ESPOO INTERNATIONAL SCHOOL

Student Handbook

2020 – 2021

Updated August, 2020
WELCOME TO ESPOO INTERNATIONAL SCHOOL AT OPINMÄKI

It is my pleasure to welcome you to Espoo International School (EIS). This handbook is designed to provide the student with the most important basic information about his/her own school, school attendance and the Espoo city school system. Furthermore, it aims to give an outline of the school’s administrative arrangements and to answer most of the questions you might want to ask. If at any time, however, there is anything about which you are unsure or concerned, please do not hesitate to contact us.

The information in this handbook is subject to change. There will be changes, additions, and adjustments happening throughout the school year.

Up–to–date information about school events and activities and the principal source of news and information is provided in the following online environments:

- Newsletters and notices from the principal and other staff through the Wilma system (password protected environment). We are keen to encourage parents to log on to the system on a weekly basis.
- The Espoo International School Website: www.espoo.fi/espoointernationalschool

Keep this book with you and keep the information updated. In that way, it stands the best chance of being useful to you!

Best Regards,

Anne–Marie Rapo, Principal
 firstname.lastname@espoo.fi
Espoo International School
+358 50 – 343 2460

ESPOO INTERNATIONAL SCHOOL MISSION STATEMENT

At Espoo International School, we strive to create a warm, dynamic, open–minded community that embraces holistic learning. We respect students’ social and cultural diversity and encourage them to reach their full potential.
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SCHOOL CONTACT INFORMATION

Espoo International School

School homepage: www.espoo.fi/espoointernationalschool

Name of School: Espoo International School

Street Address: Lillhemtintie 1 Espoo 02250

Mailing Address: PL 3343, 02070 ESPOON KAUPUNKI

Teachers’ Room: 09 8163 9094

Teachers’ e-mail addresses: firstname.lastname@espoo.fi

Principal: Anne-Marie Rapo 050 343 2460
Vice Principal: Heli Elliott 050 348 8293
School Secretary: Satu Kuokkanen 09 8163 9124
Student Guidance: Counsellor Jay Thompson 043 825 2091
Special Education Teacher: Eric Allenbach 043 826 8047
Special Education Teacher: Riikka Waltari 043 826 8047
Special Education Teacher: Laila Haglind 043 826 8047
School Nurse: Emmi Riihiranta-Laine 043 824 6447
School Welfare Officer: Maija Jones 050 564 1843
School Psychologist: Heini Järviö 040 639 4361
School Kitchen Manager: Sami Salminen 043 826 6777
School Kitchen email: koulukeittio.opinmaki@espoocatering.fi

Note!
Parents/guardians are requested to inform the school of any changes in contact information, such as changes of address, telephone number, or e-mail account.
<table>
<thead>
<tr>
<th>Lastname</th>
<th>Firstname</th>
<th>Subjects and Duties</th>
<th>Homeroom</th>
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<tbody>
<tr>
<td>Airaksinen</td>
<td>Janice</td>
<td>1E</td>
<td>C135</td>
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<tr>
<td>Allen</td>
<td>David</td>
<td>Chemistry, Biology</td>
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<td>Allenbach</td>
<td>Eric</td>
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<td>Barrett</td>
<td>Timothy</td>
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<td>Paul</td>
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<td>Cser</td>
<td>Attila</td>
<td>5G</td>
<td>B329</td>
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<td>Janet</td>
<td>4S</td>
<td>C217</td>
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<tr>
<td>Domingo</td>
<td>Arlene</td>
<td>3D</td>
<td>C115</td>
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<td>Elliott</td>
<td>Heli</td>
<td>Vice Principal, 4E</td>
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<tr>
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<td>Todd</td>
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<tr>
<td>Fair</td>
<td>Sarah</td>
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<td>Fere</td>
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<tr>
<td>Fernando-Ghulam</td>
<td>Dilani</td>
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<td>C137</td>
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<td>Finch</td>
<td>Susanna</td>
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<tr>
<td>Gardner</td>
<td>Wendy</td>
<td>5D, Arts, Crafts</td>
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<td>Germo</td>
<td>Billy</td>
<td>9H, Religious studies/Ethics, MYP coordinator</td>
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<td>Gröhn</td>
<td>Iivi</td>
<td>1I</td>
<td>C136</td>
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<td>Lori</td>
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<td>Heikkilä</td>
<td>Anna-Sofia</td>
<td>1S (Kivimies)</td>
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<tr>
<td>Iloheimo</td>
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<td>Ria</td>
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<td>Kanerva</td>
<td>Jaana</td>
<td>9J, French, Swedish</td>
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<td>Mary</td>
<td>Mathematics, Biology</td>
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<td>Tuula</td>
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<td>Olli</td>
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<td>Susanna</td>
<td>Home Economics</td>
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<td>Koskinen</td>
<td>Juha</td>
<td>Physical Education, Health Education</td>
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<td>Olli</td>
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<tr>
<td>Kotkas</td>
<td>Sonja</td>
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<tr>
<td>Kreus</td>
<td>Sikri</td>
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<td>Andy</td>
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<tr>
<td>Kunnas</td>
<td>Laura</td>
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<td>Swedish, German</td>
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<td>Lindblom</td>
<td>Leena</td>
<td>8E, Spanish, Swedish</td>
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<tr>
<td>McDonald</td>
<td>Anthony</td>
<td>5C</td>
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<td>Mäenpää</td>
<td>Veera</td>
<td>6M, P.E.</td>
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<tr>
<td>Name</td>
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<td>Subject</td>
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<td>Navas</td>
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<td>Parisot</td>
<td>Olivier</td>
<td>French</td>
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<td>Rapo</td>
<td>Anne-Marie</td>
<td>Principal</td>
<td></td>
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<tr>
<td>Reddington</td>
<td>Mark</td>
<td>4I</td>
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<tr>
<td>Rikkonen</td>
<td>Amber</td>
<td>Mathematics, English</td>
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<tr>
<td>Ritala</td>
<td>Vappu</td>
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<tr>
<td>Schönach</td>
<td>Jenni</td>
<td>Teaching assistant</td>
<td></td>
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<tr>
<td>Tamas</td>
<td>Matthew</td>
<td>English language and literature</td>
<td></td>
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<tr>
<td>Thompson</td>
<td>Jay</td>
<td>Student Guidance Counselor, Mentor Coordinator</td>
<td></td>
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<tr>
<td>Uusivuori</td>
<td>Ville</td>
<td>Mathematics, Physics</td>
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<td>Waltari</td>
<td>Riikka</td>
<td>Special Education</td>
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<td>Werkman</td>
<td>Tjerk</td>
<td>History, Civics</td>
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<tr>
<td>Wessels</td>
<td>Hans</td>
<td>6G, Music</td>
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WORK AND HOLIDAY SCHEDULE

Academic Year 2020 – 2021

The 2020 – 2021 academic year work and holiday schedule has been decided by the Education and Early Childhood Education Board.

