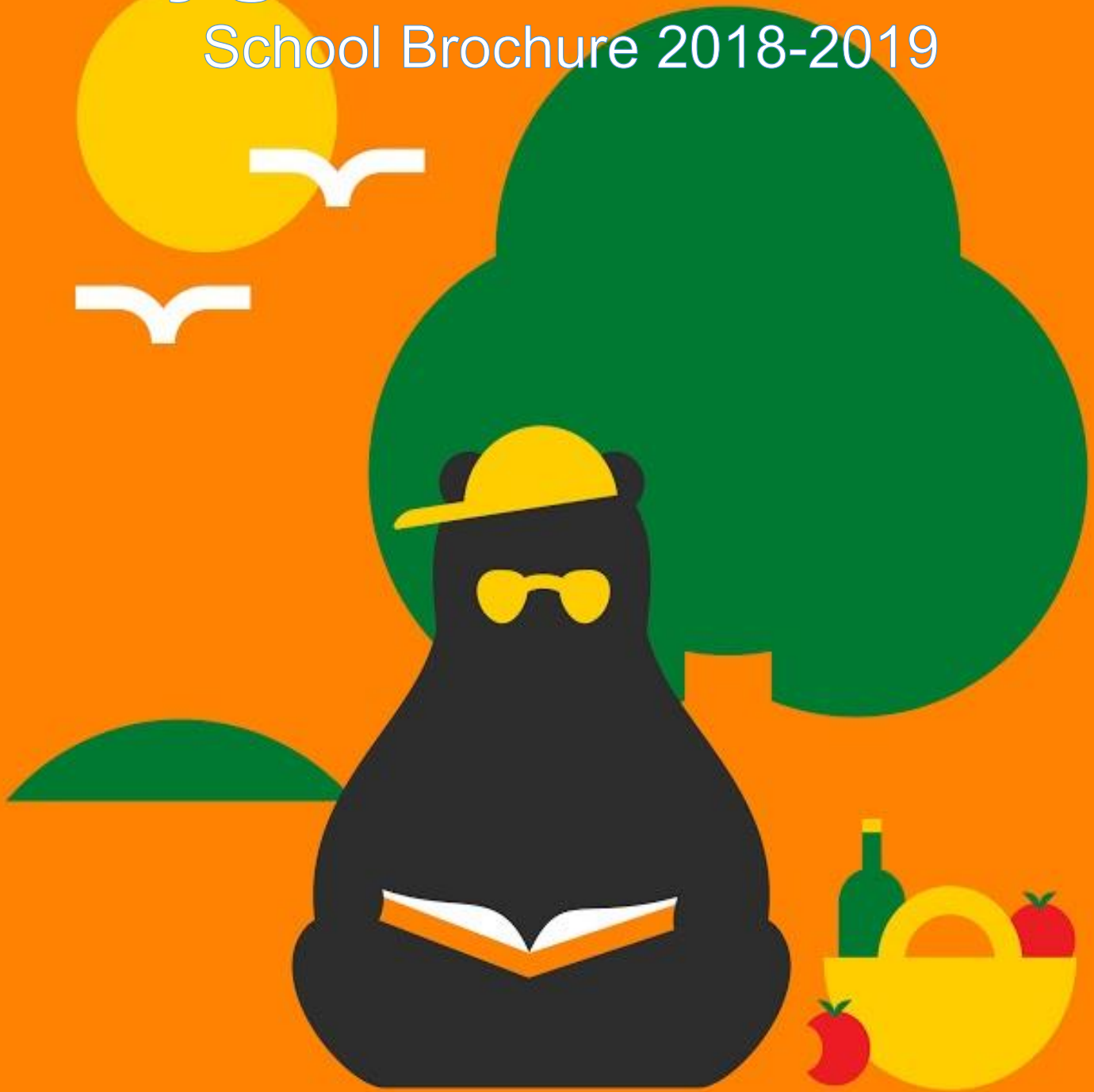


Cygnaeuksen koulu

School Brochure 2018-2019



PÖRRI

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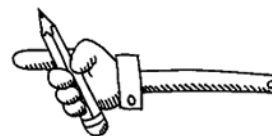
1. Communication

School Brochure

Will be published once a year. Contains all important information about schooling.

