



ESPOO INTERNATIONAL SCHOOL

Academic Year Guide

2025–2026



Espoo International School Academic Year Guide 2025–2026

This school year guide contains the most important school contact information as well as basic information regarding school attendance, working and holiday hours, and the City of Espoo's educational activities for the 2025–2026 school year.

You can find more information about the topics in the guide in the school curriculum and on the Espoo Education Department website espoo.fi/perusopetus.

Best regards,

Anne-Marie Rapo
Principal

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School contact information

School visiting address: Lillhemintie 1
 School mailing address: P.O. Box 3343, 02070 CITY OF ESPOO
 School website: espoo.fi/espoointernationalschool
 Phone: 040 639 3294
 E-mail: eis.admissions@espoo.fi

Principal: Anne-Marie Rapo
 Email address: anne-marie.rapo@espoo.fi
 Phone: 050 343 2460

Deputy Principal: Maija Burton
 Email: maija.burton@espoo.fi
 Telephone: 040 639 3753

School Secretary: Satu Kuokkanen
 Email: satu.kuokkanen@espoo.fi
 Telephone: 09 8163 9124

Other school contact information

Caretakers: opinmaki.vahtimestari@espoo.fi
 Telephone: 043 826 6918

Food Service Supervisor: Sami Salminen
 Email: koulukeittio.opinmaki@espocatering.fi
 Telephone: 043 826 6777

Contact information for student support services

Nurse: Laura Honkasalo
 Email: laura.honkasalo@luvn.fi
 Phone: 040 610 4576
 Other contact channel: [Lunna communication channel](#)

Curator: Milja Moilanen
 Email: milja.moilanen@luvn.fi
 Telephone: 040 152 7477

Psychologist: Zaida Montin
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 Telephone: 040 193 0211

Community Welfare Officer: Justina Gimbutiéne
 Email: justina.gimbutiene@opetus.espoo.fi
 Telephone: 040 634 4132

Teachers

ANA	Aalto	Andrea		Spanish
SAH	Ahonen	Sirpa	9N	Finnish language and literature, S2
LAI	Airaksinen	Liina		Special Education
DAL	Allen	David		Geography, Biology
FBL	Bley	Filip		Resource teacher
MBU	Burton	Maija		Vice Principal
GBU	Butusina	Georgeta	3E	
GCO	Cowan	Greg	8E	Chemistry, Mathematics
ACS	Cser	Attila	6E	
JCU	Cutinha	Janet		Resource teacher
TEL	Elliott	Todd	7E	Chemistry
SFA	Fair	Sarah	5E	
EFE	Fere	Elina		Finnish language and literature, S2
DFE	Fernando-Ghulam	Dilani	4E	
WGA	Gardner	Wendy		Arts, Crafts
BGE	Germo	Billy	7S	English language and literature
SGU	Gurjar	Siddharth	3I	
LHA	Haglund	Laila		Resource teacher
HHA	Harju	Helmi		Resource teacher
LHO	Holcombe	Lewis	7N	English language and literature
HJE	Jeskanen	Henna		Biology, Geography
EJO	Jokinen	Erika		Music
JKA	Kanerva	Jaana		French, Swedish
MKE	Keinänen	Mary		Mathematics
EKE	Kejonen	Esa		Crafts, S2
OKI	Kiiskinen	Olli	9E	Physics, Mathematics
SKL	Koivulehto	Susanna		Home Economics

SAK	Kortesluoma	Sara	5I	
JKO	Koskinen	Juha	7I	P.E., Health Education
VKO	Koskinen	Veera		P.E., Health Education
SKO	Kotkas	Sonja		Finnish language and literature, S2
SKR	Kreus	Sikri		Finnish language and literature, S2
RLA	Larjo	Rebecca	2I	
MMO	Mozumder	Mohammad		Biology, Geography
VNA	Navas	Veronika		Arts, S2
BPA	Pang	Benjamin	4I	
OPA	Parisot	Olivier		French
TPL	Plazonic	Tomislav	6I	
DPY	Pylvainen	Darius	8I	History, Civics
PPÄ	Päiväkumpu	Pia		Finnish language and literature, S2
AMR	Rapo	Anne-Marie		Principal
AMI	Rikkonen	Amber	9I	Mathematics, English language and literature
MRO	Roth	Marie		Resource teacher
ESU	Suominen	Essi		Special Education
STE	Teatini	Sebastiao		Special Education
JTH	Thompson	Jay		SGC, Mentor Coordinator
BTR	Troté Diaz	Bertha	1I	
VUU	Uusivuori	Ville	8S	Mathematics, Physics
BVU	Vuori	Brianna	2E	
TJW	Werkman	Tjerk	9S	History, Civics
HWE	Wessels	Hans	1E	
EYT	Ylä-Tuuhonen	Elisa	8N	Swedish

Assistants

PGO	Gopalakrishna	Padma		
ONI	Niini	Olli		
JSC	Schönach	Jenni		
SHE	Hegde	Sandhya		

Teachers' and assistants' email addresses are in the format firstname.lastname@opetus.espoo.fi

Students and guardians can approach teachers via wilma.

