

OULU INTERNATIONAL SCHOOL



“Where Cultures Flourish, Learning Blossoms”

2024-2025

August 2024

Dear Students and Guardians,

We warmly welcome all new and old families back to school and another exciting academic year. Our mission statement is “Joy of learning in a diverse and caring community”. This handbook is made to help you understand how we implement this. Our new logo with an owl holding the Globe in its wings and the slogan “Where cultures flourish, learning blossoms”, designed by our Optional Entrepreneurship students, symbolize our commitment to fostering a diverse and inclusive learning environment that encourages global awareness and innovative thinking.

Whether you are new to OIS or not, please take the time to read this handbook carefully. We make amendments to the handbook every year to keep you better informed, so please be sure to read it through every time.

Our focal development points for this academic year are Wellbeing and Students’ Participation, Support for Learning and Sustainable Future. We will also focus on reading and other basic skills. Reading literature in Finnish, English and own mother tongue is essential for OIS students. Reading literature develops vocabulary, textual skills, comprehension skills, imagination, and empathy.

This year, Oulu celebrates the 50th anniversary of Basic Education with a series of events and activities that highlight the city's commitment to providing quality education to its residents. Since its inception, the Basic Education system in Oulu has undergone significant changes and improvements, adapting to the needs of a growing and diverse population. To mark this milestone, the city has planned a variety of programs throughout the year, many of which OIS will also participate.

We wish that all parents will review the School Rules and the benefits of following them. In everyday schoolwork the approach is positive with an emphasis on our students’ strengths. Our Positive Behaviour Support program, which our students and staff have created together, will focus on behaviour guidelines and support for lessons, breaktimes, assemblies, lunch etc.

We continue to use Wilma as a communication channel for all grade levels. Parents, please make sure you have Wilma passwords and usernames and you have updated your contact information there, and set notifications to come to your email to help you notice messages. Our gr 4-9 students have their own Wilma passwords and usernames.

Please also note the traffic arrangements to keep the schoolyard safe for students and staff.

We welcome parents to be involved in the school’s activities and look forward to another year of fruitful cooperation. Please join OIS parent association OISPA and be part of maintaining a warm community spirit in OIS. We also warmly welcome grandparents to visit and volunteer, e.g. to read with students.

If you require any further information about studying in OIS, please do not hesitate to contact your child’s class/homeroom teacher or me.

With best wishes for the new academic year,

Jenni Alaniemi

Principal

All information in this Handbook was true and up-to-date at the time of printing in August 2024.

CONTENTS

CONTENTS	3
1. OUR SCHOOL	6
1.1. Location.....	6
1.2. OIS in the Field of Education	7
2. CONTACT INFORMATION	8
3. ADMISSION	11
3.1. Application	11
3.2. Language Proficiency Assessment	12
4. GENERAL SCHOOL INFORMATION	13
4.1. Important Times	13
4.1.1. School Calendar 2024-2025	13
4.1.2. School Day Timetable.....	13
4.2. Transportation	14
4.3. Home-School Cooperation	15
4.3.1. Guardians in School.....	15
4.3.2. We All Have Responsibilities	15
4.3.3. Communication	17
4.3.4. <i>Wilma</i>	18
4.3.5. Parents' Evenings and Parent-Teacher-Student Conferences.....	18
4.4. Ethos and Discipline of Our School	19
4.4.1. OIS Mission Statement.....	19
4.4.2. OIS and International Baccalaureate (IB).....	20
4.4.3. School Rules	22
4.4.4. Early Intervention.....	26
4.4.5. Disciplinary Measures	28
4.4.6. Anti-Bullying Procedures.....	30
4.4.7. Positive Behaviour Support.....	32
4.5. Items in School	32
4.5.1. Student Possessions.....	32
4.5.2. Dress Code	33
4.5.3. Smoking and Tobacco	34
4.6. Festivals and Celebrations	34
4.7. Student Welfare	35
4.7.1. School Nurse and Doctor	35
4.7.2. Incidents and Accidents	37

4.7.3. Dental Care.....	38
4.7.4. Child Protection.....	38
4.7.5. TCK (Third Culture Kids) Groups.....	39
4.8. Pedagogical Support	39
4.8.1. General Support (yleinen tuki).....	39
4.8.2. Intensified Support (tehostettu tuki).....	40
4.8.3. Special Support (erityinen tuki)	40
4.8.4. Tailor-made Support for Various Needs	41
4.8.5. Individual Learning Path (ILP) and Transition Class	43
4.9. Afternoon Care	43
5. FACILITIES.....	44
5.1. Security	44
5.2. Safety Precautions	44
5.3. Library	46
5.4. Educational Technology	47
5.5. Sports Facilities and Physical Education.....	48
5.5.1. Important Issues about P.E. lessons	48
5.5.2. Swimming.....	49
5.6. Playground	49
5.7. “Big Bite” Dining Hall	50
5.8. Sustainable Development	50
6. SCHOOL WORK	51
6.1. Language Policy	51
6.1.1. OIS Framework.....	51
6.1.2. Guardians’ Role	51
6.1.3. Some Principles of Our Language Policy.....	52
6.1.4. Voluntary Foreign Language (A1 and A2) (vapaaehtoinen A-kieli).....	54
6.2. Attendance	54
6.2.1. Compulsory Education until 18 Years of Age.....	54
6.2.2. Absences	55
6.2.3. Support Model for School Attendance	56
6.2.4. Being Late for Class	58
6.3. Homework and Projects.....	59
6.3.1. Homework.....	59
6.3.2. Project and Test Calendar (MYP)	59
6.3.3. <i>Läksyparkki</i> Homework club	60

6.3.4. Academic Honesty.....	60
6.3.5. Hazardous Work.....	61
6.4. Assessment.....	62
6.5. Promotion and Retention.....	63
6.6. Extracurricular Activities	63
6.6.1. Clubs.....	63
6.6.2. Class Trips and Excursions.....	63
6.7. Student Action.....	64
6.8. Familiarisation with Working Environments (TET)	65
6.9. Optional Subjects.....	65
7. CURRICULUM	65
7.1. The Primary Years Programme (PYP)	65
7.1.1. How Will I Know How My Child Is Doing?.....	67
7.1.2. How Can I Support My Child’s Learning?	67
7.2. The Middle Years Programme (MYP).....	68
7.2.1. Historical Background of the MYP	68
7.2.2. The Core of the MYP: Students and the Learner Profile.....	68
7.2.3. Elements of the MYP.....	69
7.2.4. The MYP at OIS.....	70
7.2.5. Learning in the MYP	71
7.2.6. Interdisciplinary Units (IDU).....	72
7.2.7. Language Issues at OIS MYP.....	72
7.2.8. MYP Assessment Policy.....	73
APPENDIX 1: OIS Lesson Distribution 2024-25	79

1. OUR SCHOOL

Oulu International School (OIS) is an IB (International Baccalaureate) world school owned by the City of Oulu and exists to meet the educational needs of the international and internationally minded community in and around Oulu. As an authorised IB school, we offer the Primary Years (PYP) and Middle Years (MYP) programmes. We started in August 2001 under the administration of Myllytulli School and opened our doors as an independent school in August 2002. The teaching staff is highly qualified and experienced and offers a wide range of expertise to support all areas of the Curriculum through the first nine years of Basic Education. We currently number about 440 children and 37 teachers. Students are taught in age-based classes, supported by a team of auxiliary staff.

JOY OF LEARNING IN A DIVERSE AND CARING COMMUNITY

THE AIM OF OULU INTERNATIONAL SCHOOL IS TO

- provide students with skills they need to thrive in an increasingly interrelated, diverse and complex world
- appreciate people of many languages and backgrounds
- ensure that students receive the individual attention and support they need to succeed
- encourage students to become creative problem-solvers and independent thinkers
- create an active concern for a sustainable community and environment

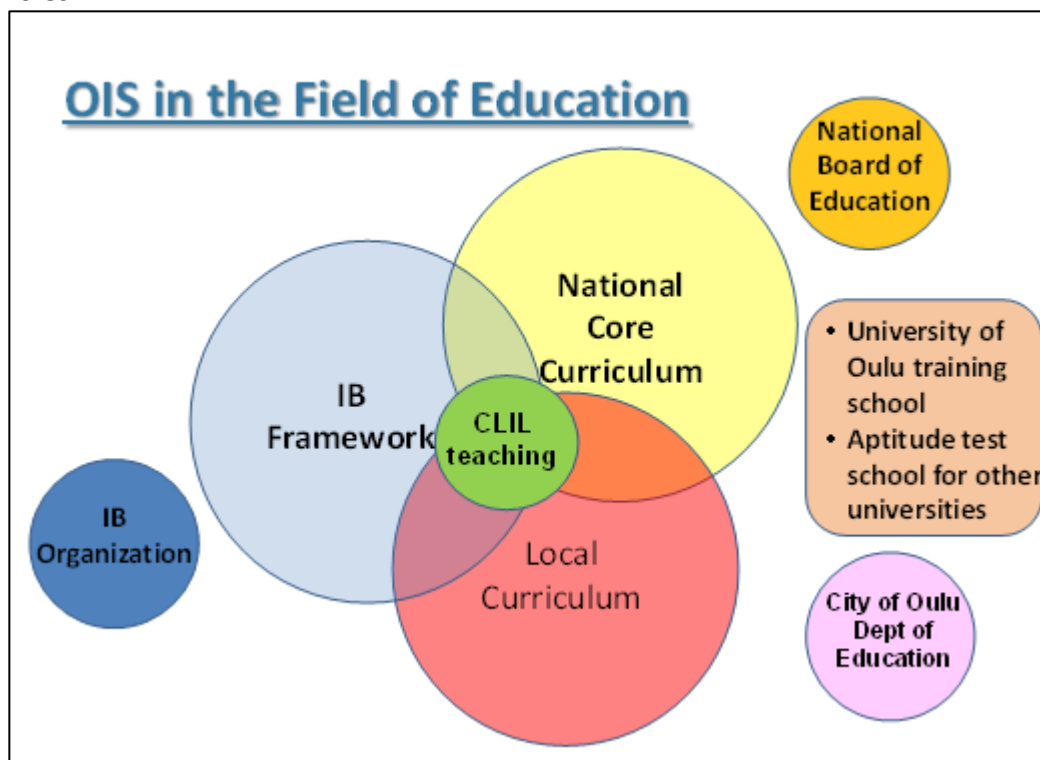
RESPONSIBILITY RESPECT **JOY OF LEARNING COMMUNITY**

1.1. Location

Oulu is a favoured location in Finland for international companies and expatriate families. The school is situated in the heart of Oulu and is easily and safely accessible from all areas by bus or bicycle. Students can enjoy their studies in well-equipped classrooms, a well-stocked library, STEAM room, and a gym. Between classes students can relax at the school playground and sports field or lounge areas. OIS is located within close proximity to further playing fields, parks and a public swimming pool and an ice-rink, as well as the cathedral, science centre and museums.

1.2. OIS in the Field of Education

OIS has various roles in the field of education. The table below demonstrates these roles.



The framework for all the learning functions is provided by the IB Programmes (See 4.4.2.). The IB audits the implementation of the programmes regularly.

The content for teaching comes from the National Core Curriculum which is guided by the Law for Basic Education. Local Curriculum means the contents and tasks given for us by the City of Oulu Department of Education and Culture.

OIS is also a CLIL school. CLIL means content-language integrated learning, in Finnish "kaksikielinen opetus". In the Finnish education system the official languages of education are Finnish and Swedish, hence in the Finnish education system we are classified as "a CLIL school providing education mainly in English", meaning that we also provide terminology in Finnish. Read more about CLIL and our language policy in 6.1.

OIS is a training school for the Intercultural Teacher Education programme of the University of Oulu, and we also help foreign teachers from other universities pass their aptitude tests. In addition, we have cooperated with the teacher training programmes of a few U.S. universities and one in Australia. Every year we also host a number of teacher trainees through the Erasmus programme.

OIS provides a smooth transition to and from other national and international schools for our students. Locally, we enjoy close links with the local English-speaking pre-schools and the IB Diploma Programme of Oulun Lyseo as well as the IBCP Programme of OSAO vocational school. Our cooperation with Myllytulli School continues through

shared premises and teachers. Our immediate neighbours Tiernan koulu's Kasarmintie unit and Tervaväylä School provide cooperation opportunities for our students and teachers.

Finnish is taught as a mother tongue and as a second language. Other mother tongue classes are organised by the City of Oulu Department of Education and Culture based on the need that arises. The optional foreign languages of either German, French or Spanish may be learned from grades 4 to 9.

For the schools' lesson distribution, see **Appendix 1**.



2. CONTACT INFORMATION



Postal Address

Oulu International School
Kasarmintie 4
90130 Oulu
Finland



Info

www.ouka.fi/ois
www.facebook.com/ouluinternationalschool

ADMINISTRATION

Principal	Jenni Alaniemi	044-7039 430	jenni.alaniemi@ouka.fi
Vice Principal, Deputy Head	Anneli Jokelainen	044-7039 703	anneli.jokelainen@eduouka.fi
Office Administrator	Kati Tiikkainen	050-3716 977	kati.tiikkainen@ouka.fi
MYP Coordinator	Marja Peedo	050-5915 761	marja.peedo@eduouka.fi
PYP Coordinator	Heidi Tuomela	044-7039 702	heidi.tuomela@eduouka.fi
Caretaker	Olavi Pulkkinen	044-7039 701	virastomestarit.kasarmintie@ouka.fi
School Assistants	Erja Wikstedt Kati Mäntylä Nupur Gupta Henna Korhonen Marta Bonetti Jenni Goree Ndiaye	050-3781 479 050-3829 792 050-5936 835	ois-assistants@eduouka.on-microsoft.com
School Kitchen		050-362 0782	

STUDENT WELFARE PROFESSIONALS

Principal	Jenni Alaniemi	044-7039 430	jenni.alaniemi@eduouka.fi
Student Counsellor	Anneli Jokelainen	044-7039 703	anneli.jokelainen@eduouka.fi
School Nurse	Jutta Huotari Mon & Wed 11:30-12:30 without appointment	050-3712 018	jutta.huotari@pohde.fi
School Psychologist			
School Social Worker	Johanna Papunen	044-7039 672	johanna.papunen@pohde.fi
School Doctor		Appointments through the School Nurse	
Special Education Teachers	Saija Laukka Janne Heinonen Tiia Seppänen	044-7039 705 040-1851 306 050-3480 156	saija.laukka@eduouka.fi janne.heinonen@eduouka.fi tiia.seppanen@eduouka.fi

TEACHERS 2024-2025

Please contact our teachers through Wilma. If you need to send attachments, then use email. Teachers' e-mail: *firstname.lastname@eduouka.fi*. Teachers will inform guardians their work telephone numbers.

Abdelkader Dalia	Islam RE
Alajoki Riikka	Homeroom 8A, History, Civics, Ethics, Ev. Luth RE
Andrésson Gunnar	Homeroom 7B, Physical Education
Bettini Lucia	Rom. Cath. RE
Bonetti Marta	Assistant
Goree Ndiaye Jenni	Assistant

Gupta Nupur	Assistant
Haataja Maarit	Music
Hakunti Alyssa	3A Class teacher
Hakunti Tatu	1AB Class teacher
Heikkilä Jussi	Homeroom 9B, Craft, Opt. Technical Work
Heikkinen Niklas	5B Class teacher
Heinonen Janne	Special Education, small group (substituted by Filip Polak until 3.12.2024)
Heiskanen Sanni	2B Class teacher
Huhtinen Maija	Spanish, English
Ilvesviita Antti	Mathematics
Isola Anna	Homeroom 7A, Finnish
Isomaa Jukka	Finnish
Jokelainen Anneli	Deputy Head, Student Counsellor
Kananen Elisa	Finnish S2
Kandelberg Mariam	6B Class teacher (substituted by Andrea Hopf until 28.2.2025)
Konttiokari-Hautamäki Sanna	Swedish
Korhonen Henna	Assistant
Laukka Saija	Special Education 1-5
Linna Anne	Homeroom 8B, Crafts
Manninen Soile	Homeroom 9A, Physical Education, Health Education
Marden Kaisa	2A Class teacher
Marden Kelvey	6A Class teacher
Mäntylä Kati	Assistant
Naakka-Rautiainen Kirsi	Orthodox RE
Niiranen Nina	Visual Art (substituting Satu Larivaara-Heikkala)
Parker Karin	Physics
Peedo Marja	Homeroom 8B, English, MYP Coordinator
Pieniniemi Riikka	1AB Class teacher
Pulkinen Elina	Chemistry, Mathematics
Puutio Teija	Biology & Geography
Salmi Henna	4B Class teacher
Salo Tanja	Finnish
Seppänen Tiia	Special Education 5-9 (substituted by Soile Boisman during 13.9.2024-14.5.2025)
Silveri Jenna	Transition class teacher
Soini Anna	Finnish S2
Toney Danielle	ICT; Resource Teacher
Tuomela Heidi	3B Class teacher, PYP Coordinator
Wikstedt Erja	Assistant
Wuollet Maria	4A Class teacher
Yao-Juntunen Lusi (Rosy)	5A Class teacher
Åman Sanna	Home Economics

3. ADMISSION

3.1. Application

For detailed instructions as to how to apply, see <https://www.ouka.fi/oulu/oulu-international-school/how-to-apply-to-ois>.

Applicants are **expected to be able to follow the tuition and express themselves in all the curriculum subjects** in English. Guardians who are considering sending their children to our school are advised to fill out an application form, available on our website, and possibly make an appointment with the Student Counsellor. This visit will provide an overview of the school's programme and facilities, and an opportunity to have any questions answered.

In general, admission is open to all students who can profit from a challenging, international, English language education. Formal application to OIS takes place at the same time as the other schools in Oulu, i.e. in January and the language proficiency assessment aka entrance test is in February. The application form is available at the school's website <http://www.ouka.fi/ois>.

Students from Oulu or Oulu region apply in January only. Applicants may take the entrance test once per calendar year only. When registering their child to the 1st grade at OIS, guardians should at the same time also register them at their nearest primary school. Residents of municipalities outside Oulu should confirm with the education authority of their home municipality that it is willing and able to pay the child's education in Oulu.

From those applicants who do not have Finnish skills and move from abroad or elsewhere in Finland, we do accept applications sent at other times and we do conduct single entrance tests in these cases. However, if the child moving to Oulu in the middle of the academic year knows Finnish, they should go to their local Finnish-speaking school. Students who have moved to Oulu during the summer are tested in August. If the applicant is other than Finnish citizen, **a copy of passport and residence permit** in Oulu should be attached to the application. For under-aged children applying from abroad, we require details of the legal guardian in Oulu as the home address of the child and the guardian should be the same.

If the applicant fails the language proficiency appraisal, they are allowed to redo the test **in the next calendar year**. This means that the earliest time to redo the language test is in February.

We have a Transition Class to support foreign children who stay in Finland temporarily but do not pass the OIS language proficiency test (see **4.8.5.**). Foreign children whose families are planning to stay in Finland permanently, are advised to go to a Finnish-speaking immigrant class to learn Finnish and to better integrate in the Finnish society. For more information about immigrant classes, go to <https://www.ouka.fi/oulu/koulutus-ja-opiskelu/maahanmuuttajien-opetus>.

3.2. Language Proficiency Assessment

See also **3.1.** Language proficiency assessments aka entrance tests are arranged twice a year, in mid-February for students applying from within Finland, and in early August for students who have moved to Oulu during the summer. If the applicant is ill on the test day, please submit a doctor's statement to arrange a retest. Non-Finnish speaking applicants moving to Oulu in the middle of the school year are tested flexibly. **Applicants may take the entrance test once per calendar year only.**

If you have registered for the language test in August and you are not able to come, please inform the school in advance. If you do not inform the school, and have no health reasons or other (justified) reasons, your next language test opportunity is in February.

