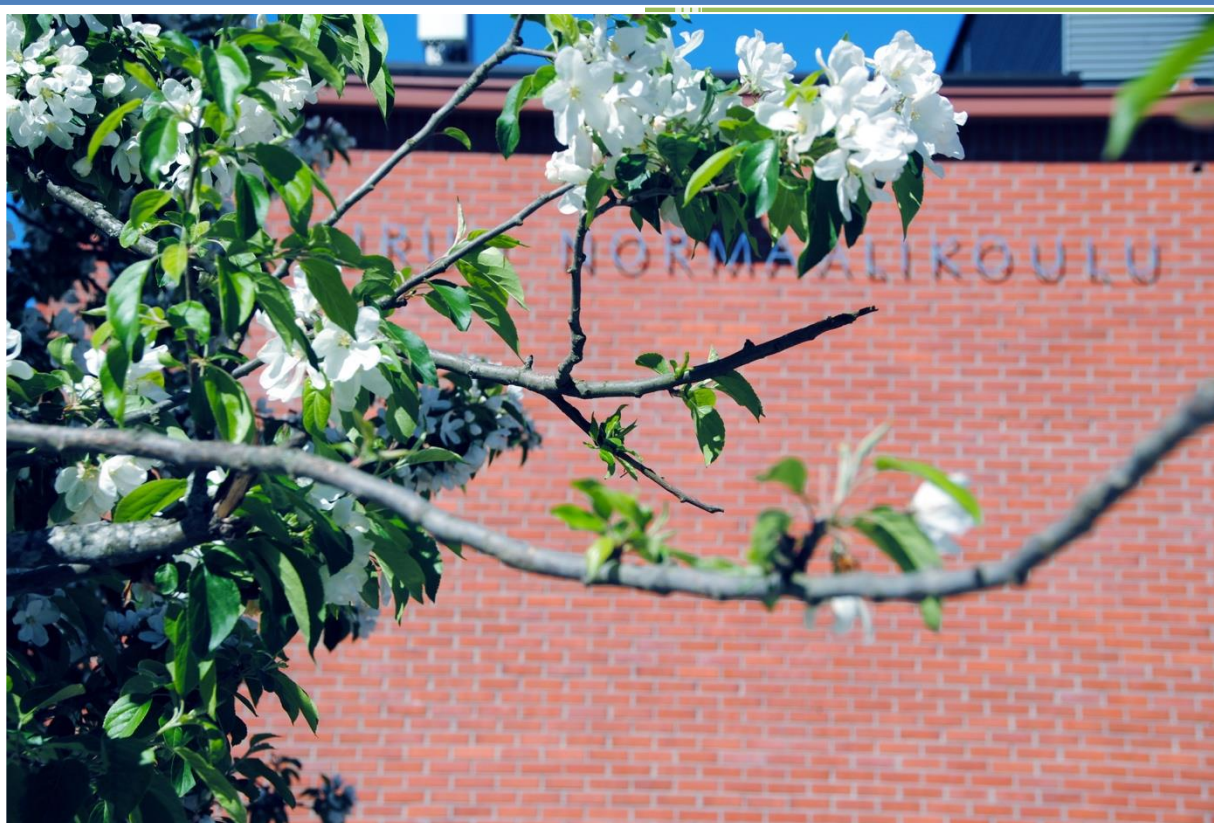


HANDBOOK OF PUPILS' SUPPORT



**Turku Teacher Training
School
and
Turku International School
2021-2022**



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INTRODUCTION

The Handbook of Pupil's Support is a guidebook for the administration, teachers, staff, cooperation partners and guardians of pupils in the Turku Teacher Training School (Norssi) and Turku International School (TIS). It contains answers to various questions pertaining to supporting pupils during their school path. Its aim is also to unify the schools' practices of pupil support in different situations.

The handbook was prepared by a workgroup appointed by the principal of basic education in Norssi Satu Kekki. The members of the workgroup were school nurses Vilma Alcenius and Susan Suomi, the school social worker Jatta Auremaa, special education teachers Nina Högerman, Katja Jokila, Anitta Juhala-Jolkkonen, Pekka Lamberg, Miina Orell and Eija Vares-Salonen, teaching assistants Päivi Kosonen and Ilona Sammalkorpi, guidance counsellor Samuli Lindvall, school psychologist Petri Tiitta the principal of basic education in Norssi Satu Kekki, the deputy principal of lower secondary school in Norssi and TIS Tarja Ruohonen and the leading principal of Norssi and TIS Vesa Valkila. The handbook was edited by Pekka Lamberg. The pictures in the handbook were taken by Pirjo Lammila-Räisänen. The handbook was translated into English by Lisa Paavilainen.

The electronic form of the handbook is updated annually at the beginning of the school year.

www.tnk.utu.fi





COOPERATION BETWEEN THE HOME AND SCHOOL



The guardian of a pupil in compulsory education shall see to it that compulsory schooling is completed. (Basic Education Act, section 26). In order to fulfil this duty, the guardian must be provided with information on how the pupil's education is organized and how the pupil is progressing (Basic Education Decree, sections 9 and 10). The school supports the home's educational task by carrying the responsibility for instructing and educating the pupil as a member of the school community (National Core Curriculum2014).

The school must cooperate with the guardians (Basic Education Act, section 3) and define how the cooperation is to be organized (Basic Education Act, section 17). The cooperation between the home and school is implemented on both a communal and individual level (National Core Curriculum2014). The responsibility for maintaining and developing the cooperation between the home and school lies with the education provider (National Core Curriculum2014). The cooperation with the home is regular, constructive and positive and is based on the pupil's strengths (Local CurriculumTNK/TIS2016). Successful cooperation requires the school staff to take initiative and have personal interaction with the guardians using versatile communication channels (National Core Curriculum2014).

The implementation of learning support is to follow the defined norms related to the cooperation between the home and school. This cooperation is described in more detail in the section Supporting Learning and School Attendance.

Joint and Sole Custody, Other Forms of Custody

A child's guardians are the child's parents or persons who have custody of the child. If not stipulated differently, the guardians are responsible for the child's compulsory school attendance together (Act on Child Custody and Right of Access, sections 3 and 4). According to the National Core Curriculum, the diversity of families and their needs for information and support are taken into account in the cooperation between the home and school (National Core Curriculum2014).

In Norssi and TIS every guardian has a personal Wilma-code. The school staff is to be aware of the persons marked as the pupil's guardians and every teacher must make sure that their communication reaches the pupil's guardians. Classroom teachers and homeroom teachers are to verify all the means of communication that will reach the guardians of their own group and inform the group's other teachers about them.



Wilma as a Means of Communication

Wilma is the primary channel of communication between the home and school. New pupils and their guardians receive written instructions for creating a Wilma-code when they start school. Guardians and pupils use their own personal codes. Wilma can be accessed through <https://tnkutu.inschool.fi/>. When needed, the school secretary will help in creating a Wilma-code and in any other problem related to Wilma.

Absences

A pupil's absences are to be monitored and the pupil's guardians informed about them (Basic Education Act, section 26).

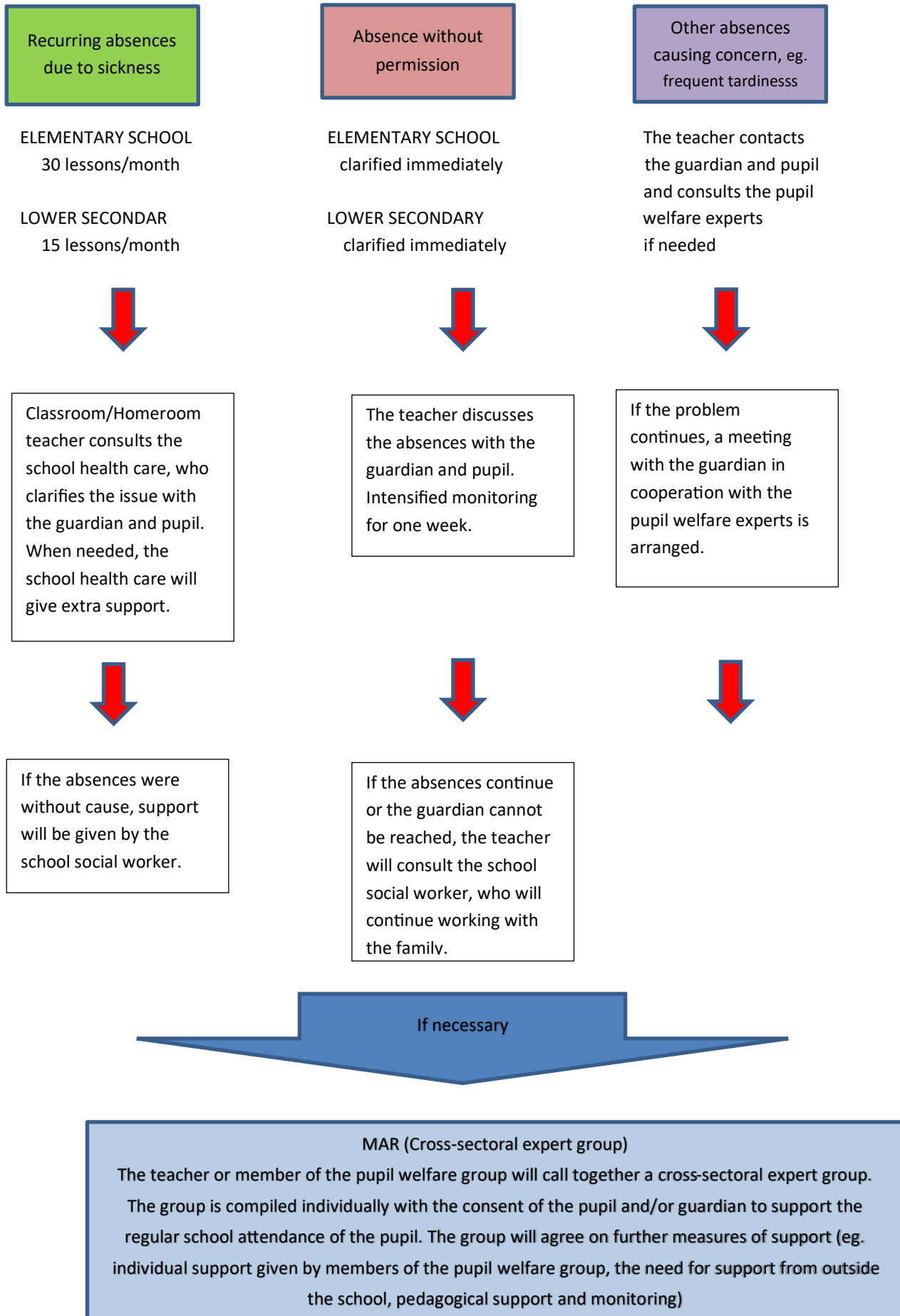
The school is also obliged to inform the guardians of any bullying, harassment, or vandalism that occurs in or on the way to school (Basic Education Act, section 29).

