to reflect behaviour, participation and work ethic.

Although students in Kindergarten to 2nd grade receive a comment-based report, they are regularly assessed to ensure they are gaining the phonics skills needed to read and write competently; interventions are put in place for those who need additional support in gaining these skills.

Formal examinations

Students in 8th grade (Year 9) take the Cambridge Checkpoint exams in the core subjects: English, Mathematics and Science. These give them a good understanding of the procedures of formal exams and give a clear picture of how a student is performing against the Cambridge criteria.

Students in 10th grade (Year 11) are all encouraged to enter for the Cambridge IGCSE exam. Unless they have a modification to their curriculum that they should not be assessed in this way, all 10th grade students will either take a "mock" IGCSE exam or the real thing in each of their academic subjects. Final report grades for 10th grade students are based on attainment against the Cambridge IGCSE criteria, however students are also issued an "Icelandic" grade report that can be used to apply for local schools where the Cambridge criteria are not well-understood and which assesses their competence against the expectations for Icelandic students in the same subject areas.



Students are expected to turn in all work on the due date. Late work will be graded for partial credit up to a week after the due date. For each day that the assignment is late, the grade will be reduced. If a teacher chooses to let a student make up late assignments to improve their final grade, they may do so, but the subject will be marked as "modified" on their report.

Late Homework due to absence

- ❖ It is the student's responsibility to find out what they missed while away from class and make sure that missed assignments are completed in a timely manner.
- ❖ In the case of excused, long-term absences (more than 3 days) students have up to three days after they return to school to make up any missed assignment for full credit. Any work submitted after those three days will be considered late and follow the late homework policy stated above.

Academic Dishonesty, including plagiarism and cheating will not be tolerated. This includes, but is not limited to plagiarism, copying, using AI tools (for example ChatGPT) without explicit permission, and submitting AI-generated or borrowed work as your own. If a teacher suspects plagiarism or misuse of AI, you will be given an opportunity to explain or demonstrate the originality of your work. The consequences of academic dishonesty will affect your standing in the course.

Behaviour Policy (Landakotsskóli)

General school ethos

Landakotsskóli celebrates all cultures and backgrounds and aims to foster a sense of community where all members of the community feel valued, safe and respected. Students must be supported in developing the skills they need to navigate relationships with their peers and with adults; they should get opportunities to develop positive social relationships, self-esteem and a sense of responsibility. Landakotsskóli promotes high standards of behaviour.

General behaviour guidelines

In Landakotsskóli, we expect all students to:

- Show good attendance
- Arrive to school by 8:25 every day be ready for lessons on time
- Show respect to their peers and all members of staff
- Respect everyone's personal space and boundaries
- Respond adequately to instructions from any member of staff
- Accept responsibility for their behaviour
- Take good care of all school property, the building and the school grounds
- Tell a member of staff when conflicts arise

In the classroom	In the school building	On the playground
Show good attendance and punctuality Follow instructions given by staff Do your best Engage in your learning Be respectful of everyone's learning	Walk, don't run Respect all members of staff Follow instructions given by staff Behave appropriately	Be kind and helpful to others Use positive conflict resolution strategies Get a member of staff if a situation escalates

Rules for school yard and recess time

General outdoor recess rules

- Staff should use their judgement and stop rough or dangerous behaviour when they see it happening. (e.g. hitting, throwing things, climbing walls or fences etc).
- All students in grades K-6 are expected to go outside during recess time.
- Students who have been off sick from school are allowed to have one day inside when they return to school.
- Students must stay outside for the whole of recess time.
- Students who need to go inside to go to the toilet must go one at a time (no groups).
- Students must be appropriately dressed for the weather.
- If a student hurts themselves and is sent inside, the person on inside duty should help them.
- Footballs and pogo balls are provided by the school; students must not bring their own balls from home.

Additional rules for the small yard

- Sand toys must be kept in the sandpit.
- Do not climb up the slide and move away from the bottom when you get there.
- Staff will help organising turn taking on the swings. Everyone who wants a go can have a turn.

