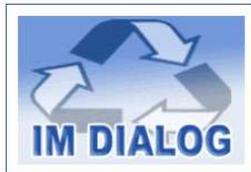




# Goetheschule Essen

## Communication, Conflict & Complaint Policy

Wir reden  
miteinander



Effective communication is essential to the success of any school community. It helps to foster positive relationships, ensure that important information is shared, and resolve conflicts or issues that may arise. Accordingly, our school motto is: *we talk to each other and take care of each other.*

This Communication, Conflict and Complaint Policy is designed to outline the expectations and guidelines for communication and trusting, constructive interaction within our school community. We encourage all members of the school community to follow this policy and to communicate in a respectful, professional, and effective manner. By working together and maintaining open and honest lines of communication, we can create a positive and supportive learning environment for all.

This policy is available to all students, parents and teachers via our school's IB website.

### 1 Communication

#### 1.1 Privacy and Cyber Security

At our school, both analogue and digital communication options ensure that information can be conveyed effectively and efficiently. In counselling, face-to-face communication is especially important because it provides a safe and confidential space for students to discuss their personal concerns and emotions. Digital communication, on the other hand, offers a fast and convenient way to communicate, especially where there are large numbers of people to communicate with. In any case, our school has chosen appropriate measures to protect our students' and teachers' personal information and sensitive data:

1. Confidentiality: Confidential information, such as student health records, behavioural reports and academic records, are only shared with authorized personnel on a need-to-know basis.
2. Professional ethics: Counsellors, psychologists and other professionals working at our school are typically bound by professional codes of ethics that require them to maintain the confidentiality of their clients and to take steps to protect their privacy.
3. Data protection: We have implemented measures to secure and protect student data, such as firewalls, role-based access controls and two-factor authentication to ensure that confidential information is not accessed or misused.

4. **Data backup:** Regular and secure backups of critical data are made and stored on different servers provided by the city of Essen. A disaster recovery plan can help ensure that our school can quickly recover from any data loss or disruption.
5. **Physical security:** The schools secures all physical data storage devices, including servers and computers, and examination material to prevent theft and unauthorized access.

In addition to this, teachers, students and parents should follow the following best practices:

1. **Use strong passwords:** Teachers, students, and parents should use strong and unique passwords and change them regularly.
2. **Keep software up to date:** All software and devices should be regularly updated to ensure that the latest security patches are applied.
3. **Be careful with personal information:** Teachers, students, and parents should be careful about the personal information they share online, especially on public or unsecured networks.
4. **Be wary of phishing scams:** Teachers, students, and parents should be wary of any suspicious emails and verify the sender before clicking on any links or attachments.
5. **Report Incidents Promptly:** If a teacher, student, or parent suspects a cybersecurity incident, they should report it promptly to our school's IT department.
6. **Participate in cybersecurity awareness training:** Teachers and students should participate in cybersecurity awareness trainings provided by the school to learn about best practices and how to stay safe online. Information material for students and parents is provided via klicksafe, a European initiative, which aims to promote people's online skills and supports them in using the Internet competently and critically. URL: <https://www.klicksafe.de/>

## **1.2 Communication between Students**

Students are encouraged to communicate with each other in a respectful and professional manner, both in person and online.

Students are expected to listen actively and consider the perspective of others when communicating with their peers.

Students should use appropriate language and avoid using offensive or inappropriate behaviour.

## **1.3 Communication between Students and Teachers**

Students are encouraged to communicate with their teachers in a respectful and professional manner, both in person and online.

Students should raise any concerns or issues with their teacher in a timely manner and follow their teacher's guidance and instruction.

Teachers will make every effort to respond to student inquiries and concerns in a timely and appropriate manner. The receipt of emails via Logineo and messages via Microsoft Teams will be confirmed within 24 hours. This does not include weekends, holidays and public holidays.

## 1.4 Netiquette for Online Communication and the Use of Microsoft Teams

Students and teachers are expected to follow appropriate online etiquette when writing emails or using Microsoft Teams as an online communication platform.