Good Practices for Intervening in Absences

An action plan has been drawn up for every grade level to supplement the local curriculum of Norssi and TIS. In preventive action, it is important that the school has clear instructions for the monitoring and support of pupils' regular school attendance. The teachers are responsible for monitoring their own group's absences on a regular basis.

The objectives of the action plan and intervening in absences:

- Creating a common school culture
- Improving the well-being of children and young people
- Supporting pupils to take responsibility for their own school attendance
- Improving the cooperation between the home and school and shared educational responsibility





TRANSITION POINTS ALONG THE SCHOOL PATH

From Preschool to School

The transition from preschool to basic education is guided through the cooperation between the staffs of preschool and school. The special education teacher charts the new pupil's levels of school readiness and skills, based on which support for the pupil and class are considered. The information is transferred to the teacher in a meeting in the previous spring before the beginning of school. The psychologist guides and serves as an expert in school readiness related issues. The classroom teacher guides the pupil in becoming a member of the class group, instructs the pupil in school work and ensures that the transition into basic education flows smoothly.



The Transition Between 2nd and 3rd Grade

At the transition point between 2nd and 3rd grade it is essential to verify the pupil's basic skills for studying and support each pupil's self-esteem as a school pupil. Pupils are supported especially in reading, writing and mathematics and in general learning skills. In addition, strengthening the pupil's capability to work both independently and in a group and take responsibility for learning are important. The pupil and the guardians are informed about the school's language program, study arrangements, new subjects to begin in 3rd grade and possible optional or voluntary studies. The demands of studying and possibly joining a new group are discussed with them. The law requires reviewing the decision for special support at the transition point before the beginning of 3rd grade.



The Transition Between 6th and 7th Grade

The guidance counsellor and the classroom teacher tell the 6th graders about the transition to lower secondary school bringing out the changes it will bring in the school culture, instruction and other school related issues. The principal makes the decision of admission in the spring of 6th grade and the new 7th grades are formed in cooperation between the classroom teacher, special education teacher, guidance counsellor and pupil welfare experts. The essential information for organizing instruction is forwarded. At the end of 6th grade the pupils are invited to a special 7th grade orientation day. The school social worker guidance counsellor, homeroom teacher and, when possible, the special education teacher are responsible for organizing the orientation day. The support pupils also participate in the orientation day if possible. Guidance in school attendance continues at the beginning of 7th grade especially by the



homeroom teacher, guidance counsellor and pupil welfare group. A regrouping day is arranged for each new class by the homeroom teachers, guidance counsellor and the school social worker. The special education teacher and pupil welfare group ensure the continuation of education in lower secondary school according to the pupil's own skills and circumstances.

Changing From One School to Another

When a pupil changes schools, the essential pedagogical documents and information for organizing instruction are transferred to the new school as soon as possible.

The Transition from Basic Education to Secondary School

At the end of basic education, the pupils make their decisions concerning their future education and career. The pupil's realistic career reflections are supported during lower secondary school according to the school's guidance plan. The pupils receive guidance for their career considerations in the lessons of different subjects, through personal and group guidance by the guidance counsellor, through guidance by the school nurse or school doctor and in addition through guidance by the pupil welfare experts and special education teacher when needed. If called for, a pupil in 8th or 9th grade can be given in intensified individual guidance.

In the spring of 9th grade, the pupils apply for secondary education through the joint application system, participate in possible aptitude tests and prepare themselves for the completion of basic education. The guidance counsellor is responsible for monitoring the joint application process. The subject teachers, the special education teacher and the guidance counsellor support the pupil in the final school work and ensure that the pupil is prepared to continue education after the completion of basic education. Information essential for organizing instruction is transferred to the following education institution by the guidance counsellor in cooperation with the special education teacher and pupil welfare group.





THE TEACHERS IN PUPILS' SUPPORT

The Classroom Teacher

The classroom teacher is the pupil's immediate adult in school in grades 1-6. The classroom teacher cooperates with the guardians. In addition, the classroom teacher defines the pupil's needs for support in cooperation with the pupil's other teachers, monitors the pupil's absences and works together with the pupil welfare experts in matters relating to the classroom teacher's own class. The pupil's pedagogical assessment and pedagogical statement are jointly prepared by the classroom teacher, special education teacher and other teachers who teach the pupil. The classroom teacher is responsible for drawing up, monitoring and updating the necessary learning plans and IEP's for the pupils in the class, together with the special education teacher, subject teachers and the guardians.



The Subject Teacher

The subject teacher is responsible for offering learning support in the subject in question and communicating with the guardians regarding the pupil's learning in this subject. When concerns arise, the subject teacher contacts the classroom teacher/homeroom teacher/special education teacher and, when needed, the pupil welfare experts. The subject teacher marks and monitors the pupil's absences. The subject teacher prepares the pupil's learning plan and IEP in this specific subject and participates in drawing up the pedagogical assessment and statement regarding this subject.

The Homeroom Teacher

The homeroom teacher is the pupil's immediate adult in school in grades 7-9. The homeroom teacher is in contact with the guardians concerning the pupil's school attendance. The homeroom teacher defines the pupil's needs for support in cooperation with the pupil's other teachers, monitors the pupil's absences and works together with the pupil welfare experts regarding the whole class. The pupil's pedagogical assessment and pedagogical statement are jointly prepared by the homeroom teacher, special education teacher and other teachers who teach the pupil. The homeroom teacher is responsible for drawing up, monitoring and updating the necessary learning plans and IEP's for the pupils in the class, together with the special education teacher, subject teachers and the guardians.

The Guidance Counsellor

The guidance counsellor supports the pupil's learning path at different stages of lower secondary school and in preparing for further education after basic education. By using preventive measures, the goal is to secure, enhance and improve the pupil's good school attendance.



The guidance counsellor instructs class lessons according to the curriculum. In addition, the guidance counsellor conducts personal guidance discussions with each pupil and, when necessary and possible, conducts small group guidance sessions. The guidance counsellor makes the assessment for the possible need for intensified individual guidance and coordinates the guidance. The themes of guidance are, among others, self-awareness, self-esteem, good school attendance, career planning, and life management. The guidance counsellor participates in arranging regrouping activities for classes, monitors the learning progress of classes and individual pupils, motivates pupils in their studies and school attendance, participates in the work of the pedagogical team.

The guidance counsellor networks with cooperation partners in the working life, education institutions offering further education and other parties in connection with the educational transition phases. The guidance counsellor is responsible for the practical organization of the work practice program (TET) and, when possible, arranges company visits and visits to education institutions to support pupils' career considerations. The guidance counsellor cooperates with subject teachers in organizing possible working life connections in different subjects.

The guidance counsellor cooperates with guardians in matters related to guidance and school attendance. The guidance counsellor may participate in parent evenings and, when needed, also in guardian meetings concerning the pupil's learning, school attendance and pupil welfare. The guidance counsellor supports the guardians in issues regarding the pupil's growth and development.

The Special Education Teacher

The special education teacher cooperates with the teachers, pupil welfare experts and guardians. The special education teacher consults the teachers and pupil welfare experts on general matters pertaining to every day school life. The special education teacher always participates in drawing up and updating pedagogical documents when needed. The special education teacher participates in the information transfer at the transition points of the school path.

The Own Language Teacher

Own language instruction is instruction given in the pupil's own language. Its goal is to remove the language barrier from hindering the pupil's studying and learning. The own language teacher helps the pupil understand the concepts in different subjects. The own language teacher is a person who understands both cultures and knows school life. The own language teacher knows the pupil's language of instruction and knows the pupil's mother tongue well. This teacher can be a safe and reliable person for the pupil throughout the school path. The teacher can help strengthen the pupil's own cultural identity. The teacher guides the pupil in choosing positive elements from both the pupil's own culture and the Finnish culture by being a good adult role model for the pupil. The Finnish school system can be different in many ways from the school system in the pupil's country of origin. The own language teachers can be of support in many ways as reliable people in the interaction and cooperation between the home and school. The own languages represented at the moment:

- Albanian





- Arabic
- Kurdish
- Somali
- Russian
- Vietnamese.

Own Mother Tongue Instruction

Understanding, maintaining and studying one's own mother tongue is especially important. It gives a solid basis for studying and makes learning other languages easier. Norssi and TIS, as schools acknowledging language awareness, strive to strengthen the pupils' own language and cultural identity by arranging instruction in the pupils' own mother tongue. The significance of own mother tongue instruction arises in many ways in the curriculum of basic education. Understanding one's own mother tongue well increases the learner's bi- and multilingual vocabulary and enhances the learner's capabilities to understand and learn content matter in different subjects. In such a case, a pupil can then act as a support pupil to those whose language skills are not fluent enough to understand the content in the language of instruction of the school. The teaching arrangements of the own mother tongue instruction in Norssi and TIS follow the guidelines of the National Core Curriculum. The lessons are incorporated into the school day, which has improved pupils' motivation and increased the number of pupils participating in own mother tongue instruction. At the moment, the own mother tongue languages on offer at Norssi and TIS are Kurdish, Albanian, Somali, Arabic, Bosnian, Russian and Vietnamese.