Additional rules for the big yard

- You are not allowed to go past the trees onto the pavements/sidewalks at the side of the carpark or beside the road.
- You can climb the trees at your own risk.
- Only play football, pogo and basketball in the marked areas.
- Never throw balls at the church or windows of the school building.
- Take it in turns if using the play equipment behind the church. Everyone gets a turn on the swings.
- Do not touch the scaffolding or building materials that are being used for the church renovation.

Additional snow rules

- On the younger children's yard they are not allowed to throw snowballs. They may make snowmen or similar but they are not allowed to throw the snow.
- On the big yard there is only one area where snowballs may be thrown, this is the section between the path and the bell (from the carpark towards the school).
- If you go into the snowball area, you may have a snowball thrown at you, so don't enter or stand next to the area if you don't want to play snowball.
- When throwing snowballs it should be fresh snow only, you should never throw ice which can cause injury.
- It is not allowed to put snow into other people's clothing, even if this is a game.
- The snow does not belong to anyone, if you build something out of snow, it is ok for other people to play with it at other times.
- Never throw snow at buildings, into the road or at cars.
- Don't throw snow at staff members or people who are not part of the school community (e.g. tourists or nuns).
- It is not ok to hit people in the face with snow.

General indoor recess rules

- Only 7th and 8th grade students are allowed to be inside
- They must be in their own homerooms or in the corridor where those rooms are, they may not be hanging around in other parts of the school.
- If 7th or 8th grade students are not meeting our expectations for good behaviour inside, they will lose the privilege of being inside during recess and will be sent outside.

Behavioural infractions

Behavioural infractions should always be considered in context. Every child and every interaction is different. Teachers are responsible for promoting good behaviour inside their classroom and may have additional classroom rules they wish students to adhere to. They are responsible for issuing consequences depending on the gravity of the infraction and should refer the student to an administrator if the situation escalates or they need additional support. Classroom teachers are expected to contact parents directly if behaviour of a particular student is a problem in their class. Persistent infractions should also be discussed with the homeroom teacher who will have a good overview of the behaviour of the child as a whole.

Below are guidelines for infractions and their suggested consequences:

Type of Infractions		Suggested Consequences (choose one or more as appropriate)	
Level 1 Infractions	Misuse of school property Use of bad language Defiance Disrupting a lesson Teasing of peers Conflict with peers	Level 1 consequences	Temporary loss of privilege Temporary removal from the situation Natural consequences (cleaning up mess made, making amends, etc.) Conflict resolution
Level 2 Infractions	Repeated or severe misuse of school property Repeated use of bad language Repeated defiance and/or disruptions of lessons Repeated teasing of peers Hurtful, racist or derogatory language Repeated conflicts with peers Mild physical altercation	Level 2 consequences	Loss of privilege Removal from classroom Administration is informed Parents are informed Referral to solutions Team Training in conflict resolution / life skills Setting up a behavioural plan
Level 3 infractions	Bullying Severe physical altercation Use of violence or threats against peers or staff Vandalism Theft Unlawful behaviour (bringing a weapon into the school, smoking, drug-related actions)	Level 3 consequences	Removal from school premises Administration opens a behaviour case Parents are called in Possible referral to the police, CPS, etc. as needed

Communication with Parents (Landakotsskóli)

General principles

Good communication with parents is always a priority in school. The first point of contact with parents for day-to-day communication is the homeroom teacher. Parents will also receive communications from other teachers and school leaders. Relevant information will be posted on the school website.

Parents will receive a written report twice a year (at the end of each semester) and are invited to attend parent conferences twice a year, as noted on the school calendar.

Homeroom teachers or parent representatives may organise events outside of school hours for families to attend. Parents may be invited to additional events or meetings by school leaders, homeroom teachers or the parents' association.