Our Admissions Team uses established tests appropriate to each grade level to assess the applicants' language skills in English (and Finnish), and for gr 1 students their pre-reading skills. The following table shows the minimum scores the applicant must achieve in order to be admitted:

gr 1	60%	11/18
gr 2	65%	16/24
gr 3-4	65%	21/32
gr 5-7	70%	28/40
gr 8-9	75%	30/40

Students who pass the test are admitted in the order of their total score. Eligibility is however based on space availability. Students admitted to gr 1 will be tested again in gr 6, to ensure their eligibility to continue in the Middle Years Programme.

The students who obtained the minimum confirmed score in the entrance test but were not admitted due to lack of space, will be kept on a waiting list in ranking order. Their test score is valid until the beginning of the new term, unless agreed otherwise with the Principal.

OIS follows the Finnish education system in placing students in the appropriate grade level according to their age and the result of the language proficiency assessment. **The age of grade 1 students is seven (7) in the school starting year.** If guardians would like their child to be admitted earlier, the child must take a psychological test. Since this test is not conducted by our School Psychologist, guardians are advised to contact a privately practising psychologist.

Newly admitted students will either be directly integrated into mainstream teaching or supported in class by a Special Education Teacher or a school assistant. If necessary, they will attend the Transition class for a maximum of two years (see **4.8.5.**) or receive ESL (English as a Second Language) tutorial lessons. Students whose first language is not Finnish, learn Finnish as a Second Language (S2). OIS reserves the right to conduct a new language test on an admitted student within two years from the test date.

It is important that families share all relevant background information when applying for admission so that the school can make a professional assessment for the suitability of our programme. Students with any type of physical or educational difficulty will need to provide documentation of their academic history, psychological/educational evaluations, and details of any academic/specialist support they have had or are currently receiving. Non-disclosure of relevant information may result in the school not being able to meet the educational needs of an admitted student.

4. GENERAL SCHOOL INFORMATION

4.1. Important Times

4.1.1. School Calendar 2024-2025

Terms

Autumn term 7.8. - 20.12.2024

Spring term 7.1. -31.5.2025

Holidays and days off

Autumn holiday 21.10. - 25.10.2024 (wk 43)

Independence Day 6.12.2024

Christmas holiday 21.12.2024 - 6.1.2025

Winter holiday 3.3. - 7.3.2025 (wk 10)

Easter holiday 18.4.- 21.4.2025

Vappu 1.5.2025

Day off 2.5.2025

Ascension Day 29.5.2025

4.1.2. School Day Timetable

In general, all students go outside for breaks. There are separately issued breaktime instructions for gr 7-9.

8:15	School day begins
8:15-9:45	Lessons
9:45-10:10	Break; on Mondays all students go outdoors
10:10-12:00	Lessons + lunch
12:00-12:30	Break
12:30-14:00	Lessons
14:00-14:15	Break (Snack Bar open)
14:15-15:45	Lesson
15:45	School ends. All students must leave the premises by 16:00

The school lessons run between **8:15** and **15:45** but the starting time and the length of the school day varies grade by grade. Class timetables are published in *Wilma* in the beginning of the academic year. There will be occasional exceptions to the regular school hours due to teachers' in-service training, planning meetings etc. Guardians will be notified of any exceptions through *Wilma*. Afternoon care will be provided for students needing it even on those shorter school days.

Grade 1-6 students go outside for all breaks. Grades 7-9 go outside for all breaks, **with the following exceptions:**

- 1) On some **Tuesdays, Thursdays and Fridays**, there is an assembly at **9:10** and/or **12:30**.
- 2) During the break at **14:00-14:15** the Student Council's snack bar is open and students may stay indoors to have snacks. Those students who do not have a snack, go outside.
- 3) Students of **gr 7-9 may stay indoors for breaks as separately instructed.**

Please note that students are **not supervised and thus are the responsibility of their guardians before and after their school hours.** Students should not come to the school building too early, and after school they are expected to go to either afternoon care, an organised club activity, or home **within half an hour.** They are not insured more than half an hour before and after school.

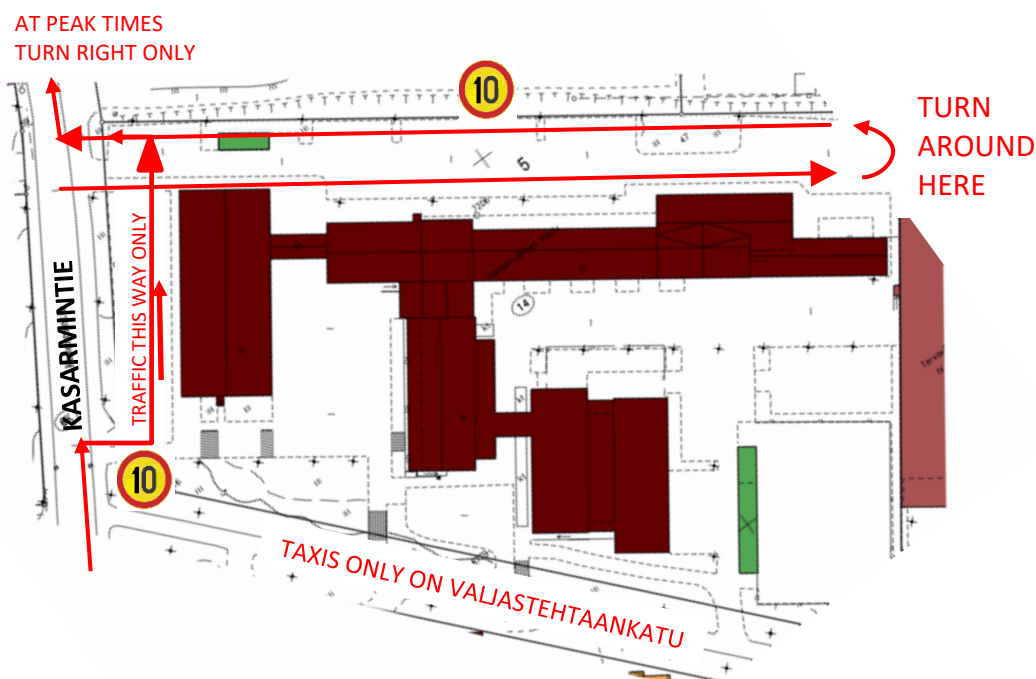
4.2. Transportation

Kasarmintie and OIS driveway are very busy especially at peak times (8-9am). As a school we do our best to teach the children appropriate traffic behaviour, therefore we expect guardians' full support in our aim.

Guardians driving their children to school are asked to be extremely cautious on or near school grounds. The speed limit in the OIS driveway is 10km/h. To keep the traffic flow as smooth as possible, please drive all the way up to the **very end of the driveway (near the PYP entrance) to the student drop-off point** (see the map below).

Guardians should **not stop or park their cars in any of the teachers' parking spaces.** Reversing cars are not only a serious danger to our younger students, but also add to the blockage on Kasarmintie. The traffic **on the parking lot parallel to Kasarmintie should only flow one-way** (see map). When leaving the OIS driveway, a **right turn at peak times** is strongly recommended.

Only taxis transporting children to and from Tiernan koulu school are allowed on Valjastehtaan­katu bicycle path.



Transportation to sports venues and any other school-related events is planned and arranged by the school. For yard safety, see also **5.6. Playground**.

Students are no longer given bus cards to the city buses. Residents of municipalities outside Oulu must check with their own education authority whether the home municipality pays for the transportation to OIS. Please ask the Principal about transport benefit for bus tickets; this can be granted based on the family income.

4.3. Home-School Cooperation

4.3.1. Guardians in School

Our school cannot operate successfully without the support and understanding of the guardians. We have an active forum called OISPA consisting of parent representatives of classes which actively cooperates with the school's management. OISPA members offer their help and expertise in organizing fund-raising activities, theme days and celebrations. We hope that all guardians will join OISPA and support these functions and offer any assistance they can. Guardians are informed about the OISPA meetings and events through *Wilma*.

We are grateful for guardians' help in school during the day. If you have a special talent or interest which you would be willing to share with a group of students, please let us know. You may have some resources, or you may be able to visit a class to share some of your own knowledge and experience relating to some of the units of inquiry or projects, or you would like to run an after-school club. We also warmly welcome grandparents to offer their knowledge and experience with us. If you would like to know more about helping in school, please contact your child's teacher, the Principal or the Student Counsellor.

4.3.2. We All Have Responsibilities

As a school we do our best to make sure the student gets the best possible educational experience during their years at OIS. Below, we have listed some matters related to the students' overall wellbeing, and the respective responsibilities, that have a significant impact on this experience.

Matter	Guardians	Student	School
Waking up in the morning	Guardians make sure the child learns to wake up independently.	Student must learn to wake up on time.	School contacts home if student is repeatedly tired.
Personal hygiene	Guardians teach the child to take care of their personal hygiene. Guardian makes sure the child sees the school nurse and dentist regularly.	Student must learn to take care of their personal hygiene independently, understanding that strong scents are not allowed in school.	The importance of hygiene is taught by class teachers and the Health Education teacher. School nurse conducts regular health check-ups.
Breakfast	Guardians teach about regular mealtimes and make sure the child has access to nutritious food.	Student must learn the habit of eating breakfast.	The importance of breakfast is taught by class teachers and by the Health Education and Home Economics teachers.

Learning equipment	Guardians make sure the student is well equipped for lessons.	Student packs their school bag ready on the previous evening.	Teachers expect student to be equipped for class, and inform the home if not.
Following rules	Guardians set rules at home and make sure they are followed.	Student follows the rules set by home and school.	School sets rules and teachers make sure they are followed.
Manners and language	Guardians show example and teach their child manners and respectful use of language.	Student behaves and speaks respectfully towards others.	Teachers show example and expect students to have good manners and respectful use of language.
Stress management	Guardians set an example, guide, encourage, support and give positive feedback.	Student learns to use a calendar. Student learns to set realistic goals. Student learns to speak about their concerns with adults.	Teachers set an example, guide, encourage, support and give positive feedback.
School lunch	Parents discuss the importance of school lunch at home and encourages the child to eat it.	Student understands that lunch is an important meal during the day and eats it.	School educates students about regular meal rhythm and table manners.
Communication	Guardian is interested and asks the child regularly about school. If needed, guardian contacts the school. Guardian checks their Wilma regularly.	Student tells their guardian about their school day, tests and events. Student checks their Wilma daily.	Teachers use Wilma to communicate the guardians about the student's progress and behaviour. Teachers inform guardians about school's events and contact them if any concerns arise.
Exercise and fresh air	Guardians provide the equipment and resources for exercise and make sure the child gets fresh air daily.	On PE and Health Education lessons, student learns about healthy lifestyle choices, and is able to do suitable form of exercise in their free time.	School educates about healthy lifestyle choices, provides experiences of different types of sport, and teaches basic skills to take care of one's health.
Homework	Guardians make sure that the child has time and a peaceful spot for doing their homework. Guardians oversee that homework gets done and help if necessary.	Student does homework every day without reminders and asks for help when needed.	Teachers give a reasonable amount of homework, check that it is done, and inform home of undone homework.
Leisure time	Guardian knows where and with whom the child spends their free time.	Student makes respectful and protective choices regarding their free time.	Teachers express their interest in how students spend their free time.
Bedtime	Guardians make sure the child switches off their devices and goes to bed at 22:00 at the latest.	Student understands the importance of sufficient amount of sleep and acts accordingly.	School contacts home if student is repeatedly tired.

4.3.3. Communication

Please update your Wilma profile immediately if any of your contact information changes. This applies to telephone numbers, e-mail addresses and home location. We need to keep our databases up to date in case we need to contact you urgently.

If you need to contact your child at school, please bear in mind that students have their mobile phones turned off or on silent during lesson times (see also 4.5.). You may also leave a message for a student by telephoning the school office.

Please refer to the OIS website <http://www.ouka.fi/ois> for information about the school. As we strive to update it on a regular basis, it should be your first point of contact for information. On our website we also have a FAQ column with answers to questions related to admission and Content and Language Integrated learning (CLIL). **We encourage guardians to communicate directly with the school.** For classroom or subject concerns, first contact the relevant teacher. If you are not satisfied, contact the Principal. Teachers and the Principal may be contacted through *Wilma* or by telephone **at office hours**.

Teachers are easiest to reach by *Wilma*. Guardians are advised to appreciate that teachers are busy with their classes during the lesson times. If the Class/Homeroom Teacher gives you their personal mobile number, please **avoid telephoning them outside office hours**. In general, we prefer face-to-face discussions instead of lengthy messaging.

Please let your child's teachers know about anything that might affect your child's work or behaviour. Guardians are asked to bear in mind that **the teachers and the Principal will only discuss matters related to your own child**. We do not disclose any information related to other students (e.g. their behaviour or academic progress) in the class or school. In cases of incidents or accidents at school, we only contact the guardians of those students who were directly involved.

The school communicates about forthcoming events, holidays, visits, closures etc. through *Wilma* and on the school website. **Guardians are advised to check their *Wilma* account regularly for monthly newsletters and messages and register any important dates in their diaries.** The teachers and the administrative staff send general messages and class bulletins to keep guardians and students updated throughout the year. Students are responsible for taking any letters home and, if required, returning them to school signed by guardians.

We also report about our events and happenings through Facebook at <https://www.facebook.com/ouluinternationalschool> and Instagram [@oulu_international_school](https://www.instagram.com/oulu_international_school)



4.3.4. Wilma

Wilma (<https://ouka.inschool.fi/>) is used for any messaging (without attachments) between students and guardians and the school staff. For sending attachments we must use e-mail. *Guardians* can also check their child's records in terms of achievements, attendance, lesson behaviour and any other records regarding learning support or home-school communication. **We strongly advise guardians to check their child's records on a regular basis** to keep an up-to-date account of how their child is doing.

New parents will receive a letter with instructions to using *Wilma*. They can create their password on the first visit to the site as well as edit their profiles. Guardians are advised to set notifications to come to their email to help you notice any new messages. Guardians should **not give their passwords to their children or outsiders**. Teachers trust that it is the guardian that reads and responds to the messages sent to them, as well as acknowledges the absences or any other records. If you forget your password, you can get a new one from <https://ouka.inschool.fi/>.

Guardians are advised to authorize their child's absences straight on *Wilma* rather than contacting the school by phone or email. If the Class/Homeroom teacher marks your child absent in *Wilma*, you are able to authorise and write a reason for the absence. Alternatively, you may send a note explaining the absence to the Class/Homeroom teacher, who then will record the reason for the absence and authorize it.

4.3.5. Parents' Evenings and Parent-Teacher-Student Conferences

General parents' evenings are organised to inform guardians about general school issues and the IB programmes, and individual Class/Homeroom Teachers organise class-specific sessions. Guardians are informed of these evenings through *Wilma*.

Guardians are invited to a Parent-Teacher-Student Conference to discuss their child's goals and progress at school. Conferences are a positive way to keep open the lines of communication between home and school and to set goals for the future. **We expect guardians and students to make every effort to attend these conferences.** Guardians may also request a conference at any other time to discuss their child's progress. There are two types of conferences: (1) assessment meetings and (2) development meetings. See also **6.4. Assessment**.

Assessment Meeting (arviointikeskustelu)

This is a discussion held with gr 1-4 students and their guardians which substitutes mid-term evaluation. The subject assessment is marked in *Wilma* as "a".

Development Meeting (kehityskeskustelu)

This is a discussion held with students of gr 1-9 and their guardians once per academic year. The topics of the discussion include setting goals for and evaluation of academic progress, learning and working skills as well as any issues related to the student's learning and the developmental phase. Any agreed matters are recorded in the *Kehityskeskustelu* form available on *Tuki* → *Muut asiakirjat*. If the student has a learning plan or individual education plan (HOJKS), the agreed matters are recorded there.

Lapset Puheeksi is a structured discussion method used in grades 1 and 7 (and with individual students if needed) where families answer certain questions in advance and these issues are then discussed in the meeting. If *Lapset Puheeksi* method was used in the discussion, this is also recorded in *Wilma*.

4.4. Ethos and Discipline of Our School

The values of Oulu International School are **responsibility, respect, joy of learning and community**. These values are promoted throughout the curriculum in and outside the classroom.

4.4.1. OIS Mission Statement

“Joy of learning in a diverse and caring community”

In practice this means that we aim to:

- provide students with the skills they need to thrive in an increasingly interrelated and complex world.
- accommodate speakers of many languages and backgrounds who may join the school at any time of the year.
- ensure that students receive the individual attention and support they need to succeed.
- encourage students to become creative problem-solvers and independent thinkers.
- sustainably develop ethical standards, appreciate diversity, and create an active concern for care of the community and environment.
- allow students to make smooth transitions to other international schools or back to their national school systems.

Through its **curriculum**, the school

- Places strong emphasis on acquiring the knowledge, skills and attitudes to be active members of a global society.
- Encourages students to solve problems and to become critical inquirers.
- Emphasises the importance of students to become literate in Finnish and English whilst maintaining their own mother tongues.

Through its **ethos**, the school

- Promotes the importance of showing care and respect for others.
- Encourages the development of responsibility and self-discipline.
- Promotes value and respect for human aspiration and achievement.



Through its **community involvement**, the school

- Promotes partnerships amongst students, guardians and staff.
- Creates a happy, safe and secure environment, with students showing respect for their school.
- Celebrates the success and achievement of all its students.

4.4.2. OIS and International Baccalaureate (IB)

OIS offers a broad and balanced education for students from grades 1 to 9. The guidelines for our school are formed by The Finnish National Framework Curriculum and the School Act of Basic Education (Perusopetuslaki). (See **1.2.** and **7.**)

As an IB (International Baccalaureate) world school we offer the IB transdisciplinary programme, which is divided in two:

- 1. The Primary Years Programme (PYP)** for grades 1-6
- 2. The Middle Years Programme (MYP)** for grades 7-9

These programmes are run by schools around the world. The IB coordinates the programmes while allowing each member some school flexibility to fit the programmes to the particular needs of its country and students. The IB programmes offer a curricular framework that allows school-specific requirements to be met while maintaining the mission and philosophy of the IB. To ensure this, the IB organization prescribes the aims and objectives of PYP and MYP, gr 6 Exhibition and the gr 9 Personal Project.



IB Learner Profile

IB programmes aim to develop internationally-minded people who, recognizing our common humanity and shared guardianship of the planet, help to create a better, more peaceful world. **We hope that families will be able to support their children as they, along with the teachers and administrators of the school, strive to be:**

INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise Initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
PRINCIPILED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
RISK-TAKERS	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
BALANCED	We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

4.4.3. School Rules



We believe that our treatment of the students encourages a positive, responsible attitude towards school and helps to minimise behaviour problems. All staff on site are made aware of the school's expectations and the importance of building positive relationships with all students. Should any problems occur, however, further support can be given through the Principal, Student Counsellor, Special Education Teacher, School Nurse, School Social Worker as well as the Behaviour Support Team (see **4.4.6.**).

According to the Basic Education Act, teachers and principals may intervene in students' disruptive or inappropriate behaviour by **confiscating items** (e.g. mobile phones or any other objects) **or substances if they are dangerous or disturb or distract teaching and learning** in any way. Naturally, teachers are not allowed to use their right to disciplinary measures without a good reason.