- Autumn Holiday: Monday 12.10.2020 – Friday 16.10.2020

Spring Term: Thursday 7.1.2021 – Saturday 5.6.2021
- Winter Sports Holiday: Monday 22.2.2021 – Friday 26.2.2021
- Easter Holiday: Friday 2.4.2021 – Monday 5.4.2021
- Ascension Day: Thursday 13.5.2021

Special Dates
- 7th grade Team Building Day: Monday 17.8.2020
- Back to school evening with CTs: in August
- School Photo Days: Monday 7.9. – Wednesday 9.9.2020
- School Action Day: Friday 16.9.2019
- MDU Unit: Monday 26.10. – Tuesday 27.10.2020 and Thursday 5.11. – Friday 6.11.2020
- 9th Grade Work Experience (TET): Monday 26.10. – Friday 6.11.2020 (tentative)
- Christmas Service at Olari Church: Monday 21.12.2020 9 a.m.
- Easter Service at Olari Church: Thursday 1.4.2021 at 8:30 a.m.
- Taksvärkki Charity Fundraising Day: Date will be announced later via Wilma.
- Ski – Winter Sports Day: Date will be announced later via Wilma.

Dates for out-of-school excursions will be announced during the year in a Wilma message from the organizing teacher.

Church: All religions are welcome, but ethics and other religions have an alternative program provided at school. The school attends a church service event twice per year: before winter break in December and another before the Easter holiday. Details are announced prior to the event.
PARENTS’ EVENINGS, TEST MAKE-UP, GRADE DEADLINES

Note the following important dates and plan their schedules accordingly. Be sure to note any additions and changes during the school year.

Parents’ Evenings

- Date will be announced. Middle School Parents’ Evening
- Date will be announced. Joint Application Evening
- Date will be announced. 7th and 8th grade Parents’ Evening:
- Date will be announced. Personal Project Evening
SCHOOL ADMINISTRATION

Principal

The Principal is the school’s academic, administrative, and financial manager. In addition, the principal is the supervisor of educational staff working at the school. The principal holds decision-making power in matters concerning students, staff, teaching arrangements and school facilities. The principal acts as the secretary of the Board and prepares, presents, and executes decisions.

School Board

School boards for compulsory schools in the City of Espoo are either specific to a given school or jointly covering different schools. The board includes two students, students’ parents, and representatives of school staff. In comprehensive schools and secondary schools, representatives of students in the upper classes also participate in board work. The school board develops the school’s internal operations, cooperation between the school and homes as well as between the school and its operating environment. This involves, among other things, the development of education and upbringing as well as maintaining a peaceful working atmosphere at the school. The board decides on the school’s curriculum, the school year plan, and how funds allocated for use by the school will be spent. In addition, the board, for example, approves the school’s rules and regulations. The main functions of the EIS Board are to promote contact and the exchange of information between the school, parents, and the surrounding community. The Board has an important role in supporting, maintaining, and developing cooperation between the various stakeholders. Furthermore, the Board has a number of specific statutory obligations that can be found in the Directive for Espoo City.

Espoo International School Board:

Chatarjee, Chandan Chairperson
Cobb, Matt
Pires, Anu Vice Chair
Thompson, Jay
Wanne, Elina

Student Council

Students from all grades make up a school’s student community, which has an active role in planning and promoting measures to improve the school atmosphere. The student community is represented in this matter by the Student Council, consisting of two representatives from each class, and an alternate member. The Student Council is elected for one academic year at a time through elections held within each class. Following the election of the individual Student Council members, there is an annual general meeting of the student community, where the chairperson and vice-chairperson for the Student Council, Student Council Leadership team and student representatives to the School Board are elected directly. The Student Council’s coordinating teacher can either be appointed by the school Principal or elected by the student community at the annual general meeting.

Student Council Coordinating Teachers:
Erika Jokinen
Mark Reddington
ESPOO CITY’S EDUCATION AUTHORITY

**Finnish Education Unit**

The Finnish Education Unit manages the joint affairs of the comprehensive schools and upper secondary schools. The unit is led by the director of Education Services. The Finnish Education Unit coordinates, among other things, curriculum work, arranging special support for pupils and pupil intake.

The Finnish Education Unit makes decisions on, for example, the following matters concerning pupils: pupils’ local school, pupils’ chartered transportation, and special support provided to pupils. In addition, the Finnish Education Unit decides on e.g. the recruitment of permanent teachers and principals within the city and the school to which teachers are assigned.

The Finnish Education Unit is open from 8 am – 15:45 pm.
Street address: Karaportti 1
Mailing address: P.O. Box 31, 02070 CITY OF ESPOO
Phone: 09 816 21 / switchboard

**The Education and Early Education Committee**

The Education and Early Education Committee is responsible for Finnish–language early education, basic and upper secondary education. In terms of Finnish–language education, the committee decides on, for example, the distribution of appropriations and general principles for developing Education Services. The committee also approves the municipal curriculums and decides on various general matters concerning all the schools, such as pupil intake policies, annual pupil numbers, school transport principles and the schools’ working times and holidays. Further information about the members of the committee and its operations is available at espoo.fi/lautakunnat > Opetus- ja varhaiskasvatuslautakunta.

**Espoo’s Board of Finnish Language Education**

The Board of Finnish Language Education is the board responsible for educational matters, which decides on, e.g., the distribution of funding grants on the basis of general principles, approval of the municipal curriculum and hiring of permanent school principals. During the current term of office, the chairperson of the board of Finnish language education is Marika Niemi.

**Curriculum**

All Finnish schools follow a national core curriculum, which includes objectives and core contents of different subjects. The current core curriculum for basic education was established on 1 August 2016. The curriculum defines the organization and implementation of basic education, teaching, learning assessment and support, guidance and student care, home-school co-operation and other activities.

The school curriculum describes the themes related to the everyday life of the school. In addition to the above, these include: the school’s operating culture, learning environment and working methods, student involvement and promotion of student well-being. In addition, the curriculum
covers assessment of learning, support for learning and schooling, and topics related to languages and electives.

**IB Middle Years Programme (grades 7 – 9)**

The Middle Years Programme (MYP) is an international program administered by the International Baccalaureate Organization (IBO). The program is specially designed for the unique needs of students aged 13 to 16 at a time when they need to develop good learning habits, self-confidence, and a thorough understanding of their academic subjects.

The MYP offers us an international framework for teaching, but the subject contents come from the Finnish National Core Curriculum. The program comprises eight subject groups in which the national school subjects are taught. The MYP coordinator is responsible for the implementation of the program. The MYP coordinator and the MYP Personal Project coordinator is Billy Germo.

In keeping with MYP guidelines, 9th grade students must complete an MYP Personal Project. The aims of the project are as follows: to choose a goal for product creation based on new learning in an area of personal interest, create the product during the school year based on research, track progress in a process journal, write a report based on the outcome of the project, and finally present the project at the annual Personal Project Evening in May.