Homeroom teachers

- Send a weekly newsletter giving information regarding the class's work and identifying upcoming events relevant to the homeroom class.
- Inform parents of concerns regarding the well-being or behaviour of students in their homeroom and work with parents to help resolve these concerns.
- Respond to parental questions or concerns regarding their child or wider questions about the work of the homeroom or school, referring these on to school leaders, the head of student support services or school counsellor as appropriate.

Subject teachers

- Contact parents with information about specific events or excursions planned within their classes.
- Contact parents if there are concerns about behaviour or academic progress within the subject area.
- Contact parents to explain low grades that may be recorded.

School leaders

- Provide information about whole school events and information relevant to the wider school community.
- Respond to serious parent concerns that cannot be dealt with by the homeroom teacher.

Response to parent communications

- Teachers should respond to communications from parents within 24 hours (not including weekends). This may be in-person or you may refer the matter on to a school leader to respond to if you feel it is not something you can address yourself.
- If a parent requests an in-person meeting rather than an email response, you should consider whether it would be advisable to have a second member of staff present.
- If the parent wishes to complain or you are unsure about the nature of the meeting, you must ensure a school leader is also invited to the meeting.
- Following a meeting, you should follow up on any agreed next steps and discuss any further action to be taken with your line manager. If appropriate, send a follow-up email to the parents.

Language Policy (IDL)

General principles

The International Department of Landakotsskóli is an English language medium school. We follow the Cambridge International Curriculum and teach all lessons other than foreign language classes in English.

The Department is happy to welcome children from throughout the world and there is no minimum expected standard of English for students joining the department. Nevertheless, we strongly discourage new entrants to the school in 10th grade who do not have excellent English skills as this is the second year of the IGCSE course and would be extremely difficult to access for students without good English language skills.

Accessibility

All our staff are used to working with students who are new to learning in English. They are skilled at adapting the curriculum and helping students to gain English language skills rapidly. Students who do not speak English to the expected level for a student of their age will be referred to English language support. The English language support team will meet students requiring extra support individually or in a small group on a weekly basis. Students who are referred to the service are required to attend and there is an additional charge for this service. The English support specialists work with homeroom and subject teachers to help them ensure their resources are accessible to all students in their class.

Icelandic and French

As the department is located in an Icelandic school where there is an Icelandic department, they will be surrounded by Icelandic at various points in the day. Staff supervising them at recess and in the after-school programme will be ready to speak to them in English to ensure they understand instructions and activities and will also help them to learn Icelandic. From August 2026, all students will study Icelandic at either beginner or intermediate/advanced level and this will become the main foreign language offered to students in our department. It should be noted that we are not an Icelandic medium curriculum and students looking to gain native level Icelandic skills should enrol in an Icelandic medium school.

French is offered to all students as an optional club. The school as a whole has a long history of teaching French and French clubs for middle years and teenagers are focused on formal study of the language, preparing students for the DELF and/or IGCSE French qualifications. Younger students may choose to join an informal French club within Frístund that offers opportunity to learn songs and play games.

Other foreign languages are sometimes offered as clubs or through the VAL electives for teenagers. This is subject to staff availability and sufficient student interest.

Home languages

We have a diverse range of home languages in our department and regularly celebrate each of the cultures represented in our school. It is natural that students enjoy talking to others who share their home language in that language, however, in the classroom we ask students to only use English (or Icelandic in their Icelandic lessons) other than when they are specifically helping another student to understand what they are being asked to do. This ensures that all students feel equally included in the class conversation.

Communication Chart (IDL)

Please bear in mind that it is our policy to always CC the homeroom teacher in all communication regarding the child.