The primary measure to rectify inappropriate behaviour in basic education is Guidance Discussion (kasvatuskeskustelu). If the discussions do not bring desired results, parents are invited to school to discuss ways to support the student's behaviour (see **4.4.4.**).

Through our school rules do we not only maintain good order and discipline and promote a healthy and safe educational climate, but we are able to develop many of the attributes of our Learner Profile. Students are made aware of the School Rules (below) and the benefits of following them.

GUIDELINES FOR OULU INTERNATIONAL SCHOOL

(based on the general City of Oulu guidelines for schools)

1 Why we have rules

The purpose of rules is to help organize the school, to help students learn and to make sure that the school community is safe.

2 Students' rights and responsibilities (Basic Education Act § 35, 36)

Students have the **right** to receive teaching based on the Curriculum.

Students are **responsible** to

- attend school according to their timetable and inform the school of any absence.
- do their homework conscientiously and to inform the teacher of any missed homework or test.
- respect everyone's right to a safe learning environment by following the school's guidelines.

3 Safety, wellbeing and learning

1) Polite, considerate behaviour

Students are to

- always follow the staff members' instructions.
- behave in a polite manner, using appropriate language.
- respect everyone's right to a safe school day. They treat everyone with respect and inform the school's adults of any bullying.
- respect everyone's physical or mental personal space.
- take care of both their own, their peers' and the school's equipment. They always ask for the owner's permission if they want to borrow something.
- come to lessons with the right materials and equipment e.g. sports clothing.
- always ask for the author's permission or cite the original source when copying, editing or sharing someone else's work, including text and picture (plagiarism).
- show respect for members of various ages and backgrounds in the school community and display possible romantic affection discreetly.
- leave their bags and phones in the classroom during assemblies or performances.

2) In school, on the way to school and back home

Students are to

- follow the traffic rules and any other rules set by the City of Oulu e.g. regarding travelling on buses and during any transitions within the school day.
- behave kindly and considerately towards e.g. other pedestrians.
- only enter the school building when school starts.
- leave school within half an hour after their lessons have finished. They must wait outside for an after-school club or a lift. Grade 1 students may go to afternoon care.
- stay on school premises and only leave with permission. Only Class/Homeroom Teacher or the supervising teacher can give a permission to leave the school property. Students with a medical appointment or visit to the school nurse, school psychologist or social worker prove this by presenting a note signed by that person.

3) Taking care of oneself, others and the school environment

Students are to

- take off their outdoor clothes and shoes and place them neatly in the correct place when inside the school. Hats are to be taken off in the Big Bite and assemblies.
- use only roll-on deodorant with a mild scent at school. We are considerate towards people with perfume allergies.
- bring only healthy snacks (fruit, sandwiches, muesli bars) to school. Sweets, crisps, soft drinks or energy drinks are not consumed during the school day.
- chew xylitol gum after lunch and on the snack break only, and dispose of the gum in a litter bin after use.
- keep the school tidy. They clean what they mess up and if they deliberately break something, they pay for its repair.

4) Safety

Students are to

- only bring to school items that are safe to use. If asked, they must hand over a disturbing or dangerous object or substance to the Principal or a teacher.
- behave in a way which maintains safety.
- lock their bikes, scooters, etc. and leave them in the designated area.
- understand that tobacco or alcohol products are allowed for over 18-year-olds only.
- use the WC one at a time

5) Use of computers, phones and other mobile devices

Students are to understand that

- during lessons, they are only allowed to use their phones and headphones when given permission by the teacher, otherwise they have to be kept in the backpacks. This also applies to working in the hallway, lobbies and when using the WC.
- only Gr 7-9 are allowed to have their phones visible during break times. In the PYP yard phones may only be used in the area closest to the Big Bite.
- sharing photos and videos online without the permission of the person(s) in them is a crime.
- the Big Bite, Gym and PYP lobby and corridor are mobile phone free zones.
- PYP and MYP corridors and the Brainary are quiet working areas.

4 Breaking School Rules results in disciplinary action (POL§ 35, 36)

- Discussion or reprimand by a teacher
- Dismissal from the class
- Guidance discussion
- Guidance discussion with parents at school
- Detention
- Written warning
- Suspension

Our Breaktime Agreements

- I go out straight away.
- I stay in the school area.
- I walk in and out calmly and use the right door.
- I line up when the bell rings.
- I let the plants and other small creatures live in peace.

- I welcome everyone to join in.
- I take turns on the playground equipment.
- I spin in the “liito-orava” spinner when I can reach it myself from the ground.
- I leave my bike or other vehicle in the bicycle rack.
- I leave the other students' bikes or other vehicles alone in the racks.

Swings

- I wait for my turn in safe distance.
- One person at a time can swing on the swings.
- At busy times, I take a 3-minute turn on the swings.
- I stay sitting or standing on the swing while swinging.

Winter

- I play nicely on the snow hills.
- I only throw snowballs against the grey wall at the end of the football field.

Lunch agreements:

- I leave my coat, hat and shoes in the rack.
- I do not cut the line or push in the line.
- I try to taste a bit of everything.
- I do not waste food.
- I keep my voice level low.
- I remember good table manners.
- I do not use my mobile phone.
- I push my chair under the table when I leave.
- I leave the space clean and tidy for the next user of the Big Bite.



4.4.4. Early Intervention

OIS is proud of its reputation for being a caring school. We strongly believe that the students need to know that we care and that they need a disciplined framework in which to learn. Our staff consistently apply these values. Our Positive Behaviour Support Programme (see 4.4.7.) sets simple behaviour expectations and guidelines for different everyday situations in school.

OIS encourages students to assume responsibility for not only their own learning but also their own and others' personal development. Students are encouraged to learn to solve their conflicts independently but help and support is available from the Class/homeroom teachers and the Behaviour Support Team, which is a team of teachers who educate young people emotional and social skills and help settle conflicts between students.

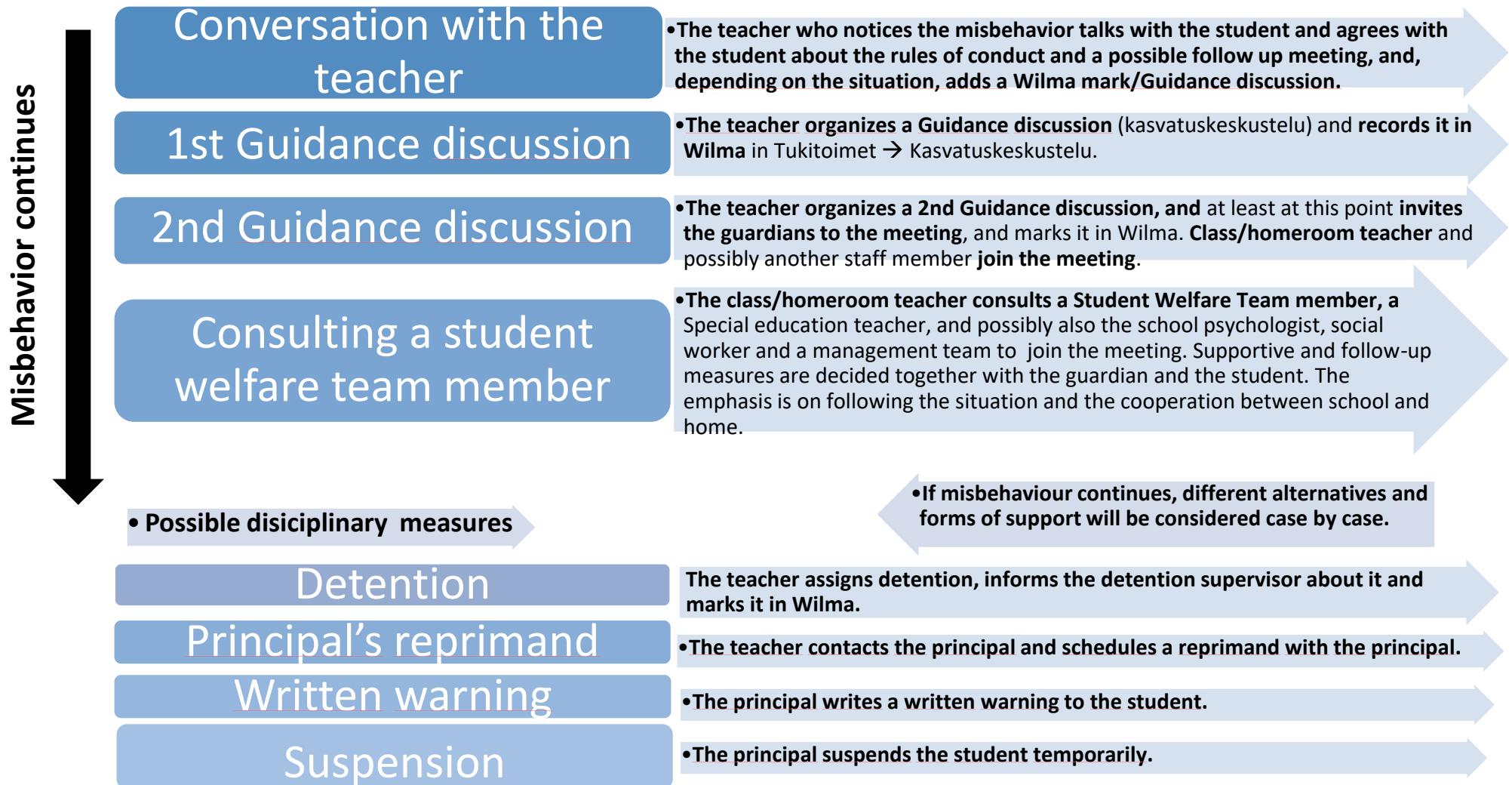
If student has a condition or disease which causes absences, open discussions will be held between school and home related to pedagogy and student welfare. Even one **(1) hour of unauthorized absence** is addressed and clarified (*Wilma* > Puheeksi ottaminen). In other absences (**1-30h**), your Class/homeroom teacher will contact guardians if the absence from school is connected to changed behaviour, or if the absences have some kind of regularity or pattern. The mark 'Puheeksi ottaminen' (Concern expressed) in *Wilma* will be used by teachers when they start a conversation based on their observations. If the absence takes longer than three days, the class/homeroom teacher will check that the student is back on track. If absences continue, Child Protection Authorities will be contacted.

Guardians are informed of any disciplinary action taken in school. Any violation of the school rules leads to disciplinary action (Basic Education Act; Perusopetuslaki §36). As a result of a violation of the school rules, the student attends a **Guidance Discussion** (kasvatuskeskustelu) with the teacher who was involved. If the Guidance Discussion does not change the student's behaviour into the desired direction, then the student's parents are invited to school to a meeting with the teacher and possibly another member of staff. Members of the Student Welfare Team may be involved as needed, and thereafter **detention, principal's reprimand, written warning or temporary suspension** may be used.

Our policy is to act immediately if any concerns about a student arise. All members of staff are responsible for the wellbeing of the students. The model below shows the responsibilities of the staff members and professionals involved in the early intervention of using guidance discussions.

A Misbehaving Student* In General Support/Yleisen tuen oppilaan epäasiallinen käytös

*A student who violates school rules or behaves in a disturbing manner.



4.4.5. Disciplinary Measures

Guidance Discussion

A student that disturbs teaching or otherwise disrupts the school order, acts dishonestly or treats other students or the school staff with disrespect or offends their dignity (e.g. by swearing, vandalising or by endangering the safety of others), can be ordered to attend a Guidance Discussion as soon as possible after the incident for a duration of two hours at the maximum. The discussion is held by the teacher who was involved, or the Principal. Also, other persons who are involved in the student's teaching or welfare may attend. See also **6.3.4. Academic Honesty**.

Guardians have an opportunity to take part in the Guidance Discussion. They may come to school if possible, or the student in question calls their guardian during the discussion. If the guardian cannot be reached, they will be contacted later that day by the teacher who gave the discussion.

The objective of the session is to discuss how and why the student broke the school rules and how they should rectify their behaviour in order to follow the rule. If the student continues to behave inappropriately after the Guidance Discussion, their parents may be invited to school to attend a new Guidance Discussion. Members of the Student Welfare Team will be involved as appropriate, and detention, Principal's reprimand, written warning and temporary exclusion may also be implemented.

Objectives of Guidance Discussion

- To keep guardians informed about any problems the student may have during the school day
- To better support student's personal development and educational progress
- To allow responsibility to students for themselves and others
- To reduce undesired behaviour among students
- To improve communication between school and home



Detention

All the adults of OIS assume responsibility for educating and bringing up our students. This includes contacting home during Guidance Discussions, contacting the members of the Student Welfare Team and giving detention if several discussions do not help. If considered necessary, detention can also be given without prior guidance discussions. Detention is an opportunity for the students to reflect on their undesired behaviour **outside school hours** and to think of ways to correct it. We therefore ask for guardians' full support in detention cases.

In detention, students can be told to do written or oral tasks, exercises and tasks that support those educational goals that will prevent the student from repeating or continuing the behaviour that led to the detention. The tasks are justified in regard to the seriousness of the offence or negligence and suitable to the student's age and level of development. This can be e.g. an activity that promotes sense of community or involvement, such as helping in arranging a common activity.

The Detention time for MYP students is on **Fridays at 15:15–16:00** (16:45).

Special learning arrangements

The school is responsible for making sure that all students can enjoy learning in a peaceful and safe environment. A student behaving disruptively in class can be arranged to learn in a separate space for a duration of one hour to up to several weeks, or be sent home for the rest of the day. At the discretion of the Student Welfare Team, the student can also be asked to follow a modified timetable with e.g. shorter school days or be suspended from school for a period of time.

At the teacher's discretion, students may be told to stay back in class after the lesson or school day to do any unfinished homework or project. Students may also be advised to attend *Läksyparkki* compensation class to do any homework that has not been done, to compensate for any unauthorised absences or to do missed tests.

Confiscation of dangerous or disruptive items or substances, searching student possessions

See **4.5.1. Student Possessions** and **4.5.3. Smoking and Tobacco**.

Written warning, suspension and expulsion

A student whose behaviour has not changed after Guidance Discussions, detentions and meetings between the guardians and student welfare professionals, can be given a written warning by the Principal. The decision on expulsion is done by the City of Oulu Educational Committee.

4.4.6. Anti-Bullying Procedures

We have a zero-tolerance policy against bullying. We act immediately if we suspect, or are reported of, bullying during school time. Guardians are asked to talk with their children about bullying, even if they have been neither a victim nor a bully. It is important to discuss with children how to act if they witness bullying at school.



Please bear in mind that guardians are responsible for resolving incidents that have occurred during free time (birthday parties, Internet etc.) or on the way to school or home. However, if bullying, violence or such is brought to the school's attention, the school will inform the guardians. **The school has no authority to order punishments and school rules do not apply on the way to school or home.** The school may, however, support guardians to find solutions to such problems by offering e.g. the services of the school psychologist or school social worker for both the victim and the perpetrator.

OIS takes a variety of behavioral support actions to increase students' wellbeing, to create a safe atmosphere at school and to prevent and reduce bullying. We organise lessons, assemblies and theme days to teach children how to act against bullying. The lessons and themes include discussions, group work, short films and role play.

Guardians who suspect that their child is the victim of bullying or have reason to believe that s/he is bullying others, are encouraged to contact the school so that the matter can be handled as quickly and effectively as possible. Our Behaviour Support Team cooperates with the class/homeroom teachers to investigate any cases of bullying that come to light. The guardians or the school may report any bullying activity to the Child Protection Services (lastensuojeluilmoitus) or the Police (rikosilmoitus) at any point. The handling process is documented and any guidance discussions are recorded in *Wilma*. Students may sometimes find it intimidating to approach a teacher if they feel they are bullied. In this case they may approach a *tukioppilas* student who finds an adult in the school to handle the issue. Parents are advised to encourage their children to always tell someone about bullying.

See next page for OIS Anti-Bullying Plan

Behavior Support When Conflict Occurs



At any point, a meeting may be marked as a Guidance Discussion.

1

ALWAYS TELL AN ADULT!

if conflict continues

2

**MEETING WITH THE
HOMEROOM TEACHER**

Discussion is marked in Wilma

if conflict continues

3

**MEETING WITH THE
BEHAVIOR SUPPORT TEAM :
EVERYONE INVOLVED**

All sides are heard and a resolution is reached. Parents will be informed. A follow-up after two weeks.

Social services may be contacted at any point. In case of violence, the Police may be contacted at any point.



if conflict continues

4

MEETING WITH PARENTS

5

**MULTI PROFESSIONAL MEETING:
THE SOCIAL WORKER JOINS IN**

IF THE CONFLICT STILL CONTINUES,

6. A written warning is given.

7. The student is temporarily suspended.

4.4.7. Positive Behaviour Support

The school's Positive Behaviour Support Programme sets a number of simple and practical behavioural expectations and guidelines for different everyday situations in school, e.g. breaks, lessons, lunch, assembly and corridor/lobby. The desired behaviour is stated clearly and positively. For example, 'respecting others' can be expressed as 'I greet others'. The desired behaviour is systematically reinforced through positive feedback and encouragement.

4.5. Items in School

4.5.1. Student Possessions

All student possessions including books, bags, PE gear and outdoor wear should be named. If students leave possessions unattended and they are broken, lost or stolen, the school's insurance does not cover such situations and will be unable to refund the costs. Teachers are not responsible for solving the loss or breakage of students' belongings e.g. during breaks or after school. Therefore, we advise students not to bring expensive or valuable items to school and only bring the things they need for lessons.

Coats and shoes must be left neatly on the racks provided in the corridors and lobbies. Students are encouraged to wear indoor footwear. Any misplaced items will be taken to the 'Lost and Found'. Items of value may be enquired from the caretaker. Unclaimed items are donated to charity.

Hallway lockers are assigned for grade 7-9 students for keeping books, papers and helmets. The lockers are the property of the school, and the school administration has the right to search them for items that may be harmful to others or violate school policies or the law. Students may lose the privilege of using a locker if they use it irresponsibly.

Students must not bring to class any electronic devices that may interrupt the educational process or break easily. As a school we have become concerned about the students' extensive use of their mobile phones. The PYP lobby is a mobile phone free zone. In general, **mobile phones are turned off or set to silent and kept out of sight during lessons and lunch times unless the teacher says they are to be used for educational purposes.** Students are advised not to bring mobile phones or other valuable items to the PE lessons or the swimming hall.

Please note that there are bike thieves operating in the central area of the city. Students are advised to

- take a photo of their bike
- write down the brand, model, colour, serial number and any other special features.
- lock their bikes
- leave their bikes in the bike racks provided (these areas are covered by the surveillance cameras)

If your bike does get stolen, the theft should be reported to the Police (rikosilmoitus) at <https://asiointi.poliisi.fi/yksityis/rikos>.

The possession of any weapon or dangerous item or substance in school or during school-related activities is strictly forbidden. See **4.5.3**.

Teachers' right to search and confiscate

In order to seize an **item or substance that is potentially harmful**, a teacher or the Principal have a right to **search a student's belongings** (e.g. bags, pencil cases), any storage space in the school that the student is in control over (e.g. lockers, desk) and superficially their clothing (e.g. pockets, wallet) if

1. it is obvious that the student is in possession of such an item or substance and
2. despite requests, the student refuses to give them up or is not able to prove that they do not have them.

The Principal or the teacher have a right to order a student to **give up an item that distracts learning or teaching (e.g. a mobile phone) or is prohibited or dangerous**. If the student refuses to give up the item or substance the teacher and the Principal can **confiscate** it from them using reasonable force for the remainder of the lesson. If the student resists violently then the police will be called.

Any search and confiscation is always recorded in *Wilma*. Any confiscated items or substances are handed back to the student or the guardian as soon as possible (see also **4.5.3**. Smoking and Tobacco).