### 1.4.1 Emails

With regard to email communication, we make the following recommendations:

1. Use a professional and respectful tone in all emails. Avoid using slang, emoticons and inappropriate language.
2. Use a clear and concise subject line that accurately reflects the content of the email.
3. Address the recipient appropriately. Use titles or proper names as appropriate.
4. Use bullet points or numbered lists to organize information and make it easy to read.
5. Include a greeting and closing in your emails.
6. Use proper grammar and spelling.
7. Proofread your emails before sending them to ensure they are error-free.
8. Keep emails concise and to the point. Avoid sending long or unnecessary emails.
9. Use appropriate email etiquette when replying to emails, including using the "reply" or "reply all" function as appropriate.
10. Use the "cc" or "bcc" fields appropriately, and only include individuals who need to receive the email.
11. Use attachments sparingly and only if necessary. When using attachments, ensure that they are in an appropriate format and that they are labelled clearly.
12. Do not use email for urgent or time-sensitive matters. Use phone or in-person communication for these types of issues.

### 1.4.2 Online communication via Microsoft Teams

With regard to communication via Teams, we make the following recommendations:

1. Do not use offensive or inappropriate language or inappropriate emoticons.
2. Keep conversations on topic and relevant to the purpose of the online communication platform.
3. Use appropriate channels for communication. Do not flood the platform with unnecessary messages or notifications.
4. Begin a text message with an appropriate salutation and greeting when contacting classmates or colleagues regarding a concern. As the chat progresses, the use of greetings can be dispensed with to make the exchange effective.
5. Do not share copyrighted or illegal material on the online communication platform.
6. Respond to messages and requests in a timely manner, particularly if they are urgent or require a response.
7. Respect the privacy and confidentiality of others. Do not share sensitive or confidential information via Microsoft Teams.

## 1.5 Communication between Parents and Teachers

Parents and teachers are encouraged to communicate in a respectful and professional manner, both in person and online.

Please use appropriate channels for communication. Email, phone or in-person meetings are all acceptable options for parent-teacher communication.

Parents should respect the time and schedule of teachers. Do not expect immediate responses to emails or phone calls, and schedule in-person meetings in advance.

Parents should keep teachers informed about their child's progress, behaviour, and well-being. Share any concerns or issues in a timely manner.

Teachers should be open to feedback and suggestions from parents and responsive to parent inquiries and concerns.

Teachers should make an effort to answer emails and phone calls in a timely manner, and schedule in-person meetings as needed. The receipt of emails will be confirmed within 24 hours. This does not include weekends, holidays and public holidays.

Teachers should keep parents informed about their child's progress, behaviour, and well-being. This can be done through regular updates, progress reports, or parent-teacher conferences.

During conferences with parents and students it is essential to respect the privacy and confidentiality of teachers and other students. Do not share personal or sensitive information about teachers or students, including absent teachers or students, without their permission.

Parents' Day is an important opportunity to strengthen the partnership between parents, students and teachers. Once per term, parents, students and teachers may discuss the student's progress, strengths and areas for improvement. This can help to foster open and effective communication between parents and teachers, which is critical for supporting student success. Parents' Day also allows parents to learn more about our language programme, our curriculum and teaching methods. Since parents play an essential role in supporting their child's language development, we encourage parent involvement and during Parents' Day provide information and resources to support language development at home.

## **1.6 Communication between Teachers and School Management**

Teachers should set aside dedicated times each day to check their professional emails. This does not include weekends, holidays and public holidays.

Teachers should use Logineo or Microsoft Teams as appropriate to communicate with the head of school and other staff members.

Teachers should not be expected to respond to emails or Teams messages at weekends, during holidays and on public holidays, unless specifically requested to do so by the head of school.

Department meetings, conferences, professional development workshops should be scheduled at least four weeks in advance, to allow for sufficient planning and preparation.

If a conference needs to be cancelled or rescheduled, the appropriate parties should be notified as soon as possible, ideally two weeks in advance.

The school recognizes the importance of maintaining confidentiality during conferences. Confidential information should not be shared outside of the conference without the permission of the individuals involved.

The school keeps a record of conference proceedings, including any decisions or actions taken. These records should be kept in a secure location and treated with confidentiality.