Concern	Who to contact?
Assessments and tests	Subject teacher
Attendance issues	Stephanie, Attendance, Exams and IT Co-ordinator
Behaviour issues in class	Subject teacher
Behaviour issues out of class	Homeroom teacher
Certificates	Jenny, Assistant Principal and Head of IDL
Cambridge Exams	Stephanie, Attendance, Exams and IT Co-ordinator
Chromebook issues	Stephanie, Attendance, Exams and IT Co-ordinator
Enrolment	Jenny, Assistant Principal and Head of IDL
Events	Homeroom teacher Katie, Student Council Co-ordinator (8 th -10 th) Sophie, Student Council Co-ordinator (5 th -7 th)
Fees	Sirry, Office Manager and Accountant
Grades	Subject Teacher
Námfús issues	Stephanie, Attendance, Exams and IT Co-ordinator
Mental Health concerns	Katie, Special Education Co-ordinator and Counsellor
Password or account issues	Stephanie, Attendance, Exams and IT Co-ordinator
Physical Health concerns	School nurse
Post Graduation Opportunities	Jenny, Assistant Principal and Head of IDL
Schedule	Jenny, Assistant Principal and Head of IDL
Special Education Support	Casey, Special Education Co-ordinator (K-5) Katie, Special Education Co-ordinator (6-10)
Transcripts	Stephanie, Attendance, Exams and IT Co-ordinator
Trips	Homeroom teacher
VAL Classes	Friða, School Counsellor

Living in Iceland (IDL)

For some of our families, this is the first time they have lived in Iceland. There are some things that may be different here from in your home country. We have compiled a list of things that might be useful to know.

Healthcare

- You will need an electronic ID (rafræn skilríki) to access many services here, once you have a kennitala speak to your bank or mobile phone provider who will set this up for you.
- Healthcare is free for children in Iceland, you will have a family doctor allocated to you. If you are not sure which surgery you are enrolled in, you can check on heilsuvera.is (log in using your electronic id).
- Dentistry is available for a nominal fee for children in Iceland, it is around 3000ISK and only chargeable once in a 12-month period. You will need to choose a dental surgery and make an appointment for your child.
- The school nurse conducts health reviews for all children every few years, she also administers scheduled vaccinations. You will be informed in advance of these this and do not have to consent if you would prefer your child not to receive vaccinations or to receive them elsewhere.
- The school can help you access specialist services to get assessments if your child needs extra support in school.

Child Safety and Protection

- Children in Iceland have a lot of rights, and a lot of freedom. Many families are happy for their child to visit friends in the neighbourhood without adult supervision and this is permitted.
- Iceland has a curfew for children under 12 years old being out unaccompanied of 8pm during the school year and 10pm in the summer. For children aged 13-16 years old, the winter curfew is 10pm and summer is midnight.
- Children who are able to swim may go to the swimming pool alone from 5th grade onwards. Children under the age of 10 must be accompanied by someone over the age of 14.
- In Iceland, it is illegal to punish a child physically (e.g. by smacking, spanking, hitting etc). If the school becomes aware that a child is being punished physically or is concerned that this may be the case, we are legally obliged to report this to child protective services. Child protective services always work with the family in the first instance to help them find a way to resolve the issues.

Leisure services

- Children up to 4th grade can access the school's "frístund" provision, this is an after school care and social group that runs until 4.30 each day, there is an extra charge for this.
- We offer after school clubs, including homework club and Icelandic classes for students in 4th-8th grades.
- Students in 9th and 10th grade have classes until 3.30 most days (including Icelandic once a week).
- The school council offers social events for 5th-7th and for 8th-10th grade once a month.
- Iceland offers a wide range of sports, musical, artistic and other activities. You can find information about these on your local municipality's website or through the website of the provider (sports club/music school etc).
- Municipalities offer a leisure grant towards the cost of free time activities. You will be asked if you want to use this grant when you set up payment. Note, this cannot be used towards school clubs or frístund.

Childcare for younger children

- Our school serves children aged 5-16. We are frequently asked about access to pre-school childcare.
- Unfortunately, we are not able to offer care for younger children in this school, but we do encourage all children to join our programme in our kindergarten class (the last year of Icelandic leikskóli).