4.5.2. Dress Code

According to the Basic Education Act, students must behave in appropriate manner. The obligation to behave appropriately also includes dressing appropriately (Opetushallitus, 2022). Individual rights to style and taste will be respected, but any type of clothing that would tend to offend other members of the school community (e.g. shirts with offensive logos or texts) should be avoided.

For reasons of hygiene and safety, on some lessons, such as PE, Home Economics, Crafts (hard materials), Physics and Chemistry, certain requirements or restrictions can be imposed on the students' clothing. See **5.5**. Sports Facilities and Physical Education.

Students spend all their breaks outside. The only exceptions are the gr 7-9 who have indoor turns (rota issued separately), and the break at 14:00-14:15 when students may have a snack indoors. As students spend breaks outside every day, **parents are asked to make sure their children are equipped with appropriate outdoor wear for cold and wet weather**.

OIS is a shoeless school. While indoors, we leave our outdoor shoes in the shoe racks provided. Students are encouraged to wear indoor footwear. Visitors are asked to take their shoes off or wear slip-on shoe covers. Outdoor shoes are allowed to be worn in Building A (Technology).

Coats and shoes are left neatly in the racks for the duration of the lessons. Hats or headgear are allowed to be worn during lesson times, but they **must be taken off for lunch, and during assemblies and celebrations in the Gym Hall**.

4.5.3. Smoking and Tobacco

Possession of tobacco, snuff, e-cigarettes, chewing tobacco, nicotine sachets, nicotine replacement products, tobacco products and smoking accessories is prohibited for under 18-year-olds. Smoking is prohibited everywhere in OIS. The ban is applicable also outside school hours including holidays.

If there is evidence or suspicion that a student is in possession of tobacco products or smoking devices, teacher and principal may ask the student to hand over the items to them. If the student refuses to hand over the products or devices despite being asked to do so, or if they cannot reliably prove that they are not in possession of them and are not using them to disrupt teaching or learning, the student's guardian will be contacted, the necessary disciplinary measures will be taken and a child protection report will be made.

If tobacco, e-cigarettes or tobacco products are used to disrupt learning or teaching (eg. tobacco is smoked in the classroom during a lesson), the principal or teacher has the right to use force to remove the item or substance that disrupts learning and teaching.

Smoking and possession or use of tobacco, e-cigarettes, tobacco products, electronic tobacco or smoking devices during the school day will always be reported to the Police. The school's anti-smoking policy is implemented as follows:

1. Guidance discussion or detention, contact home.
2. If student continues to consume or possess any of the above products, written warning.

Tobacco products or smoking devices confiscated from a student are only handed over to the guardian or other legal representative, except for snus, which will be handed over to the Police.

4.6. Festivals and Celebrations

Traditional celebrations

Celebrations are part of teaching and a form of home-school cooperation. As part of Finnish culture, the school's celebrations may sometimes include elements referring to religion, e.g. a hymn. Students are encouraged to foster religious tolerance and diversity in school. A single hymn, such as *Suvivirsi*, sung in a school celebration does not make the event religious.

Religious Education lessons

R.E. teaching includes pedagogically reasoned methods of familiarization with forms and means of practicing a religion (prayers, hymns, ceremonies, familiarisation with the life of a religious community), which are not considered religious practice.

Religious events

Religious events, as decided by schools, such as church services and morning assemblies, are organized separately from school's other functions. These functions are

considered religious practice, and guardians are informed of them in advance. Guardians are given an opportunity to choose whether or not their child participates in them. Student's participating or not participating does not cause any stigmatization or jeopardize equal treatment of students. During religious functions and ceremonies, the school organizes alternative programme for those students who do not attend the religious event. The alternative program is similar to the religious event in terms of its nature and goals except without religious content.

Guardian's notification about their child's attendance

Guardians notify the school whether their child attends religious functions and ceremonies, only some of them, or the alternative program at the same time as they register their child to school, or if necessary, by each case. The school is responsible for making sure that the child attends the religious or alternative program as notified by the guardian.

4.7. Student Welfare

Student Welfare means **promotion, maintenance and facilitation** of successful learning, good mental and physical health as well as social wellbeing in the school community. It is organized cooperatively with the Education Department and the *Pohjois-Pohjanmaan hyvinvointialue* (North Ostrobothnia Wellbeing Services). Student Welfare is the joint responsibility of all those who work in the school community. There is both **communal** and **individual** student welfare work.

OIS has a **Student Welfare Team** which aims to develop, evaluate, plan, and coordinate the school's student welfare work. The members of the Team are the School Social Worker, the School Psychologist and the School Nurse. Other members are the Principal, the Deputy Head and the Special Education Teachers. In addition, other professionals, teachers, or counsellors may be invited to the meetings. The Team may also have a student or a parent member.

See p.9 for the contact information of the Student Welfare Team.

See also **4.4.4**.

4.7.1. School Nurse and Doctor

Please notify the school of any changes in your contact details. These are needed for emergencies.

If student is ill

Do not send your child to school if they are ill. Inform your child's teacher as soon as possible through Wilma if your child must stay at home. If you stay at home from work to look after your child under the age of 10-12 (depends on the guardian's employer), our School Nurse can provide a certificate about it for your employer. In that case, please call the Nurse on the day when your child falls ill. The certificate cannot be provided afterwards.

If a student feels ill during the school day, the guardian will be contacted to collect the child, or the child may travel home as agreed. The School Nurse may assess the

situation if necessary. It is essential that students do not leave school without informing their Class/Homeroom Teacher first. The school reserves the right to ask for a medical note from a doctor or nurse in the event that a student is absent for a test and/or assignment due date and/or if there is concern about the child's wellbeing.

The school has an emergency first aid kit to provide immediate care for bruises and cuts. Only the nurse is allowed to give painkillers to students. In case of a more serious accident or injury, parents are contacted as soon as possible and student is taken to the nearest health care center (Kontinkankaan hyvinvointikeskus, Kajaanintie 46A) or straight to the Accident and Emergency Department of Oulu University Hospital (Kajaanintie 50).

Please inform your child's class/homeroom teacher of any medication, illness or condition which may have an effect on their school work.

Health check-ups

School health care services are available free of charge. The aim of school health care is to monitor children's growth and development, to encourage students to take care of their own health, and to identify students requiring additional support as early as possible. Our School Nurse has a **walk-in hour on Mondays and Wednesdays at 11:30-12:30**. This is when students may come to meet the nurse without prior appointment to discuss any matters relevant to their physical, mental and social wellbeing.

Students have a short health check-up with the School Nurse annually. Newly arrived students are checked as required. Each student's unique needs are considered, and, if necessary, the nurse refers students to a doctor or other professionals. Vaccinations are administered according to the national immunization program including protection against tetanus, diphtheria, pertussis, polio, measles, mumps, rubella and varicella. New families moving to Oulu are asked to submit their child's immunization documents to the School Nurse as soon as possible (send scanned documents to jutta.huotari@pohde.fi). Everyone in Finland is advised to take vitamin D supplement 10 micrograms per day around the year.

Extensive health check-ups are offered for students in grades 1, 4 and 7 by the School Nurse and Doctor check-ups are in grades 1, 5 and 8. Guardians are also invited to these meetings. All information shared with School Nurse or Doctor is handled in the strictest confidence. Guardians are notified by the School Nurse through Wilma about booking and the contents of the health check-up. Additional check-ups can be administered if necessary. School Doctor appointments are available for these extensive check-ups only. If your child needs urgent medical attention, including long-time injuries and accidents occurred during free time, please go to your nearest the health centre.



4.7.2. Incidents and Accidents

OIS students are insured by IF insurance company during school times including P.E. lessons, educational visits, and for the trip between home and school. All injuries that occur during these times should be reported immediately to the staff member who was present in the situation. Treatment for injuries which happen at school or during school trip (if they take place within 30 minutes after the student's school has ended) between home and school is free of charge.

Our insurance does not cover accidents which happen during school days if the student breaks the school rules or is outside the school premises without permission. Therefore, students and guardians are expected to understand that leaving the school premises e.g. during breaks or lunchtime without notice is strictly forbidden. Please note that medical visits (e.g. dentist or physiotherapy) are not part of the school day and the school insurance does not cover any incidents or accidents taking place during this time. Parents are asked to inform the school of the medical visit before the appointment in writing (this is easiest done through Wilma).

If the services of a private GP are required because of an injury which occurred at school, guardians should pay the doctor's bill first and then claim compensation from the insurance company IF. Instructions for claiming compensation are available from our Office Administrator or our school's website under Student Welfare. Guardians are responsible to seek treatment for their child's injuries that have occurred outside school hours (e.g. hobby or sports training). These injuries are usually covered by the sports associations' licences.

Students can be told to clean or to reorganise a property or area of the school that they have deliberately or due to carelessness littered or disarranged, or to pay for the damage that they have deliberately caused (Personal Injury Law, vahingonkorvauslaki). The task is completed under supervision outside school time (e.g. during a break). If the task is carried out outside school hours, the guardians will be informed.

4.7.3. Dental Care

OIS students are mainly treated at Dentopolis, Aapistie 3. Students are invited to a dental check-up in grade 1, 5 and 8. Newly arrived families with children in other classes than these should make the first dental appointment themselves. The frequency of further check-ups depends on each student's individual dental health plan.

NOTE: Visits to the dentist are not part of the school day, therefore the school insurance does not cover any incidents or accidents taking place during this time. Guardians are asked to inform the school of a dentist visit **before the appointment** (this is easiest done through *Wilma*).

Non-Oulu residents may also have a dental check-up in Oulu. If it turns out that the student needs further treatment (e.g. filling or orthodontic treatment), guardians will have to ask the home municipality's dental health care centre for permission first. If the permission is granted, the care will continue in Oulu. If the home municipality denies dental care in Oulu, the care will continue in the home municipality.

To keep teeth in good condition, remember the following:

- Eat regularly and avoid extra, especially sweet snacks
- Drink water if you are thirsty
- Brush your teeth with fluoride toothpaste twice a day
- After meal, take a xylitol pastille or chewing gum

Students are allowed to have a xylitol chewing gum after lunch and the afternoon snack so long as the gum is disposed of in the litter bin before the next lesson.



4.7.4. Child Protection

According to the Child Welfare Act (*lastensuojelulaki*), guardians are responsible for the welfare and balanced development of their children including sufficient supervision and care. Guardians are to create an atmosphere of understanding, trust and love in a safe and stimulating environment, and to facilitate the child's growth into an independent adult.

The school supports guardians in their efforts and does its best to provide families with any necessary assistance at an early stage, and if necessary, guides the family to receive further support from the child protection professionals. The contact to these professionals may be made by the guardians themselves or a member of the Student Welfare Team.

The School Social Worker's services are available to prevent and tackle social and psychological challenges related to the child's learning, school life or social and psychological development. These services are also meant to improve the cooperation between home and school.

If a member of school staff has in their duty learned something about a child's treatment or care that raises concern regarding the child's safety or healthy development, they have an obligation and right to notify the social services. The notification can also be done cooperatively with the child or their guardians as a request to evaluate the need of intervention.

If teachers learn about bullying or other problems taking place on the way to school or back home, they will inform the guardians of the students involved, but the **school has no authority to order punishments and school rules do not apply on the way to school or home**. The school may, however, support guardians to find solutions to such problems by offering e.g. services of the school nurse or school social worker for both the victim and the perpetrator.

4.7.5. TCK (Third Culture Kids) Groups

We are delighted to welcome many new or returning students to OIS. Moving from one place to another involves both negative and positive feelings, such as looking forward to the familiarity or newness of things or missing what has been left behind. Therefore, our school provides students who have recently moved (back) to Finland with an opportunity to share and reflect on these feelings with others in a similar situation.

"TCK" (Third Culture Kids) peer group activities will run again this year. The meetings are run by an OIS teacher and they take place during school day. Our "TCK guardians" will receive a letter concerning the TCK groups in the beginning of the autumn term.

We strongly advise guardians to read the Oulu International School's *Muuttajan opas/ Mover's Guide*, which we give to all new families.

4.8. Pedagogical Support

Pedagogical support provided for students in school is, by law, divided into three:

- 1) General support
- 2) Intensified Support
- 3) Special Support

4.8.1. General Support (yleinen tuki)

General support (yleinen tuki) means **support available for all students in order to promote their learning and wellbeing**. By means of general support every student's learning path is protected and minor obstacles which may impede their learning are eliminated. General support may include e.g. differentiation of assignments and teaching material, tutorial lessons and part-time special education by the Special Education Teacher. Student's mental and physical wellbeing is supported by the School Social Worker and School Nurse.

Personal Learning Plan (henkilökohtainen oppimissuunnitelma)

This is an **individualised tool to plan, execute and evaluate student learning**. PLP describes all the necessary educational arrangements and forms of support provided for the student. The aim of PLP is to create the best possible conditions for the student to proceed in his/her studies. The class/homeroom teacher writes the Personal Learning Plan cooperatively with the student and the guardians, and updates it regularly e.g. in the guardian-teacher-student conferences. The use of PLP is **voluntary during general support but mandatory during intensified support (tehostettu tuki)**.

Pedagogical assessment (pedagoginen arvio)

Pedagogical assessment is a **description of the special needs related to the student's learning abilities, learning and school attendance as well as the supportive measures taken**. The aim is to report the sufficiency of general supportive measures and to determine the extent of required additional supportive measures. The pedagogical assessment is written by the teacher and the guardian, and other professionals are consulted as required. A pedagogical assessment is **required in order to transfer the student to receive intensified support**.

4.8.2. Intensified Support (tehostettu tuki)

Intensified support (tehostettu tuki) means **planned, continuous long-term support related to the problems discovered in the student's learning abilities, learning or attendance**. Intensified support is provided when the measures of general support are insufficient and once a pedagogical assessment has been made. The measures of intensified support are similar to those of general support but they are provided during a longer period of time and are based on more meticulous planning. Every student within intensified support must have a PLP (personal learning plan) written. The teaching arrangements and relevant supportive measures are planned, monitored and reviewed regularly by means of the PLP. A decision on transferring a student to receive intensified support or back from intensified to general support is made by the multi-professional Student Welfare Team.

Pedagogical appraisal (pedagoginen selvitys)

A pedagogical appraisal is a **description of the special needs related to the student's learning abilities, learning and school attendance as well as the measures of intensified support taken**. The aim is to report the sufficiency of the different forms of intensified supportive measures and to determine whether the student needs an individualized syllabus for one or several subjects. The pedagogical appraisal is written by a person appointed by the education provider, and their task is to obtain reports on the student's progress and the general circumstances related to his/her welfare. A pedagogical appraisal is **required in order to transfer the student to receive special support**.

4.8.3. Special Support (erityinen tuki)

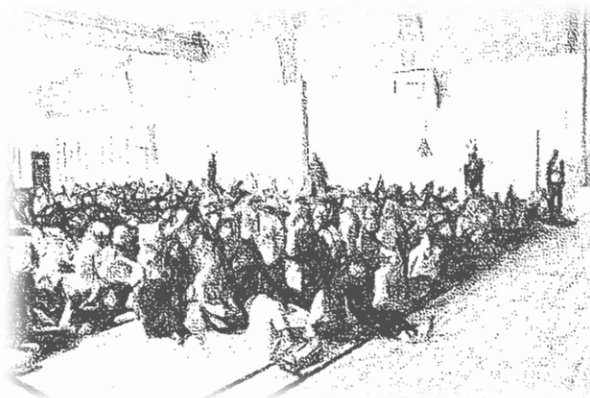
Special Support (erityinen tuki) is **offered for students whose learning, attendance and wellbeing are not sufficiently protected by the measures of intensified support**. The decision about special support is administered on the proposal of the Principal

and it is reviewed at least at the end of gr 2 and 6. The syllabi of one or several subjects may be individualized for students receiving special support. An individualised syllabus is documented in the report card (star symbol next to the assessment (numerical or written)).

Individual Education Plan (IEP, HOJKS)

This is a **plan regarding the personal teaching arrangements for a student who has been transferred to receive special support**. IEP is a description on the student's learning abilities and the special needs related to his/her learning and school attendance. In addition, it includes a description of the supportive measures and any exceptional arrangements related to the teaching and assessment of the child. IEP can be written not only to support the learning of one or several subjects but also to support the child's socioemotional development. An IEP is written by the student's teachers in cooperation with the student and his/her guardians; other professionals are consulted as required.

4.8.4. Tailor-made Support for Various Needs



As our students come from various backgrounds, their educational needs inevitably differ. From time to time we use standardized tests to make sure the students' individual educational needs are met as comprehensively as possible. For example, the students' linguistic abilities are tested in grades 2, 4 and 6.