The Resource Teacher

The resource teacher's tasks vary according to situation and focus on supporting the pupils' studying in a meaningful way. The resource teacher participates in planning the pupil's support in cooperation with the classroom and homeroom teachers and pupil welfare experts. The instruction offered by the resource teacher can take place in a small group setting or as co-teaching. The resource teacher participates in cross-sectoral meetings (MAR) and in preparing pupils' pedagogical documents, when needed.



Teacher Trainees



University students studying in the Turku University to become teachers train under the guidance of the teachers in Norssi and TIS both in elementary and lower secondary school. They teach lessons and work in the classrooms as co-teachers. They can give pupils support during the lessons and remedial teaching outside of the lessons.

The Principal

- Is responsible for updating the school specific Crisis Strategy, Security Plan and Plan to Prevent Bullying
- Is responsible for drafting the action plan for cooperation between the home and school.
- Ensures the arrangement of support measures and provides the needed resources.
- Is in charge of pupil welfare.
- Participates in meetings concerning a pupil's school attendance when needed.
- Is in charge of entering updates of pedagogical documents in the Primus- school administration programme.
- The schools' principals are also responsible for making administrative decisions regarding pupils' studying and schoolwork in cooperation with the leading principal. The principal agrees on the division of tasks with the deputy principals.





GUIDANCE SUPPORT

The Teaching Assistant

In the lower secondary school of Norssi there are two teaching assistants and in TIS one teaching assistant in elementary school and one working in both elementary school and lower secondary school. The teaching assistants work in different classes supporting the pupils' studying and development. They help pupils with their school work, with understanding contents in subjects and with maintaining focus and concentration. Teaching assistants participate in classwork and guide small groups. They work as the teachers' partners in educational work.

Interpretation Services

An interpreter is to be reserved well in advance from the Interpretation Exchange of the Turku Region Interpreting Center. The interpreter is reserved by calling 02 262 6321 or through tulkkaukset.tulkkikeskus@turku.fi. Outside of office hours an interpreter can be reached in an emergency through the hotline 0500-788703.

Sufficient time must be reserved for interpretation as the interpreters must leave on time for their next interpreting appointment. Remember to inform the Exchange of any changes or cancellations!

When making a reservation, give the following information:

- language
- date
- time and duration (reserve about double the amount of time needed for a monolingual discussion)
- name of person to be interpreted
- name of person making the reservation and place of interpretation
- the status of the customer/nationality/in the case of Ingrian Finns also the time of compensation

Club Activities

Norssi and TIS support children's and young people's free time activities by offering various clubs to join. The clubs function during and after the school day. The club calendar changes annually.

Good to Know About Clubs

Participating in the school's clubs is free of charge and voluntary. If you sign up for a club, you commit to attending it regularly. The first club session is an introductory session.

The clubs are signed up for in advance directly to the club instructor or according to separate instructions. The school rules apply in clubs, as well. Pupils are not allowed to wait inside the school building for the club to begin.

The school's insurance covers the ongoing school clubs. If a pupil has to wait for a club to begin, the guardians are responsible for the pupil during the waiting time.





Trips and Excursions During the School Day

Trips during the school day include the pupils' moving from one teaching location to another, transportation to the public swimming pools or other sports or excursion locations, transportation to learning environments outside the school premises, transportation to medical and dental examinations or transportation to receive medical treatment due to an accident. These types of trips are school activities. The educational objectives of basic education are applied during these trips.

Source: National Agency for Education, School Trip Guide

https://www.oph.fi/download/136702_Koulukuljetus_opas_2011.pdf

OTHER MULTIPROFESSIONAL SUPPORT

School Health Care

The school health care is for pupils in basic education. It is statutory and free of charge, offering services of preventive basic health care mainly during the school day at the school. The objective of school health care is to promote pupils' health and support their wholesome growth and development. Health examinations are conducted at every grade level. In these examinations, the growth, development and well-being of the pupil are charted through interviews, clinical examinations and other measures if needed. The vaccination programme initiated in child health care is continued in school health care. Broad health examinations are conducted with pupils in grades 1, 5 and 8 and they are carried out in cooperation between the pupil, guardian, school nurse and school doctor. The purpose of these examinations is to get a comprehensive picture of the conditions of the pupil and family and the factors that affect health. The overall responsibility for the health care of the pupil lies with the guardians. They must ensure that the school health care has sufficient information on the child's health conditions.

School health care is confidential cooperation with the pupil and the family. The school nurse and doctor meet the pupil in health examinations regularly and, when needed, on an individual basis. The school nurse and doctor collaborate with the school staff.

The Job Description of the School Nurse

- Individual health examinations of every pupil once a term. The pupil is directed to further examinations or to receive treatment if necessary. In addition to physical, psychological and social problems, the need for special support is also assessed in the pupil's family and environment. The support needed is provided as soon as possible.
- Individual health guidance includes, for example, sexual, health, dietary and vaccination guidance, birth control, weight management, and mental health work and substance abuse prevention.
- Working as an expert of health education.
- Being a member of the cross-sectoral expert group.
- Taking care of the pupils' vaccinations.
- Taking care of and giving first aid to pupils who suddenly get ill, and/or in the occurrence of accidents, and directing to further care, if necessary.
- Pupils' special diets: questionnaires and summaries, cooperation with the school cafeteria.
- Monitoring pupils with a prolonged illness so that they can cope within the school community.
- Organising health check-ups (check-ups are conducted by the doctor in the 1st, 5th and 8th grade to every pupil and in addition according to need, if there are any concerns with the pupil's development).



The parents/guardians have the possibility to participate in the pupil's health check-ups, and the parents and the pupils may turn to the school nurse or doctor in matters related to the pupil's health, well-being and school attendance.

School health care is primarily preventive and it does not include medical treatment services except for first aid. When first aid is needed, the guardian has the responsibility to take the pupil for further treatment.

In Turku, a customer documentation system is used. The health information of a client in school health care is saved there. The information is confidential and it is not given to any third party without the client's consent. Special reasons defined by law make an exception.

The goal of school health care is to safeguard the children's and youths' growth and development. Additionally, the school environment's healthiness and safety is taken care of in cooperation with the school's other workers and different authorities. For further details: <https://www.turku.fi/en/health-and-social-services/health-services/school-and-student-health-care/school-health-care>.

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School Nurses

Norssi classes 7-9 A and B and D, and upper secondary school

Nurse Vilma Alcenius

- Monday- Friday between 8-9 o'clock without an appointment (different medical issues or non-urgent matters)
- From 9:00 o'clock- with an appointment (health examinations, family meetings and guidance)
- Phone 040-1498500

Norssi elementary grades 1-6 and lower secondary classes 7 -9 C and E

Nurse Susan Suomi

- Monday- Friday between 8-9 o'clock without an appointment (different medical issues or non-urgent matters)
- From 9:00 o'clock- with an appointment (health examinations, family meetings and guidance)
- Phone 040-1924351

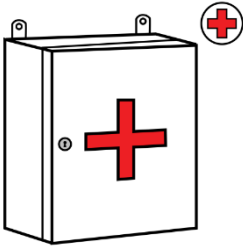
TIS

Nurse Lena Savander

- Tuesdays and Thursdays in the Varissuo School building
- Phone 040-1636739



Accidents and Falling Ill at School – Instructions for School Staff



Immediate first aid is given at any time of the day during the school day. The pupil's own school nurse is to be contacted to arrange sending the pupil to the nurse, or the pupil is accompanied to the nurse's office. This is to ensure that the nurse gets a full account of what has happened and it will prevent the pupil from having to wait unnecessarily in the waiting area. If a pupil falls ill during the school day but there is no special need for an assessment of treatment, the teacher can send the pupil home to the care of the guardians. Especially with pupils in elementary school it is important to contact the guardians before sending the pupil home. Please also note that diseases, ailments and accidents that occur at home are treated at the pupil's local health care centre, not within the school health care.

For treating minor accidents at school, there are several first aid cabinets in the school building. It is advisable to check where they are located (see the list at the bottom of this page). Remember to always inform the guardians of any accidents that require treatment.

Minor accidents that can be treated at school

The adults in a classroom can treat minor cuts and scratches using the supplies in the first aid cabinets. It is worth checking the locations of the cabinets in advance (see the list at the bottom of this page). Remember to inform the guardians of the accident! The school health care can also be contacted if needed and after that the pupil can be sent to the school nurse.

Accidents requiring assessment and treatment

1. Direct the case to the school nurse. If the nurse is not at school, the teacher will give first aid and direct the pupil to receive further treatment. Acquaint yourself with the locations of the school's first aid cabinets in advance (see the list at the bottom of this page). If needed, send the pupil to the joint emergency services:

Lasten ja nuorten päivystys
Tyks, U-sairaala (rakennus 3)
Pääsisäänkäynti 3A, 3. krs (katutaso)
Kiinanmyllynkatu 4-8, Turku

Call the emergency services phone 02-3138930 and inform them that the pupil is on the way. Treatment given at private health clinics and the pupil's own local health care centre are also compensated, but it is recommended to always use the joint emergency services. It is advisable to ask the guardians to accompany



the pupil to the emergency room. If the guardians cannot be reached, the school office has taxi slips that can be used for sending the pupil to the emergency room. When needed, an adult from the school can accompany to pupil to receive treatment.

In case of a serious accident, call the nurse to the scene and/or call an ambulance, phone 112.

2. Contact the guardian.
3. Fill in the school accident report form as follow:

Fill in the form "Report of school accident to the emergency services / dental care services" ("Ilmoitus koulutapaturmasta päivystykseen/ hammashoitolaan"). It can be found in Teams, the school office and in the first aid cabinets.

Give: 1 copy of the form to the pupil to take to the place of treatment, 1 copy to the pupil's school nurse, and 1 copy to the school financial secretary.

Fill in the details of the incident as accurately as possible with exact information on what has happened and what body part is injured.

Instructions for Guardians for Getting Compensation in Case of School Accidents

The school's pupils are insured with the **Insurance Company If** in case of accidents that occur at school. If an accident requires treatment that creates fees, the insurance company will compensate them to the guardians. The guardians must always pay the fees first themselves, but compensation for the fees can be applied for afterwards. Here are more detailed instructions for applying for compensation.