**DAILY SCHEDULE**

<table>
<thead>
<tr>
<th>Gr 1 - 2</th>
<th>Gr 3 – 5</th>
<th>Gr 6 - 9</th>
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<tbody>
<tr>
<td>8:15 - 9:00</td>
<td>Lesson 1</td>
<td>8:15 – 9:00</td>
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<tr>
<td>9:00 - 9:45</td>
<td>Lesson 2</td>
<td>9:00 – 9:45</td>
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<tr>
<td>9:45 - 10:10</td>
<td>Recess</td>
<td>9:45 – 10:10</td>
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<tr>
<td>10:10 - 11:15</td>
<td>Lesson 3 + Lunch</td>
<td>10:10 – 10:55</td>
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<td>11:15 - 11:40</td>
<td>Recess</td>
<td>10.55-12.05</td>
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<td>11:45 - 12:30</td>
<td>Lesson 4</td>
<td>12:05 - 12:30</td>
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<tr>
<td>14:05 - 14:25</td>
<td>Recess</td>
<td>14:05 - 14:20</td>
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<td>16:00 – 16:30</td>
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<td>17:00 – 17:30</td>
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<td>17:30 – 18:00</td>
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</table>
There is no formal supervision in school prior to 8:15 a.m. or after scheduled lessons finish. Students must be off school premises by 4:20 p.m. Due to the fact that EIS shares teachers with other schools, there is inevitably an occasional skip hour in some students’ timetables. Students are not allowed to leave the school premises during that time.

**Entrance Policy**

**Grades 1–4 use door C 1.**

Students must wait in class lines by the door where they will be met by the teacher teaching the first lesson of the day.

In case a student is late, she/he can enter the main door by 8:25. After that, they have to wait for the next lesson.

**Grades 5–6 use door B 3.**

Students must wait in class lines by the door where they will be met by the teacher teaching the first lesson of the day.

In case a student is late, she/he can enter the main door by 8:25. After that, they have to wait for the next lesson.

**Grades 7–9 use the main door**

The main doors are open for the students between 8:07–8:25, between 8:52–9:10 and between 10:02–10:15.

If school begins at nine, students are not allowed to enter the building before 8:52. This also concerns students who arrive late.
PUPIL ASSESSMENT

Teachers will follow the academic year plan for assessment and home–school cooperation, section 6.4 of EIS OPS:

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<tr>
<th></th>
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<th>2nd grade</th>
<th>3rd grade</th>
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EIS follows the national curriculum guidelines regarding pupil assessment. A mixture of summative and formative assessments is incorporated into our program in order to ensure proper feedback is given to parents/guardians and students throughout the school year; these are numerical report cards, inter–term report cards, and parents' evenings.

GRADES 7-9

School examinations: While we endeavor to give a maximum of one exam per day, in some circumstances students might have more than one exam per day. In order to maintain the integrity of the examinations given in EIS, we have organized a system whereby students who miss an exam take the make–up test on a specific date. Students will be informed by their subject teacher of the exact date when they will sit the make–up test(s). All test papers must be stored in the school for
one year. The teachers will go through the test and students can take a picture from the test or parents can come and look at the test papers. Grades 1-3 can have their own policy, but still the original papers must be kept in the school.

Subjects to be assessed in the final phase of the basic education:

Mother tongue and literature (Finnish as a Second Language), A1 – language, the second national language, mathematics, physics, chemistry, biology, geography, health education, religion or ethics, history and social studies. A subject–by–subject list of criteria for good performance is found in our school curriculum guide, available on Espoo International School website: Espoo International School > Studying in our school > Curriculum

PROVISION OF REMEDIAL EDUCATION

Remedial Teaching

All students are entitled to remedial teaching by the Finnish law. Remedial teaching is provided to students who need short–term support in learning or are at risk of falling behind in their academic subjects. When difficulties related to learning or school attendance are observed by the school, student, or guardian, remedial teaching should begin to prevent the student from falling behind in their studies and to prevent additional difficulties in learning. The teacher initiating the remedial teaching should have a mutual understanding with the student and guardian regarding the provision of remedial teaching. Arrangements for remedial teaching are to be discussed with the student’s guardian (National Core Curriculum for Basic Education, Finnish National Board of Education, 2014).

Support for learning

To promote a learner’s healthy growth and development, education is provided according to a student’s age and capabilities. Learning and social well–being are promoted through a safe school environment, social and psychological support and health care. Early identification of learning difficulties and sufficient support are cornerstones of education. Support for learning and growth is based on a three–step model comprised of general, intensified, and special support, forming incrementally stronger support structures.

For more detailed information on support, please refer to the Espoo International School website > Studying in our school > Curriculum

FORMS OF SUPPORT FOR LEARNING AND ATTENDANCE

The main goal of support for learning and attendance is to enhance the basic skills of the pupil and prevent difficulties, so that the pupil can achieve his/her learning goals.

The pupil’s strengths and special needs are taken into consideration when planning forms and methods of support. Cooperation between home and school is important, because similar aims by the two will improve the impact of support.

Forms of support for learning and attendance include, for example, remedial teaching, part–time special–needs education, guidance, input from a special–needs assistant, pupil welfare work and support, differentiated teaching, team teaching, and the flexible rearrangement of teaching groups. The teacher is the primary initiator of support for a pupil. Support for learning and attendance is based on a three–step model where the forms of support and their structures intensify by degrees.
The levels of support are general support, enhanced support and special support. Support can also be provided to facilitate the special strengths of an individual pupil.

**Remedial Teaching**

All pupils are entitled to remedial teaching by Finnish law. Remedial teaching is provided for pupils with academic needs, learning disabilities, behavioral problems, or cultural adjustment problems that limit their academic progress. Members of our existing teaching staff can be commissioned to work individually or in small groups with pupils who need remedial teaching. These lessons are arranged outside of the pupil’s regular lesson times. The initiative for remedial teaching can be taken by the guardian, student, or a teacher. Remedial teaching can proceed only after a discussion with, and approval of, the pupil’s parent or guardian.

**General support**

Quality basic education and the possibility to receive guidance and support with learning and attendance is the foundation of general support and the right of every pupil. Teachers and other staff members must be familiar with the pupil so that the pupil’s individual needs can be addressed before the need for enhanced support arises. General support allows for the utilization of various forms of support for learning and attendance. An individual learning plan for general support can be prepared for a pupil.

**Intensified support**

If, despite general support measures, the pupil’s learning does not proceed as desired, he/she will be given intensified support. Prior to receiving intensified support, the pupil undergoes a pedagogical assessment together with his/her guardians to describe the pupil’s strengths, the overall situation with his/her learning and attendance, the general support that the pupil has received, the key difficulties with learning and attendance as well as the support measures that should be used. The pedagogical assessment is processed with multidisciplinary expertise in the school’s learning support team.

**INSTRUCTION FOR STUDENTS FROM DIFFERENT LANGUAGE OR CULTURAL GROUPS**

The main language used at Espoo International School is English.

Our language and culture policy includes the following:
- Morning assemblies are held primarily in English, with occasional presentations in Finnish or other languages taught or used in our school.
- Celebrations are held mainly in English.
- All school information letters are written in English.
- Students will compare Finnish culture and society to their home culture and traditions. This is usually done during Finnish language classes in mother tongue and Finnish as a second language lessons. In addition, traditions of other countries are highlighted in different subjects.
- Students are encouraged to share their own cultural experiences relative to the subject matter during lessons in all subjects.

The majority of parents have chosen EIS because we offer an education in English. To ensure a high standard of English language acquisition, we encourage students to use only English in the classrooms. This has the added benefit of ensuring that there is no miscommunication between staff and students, (given that we employ many native English speakers and have some students who do
not necessarily speak Finnish). This also allows staff to monitor the use (or misuse) of language in
the classroom between the students and maintain a respectful learning environment. Of course,
students are free to converse in their preferred language(s) in their free time, during breaks.
Instruction in the pupil's own mother tongue for non–English foreigners

Pupils with an immigrant background can receive instruction in their own mother tongue if the required numbers of pupils enroll in the classes. Instruction is provided once a week (2 lessons, 1 h 30 min).