To determine the best possible education for the child, our Special Education Teachers and the Student Welfare Team may cooperate e.g. with specialists from the Department of Education and Culture and the University Hospital. To aim the supportive measures in the most efficient way, we have classified our students on the basis of their backgrounds as follows:

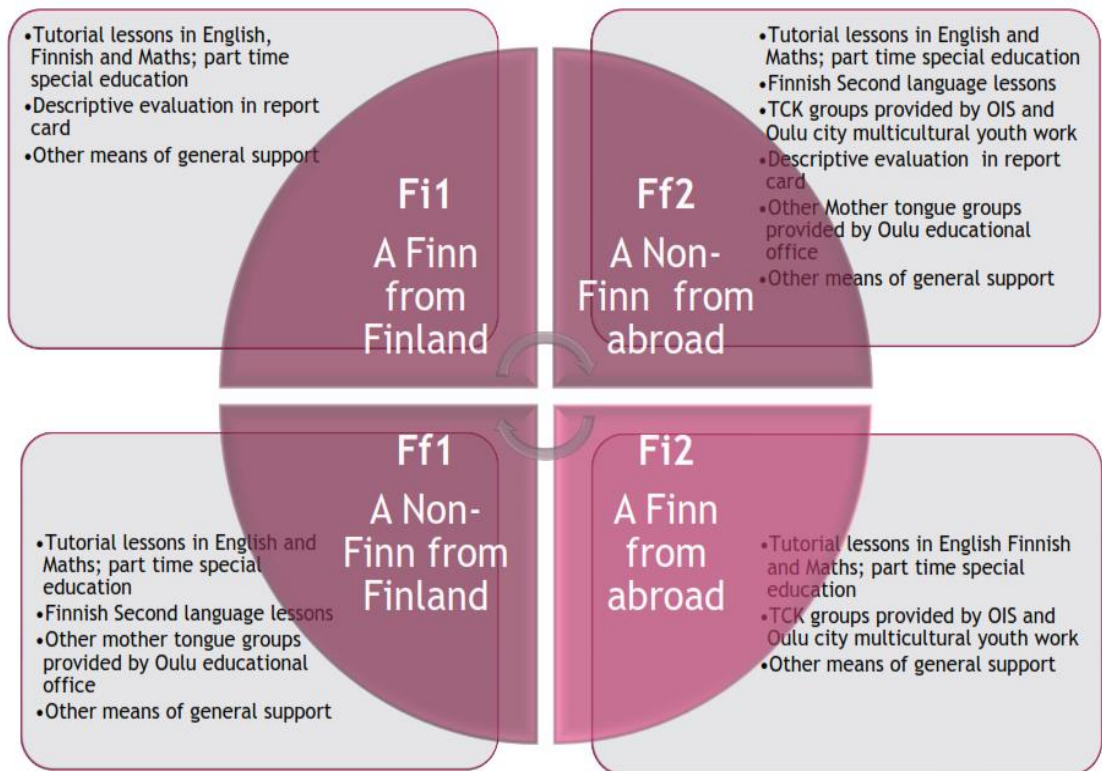
Fi1: A Finn from Finland

Ff1: A non-Finn from Finland

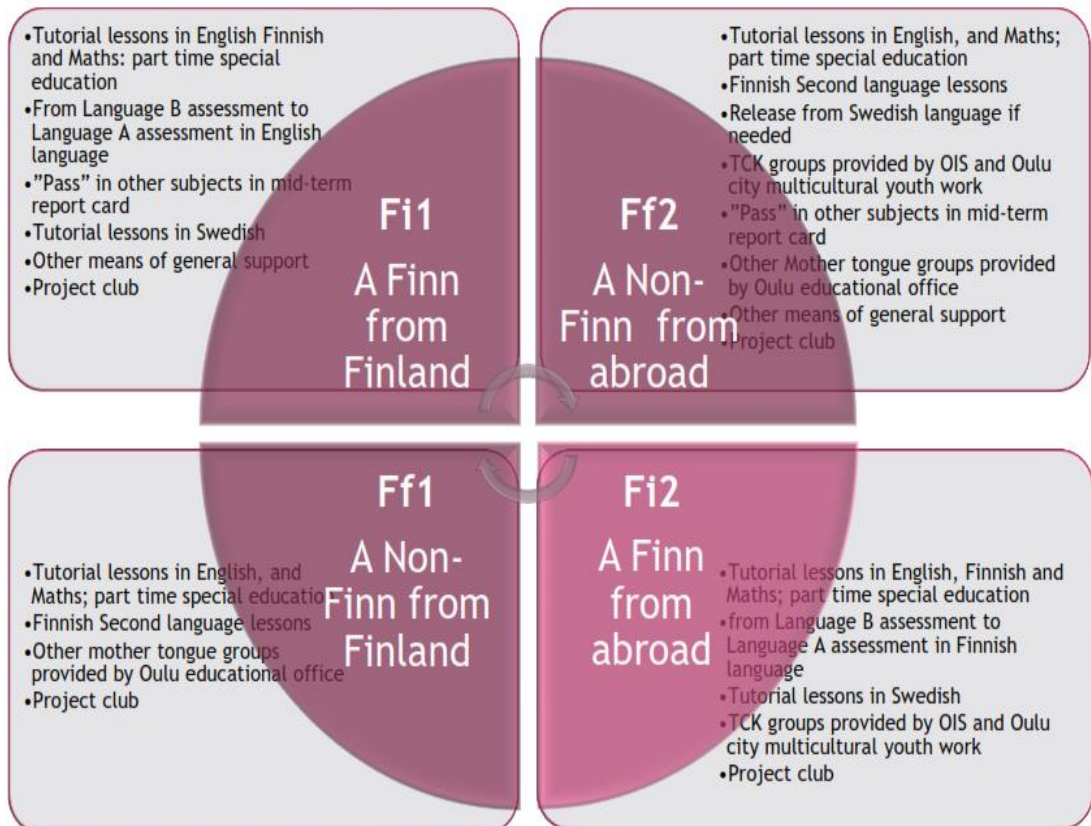
Fi2: A Finn from abroad

Ff2: A non-Finn from abroad

The chart below shows the supportive measures offered for students in the Primary Years Programme (gr 1-6):



The chart below shows the supportive measures offered for students in the Middle Years Programme (gr 7-9):



4.8.5. Individual Learning Path (ILP) and Transition Class

The Individual Learning Path group (pienryhmä) is intended as a measure of intensified and special support for students who benefit from more individualised teaching and a smaller class size. The small group can also act as an intermediate stage in reviewing the need for classroom-based special needs education or support measures. The need for small group support is always reviewed and decided with the guardian. Students learn either full-time or part of the school day in the small group.

We also have a **Transition Class** (siirtymäluokka) to accommodate children who move from abroad but do not have the required English skills to attend OIS mainstream teaching full time. These students may attend the Transition Class for a maximum of two years. Their full integration to the mainstream class takes place through a passed language test. The maximum number of students in the class is 10.

The Transition Class is for students who

- live temporarily in Oulu
- have a guardian working or studying in the Oulu region
- are not Finnish citizens
- were not born in Finland
- did not pass the Language Proficiency Test
- do not have Finnish skills to attend a Finnish school

All of the above conditions must be met in order for a child to be admitted as a student to the Transition Class. There is no waiting list in the TC; students are admitted as a vacancy opens. Students may therefore not apply for a study place in the Transition Class in the February language tests.



4.9. Afternoon Care

Students should either **go to afternoon care, an organised club activity, or home** within half an hour after their lessons have ended.

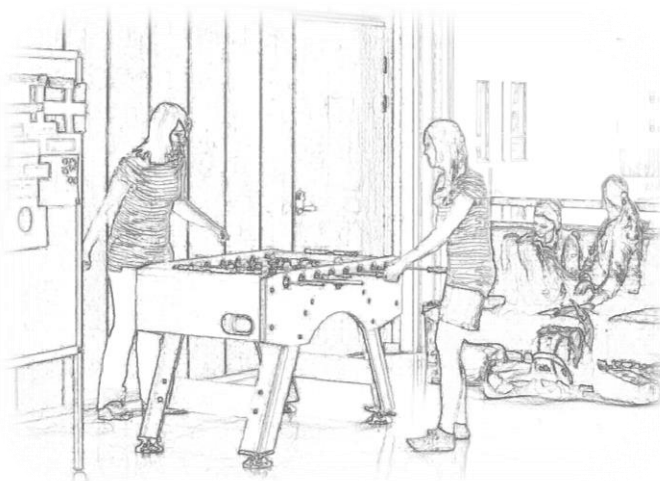
Afternoon care is organised by Oulun 4H-yhdistys for students of grade 1 (and grade 2 if there is space) on our school premises with stimulating indoor and outdoor activities and a snack. For more information about the afternoon care, please go to <http://oulu.4h.fi/iltapaivatoiminta/>

Afternoon care will be provided as normal also when school ends earlier e.g. due to teachers' in-service training. Guardians will be notified of exceptions in the timetable through *Wilma*.

5. FACILITIES

5.1. Security

OIS provides a secure and safe environment for its students. During breaks, students are supervised both indoors and outdoors. Please note that **students are not supervised and thus are the responsibility of their guardians** before and after their school hours, i.e. they should not come to school too early. After school, students are expected to go to either **afternoon care, a club or home**. They are not allowed to stay unsupervised on the premises.



The school entrance doors are kept locked during lessons. Guardians or students wishing to enter the building outside these times are advised to call the telephone number on the door.

OIS has appropriate crisis plans in place to meet emergencies that could arise during the course of the school year. The Principal and staff review these annually. Fire drills are held regularly and procedures are frequently reviewed as instructed by the Department of Education and Culture. Evacuation routes are posted prominently in every classroom and hallway and each class has an assembly point. The locations of fire blankets and extinguishers are clearly marked in the classrooms and hallways.

Smoking is prohibited everywhere in OIS. Use of intoxicants will be reported to the police. Bringing pets into the school building is not allowed.

NOTE: Guardians are welcome to visit the school or their child's class at any time. We warmly welcome visiting or previously enrolled students to attend lessons so long as their attendance does not interfere with the programme. Teachers should, however, be notified in advance about a visitor in the class. For reasons of security, visitors should wear a **visitor badge**, available from the Caretakers, during their stay.

5.2. Safety Precautions

On a weekday, school is the place where the child may spend longer hours than at home. It is natural for parents also to ask if the school is a safe place. We have briefly listed below what we do as a school to make sure your child *is* and *feels* safe at OIS.

Welcome day. A great majority of our new students are admitted in February. The newly admitted students have a welcome day in May, when they can spend a day at OIS and get used to the new school. Knowing what is coming up relieves a lot of stress and brings a feeling of safety for the students.

Buddies. Newly arrived 1st graders get a “buddy” from the 5th grade.

School rules. These are revised at the beginning of each school year. School rules work like traffic rules: there are no collisions when everyone knows and follows the rules.

Anti-bullying procedures. Procedures are followed when the school’s adults are informed of bullying. Bear in mind that we can only act on cases we know of.

Break time supervisors. During breaks, there are supervisors both outdoors and indoors. They wear yellow vests so students can easily see them.

Student Council and tukioppilaat. These active students take initiative to create a good spirit amongst OIS community. Their actions include running the snack bar to raise funds for common purposes and organizing theme days or breaktime activities. *Tukioppilas* students also take care of new students in the class.

Traffic. There is a 10km/h traffic sign to remind parents to slow down on the OIS driveway. Another sign is placed to guide parents to drive one-way on the parking lot parallel to Kasarmintie. The central location of the school gives us many opportunities to practise traffic rules.

Police visits. The School Police visits the school to talk about safety matters and legal issues. Generally, the message of these lessons for everybody is to use their brain and common sense.

Assemblies. Our assemblies are usually hosted by students. Showing others what we have learned generates a good spirit in school.

Student Welfare. Our Student Welfare Team consists of professionals who cooperate closely with teachers and guardians in matters concerning the students’ physical, social or psychological wellbeing.

Crisis Team. The Student Welfare Team also functions as the Crisis Team in case an emergency should happen.

Safety Plan. We have a City-level safety plan as well as a school-specific Plan, both of which are reviewed and updated annually.

Class-specific safety guidelines. Each classroom is equipped with instructions for what to do in an emergency. Every other classroom is equipped with a fire blanket.

Fire drills. We have fire drills twice a year in cooperation with Tiernan koulu and IB Diploma school. Fire drills are the only emergencies that, according to the City of Oulu guidelines, are and can be practised. Other emergencies are authority-led, i.e. we wait for instructions from the authorities.

Home-school cooperation. Pulling the same rope, i.e. an open and supporting relationship between parents and teachers gives children a feeling of safety: “*They all care about me!*”

Spirit of OIS. This is something that people visiting OIS always pay attention to. People at OIS are friendly, caring and polite. This creates a feeling of safety. However, we must remember that it does not happen on its own. Each one of us has

to do our own part by being friendly, caring and polite towards others. *The Spirit of OIS* is actually the key factor to the safety felt and experienced at OIS. After all, OIS is nothing more but a regular building, but it is the *people in it* who, by their own actions, create its safety.

As a parent, by doing a little you are actually doing a lot to help your child feel safe at OIS: be interested and talk positively about school, ask your child about their day, help your child in their homework, teach them good manners. Show by your own example in traffic, on the street and in social situations your consideration and care towards others. **By creating a *feeling of safety*, we create safety.**

5.3. Library

Students develop as readers through meeting the challenge of varied and increasingly demanding texts and through sharing their reading experience with others. Many of the students' questions which arise from our units of inquiry can also be researched and reflected upon through the use of our library. The library plays an essential role in our students' learning. We are continuously organising and stocking up our library, with a collection of fiction, non-fiction and reference books.

Students are allowed to borrow books for home loan and at all times they are encouraged to use the library to find information for a range of purposes. Students are responsible for the books they borrow, therefore if a book is lost or returned in damaged condition, it must be replaced.

We are grateful for any donations of books or magazines to the library. We encourage guardians of our students with mother tongues other than Finnish or English to purchase books from their home countries for our library. It is also possible to donate e-books for the school.

Reading literature in Finnish, English and own mother tongue is essential for OIS students. Reading literature develops vocabulary, textual skills, comprehension skills, imagination and empathy. These skills are important for learning all subjects. They are also lifelong learning and everyday life skills. Therefore, it is important that children read every day, also at home. We hope that parents can help their children make reading a daily routine.

We offer our students an excellent opportunity to develop their reading skills, to become more open-minded readers and better communicators by completing a **Bilingual Reading Diploma** (adapted for OIS from the Oulu City reading diploma). If you have any questions about the Reading Diploma or would like to make a donation, please contact your child's class/homeroom teacher.

We use the same OUTI card as the City Library. However, the card needs to be synced with our system, as we have a separate loaning system, KOHA. **It is very important that all students have the card**, as they will need to have access to the library throughout their school year.

Instructions for using the City's library card:

If a student does not have an OUTI library card, they must first apply for the card through any local Oulu City library. Once they receive the card, guardians should ensure that all permissions are updated and current before OIS library can sync the card to work.

Wilma instructions (the English *Wilma* permission site might not have the following information – you might need to use the Finnish version of *Wilma* to complete the following:

Please make sure to fill in **Wilma's form "Huoltajatiedot koulukirjastojärjestelmään"** (guardian information – school library) so that your child's information gets transferred to the new system – we should have information about which guardian's information will be transferred with the child's information for the new system, so please make sure to include **guardian's name, social security number and address**. Your information is secure and will only be used to manage your child's account. **Also make sure to click the box "Huoltajan tieto saa siirtää koulukirjaston tietokantaan" so that you give the permission for your child to have a school library account.**

5.4. Educational Technology

In keeping with the school's philosophy of teaching Information and Communication Technology (ICT) skills in context and of using ICT to enhance students' learning, the appropriate use of ICT is an integrated element of school subjects in all grades. In keeping with the City of Oulu ICT policy, each student is given an e-mail account.

Laptops and tablets are available for use in the school which allows us to take advantage of our wireless Internet connection. Each student has an individual username and password to access these devices. Access to the Internet, for example, plays an important role in allowing our students to work on some of the important questions which arise from their units of inquiry or projects.

The users of the computers are expected to be responsible, recognizing that access is a privilege. This also goes for the use of mobile devices. We expect everybody to follow a few simple rules when using the wireless network in OIS:

- 1) Usernames and passwords are private; do not share them with anyone once you have received them.
- 2) Computers are mainly used for schoolwork.
- 3) Downloading or changing any of the computer settings is not allowed.
- 4) The Internet is mainly used for learning purposes.
- 5) If you come across anything that can be regarded as bullying, immediately contact your homeroom teacher. Save any messages or e-mails as proof.
- 6) Only material related to schoolwork is to be printed out. **Before printing, first ask for your teacher's approval.** Remember that colour prints are expensive!
- 7) Visiting sites with indecent content is not allowed.

5.5. Sports Facilities and Physical Education

OIS follows the National Curriculum in teaching Physical Education (P.E.). **We hope that all guardians take every effort in providing their children with appropriate equipment and clothing, for both indoor and outdoor P.E.** We are happy to receive donations of clean P.E. equipment of all kinds and sizes.

To make sure that we can offer a well-balanced physical education programme at OIS, we make the best use of the sporting facilities that we have access to. OIS sports facilities include a multipurpose gym hall with a stage and dressing rooms, and a playground with a multipurpose court and playing fields with recreational apparatus. Within close proximity are further playing fields, skiing tracks, an ice rink and a public swimming pool.

School meets are organised by the City of Oulu and sports associations for students to compete in various sports. Our students attend these events actively, and the transportation as well as other arrangements are taken care of by the school.

5.5.1. Important Issues about P.E. lessons

P.E. is in the National Core Curriculum and all students participate in school P.E. Guardians do not have a right to withdraw a student from P.E. lessons.

The content and venue of the P.E lessons are planned and organized by the P.E. teachers. Students should wear appropriate clothing to be able to participate in outdoor P.E. **Students should always be prepared for every weather condition.** In case of very bad weather (NOTE: this is estimated by the teacher), the teacher may decide to have the P.E. lesson indoors.

Please note these issues about P.E. lessons:

- All clothes items **must be named**.
- Students **change into their sports clothes** before the P.E. lesson.
- Students must have **outdoor sports shoes for outdoor P.E.**
- Students must have a **towel for showering** after the P.E. lesson.
- Students must **change into clean clothes** after showering.

Example of outdoor gear:

- Comfortable running shoes
- Socks
- Sweatpants
- Long sleeve shirt or jacket (depending on the weather)
- Gloves and hat for cold weather

Example of indoor gear:

- Shorts
- T-shirt
- (5th grade and up) indoor shoes

5.5.2. Swimming

In a country of thousands of lakes, it is very important for its residents to be able to swim. Since swimming is a citizen's skill, it is taught in schools. Students are obliged to participate in swimming lessons unless for a special reason they have been granted a temporary exemption, e.g. due to an acute illness diagnosed by a doctor. A student may be exempted from swimming in case of a particularly serious medical reason, e.g. a severe atopic dermatitis.

Swimming tests and objectives

Gr 4: The first swimming test. Students should be able to swim 25-50 metres.

Gr 6: The second swimming test. The expectation for students in Oulu is to pass the Scandinavian level, which means that after jumping into deep water, the student is able to swim 200 metres without stopping, of which 50 m by backstroke. The swimming instructor, together with the class teacher, documents the student's results. If the student can swim, this is recorded in the grade 6 Report Card.

Summer lessons and tutorials for gr 1-4 students

The school is informed by the swimming instructors of students who are in need of extra swimming lessons. The class teacher contacts the guardians, who are responsible for enrolling and transporting their child to the extra lessons.

Tutorials for gr 5-6 students

If the student does not demonstrate sufficient swimming skills during the swimming week, they can participate swimming tutorials arranged at the swimming pool free of charge. The class teacher sends the guardians a Wilma message regarding the need.

5.6. Playground

See **4.4.3.** for Playground Agreements. Playground supervision is provided during school hours by school staff. Students are required to remain in the designated play areas. **Students may not leave the school during school hours without permission** (see **4.7.2.**).

Students spend all their breaks at the playground (with the exception of grades 7-9 who have indoor day turns).

All bicycles should be placed in the racks provided. We strongly advise students to lock up their bikes for the day. See **4.5.1.**

See **4.2. Transportation.** Guardians driving their children to school are asked to be extremely cautious on or near school grounds. Reversing cars are a serious danger to our younger students. **Please note that the drop-off point for students is at the very end of the drive (near the PYP entrance).** Please do not use the teachers' car park as a drop off point as this only adds to the dangers on Kasarmintie. We kindly ask guardians **not to stop or park their cars in any of the teachers' parking spaces.** Only taxis transporting children to and from Tiernan koulu school are allowed on Valjastehtaan-
katu bicycle path.

As a school we want to increase the amount of opportunities for students to be physically active during their break times as well as during the lessons. Our Student Council runs a Break Time Rental which means that the students can borrow some equipment and games during the long breaks.

If you have any **new or second-hand equipment** (e.g. footballs, other balls, rackets, bats, skipping ropes, floorball sticks etc.) or **games** (e.g. M \ddot{o} lkky) please donate them to school. **Playing cards and board games** are also gratefully received.



5.7. “Big Bite” Dining Hall

Please make sure your child eats a proper breakfast at home in the morning.

OIS serves a hot lunch for students free of charge. The school lunch covers about a third of the day’s energy intake and so is the most important meal of the day. Guardians are advised to stress the importance of the school lunch to their children. School meals are also meant to teach healthy eating habits, appropriate table manners and considerate behaviour. We want to teach the students about sustainability, i.e. taking only the amount of food they intend to eat - they can always go and take more. The school has taken every effort to make *the Big Bite* dining hall a comfortable place to eat in. Therefore, it should be left tidy and the chairs pushed under the table after lunch.

Please inform the kitchen about the student’s special nutritional or dietary needs (this is done through *Wilma*). For weekly lunch menus, see Oulun Tilapalvelut website <https://www.ouka.fi/ruokalistat/koulut-ja-paivakodit?accordion=accordion-6150>.

‘Junk food’ (e.g. crisps, carbonated drinks, sweets) is not allowed in school. Students are welcome to bring healthy snacks from home (e.g. fruit, yoghurt, crackers, juice) or they may buy a snack from our Student Council’s Snack Bar at 14:00.