Always inform the teacher or school nurse of an accident that has occurred at school. When an accident happens at school, the school will send a report of the accident with the pupil to the emergency services or dental services. The treating facility will send a bill for the treatment directly to the pupil's guardian.

The guardians always have to pay the bill first themselves. After that, compensation can be applied for from the insurance company. The insurance company is If Vahinkovakuutusyhtiö Oy – the insurance number is: [SP1319729](#). The treatment fees are compensated directly to the guardians.

The compensation application is made in writing:

1. <http://www.if.fi/internetplus>
2. through e-mail (recommended) personalclaims@if.fi
3. or by sending an application form by mail to:
If Vahinkovakuutusyhtiö Oy
PL 2026
20025 IF

The application form requires the following information:

1. The child's name
2. The child's social security number without the last part
3. The bank account number and name of the recipient of the compensation
4. A list of paid bills with the paid amount, eg. TYKS emergency room 27,40 €, prescribed medicine, cold gel 6,40 €.



The quicker the compensation application is filed, the quicker the compensation will be paid. Original bills and receipts do not need to be sent to If, but it is wise to save them in case the insurance company asks for them later.

Unpaid bills **MUST NOT** be sent to If, because the insurance company will not compensate any possible repayment charges.

Location of First Aid Cabinets

- Basement
 - Home economics classroom
 - Elementary school's gym equipment storage room
- First floor.
 - A1052 Elementary school's storage room
 - D1305 Technical handicrafts classroom, teacher's office
 - D1325 Handicrafts classroom
 - C1227 Collection room laboratory
 - C1253 Art classroom's planning area.
- Second floor
 - C2207b Collection room.
 - B2116 Teachers' coffee room.
 - A2052 Elementary school's storage room.
 - D2032 Gym equipment storage room.
- Third floor
 - A3007 Teachers' work space
 - C3207 –classroom
 - Upper Secondary School's office
- School yard: lower secondary school's gym equipment storage room.
- Cold packs
 - The waiting area for the school nurse
 - The refrigerator in the teacher's coffee room
 - The refrigerator in the area between the gymnasiums



Instructions for Different Situations



An Epileptic Seizure During the School Day

(Call the school nurse.)



An epileptic seizure can be either

- a so-called convulsion seizure (as commonly known)
- or a seizure with impaired awareness.

Seizure with Convulsion and Loss of Consciousness

The person who has a seizure loses his/her consciousness, falls and the body gets stiff. The tongue or cheek might be caught in between the teeth and start bleeding. After the stiffness, the body starts making jerking movements, breathing stops short for a couple of seconds and there might be foaming at the mouth. A postictal stage follows the convulsions from which the person can be woken up.

1. Stay calm. Everyone is able to help a person having an epileptic seizure. Giving first aid does not require special skills. Check to see if the pupil has their own medication with them. If so and needed, give some medicine according to the instructions on the package.
2. Do not try to stop the convulsions but make sure that the pupil does not get hurt while having them. The convulsions usually last for only about 1-2 minutes.
3. Do not put anything in the person's mouth because it makes breathing more difficult.
4. Try to turn the pupil onto their side as soon as the convulsions become fewer. In this way, the airways remain open and the possible secretions can flow from the mouth.
5. Open any tight clothes and make sure that the pupil is able to breathe.
6. Call 112 if the convulsions last longer than 5 minutes or another seizure starts before the pupil has recovered from the previous one.
7. The parents must be called. Make sure that the pupil has recovered well, answers questions and knows where they are going before you send them home. Call an ambulance if the person has been injured during the seizure.

Seizure with Impaired Awareness

During a seizure the person seems confused and is not fully aware of the surrounding environment. Some specific mechanic movement may be repeated, like walking aimlessly, rubbing one's hands, plucking one's clothes or smacking one's lips. Consciousness is impaired, the pupil does not realise what is happening and cannot answer any questions.

1. Stay close to the pupil who is having a seizure. If necessary, try to guide the pupil gently to prevent them from getting hurt. The seizure usually only lasts for a couple of minutes.
2. Do not try to stop the pupil's movements because the pupil will most likely resist you.
3. Let the seizure pass by itself. If it does not happen in 5 minutes, call 112.
4. Call the parents and guide the pupil to be treated at home. Do not leave the pupil before the seizure has fully passed and let them rest or sleep until they are fully recovered.

NOTICE that the person having an epileptic seizure may have medication with instructions with them.



A Diabetic Child at School



What is diabetes?

Diabetes is a metabolic and permanent disorder where the blood sugar level is too high. When children have diabetes, their bodies cannot produce the insulin needed for vital functions themselves. A sugar metabolism disorder is caused by this lack of insulin hormone and it manifests itself as easily changing blood sugar levels. Children and youth with diabetes are always treated with insulin injections in the fatty tissue.

FIRST AID FOR A DIABETIC CHILD

Low blood sugar = HYPOGLYCEMIA (HYPO)

Blood sugar below 4.0 mmol/l is too low. The blood sugar level under 2.0 mmol/l usually causes unconsciousness.

Symptoms

- weakness, shaking, dizziness, sweating, heart palpitations
- hunger
- headache, nausea
- mouth numbness
- tingling in hands and feet
- blurred and double vision
- abnormal behaviour, like restlessness or quick temper

The symptoms are individual and the child might not even recognize the symptoms!

Anticipate the situations where a pupil's blood sugar might get too low:

- the lunch is delayed
- forgetting to snack
- heavy exercise for a long time

FIRST AID INSTRUCTIONS:

As the first aid for insulin symptoms the pupil needs to IMMEDIATELY eat or drink some food containing carbohydrates that take effect quickly, for example some of these:

- 4-8 cubes of sugar or grape sugar (Siripiri)
- a glass (1-2 dl) of juice or some soft drink containing sugar
- fruit
- a cup of ice cream or an ice cream stick
- 1 Tbs of syrup or honey



The child might resist the food in this situation, so you may have to act strictly about this. If the symptoms are not relieved within 10 minutes, the child should be offered some more food. NEVER give food to an unconscious person because of the risk of suffocation. If a diabetic is unconscious, turn the pupil onto their side and spread some honey or syrup on the cheek inside the mouth. Call 112 and call the parents, too.

High Blood Sugar = HYPERGLYCEMIA

High blood sugar (over 15 mmol/l)

Symptoms

- thirst
- urge to pee
- fatigue.

The reason can be a low insulin dose, the flu, stress, too much food, staying up late, new circumstances, etc.

FIRST AID INSTRUCTIONS:

High blood sugar can be fixed with extra insulin, if necessary. Applied according to the parents' instructions. So, contact them or the nurse.

A Diabetic Child and Sport



THE INFLUENCE SPORT HAS ON BLOOD SUGAR

Exhausting sport that lasts for at least an hour usually lowers the blood sugar level during the exercise and several hours after it.

EXCESSIVELY LOW BLOOD SUGAR IS PREVENTED

- by eating carbohydrates or a snack before exercising, also during and/or after it, if needed
- by reducing the insulin dose before and also after sport if needed.

Notice that warm weather and too much clothing may lower the blood sugar level as well (insulin is absorbed faster)!

Before sport

The blood sugar level is measured before doing sports.

If the blood sugar is higher than 15 mmol/l, exhausting sport should be avoided. If necessary, extra insulin is dosed according to the instructions from the guardians.

If the blood sugar is at a normal level (4-8 mmol/l) before sport, then a snack should be eaten according to the guardians' instructions. If the blood sugar level is lower than 4 mmol/l, an extra snack is always eaten (about 20 g carbohydrates) before starting to exercise.



During sport

During sport lasting for less than an hour, an extra snack is not usually needed. During sport that lasts several hours, 10-20 g of carbohydrates should be eaten every ½-1 hour. The exhaustiveness of the sport is taken into account.

After sport

The blood sugar level is measured after exhaustive sport every 1-2 hours, if necessary. An extra snack can be eaten after sport.

HOW DOES SPORT INFLUENCE DIABETES?

As the result of regular exercise, the body's insulin sensitivity is improved. Exercising increases the efficiency of insulin even for over 24 hours. In addition, warm weather and clothing enhance the effect of insulin. A child's blood sugar should always be measured before and after sport. If the sport lasts for longer than 90 minutes, the blood sugar level should be followed during sport, as well. If the blood sugar level is higher than 15 mmol/l, the child should not participate in exhaustive exercise. During sport that lasts a longer time, carbohydrates should be eaten 10-20 g every 30-60 minutes, depending on the exhaustiveness of the sport. The following contain 10 g of carbohydrates:

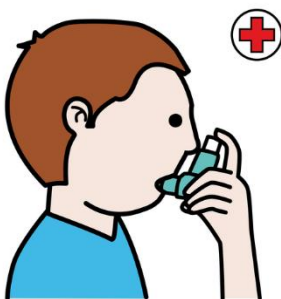
- 1 glass of milk or sour milk
- 1 whole fruit
- 2-3 dl berries
- 1 slice of bread
- 5 Siripiri tablets

It is important that the child has positive experiences with sport and does not feel any different from the others. Diabetes is not an obstacle to participate in competitive sports.

IMPORTANT! Well balanced diabetes does not limit exercising. Sport is a part of the treatment of diabetes. Inform the guardians of the sports days in good time!

When exercising, have these with you: a juice box or some other sweet drink or glucose tablets (Siripiri, Dexal), fruit or raisins.

A Pupil with Asthma



For anatomical reasons, children's airways are already relatively smaller than adults' are. An asthma attack occurs when the small muscles of bronchial mucosa contract and the airways get even smaller. When treated, childhood respiratory infection asthma is often cured as the child and the bronchi grow and, as a result, does not continue into adulthood, unlike allergic asthma. Asthma is the most common long-term disease in children. About 5 % of all Finnish children need asthma medication. Asthma can break out at any age but many asthmatic pupils have had symptoms as infants already. The parents of infants might not notice the child's asthma symptoms for a long period of time if the infant does not have any asthma attacks. Asthma is more common with children with allergies than amongst children that do not have dust or food allergies.