## 1.7 Internal Communication

Effective internal communication structures are essential for fostering collaboration and building a strong sense of community within our school. Committees, such as the *School Conference (Schulkonferenz)*, the *Parent Board (Klassenpflegschaften)*, the *IB Community Meeting*, as well as *Staff and Faculty Conferences* can play a particularly important role in this regard.

The purpose of the weekly meetings of the *Extended School Management*, including the head of school, the deputy head of school, the Lower, Middle and Upper School coordinators and the IB coordinator, is to ensure effective communication, collaboration, and coordination across all levels of the school. The meetings provide an opportunity for the coordinators to share updates, discuss challenges, and collaborate on solutions related to the academic and administrative operations of the school. We thus address any issues or concerns that may arise at the different levels of the school and work together to find solutions.

The *School Conference* is a committee that brings together student, parent, and teacher representatives to discuss issues and make decisions that impact the school community. This forum provides an opportunity for all stakeholders to have their voices heard and to work together to address challenges and find solutions. By fostering open and constructive communication within the *School Conference*, the school can create a more inclusive and collaborative environment.

The *Parent Board* is another important forum for good communication and collaboration within our school community. It brings together parents and guardians of students to work together to support the well-being and success of their children and to discuss issues and concerns related to Lower and Middle School. The *Parent Board* also serves as an effective channel for sharing information and updates from the school with the parent community.

The task of the *School Council*, which meets two or three times per term, is to work collaboratively with the head of school and other members of the school community to support and enhance the educational programmes and services provided to students. Our school council, for example, provides input on curriculum and instruction, including the adoption of textbooks and instructional materials, and on school policies and procedures.

In addition, our school offers *Discussion Groups for Lower and Middle School Students and Parents* with the Lower and Middle School coordinators once per term to provide an opportunity for students and parents to share their feedback, concerns, and ideas with the school administration.

The *IB Community Meeting* in Upper School is a committee that brings together IB students, parents, and teachers to discuss issues and concerns related to the IB programme. This can include updates on academic progress, opportunities for enrichment and engagement, and ways to support student success.

A *Staff Conference* is a meeting or series of meetings that brings together teachers and other school staff to discuss issues and make decisions related to the school. The purpose of staff conferences is to provide an opportunity for staff members to share ideas, collaborate on projects, and address any challenges or concerns that may arise within the school. Staff conferences cover a range of topics, such as instructional strategies, school policies, professional development, and community outreach. They can also provide a forum for staff members to receive updates on school initiatives and programmes and to offer feedback and suggestions.

Annual *Faculty or Department Conferences* communicate the major decisions regarding individual subjects or groups of subjects and provide reports on future and past activities. Teachers and other members of staff, as well as parent and student representatives, discuss instructional strategies, curriculum development, assessment practices, and other issues related to the specific subject area.

The purpose of the *Teachers' Council* is to serve as a representative body for the teachers in our school. The council is made up of elected representatives and meets weekly to discuss issues related to teaching and learning, advocate for the needs and concerns of teachers as well as to provide input and feedback to school administrators. The teachers' council thus ensures that teachers have a voice in decision-making processes related to teaching and learning and to support the professional growth and development of the teachers at our school.

Once per quarter, our head of school meets with the *Student Council*, a representative body for the students in our school. The elected representatives from each grade level serve as a voice for student concerns and interests, plan and coordinate school-wide events and activities, such as dances, fundraisers, and community service projects and encourage student involvement and engagement in school activities and events.

Overall, our internal communication structures are essential for fostering collaboration and building a strong sense of community within our school. They provide opportunities for stakeholders to come together and work towards common goals, and they help to create an inclusive and supportive environment for all members of the school community.

## 1.8 External Communication

The school newsletter, website, magazine and social media are important tools for communication and are used to keep our community informed about the planning processes and progress at our school.

*GoetheNews*, our *digital school newsletter*, is a regularly published document that is distributed to all members of our school community, including students, parents, teachers, and staff. It contains updates on school events, announcements, and other important information.

Our *school website* is a comprehensive online resource that provides information about our school, including our mission, vision, and values, as well as updates on current events and activities. It is a valuable source of information for both current and prospective members of our community.