Groups have been formed the following languages: Albanian, Amhara, Arabic, Bengali, Bosnian/Serbo–Croatian, Bulgarian, Czech, Danish, Dutch, English, Estonian, Farsi/Dari, Filipino, French, German, Greek, Hindi, Hungarian, Indonesian, Italian, Japanese, Khmer, Kurdish, Kurmandzi, Lithuanian, Macedonian, Malayalam, Mandarin, Nepali, Norwegian, Pashtu, Polish, Portuguese, Romanian, Russian, Serbian, Somali, Spanish, Swahili, Tamil, Thai, Turkish, Urdu and Vietnamese.

CLUB ACTIVITIES IN SCHOOLS

Espoo International School offers various clubs for the pupils after their school days. Information of the clubs provided by the EIS teachers or outside providers will be posted in Wilma in September and January. The clubs organised by EIS staff for the EIS pupils are free of charge. The outside provider clubs maybe be subject to a fee.

COOPERATION BETWEEN HOME AND SCHOOL

Extensive and varied cooperation between home and school is important in terms of a student’s education. Students live simultaneously within the spheres of influence of home and school, which makes it necessary for the two to co–operate and interact to achieve the best possible results for a student’s healthy growth and learning.

The school staff must show initiative in co–operating with homes. The responsibility for developing the prerequisites for cooperation lies with the educational provider. The parent/guardian has the primary responsibility for raising the child and ensuring that homework and take–home assignments are completed. The school supports the parents’ upbringing duties and is responsible for educating and teaching the student as a member of the school community. Cooperation is easier if the teachers and parents/guardians know each other and have similar views of teaching and support within the school community that benefit the student.

At EIS, we believe in open communication between home and school: cooperation between CT / individual subject teachers and parents/guardians through e.g. Wilma, parents’ evenings, class teachers’ class evenings and parent/teacher conferences at least once a year. On the individual level there are parent–teacher conferences both on a routine scheduled basis and as particular needs arise. CT’s follow student attendance and geneal progress and contact parents regarding any concerns about the students in their homeroom.

Espoo International School arranges parents’ evenings throughout the year. The first whole school parents’ evening is held in the first weeks of the new school year. In November, an Introductory Information Evening, is held for all interested 6th grade parents/guardians. The Joint Application Evening for 9th grade parents/guardians is held in November before the joint application process begins in February. In May a 9th grade Personal Project Evening is held for all 9th grade parents/guardians as well as the new 7th grade parents/guardians. The principal and class teacher send out newsletters and individual subject teachers will send other relevant information concerning forthcoming events and fieldtrips. Most messaging with parents/guardians is done through the Wilma system.

During the school year there will be parent–teacher conferences for Primary school students. Class teachers will announce dates and times.
The EIS PTA is an important link between home and school. It is a forum, fully supported by the school, which participates in supporting and developing the school in many ways, including arranging parents’ evenings on a variety of important topics and raising money to be given out as achievement awards at the end of the year. The PTA meets once a month and the teaching staff has a permanent representative on the PTA Board.

The Espoo International School website provides general information on the school for families living abroad and who are looking for a school that provides international education in Espoo, e.g. the school curriculum and student handbook. The website is updated on a regular basis and the content is modified on the basis of the feedback the school receives. When co-operating with families of students from different backgrounds, the family’s cultural background is taken into account. Parents are given an introduction to the Finnish school system and its practices, which allows cooperation between home and school and the sharing of responsibility for educating the child to take place on an equal basis.

**PUPIL ABSENCE FROM SCHOOL, TRUANCY POLICY**

Pupils must have permission in advance to be absent from school. This permission should be requested well ahead of time so that alternate arrangements can be made for any work that the pupils will miss on account of the absence.

Class teachers can grant permission for an absence of up to one week (five school days). Longer absences require permission from the school principal. The form can be found on the school website under *Forms*.

In case of illness or other special circumstances where permission cannot be requested in advance, the guardian must inform the class teacher of the reason for the absence as soon as possible in writing through Wilma.

Since school attendance is related directly to academic progress, it is important to minimize absences and tardiness (lateness to class). Absences and tardiness impede not only the individual’s progress, but also the progress of the class. Any appointments should be scheduled outside of school hours to reduce disruption to the student program.

Furthermore, the parents/guardians must undertake the responsibility of ensuring that the teaching content of the period missed will be covered by the child at the earliest possible date. Please note that prolonged holidays etc. during term time are detrimental to a child’s academic progress and that such absences are almost inevitably reflected in the subsequent grades achieved.

The tables on the following pages outline Espoo City’s policy on managing truancy and student welfare concerns, particularly in respect of cooperation with the student welfare officer and parents/guardians.
### OPPILAIDEN MYÖHÄSTYMINEN

#### Luokka–asteet 6–9

1. Kun oppilas on tullut myöhässä tunnille neljä kertaa, luokanvalvoja pitää oppilaan kanssa **ohjaavan keskustelun**. Keskustelun tarkoituksena on auttaa oppilasta pohtimaan, miten voisi välttää myöhästymiset. Keskustelun jälkeen luokanvalvojan on informoitava vanhempia keskustelusta ja oppilaan miettimistä keinoina välttää myöhästymisiä.


#### Luokka–asteet 1–5

1. **Neljän myöhästymisen** jälkeen luokanopettaja lähettää vanhemmille Wilma–viestin kertoakseen tilanteesta kirjallisesti.

2. **Kahdeksan myöhästymisen** jälkeen opettaja pitää oppilaalle kasvatuskeskustelun, johon vanhemmat pyydettävät mukaan. Toinen opettaja aina mukaan kasvatuskeskusteluun.

### STUDENT LATENESS

#### Grades 6–9

1. When a student has accumulated **four late marks**, the class teacher must have a **guidance discussion** with the student about the reasons for the student’s lateness and agree on specific actions that the student must take to prevent lateness in the future. The class teacher must contact the parents/guardians to inform them of the discussion and the resulting agreement.

2. When the student has **eight late marks**, a **disciplinary educational discussion** (kasvatuskeskustelu) must be held with the student. The class teacher fills in the disciplinary educational discussion form available in Fronter/Wilma and sends it to the parents, who can attend the discussion. The class teacher must ask another teacher to be present at these discussions.

3. When the student has **12 late marks**, the class teacher holds another **disciplinary educational discussion** that is attended by the class teacher, one of the principals, and the parents/guardians.

4. Detention 1–2 hours or other measures

#### Student Lateness, grades 1–5

1. When a student has accumulated **four late marks**, the teacher sends a Wilma message to the parents to advise them of the situation in writing.

2. When the student has **eight late marks**, the class teacher fills out the official **disciplinary educational discussion form** and sends it to the parents/guardians, requesting that they attend a discussion at school.
Please note that the staff at Espoo International School are required by Espoo City guidelines, to inform child welfare authorities in case of repeated unexplained absences.

**Intervention with absences (unauthorised absence, sick leave and any other absence giving cause for concern) in basic education**

**Preventive action**

Pupils’ engagement and sense of communality can be increased by means of communal pupil welfare work.

Smooth collaboration between families and the school.

Pupils’ school attendance is monitored systematically and continuously.