SYMPTOMS

Recognizing mild asthma symptoms can be difficult. Children do not enjoy being ill and they adjust their behaviour according to their condition amazingly well. As a result, a child might become calmer and avoid running or getting too exhausted. Sometimes the difference in the pupil's behaviour can only be noticed when comparing it with the actions of others of the same age. A common symptom with asthmatic children is coughing at night that typically starts in the small hours. Children also start coughing easily in physical exertion. Cold air provokes the bronchi to contract quite effectively, as well. Still, it should be remembered that a child must not be hindered from exercising, but asthma needs to be treated in a way that the child is able to lead a full life that corresponds to the life of others of the same age. The child should be able to exercise according to their natural desires.

TREATMENT

Inhaled medication is used to treat the inflammation in the mucosa. To treat the symptoms and asthma attack, quick-relief medication that opens the bronchi is taken, if necessary. With milder asthma, the aim is to have longer periods without medical treatment and, in the long run, to be completely cured. When treated well, childhood asthma has a good prognosis of curing. The medication should not be discontinued too early. Good treatment of asthma, especially in childhood, results in a better prognosis. By following the treating doctor's advice, the child's quality of life can be improved. When treated carefully, asthma does not really affect the child's life.

Relieving Shortness of Breath

To relieve difficulty in breathing, stop and stay as calm as possible, and act according to the following:

- If necessary, help the pupil to find the medicine that opens the bronchi in their school bag (an asthmatic must always carry the medication, asthma medication does not automatically belong to the school nurse's basic medicine selection). An asthmatic child knows how to take the medication.
- Help the child to find a position where it is easier to relax, for example leaning forward, the forehead and the arms supported, in a halfway-sitting position.
- If needed, help to open tight clothes. Air the room and make sure the room air is fresh.
- Advise the pupil to keep the shoulders and neck relaxed and to avoid the muscular tension in these areas when breathing.
- Instruct the pupil to breathe peacefully using abdominal breathing, inhaling through the nose and to avoid gasping for breath. Tell the pupil to exhale relaxed through a narrow gap between the lips. Exhaling takes even twice as long as inhaling. When exhaling, the air exits through the narrow gap between the lips with a small resistance. The counter pressure keeps the airways open while exhaling and, in this way, the exhaling becomes easier. The breathing rhythm calms down and the breathing becomes deeper.



Leaning forward with support for forehead and arms.



Half-sitting position



Driver's position



Lice and Pinworms at School



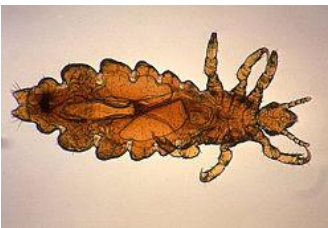
Lice at School

Especially during autumn, it is quite common that children have lice. It is important that the children's scalp is checked at home regularly. Lice spread from a person to another directly, e.g. when two heads touch each other, or indirectly when several people use or lend the same brushes or hats.

Special measures in addition to informing the homes (if necessary, the school nurse may provide homes with an info letter) are not needed at school. It is good to remind the children e.g. to keep their hats in their jacket sleeve during lessons. Girls with long hair should tie up their hair. A couple of pupils with lice does not mean that a group checking need be carried out.

Head lice do not leave the scalp by themselves. Treatment is always needed to get rid of them.

Having head lice does not require isolating the child from day care or school. The child's parents are responsible for checking the child's hair and treating the possible lice. It is important to check the children's hair, especially during an epidemic, but also at the beginning of autumn and during the weeks after Christmas.



Pinworms



What measures should be taken at school?

Just noticing the infections might be problematic at school. In the middle of the daily fuss special attention is seldom paid to a child sometimes rubbing their itchy bottom. The restlessness, loss of appetite and possible stomach aches due to the itching is easily diagnosed to be caused by something else than pinworms. When a child is noticed to have pinworms, it should be thought that several other children are infected, too. The first task is to ask the parents to check their own child and, if needed, take care of the child and the whole family's treatment. After the treatment, the child is allowed back to school. The benefit of checking every child at school is

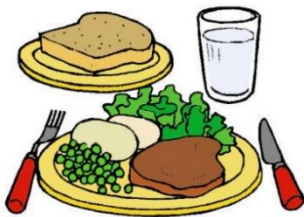


limited because during the day the pinworms do not tend to be visible around the anus. It is more important to inform all the children's parents of the pinworms and to advise them to observe their children themselves in case of any infections. Some parents are unfamiliar with pinworms. Therefore, it would be good if the school could provide information on pinworms, how they spread, symptoms and treatment. The school nurse can be asked for further info material.

Like at home, also at school most attention is given to washing one's hands. Hands should be washed especially before lunch and after using the toilet. The floor is vacuumed and the surfaces are wiped using a damp cloth. During an epidemic, it is good to use toys/equipment that are easy to wash or rinse. Otherwise the same cleaning routines can be applied.

At school, the key to stop the infections from spreading is to treat every child that has been infected with pinworms. Even one single child without treatment might infect children that have already been treated once. The children's parents are responsible for the treatment.

Special Diets



If a pupil needs a special diet for health reasons (e.g. coeliac disease, severe allergies), the guardians need to be in contact with the school nurse every year when a new school year starts. The need for a special diet is assessed in the school health care. The school nurse collects the pupils' special diet information based on medical reasons at the beginning of the school year and informs the kitchen of them. The teacher collects special diet information for other than health reasons and informs the kitchen of them.

According to the national allergy program (2008-2018), only the foodstuff that causes notable symptoms is left out of the diet. Mild symptoms, like momentary itching or stinging of the mouth, do not need to be taken care of by avoiding but by improving the tolerance by increasing the exposure little by little. So, the school nurse does not have to be contacted anymore because of mild allergic symptoms. The food served at school is normally lactose free apart from a couple of exceptions.

The following statement for a special diet due to health related reasons, with an attached doctor's statement, is to be sent to the school nurse: <https://www.turku.fi/sites/default/files/atoms/files/erityisruokavalioselvityskoululaiset.pdf>





Suspecting a Pupil's Use of Intoxicants



When You Suspect the Use of Toxicants

The use of intoxicants might be difficult to notice but suspect it if the pupil has

- unclarified absences from school
- uncompleted studies
- the way of living and presence are changed

If you realise any changes that point to the use of intoxicants:

- discussion about the pupil's absences
- contact the school nurse
- with minors, the teacher and the school nurse contact the child's guardians and social workers (in practice, every guardian is informed if a pupil is noticed to use intoxicants)
- agree on who informs the principal
- in more severe cases (drug dealing to minors) a teacher or school nurse contacts the police
- a plan and schedule to complete the studies
- a follow-up on the progress of the treatment and quitting the drug abuse (in practice, monitoring the pupil's studies, other responsibilities belong to the health authorities and guardians);

Drug testing: the current legislation does not permit the school to demand the pupil to be tested.

An intoxicated Pupil at School:

- Contact the school nurse. With minors, the nurse always contacts the guardian.
- If the school nurse is not available, contact the guardian. The guardian's permission is asked to test for the possible use of drugs and alcohol. A minor cannot be sent home alone. The guardian picks up the pupil from school.
- The school nurse or some other member of the pupil welfare primarily takes these measures: with the guardian's consent, children and youth living in Turku may be sent accompanied within office hours directly to the Children and Adolescents' Outpatient Clinic if the pupil will not tell what substance they have been using. The clinic must be called first (tel. 02-2661157). Youth from other municipalities are sent to the emergency clinic and minors must be accompanied with the parents' consent.



The School Psychologist

The psychologist can be contacted if a matter related to a pupil's school attendance or mental well-being seems concerning or troubling. It might be about problems in the learning progress, mood decline, problems with school motivation, nervousness and anxiety or, for instance, difficulties in adapting to different group situations. Discussions are always voluntary and confidential. The school psychologist also cooperates with other authorities helping children and youth, when necessary.

The school psychologist is a member of the cross-sectoral pupil welfare group. Its goal is to intervene in problematic situations as soon as possible. Supporting the community spirit of the school environment and the atmosphere of inclusion form an important part of the school psychologist's problem preventing work.

The School Psychologist's Tasks:

- psychological examinations and assessment related to the pupils' school attendance and well-being
- consulting teachers and other staff
- guiding and advising parents
- guiding and advising pupils
- clarifying the function of pupil groups and class communities
- participating in the planning of the school functioning (e.g. crisis action plan, emergency plan).

The School Social Worker

The aim of the school social worker's job is to support individual pupils' well-being, to promote well-being in the school community and to participate in the cooperation and development of the pupil welfare work in the school. Individual student welfare services (customer service provided by the school social worker, the school psychologist and health services) and the pupil welfare according to the curriculum including everyone working at school form together the whole pupil welfare.

The school social worker actively cooperates with the children/the youth, the parents, the school community and services outside school (e.g. child welfare, youth services, police, paediatric and youth psychiatry, the voluntary sector services).

The customer relationship between the pupil and the school social worker can be initiated by a teacher, parents, the pupil welfare team or the pupil's own initiative. The initiative can also come from outside the school, eg. from child welfare or youth services. The reasons behind these initiatives are often related to behaviour, social relationships, matters concerning the family, and issues in the emotional life or school attendance. Solutions can be thought about together with the school social worker, for example, in the following situations:

- a pupil has difficulties arriving at school or working at school (several absences/unfinished tasks, rebelliousness, lack of studying motivation, conflicts, etc.)
- difficulties in friendships at school or during leisure (loneliness, alienation, being bullied, etc.)
- when a pupil has a need to talk about the family's situation in life with someone outside the family
- when a pupil has issues with emotional life, for instance anxiety, fear and a need to talk confidentially with an adult
- there is bullying in the class or the class atmosphere is poor.