5.8. Sustainable Development

OIS works with expectations and principles of sustainable development so that the community will be better for all now, and in the future – locally, globally and virtually in its ecological, social, and intercultural environments. All teachers of OIS teach about sustainable development as stated in the curriculum. They also ensure that classrooms are safe, comfortable, ergonomic and stimulating.

We want to teach the students about sustainability, e.g. at lunch taking only the amount of food they intend to eat - they can always go and take more. All staff and students are responsible for recycling materials and conserving energy. This means limiting printing and wastage of materials and making sure lights, electrical appliances and water taps are turned off when they are not needed. Recycling bins are located throughout the school.

6. SCHOOL WORK

6.1. Language Policy

6.1.1. OIS Framework

Oulu International School is a CLIL school which means that students are learning content and language at the same time. Our students are studying through English, which is not the mother tongue for the majority. According to our admission policy students should be able to cope with English tuition and express themselves in English in all curriculum subjects.

PYP students are at the beginning of their learning path, whereas MYP students are at the end of their compulsory education, studying in a subject-driven programme where the quantity of concepts is large. In addition to this, our teaching groups are heterogeneous in their linguistic backgrounds. At OIS we combine two requirements in language skills. We follow the National Core Curriculum and IB guidelines and standards. Our students aim for Level B 2.2. in grade 9 according to the European Language Framework in their English skills. This is comparable to MYP Language A English level. Our students must be able to continue in Secondary Education either in Finnish or English (School Act of Basic Education, Perusopetuslaki). At OIS we are therefore aiming to educate students to be proficient, literate and knowledgeable in two or more languages. Finnish and Swedish languages have a special status by law. All this sets certain guidelines for teaching and learning.

See **4.8.** for our measures to ensure that we meet the individual students' educational needs as comprehensively as possible.

6.1.2. Guardians' Role

Learning through a language other than their mother tongue is challenging for a child. Guardians and teachers have different roles in supporting a child's learning. The guardian's role primarily is to support the child's Mother Tongue. **Guardians are asked to support their child's mother tongue(s) by providing resources at home which relate to school learning such as PYP units of inquiry or projects in MYP.** Guardians can also be involved in homework activities, discussing the issues which come up in units of inquiry and MYP subject related issues, for example, in their child's mother tongue(s). Guardians can also encourage the use of English, e.g. providing materials and games in English.

See also **7.1.2. How Can I Support My Child's Learning?**

It is worth noting that "it can take up to seven years for learners who are using a language other than their mother tongue to attain the same levels in academic language proficiency as those expected for learners learning in a mother tongue." (Learning in a language other than mother tongue in IB programmes, IB 2008, p. 5)

Guardians are encouraged to be involved in ordering materials for the school in their child's mother tongue(s), bought by the school, to be used in the school.

Guardians of Finnish as Second Language (FSL) students are asked to encourage their children to actively focus on learning Finnish, both in school and in their free time. Finnish skills will promote the child's social wellbeing and their adjustment to society.

Guardians can support their child's Finnish learning e.g. by making sure they

- read/speak or watch Finnish programs at least 10 minutes every day
- visit the library and borrow Finnish books
- listen to Finnish children's music
- find a Finnish speaking friend
- find a Finnish speaking hobby
- help their child with Finnish homework:
 - sit down with their child and be interested in their Finnish homework
 - encourage them to do all the tasks carefully.
 - ask them to "teach" you words in Finnish.
 - help them do their reading homework especially well. If there is a recording, listen to it and repeat multiple times.
- Links and apps:
 - Yle kielikoulu: <https://kielikoulu.yle.fi/> (children's programs with English subtitles).
 - Lasten Areena: <https://areena.yle.fi/lapset/>
 - Download *Ekapeli* and play (letter sounds and reading)
 - Download *Pikku kakkonen* and/ or *Pikku Kakkosen eskari*
 - Online games or platforms: <https://www.kielibuusti.fi/fi/opiskele-suomea/itseopiskelu#/>

6.1.3. Some Principles of Our Language Policy

Language of Instruction

- Teaching of language includes learning about language, through language, and language as an art.
- There is diversity in our student's language and literacy development.
- Support is given for students who are not proficient in the language of instruction.
- All teachers are language teachers.
- When students have language problems which hinder them from learning the subject knowledge, it is possible to use mother tongue e.g. in assessment, tests or some assignments.
- In schools where the language of instruction is not the mother tongue of some of the students taking the course, measures must be implemented to ensure that these students are not disadvantaged and have the full opportunity to demonstrate the highest achievement level in the final objectives not depending on the language. These measures may include modification of language in materials, differentiation of assessment tasks, parallel resources in students' mother tongues. (IBMYP Subject guides, e.g. Mathematics, PE, Sciences, Humanities...)
- Teachers may exercise contextual sensitivity. In cases of learning difficulties/ challenges and in certain other problem situations (e.g. bullying), the language used with students must be the one they are most confident with (mother tongue of the student is used if possible). Special Education is given in Finnish for Finnish students and in English for non-Finnish students.



Mother Tongue Support

- We are sensitive to diversity and actively cooperate with guardians in supporting mother tongue teaching and resources.
- We create opportunities to represent and celebrate different mother tongues, as well as make this ongoing practice in classrooms. Natural situations should represent the multilingual student body.
- The library supports mother tongues.
- The host country's languages of Finnish and Swedish have special status by law. These are taught during the school day.
- Other mother tongue lessons (e.g. Chinese, Hindi, German, Japanese, Greek and Italian) are organized by the Education Office of Oulu and the lessons take place outside school hours.
- MYP teachers provide parallel resources in the students' mother tongue(s) (if applicable); the main concepts are provided also in Finnish.
- The role of the Mother Tongue teachers is important: they are involved in planning units whenever it is possible. They also help order materials for the school.

Additional Languages in the PYP and Language A and B in the MYP

- Students in the PYP have the opportunity to study more than one language. Our students study both Finnish and English during the school day. In addition, students receive other mother tongue teaching depending on whether the City is able to provide it.
- Each MYP student must have at least two Language A's (English, Finnish), or one Language A (English) and one Language B (Finnish). In addition to this, our students study a Language B1 (Swedish).
- Other languages (Spanish, German, French) are taught through Finnish outside the IB programmes.
- The table below describes the languages studied at OIS (shaded) and the continuum to IB Diploma Programme:

The options that different language learners have:

A Finn, Finnish mother tongue: A, B, D, E

A Non-Finn, other mother tongue: A, (B), C, D, F

Native English speaker: A, (B) C, D

Students' choices	Languages	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	MYP Language A or B	IB Diploma
A	Required languages	English A	English A	English A	English A	English A	English A	Language A	English A1 English A2
B		Finnish A	Finnish A	Finnish A	Finnish A	Finnish A	Finnish A	Language A	Finnish A1 Finnish A2
C		Finnish SL	Finnish SL	Finnish SL	Finnish SL	Finnish SL	Finnish SL	Language B, advanced	Finnish B
D				Swedish B1	Swedish B1	Swedish B1	Swedish B1	Language B, foundation	Swedish B
E	Optional languages	French A2	French A2	French A2	French A2	French A2	French A2	-	
						French B2	French B2		
F		Spanish A2	Spanish A2	Spanish A2	Spanish A2	Spanish A2	Spanish A2	-	
						Spanish B2	Spanish B2		
G		German A2	German A2	German A2	German A2	German A2	German A2	-	
					German B2	German B2			
H	Mother Tongues (minimum 6 students needed for each mother tongue group; enrolment in Wilma, contact person eija.laasonen-tervaaja@ouka.fi)								

6.1.4. Voluntary Foreign Language (A1 and A2) (vapaaehtoinen A-kieli)

Students will have a new opportunity to choose an optional language (A2) of Spanish, French or German in gr 3, to start as of gr 4. Depending on the choice of the majority, a group is then formed. Please note that according to the Finnish National Core Curriculum, students start to learn Swedish as a compulsory language in gr 6.

Once the student chooses the A2 optional language, this choice is valid until the end of Basic Education. After that, commitment to the selection is required. If the learning of the second language A becomes overwhelming (due to e.g. a long-term illness, other subjects suffering considerably, student welfare reasons), guardians should first discuss with the language teacher concerned, the student welfare professionals, and only then request for exemption with clear justifications from the Principal. Any decisions on exemption are made only at the end of the school year, not in the middle of the school year unless the matter is exceptional.

6.2. Attendance

6.2.1. Compulsory Education until 18 Years of Age

Compulsory education continues **until student turns 18 or completes the secondary-level education.** The Compulsory Education Act imposes an obligation on all 9th graders to apply to secondary level schools in the Joint Application (yhteishaku). Guardians are advised to discuss and find information about their child's future study opportunities. Information about education options in Finland after Basic Education is available from the Student Counsellor or at <https://opintopolku.fi/konfo/fi/>. Once completed the secondary level, student is eligible to apply to University and University of Applied Sciences.

NOTE! Guardians are advised not to take family holidays during school times. If you plan to move abroad or take a long holiday whilst your child is in Basic Education, you will need to apply for suspension of compulsory education (oppivelvollisuuden suorittamisen keskeyttäminen). The form to apply can be found in *Wilma* > *Hakemukset*. In the application, you will need to provide information on how your child is educated during the absence from OIS.

At the request of their guardian, student has a right to have their compulsory education suspended for a specified period

- due to a long-term illness or injury
- during maternity, paternity or parental leave
- for the duration of a temporary stay abroad of at least one month, if the student attends similar education abroad
- for other compelling reasons related to the life situation.

6.2.2. Absences

We are grateful that our guardians recognise the importance of their children's regular attendance at school and therefore unauthorised absences rarely occur. Teachers record students' absences in *Wilma*. See 4.3.4. School attendance is directly related to academic progress. **We expect guardians to see that their children attend school every day, are punctual and properly equipped.**

Absences can be authorised for illness, religious observance, bereavement or other special circumstances. **Guardians are advised not to take family holidays during school times.** Teachers are not expected to prepare lessons and extra homework for students whose families choose to extend holidays. If the reason for absence is other than illness, guardians should apply for leave of absence. **Please notify the Class/Homeroom Teacher of an absence well in advance.** The Class/Homeroom Teacher authorises any absences **up to five days**, any longer absences are authorised by the Principal. The application form can be found in *Wilma > Hakemukset (Applications)*.

If the absence is longer than one month, guardians apply for **suspension of compulsory education** (oppivelvollisuuden suorittamisen keskeyttäminen). The form to apply can be found in *Wilma > Hakemukset*. In the application, you will need to provide information on how your child's education is arranged during the absence.

If a student cannot attend school because of illness, guardians should notify the school by 12 o'clock. If no notification has come from home, Class/Homeroom Teacher will contact guardians as soon as possible. Unauthorised absences will have to be compensated for immediately in *Läksyparkki* compensation class. MYP students may also do the compensation in Detention.

Students should contact their class/homeroom teacher if for any reason (e.g. bus is late) they will be late for a lesson. If student has a health appointment, they should provide a note from the doctor, nurse etc. to prove that they have been there.

If a student feels ill during the school day, they should ask their teacher to send them to the School Nurse. **It is essential that students do not leave school without informing their Class/Homeroom Teacher first.** The school reserves the right to ask for a medical note from a doctor or nurse in the event that a student is absent for a test and/or assignment due date and/or if there is concern about the child's wellbeing.

If a student needs to leave school for **other than medical reason**, the class/homeroom teacher should always be notified **by the guardians**. Students are allowed to go

and see their siblings' *vanhojentanssit* or *penkkariajelut* only if their guardians have asked permission from the class/homeroom teacher.

If a student is absent on a test day because of an illness, the teacher will arrange a new time for the test. In the case of an unauthorised absence, the teacher is not obliged to arrange a new test. See **6.3.2**.

When absent from class, students are responsible for making up any missed work. They should make sure that they have all the necessary material for e.g. revising for a test. **Therefore, it is important that students approach relevant teachers for missed material (instructions, handouts etc.) as soon as they are back to school.**

If student has a condition or disease which causes absences, open discussions will be held between school and home related to pedagogy and student welfare. Even one **hour of unauthorized absence** is addressed and clarified (*Wilma* > *Puheeksi ottaminen*). In other absences (**1-30h**), your Class/homeroom teacher will contact guardians if the absence from school is connected to changed behaviour, or if the absences have some kind of regularity or pattern. The mark '*Puheeksi ottaminen*' (Concern expressed) in *Wilma* will be used by teachers when they start a conversation based on their observations. If the absence takes longer than three days, the class/homeroom teacher will check that the student is back on track. If absences continue, the Student Welfare Team takes action to discuss with the guardians how the student could be supported. If needed, the Child Protection Authorities will be contacted.

6.2.3. Support Model for School Attendance

As a school we take measures to make sure our students get to have experiences of agency and belonging in the school community. All the adults in the school care for the students' wellbeing and safety. We practice emotional and interaction skills in the school's everyday life. We celebrate our students' successes and strengths. We work continuously to find pedagogical solutions to support our students' wellbeing and school attendance.

Parents are asked to observe their child's behaviour or difficulty leaving to school. **If the school marks your child absence as unauthorized, do not authorize it if you are not certain of the reason.** Please communicate with your child, making sure that they are heard and understood. In case concerns arise or difficulties continue, please contact your child's class/homeroom teacher or a Student Welfare professional.


If a child has difficulty attending school, they may show subtle symptoms which parents should be observant about. If you notice these first symptoms in your child, first bring the subject up with your child, and if difficulties continue, then contact the school:

- Frequent difficulty leaving to school in the mornings
- Difficulty returning to school after a holiday or absence due to illness
- Increased messaging with parents during the school day
- Increased tardiness (late for lessons)
- Skipping individual lessons
- Repeated days of absence
- Repeatedly goes home in the middle of the school day
- Unauthorized absences


- Repeated undone homework
- Is present in class but does not participate in work
- Changes in school grades
- Difficulty transferring from class to class
- Repeated desire to leave the classroom
- Difficulty with friendships
- Loneliness or withdrawal
- Increased psychosomatic symptoms (stomach ache, headache)
- Changes in behavior and mood

The table below shows the procedure we follow in cases of students' absences:

OBSERVATION	
Unauthorised and unexplained absences (1 h <)	Reason(s) clarified without delay
Authorised absences (1-30 h), other lesson marks and observations	<ul style="list-style-type: none"> • If they raise concern <ul style="list-style-type: none"> - individual absences due to illness, recurrence, regularity - changes in behaviour • After a longer continuous period of absence, e.g. more than 3 school days <ul style="list-style-type: none"> - teacher checks with the student to make sure the student has caught up with homework and has sufficient knowledge and skills - adults' concern is conveyed to the student • If student has a high number of authorised absences, e.g. due to an illness or condition: <ul style="list-style-type: none"> - discussions related to pedagogy and/or student welfare are held with the student and guardians



ENCOUNTER	
1-30h of absences →unauthorised absences without delay	Bringing up the observation (puheeksi ottaminen) <ul style="list-style-type: none"> • When a change in behaviour or the reason of absence has raised concern. • Observations are discussed with the student. • Student's viewpoint is heard. • Need for learning support is identified. • Guardians are contacted. • Observation (puheeksi ottaminen) is recorded in Wilma in tuntimerkinnät. • Student and the Guardian are aware of the record and its reason. • Student welfare services are consulted if necessary.



ACTION	
More than ~30 – 50h of absences	1) Mapping out the situation in a Multiprofessional Team <ul style="list-style-type: none"> • The observation or absence has been brought up and home-school cooperation has started, but concern prevails • Reasons for the absences have not been clarified • Reasons for the absences cause concern

	<ul style="list-style-type: none"> • Delay of academic progress due to absences raises concern • Absences continue
2) Action Plan One or several of the following is done:	
Student Welfare Professionals or other experts are consulted	Guidance Discussion (<i>kasvatuskeskustelu</i>), Let's Talk about Children (<i>lapset puheeksi</i>) discussion is held, or other means are used to determine the need for support <ul style="list-style-type: none"> • At the latest when student has 30h of concerning absences (unauthorised absences always without delay) • Guardians are offered an opportunity to participate the Guidance Discussion (Po135a§2). • If guardians do not participate, support measures will be agreed upon in other ways. • Follow-up is agreed upon.
An individual multidisciplinary team of experts is summoned <ul style="list-style-type: none"> • At the latest when student has 50h of absences (unauthorised absences always without delay) • A person in charge is named • Action plan is recorded in the Student Welfare Report (<i>oppilashuoltokertomus</i>). • Pedagogical issues are recorded in pedagogical documents. • Agreement on communication and follow-up meeting. 	Networking in line with the Community Effectiveness Model <ul style="list-style-type: none"> • When the support of local support providers is not sufficient and cooperation with outside stakeholders is needed e.g. social or health services. • Phone call to <i>Luuri</i> for consultation: • Before calling <i>Luuri</i>, the guardians have been offered a <i>lapset puheeksi</i> discussion, or the need for support has been determined in other ways. • Guardians are asked for their consent to call <i>Luuri</i> and they have been told what the consultation involves.

6.2.4. Being Late for Class

Students are expected to arrive at school punctually. Coming late impedes not only the individual's progress, but also that of the class. Student who is repeatedly late for lessons, will have a Guidance Discussion with their Homeroom Teacher, followed by any necessary consequences.

NOTE: Students must contact their Class/Homeroom Teacher or the supervising teacher if they will be late for a lesson or a test for any reason (e.g. bus is late). Teachers will give students their contact details so that they can do this.

6.3. Homework and Projects

6.3.1. Homework

Homework forms an integral part of students' work. A wide range of activities and assignments may be set for homework, some involving just a short exercise while others may form part of a long-term assignment. Guardians are responsible for providing an appropriate setting and structured routine for doing homework. **Guardians' support is sought in assisting their children to search for information for projects etc.**

Students are responsible for writing down their homework assignments and test dates in their diaries, which they should take with them to all classes and home in the evening. Guardians are advised to encourage and remind their children to use a diary and to keep a regular check of it. A homework diary may be one provided by the school or another type of diary (electronic, journal etc.) which the student prefers to use.

6.3.2. Project and Test Calendar (MYP)

MYP Students and guardians can check tests and due dates for projects on the online Calendar at *Wilma*. Assessed and returned tests and projects are not automatically taken home. They will be filed in a Student Portfolio. We do, however, allow students to take their tests or projects home upon guardians' request. Guardians can view the test and project results in *Wilma*.

Here are some informative notes about the *Wilma* calendar and test/assignment policy.

General

- Teachers will mark in *Wilma* the dates of upcoming deadlines and summatively assessed work (tests, projects, essays etc.).
- **NOTE!** Students will also have many formatively assessed tasks which are **not** recorded in *Wilma* (e.g. homework assignments, vocabulary tests and other minor tasks). In addition, many essays and projects with deadlines are done during the lessons and the deadline can be on the same day as a test.
- A student who misses a test due to illness or other reason authorized by the school, is responsible for approaching the teacher and agreeing on a new test date. In this case the student may have more than 3 tests per week.
- Any undone assignments/tests can be done at *Läksyparkki* on Wednesdays at 14:15. Therefore, it is sometimes possible for a student to exceptionally have two assessed assignments on Wednesdays: one during the school day and one at *Läksyparkki*.

Exceptional test arrangements

1. Absence agreed beforehand

- A student whose guardian has requested permission in advance to be absent on a test day, may agree on a new test date with the teacher. The student may do the test either on the following Wednesday in *Läksyparkki* or as soon as possible at another agreed time.

2. Absence due to illness

- Parents are responsible for notifying the school of the absence. The student is responsible for approaching the teacher to agree on a new test time.
- The student may take any undone test in *Läksyparkki* on the first possible Wednesday or as soon as possible at another agreed time.