A very low threshold for consulting pupil welfare services staff.

**Discussing concerns**

A pupil’s absence is concerning for the family and the school. The class teacher/supervisor discusses this with the pupil and gets in touch with the guardians, possibly agreeing on contacting a pupil welfare services employee.

The teacher has a legal responsibility to intervene in absences if they give cause for concern.

A thorough mapping is conducted of the causes of the absences and the situation as a whole. Means such as the School Refusal Assessment Scale-Revised (SRAS-R) can be used as part of the mapping.

**More than 30 hrs**

If the situation cannot be remedied after an investigation and phone conversation (more than 30 hrs of absence), the teacher shall convene a meeting. The meeting brings together any such actors that are considered necessary by the pupil and their guardians in terms of supporting the pupil’s school attendance. Participants also reflect on which other actors could support the pupil.

Normally, a pupil welfare employee or employees are also invited. If necessary, a multidisciplinary group of experts can be formed, which will jointly agree on support measures and monitoring.

Reflection on the school’s support measures. If necessary, external actors are consulted.
Making contact in accordance with the Social Welfare Act must be considered.

**More than 50 hrs**
If necessary (with more than 50 hrs of absence), external actors are invited to join the multidisciplinary collaboration and intervention methods are discussed. A joint decision is made on how to monitor the pupil’s situation and who will be responsible for which parts of the monitoring.

The date of the follow-up meeting and the person responsible for the pupil’s affairs are also agreed upon.

**Reflection on the school’s support measures. Consultations and collaboration with external actors.**
The situation is constantly monitored. A child welfare report must be considered.

**More than 70 hrs**
If the support measures and follow-up meetings do not help and there are constant/several absences despite everything (more than 70 hrs), the primary measure is to make contact in accordance with the Social Welfare Act or submit a child welfare report based on consultation.

At this point, the school has investigated the causes of the absences for its own part and made comprehensive use of the school support measures.

A child welfare report is based on concern for the risk of exclusion caused

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**WILMA**

Wilma is an electronic system for tracking students’ records.

Parents/guardians of new students to EIS will receive usernames and passwords in the first week of school. Students in grades 4 – 9 will also receive a username and password to access Wilma. In the event of any difficulty e.g. with passwords, please contact the School Secretary, satu.kuokkanen@espoo.fi or 09 – 8163 9124.

Using Wilma, attendance is marked at the beginning of each lesson. In addition to the school staff, Wilma also offers guardians the possibility to keep track of the student’s absences via the Internet. We hope that guardians actively keep track of students’ absences and address any problems of unexplained absences that arise.

Parents/guardians can also access their children's schedules, homework, field trip information and test schedules. Furthermore, teachers make a note in Wilma of how well the Student is prepared for class and class behavior.

Please note, all EIS correspondence is sent home through Wilma.

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**Office 365 & Google Accounts**

Students and teachers in the comprehensive and upper secondary schools in Espoo at Espoo International School have the possibility to use Office 365 and Google. These online tools are a password protected secure learning environments, which offer the possibility for students to interact with other students and complete their work online, when appropriate. Each student either has received in Espoo elementary schools or will receive at EIS his/her own passwords for the environments. Each of these tools also includes personal storage space for the students’ files and a personal e–mail accounts. Students will be instructed by their teachers which environment will be used in class.
If you have any problem (need passwords, etc.) with these learning environments, ask your homeroom teacher, whose responsibility it is to fix the problem.

All new students will receive a password from the school secretary. Any subsequent issues with passwords should be reported to your homeroom teacher. All teachers are able to change student passwords for Google. For Office365 related issues

**STUDENT WELFARE**

**Psychologist Services**
The school psychologist guides and supports students in issues related to school, learning, development, human relations, wellbeing and situations in life. The psychologist services are confidential. The psychologist consults with students and their parents, evaluates and examines difficulties related to school and the students’ development; plans support measures for school and, if necessary, participates in arranging further treatment and rehabilitation. The psychologist works in cooperation with students, their parents as well as other parties as agreed upon.

**School Social Worker Services**
The school social worker is a social work professional working at the school who supports students, families and the school community in issues related to the students’ school attendance. The work focuses on identifying difficulties that emerge at school and providing early support to resolve any issues. Parents may contact the school social worker if they are concerned about the situation of their child or family. The school social worker works in cooperation with students, families and school staff. School social worker services are confidential.

**School’s Student Welfare Teams**
A communal student welfare team operates at the school, comprising of the principal, school nurse, psychologist and school social worker, a wide–ranging special needs teacher and member(s) of the teaching staff. When necessary, the team can also include representatives of the student association, guardians, Youth Department and other actors. The education support team handles matters related to the organisation of support like before. The school also has a multidisciplinary team of experts that is assembled case–specifically to discuss detailed student welfare matters. The team includes representatives of the school nurse, psychologist and social worker services when necessary. Necessary student welfare partners or the student’s family members can participate in the processing of the matter.

The teams work to promote the well–being of the entire school community and search for solutions to help student in need of support.

**School’s Operating Models**
Operating models and guidelines have been prepared for the schools of Espoo for preventative work, early intervention and referral to treatment, when needed.

- Intervention in substance abuse
- Plan for safeguarding students from violence, bullying and harassment
- Operations in sudden crises as well as threatening and dangerous situations
- Plan for monitoring absences, reporting them and intervening in them
A student’s individual pupil welfare includes the school (which include class teacher or subject teacher, Special Education teacher, School nurse, School Psychologist, and School Social worker). The individual pupil welfare for a student is voluntary, however any decided plans or implementation of a plan requires the consent of the guardian. Guardians and the student are always involved in the student support processes. As part of individual pupil welfare, the school psychologist and school social worker monitor and promote the pupil's wholesome development, wellbeing and learning. School healthcare services focus on promoting the pupils’ health and wellbeing which is done in a form of health checks and guidance in health-related matters.

When a teacher’s concern arises, he or she first talks to the student and the guardian. However, if the teacher’s concern for the student continues, he or she may consult anonymously with the welfare professionals about the student’s situation to form an individual pupil welfare group. In individual multi-professional pupil welfare, a case-specific group of experts is gathered in order to clarify the pupil's need for care and to arrange the necessary pupil welfare services. The group's multi-professional composition is considered case by case and according to the matters at hand.

The class teacher/subject teacher is always involved in the matter concerning the student’s learning. In addition, parents and students themselves can make an initiative to collect together a case-specific individual pupil welfare group.

In a crisis situations, (e.g. the student's serious family situation) the guardians will be immediately contacted and the student will be directed directly to the appropriate student welfare professional.
PROTECTING THE WORKING ATMOSPHERE IN SCHOOL

Students’ Security in School
Our school does not have a separate security officer. Teachers have rotating shifts in monitoring school corridors and yards to prevent theft or vandalism. Overall we try in as many ways as possible to insure that student’s outerwear, school materials and personal belongings are kept safe during the school day. It can at times happen, however, that student’s belongings are damaged or turn up missing during the school day. In such cases, if we are not able to identify the perpetrator, it is ultimately the student’s own loss. For this reason, we try to discourage students from taking large sums of money or particularly expensive items to school with them.

Video surveillance
There is security video surveillance in common areas on the Opimäki campus. These videos can be viewed only by the security staff and only under special circumstances.