Informing via Wilma

School annual plan
School performance and aim cards
Activity calendar



School Home Web Site

<https://peda.net/id/f935d39c21f>
All important information in electronic form

2. School Contact Information

| | | |
|---|-----------------|-----------------------------|
| Headmaster | Jenni Saarinen | 044 701 9599 |
| Vice Headmaster | Anu Pusa | 044 701 8344 |
| School Secretary | Anne Nordlund | 044 701 5268 |
| Teacher's Room | | 02 621 5237 |
| School Social Councillor | Riikka Pelttari | 044 701 9242 |
| Special Education Teacher (grades 1,3,5) | Heli Willman | 044 701 9272 |
| Special Education Teacher (grades 2,4,6) | Kirsti Hanhela | 044 701 8946 |
| Special Class (Grade 1) | Marja Saine | 044 701 0992 |
| Special Class (Grades 2-3) | Elina Rantee | 044 701 4491 |
| Special Class (Grades 4-6) | Miia Ylikoski | 044 701 9273 |
| School Nurse | Katri Raita | 044 701 3821 |
| School Psychologist | Anna Herrala | 044 701 5227 |
| Head of Services (cleaning and cafeteria) | Sanna Korpela | 044 701 7557 |
| Head Cook | Katja Nyroos | 044 701 5351 |
| Dentist | | 02 621 3625 |
| Janitor | Pasi Hietanen | 044 701 5058 |
| Ittis (After-School Care) | | 044 701 5209 / 044 701 5210 |

3. Calender of School Days

| | |
|-------------|---------------------|
| Autumn Term | 08.08. – 21.12.2018 |
| Spring Term | 07.01. – 01.06.2019 |



Autumn

Holidays and days off

| | | | |
|-----------------|---------------------|--------------|----------------|
| Autumn Break | 22. – 28.10.18 | Winter Break | 18. – 24.02.19 |
| A day off | 07.12.18 | Easter Break | 19. – 22.04.19 |
| Christmas Break | 22.12.18 – 06.01.19 | | |

Lessons, recesses and lunches

The lessons begin at

8.00
9.00
10.00
11.15
12.15
13.15
14.15

Recesses

8.45-9.00
9.45-10.00
10.45-11.15
12.00-12.15
13.00-13.15
14.00-14.15
Time for this recess may vary.



Unlike schools in most other parts of the world, the school schedule is not the same every day of the week. In Finland each grade level class has its own schedule. In other words, school may begin earlier one day than on another day. School may also end later one day than on another day. Specific subjects are not always marked on a pupil's schedule, only the times that the day's lessons begin and when they end. This better facilitates thematic learning modules and subject integration.

Normally a lesson period lasts for forty five minutes, after which there is a fifteen minute recess break outdoors where children can play and socialize. Teachers occasionally combine blocks of lessons, but compensate later with additional time for exercise and play.

Lunches

School lunches are served during 10.35-11.15 in the cafeteria adjacent to Cygnaeus School.

Lunch is a self-serve system where children help themselves to portions (with teachers nearby to encourage that pupils sample foods). The meal consists of a main course, salad, bread and a spread, as well as something to drink. Local produce and products, as well as seasonal products, comprise the bulk of food on the menu. Themes and holidays are also taken into consideration on the school lunch menu.

The school lunch covers only a portion of a child's nutritional needs. It is not intended to be the sole warm meal of the day. Each child should eat a full breakfast before coming to school, have an after-school snack, as well as a warm evening meal and a light snack before going to bed.

Snacks

Snacks are sold in the school cafeteria from Monday through Thursday at 1 pm. Snacks from home may be eaten then as well. Pupils are responsible for good behaviour during this snack break, as well as for cleaning up after themselves. Failure to do so means that pupils will lose this snack privilege.

4. After-School Activity Care Service

An after-school activity care service, called **Ittis**, is available from 12 noon to 5 pm. This care service is organized by Pilke Oy. There is a monetary fee and the service is available only to first and second graders on a first-come-first-serve basis. In Ittis children are offered the chance to play indoors and outdoors, but also time to do their homework. A healthy snack is served everyday.

You can get more information about Ittis on 044 701 5209, or via e-mail: cygnaeus@pilkepaivakodit.fi

5. Home and school collaboration

WILMA software programme is used as the prime means of contact between school and home. User and password information for WILMA is distributed after a pupil is enrolled in the school. <https://wilma.pori.fi>. Since the English Classes are a part of a public Finnish school, the majority of correspondence, as well as the school web site, is in Finnish.