One of the main purposes of our *school magazine*, *Der Turm*, is to promote the school and its activities to a wider audience. This can include prospective students and their families, as well as local businesses and community organisations. By showcasing the successes and accomplishments of the school and its students, the magazine helps to build a positive image of our school and create a sense of pride among its community. In addition to promoting the school, the magazine can also serve as a way to connect with alumni and other former members of the school community. By staying informed about the latest news and events at the school, these individuals can stay connected to their alma mater and continue to support the school in various ways.

*Social media platforms*, such as Instagram ([instagram.com/goetheschuleinternational/](https://www.instagram.com/goetheschuleinternational/)) and YouTube (Goetheschule International), allow us to communicate quickly and efficiently with our community. We use these platforms to share updates, events, and important information in real-time, especially about international events and initiatives. One key example is the use of social media to keep the community informed about Erasmus Plus projects, which are international educational and training programmes funded by the European Union. These projects provide students with opportunities to gain valuable experience abroad and develop their skills in a global context.

Another area where social media can be particularly useful is in sharing updates and progress related to the International Baccalaureate Diploma Programme (IBDP). This prestigious programme is

recognized around the world and offers students the opportunity to complete a challenging and rigorous academic curriculum that prepares them for success in higher education and beyond.

It is important that all members of our community stay informed about the planning processes and progress at our school. By utilizing the school newsletter, website, magazine and social media, we can effectively communicate with our community and ensure that everyone is kept up-to-date on the latest developments at our school.

## 1.9 Additional Educational Opportunities

Goetheschule Essen provides a wealth of additional educational opportunities for students, which help to develop a range of skills and competencies that will serve them well both in their academic and professional careers.

**IB Diploma Programme:** The IB Diploma Programme is an internationally recognized qualification, which we offer in addition to the German Abitur. The IB Diploma provides a well-rounded education and promotes critical thinking, intercultural understanding and a sense of social responsibility.

**Erasmus Plus:** Our accreditation as an Erasmus Plus school demonstrates our school's commitment to international exchange and collaboration. It allows students to get to know different cultures, languages and educational systems through study abroad opportunities.

**MUN Club:** Model United Nations conferences simulate the workings of the United Nations and provide students with opportunities to develop public speaking, research, negotiation and leadership skills, as well as a better understanding of international relations and global issues.

**No Fear - English Theatre Club:** This club offers students a platform to develop their English language skills and their confidence in public speaking, while also fostering an appreciation for the arts.

**ESD:** Education for Sustainable Development aims to educate students about the importance of sustainable practices, both locally and globally, to help protect the environment and ensure a better future for all.

For further information, please refer to

our homepage, <https://www.goetheschule-essen.de>;

our International Education website, <https://goetheschule-ib.de>;

our International Learning Channel, <https://www.instagram.com/goetheschuleinternational/>

our school-internal Microsoft Teams group, Goethe International.

You may also consult our contact list at the end of this document to communicate with teachers, external staff and counsellors directly.

## 2 Conflict

### 2.1 Conflict Management

The purpose of this policy is to provide a framework for managing conflicts that may arise within our school community in a constructive and resolution-focused manner.

### **Definitions:**

**Conflict:** A disagreement or dispute between two or more parties that may have an adverse effect on the school or its stakeholders.

**Mediation:** A process in which an unbiased third party assists disputing parties in resolving their conflict through facilitated communication and negotiation.

**Arbitration:** A process in which an unbiased third party renders a decision on a dispute after considering the arguments and evidence presented by the disputing parties.

Students, teachers and parents are encouraged to communicate openly and honestly with one another and to seek resolution to conflicts as soon as possible. Every effort should be made to resolve conflicts through direct communication with the involved parties. If this is not possible or effective, the assistance of class and form teachers, liaison teachers, counsellors, school psychologists or the head of school may be sought.

If conflicts cannot be resolved through these channels, our school may offer mediation or arbitration services as a means of resolving the conflict.

All parties involved in a conflict are expected to cooperate fully in any conflict resolution process and to adhere to any resolution agreements reached.

In the event of a conflict between student and teacher in which the extended school management is consulted, both student and teacher will be heard. Decisions of the extended school management are first communicated to the teacher concerned before they are communicated to the student or the school community.