If you have a younger child, you will need to apply through your local municipality for a leikskóli place using the Vala portal. You can also apply to private leikskóli at the same time to maximise your chance of getting a place. Places are allocated as they become available based on the age of the child.

- Younger children (usually children up to 2 years old) may apply for the “ungbarnadeild” (baby unit) of a leikskóli or for a dagmamma (childminder).
- Your municipality representatives will be able to help with leikskóli and dagmamma applications, it can be difficult to find childcare for younger children. It may be useful to join Facebook groups aimed at international families in Iceland for support and information.
- Other options for childcare include au pairs and private nanny/babysitting arrangements.



Medical Provisions and Facilities (Landakotsskóli)

First aid

- All rooms in the school are equipped with a first aid kit.
- All staff in any role in the school are required to complete paediatric first aid training every two years.
- Where a child is injured sufficiently that medical attention is required, an accident form is completed. These accident forms are completed in the Namfus portal and shared with parents and relevant authorities where necessary.

Further Medical Provision

- The school benefits from a school nurse who is provided to us by the Capital Area Health Service. She is with us for 2.5 days a week and is based in a designated room.
- The school nurse provides routine vaccinations, health check-ups at designated points and general advice.
- On the days the nurse is in school, students who have an accident in school can be referred to her.
- The nurse can also be requested to perform an additional examination if there are concerns around a student's wellbeing.

Response to illness in school

- Students experiencing illness in school are sent by their teacher, accompanied by another student or support staff member if necessary, to the reception area to call home.
- Parents are asked to collect their child from school and seek any necessary medical assistance.
- If parents cannot be contacted, each family provides two additional emergency contacts who may be contacted.

Response to injury in school

- If a child is injured in the course of a school day sufficiently to require medical attention, an administrator takes charge of the situation.
- The school nurse is asked for advice if she is available.
- An ambulance is called if necessary.
- Parents are informed and asked to come to school (or to the hospital if they are not able to arrive before the ambulance leaves).
- If an ambulance is not necessary, parents take the child to seek medical assistance.
- The accident form is completed and filed appropriately.
- The leadership team discusses whether this was a preventable accident and puts procedures in place to reduce the risk of a repeat of this sort of accident.

Non-discrimination policy (Landakotsskóli)

Diversity and individual integrity

Landakotsskóli prides itself on being a welcoming diverse environment. Individual differences of religion, culture, socioeconomic status, national origin, race, ethnicity, biological sex, gender identity, gender expression, sexual orientation, physical appearance, and ability are acknowledged and respected. Every member of the community strives to value individual differences and behave in a respectful manner.

Equal opportunities

We are an equal opportunity school and our admission and employment policies do not discriminate on the basis of race, colour, national origin, creed, marital status, sex, disability, medical condition, age, gender identity or sexual orientation in its programs and activities.

Anti-bullying

Landakotsskóli has a strict non-bullying policy. We strive to maintain a community where individual differences are valued and instances of name-calling, unwanted touch, rumour mongering and disrespect are challenged before they fester into bullying behaviour. We encourage all members of our community (students, parents, staff members) to be watchful and report unwanted behaviour and we support students in managing relationship conflict by providing them with strategies on how to respond assertively to unwanted behaviour and resolving conflicts.

We regularly train members of our community about bullying and cyber-bullying and discuss what is happening in and around the school. According to article 3 of the legislation 1009/2015, bullying consists in repeated behaviour that generally tends to cause distress to the person who experiences it, such as belittling, insulting, hurting or threatening the person or causing them fear. Differences of opinion or differences due to different interests are not covered here. In order to be identified as bullying, the following conditions must be met:

1. The behaviour is hurtful or humiliating to the person who is subjected to it and is intended to discriminate, threaten, exclude and cause distress to the person to whom the behaviour is directed.
2. The person has difficulty defending themselves.
3. The behaviour must be repeated and last for some time, [a week or more].