3. Matters to consider

- If the student is absent from a test without permission, they are not given a new opportunity to redo the test.
- If the student takes a test and hands in a blank paper, the result is a failing grade.



6.3.3. *Läksyparkki* Homework club

We do not expect students to have a computer, access to the Internet or a printer at home. To help students to get assistance or to finish off their projects, we run a *Läksyparkki* projects club where students may come voluntarily or as advised by a teacher to do any unfinished homework or project, or to do tests missed due to e.g. illness, or to compensate for any unauthorised absence.

6.3.4. Academic Honesty

Plagiarism Guidelines at OIS

OIS wants students to learn to think for themselves and proudly produce their own work. Plagiarism means that student is **copying someone else's words or ideas without giving them the credit for it**, i.e. the student is saying that someone else's work or ideas are theirs when in fact they are not. Plagiarism is not acceptable in any subject or at any time - it is actually against the law. Although teachers encourage students to peer teach, letting friends copy assignments or answers is not peer teaching. **Allowing a friend to copy your work is therefore also cheating, and a violation of academic honesty.**

All of the following are considered plagiarism

(http://www.plagiarism.org/plag_article_what_is_plagiarism.html):

- turning in someone else's work as one's own
- copying words or ideas from someone else without giving credit (including copying your friend's schoolwork)
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of the student's work, whether credit is given or not.

In the MYP, if a student is caught plagiarising or cheating, they will be given a Guidance Discussion and an opportunity to re-do the project in Läksyparkki on the first time this happens. If the student is caught cheating or plagiarising a second (or more) times, they will have another Guidance Discussion and redo the project in Läksyparkki so that the work passes at an acceptable level. Failed work will be taken into account when the grade is given. If the student is caught cheating and plagiarising repeatedly, the school will use additional disciplinary measures as stated by the Basic Education Act.

The second time a student is caught: the time frame that is taken into account for the number of plagiarism times that occur for one student is **one academic year**.

NOTE: there are many different types of plagiarism and students will be listened to. Teachers use their professional judgement to determine the reasons behind the act. The use of AI has been discussed especially with the MYP students. The guidelines and instructions regarding the use of AI can be found in the Student Diary.

Keeping track of the amount of plagiarism is done by the homeroom teacher using Wilma where they are recorded by the teachers involved. (Tuki->Kasvatuskeskustelu->Luntaus kokeessa)

6.3.5. Hazardous Work



In grades 1-6, hazardous work is not allowed. According to the Government Act (475/2006), students in gr 7-9 may under the direction and immediate supervision of the teacher do hazardous work. This means mechanical, chemical, physical and electronic hazards, bodily exertion, biological hazards and certain other tasks.

In Basic Education grades 7-9, the machines, tools, substances and products defined by the above Act are used in the hands-on teaching of natural sciences, crafts, visual arts, and home economics in situations when it is deemed necessary in the implementation of the Curriculum and the achievement of its objectives. Any practical work is done under guidance and supervision of the teacher. Special attention is paid to safety, and suitability and safe use of the tools and protectors.

6.4. Assessment

For more details about assessment, go to <https://www.ouka.fi/en/oulu-international-school/assessment>. Students are made aware of the objectives of the subjects as well as the assessment principles in an age-appropriate manner. During the school year, the student and their guardians are kept informed of the student's academic progress, working skills and behaviour. The assessment of the evidence of student's learning that the teacher uses for summative assessment is documented. The school has uniform assessment principles and practices that manifest in the school's assessment culture.

Assessment

- is equal and transparent
- requires cooperation and participation
- is planned and consistent
- is variable
- is based on objectives and criteria
- takes into account the age and conditions of the students.

Formative assessment

- the purpose is to guide and improve teaching and learning in relation to the set goals
- helps students to understand their learning processes, identify their strengths and develop working methods to achieve their goals

Summative assessment

- the purpose is to describe the level of attainment of the goals set for subjects in the curriculum.
- the overall evaluation carried out at the end of a school year is a summative assessment of the student's performance during the entire school year.

Report cards

- For grades 1–3, verbal assessment or a numerical grade
- Passed/failed mark in the verbal assessment
- Numerical grades are given in grades 4–8
- Numerical grades are given in the Final Report Card (gr 9)
- The numerical grade may be supplemented by descriptive verbal assessment attached to the report card.
- Behaviour is assessed numerically in grades 4–8
- Verbal behaviour assessment in grades 1-3 is given as an attachment to the report card

Development discussion (kehityskeskustelu)

- For grades 1-9
- With the student and guardian OR with the student if the guardian does not participate
- Families of gr 1 and 7 are offered the opportunity for a *Lapset puheeksi* discussion.

- For grades 1-4 by the end of September
- For grades 5-9 by the autumn holidays
- Discussions are held outside lesson times

Assessment discussion (arviointikeskustelu)

- For grades 1-4 (no mid-year report card)
- With the student and their guardian
- Discussions are held outside lesson times
- In grades 5-9, students receive a mid-year report card (no assessment discussions)
- NOTE! In the 5th grade mid-year report card, verbal assessment is given in in the Mother Tongue, A1 language and Mathematics
- In grade 1 pass / fail mark in each subject; in addition, a four-point scale in Mother Tongue and Mathematics:

6.5. Promotion and Retention

Our intention is to keep children within their age groups whenever possible. Consultation with teachers, student welfare professionals, guardians, and the student shall be held prior to a final decision about retention. The decision regarding the promotion/retention in the class of a student shall be the responsibility of the Principal.

Grade-level independent teaching (VSOP, vuosiluokkiin sitomaton opetus) can be applied to individual students where the student follows a personal study program as a way of supporting their talent or of preventing dropping out of school. In VSOP, the student does not have to repeat the grade level due to failed or unfinished performances and they will receive a graduation certificate (perusopetuksen päättötodistus) as soon as they have completed the entire curriculum for Basic Education.

6.6. Extracurricular Activities

6.6.1. Clubs

Participation in after-school club activities offers an extended opportunity for the students to develop their educational, personal, and physical development. We encourage all our students to participate in some type of extracurricular activity. The clubs are not specifically related to a class/course and their primary function is social. Clubs are not part of the regular school curriculum, are not graded, do not offer credit, and do not take place during classroom time.

The club activities are generally offered free of charge. We try to be flexible in forming new clubs. When enough students indicate an interest and an adult is found to run the activity, a new club is formed. Information about clubs and their starting times will be issued separately.

6.6.2. Class Trips and Excursions

Educational visits are designed for educational purposes to places of interest and are encouraged as a means of supplementing and enriching the classroom experience. They may last for part of a day, a whole day or for more than one day. Guardians are informed of any educational visits, their goals, activities, timetable of events, the

rules and subsequent consequences if they are broken and the number of supervising adults. Teachers and supervisors will confer with the Principal in the planning of educational visits. Final permission for any visit to take place rests with the Principal.

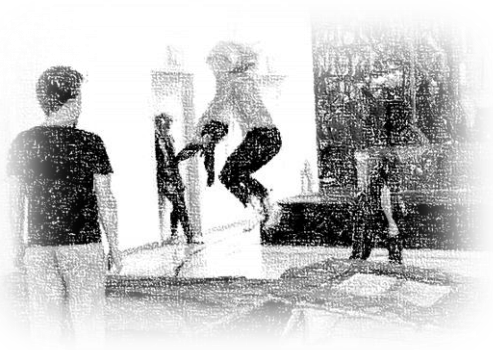
Class trips are made to destinations in Finland only. Only trips that have been arranged through Erasmus and Nordplus funding are made abroad. The directions from the Finnish National Board of Education state that education should not cause financial costs to students. Any activities requiring extra funding may be financed through a range of fundraising activities by students (and their guardians). Taking part in fundraising activities is voluntary. Every student is allowed to take part in the planned activities whether they or their guardians have taken part in the fundraising or not. **Please bear in mind that organising fund-raising activities or class trips is not included in the teachers' job description.**

The responsibility, i.e. the supervision and insurance of all school-related trips is provided by the school. Supervision of a visit will include at least one male and one female member of staff. More supervisors are required depending on the class size and the length of the trip. If sufficient supervision cannot be arranged, then the trips will not be carried out. As in school time, the students are expected to abide by the rules given by teachers and other staff. This is important in regard to the safety of all on a visit.

Students who for any reason do not attend a visit will have work planned for them, according to their curriculum, which can be completed under the supervision of another teacher at and during school.

6.7. Student Action

Students are continuously encouraged to take an active role in the school community, with teachers providing only supervision for the activities. We have active student councils both in PYP and MYP. Each class elects a representative who raises issues which, when addressed, encourage us all to make OIS a better place to learn and work in. The councils have a student chairperson and regular meetings.



The most prominent task for the *Student Council* is to run the *Small Bite* snack bar. Through the proceeds of the bar the Student Council sponsors items, such as the ping-pong table, for the school community that would not otherwise be possible.

Tukioppilaat are volunteer students who are the “eyes and ears” of the school. Their aim is to create a good school spirit. They might organise assemblies, breaktime activities and theme days and look after new students. The *Peer Mediators* are trained to solve minor conflicts between students.

Our students are active in other forums, too. We have students helping out in the Library, and the Liikkuva koulu Student Reps (*Liikuttajat/Movees*) think of ways to get students physically active during breaktimes and in class.

6.8. Familiarisation with Working Environments (TET)

Students of grades 7-9 are offered the opportunity to undertake a work experience period in an industrial, commercial, public or voluntary sector. Gr 8-9 students are encouraged to find placements that reflect their career aspirations and required skills development.

9th graders have a 5-day work experience period in the autumn term. 8th graders' 5-day period is in February. In the 7th graders' one-day placements in the school canteen we emphasize the Service and Action element of the Middle Years Programme.

6.9. Optional Subjects

Students of gr 7 have an opportunity to choose optional subjects for grades 8 and 9. The optionals are taught outside the MYP and are assessed according to the City of Oulu guidelines and criteria. The range of the offered subjects depends on the school's resources each year. Some of our optional courses are organized in cooperation with Myllytulli School. For, further information about optional subjects, please contact the Student Counsellor.

7. CURRICULUM

7.1. The Primary Years Programme (PYP)

At the heart of the PYP is the learner profile (see p 22). This profile provides us with a definition of international mindedness and clear learning aims both for lesson time and other time at school.

Units of Inquiry

Each year students study six transdisciplinary themes. Most of the units are six weeks long, but one can also be a year-long unit. These transdisciplinary themes together provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, PYP learners explore real-world problems by going beyond subject boundaries. Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world. The IB PYP themes are

Who we are
Where we are in place and time
How we express ourselves
How the world works
How we organize ourselves
Sharing the planet

The PYP is a “...**programme of international education designed to foster the development of the whole child.**” (<http://www.ibo.org/pyp/>) It is the curriculum framework for all of the work which we do in Grades 1 to 6. We learn the subject specific requirements of the Finnish curriculum within the PYP's framework of the

essential elements of knowledge, concepts, transdisciplinary skills (approaches to learning), and action.

1. Knowledge

In the PYP, knowledge is primarily taught in a holistic way. We learn knowledge through our units of inquiry where different subjects are used to help us better understand central ideas found in our units. Knowledge, however, is also taught through the study of individual subjects.

2. Concepts

We teach a concept driven curriculum in the PYP. Concepts are taught through the use of both teacher and student questions. At the beginning of a unit of inquiry teacher questions such as, “How does this work?” or “What is my responsibility?” are asked with the children as a way of allowing children themselves to ask questions related to their unit. Such questions then form the basis for further learning for children and often for teachers as well! Children are encouraged to work on their questions at home as well as at school.

3. Approaches to Learning

IB Approaches to Learning allow children to better conduct inquiry. The approaches to learning and associated sub-skills support students of all ages in being agentic and self-regulated learners. Through a variety of strategies, PYP teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry. Our skills include thinking skills, communication skills, research skills, self-management skills, and social skills.

4. Action

Agency and self-efficacy are fundamental to learning in the PYP. Throughout the programme, the learner is an agent for their own and others' learning. They direct their learning with a strong sense of identity and self-belief, and together with others, build a sense of community and awareness for the opinions, values, and needs of others.

Action, the core of student agency, is integral to the PYP learning process and to the programme's development of international mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally-minded and to appreciate the benefits of working with others for a shared purpose.

Through our delivery of the PYP's essential elements we are able to develop your child's progress in the IB Learner Profile in a very natural way. Other ways in which we develop their progress and understanding of the Learner Profile are through the use of literature and role modeling, for example.

The PYP Exhibition

At the end of grade 6 children will have the opportunity to design and work on their own central idea which aims to address a local issue or problem. Children will present their learning in a public forum to which all guardians, students and staff of the school are invited. The exhibition will be a chance for the children to demonstrate all that

they have learnt during their time with the PYP and for us to celebrate their learning and growth.



7.1.1. How Will I Know How My Child Is Doing?

The PYP promotes the use of a range of assessment strategies which are designed to give a clear picture of your child's progress. This progress will be reported to you regularly, both orally and in writing. You are encouraged to play an active role in supporting your child's learning.

Guardians are invited to discuss their child's learning at school (development meetings and assessment meetings). In addition to an end-of-year report on your child's progress, an informal summary of their progress will be provided in January. Guardians are always welcome to arrange a convenient time to meet with the teachers throughout the school year.

Report Cards will be given at the end of the spring term. The form and the content of the cards follow the rules and regulations of the National Board of Education. The language of the Report Cards is English.

7.1.2. How Can I Support My Child's Learning?

The PYP sees learning as a partnership between the student, guardian and school. You can help your child by:

- maintaining regular contact with the school
- sharing books with your child
- supporting your child's mother tongue
- assisting your child with research projects
- attending curriculum information sessions and parent/teacher conferences
- providing an appropriate setting and structured routine for doing homework.

See also **6.1.2. Guardians' Role.**

If you would like to know more about the subject specific objectives for different grade levels in the PYP or if you have any other questions about the PYP, please contact your child's teacher or the **PYP Coordinator, heidi.tuomela@eduouka.fi or +358-44-7039 702.**

7.2. The Middle Years Programme (MYP)

The MYP is specially designed for the unique needs of students aged 12 to 16 at a time when they need to develop good learning habits, self-confidence and a thorough understanding of their academic subjects. This student-centred educational approach aims to develop well rounded students who are confident in their own identities, make ethical decisions, consider international perspectives, are flexible and critical thinkers who can apply knowledge in complex unfamiliar situations and become active lifelong learners.

7.2.1. Historical Background of the MYP

The International Baccalaureate (IB) offers three programmes:

- the Primary Years Programme (PYP) for students aged 3–12, available since 1997
- the Middle Years Programme (MYP), designed for students aged 11–16, available since 1994
- the Diploma Programme (DP), an internationally recognized pre-university course of study for students aged 16–19, available since the late 1960's.

The MYP began as an initiative formulated by groups of practising teachers and administrators in international education who wanted to develop a curriculum for the middle years of schooling. It was intended that this curriculum would share much of the same philosophy as the DP and would prepare students for success in the DP.

The first draft of the MYP curriculum was produced in 1987 when a group of practitioners created a framework that allowed for a degree of diversity. In this framework, emphasis was placed on developing the skills and attitudes, the understanding of concepts and the knowledge needed to participate in an increasingly global society. The MYP grew out of the work and vision of practising teachers in schools.

The MYP is a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills appropriate to this age group. As part of the IB's continuum of international education, the MYP naturally follows the PYP and can serve as excellent preparation for the DP. It is not a requirement that schools adopt more than one programme. However, many choose to do so because of the similarity in philosophy and the coherence of their approaches. The IB has not changed the original concept of the MYP framework in any way. However, the programme has developed significantly since its inception and will continue to do so in response to the needs of students and the perceived demands of the future.

7.2.2. The Core of the MYP: Students and the Learner Profile

Students are the centre of an MYP education. Each student is unique with their own learning styles, strengths, values, experiences, knowledge and limitations.

The IB encourages students to become active, compassionate lifelong learners. The nature of an IB education is to be holistic. This means caring for the whole person:

students' social, emotional and physical well-being – in addition to intellectual and academic development. The IB values and offers opportunities for students to become active and caring members of local, national and global communities.

The learner profile (see p. 22) is a set of attributes that the whole school community strives toward in order to learn to respect themselves, others and the world around them. The learner profile explains the IB's mission. It requires IB learners to strive to become **inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective**. These attributes are needed to become internationally-minded and they go beyond intellectual and academic subject matter.

7.2.3. Elements of the MYP

The MYP emphasizes communication, intercultural understanding and global engagement. In its drive to encourage students to become creative, reflective and critical thinkers who can make connections between their school subjects and the real world, the MYP has a framework which contains certain elements through which this can be achieved. At OIS we have an MYP educational team, which consists of experienced teachers, who promote and support the realization of these elements in everyday school life and the curriculum.

Approaches to Learning (ATL)

Developing skills:

- how to learn
- how to develop, organize and present ideas
- how to access information from the library, the Internet and other media
- how to work independently and collaboratively; how to solve problems
- how to strengthen affective skills such as mindfulness and resilience

Conceptual Understanding

Focusing on powerful big ideas that have relevance within and across subject areas:

- to extend learning beyond the classroom
- to use learning as a way to connect experiences and ideas within many contexts
- to develop higher levels of thinking

Global Contexts

- encouraging students to become increasingly aware of their place in the world
- developing international-mindedness
- Increasing understanding of language and culture in order to become more globally engaged
- creating authentic and relevant opportunities for global learning and understanding

Service and Action

- encouraging students to act and make a positive difference to the lives of others
- developing understanding of self and responsibility towards the community
- encouraging students to plan and initiate activities
- addressing authentic community needs

Inquiry Based Learning

- encouraging students to formulate their own questions to satisfy curiosity and deepen understanding
- encouraging students to design their own inquiries and ask additional questions
- encouraging students to construct meaning when exploring the world around them
- encouraging students to research and seek information and solve problems in a variety of ways
- promoting the inquiry cycle: inquiry → action → reflection →

(IB MYP information adapted from Principles in Practice; IBO publication, 2014, and MYP Guide for Parents; IBO publication 2014)

7.2.4. The MYP at OIS

OIS implements the IB Middle Years Programme from grades 7 to 9. The MYP Coordinator and the MYP Educational Team are responsible for the implementation of the programme. The MYP has proved beneficial to our school in many ways. We have developed a healthy focus on curriculum planning and integration and more cooperation between subject areas.