## **2.2 Anti-Harassment**

Our school means to provide a safe and respectful learning and working environment for all members of the school community. We therefore prohibit all forms of harassment, discrimination, and bullying and hereby set out procedures for reporting, investigating, and addressing incidents of harassment. This applies to all students, teachers, staff, volunteers and visitors to the school.

### **Definitions:**

**Harassment:** Any unwanted or unwelcome conduct, comment, or action that is based on an individual's race, colour, religion, national origin, sex, sexual orientation, gender identity, age, disability, or other protected characteristic and that is severe or pervasive enough to create a hostile or intimidating environment or to interfere with an individual's ability to participate in or benefit from the school's programs or activities. Harassment includes, but is not limited to, physical, verbal, or written conduct, such as slurs, jokes, threats, intimidation, or other similar behaviour.

**Discrimination:** Any adverse action or treatment that is based on an individual's race, colour, religion, national origin, sex, sexual orientation, gender identity, age, disability, or other protected characteristic and that is not related to the individual's ability to perform the essential functions of the school's programmes or activities.

**Bullying:** Any repeated or intentional behaviour that is intended to harm, intimidate, or coerce an individual or group of individuals and that creates a hostile or intimidating environment.

Any individual who engages in harassment, discrimination, or bullying will be subject to disciplinary action, up to and including termination or expulsion.

Any individual who witnesses or experiences harassment, discrimination or bullying is encouraged to report the incident to a teacher, counsellor, or other school staff member. Reports may also be made to the school's liaisons teacher, the IB coordinator or to local law enforcement.

The school will maintain confidentiality to the extent possible during the investigation process, but may need to disclose information to appropriate school staff or law enforcement in order to properly investigate and address the incident.

Retaliation against any individual who reports or participates in an investigation of harassment, discrimination, or bullying is strictly prohibited.

Teachers, counsellors, and other school staff are responsible for assisting students and staff in reporting and addressing incidents of harassment, discrimination, or bullying.

The school provides presentations, workshops and online resources to prevent cyberbullying. We also offer support and resources to victims of cyberbullying, including counselling and mental health services.

The school will promptly and fairly investigate all reports of harassment, discrimination, or bullying and take appropriate corrective action.

## 3 Complaints

The purpose of this policy is to provide a fair and consistent process for the resolution of complaints made by students and parents at our school. This policy applies to all complaints related to the school, including but not limited to:

- Academic concerns
- Safety concerns
- Bullying or harassment
- Discrimination or inequality
- Misuse of school resources
- Other concerns or issues that may arise within the school community.

### 3.1 Making a Complaint

#### 3.1.1 Seeking Advice

Students and parents are encouraged to speak with their class or form teacher in the first instance if they have any concerns or issues related to their academic progress, behaviour, or well-being.

Class and form teachers are available to provide support and guidance to students and parents and will make every effort to address any issues or conflicts in a timely and appropriate manner.

Complaints should be made as soon as possible after the incident or issue has occurred, to allow for a timely resolution.

If the issue or conflict cannot be resolved at this level, students and parents may seek further advice or support from the school principal or other relevant school staff.

### 3.1.2 Formal Complaints in the National Programme and the IB Diploma Programme

If a student or parent wishes to make a formal written complaint, they may do so by following the procedures outlined here:

It is strongly encouraged that students and parents speak with their class or form teacher and seek their support before issuing a formal written complaint, as this may help to resolve the issue more efficiently and effectively.

Formal complaints should be made in writing, either by email or by submitting a written complaint to the school office. Please provide as much information as possible about the nature of your complaint. Complaints should include details of the incident or issue, as well as any relevant supporting documentation or information.

Specifically, you must supply us with the following: Your name, a contact address and telephone number or email address to allow us to contact you with regards to the complaint.

In the national programme, the Lower/Middle or Upper School Coordinator will acknowledge receipt of a complaint within three business days. The coordinator and the principal will oversee an investigation of the matter, and students may be contacted for further information if necessary.

In the DP programme, the DP coordinator will acknowledge receipt of a complaint within three business days. The coordinator and the principal will oversee an investigation of the matter, and students may be contacted for further information if necessary.