Working and holiday hours for the academic year 2025–2026

The fall semester 2025–2026 begins on Thursday, August 7, 2025, and ends on Saturday, December 20, 2025.

- Autumn break Monday 13.10.2025 – Friday 17.10.2025
- Christmas break Monday 22.12.2025 – Tuesday 6.1.2026

The spring semester begins on Wednesday, January 7, 2026 and ends on Saturday, May 30, 2026.

- Winter break Monday 16.2.2026 – Friday 20.2.2026

Curriculum and teaching materials

The activities of schools are based on the curriculum. The curriculum tells what is studied in schools and what methods are used in teaching. The curriculum defines the objectives and content of the subjects. The curriculum also tells how learning is assessed. The curriculum has three levels: national, city-specific and school-specific curriculum.

The school-specific curriculum also provides information on matters related to the school's operations, such as the school's operating culture, learning environment and working methods, student participation, promoting well-being and ensuring peace at work. The curriculum also provides information on learning assessment, support for learning and school attendance, and topics related to languages, views and electives.

Textbooks, other school supplies and necessary work materials required for teaching are provided to the student free of charge. The student must handle the tools and equipment borrowed from the school with care and keep them clean. If school property is lost or damaged in home use, the person causing the damage may be held liable for the damage in accordance with the provisions of the Tort Compensation Act. The guardian must ensure that the student has appropriate clothing and equipment for physical education classes.

Grades 7-9 International Baccalaureate Middle Years Programme

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

The MYP offers an international framework for teaching, but the subject contents are based on the Finnish National Core Curriculum. The programme comprises eight subject groups through which the national school subjects are taught. The MYP coordinator is responsible for the implementation of the programme. In keeping with MYP requirements, 9th grade students must complete an MYP Personal Project. The aims of the project are as follows: to choose a goal for product creation based on new learning in an area of personal interest, create the product during the school year based on research, track progress in a process journal, write a report based on the outcome of the project, and finally present the project at the annual Personal Project Evening in May.

For more information, please refer to the subject course guides on the school website.

Assessment

EIS follows the national curriculum guidelines regarding pupil assessment. To ensure that parents/guardians and students receive proper feedback throughout the school year, continuous assessment is provided using summative and formative assessments: summative assessments include report cards, tests and projects, evaluation discussions and parents' evenings.

Primary school parents and students take part in an evaluation discussion with the class teacher and receive a final report card at the end of the school year. Middle school students receive a mid-term report card at the end of the autumn semester and a final report card at the end of the school year. MYP report cards are given at the end of the school year. Summative assessments such as tests and essays must be archived by the school and cannot be sent home with students. However, students have the right to photograph the assessments for their own records or to show their parents.

Please refer to the Assessment Policy on our website for further information.

Home-school cooperation

The goal of home-school cooperation is to support education and teaching and to build mutual trust. Trust between home and school grows stronger when parents become familiar with the school's practices.

Home-school cooperation is an educational partnership in which teachers and guardians know each other. It develops as a continuum from early childhood education to preschool and school. Cooperation is respectful, diverse and active. It supports the student's school attendance, increases safety and prevents bullying and other factors that hinder the well-being of children and young people. The school takes the initiative to build cooperation and develops the conditions for it. The school and guardians are jointly responsible for the smooth running of cooperation. The school regularly assesses the functionality and adequacy of cooperation structures, especially in situations of change affecting the lives of families.

During the first school year, guardians have the right to at least two personal meetings with the child's class teacher/class supervisor, and thereafter at least one personal meeting per school year.

The EIS PTA is an important link between home and school. It is a forum, fully supported by the school, which participates in supporting and developing the school in many ways, including arranging parents' evenings on a variety of important topics, and raising money to be given out as achievement awards at the end of the year. The PTA meets monthly, and the teaching staff has a permanent representative on the PTA Board. The PTA e-mail address is eis.pta@outlook.com

You can read about home-school cooperation in the school curriculum.