ESPOO INTERNATIONAL SCHOOL BULLYING POLICY

EIS has a zero-tolerance policy regarding bullying.

Espoo International School believes that all students have a right to a safe and healthy school environment free from bullying and harassment, and is committed to promoting mutual respect, tolerance and acceptance.

EIS has adopted the KivaKoulu (grades 1–6) and the Bully Free® Program (grades 7–9) as its official anti-bullying prevention programs.

EIS will not tolerate behaviour that infringes on the safety of any student or staff member. Students, staff and parents will not intimidate or harass another person through words or actions in the school, on school grounds, at school activities or events.

Definition of Bullying

Bullying is a form of overt and aggressive behavior that is intentional, hurtful (physically or psychologically, or both), persistent or repeatedly over time and occurs within a relationship characterized by an imbalance of power. Bullying takes many forms, including the following:
- Physical bullying – physical acts of aggression such as hitting, kicking, tripping or pushing
- Verbal bullying – threats of physical bullying, name-calling or other insults, making faces or obscene gestures, graffiti on lockers or bathroom walls
- Relational bullying – spreading rumors, intentional exclusion of others, passing of harmful notes about another person
- Cyber bullying – the spreading of harmful information or lies about others through e-mail, online chats or blogs, text messages, cell phones or cameras

Bullying behavior, as defined by the above-mentioned behaviors, is strictly prohibited, and such conduct will result in disciplinary action. This prohibition includes anyone associated with EIS including students, school staff, administrators and parents.

All school employees are required to report alleged violations of this policy to a member of the school’s welfare team. All staff members are expected to immediately intervene when they see a bullying incident occur. All other members of the school community, including students, parents, visitors, are encouraged to report any act that may be a violation of this policy. Reports can be
made anonymously, although formal disciplinary action may not be based solely on the basis of an anonymous report. All such reports will be taken seriously. Designee staff will conduct a prompt, thorough and complete investigation of each alleged incident in order to verify the validity and seriousness of the report. Reprisal or retaliation against any person who reports a bullying incident is prohibited. Filing a report in good faith will not reflect upon the individual’s status, nor will it affect grades.

During homeroom hours, students complete approximately 10 lessons per year regarding bullying in grades 7 and 8. Grade 9 students participate in supplemental material and discussions on this topic, as well, emphasizing strategies to prevent bullying.

**For New Students: The Mentor and Buddy Programs**

EIS has two programs to help new students make a successful transition into the school. To help new grade 7 students, several grade 9 Mentors (chosen and trained the previous year) introduce them to student life at EIS. This introduction includes a school tour, leading several interactive activities, providing a grade 7 dance, and simply befriending the new students.

For students who arrive after the start of grade 7, the Buddy Program is designed to help newcomer students integrate easily into their class, to get acquainted with their new classmates faster, to learn the whereabouts of the school facilities, and more. The program matches an incoming student with two students already established in their homeroom. These ‘buddies’ become key resources of peer information regarding the school, its programs, and expectations such as books, schedules, finding one’s way around, etc.

**“Big Buddies” Program**

1st and 5th graders, 2nd and 6th graders, 3rd and 7th graders and 4th and 8th graders are put into pairs or groups of three by class teachers. Groups will meet regularly, as organized by their Class Teachers.

**EXPECTATIONS, RULES AND DISCIPLINARY MEASURES**

**Code of Conduct**

Each school in Espoo has its own code of conduct, approved by the school’s board. Our school’s code of conduct is as follows:

Students will be expected to conduct themselves appropriately in class, showing respect for the teacher, their fellow classmates and for the need to concentrate and participate in an orderly manner. Students are encouraged to behave appropriately on their way to and from school. Students have no right to enter the school premises outside school-hours, or during school break times, unless this occurs under the direction of a member of staff.

Students may not leave the school grounds during the school day except for school activities organized off campus. It is especially forbidden for a student to go to the shops or a kiosk during the school day.

Students are required to treat the property of others with respect. Parents/guardians will be held responsible for the consequences of any student found defacing or causing damage to school property.
The use or possession of any tobacco, alcohol, or drugs on or near the school grounds is strictly forbidden. Weapons, sharp or threatening instruments etc. shall be confiscated. The school reserves the right to inform the relevant authorities (including police) in situations involving drugs, weapons, dangerous items, and illegal substances or objects.

Students are encouraged not to carry money or items of significant value with them whilst at school. The school takes no responsibility for stolen personal items.

Students must do all that is reasonable to ensure that they are punctual for lessons and bring all appropriate books, equipment, and notes required for lessons.

**Manners**

Good manners are an important social skill. Students are expected to follow the norms of polite speech and good manners. A keen sense of cleanliness, tidiness, and appropriate dress is encouraged. Students are expected to respect the cultural, social— and linguistic— differences of others and to treat each other equally.

School Rules

1. School Rules and How they are Applied

The purpose of the School Rules is to keep the school running in an organized, safe and satisfactory manner. These rules are in effect during the school day and on school premises. The school area is shown below. The school premises/recess area is marked with a red line. Students are not allowed to leave the school premises during the school day.

2. Students' Rights and Responsibilities

Every student has the right to study in a safe environment every day at school. Students have a responsibility to participate in lessons, work conscientiously and behave appropriately during lessons, lunch times, trips, at all school events and on school premises.

3. Safety, Comfort and Freedom to Study

3.1 Good behaviour

I behave and use good manners. I take other members of the school community into consideration and I contribute to a peaceful learning environment. I respect other members of the school community, greet everyone and follow instructions. I follow the assigned eating times and develop good eating habits. I only eat in the dining room and do not use my phone during lunch times. I dress appropriately. I arrive on time for my lessons and complete my work diligently and on time.
I only take photos of individuals that I have given me permission to photograph. I only publish such material on social media and elsewhere that I have copyrights, a license or permission to publish. I understand and know that I am not allowed to use my phone in the changing rooms and that I do not have permission to take photos there. If I am unsure of the appropriateness of the content I can ask the teachers for their opinion before I publish anything. The school recommends that I do not bring any valuables to school.

3.2 Student presence on Campus

I am not permitted to leave the school premises without a valid reason. All traffic rules should be followed on the way to and from school.

I must handle all school property and teaching materials with care so that they last a long time.

I must respect all property — personal, peers’ and other school related property.

Opinmäki is an indoor shoe school.

3.3 Cleanliness and care of the environment

The whole school community, including myself, has a responsibility to take care of school property and the environment. It is my responsibility to clean and tidy up my work area at the end of each lesson and day.

According to the law, if I cause any damage to school or individual property, I am required to compensate the school or the individual.

3.4 Safety

The whole school community, including myself, is responsible for informing teachers or caretakers about any defects that might cause danger.

Bicycles should be kept in designated areas during school hours and should not be tampered with.

Throwing snowballs is not allowed in the schoolyard.

Outdoor playground equipment may be borrowed from the locked outdoor storage room during recess in exchange for a deposit. The deposit can for example be a phone, keys or library card.

The school is not responsible for any losses or damage of one’s belongings.

During recess, I will ensure that my actions do not danger or cause harm to other students.

I will use appropriate language and take into consideration all members of the school community.