Important correspondence is always translated into English when deemed necessary.

Meetings for parents are primarily in Finnish. Non-Finnish speaking families will naturally receive a summary of events in English. Parents can, naturally, also discuss school-related matters with a teacher in English.

Classes begin each school year with a Parents' Evening where teachers and parents have an opportunity to get to know one another. Fifteen minute conferences with individual pupils and parents and are sprinkled throughout the school year. In recent years the English Classes have also arranged various Family Evening Media Workshops where the whole family is invited to participate.

The English Classes make every effort to keep parents and the public informed of our activities. The English Classes has its own [blog](https://englishclassescygnaeuspori.wordpress.com/) which is regularly updated at <https://englishclassescygnaeuspori.wordpress.com/>. The English Classes can be found on [Facebook](#). Furthermore, some classes have closed Instagram accounts for parents.

Cygnaeus School has its own Parents' Association (Vanhempainyhdistys). It is hoped that each grade level of the English Classes would have two parent representatives who know how to speak Finnish actively participating in the association.

Members 2018- 2019

| | |
|-------------------|-------------------|
| Katja Lähteenmäki | (chairperson) |
| Kristiina Jussila | (vice headperson) |
| Anne Jaakkola | (secretary) |
| Teea Heiniluoma | (treasurer) |

e-mail: cygnaeus.vanhempainyhdistys@gmail.com



Cygnaeus School Parents' Association

We hope that parents will actively participate in the activities of Cygnaeus School Parents' Association, for example by paying a contribution fee of 10e to the account **FI66 5700 0220 0544 41**.

In addition to supportive contributions, the Parents' Association collects funds for their activities by arranging various events. The Parents' Association funds are used for Cygnaeus School and its pupils. For example, they donate money for class trips. Traditionally the Parents' Association has paid for the annual 5th grade study trip to Heureka.

6. School Clubs 2018 – 2019

Extra-curricular clubs offering certain sports activities, chorus and dance are available from year to year. Often the clubs are geared to a specific age group, or are restricted to certain classes. Information about clubs is made available during the school year. In Finland schools do not play an integral role in organizing hobbies for children. Within a city block of Cygnaeus School is a music conservatory where children can take music lessons. There are many sports clubs in the town of Pori that cater to activities for school age children. More information about this is available on the pori.fi website under the Department of Recreation and Leisure.

After School Clubs (OPH)

| CLUB, grade level | TEACHER |
|--|------------------------------------|
| Iloa liikunnasta –kerho, 4 and 6 | Anu Pusa |
| Tanssikerho, 2 and 3 | Leena Salminen |
| Kuuskit-kuoro, 1 and 2 | Anu Pusa |
| Tietokonekerhot, 4- 6 | Teija Niemi-Välimäki |
| Käsialakerho, 3 - 6 | Tellervo Leivo |
| Seikkailijat-kerho, pienryhmien oppilaat | Miia Ylikoski |
| Voimistellen-kerho, 3 - 6 | Leena Salminen |
| Liikuntakerho, 5 and 6 | Anu Pusa ja Juho Toivola |
| Ekojen kaverikerho, 1 | Anu Haapaniemi ja Tytti Airasmaa |
| Liikuntakerho, 1 and 2 | Eeva Hirn-Pelkonen ja Elina Rantee |
| Liikuntaprojektit, 5 and 6 | Anu Pusa ja Juho Toivola |

After School Clubs (Kärkikerhot)

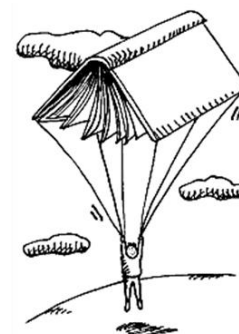
| | |
|------------------------------|-------------------------------------|
| Con Brio! soittoryhmä | Minna Särkinen ja Elina Kalli-Koiti |
| Tanssikerho, 2. ja 3. | Leena Salminen |
| Taidetta ja hyvinvointia | Miia Ylikoski |
| Käsityötä ja robotiikkaa, 3. | Leena Salminen |

Club organized by collaborators

Jalkapallokerho, 1.-3. / FC-Jazz & SRK

Koulukerho 3. ja 4. / SAMK:n palvelukeskus Soteekin opiskelijat

Kässä+ 3. ja 4. / Taitokeskus Pori



7. Support for Pupils

Supplementary Lessons

Supplementary lessons can be offered by a teacher on a temporary basis to an individual or to small groups. Reasons for the need for supplemental lessons may include:

- sickness or some other reason for absence
- difficulties in learning a particular area of a subject
- changing schools

A need for supplemental lessons may be initiated by a teacher, a parent or pupil.