Work with Individual Pupils

The main form of the work with individual pupils is discussion where the pupil's situation is clarified in the beginning. The school social worker aims to identify the pupil's holistic situation (school attendance, learning and learning environment, well-being, ability to cope, family and home situation, free-time activities and friendships) and makes an assessment of possible needs of support considering the pupil's age and level of development. As the process goes on, plans and agreements with the pupil, family and school community can be made on the changes needed and considerations can be made together on possible support measures in order to secure the pupil's social well-being and successful school attendance. The school social worker documents the work with the pupils and writes up statements and summaries.

Work to Promote the Well-being of the School Community

In addition to working with pupils individually, the school social worker works together with pupils in groups and helps the pupils in a class to get to know each other, for example in transition phases. The school social worker can participate in examining and improving the atmosphere of a class or meet pupils in groups that have been put together to deal with a certain issue (e.g. loneliness, bullying or social skills). An essential part of the daily cooperation with teachers are negotiations and consulting discussions when a teacher is concerned about the situation of a class or a pupil. The school's inner practical solutions to support teaching are considered in the discussions. At the same time, the pupils' other needs for support are assessed, and topics for discussion and necessary cooperation with the parents are planned. The school social worker also participates in other functions of the school community, such as school crisis work, preventing bullying and promoting safety and security.

Cooperation and Development of Pupil Welfare

The school social worker aims at developing different pupil welfare procedures by participating in the work of the school's various multi-professional school welfare groups. The school social worker also participates in regional pupil welfare development work and multi-professional and multi-administrational networks.

The discussions with the school social worker are confidential. The work of the school social worker is regulated by the Pupil and Student Welfare Act, the Basic Education Act, The Child Protection Act and the Act on the Status and Rights of Social Welfare Clients. The school social worker follows the principles of professional conduct specified for social work.

Partners Outside of the School

The school's pupil welfare group cooperates closely with many different partners outside of the school. The cooperation is usually initiated after the support needs are identified by the pupil welfare. Some of the these important partners are, among others:

- the services of specialized health care
- speech therapy, occupational therapy and physiotherapy
- child protection
- the police
- educational and family counseling
- youthwork
- The Red Cross Youth Safehouse
- Third sector parties (The Girls' House, Linkki, The Child Protection Organizations of Southwestern Finland, The Turku Crisis Center,)



Child Protection Notification

A child protection notification can be filed by either a private person or an authority. The obligation for an authority to file a notification is defined in the Child Protection Act (13.4.2007/417). The school staff are obliged to file a child protection notification without being restricted by the duty of secrecy if they learn of a child whose need for child protection is to be investigated. The basis for the notification can be the need for care, factors that endanger the child's development or the child's own behaviour. An authority must file the notification under their own name. A notification can be made to the Turku Social Services electronically, by mail or, when urgent, by phone. The contact information for the Turku Social Services is:

Turun sosiaalipäivystys

PL 670

20101 Turku

phone (02)2626003 (weekdays 8:30-15:30)



THE THREE-LEVEL SUPPORT SYSTEM



A pupil has the right to receive support as soon as the need for the support is identified (Basic Education Act, sections 16 and 17). Every pupil is in general support. When the need for more support arises, the level of support is redefined using by a pedagogical assessment or pedagogical statement.

When you have concerns:

- Specify your concerns.
- Plan different measures of support, eg. maintaining classroom routines, the students' seating order, marking homework in Wilma, teaching learning skills, the use of action based teaching, pair work and group work, etc.
- Mark the measures of support in the student's Wilma support file.
- Inform the parents! Always try to have cooperation with the guardians!

The basic principles for cooperating with the homes regarding a pupil's learning and school attendance:

When the need for support arises, teachers and support professionals work closely with the home in matters related to arranging and administering support. In annual developmental discussions, the pupil's learning and school attendance are monitored and guided. The school has positive cooperation with the guardians with a low threshold at different transition points along the school path (School Curriculum 2016). All possible support documents are compiled in cooperation with the guardians (Basic Education Act, sections 16 and 17).

General Support

General support means systematic and consistent actions to support learning, eg. the routines of the classroom. These routines are to be planned so that they support the pupils' learning in the group (National Core Curriculum 2014, 66).

Upon analysing the support measures of general support, it is often found that

- Changes in the group activities and teaching have helped. The need for support seems to be lesser and support on a group level is adequate. Studying will proceed taking into account the need for support and the group level support will become the operating culture of the classroom.

A learning plan in general support can be a good tool for specifying the needs of support and opening discussions with the home. It is often a good alternative to have a learning plan in general support before drawing up a pedagogical assessment. A learning plan in general support is not required to be updated annually.

Pedagogical Assessment When General Support is Not Enough

A pedagogical assessment is drawn up when there is a need for many support measures regularly and continually (National Core Curriculum 2014, 67). The measures applied have not been adequate or they have to be implemented intensively. The need for support arises repeatedly despite the given group level support.



A pedagogical assessment means that the implemented support measures are analysed – IT IS NOT AN ASSESSMENT OF THE CHILD.

- The home is to be informed.
- The decision to start intensified support is made by the school's pupil welfare group, not by the teacher who compiles the pedagogical assessment.

Intensified Support

Intensified support means support measures implemented by all the pupil's teachers. The support consists of both group level support and individual support measures.

Every pupil in intensified support is to have a valid learning plan (National Core Curriculum 2014, 67)
The plan is drawn up in cooperation with the pupil's teachers and especially with the guardians.
(Basic Education Act, section 16a).



Learning Plan (Core Contents)

In the learning plan the child's strengths and needs for support are specified in as much detail as is needed for arranging the support (National Core Curriculum 2014, 67-68). The learning plan is to be compiled in cooperation with the guardian (Basic Education Act, section 16a). The learning plan gives the guardian information and enables the guardian to support the child better (National Core Curriculum 2014, 67). This means that the guardians views and the agreed division of roles in supporting the child are also documented in the plan:

How does the child's school attendance look from the guardian's point of view?

For example:

"Eve doesn't like to read. We don't force her to."

"Eve doesn't talk about school at home. Doing homework takes up a lot of time and there is often a fuss about it. After school, Eve doesn't usually have time to play freely because homework and hobbies take up so much time."

"Eve tells about her school day in detail at home. It is not possible to monitor homework, because Eve says she doesn't have any."

How can the guardian's concerns be met? How can the guardian be guided in supporting the child's school attendance purposefully? How can the school take into account the possible restrictions the guardian might have in supporting the child?

For example:

"It would be good to read with the child." -> "The guardian was introduced to suitable literature and was told about the significance of reading together daily and was given suggestions on how to read together with the child."

"We talked about the meaning of homework" -> "At home the parents couldn't monitor homework, because they didn't know what homework the child had. From now on, the class will use a homework notebook. "

The learning plan is updated to coincide with the need of support whenever the situation changes (National Core Curriculum 2014, 67). The learning plan is to be updated at least once a year. The classroom teacher or homeroom teacher is responsible for keeping the class's documents up to date.



In the beginning of the academic year, the teacher responsible for the group is to find out about the class specific instructions for updating the documents.

Core Contents

The learning plan can contain pedagogical solutions such as core contents, or priority areas of study. This means concentrating on the key goals for the grade level. Defining the core contents means that the teacher of the subject in question writes a detailed description of the contents that the pupil is to master in order to be awarded a passing grade in that subject. The pupil's studying is tailored according to these core contents (National Core Curriculum 2014, 68).

Back to General Support When Intensified Support is No Longer Needed

A new pedagogical assessment is drawn up when the need for support measures decreases and applying them is no longer regular or continuous (National Core Curriculum 2014).

- A pedagogical assessment means that the implemented support measures are analysed – IT IS NOT AN ASSESSMENT OF THE CHILD.
- Make sure the home is informed. Document the guardian's views on the need for support.

Special Support

Pedagogical Statement when Intensified Support is Not Enough

A pedagogical statement is prepared when the applied support measures are not enough or when they have to be implemented with special intensity. The need for support arises constantly despite the given group level support. Many support measures are needed regularly and continuously and they are more pupil specific than in intensified support. (National Core Curriculum 2014, 69-70.)

- A pedagogical statement means that the applied support measures are analysed and assessed. IT IS NOT AN ASSESSMENT OF THE CHILD.
- The home is to be informed.
- The decision to start special support is made by the leading principal, not by the teachers who compiled the pedagogical statement.



Individualization of the Syllabus of a Subject

Through a pedagogical statement, the individualization of the syllabus of a subject can be applied for. This means that the pupil is not seen to be capable of acceptably achieving (with a passing grade 5) the objectives related to the key contents of the subject. The guardian must be explained the impact individualization of a subject may have on the pupil's further studies. (National Core Curriculum 2014, 74)

Hearing the Guardian and the Administrative Decision for Special Support

The pedagogical statement prepared at school is given to the guardian to read. After two weeks (14 days), a hearing of the guardian is arranged (Basic Education Act, section 17). In the hearing, the contents of the pedagogical statement are examined and the guardian's views are documented clearly. Further detailed instructions can be found in the Administrative Procedure Act section 34.



After hearing the guardian, the leading principal of the Turku Teacher Training School and the Turku International School will make an administrative decision on transferring the pupil to special support. According to the Administrative Procedure Act, the guardian has the right to appeal the decision. The leading principal is responsible for ensuring that the guardian is clearly aware of the administrative decision and the right of appeal.

Individual Educational Plan IEP

In the IEP, the student's strengths and needs for support are documented in enough detail to ensure the making of adequate learning arrangements. The IEP is to be made in cooperation with the student and the guardian. The IEP is to be updated at least once annually (Basic Education Act, section 16a). This means that the guardians views and the agreed division of roles in supporting the child are also documented in the plan:

How does the child's school attendance look from the guardian's point of view?

For example:

"Eve doesn't like to read. We don't force her to."

"Eve doesn't talk about school at home. Doing homework takes up a lot of time and there is often a fuss about it. After school, Eve doesn't usually have time to play freely because homework and hobbies take up so much time."

"Eve tells about her school day in detail at home. It is not possible to monitor homework, because Eve says she doesn't have any."

How can the guardian's concerns be met? How can the guardian be guided in supporting the child's school attendance purposefully? How can the school take into account the possible restrictions the guardian might have in supporting the child?