Wilma system

All schools have access to the electronic Wilma system (espoo.inschool.fi). It allows guardians to monitor the student's learning and work progress, interact with the teacher, report and clarify absence information, and follow messages and announcements sent by

the school. The school distributes guardian IDs to guardians necessary for using Wilma. If a guardian has forgotten their ID, the guardian should contact the school.

Wilma is also used by students in upper elementary and middle school. Students use Wilma to keep track of class schedules, exams, and class notes, among other things. Wilma also contains various forms, such as digital media usage permits and application templates. The school uses Wilma to communicate current issues that affect the student's school day, or where guardian participation or presence is desired or expected. The school also uses Wilma to communicate the school community's operating models and communication practices in various problems, accidents and crisis situations.

Wilma can be used either with a mobile app or a web browser. Not all functions, such as forms, are available in the app. Wilma's content and functions are more widely visible when using a browser.

A safe learning environment – a shared responsibility

The Basic Education Act stipulates the right of students to a safe learning environment. Each school has rules of procedure that promote internal order in the school, the unhindered flow of studies, and the safety and comfort of the school community.

Our school rules are as follows:

Students are expected to conduct themselves appropriately in class, showing respect for the teacher, their fellow classmates and for the need to concentrate and participate in an orderly manner. Students are encouraged to behave appropriately on their way to and from school, including during travel on public transportation.

Students have no right to enter the school premises outside school-hours, or during school break times, unless this occurs under the direction of a member of staff. Students may not leave the school grounds during the school day except for school activities organised off campus. It is especially forbidden for a student to go to the shops or a kiosk during the school day. Students are required to treat the property of others with respect. Parents/guardians will be held responsible for the consequences of any student found defacing or causing damage to school property. The use or possession of any tobacco, vapes, alcohol, drugs or other intoxicants on or near the school grounds is strictly forbidden. Weapons, sharp or threatening instruments etc. shall be confiscated. The school reserves the right to inform the relevant authorities (including police) of situations involving drugs, weapons, dangerous items, and illegal substances or objects.

Students are encouraged not to carry money or items of significant value with them whilst at school. The school takes no responsibility for stolen personal items. Students must do all that is reasonable to ensure that they are punctual for lessons and bring all appropriate books, equipment, and notes required for lessons.

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

Safety, Comfort and Freedom to Study

Good behaviour

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

Student Presence on Campus

- I am not permitted to leave the school premises without a valid reason. Note: students should only be in the Opinmäki library before or after school unless supervised in the library by an EIS teacher.
- All traffic rules should be followed on the way to and from school.
- I must handle all school property and teaching materials with care so that they last a long time.
- I must respect all property — personal, peers' and other school related property.

Cleanliness and care of the environment

- The whole school community, including myself, has a responsibility to take care of school property and the environment. It is my responsibility to clean and tidy up my work area at the end of each lesson and day.
- According to the law, if I cause any damage to school or individual property, I am required to compensate the school or the individual.

Safety

- The whole school community, including myself, is responsible for informing teachers or caretakers about any defects that might cause danger.
- Bicycles should be kept in designated areas during school hours and should not be tampered with. Students must not cycle (or use a scooter or similar vehicle) on the school premises during school hours, even if their day has already finished.
- Throwing snowballs is not allowed in the schoolyard.
- The school is not responsible for any losses or damage of one's belongings.
- During recess, I will ensure that my actions do not endanger or cause harm to other students.
- I will use appropriate language and take into consideration all members of the school community.

The Use of Computers, Mobile Phones and Other Devices

Mobile devices may be used for education purposes under the direct supervision of a teacher. In grades 1-6, teachers will have an agreement with the parents and students that no phones can be used during the school day without a teacher's permission.

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

Phone Use in the Classroom: Students are to have their phones in their bags when in the classroom. The phones should be on silent or off. It is up to teacher discretion if the phones can be used for a learning activity. Unless otherwise stated by the teacher, phones are not to be used in the classroom at any time.

Unauthorised phone use will result in the following steps:

1. Reminder of phone policy
2. Wilma mark and confiscation of the phone for the remainder of the lesson
3. Disciplinary developmental discussions
4. Repeated unauthorised phone use will result in a lowered behaviour grade and other appropriate disciplinary measures.

Phones are not to be used in the cafeteria during lunchtime.