Special Education

Special education, which every child is entitled to if there is a need, supports a pupil's growth, development and learning. The aim of special education is to prevent and repair learning difficulties. A pupil's individual needs are the basis for planning and arranging special education instruction.

Two special education teachers work at Cygnaeus School to support children with difficulties in speech, reading, writing and mathematics. This instruction is offered in the course of the school day, either as individual instruction or as small group instruction coinciding with normal lessons. The special education teachers at Cygnaeus School are Heli Willman (grades 1,3 and 5) and Kirsti Hanhela (grades 2, 4 and 6).

School Aids

At Cygnaeus School we have seven school aids working this year, Pirjo Loukkalahti, Mika Teerioja, Lola Malin, Antti Varho, Erja Pörsti, Anu Lindroos and Heidi Ahopelto.

Homework Club

The homework club (or läksyparkki) is intended for students who need help and support completing their homework. Students can also get help studying for tests. Students can apply for the homework club on their own or a teacher can elect that a student attend. The club takes place in the library on Tuesdays from 8:00 to 9:00am and on Thursdays from 13:00 to 14:00. Students can join the homework club at any point during the academic year.

Cross-sectoral Cooperation in Pupil Welfare

Education and the social welfare and health administration organise pupil welfare in cross-sectoral cooperation. Pupil welfare is implemented in cooperation with the pupil and his/ her guardians. Where necessary, other partners are also invited to participate in this cooperation. When concerns pertaining to the welfare of the school community or pupils arise, solutions are sought together with the pupils and their guardians.

School Psychologist

The School Psychologist of Cygnaeus School is Anna Herrala. She works at our school on Mondays and Tuesdays, tel. 044 701 5227.

School Social Counsellor

The school social counsellor works in the capacity of promoting the social well-being of pupils and preventing the social exclusion or marginalization of children and their families. The school social counsellor works in collaboration with the pupil and his/her family and, when deemed necessary, with the school community, the school department, health workers, social welfare workers and third sector parties.

The school social counsellor's function is to guide, to advise and to be precautionary. Conversations are confidential. The school social counsellor of Cygnaeus School is Riikka Peltari, p. 044 701 9242. Her services are available on Thursdays and Fridays.

Nurse

School health care is **preventative health care**. Care, that began at the prenatal stage and continued through well-child clinics, is carried over into school. A school nurse does this health care work, augmented by a doctor conducting health check-ups for first graders and fifth graders. The primary function of the school nurse, in collaboration with the school faculty and child's family, is to assure the health and well-being of each child. Only limited well-child health services are available to children who do not have Finnish passports.

The school nurse Katri Raita works at school daily. Time for phone calls is daily at 8:00 - 8:30 tel. 02 621 3625. The reception is daily 11.30-12.30.

Do **not** send your child to school sick, or with something that needs medical attention. A child should stay at home for one fever-free day after being ill. If a child becomes sick while at school, the child's parent or guardian will be notified.

Dental Care

Children at school have dental check-up in the first grade performed by a dentist. A dental hygienist does check-ups according to individual needs in other years. Children who are particularly at risk of tooth decay, gum disease or crowding of teeth, are checked more frequently.

A dental hygienist will advise on preventative dental care, proper brushing techniques and related nutrition and health issues. It is expected that parents will supervise and help children to follow the given advice and directions.

Dental care services are based on preventative care. The dental clinic will inform pupils of dental check-up appointments and make appointments for follow-ups. It is the responsibility of **parents** to assure that a child arrives at the appointed time for dental work or a check-up. If the designated time is not suitable or the child is sick, the appointment must be cancelled in good time. Time for a new appointment can be arranged by calling tel. 02 621 3625 between 8 am and 3 pm.