3.5 The Use of Computers, Mobile Phones and Other Devices.

Mobile devices may be used for education purposes under the direct supervision of a teacher. In grades 1-6, teachers will have an agreement with the parents and students that no phones can be used during the school day without a teacher’s permission. Exception: 6th graders may use their phones during their lunch recess (not in the cafeteria).

If the use of any device disturbs the lesson, a teacher will ask for the device to be put away. If the disturbance continues, a teacher may confiscate the phone for the remainder of the lesson or the remainder of the school day. I remember, that I am in the school to learn, therefore I follow the instructions regarding the use of mobile phones in lessons and during lunch hours.

I can use my own computer in lessons if I have the teacher’s and a guardian’s permission.

3.6 Intoxicants and Dangerous Objects

Bringing any illegal, dangerous or harmful objects or substances to school is forbidden. This includes alcohol, lighters, matches, nicotine products – including snuff — drugs, knives and firearms, lasers or such.
4. Disciplinary Measures

If there is reason to suspect that I possess any disturbing or dangerous items or substances, the teacher and principal have the right to check my belongings and confiscate the items. The school’s disciplinary plan includes instructions for pedagogical discussions and disciplinary measures. The principal and teachers are responsible for informing the guardians of all parties involved in any incidents concerning harassment, bullying, or violence that takes place in school or on the way to or from school.

Follow-up and Adjustment of Regulations

These rules and regulations will be discussed in the Teachers’ Meeting. The class teachers and the homeroom teachers will then inform their groups. The rules will be published in Wilma for guardians and students. In addition, the rules will be on display in every classroom, on the school’s homepage and on the message board. Students will be informed annually about the rules and the rules will be in the student Handbook. The rules and regulations are adjusted every school year. The student body, the school personnel and guardians can take the initiative to change the rules. School personnel will handle the initiatives. Any changes of the regulations will be handled and approved by the school.

Lunchroom Rules

All students are required to eat lunch in the school cafeteria. If you accidentally spill something, please clean up the spill or ask the staff for assistance. To ensure an orderly eating environment and aid cleanup staff, do not reorganize the tables or seating (e.g., adding chairs to a table). Mobile phones may not be used in the lunchroom; this is to promote table etiquette. Hats/caps/“snapbacks” are not to be worn while in the lunchroom. Before entering the lunchroom, please leave jackets/outdoor clothing and bags/backpacks in lockers, on the stage, or on coat racks instead of bringing these bulky items into the dining area. If it comes to our attention that students are either not attending lunch or behaving inappropriately during lunch, they will be required to sign in and eat with the teacher on duty.

Academic Honesty

The IB MYP Learner Profile states 10 important qualities that each student should strive to develop. These include being principled – the meaning of which is defined below:

“PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them,” (extract from the IB Learner Profile Booklet). Espoo International School (EIS) students need to be aware of the importance of academic honesty. In EIS, all students are required to sign a copy of the Academic Honesty Statement when they begin the school. Your signature indicates that you have read the document carefully, understand what violates academic honesty, and are prepared to bear the full consequences of academic dishonesty if you should engage in its practice in any class. Ignorance is not an acceptable excuse. Keep in mind there are plagiarism checks that teachers use.

Common forms of Academic Dishonesty:

A. Plagiarism: the use of another person’s ideas, expressions or writing as if it is your own.
• Copying verbatim (exactly word for word) – this is the most common form. It consists of an individual copying the words, expressions or ideas directly from another source (book, lab report, friend, Internet publication, magazine article) without giving proper credit.
• Paraphrasing (without giving proper credit) – this consists of borrowing ideas from a source and rewriting them in your own words without giving proper credit (i.e. not giving the source of your information).
• Use of an idea (without giving proper credit) – the adaptation of an idea from another source without giving proper credit (e.g. When asked to write a short story for English class, you borrow an idea from a TV program, video/film, article, classmate).

B. Sharing Ideas in Test Situations: e.g. in take home exams, asking / telling students what is in a test / quiz.
C. Cheating on Tests and Quizzes: e.g. bringing answers into the test room, copying from another student, and unauthorised use of notes or technology such as smart phones.
D. Copying Homework: Both parties will be subject to the same discipline.
E. Taking Credit for Work You Didn’t Do: e.g. not acknowledging the assistance of a parent, friend, tutor.

The proper use of referencing and in-text citations will be taught and practiced in English and should be applied to all subjects.

What Happens When A Student is Involved in Academic Dishonesty
We expect all students to do their own work and not copy from a resource book, another student, or any other source without teacher approval. This includes all homework, assignments in class and tests and your personal project (9th grade). All cases of academic dishonesty will be reported to the Principal and/or the student’s parents.

Student’s Disciplinary Measures:
In Finland’s Basic Education Act it is stated that a pupil who breaks school rules, behaves deceitfully or in other ways acts inappropriately, can be subjected to school disciplinary procedures.
The prescribed disciplinary system consists of the following:
1. A disciplinary educational discussion
2. A disruptive student can be asked to leave the classroom or other teaching area for the remainder of a lesson or school–organized event. The student will be supervised by an adult at this time. The principal may then exclude the pupil from participation in the remaining portion of the school day.
3. Issuing a period of after-school detention for inappropriate behaviour for up to two hours at a time.
4. Requiring a student who has neglected school work to remain up to an hour after the end of the school day to complete these assignments.
5. A written warning issued by the principal.
6. Suspension from school, which the school board may issue for up to three months.

A disciplinary educational discussion is the primary way to address a student’s behavior. The aim of this discussion with the student is to analyze what the student has done or left undone, listen to the student, analyze openly the reasons and consequences of the student behavior, and consider ways to correct the situation. The aim of this procedure is to find positive means for the student to make his/her behavior better and promote his/her welfare at school.

A disciplinary educational discussion is held if a student
• disturbs the lesson
• does not obey the school rules
• acts dishonesty
• leaves the school premises
• treats other students or the school staff disrespectfully or hurts their human dignity

GENERAL INFORMATION
**EIS is an indoor shoes school.** Students are expected to take their shoes off as they enter the building, carry their outdoor shoes to the shoe room and change into their indoor shoes.

**Opinmäki Library**

Suurpelto library is a public library located at Opinmäki campus. We are a part of the Helmet library network. Our collection is small, but you can reserve any material from helmet.fi to be picked up here. The library has staff hours and self-service hours. Outside staff hours all customers must be logged in with their library card. Please make sure you child has a Helmet card and a PIN code. You can contact us at kirjasto.suurpelto@espoo.fi or 043 8266734.

**Textbooks and School Supplies**

Textbooks required for courses, other basic school supplies and working materials will be provided for student free of charge. Any damaged or lost textbooks other than natural wear and tear, will be charged to the parents / guardians. The student’s parent or guardian, on the other hand, must provide the student with appropriate clothing and a towel for physical education lessons.

**School Travel**

The City of Espoo provides a free public transportation pass to any student in the 3rd through 10th grades who must commute over 5 km. The condition for receiving the travel pass is that the student attends the school to which he/she has been assigned. When the student attends some other Espoo school as is the case with Espoo International School, or a school in some other municipality, he/she is not entitled to a free travel pass, as is the case in Espoo International School.

**Personal belongings**

Schools take various measures in an attempt to ensure that student’s outer garments, equipment and belongings remain safe during the school day. It is important that students themselves take good care of their belongings and clothes. Students should not carry large sums of money or valuable possessions.