For example:

"It would be good to read with the child." -> "The guardian was introduced to suitable literature and was told about the significance of reading together daily and was given suggestions on how to read together with the child."

"We talked about the meaning of homework" -> "At home the parents couldn't monitor homework, because they didn't know what homework the child had. From now on, the class will use a homework notebook. "

The IEP is to be updated at least once a year. The classroom teacher or homeroom teacher is responsible for keeping the class's documents up to date.

In the beginning of the academic year, the teacher responsible for the group is to find out about the class specific instructions for updating the documents.

Individualized subject

If there is a need to individualize the contents of one or more subjects, the contents and evaluation of the subjects in question must be clearly stated in the student's IEP. Note that the goals for individualized subjects cannot be equivalent or higher than the goals for the passing grade 5 in the general syllabus, but must be lower (The National Core Curriculum 2014, 73).

Back to intensified support when special support is no longer needed

When the student's need for support measures decreases and the support needed does not coincide with the criteria of special support, a new pedagogical statement is made following the same steps as with the prior one (National Core Curriculum 2014, 70-71). A new administrative decision is made by the leading principal, which will move the student back to intensified support.



Re-evaluating Special Support

The support level of students in special support must be re-evaluated at the end of 2nd and 6th grade and whenever the need for support changes (Basic Education Act, section 17). Re-evaluating the need for special support means that a new pedagogical statement must be prepared. In drawing up a new pedagogical statement, the same steps are taken as when moving from one level of support to the next. (National Core Curriculum 2014, 71.)



OTHER WAYS TO SUPPORT STUDYING

Grade-Independent Studies

It is possible to study the syllabus of basic education through grade-independent studying. Studying grade-independently means that a pupil will not be retained in a certain grade despite incomplete or failed performances. At the end of the school year, the pupil receives a school year report for the studies acceptably completed that year and is promoted to the following grade to continue studying where the studies were left off the previous year. A pupil studying grade-independently can be retained in a grade only due to general failing school success. The decision to transfer a pupil to study grade-independently is made by the principal of basic education.

The benefit of the grade-independent studying system is that the school year report will only contain acceptably completed studies and the pupil will continue studying in the next grade otherwise, continuing from where the studies were left off. This can have a positive effect on the learning motivation and self-esteem of the pupil. Especially in situations where the pupil has had to be absent from school due to health reasons and has not been able to study in a normal way, this evaluation system can be better for the pupil than receiving a school year report that contains failing grades.

Grade-independent studying can offer significant flexibility especially in the final stage of basic education. In grade-based studying, a pupil in 9th grade can be retained in 9th grade if they, for one reason or another, cannot complete all their studies acceptably. When retained in a grade, all the pupil's previous studies are erased, including the ones that were completed acceptably. If, on the other hand, the pupil studies according to a personal study plan grade-independently, the acceptably completed studies will remain. The pupil will then continue studying in 9th grade until the whole syllabus of basic education is complete, upon which the pupil will receive a basic education certificate. This system can be especially beneficial for pupils whose school motivation is not very good and who are in danger of not receiving a basic education certificate. In addition, grade-independent studying can offer flexibility for pupils returning or moving to Finland after having studied abroad.

Source:

https://www.edu.fi/perusopetus/oppilaan_arviointi/ops2004/joustoa_oppilaan_arviointiin_vuosiluokkiin_sitomattoman_opiskelun_avulla



Applying for School

Instructions on how to apply for 1st and 7th grade in Norssi and TIS can be found on the homepages of the schools: :

<https://sites.utu.fi/tnk/perusopetus/>

Parent evenings are held for new pupils' parents where the classes and class emphases are introduced. A special introduction evening is held in January for those applying for 7th grade. During this info event more information on the classes with different emphases can be obtained.



PUPIL WELFARE IN NORSSI AND TIS

School Specific Communal School Welfare (KOR)

The school has a school specific communal school welfare group KOR (from the Finnish abbreviation of koulukohtainen oppilashuoltoryhmä). There are 7-10 members in the KOR. The group is called together and led by the principal of basic education or someone the principal assigns. The group consists of representatives of the teachers, the special education teachers from each school level, the own language teachers, guidance counsellors, the school welfare group and other staff representatives, child welfare authorities and parties when needed. In addition parents' and pupils' representatives participate in the functions of the group. Kor meets regularly.

KOR coordinates the communal pupil welfare work in the school. Annually, one specific cooperation partner is chosen to focus on especially. Other cooperation partners are invited to the meetings according to the topics at hand.

Depending on the topic of the meeting, the following participants, among others, can be present at the meeting:

- classroom and homeroom teachers
- the upper secondary school and IB representatives
- representatives of the student association
- guardians
- Health care authorities
- Social service authorities
- Youth work authorities
- the local police
- representatives of local pre-schools, schools, daycares and morning and evening clubs
- Other cooperation partners (eg. third sector parties, The Girls' House, etc.)



3. Kokoontuminen (marraskuu): fyysinen hyvinvointi

- Lasten oikeuksien viikko – jalkauttaminen luokkiin
- Koululounas – terveelliset ruokailutottumukset
- Terveelliset elämäntavat (mm. nukkuminen)
- Kerhotoiminta korona-aikana
- Väitunti- ja oppituntiliikunnan lisääminen
- Movet

PVM: ke 11.11.2020 klo 13.30
KOKOUKSEN VALMISTELIJAT: Liikkuvakoulu koordinaattori, liikunnanopettajat
OSALLISTUJAT: oppilashuolto ja astevastaavat

2. Kokoontuminen (lokakuu): KOR-vuosikello

- KOR-vuosikello
- Koronakuulumiset

PVM: ke 7.10.2020 klo 13.30
KOKOUKSEN VALMISTELIJAT: Tuija Niemi
OSALLISTUJAT: Oppilashuolto, astevastaavat

1. Kokoontuminen (elokuu): Korona-aika

- Koronavalmius
- Miten tulevaisuudessa otamme huomioon koronan tuomat haasteet
- Oppilaiden henkinen ja fyysinen hyvinvointi
- Miten korona on näkynyt arjessa

PVM: ke 2.9. klo 13.15
KOKOUKSEN VALMISTELIJAT: vararehtorit
OSALLISTUJAT: astevastaavat, oppilashuolto



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4. Kokoontuminen (tammikuu): psykososiaalinen hyvinvointi

- Koronakuulumiset
- Kiusaaminen ja sen ennaltaehkäisy
- Stressin ennaltaehkäisy
- Itsetuhoisen käyttäytymisen

PVM: ke 27.1. klo 13.30
KOKOUKSEN VALMISTELU: psykologi, erityisopettaja Susan Jantti ja kuraattori
OSALLISTUJAT: oppilashuolto ja astevastaavat

5. Kokoontuminen (maaliskuu): ennaltaehkäisy

- Koronakuulumiset
- Päihteet ja ennaltaehkäisy
- Seksuaalisen hyväksikäytön ja väkivallan ennaltaehkäisy
- Turvallisesti netissä
- Muut ajankohtaiset ilmiöt (some, koulu-uhkaukset ym.)

PVM: ke 10.3.2020 klo 13.30
KOKOUKSEN VALMISTELU: vararehtorit
OSALLISTUJAT: aluepoliisit

6. Kokontuminen (huhtikuu): kartoitukset ja seuraavan lukuvuoden suunnittelu

- Koronakuulumiset
- Seuraavan lukuvuoden vuosikello
- Kouluterveyskyselyn tulosten läpikäynti ja toimenpiteiden suunnittelu
- Yhdenvertaisuus ja tasa-arvosuunnitelma

PVM: ke 28.4.2020 klo 13.30
KOKOUKSEN VALMISTELU: vararehtorit
OSALLISTUJAT: oppilashuolto ja astevastaavat



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The annual plan of KOR.

Individual Pupil Welfare Process and Cross-Sectoral Pupil Welfare Group MAR

The aim of individual pupil welfare is to ensure each pupil's prerequisites for studying. To support an individual pupil, a cross-sectoral pupil welfare group is called together for each case separately. The cross-sectoral pupil welfare group MAR (from the Finnish abbreviation for **m**onialainen **a**siantuntijaryhmä) can consist of the school nurse, the school social worker, the school psychologist, the school doctor, the guidance counsellor, the teacher, the special education teacher or any central person in the specific case.



The MAR group is called together by the person whose job description is most closely related to the issue at hand. This person will also act as the chairperson of the meeting and will make sure that the pupil and guardian have given their consent to discussing the issue. The chairperson is responsible for making sure the meeting is documented and the documents saved according to the regulating laws. The group only meets when needed.

Pedagogical Support Group PSG

(or **OTR** in Finnish from the words Oppimisen tukemisen ryhmä)

- The PSG consists of all the **special education teachers and guidance counsellors** in lower secondary school in Norssi and TIS.
- The group meets on **Wednesdays at 8:30-9:45**.
- The objective of the group is to offer the teachers of Norssi and TIS lower secondary the opportunity to discuss **pedagogical issues** in regards to **supporting pupils' learning**. These issues can be, eg.
 - o The teacher's observations of a pupil's struggles in learning
 - o The group dynamics of a certain class or group during lessons
 - o A pupil's weak performance or grades
 - o A pupil's reluctance to do homework
 - o Monitoring a pupil's learning progress and educational success
 - o Evaluating a pupil's needed support level
- Pupil welfare issues are not discussed in the group, but rather the focus is on finding pedagogical solutions to learning problems. If the teacher is unsure who to take the concern to, we can decide on it together.
- If the pupil's challenges involve welfare issues, we will help the teacher identify who all should be called to a MAR-meeting (cross-sectoral welfare group).
- The teacher can reserve a time slot for a PSG meeting by turning to the special education teacher or guidance counsellor who works most closely with the pupil(s) or teacher in question.
- The special education teacher or guidance counsellor will reserve a time in the PSG group's calendar and inform the teacher of the exact time of the reservation.
- If the issue at hand requires an administrative perspective, the principal of the pupil will also be invited to the meeting.
- If the teacher has a lesson during the PSG meeting time, the teacher can make teaching arrangements according to the time slot needed, eg. by asking a TA to supervise the pupils' independent work, or by getting a substitute.
- PSG time can also be used for supervising individual pupil's work, testing, class meetings or individual consultation when needed.