The advantages of the MYP are:

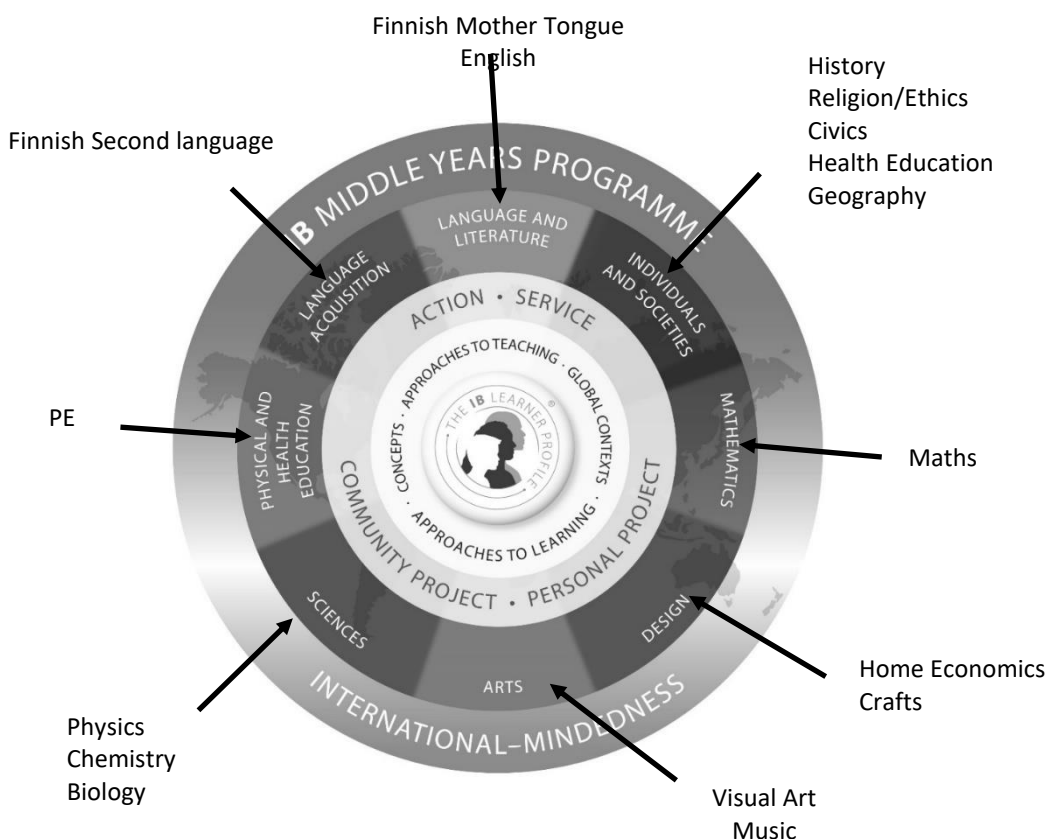
- It insists upon a thorough study of each subject group and highlights their connectedness.
- It eases students in moving to other international schools.
- It improves the professional development of our teachers through access to MYP training workshops and contact with other MYP teachers in international schools and supports our teachers as leaders in the IB world.
- It develops a holistic view of knowledge.
- It focuses on both the student's intellectual and social development.
- It is an excellent preparation for the IB Diploma.

The MYP is rather a programme than a curriculum. MYP offers us an international framework for teaching, but the subject contents and the report cards come from the National Core Curriculum.

See the circular curriculum model of the MYP below. The programme comprises of eight subject groups in which the national school subjects are placed. MYP is implemented in all eight subject groups in grade 7. In grades 8-9 OIS has used the option of teaching the optional subjects in Arts and Design according to the Finnish national Curriculum through English and not as part of the MYP programme. Swedish is also not taught as part of the MYP programme.

The curriculum model of the MYP places the student and the way the student learns at its centre, as the child's development is the basis of the whole educational process. Each subject group has its own assessment criteria, which are fully comparable to those of the national system. Formative assessment (i.e. assessment during the learning process) is carried out using the MYP tools: rubrics, criteria, evaluation forms etc. End-of-term report cards are given using the Finnish scale of 4 – 10. In the final year of the MYP, students are required to complete the Personal Project. (For more information about assessment, see **7.2.8.**)

MYP Programme Model (*Principles to Practice, page 5*)



7.2.5. Learning in the MYP

Learning in OIS is not as much based on information provided by textbooks as on learning to find information by oneself. Another reason for us not being tied to textbooks is that there are often not textbooks available in English to match the national syllabi, which we are obliged to follow. **Parents' support is sought in assisting the students in searching for information for projects and other assignments.**

Compared to their friends in national schools, our students will be involved in many more projects using different sources varying from books to the Internet and personal interviews. Studying is based on clearly set goals. Before students start working on their projects, teachers give them written goals and criteria describing what the assessment of the project will be based on. **Students should write down their homework assignments and test dates in their diaries, which they should take with them to all classes and home in the evening.** Parents are advised to keep a regular check of the student diaries.

Service and action are highly emphasized in the MYP. Students are encouraged to take action based on what is learned in units at school; participating in school activities such as student council, ICT agents, Library reps, Erasmus projects etc; and also to be actively involved in the community through voluntary service in their free time. These Service and Action activities are reflected on at the end of each year.

Skills Practised in the MYP:

- Self-evaluation
- Time management
- Taking initiative
- Learning to learn
- Problem solving
- Critical thinking
- Awareness for sustainable development and environment
- Caring for other people
- Creativity
- Sense of responsibility for own physical and mental well-being
- Other IB Student qualities (see Learner Profile)

7.2.6. Interdisciplinary Units (IDU)

MYP does not believe in teaching subjects in isolation; it encourages students to see the connections between subjects and the real world. Learning through concepts and global contexts promotes interdisciplinary and holistic understanding. At OIS two or more different subject teachers plan a unit together which is known as an interdisciplinary unit. There is at least one interdisciplinary unit at each year level. As students realize that most real world issues require insights gained from a variety of disciplines, they are encouraged to draw on the many different approaches to acquiring knowledge.

7.2.7. Language Issues at OIS MYP

Learning through another language than the mother tongue can be challenging for a child. The parents' role is primarily to support their child's Mother Tongue. Parents can help by being involved in homework activities, discussing the issues which come up in MYP subjects in the student's mother tongue.

In schools where the language of instruction is not the mother tongue of some of the students taking the course, measures must be implemented to ensure that these students are not disadvantaged and have the full opportunity to demonstrate the highest achievement level in the final objectives which is not dependent on the language. These measures may include: modification of language in materials, differentiation of assessment tasks, parallel resources in students' mother tongues. (IBMYP Subject guides, e.g. Mathematics, PE, Sciences, Individuals and Societies...)

MYP teachers provide parallel resources in the students' mother tongue(s) (if applicable); the main concepts are also provided in the Finnish language.

The Role of the Mother Tongue teachers is important: they are involved in planning units whenever it is possible. They also help in ordering materials for the school. A requirement of an IB school is that each student must study at least two languages, which at our school are English and Finnish. Our school offers both Finnish and English at the Language and Literature level, and Finnish at the Language Acquisition level.

Swedish is a compulsory subject in Finnish schools. Many students learn their home language, depending on the availability of the language tuition in the City of Oulu. In

addition to this, students may choose an optional A2 language Spanish, German, or French as of gr 4, which are taught through Finnish. Swedish and the optional languages are not part of the MYP programme, hence they are assessed using the Finnish national system.

Assessment of English:

- OIS follows the MYP Language and Literature Curriculum, according to which a level of B2.2 in the Common European Framework of Reference (CEF) is required for good knowledge and skills (grade 8 in report card) in Listening, Speaking, Reading and Writing.
- In grades 7–9, students receive their grades for English Language and Literature according to the above framework, with the exception of the end-of-year report card in grade 9. In these report cards, the grade given for English is based on the national A1 English assessment criteria. This exception is required by national assessment standards in the curricular transition point.
- National CEF levels required for good knowledge and skills (grade 8) in grade 9, according to the National Core Curriculum are: Listening B1.1., Speaking B1.1., Reading B1.1., Writing B1.1.

7.2.8. MYP Assessment Policy

General

Grading and authentic assessment of students is an integral part of learning and a continual process throughout the school year. Assessment strategies and tools have been designed to allow the students to show their understanding through flexible and appropriate application. OIS MYP follows the national assessment requirements based on the Finnish Core Curriculum while using MYP assessment criteria. Each subject group in MYP has different assessment criteria and they are used to assess different tasks.

There are two forms of assessment: summative and formative; summative assessment is used to evaluate students' learning according to the curriculum's goals at the end of a learning unit e.g. projects, tests and report card grades, while formative assessment is the feedback the student receives throughout the learning process through different activities to help improve learning and discover their strengths and weaknesses e.g. small quizzes, discussions, and mind-maps. The IB officially requires that we use each assessment criteria twice per academic year in each subject for summative assessment.

Students receive a number level and a description for each assessed criterion. They receive a grade for each subject in their report cards and the grades are mostly based on their achievement in the criteria. Students' working skills are a part of the report card grades. Mid-term assessment is feedback on how the student is doing mid-term whereas end-of-term assessment is an evaluation of the whole school year. The final numbers on the final report card take into consideration the grades from all three years in middle school, not just grade 9.

Subject-specific Assessment Criteria and Other Assessment Tools

The eight subject groups of the MYP have their own assessment criteria which are fully comparable with the national assessment criteria. Each subject except the Personal Project and IDUs have four criteria with a scale of 0 – 8. Assessment is based on

the skill levels described by these criteria and the results of tests, projects and assignments are given as points which contain descriptions of the level which the student has reached in each criterion.

The skill levels are compatible with the traditional Finnish national numeric scale of 4–10. Before each assessment task, teachers give students written goals and criteria describing what the assessment will be based on. Students know exactly what they need to focus on. In addition to set tasks (e.g. tests, essays, projects and presentations), assessment is based on discussions, activeness during lessons, and completion of homework. The Assessment Criteria with the maximum points in MYP grades 7-9 are shown in the table below (OIS reserves the right to make any necessary amendments to this table).

Language and Literature	English, Finnish Mother Tongue	Grades 5–9
	A: Analysing	0–8
	B: Organizing	0–8
	C: Producing text	0–8
	D: Using language	0–8
Language Acquisition	Finnish S2	Grades 5–9
	A: Comprehending spoken and visual text	0–8
	B: Comprehending written and visual text	0–8
	C: Communicating	0–8
	D: Using language	0–8
Mathematics		Grades 5–9
	A: Knowing and understanding	0–8
	B: Investigating patterns	0–8
	C: Communicating	0–8
	D: Applying mathematics in real-world contexts	0–8
Individuals and Societies	Religion, Ethics, Geography, History/Civics, Health Education)	Grades 5–9
	A: Knowing and understanding	0–8
	B: Investigating	0–8
	C: Communicating	0–8
	D: Thinking critically	0–8
Sciences	Biology, Physics/Chemistry	Grades 5–9
	A: Knowing and understanding	0–8
	B: Inquiring and designing	0–8
	C: Processing and evaluating	0–8
	D: Reflection on the impacts of science	0–8
Arts	Music, Visual Art, Drama	Grades 5–9
	A: Knowing and understanding	0–8
	B: Developing skills	0–8

	C: Thinking creatively	0–8
	D: Responding	0–8
Physical and Health Education	PE	Grades 5–9
	A: Knowing and understanding	0–8
	B: Planning for performance	0–8
	C: Applying and performing	0–8
	D: Reflecting and improving performance	0–8
Design	Textile Work, Technical Work,	Grade 7
	A: Inquiring and analysing	0–8
	B: Developing ideas	0–8
	C: Creating the solution	0–8
	D: Evaluating	0–8
	Gr 7 Home Economics	Grade 7
	A: Inquiring and analysing	0–8
	B: Developing ideas	0–8
	C: Creating the solution	0–8
	D: Evaluating	0–8
MYP Projects	Gr 9 Personal Project	Grade 9
	A: Planning	0–8
	B: Applying Skills	0–8
	C: Reflecting	0–8
Interdisciplinary Units	Interdisciplinary Units	Grades 5–9
	A: Evaluating	0–8
	B: Synthesizing	0–8
	C: Reflecting	0–8

Teachers create assessment tasks based on subject based criteria. While assessing students' work teachers give the points for the criterion that they have chosen to assess the task with. Assessment tasks are not graded, but the *points* describe the level of the student's achievement in each criterion. Parents are informed about their child's progress through *Wilma*. The points do not indicate the grade in the report card but they give feedback on where the student is doing well and where they need to improve. The numerical grade for the report card is defined by using grade boundaries which are based on the national scale.

OIS gives no separate grades for working skills in report cards. Working skills are included in the subject grades. Report card grades are given using the national scale of 4–10, as these numbers are nationally used, for example, in the Joint Application (yhteishaku) at the end of grade 9. The descriptions for the scale of 4–10 can be found below.

In the assessment of Language and Literature - English, OIS uses the Common European Framework of Reference for Languages (CEF) together with MYP assessment criteria. The framework assessment is an attachment to MYP report cards and it describes the levels for good performance (grade 8) in the report card.

Grade Boundaries: (Table of descriptor points equivalent to Finnish report card grades)

Total points	Number in report card
30 – 32	10
26 – 29	9
21 – 25	8
16 – 20	7
11 – 15	6
6 – 10	5
0 – 5	4

Students' grades in report cards are not based on a mathematical average which is transformed to a Finnish number using the table of points – teachers use a “pedagogical average” which corresponds to the descriptions in the Finnish criteria.

Parent-Teacher-Student Conferences

- Parent-teacher-student conferences (development discussion) take place once per academic year in the autumn term before the autumn holiday.
- The primary emphasis is to discuss and set learning goals
- Personal Learning Plans are used in all parent-teacher-student conferences for documenting general, intensified and special support given by school and for documenting agreements between home and school.

Portfolio

The portfolio includes assessed projects, tests and self-evaluation pages where students have self-evaluated their learning, behaviour and transdisciplinary skills. On viewing the portfolio, parents will receive a holistic picture of their child's learning.

The MYP Student Portfolio includes the following:

- Assessed tests and projects
- Self-evaluation of Finnish, FFL (writing skills), English and Maths
- Self-evaluation of Transdisciplinary skills sheet
- Self-evaluation of Behaviour using the City of Oulu Descriptors

Behaviour Assessment in grades 4 – 9

MYP students are assessed according to behaviour criteria below.

Exemplary	10	<ul style="list-style-type: none"> • is considerate of others and the learning environment and influences other students and learning environments with a positive example • acts constructively for the best of the group and school community in different situations • takes initiative in taking care of common* affairs
Excellent	9	<ul style="list-style-type: none"> • is considerate of others and the learning environment • acts responsibly in the school community according to the agreed rules and instructions • is kind and helpful and strives to build a positive working atmosphere
Good	8	<ul style="list-style-type: none"> • behaves appropriately according to the situation • follows school rules most of the time • usually demonstrates good manners • is able to solve conflict situations independently • is able to work in a group

Satisfactory	7	<ul style="list-style-type: none"> behaves appropriately in different situations most of the time knows and accepts the school rules is able to solve conflict situations with guidance is able to work in a group with support
Mediocre	6	<ul style="list-style-type: none"> often shows indifference towards other members of the community, to school work and the school environment breaks school rules repeatedly creates a negative atmosphere through their attitude and behaviour needs constant guidance and advice about behaviour
Poor	5	<ul style="list-style-type: none"> shows extremely indifferent behaviour towards other members of the community, to school work and the school environment requires special measures to guarantee learning
Very poor	4	<ul style="list-style-type: none"> behaviour is totally inappropriate for the normal school environment

*common affairs refer to: following school rules, supporting other students (e.g. in their studies, being a good friend) and/or having an active role, e.g. in the student body.

Report Cards

These will be given at the end of Autumn and Spring Terms. The form and the content of the cards include MYP elements but they follow the regulations of the National Board of Education. The National assessment scale of 4 – 10 is used in the report cards. The language of the Report Cards is English. Below are the grade descriptors of both the IB and the City of Oulu.

If the student is unable to attend the last school day of the term, it is possible to have the report card posted home if they bring a stamped self-addressed envelope to their teacher in advance.

City of Oulu Schools' Grade Descriptors

Grade	Descriptor
10 exemplary	Student demonstrates a thorough understanding of the required knowledge and skills. Able to work independently and in groups, to apply knowledge into practice, creative expression and problem solving. Works towards the achievement of the objectives and shows special interest towards the subject.
9 excellent	Student demonstrates a better understanding of the required knowledge and skills than in the description of grade 8. Able to apply knowledge into practice, Shows eagerness to achieve the set objectives and has the required working skills.
8 good	The objectives for each subject have been described grade-specifically in the local curriculum. The objectives describe good (8) knowledge and skills. In addition, the Board of Education has provided specified descriptions of good knowledge and skills for different subjects for certain transition stages. The descriptions of good knowledge and skills are attached to the local curriculum. The student with good knowledge and skills has a good general understanding of the key objectives of the subject and strives to use the required working methods. The underachievement of some criteria may be compensated by an overachievement of some other criteria levels.
7 satisfactory	Student demonstrates knowledge and skills in several sectors of the subject. May have difficulties. Working skills are somewhat limited and needs support occasionally.
6 fair	Limited achievement of the objectives. Guidance and supportive measures are often required

5 adequate	Student has difficulty achieving the set objectives. Working skills are very limited. Need of constant guidance and supportive measures.
4 failed	Minimal achievement of the objectives, despite supportive measures and offered opportunities to demonstrate knowledge and skills. Student will not be able to achieve the objectives in the subject in the next year level

The behaviour of grade 7 and 8 students is assessed numerically. In the autumn term, grade 7 – 9 students receive a grade for Physics and Chemistry, and a grade for either Biology or Geography depending on which subject was taught. In the spring term, they receive a grade for both, i.e. both Physics/Chemistry and Biology/Geography.

In the spring term of grade 9, students receive separate grades for History and Civics. Grade 9 receive their Final Report Cards both in English and Finnish. Students will receive an attachment about English assessment criteria with their end-of term report cards. English is assessed in grades 7 – 9 according to MYP Language and Literature criterion and the European Language Framework. National CEF levels required for good knowledge and skills (grade 8) in grade 9, according to the National Core Curriculum are: Listening B1.1., Speaking B1.1., Reading B1.1., Writing B1.1

Assessment of Second Language Learners and Immigrant Students

S2 students receive a written evaluation if they have studied less than one year of the Finnish language, and a numeral assessment if they have more than one year (supportive evaluation).

ESL students receive a written evaluation if they have less than one year of Language and Literature English studies, and numeral assessment if more than one year. If an immigrant student has been at OIS for such a short time that numerical evaluation is not possible for the mid-term or end-of term report card; “H” (pass) and written assessment evaluation is used.

Personal Project

The Personal Project is a compulsory component of the MYP and all students in grade 9 at OIS are required to complete it. Through undertaking a larger project, the IB has the goal of developing student agency, motivation and lifelong learning skills. The process of the project lasts from August until March and students are required to spend some of their own time at home completing it, but they receive guidance and supervision from the MYP coordinator and an assigned supervisor. The Personal Project is an opportunity for students to choose a topic based on their own interests and passions. Students set themselves a learning goal and a product goal, they take action on their goals, and finally reflect on the process in either a written or videoed report. Students receive a certificate for completing the Personal Project from the IB the following September after graduating from OIS.

If you have questions regarding the MYP offered at our school, please contact our **MYP Coordinator: marja.peedo@eduouka.fi or +358-50-5915 761.**

APPENDIX 1: OIS Lesson Distribution 2024-25

Subject /Gr.	G1	G2	G3	G4	G5	G6	G7	G8	G9
FMT/FSL	6	6	5	5	4	4	3	3	4
EN A1	4	3	3	3	4	3	3	3	3
Swe B1						2	2	2	2
Fr/Ger/Spa A2 Optional language				2	2	2	2	3	3
Math	3	3	4	4	4	3	3	4	4
Environmental Studies	2	2	2	3	3	2			
Bio/Geo							2	2	3
Che/Phy							2	2	3
History					1	2	2	2	
Civics				1	1				3
RE/Eth	1	1	1	1	1	2	1	1	1
Music	1	1	2	2	1	1	2		
Visual Art	1	1	2	1	1	2	2		
Crafts	2	2	2	2	2	2	3		
Home Economics							3		
Health Educ.							1	1	1
P.E.	2	2	2	2	3	2	2	3	2
Student Couns.							0,5	1	1
ICT							0,5		
Optionals*					**	**		6 (4*)	5 (4*)
Homeroom						1	1	1	1
Total	22	21	22	24+2	25+2	25+2	32+2	31+1	32+1

*7h/week incl. A2 lang. on gr 8 5h/week incl. A2 on gr 9

**Gr 5 3h/week, gr 6 2h/week Optional A1 lang.