An appointment is not necessary in the event of a dental injury. Considerably more limited dental services are available to children who do not have Finnish passports.

Special Dietary Needs

Whenever possible, dietary accommodations are made for specific health reasons, religious reasons or ethical reasons. A parent or guardian must fill in a special dietary needs form. These forms can be had from your child's classroom teacher at the beginning of the school year or downloading the form directly from

<https://www.pori.fi/ota-yhteytta/sahkoinen-asiointi-ja-lomakkeet/kasvatus-ja-koulutus>

This form **needs to be filled out annually**. The form will be forwarded to the school dietician who then will pass the information on to the school nurse. In certain instances a physician's statement will be required to accompany the special dietary form.

Children with special dietary needs take their food portions from a distribution point at the very front of the cafeteria. This is also where the school's dietician can be found.

8. Media and Recording

Mobile phones and other devices

Pupils personal equipment should not interfere with their learning. If a student has a mobile phone at school, it must be turned off or silenced for lessons - this is merely polite telephone culture. Pupils may, if necessary, call their guardians after the school day, but in general, mobile phones are not necessary during the school day.

We hope that the pupils will take responsibility for their valuables in order to avoid disappearance or damage. The school is not responsible for the students' phones or other devices. The school is also not responsible for their supervision or condition.

Taking pictures, videos and publishing them



Permission is required from the guardians for the recording and publishing of their child's' identity. Pictures and videos are often taken during lessons and in the school's outdoor area. You can give the school principal or the teacher permission to take responsibility for the appropriate times to take pictures or record videos of the student.

Guardians have permission to film and videotape at school parties and other joint events.

Publication on the Internet is also subject to a license. It must be remembered that the publisher is always responsible for the material published and its legality.

9. School Policies

Safety Practises

The pupils are encouraged to use modes of transport that promote their health and fitness on their way to school. Both pupils who make their way to school independently and those who rely on school transport are guided to look after their own safety and the safety of others, and to behave appropriately.

Our school requires use of a helmet when ice skating or when riding a bicycle. This also means that wearing a helmet while riding a bike to and from school is required. It is the responsibility of parents to make sure that your child's bike is in good working order, with good brakes and is equipped with proper reflectors and lights. It is ultimately a parent's decision to decide when a child is capable of riding a bike to school.

Clothing and school backpacks should have reflectors or reflective material on them because several months of the school year school begins when it is still dark.

IMPORTANT, PLEASE NOTE:

When transporting your child by car, only the Tasavallan tori parking area (on the Luvianpuistokatu side) should be used for drop-offs or pick-up. Tasavallankatu should **not** be used because there are three schools here within very close proximity of one another, along with taxi and bus stops, as well as several crosswalks at the T-junction on the opposite side of the school. **This area should be avoided for safety reasons.**

Absences and Leaves of Absences

By Finnish law, Basic Education Law § 35, a pupil needs to participate in comprehensive school unless s/he has been granted temporary leave or exemption. It is, therefore, required to inform a classroom teacher of any absences. Sending a message via WILMA, or a text message, are two very efficient ways of informing a teacher of absences due to sickness, a loss in the family or something else.

Occasionally families find it necessary to request permission for a child to have a leave of absence for one reason or another. Occasionally a family has planned a holiday that does not coincide with school breaks. NB: It is always necessary to ask for permission for **any** leave of absence **in writing** well in advance of the absence. A classroom teacher has the authority to grant permission for a maximum of three days. Longer holidays/absences require permission from the headmaster. Forms for a leave of absence can be found on WILMA and can also be downloaded on Cygnaeus School's website under "forms". These need to be submitted to the pupil's teacher or headmaster.

Holidays that are longer than a week should only be planned in conjunction with school breaks. Because of the experiential learning nature of studies in the English Classes, it is difficult to provide compensatory study materials for the duration of the holiday. Supplemental lessons are not available for absences due to holidays, either before or after the holiday.

Parents need to take absences seriously. In the case of unexplained absences, or a significant accumulation of absences, action will be taken to determine what needs to be done in the best interests of the pupil.

Injuries

The City of Pori has insured all the pupils in case of injuries. The insurance company is OP-vakuutus since 1.1.2018.