## 3.2 Resolving Complaints

Upon receipt of a complaint, the school will take steps to investigate and resolve the issue as quickly as possible.

The school will notify the person making the complaint of the outcome of the investigation, as well as any steps that will be taken to address the issue.

If the person making the complaint is not satisfied with the outcome of the investigation, they may **appeal the decision** by submitting a written appeal to the school principal.

A hearing before a panel consisting of the school principal, the Lower/Middle/Upper School Coordinator, the DP Coordinator, the class or form teacher and/or a liaison teacher will follow. Students may be accompanied to the panel hearing by another student and/or a parent or legal guardian. A written record will be kept of the process providing details of the action taken by Goetheschule Essen.

### **3.3 Support**

The school recognizes that making a complaint can be a difficult and emotional process. To support those who make complaints, the school will make resources such as counselling and support services available as needed.

### **3.4 Confidentiality**

The school recognizes the importance of maintaining confidentiality when seeking advice or support. All conversations between students, parents, and class or form teachers will be treated as confidential, to the extent possible in accordance with relevant laws and regulations.

### **3.5 Retaliation**

The school prohibits retaliation against any student or parent who seeks advice or support from class or form teachers in good faith. Any individual who retaliates against a student or parent for seeking advice or support will be subject to disciplinary action.

### **3.6 Complaints to the IBO**

#### **3.6.1 Enquiry upon results**

The DP Coordinator will advise candidates whether an appeal against a grade has a chance of success and share the details and fees which are specified for an enquiry upon results. A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to remoderation (for IA) as part of the enquiry upon results service. All enquiries upon results must be submitted by the school on behalf of the candidate.

Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school will obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.

If the school's DP coordinator believes the process leading to the grade upon re-marking or remoderation did not respect the procedures defined in these general regulations and/or the Diploma Programme Assessment procedures, the DP coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report, the school will obtain the consent of the candidate(s) or his or her legal guardian(s).

Beyond the enquiry upon results service, the DP coordinator may not request a subsequent remarking of assessment material or a further moderation of marks for IA.

#### **3.6.2 Appeals to the IBO**

An IB candidate is entitled to submit an appeal to the IBO. Appeals are possible against:

- a. results—when a school has reason to believe that a candidate's result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed (see above)
- b. a decision upholding academic misconduct, but not against the severity of a penalty

- c. a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
- d. a decision in respect of inclusive assessment arrangements
- e. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.

A stage 1 appeal can only be requested by the head of school or by the Diploma Programme coordinator. This appeal stage consists in a review of the case by senior assessment officers of the IB.

A stage 2 appeal can be requested directly by a candidate and/or his or her legal guardian/representative in addition to the head of school and Diploma Programme coordinator if the outcome of a stage 1 appeal is not satisfactory. This stage of appeal grants the candidate a formal hearing by a constituted panel with one member independent from the IB.

A request for appeal at either stage must be submitted with a completed appeal request form that can be obtained from the IB via the IB Answers service. For any queries, the IB should be contacted at [appeals@ibo.org](mailto:appeals@ibo.org)

#### a) Stage 1 appeal

To be considered, a stage 1 appeal:

- can only be requested by the head of school or by the Diploma Programme coordinator
- can only be requested if the school has exhausted all appropriate avenues through the IB's Enquiry upon Results (EuR) process
- must be received by the IB within one month from the date when the decision being appealed was communicated to the school (either initial response or outcome from EuR)
- must contain a full description of the ground for the appeal including an account of how the general regulations and/or the procedures defined in the handbook may not have been correctly applied by the IB
- cannot challenge the professional judgment of the Principal Examiner (PE) or his or her interpretation of his or her markscheme, which has been consistently applied to all candidates

Using the available information, the head of Diploma Programme assessment or other IB senior assessment officers will determine if there are grounds for the appeal. If the case is not eligible, the head of school will be notified (with summary reasons). No further recourse is available to the school. If the case is eligible, it will be presented to IB senior assessment officers who have previously not been involved in the decision. The decision of this stage 1 appeal will be rendered within two months from the date the request for an appeal is received.