If a student’s possessions get lost or broken during the school day, it will be the student’s loss unless a responsible party can be found. The school will not, for example, compensate for a mobile phone lost or broken during the school day.

No such items or materials in any shape or form are allowed in school whose possession is against the law or that can endanger personal safety or the safety of others or that are particularly well–suited for damaging property and for whose possession no acceptable reason is found. (No dangerous or unlawful objects that can cause harm are permitted near or on the school premises.)

**Student Responsibilities**

The student shall attend basic education unless he or she has been temporarily exempted for a special reason. The student shall complete his or her assignments diligently whether the work is to be done in school or at home. If homework assigned for a lesson is not completed, the teacher can ask the student to stay after school to complete the assignment under the teacher’s supervision after informing the student’s parent or guardian.

Students should behave in accordance with the rules.
The student’s obligation to compensate for damage caused by him or her is provided for in the Tort Liability Act. If the culprit is known without any doubt and can be individualized, teachers or the principal can order the student to clean up or rearrange the school property or facility soiled or disarranged by the student on purpose or due to neglect for educational reasons.

Insurance

Students attending Espoo schools have been insured against accidents on the school premises and on the way to and from school. The insurance also covers school outings and trips accordant with the school year plan. In case of an accident, the student is taken to receive care at a city health station. The insurance covers transport, examination and treatment in public health centers and hospitals (such as district and central hospitals).

Insurance

The City of Espoo has insured pupils at school against accidents. The insurance covers transportation, examination and treatment expenses resulting from accidents at school or on the way to or from school for up to EUR 8410. The insurance company is LähiTapiola.

The treatment expenses of an injury are reimbursed to the guardian only on the basis of the original invoices and receipts for payment insofar as they are not reimbursed under some legal provision.

If a child is injured in an accident at school or during travel between home and school, parents should obtain a special form to fill in with the student’s and school’s information and submit it to the health care provider. With this form, parents do not have to pay anything to the health care provider; the health center or hospital uses the form to apply for reimbursement of treatment expenses directly from the insurance company.

Even if the student were to use private–sector services, the insurance indemnity is paid according to the public–sector fees. Espoo City does not compensate for any costs resulting from a student falling ill during the school day.
HEALTH AND NUTRITION

School Lunch

Students are required to eat lunch in school in the school cafeteria. For each school working day free lunch is provided for all students to promote the student’s well-being, health and working capacity. The school lunch is a balanced meal, with day to day variety. This meal includes a warm entrée with all appropriate condiments, a drink, bread and spread. The purpose of school lunches is also to encourage healthy eating habits and meal time etiquette, and is part of the school’s educational program.

The school menu with vegetarian alternatives are published weekly (in Finnish) in the free local newspaper Länsiväylä and on the City of Espoo’s Department of Finnish Language Education’s Internet pages: www.espoo.fi → Päivähoito ja koulutus → Perusopetus → Koulujen ruokalistat.

Snacks Service

Due to the current situation with Covid 19, we are not offering a snack service at school.

Special Diets

The students are allowed to have the vegetarian lunch option without any special arrangements or communication with the kitchen

All special diets based on medical conditions, ethics, and religion must be arranged with the kitchen in advance by parents using the form on the school website.

Requests for special meals due to allergies need to be accompanied by a doctor’s certificate by 1.9.2021.

The “Notification of a Special Diet” form can be found on Wilma or via the kitchen.
More information about school meals and snacks is available from the school kitchen or Espoo Catering:

EIS Kitchen – Sami Salminen – 0438266784
Espoonlahti, Matinkylä–Olari and Tapiola areas, tel. 050 566 4517
School Health Service

The school health services involve confidential cooperation with the student and his or her family. The school nurse meets with the student in annual health examinations. Extensive health examinations, including an examination by a doctor, are carried out in the first, fifth and eighth grades. Other examinations are arranged according to individual needs. It is important for parents/guardians to attend the extensive health examinations and, when necessary, parents and students can turn to the school nurse or doctor in matters concerning the Student’s health, well–being and school attendance. The dates and times of the health examinations are notified by a message through Wilma and sending a letter with the student.

The school health services are primarily preventative and do not include actual medical treatment beyond first aid. **A sick child must stay at home.** Medical treatment is provided at the health stations. In a first aid situation, the parent/guardian is responsible for arranging further care for the student. The Espoo Social and Health Services use a customer information system where the health information of school health services’ customers is recorded. This information is confidential and is not disclosed to outsiders without the customer’s consent. Exceptions are only made on the basis of special circumstances defined by law.

- At our school, the school nurse has open reception hours: **11:30 a.m. – 12:30 p.m. The open reception is a time when students can see the school nurse without an appointment.** Typical reasons for attending the open reception include making an appointment to see the school nurse, vaccinations, or evaluation of treatment need in the event of an accident at school. **Accidents that occur outside school hours and the evaluation and treatment of infectious diseases are always the responsibility of the local health centre.**

- If a student falls ill during the school day, the teacher/classroom assistant will call the child’s guardian to make arrangements to take the child home. **With permission from their guardian, students may go home alone without confirmation from the school nurse.** If necessary, the student may attend the school nurse's open reception

School Nurse Emmi Riihiranta tel. 043 824 6447 is available daily
Appointments with the school doctor are made via the school nurse.

Student’s Dental Care

Comprehensive school students from Espoo receive dental care free of charge at the dental clinic closest to their place of residence. Care is given based on individual check–up results. Responsibility for making dentist appointments lies primarily with the student’s parents. Young people over 15 years old must pay when they have not cancelled the appointment.

Emergency first aid is provided weekdays primarily at the dental clinic closest to the student’s home address or school. The phone number for scheduling an appointment is (09) 8163 0300. Emergency dental care on weekday evenings, weekends and holidays for all Espoo residents is available at the Haartman Hospital in Helsinki. The phone number for scheduling an appointment is (09) 3104 9999. Cancel your appointment immediately if, for some reason, you will not be able to attend.

Students are encouraged to avoid soft drinks and continuous snacking, which cause high acid levels in the mouth that erode the enamel of your teeth.
FIELD TRIP POLICY FOR PRIMARY SCHOOL STUDENTS

When on a field trip, primary school students are expected to return to the EIS campus with their class teacher before leaving for home. The only exception is if the student leaves from the field trip with his/her parent.

If you let your child to go home alone after a field trip, without going first to school with the teacher, parents must write this kind of permission to the teacher.

“On this date (1.6.2017) I request that my child to be allowed to go home directly from the field trip on her/his own when the school day ends at (specified time) without returning to Espoo International School with the supervising teacher. I understand that when my child leaves the field trip location with the permission of the teacher, at that time forward the city accident insurance no longer covers my child. In addition, I understand that I am responsible for any travel expenses incurred on the trip home.

- Signed, (both) parent(s)/guardian(s)

AFTER AND BEFORE SCHOOL CARE FOR GRADE 1–2 STUDENTS

Before and after school care is provided by HSIS.

- Phone Number – 040 738 7565
- Email – hsis.eis@gmail.com

Students can be dropped off and picked up as per the rules of the care providers. Students will be picked up from the classrooms after lessons every day.

All details concerning HSIS come from them directly.

Parents should notify HSIS regarding any changes to their child's daily schedule.
Map B: First Floor
Map C: Second Floor
Map B: Second Floor