When an instance of bullying is reported, Landakotsskóli's anti-bullying team meets to investigate the report and discuss actions to be taken.

Anti-bullying Team

Friða Guðlaugsdóttir – School Counsellor
Jenny McKeown – Assistant Principal and Head of IDL
Kjartan Ólafson – Head of Icelandic Department
The child's homeroom teacher
Casey Dokoupil – Special Educator in International Department

School fees (IDL)

Annual Registration Fee

33,000kr

Monthly School Fees 2026-2027

All the school fees below are for residents of Iceland. Students coming on a non-resident basis (diplomatic status or short-term visitors) should email idl@landakotsskoli.is for information about non-resident fees.

Kindergarten

School Tuition (after subsidies, for an 8-hour stay)	52,223kr
Cambridge and Resourcing fee	18,500kr
English Support (as needed)	8,000kr

1st to 4th Grade

School Tuition (after subsidies)	48,300kr
Cambridge and Resourcing fee	18,500kr
English Support (as needed)	8,000kr
After-school care (optional)	26.528kr

5th to 10th Grade

School Tuition (after subsidies)	48,300kr
Cambridge and Resourcing fee	18,500kr
English Support (as needed)	8,000kr
After-school clubs (optional)	Varies per club
IGCSE Exam Fees (10 th Grade)	15,000kr per subject entered

Sibling discounts

School fee discounts for multiple siblings: 20% discount for 1st sibling, 50% discount for the second sibling. 100% discount for further siblings. Siblings also get a 70% discount of the after-school programme fees.



Staffing (Landakotsskóli)

School Staff – Leadership, office and pastoral roles

Leadership Team	School Principal – Sigrún Birgisdóttir Assistant Principal and Head of IDL – Jenny McKeown Head of Support Services – Helga Jóhanna Stefánsdóttir Head of the Icelandic Department – Kjartan Ólafsson	
Non-Teaching Roles	Deputy Head of IDL – Carly Zieminski Office Manager – Sirrý Norðfjörð IT-Coordinator, Attendance and Exams Officer – Stephanie User Project Manager – Lára Dís Richardsdóttir School Counsellor – Fríða Guðlaugsdóttir	
Team Managers	Afterschool Programme Manager – Bryndís Helga Traustadóttir Music Teachers Coordinator – Dagný Arnalds Art and Design Teachers Coordinator – Louise Harris Support Services Coordinator (IDL) – Katie Moorman / Casey Dokoupil Primary English Teaching and EAL Coordinator (IDL) – Kate Plasterer Maths Teaching Coordinator (IDL) – Tom Clogan Primary Teachers Coordinator (IS) – Hera Sigurðardóttir Middle School Teachers Coordinator (IS) – Guðbjörg Magnúsdóttir Secondary Teachers Coordinator (IS) – Solveig Simha	
Homeroom Teachers	International Department Kindergarten – Anukampa Singh 1 st Grade – Kate Plasterer 2 nd Grade – Maureen McLaughlin 3 rd Grade – Faiza Hassan 4 th Grade – Amy Alexander 5 th Grade – Aleksandra Tekiela 6 th Grade – Anna Maria Tabazcynska 7 th Grade – Guy Stewart 8 th Grade – Bekka Ashcraft 9 th Grade – Tom Clogan 10 th Grade – Tom Dawson	Icelandic Department Kindergarten – Elín Aðalheiðardóttir, 1 st Grade – Kristín Cardew 2 nd Grade – Katrín Hrefna Jóhannsdóttir 3 rd Grade – Dögg Gísladóttir 4 th Grade – Lára Dís Richarðsdóttir 5 th Grade – Dýrleif Bjarnadóttir 6 th Grade – Emma Ósk Ragnarsdóttir 7 th Grade – Diljá Þórbjargardóttir 8 th Grade – Ólafía Jóhannesdóttir 9 th Grade – Solveig Simha 10 th Grade – Solveig Simha