#### b) Stage 2 appeal

To be considered, a stage 2 appeal

- can be requested only if the outcome of a stage 1 appeal is not satisfactory
- can be requested directly by the candidate and/or his or her legal guardian/representative in addition to the head of school

- must be received by the IB within one month from the date when the stage 1 decision being appealed was communicated to the school
- must be submitted with the Request for an appeal form (AP-01).

The decision of the stage 2 appeals panel will be officially communicated to the candidate and/or his or her legal guardian/representative within one month of the hearing. A copy of the decision will be communicated to the head of school. All decisions rendered by the stage 2 appeals panel are final and no requests for further review or alternative resolution requests will be accepted by the IBO.

## 4 School Contacts

### School Contact Persons

Position	Name	Email/Phone/Website
<b>School Administration</b>		
Head of School	Dr. Nicola Haas	<a href="mailto:nicola.haas@goetheschule-essen.de">nicola.haas@goetheschule-essen.de</a>
Deputy Head of School	Susanne Schnell	<a href="mailto:susanne.schnell@goetheschule-essen.de">susanne.schnell@goetheschule-essen.de</a>
IB Coordinator	Michael Franke	<a href="mailto:michael.franke@goetheschule-essen.de">michael.franke@goetheschule-essen.de</a>
Deputy IB Coordinator	Astrid Seibt	<a href="mailto:astrid.seibt@goetheschule-essen.de">astrid.seibt@goetheschule-essen.de</a>
Upper School Coordinator	Michael Bartsch	<a href="mailto:michael.bartsch@goetheschule-essen.de">michael.bartsch@goetheschule-essen.de</a>
Middle School Coordinator	Jan Ruhrbruch	<a href="mailto:jan.ruhrbruch@goetheschule-essen.de">jan.ruhrbruch@goetheschule-essen.de</a>
Lower School Coordinator	Claudia Kühl	<a href="mailto:claudia.kuehl@goetheschule-essen.de">claudia.kuehl@goetheschule-essen.de</a>
<b>Counsellors</b>		
Liaison Teachers	See school website or list in school office	See <a href="https://www.goetheschule-essen.de/die-schule/goethe-team/lehrerkollegium/">https://www.goetheschule-essen.de/die-schule/goethe-team/lehrerkollegium/</a>
School Psychologist	Anthea Kuritz-Kaiser	<a href="mailto:anthea.kuritz-kaiser@schulen.essen.de">anthea.kuritz-kaiser@schulen.essen.de</a>

Career Counsellor	Barbara Mesterheide	<a href="mailto:Barbara.mesterheide@goetheschule-essen.de">Barbara.mesterheide@goetheschule-essen.de</a>
International Studies Counsellor	Karmen Heup	<a href="mailto:Karmen.heup@goetheschule-essen.de">Karmen.heup@goetheschule-essen.de</a>
<b>Student / Teacher Representatives</b>		
Student Council (a body that represents the interests of students)	Benjamin Kräling Julika Mischke	<a href="mailto:benjamin.kraeling@goetheschule-essen.de">benjamin.kraeling@goetheschule-essen.de</a> <a href="mailto:julika.mischke@goetheschule-essen.de">julika.mischke@goetheschule-essen.de</a>
Teacher Council (a body that represents the interests of teachers)	Arie Boergen Britta Gahmann Jaan Grigull Benjamin Kräling Astrid Seibt.	<a href="mailto:arie.boergen@goetheschule-essen.de">arie.boergen@goetheschule-essen.de</a> <a href="mailto:britta.gahmann@goetheschule-essen.de">britta.gahmann@goetheschule-essen.de</a> <a href="mailto:jaan.grigull@goetheschule-essen.de">jaan.grigull@goetheschule-essen.de</a> <a href="mailto:benjamin.kraeling@goetheschule-essen.de">benjamin.kraeling@goetheschule-essen.de</a> <a href="mailto:astrid.seibt@goetheschule-essen.de">astrid.seibt@goetheschule-essen.de</a>
Gender Equality Officer	Julia Agert	<a href="mailto:julia.agert@goetheschule-essen.de">julia.agert@goetheschule-essen.de</a>
<b>Digital Communication</b>		
Data Protection Officer (School)	Michael Franke	<a href="mailto:michael.franke@goetheschule-essen.de">michael.franke@goetheschule-essen.de</a>
Data Protection Officer (School Board)	Peter Schumacher	<a href="mailto:peter.schumacher@zentraler-service.essen.de">peter.schumacher@zentraler-service.essen.de</a> Phone: +49 201 88-11005
Heads of the School IT Team	Lukas Deges Maria Spree	<a href="mailto:lukas.degges@goetheschule-essen.de">lukas.degges@goetheschule-essen.de</a> <a href="mailto:maria.spree@goetheschule-essen.de">maria.spree@goetheschule-essen.de</a>