Intoxicants and Dangerous Objects

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

Students also have their own responsibility as members of the school community. This is manifested in regular participation in school work, a fair and respectful attitude towards classmates and school adults, and compliance with common rules. Respecting the inviolability of other people, work and workplace peace, and taking care of agreed tasks are essential in school work.

Workplace peace can be influenced by many school methods, the most important of which are the teacher's guidance and feedback, cooperation, and shared responsibility and care. Educational discussions can also be held with the student. The goal is school work that promotes learning and well-being.

You can read about shared responsibility in the school curriculum.

Absence from school

The education provider must prevent and systematically monitor and intervene in the absences of students participating in basic education. Cooperation between home and school is key in supporting a child's school attendance, preventing and intervening in absenteeism. It is important for families to try to take their holidays as much as possible during school holidays so that the class's joint learning progresses at the same pace. If a student needs to be absent from school at other times for a special reason, guardians must apply to the school in good time for permission for the student's absence. Permission for temporary absences lasting up to five school days can be granted by the class teacher/class supervisor, and for temporary absences lasting more than five school days, the principal/school director. Temporary absence refers to temporary absence during a specific period of time – not repeated weekly absences throughout the school year (for example, due to a hobby).

The Espoo basic education system uses a model for addressing absences and supporting attendance. It is a unified operating model for monitoring and addressing school absences. The aim of the model is to support the well-being, growth and learning of students. Student absences are addressed at an early stage. Absences are all authorized and unauthorized student absences. To monitor them, the teacher marks the absences in Wilma and actively monitors them.

In the event of illness or other special circumstances, guardians must notify the class teacher/class supervisor of the student's absence as soon as possible. An explanation for the absence must be provided in the manner instructed by the school.

The school uses the Wilma system to record and track absences. The application for a leave of absence can be filled out in Wilma or at espoo.fi/opetuksenlomakkeet. For more information on compulsory education and school attachment, see: www.espoo.fi/fi/kasvatus-ja-opetus/perusopetus/oppivelvollisuus-ja-poissaolojen-ennaltaehkaisy-perusopetuskeskus

School meals

The school offers a free school lunch to students every working day. It includes a warm main course with side dishes, a drink, bread and a nutritional fat. The lunch is a versatile, varied and nutritionally complete package. It promotes the well-being of children and young people and provides energy for the school day.

In the school cafeteria, students take the amount of food they want. Students can request more food. The sample portion shown will help you put together a complete meal.

School snacks

Schools have the opportunity to buy healthy snacks that will help you get through a long school day. You must pay for snacks with a bank card.

Special diets

If a student has a special diet, the guardian must submit the Notification of Special Diets form to the school kitchen at the beginning of the school year. If the special diet is based on health reasons, a medical certificate must be submitted to the school nurse. A medical certificate is not required for low-lactose or lactose-free diets, vegetarian diets, vegan diets, or diets based on religious reasons. The form can be found at espoo.fi/opetuksenlomakkeet.

School menus and more information about school meals can be found at espoo.fi/perusopetus > Studying in primary school.

School travel benefit

Basic Education decides on the granting of school transport. The condition for granting a travel card and transport is that the student studies at a local school assigned to him by the City of Espoo.

As Espoo International School is not the designated local school of the students, the city of Espoo does not provide students with transportation to the school. Families must arrange this themselves.

You can find out more about the policies regarding the granting of school transport and travel allowances when granting school transport benefits at espoo.fi/koulu

Afternoon and club activities

Afternoon activities in basic education are supervised group leisure activities, where a group of 15–18 children is supervised by one adult. Afternoon activities are organized at the student's own school. Afternoon activities are paid activities for guardians.

Students in grades 1 and 2, as well as students with support in other grades, can apply for afternoon activities. Applications are made using an electronic application form through Wilma. In addition to afternoon activities, many schools have their own free clubs and recreational activities organized by other partners. The areas also have resident parks.

School-specific information on afternoon activities: [Afternoon activity locations by school](#)

More information about afternoon activities and how to apply for them at espoo.fi/iltapaivatoiminta.

The school can also organize club activities. Clubs can be held in the afternoon after lessons, during long breaks during the school day, or in the morning before lessons start. School club activities support educational and teaching work: the physical, psychological and social growth and development of children and young people. The goals of the activities include increasing the participation of children and young people, developing creative activity and thinking, and providing opportunities for the development of social skills. Participation in school club activities is free of charge and voluntary for students.