Documenting a MAR memo

When dealing with an individual pupil's affairs, a memo of the meeting is documented and filed in the pupil's Wilma. The chairperson documents the essential information related to organizing the individual pupil welfare meeting in the MAR memo. Other members of the MAR meeting can also make entries in the memo. The following information is included in the memo:

- the pupil's name, social security number, home town and contact information and in addition the name and contact information of the pupil's guardian or other legal representative.
- the topic of the meeting and who initiated it
- The implemented measures, such as assessments, examinations and reports concerning the pupil's situation
- the participants of the meeting and their professional roles



- the decisions made in the meeting, the plan for implementing them and the persons responsible for monitoring the implementation and evaluation of the measures
- the carried out measures
- the date of the documentation and the name and professional role of the writer of the memo.

If any information from the memo is disclosed to any person who was not present in the meeting, it must be carefully documented who, what information and why the information was disclosed.

Supporting Learning and School Attendance

Supporting learning and school attendance requires versatile cooperation with the pupil and guardian. Whenever a concern about the pupil's learning or school attendance arises, the home is always contacted to start planning support measures. Every pupil has the right to adequate support for learning and school attendance as soon as the need for support is evident. Giving the pupil intensified and special support as regulated in the Basic Education Act requires cooperation with the professionals in pupil welfare in the following situations:

- Starting and arranging intensified support is dealt with **multi-professionally in cooperation with the experts of the pupil welfare team** (Basic Education Act, section 16 a, 30.12.2013/1288)
- before making a decision on special support, a statement is prepared **multi-professionally in cooperation with the experts of the pupil welfare team** on the effect of the intensified support the pupil has received and on the pupil's holistic situation (Basic Education Act, section 17, 30.12.2013/1288). Based on these, the evaluation for the need of special support is made. All of these combined form a pedagogical statement.



The pupil's or guardian's consent is not necessarily needed to discuss the aforementioned issues. To ensure a multi-professional approach, there is always to be support experts involved in the process in addition to teachers or the principal. The multi-professional criterion is fulfilled when, in addition to teaching staff, the process involves representatives of school health care and/or the school's psychologist and social work services. The multi-professional cooperation with the school welfare staff in connection with the support of learning and school attendance is not a part of individual pupil welfare. For this reason, multi-professional cooperation to support learning and school attendance is not done in a cross-sectoral pupil welfare group.

In supporting learning and school attendance, the participating school welfare experts are considered for each case separately. Only the teachers and other experts whose job description is related to planning and implementing the specific support needed are to be consulted. For example, if there are two special education teachers in the school, only the special education teacher who teaches the pupil in question, or whose job it is to support the pupil, is to be involved in the support process.

There are no specific regulations for carrying out the afore mentioned multi-professional cooperation obliged by law. The cooperation can be done, eg, through consulting the pupil welfare expert whose job description is related to the pupil's issue at hand. If the pupil's situation requires more versatile expertise, it is possible to call together a larger



group of experts. Each group is called together case by case. As the pedagogical leader of the school, the principal can also be a member of the group.

https://www.oph.fi/saadokset_ja_ohjeet/ohjeita_koulutuksen_jarjestamiseen/perusopetuksen_jarjestaminen/tietoa_tuen_jarjestamisesta/oppimisen_tuki_oppilashuolto/oppimisen_ja_koulunkaynnin_tuki

Individual Pupil Welfare in Addition to Pedagogical Support

Individual pupil welfare consists of the school health care services, the school psychologist and school social work services and the support of the cross-sectoral pupil welfare group. These services can supplement the general, intensified or special support given to the pupil. For example, a pupil receiving intensified or special support might need psychological testing or a social report written by the school social worker.

Unlike the support for learning and school attendance, individual pupil welfare is voluntary and requires the pupil's or, when needed, the guardian's consent. The pupil's and guardian's consent are also needed for calling together a cross-sectoral pupil welfare group (MAR).

https://www.oph.fi/saadokset_ja_ohjeet/ohjeita_koulutuksen_jarjestamiseen/perusopetuksen_jarjestaminen/tietoa_tuen_jarjestamisesta/oppimisen_tuki_oppilashuolto/yksilokohtainen_oppilashuolto

Documenting Support Measures and the Right to Confidential Information

Issues related to supporting learning and school attendance are documented according to the regulations of the Basic Education Act and the National Core Curriculum. The documents are confidential and the information in them can only be revealed to the teachers who teach the pupil in question and the persons who need the information in their work. They only have access to the information essential for their work tasks. Confidential information can only be disclosed to other parties with the consent of the guardian.

In pedagogical assessments and statements the pupil's need for support is evaluated; in learning plans and IEP's the implementation and arrangements of support are described. In learning and school attendance support documents it can be stated that the pupil has been guided to seek the services of pupil welfare. However, the reasons for guiding the pupil to these services or the measures implemented in the services may not be disclosed.

Starting and organizing intensified support is to be discussed in multi-professional cooperation with the pupil welfare experts and documented in the way the education provider decides, eg. in a pedagogical assessment. In addition, the pupil's return from intensified support to general support is discussed and documented in the same way. In a pedagogical statement, the evaluation of the intensified support received by the pupil and an evaluation of the pupil's holistic situation performed in multi-professional cooperation with the pupil welfare experts is documented.

The education provider must provide the professionals working with the pupil with the necessary information needed, in order for the pupil's right to receive adequate support for learning and school attendance to be fulfilled according to the Basic Education Act, section 30. If, eg, the pupil has problems reading, all the teachers of the subjects where reading is required must be informed about the pupil's problem. In addition, they need information on how the pupil's individual needs are to be taken into consideration and what kind of support the pupil needs. Disclosing essential information needed for arranging education does not require the guardian's consent. The guardian's detailed permission is required, however, to disclose non-essential information.

The information collected in an individually assembled expert group as defined in the Pupil and Student Welfare Act is documented in a pupil welfare memo. The documentation is regulated in the Pupil and Student Welfare Act. The documented information is confidential. It can be documented that the pupil is receiving support for learning and school attendance or that the need for support is being determined.



https://www.oph.fi/saadokset_ja_ohjeet/ohjeita_koulutuksen_jarjestamiseen/perusopetuksen_jarjestaminen/tietoa_tuen_jarjestamisesta/oppimisen_tuki_oppilashuolto/tuen_kirjaaminen

Discussion and Consultation

The teacher can discuss the pupil's learning issues with the pupil's other teachers and experts whose job description is related to planning and implementing the support of the pupil's learning and school attendance. The discussion is to be limited to information essential for planning and implementing support for learning and school attendance. The aim of the discussion is to ensure that the pupil receives adequate and well-timed support. For instance, the teacher might need to consult with the special education teacher or school psychologist to be able to organize the teaching. When needed to arrange support for learning and school attendance, the name of the pupil may be revealed in consultation, even though the consultation concerns confidential information. In this case, the participants in the consultation must consider what information is essential for organizing the pupil's education.

The law does not require documenting such consultation discussions, but sometimes keeping personal memos is needed. If some later measure or decision is based on an expert's opinion, this must be documented. Personal memos are not filed, but they are destroyed when not further needed. If it is a consultation in question, for instance, the school psychologist can document the consultation of a teacher in the psychologist's personal patient registry.

The school staff is under the duty of confidentiality and may not disclose any information obtained about pupils or their families to any third party. As third parties are considered any party outside the school and also school staff members who do not work with the pupils. The duty of confidentiality remains valid even after the work contract with the school has ended.

https://www.oph.fi/saadokset_ja_ohjeet/ohjeita_koulutuksen_jarjestamiseen/perusopetuksen_jarjestaminen/tietoa_tuen_jarjestamisesta/oppimisen_tuki_oppilashuolto/keskustelusta_ja_konsultaatiosta



CONTACT INFORMATION FOR THE SCHOOL WELFARE AND THE SCHOOL

Turun normaalikoulu, Annikanpolku 9, 20610 Turku <http://www.tnk.utu.fi>

Turku International School, Kraatarinkatu 4 / Annikanpolku 9, 20610 Turku <https://sites.utu.fi/tis/>

Phone: 029 450 5000 (University switchboard)

Staff emails are **firstname.lastname@utu.fi**

Teachers can best be reached through Wilma <https://tnkutu.inschool.fi/>

Principals and deputy principals

Leading principal Vesa Valkila	0400 523 093
Basic education principal Satu Kekki	050 357 8848
Basic education (grades 1-6) deputy principal Tuija Niemi	050 3296596
Basic education (grades 7-9) deputy principal Tarja Ruohonen	040 715 8650
Upper secondary school principal Katrina Vartiainen	0400 831 009
Upper secondary school deputy principal Anu Waltari-Grundström	050 351 3135
International school and IB principal Mirjam Virtanen	046 922 4778

Special Education

Noor Hadi (elementary and lower secondary)	050 3411300
Nina Högerman (elementary)	050 5937690
Katja Jokila (lower secondary)	040 182 0872
Pekka Lamberg (lower secondary)	040 182 0869
Susan Jäntti (elementary)	
Lisa Paavilainen (TIS)	050 431 4573
Jaana Hyvärinen (upper secondary)	050 532 7080

School health care

Nurse Susan Suomi	040 192 4351
Elementary grades 1-6 and lower secondary grades 7-9 c and e classes	
Nurse Vilma Alcenius	040 149 8500
lower secondary classes 7-9 a, b and d and upper secondary	
Nurse Lena Savander	040 1636739
TIS	
Psychiatric nurse Leija Santala	

Guidance counselors

Merituuli Kallio (Norssi and TIS lower secondary)	040 500 0445
Samuli Lindvall (Norssi lower secondary)	044 347 7249
Sini Ilvonen (Norssi lower secondary and upper secondary)	044 502 3341
Jukka Valtanen (Norssi upper secondary)	050 566 0932

Other staff members

School psychologist Noora Leminen	040 518 1955
School social worker Jatta Auremaa	050 592 4685