	Britta Gahmann	<a href="mailto:britta.gahmann@goetheschule-essen.de">britta.gahmann@goetheschule-essen.de</a>
<b>Local, National, International and Global Learning Opportunities</b>		
CAS Coordinator	Michael Franke	<a href="mailto:michael.franke@goetheschule-essen.de">michael.franke@goetheschule-essen.de</a>
Deputy CAS Coordinator	Laura Walde	<a href="mailto:laura.walde@goetheschule-essen.de">laura.walde@goetheschule-essen.de</a>
STEM Coordinator	Katharina Fußhüller; Dr Robert Paternoga	<a href="mailto:katharina.fusshoeller@goetheschule-essen.de">katharina.fusshoeller@goetheschule-essen.de</a>  <a href="mailto:Robert.paternoga@goetheschule-essen.de">Robert.paternoga@goetheschule-essen.de</a>
Education for Sustainable Development (ESD) Coordinator	Mareike Memedoski	<a href="mailto:mareike.memedoski@goetheschule-essen.de">mareike.memedoski@goetheschule-essen.de</a>
Music Programme Coordinators	Dr. Marcus Schönwitz (Orchestra)  Mechthild Müller-Notthoff (Choir)  Annette Wieseler (Choir)	<a href="mailto:marcus.schoenwitz@goetheschule-essen.de">marcus.schoenwitz@goetheschule-essen.de</a>  <a href="mailto:mechthild.mueller-notthoff@goetheschule-essen.de">mechthild.mueller-notthoff@goetheschule-essen.de</a>  <a href="mailto:annette.wieseler@goetheschule-essen.de">annette.wieseler@goetheschule-essen.de</a>
English Theatre Director (NoFear)	Julie Stearns	<a href="mailto:julie.stearns@goetheschule-essen.de">julie.stearns@goetheschule-essen.de</a>
Model United Nations Director	Arie Boergen	<a href="mailto:arie.boergen@goetheschule-essen.de">arie.boergen@goetheschule-essen.de</a>
Erasmus Plus Coordinator	Karmen Heup	<a href="mailto:karmen.heup@goetheschule-essen.de">karmen.heup@goetheschule-essen.de</a>
Deputy Erasmus Plus Coordinator	Martina Féaux de Lacroix	<a href="mailto:martina.feauxdelacroix@goetheschule-essen.de">martina.feauxdelacroix@goetheschule-essen.de</a>
Scholarships and Support for Gifted Students	Jonas Khan	<a href="mailto:jonas.khan@goetheschule-essen.de">jonas.khan@goetheschule-essen.de</a>

Health and Prevention	Theresa Luftmann	<a href="mailto:theresa.luftmann@goetheschule-essen.de">theresa.luftmann@goetheschule-essen.de</a>
Society and Responsibility	Laura Walde	<a href="mailto:laura.walde@goetheschule-essen.de">laura.walde@goetheschule-essen.de</a>

## Goetheschule Essen

Ruschenstr. 1

45133 Essen, Germany

Phone: 0049201-841170

Email: [Goetheschule.Info@schule.essen.de](mailto:Goetheschule.Info@schule.essen.de)

Website: [goetheschule-essen.de](http://goetheschule-essen.de)

This policy was drafted by the IB Teachers' Conference and edited with OpenAI in December 2022. The policy was adopted by the teachers' conference on 7.3.2023. The policy is based on the "The IB complaints procedure", published Nov. 2018, the "Diploma Programme: Assessment appeals procedure" for use from Sep. 2016, and the "Diploma Programme Assessment Procedure 2022".