Espoo International School offers several free-of-charge clubs for the pupils after their school days. Information of the clubs provided by the EIS teachers or outside providers will be posted in Wilma in September and January. Clubs organised by outside providers may be subject to a fee.

School student support

Student support that promotes community well-being is the responsibility of the entire school staff. The goal of school student support is to prevent problems from arising, ensure early support, and promote student participation and cooperation between home and school. Cooperation refers to genuine collaborative work guided by students and guardians meeting, genuine listening, and an effort to understand and find solutions together to the issues at hand.

Operating models and instructions have been prepared for Espoo schools for preventive work, early support and services for guidance if necessary. You can read more about student support in the Espoo Curriculum and the Espoo Student Support Plan [Student Support | City of Espoo](#).

Student support groups

The school has a community-based student support group led by the principal, which is responsible for planning, developing, implementing, and evaluating student support to promote the well-being of the entire school community.

Issues related to determining an individual student's support needs and organizing student support services are handled on a case-by-case basis by a multidisciplinary expert group.

Student support services

Student care services refer to the services of a student care curator, psychologist, public health nurse and doctor organized by the Western Uusimaa Welfare Region. Together with other educational institution staff, student care services promote inclusion and well-being in the educational institution community, aiming to prevent problems. In addition, the services support the learning, health and well-being of individual students. Guardians can also receive guidance and advice regarding, for example, school attendance, studying and parenting.

Up-to-date information on the student care services organized by the Western Uusimaa Welfare Area and how to contact them can be found here: [Student care services | Western Uusimaa Welfare Area](#). The contact information for the school's student care services employees (curator, psychologist, school nurse, school doctor) is at the beginning of the academic year guide.

Student Welfare Officer

A student welfare officer is a social worker whose work focuses on social relationships, strengthening functional capacity, and promoting the student's overall well-being.

You can discuss the following topics with the student welfare officer, for example:

- coping with everyday life and changes in life situation
- studying and schooling
- emotional life and mental well-being
- motivation and empowerment
- friendships, close relationships or family situation
- interaction challenges

Talking to the school welfare officer is always confidential and voluntary. Their services are part of social welfare services and the information generated by the curator's client work is recorded [in the social welfare client register](#).

Psychologist activities

A psychologist is an expert in the psychology of mental well-being and learning, as well as a healthcare professional.

You can discuss the following topics with a psychologist, for example:

- learning and learning challenges
- concentration and performance in everyday life
- emotional life and psychological well-being
- interpersonal relationships

Conversations with a psychologist are voluntary and confidential. The information generated by the psychologist's client work is recorded [in the healthcare patient register](#).

The Western Uusimaa Wellbeing Region has a centralised psychology service for educational institutions that do not have their own designated psychologist. More information about the centralised psychology service can be found at [Student Care Services | Western Uusimaa Wellbeing Region](#)

School health care

School health care is a preventive service that supports students' health and well-being, as well as healthy growth, development, and learning ability.

All students have the opportunity to have an annual health check-up by a school nurse in grades 1–9. School health care also provides the opportunity to see a doctor. The school doctor acts as a medical expert in school health care and in the entire school community. The doctor works as a working partner with the school nurse.

In addition, meetings with a public health nurse and doctor are offered to students and their families according to individual needs, for example on issues related to lifestyle, growth and development, vaccinations and infectious diseases, sexual health and contraception, relationships, and mental health.

Sudden and long-term illnesses and accidents that occur during free time are treated at the school's own health centre. A sick child/youth should not be sent to school. First aid in schools is the responsibility of the entire school staff, and the guardian is responsible for taking the student to further treatment. The health centre is responsible for diagnosing, treating and monitoring illnesses.

Discussions with the school nurse and doctor are voluntary and confidential. The health information of the school health care client is stored [in the health care patient register](#).

Espoo's comprehensive school students also have the opportunity to receive school healthcare services at Espoo's centralized school and student healthcare office (Kamreerintie 2A).

Oral health care for students

The dentist and dental hygienist are responsible for the student's oral health care. Students are given the opportunity to have an oral health check-up in grades 1, 5 and 8. The oral health check-up emphasizes the development of the student's self-care and good health habits. The check-ups determine the student's oral health status, create a personal care plan, provide guidance in self-care, and, if necessary, perform procedures such as tooth coatings and fillings. The guardian always has primary responsibility for the child's and young person's oral health status.

Up-to-date information about the oral healthcare services of the Western Uusimaa Wellbeing Area can be found at: [Dental Care | Western Uusimaa Wellbeing Area](#)

Comprehensive school students receive oral health care services free of charge.