A school injury is one that is incurred during the school day or on the way to school or home. First aid will be applied at school. If necessary, the child will then be transferred to the casualty polyclinic or the hospital, in which case the primary person accompanying the child is the parent or guardian. Any injury incurred while coming to school or leaving school needs to be reported immediately. School injuries are the responsibility of the school and therefore pupils are entitled to free care. ****PLEASE NOTE: The school will NOT compensate for injuries treated by a private doctor.**

In case of injury, the guardian will be contacted.

The insurance will compensate the following health care services:

- Payments for medical examination and treatment
- Medicines
- Hospital Care Fees
- Travel costs to a local doctor or clinic
- Physiotherapy after surgery or plaster (no more than 10 visits)

- Examination and treatment of toothache - not for dental injuries
- Glasses and safety helmets will be replaced if the accident required medical / nursing / teaching staff
- Additional school travel expenses for elementary education students, when a doctor has ordered the need for special transportation

The guardian can apply for compensation for the costs of an accident to the insurance company by providing the student name, bank account number and receipts / proofs of payment for treatment expenses to the free address:
OP Vakuutus / Yksityistapaturmavahingot, Tunnus 5010451, 00003 VASTAUSLÄHETYS

Language Studies

For Finnish children in the English Classes, there is no difference of standards in the native language “mother tongue” Finnish courses offered, as compared to those offered in “normal” Finnish classes. As noted before, non-Finns study Finnish as a foreign language (S2) for two lessons per week which includes learning about Finnish culture. Swedish studies begin in the sixth grade for all Finnish citizens. French, German, Swedish and Russian (A2 languages) are offered as an elective language beginning in the fourth grade. Whether or not a course can be actualized depends on the total number of pupils enrolled for the course. A course of study for a selected A2 language continues in upper primary school and is then no longer considered an elective course.

10. Admission

Children begin first grade the year of their seventh (7th) birthday in accordance with Finnish law (POL 25§). The only exception is when a child has been assessed by a qualified psychologist and parents have a statement to the effect that their child is socially and cognitively prepared to be in school at an earlier age. (POL 27§).

Application for admission to the English Class first grade occurs online at the same time that application for Finnish first grade occurs in January. To be enrolled at entry level in the English Classes at Cygnaeus School, children must pass a test administered by no less than three faculty members of the school. Attending the English kindergarten does not necessarily assure placement in the English Classes. An invitation for admission testing will arrive after registration for the English Classes.

Admission Policy and Eligibility

The English Classes are meant for pupils who, together with their parents, are interested in the opportunities and challenges offered through bilingual studying and who are ready to work diligently toward achieving those goals. Pupils to be accepted into the English classes are required to have a positive approach to learning, good concentration skills and adequate verbal communication skills.

All applicants to the English Class are required to take an aptitude entrance test administered in February-March preceding the applicant’s first academic school year. Parents will be notified of the specific date of the test as soon as possible after first grade registration applications, but no later than by week 6.

Testing

Should an applicant to the first grade English Class be sick and unable to participate in the entrance aptitude test, another day for testing will be arranged. A doctor’s certificate must be presented before administration of the alternative testing.

A special education teacher and two (or three) English Class teachers will administer the test and then assess the test results.

These are the criteria on the entrance aptitude test for children that affect the selection of pupils to the English Class first grade:

- assessing English language skills by means of interviewing and through various tasks
- testing a general linguistic learning level, as well as testing for learning capabilities.

The entrance aptitude test evaluation scale, which is based on the English Classes’ educational premises, is as follows. Language section of the test:

- Based on the language testing, an applicant can achieve 0 – 10 points.

- The points are based on the child's English language skills as assessed by the teachers administering the test.

In addition to the language testing part, a child's readiness to study in a foreign language is also considered. This is evaluated by the teachers administering the test. The evaluation focuses on learning aptitude, social skills and linguistic skills.

The learning aptitude section of the test is scored as follows:

- linguistic skills 1 – 5 points
- learning readiness 1 – 5 points

Pupils will be selected by the order of the points they accrued in the entrance aptitude test. Only applicants who have achieved the designated minimum number of points in the entrance aptitude test will be admitted to the English Class first grade. Should there be several applicants with the same number of points, selection will be made by lottery.

A child may be admitted to the first grade without an entrance admission test if:

- the child has studied abroad in English for no less than 12 months,
- Studying in English at the start of school in Finland is in the child's best interest.