Teaching Staff

Teaching Staff	Arts and Design Friðrik Friðriksson Louise Harris Computing & Digital Literacy Stephanie User Tom Spackman English Bekka Ashcraft Brynja Reynisdóttir Humanities Bekka Ashcraft Brynja Reynisdóttir Lara Hogg Sophie Davis Languages Antoine Méra Hulda Signý Gylfadóttir Madeleine Boucher Solveig Simha Music and Drama Guy Stewart Ösp Eldjárn Kristjánsdóttir Maths Aleksandra Tekiela Stephanie User Tom Clogan Science Aleksandra Tekiela Tom Dawson Sports Borche Ilievski	Arts and Design Friðrik Friðriksson Louise Harris Stefanía Stefánsdóttir Languages Antoine Méra Elfa Björg Ellertsdóttir Hulda Signý Gylfadóttir Jennifer Thompson Lara Hogg Madeleine Boucher Sigríður Alma Axelsdóttir Solveig Simha Music and Drama Anna Maria Tabaczynska Dagný Arnalds Guy Stewart Kjartan Ólafsson Kristín Anna Valtýsdóttir Maths Guðbjörg Magnúsdóttir Höskuldur Marselíusarson Mladen Zivanovic Science Helgi Hrafn Ólafsson Sports Dilja Þorbjargardóttir Gunnar Guðmundsson Gústaf Snæland
Teaching Staff - Other	Gauti Jónsson (Chess) Margrét Sigurðardóttir (Sandplay) Sólrún Gunnarsdóttir (violin) Tetiana Novgorodska Pálsson (Home Ed)	





Non-teaching Staff

Support staff	Support Staff Erna Ólafsdóttir (Special Education Teacher) Erna Ruth Bobroff Freyja Bóel Guðjónsdóttir? Ish Houle Gréta Ingibjörg Sigurðardóttir Lilja Gissurardóttir (Special Education Teacher) Lísa María Styrmissdóttir Martha Watts Njála Rún Egilsdóttir Sam Simmons Sjöfn Práinsdóttir (Special Education Teacher) Valdemar Eiðsson Zitha Ngulu	Afterschool Programme Bjartur Sigrúðarson Olsen Ivana Pavlovic Sofia Lubczenska Salka Nóa Ármannsdóttir
Kitchen, Cleaning	Elena Tulyankina Ira Jegorova Karina Kuznecova Ludmila Gabruka Svetlana Mickevic	





Technology Policy for families (Landakotsskóli)

General Technology safety rules

Technology is an important part of our lives and school and parents must work together to ensure that all students behave safely and appropriately online. Teachers and caregivers should never assume that children simply know how to stay safe – they must be guided so they can make sensible choices throughout their lives. In general, we advise that you talk to your child regularly about their technology use and follow some guidelines:

- Use age-appropriate devices
- Make use of parental controls on any device your child has access to: filter content and monitor online activity to keep your children safe online
- Set screen time limits to promote healthy habits
- Encourage safe social interactions (with friends and family)
- Ban social media platforms
- Communicate with other parents about technology use

Phone-free school

At Landakotsskóli, we believe that children should spend the day without using their phones, in order to promote healthy relationships and social interactions and focus in class. If you send your child to school with a phone, it should be handed in in the morning and locked in the phone cabinet installed in each classroom. Ideally, you should not need to contact your child during school hours, but if you need a message passed on to your child, please ring the school office (510 8200).

Technology Education

Technology education is an integral part of our curriculum for every year group. We will teach students to use a range of devices in a safe, responsible way. Technology demands increase with age, and as such we have the following programme in place for students to support their need for a school-appropriate device:

- Students in 1st to 5th grade have access to Chromebooks and iPads in some lessons
- Students in 6th to 8th grade are assigned their own Chromebook device which they keep in school and use under supervision
- Students in 9th and 10th grade are assigned a Chromebook device which they can bring home and use in school in class and during breaks. We encourage all students to socialise during breaks and only use their device for classwork.