Insurances

The City of Espoo has insured comprehensive school students against accidents that occur at school and on school trips. The insurance also covers school trips and camp schools according to the Academic year plan.

The insurance covers travel, examination and treatment expenses incurred due to a school accident in public sector units and institutions providing healthcare services (health center, regional hospital, central hospital).

The school will file a claim with the insurance company regarding the accident. If an accident/injury that occurred at school is only discovered at home, the guardian must contact the school immediately.

The city does not reimburse costs incurred if a student falls ill during the school day. In the event of an accident or sudden illness, the guardian is responsible for taking the sick child home and for the resulting travel costs.

More information about insurance: espoo.fi/perusopetus > Insurance.

Student property at school

The school makes various efforts to ensure that students' outerwear, equipment and belongings are kept in good condition during the school day. Students must also take good care of their own belongings and clothing. It is not recommended to bring large sums of money or valuable property to school. If a student's property is lost or damaged during the school day, the loss will be the student's fault unless the perpetrator is found. For example, the school will not replace a mobile phone that is broken or lost during the school day.

Students are not allowed to bring or possess any objects or substances at school that are illegal or used to disrupt teaching or learning.

During the school day, if there is a clear reason to believe a student has such prohibited items and refuses to hand them over or prove otherwise, the teacher or principal has the right to inspect the student's belongings, storage areas under their control, and clothing. They may confiscate any prohibited item and, if necessary, use reasonable and necessary force to do so if the student resists.

Student information

Information related to students' school attendance is maintained in the Primus student information system by schools and the Finnish-language basic education results unit. The joint information of guardians and students is generally checked in the autumn. If there are changes in the family's contact information (for example, address, telephone and email information) during the school year, the student's school must be notified of these changes so that the information can be updated in Primus. Guardians can check what information is stored in Primus for their own child if they wish. The Primus register description can be viewed [on](https://espoo.fi/tiyoeseoja_selosteet) the City of Espoo website at espoo.fi/tiyoeseoja_selosteet.

School administration

Principal

The principal is the pedagogical, administrative and financial leader of the school. He or she makes decisions on matters concerning, among other things, students, staff, the organisation of teaching and school premises.

Management

The EIS School Board is a body of trust operating at the school level. The board's duties are:

- develop school operations and cooperation between home, school and its operating environment

- participate in the development of teaching and education and in maintaining a safe study environment
- monitor and evaluate the implementation of plans decided by the board of directors together with the teaching staff and the student union

The EIS School Board decides:

- the school-specific basic education curriculum and related plans, as well as the academic year plan and the equality and non-discrimination plan
- the temporary suspension of a student,

The members and deputy members of the EIS School Board have been elected by the Growth and Learning Committee for a two-year term of office for the years 2025–2027. The board usually meets three times a year. The school principal/headmaster acts as secretary and rapporteur for the board meetings.

Full members:

Rupert Harding
Sarah Luoma
Javed Shaikh

Alternate members

Subrata Das
Elina Eteläharju
Sarika Dogra

Staff representatives:

Mary Keinänen mary.keinanan@opetus.espoo.fi
Tjerk Werkman tjerk.werkman@opetus.espoo.fi

Secretary

Anne-Marie Rapo, School Principal

Finnish-language basic education in Espoo

Finnish-language basic education results unit

The Finnish-language basic education results unit is responsible for organizing Finnish-language basic education, preparatory education for basic education and teaching in the student's native language, preparing the annual basic education admissions and coordinating decisions made for students. The results unit prepares and develops the Espoo curriculum and manages the curriculum work in schools. In addition, the results unit is responsible for organizing afternoon activities and hiring permanent teachers and principals/school directors. The results unit is led by the Director of Basic Education.

The Finnish-language basic education results unit is open on weekdays from 8:00 to 15:45.

Street address: Karaportti 1
Postal address: P.O. Box 31, 02070 CITY OF ESPOO
Phone: 09 816 21 / switchboard

Growth and Learning Committee (Kasvun ja oppimisen lautakunta)

The Growth and Learning Board is responsible for matters related to the organization of Finnish-language early childhood education and basic education, as well as morning and afternoon care for schoolchildren in Espoo. The board approves the municipal curriculum and decides, for example, on school working and holiday hours, the criteria for assigning a local school, the criteria for selecting students with different emphasis, the maximum number of students per school, and policies regarding the granting of school travel benefits.

More information about the board members and activities can be found at espoo.fi/lautakunnat.