Moving from abroad

When moving to the English Classes in Pori from abroad, a pupil will begin at the grade level in accordance with his/her age. Transfers to English Classes should occur at the beginning of the school academic year and are considered on a case-by-case level.

A personal learning plan with specific revisions to the curriculum can be created for pupils of a different nationality living in Finland temporarily. This plan defines which parts of the curriculum differ in order to enable the child to best reach his/her individual goals and aims. Independent study may be included as part of the plan. Two hours of instruction in Finnish (S2) are offered per week for those who are learning Finnish as a foreign language.

Teaching in the English Classes

Instruction in the English Classes at Cygnaeus School occurs by combining the language itself with subjects taught, so that the language is both the tool of teaching and the focus of learning. The curriculum and goals of the English Classes are the same as those of pupils studying in ordinary Finnish classes at our school. When implementing the curriculum, emphasis on language shows in the English Classes, when subject content and cross-curricular themes of various subjects are studied in English, supplemented by Finnish when and if necessary.

Books and other materials used in teaching are either in Finnish or English, depending upon the subject, cross – curricular theme and resources available. Teachers make the decisions as to which resources to use. In addition, teachers create their own teaching materials. Learning material sources include books, hands-on active learning and technological tools. By interchanging the language used in teaching a teacher can ascertain that pupils can manage basic concepts in both languages. It is necessary to be cognizant of the fact that learning in a language that is not native to the child is much more challenging. This means that both children and parents need to make a commitment to studying in English. Finnish is taught as its own subject and is taught at the exact same level as it is in normal Finnish classes.

The goal of the English Classes is to encourage a pupil to learn the English language and to be able to use English, as well as his/her native language/ Finnish, fluently in everyday situations. Foreign language studies (A1 English) begin in first grade. This means that a pupil will develop skill and confidence in using English at a grade-appropriate level in terms of vocabulary, idioms and grammatical structure. Pupils, including native English speakers, will acquire a solid base upon which to continue their studies. The overall goal is for a pupil to develop a global outlook and approach to doing things.

Teaching methods in the English Classes are quite diversified, including inquiry-based learning, experiential hands-on learning, problem-based learning, dramatization, daily use of technology and much, much more. The arts feature strongly in our curriculum because of the specialized training of our teachers. Field trips near and far are an integral part of our learning programme as well.

The suitability of studying in the English Classes can be tested at different English class grade levels. In the event that studying in the English classes becomes too demanding for a Finnish pupil, or problems evolve in various subject

areas, then a recommendation can be made to transfer the pupil to a comparable Finnish class.

Curriculum

The [content](#) and the goals of the curriculum in the English classes are the same as for Finnish classes. Teaching takes place bilingually so that language appropriate to the situation and purpose is used. English language learning occurs in the context of school routines and through different subjects, as well as in English language arts classes. One weekly lesson of spelling is an integral part of the English language arts programme.

11. School Staff Members 2018-2019

e-mail: firstname.lastname@edupori.fi

Teachers' Room tel. 02 621 5237

| | |
|------|--------------------------------------|
| 1A | Anu Haapaniemi |
| 1B | Tytti Airasmaa |
| 1en | Kati Salmi |
| 1E | Marja Saine, 044 701 0992 |
| 2A | Eeva Hirn-Pelkonen |
| 2B | Kirsi Välimaa |
| 2en | Tellervo Leivo |
| 2-3E | Elina Rantee, 044 701 4491 |
| 3A | Minna Särkinen |
| 3B | Juho Toivola |
| 3en | Leena Salminen |
| 4A | Marika Palmu-Ruoho |
| 4B | Marita Helavuori |
| 4en | Sandra Robertson |
| 5A | Taru Saarikoski |
| 5B | Teija Niemi-Välimäki |
| 5en | Anu Pusa (vararehtori), 044 701 8344 |
| 4-6E | Miia Ylikoski, 044 701 9273 |
| 6A | Elina Kalli-Koiti |
| 6B | Suvi Pohjola |
| 6en | Virpi Räisänen |



School Aids

Pirjo Loukkalahti, 044 701 5163,
Mika Teerioja, Lola Malin, Heidi Ahopelto,
Antti Varho, Erja Pörsti ja Anu Lindroos

| | | | |
|--|---|--|---|
| englanti, ruotsi & saksa erityisopetus (1,3,5) erityisopetus (2,4,6) käsityö (tekninen) resurssiopetus (en) rehtori | Krista Upshaw Heli Willman, 044 701 9272 Kirsti Hanhela, 044 701 8946 Harri Kulha, 044 701 9313 Gregg Adams Jenni Saarinen, 044 701 9599 | ranska ortodoksi katolisuus saksa (äidinkieli) venäjä (äidinkieli) arabia (äidinkieli) japani (äidinkieli) | Krista Tuominen (sij. Kaisa Ojansuu) Jyri Luonila Stanislaw Zawilowicz Heike Winkler-Stenfors Kristina Koskinen Lena Diab-Roukala Satsuki Halovuori |
|--|---|--|---|

12. School Rules

At the Beginning of the School Day

I will arrive at school on time in the morning.
 I will park my bicycle on the bike rack. I will carry my skateboard or scooter to my own classroom.
 I will wait in the schoolyard for the bell to ring. After the bell has sounded I will promptly enter the school building.



Greetings

I will remember to politely greet classmates and other pupils, as well as members of the school staff.

In Transition and in Class

I will wait calmly and quietly outside my classroom door until the lesson begins.
 I will take care daily that I always have the necessary school books and school supplies with me.
 I will actively participate in lessons.
 My mobile phone will not be a distraction during lessons.
 I will handle school property, and the property of others, carefully. If I lose something or cause damage to someone else's property, I am responsible for paying for the damage or loss.

At Recess

I will go outside quickly when the bell rings signaling the beginning of recess.
 I will make sure that I am always dressed weather-appropriately.
 I will avoid bullying and any games that might cause injury.
 I will not throw gravel, stones, snowballs or anything else that might cause injury on the school grounds.
 I will spend recesses in the area designated for recess on the school grounds.
 I won't hang around the bike racks at recess.
 I will not leave the school grounds without permission.
 When the bell rings, signaling that recess has ended, I will immediately go back to my classroom.

Indoors

I will behave quietly and calmly after I have entered the building. I will not create unnecessary noise or behave in a rowdy manner.
 I will use the restroom/lavatory properly and exit promptly when I am done, after having washed my hands.

At Lunch

I will hang my outerwear on the cafeteria clothes racks and take care not to drop other's clothing on the floor.
 I will eat without dawdling at the place where I have been assigned to sit. I will use good table manners and not be noisy.

At the End of the School Day

At the end of the school day I will head for home directly.
 If I need to wait for transportation, I will wait calmly and quietly in the school library on the first floor.
 While coming to school and going back home, I will behave appropriately.
 I will be careful in traffic and obey traffic rules.

Absences

If I am unable to come to school because of sickness, my parent/guardian will inform my classroom teacher as soon as possible.

Dangerous Objects and Substances

Everyone at school must be able to work and feel safe. For that reason I would never bring any object or substance to school that could possibly cause harm to myself or anyone else. Dangerous substances are, for example, tobacco products, alcohol and drugs.

Dangerous objects are, for example, knives, jackknives, laser pointers, lighters or matches and firecrackers or fireworks.

Any toy that resembles a weapon should not be brought to school either.

Cleanliness is Part of a Comfortable Environment

I will work and behave in a way that keeps our school clean and tidy.

If I make a mess, I will clean it up.

I will participate in cleaning up my classroom when there is a need to do so.

Consequences and Punishment

In the event that I don't follow one of the school rules, I understand that there will be consequences.

According to the Laws of Basic Education, consequences or punishments for rule-breaking offences may be: having to clean, being subjected to an educational disciplinary discussion, detention, being banned from participating in a class, having to do undone homework assignments, a written warning and suspension from school.

I also understand that a teacher or the headmaster can go through my belongings, and that s/he can confiscate any offending items, dangerous objects or substances.

Any instances of bullying, bad behaviour or violence at school, or on the way to school and back, will be reported to the families of those involved.

I also understand that all types of cyberbullying, online or through phones through social media, is strictly forbidden. Furthermore, I understand that participating in this kind of action is a punishable offence.

Inspection and Follow-up of School Rules

These school rules are in effect until further notice. Classroom teachers will go through the school rules at the beginning of each new school year and they are on display in all of the classrooms throughout the school.

The school rules are inspected and revised at the beginning of every school year.