

Instructions for pupils, parents / guardians and staff for starting the new year of Basic Education

Instructions dated August 7th 2020

Classroom teaching for basic education starts in Lahti on Wednesday August 12th. Also afternoon activities are restarting. If possible, it is the intention to start school club activities during the month of September.

The schoolwork of the basic education school year starts normally with classroom teaching in the pupils' own schools. During the first weeks of school the emphasis will be on group forming, community building and safety during the school day.

The basic idea is that all pupils will start the school year with classroom teaching. No child or adult may come to school with symptoms of a respiratory illness, before a possible coronavirus infection has been ruled out by testing. If the symptoms observed are due to an allergy and clearly improve on starting to take allergy medication, the child may return to school, even if the symptoms have not totally disappeared.

For details about the government's travel guidelines and 14 day quarantine recommendation see the [website of the Finnish Institute for Health and Welfare](#).

In all other cases the normal school attendance and absence procedures apply.

Support for learning and student welfare

At the start of the autumn term all grades will be assessed to determine the level of knowledge of the need for learning support and student welfare. Support activities will be implemented systematically during the school year. Learning support and all other welfare activities of the school are available to those students who need support. With the aim to support activities special attention will be paid to reducing learning differences that have come about in the spring term. For this purpose, the cooperation between the home and the school is more important than ever.

The city of Lahti early learning services, as well as the pre-school and basic education have received about 1.5 million euros from the Ministry for Education and Culture to support those needing it as well as for helping with the learning of foreign language children and young people.

Preparations and instructions for starting the new school year

In order for it to be safe to come to work and to learn, Lahti basic education has prepared a set of procedures and instructions related to health and safety, as well as pedagogic

solutions. In preparing these we have also anticipated circumstances where individual pupils, class groups or the whole school may have to switch to an exceptional learning situation during the autumn term.

The 17-part instructions below contain explanations of the main practical matters related to restarting school: hygiene recommendations, social distancing, avoiding unnecessary contact, using school areas, student welfare services, absences from school, eating arrangements, transport and cleaning practices. We are awaiting the guidelines from the Institute for Health and Welfare regarding the use of masks.

The instructions for basic education for staff, parents/ guardians and pupils will be distributed via the Wilma service and also you are also asked to follow this Lahti city website for updated information and further clarifications. Before the first school day if necessary the school will expand of these instructions to their own pupils and their parents/ guardians. Before school starts these instructions will be reviewed with the school's staff during preparatory days.

In all circumstances special attention will be paid to the health authorities, government, ministry, regional administration agency and department of Education instructions and recommendations relating to the coronavirus.

Instructions for pupils, parents / guardians and staff for starting the new year of basic education

It is the right of every pupil to get basic education according to the Basic Education Act. Classroom teaching supports the learning and well-being of a pupil. In the school's classroom teaching national instructions for reducing the risk of infection and safety organising basic education are abided by.

The instructions for basic education will be distributed via the Wilma service and also it is recommended to look out for updates on the [Lahti city website](#)

Contents of the instructions

- 1) Classroom teaching August 12th
- 2) Cooperation between the home and the school
- 3) Absences from school
- 4) Learning and assessment of level of knowledge
- 5) School meals
- 6) Learning groups and organisation of classroom teaching
- 7) Use of school facilities and hygiene precautions
- 8) The learning environment, breaks and joint school occasions
- 9) The equipment needed for teaching, connections and using of different materials
- 10) Working life experience periods (TET)
- 11) Pupil- and student welfare services
- 12) Afternoon activities and school club activities

- 13) Teaching for preparatory basic education
 - 14) Teaching of their own mother tongue to immigrants and upkeep of languages learned abroad
 - 15) Voluntary additional year of basic education (10th grade)
 - 16) School journeys and school transport
 - 17) Fulfilling compulsory education without participating in basic education (so-called home schooling)
- Those responsible for giving further information

1) Classroom teaching August 12th

All pupils in basic education in Lahti start school with classroom teaching at the start of the school year on August 12th

All the teaching solutions and arrangements for the 2020-2021 school year, as well as the support services for learning and attending school, student welfare, school meals, school transport and other practicalities and instructions about them have been planned taking into account the existing National Agency for Education, Institute for Welfare and Health, and Regional Administrative Agency (OKM) guidelines (see links below), in order for it to be safe to come to work and to study.

- [Finnish National Agency for Education support material for starting school on August 1st 2020 \(in Finnish\)](#)
- [Institute for Welfare and Health hygiene instructions](#)
- [Ministry of Education and Culture: Information about Coronavirus](#)
- [Institute for Welfare and Health, and Regional Administrative Agency \(OKM\) recommendation for organisers of teaching during the coronavirus epidemic dated August 4th 2020 \(In Finnish\)](#)
- [Institute for Welfare and Health travelling and returning from abroad recommendations for quarantining issues August 6th 2020](#)

What to do if a coronavirus infection is detected in the school

Investigation of the chain of infections is the responsibility of Päijät-Häme Joint Authority for Health and Wellbeing infection diseases specialist doctor. If there is shown to be a coronavirus infection in the school, those who have possibly been exposed to it will be located and directed into quarantine for 14 days.

Those who have caught the coronavirus have to be away for at least 14 days from the starting of symptoms and also to have been at least two days without any symptoms.

There are also provisions in case of need for exceptional teaching arrangements for basic education. If it becomes necessary during the autumn term of 2020 to transfer classroom learning to distance learning it will be done according to the [guidelines of the Finnish National Agency for Education](#) (In Finnish):

- Decision making about transferring to exceptional teaching arrangements

- Teaching of children in a vulnerable position will be carried out in the form of classroom teaching
- Organising of teaching during the period of exceptional teaching arrangements
- Teaching during a period of quarantine and isolation
- The equipment, connections and availability for free of material during the period of exceptional teaching arrangements
- Guidance and support
- Student welfare
- Interaction with pupils during the period of exceptional teaching arrangements

In addition to the annual learning plan of the schools a contingency plan will be drawn up to include teaching for individual pupils, class groups or the whole school for the case that exceptional teaching arrangements need to be carried out during the autumn term.

2) Cooperation between the home and the school

Successful cooperation between the home and the school is of utmost importance. The school and the student welfare staff will take the initiative and be actively in touch with homes in relation to the progress of the pupils' studies, monitoring absences and situations where there is concern about the learning or the well-being of the pupil in question. Meetings with guardians will where possible be carried out with the use of on-line communication. In planning these meetings, it will be taken into account what opportunities the parents in question have to use virtual connections and also whether they need interpreting into another language. In the case of face-to-face meetings hygiene recommendations will be respected. It is recommended to organise parent teacher meetings in the form of virtual meetings. Schools will give more detailed information about the timetables to the children and parents and via the Wilma system.

3) Absences from school

According to the Basic Education Act and other legislation a pupil must participate in basic education and in other education defined by the act, unless he or she has a special reason to be temporarily granted exemption from participating. Absence from school can be justified by an infection disease. It is not permitted to come to school sick.

The teacher and the student welfare staff monitor the participation of pupils in class. Everyone in the school is obliged to act according to the [Lahti guidelines for acting on absences from basic education](#) (In Finnish). The teachers are responsible for their pupils and for being in contact with them and their homes also when teaching has to be arranged in an exceptional way.

When can absence from school be approved and when can it not be?

Permission always has to be obtained to be away from school, in which case the principal considers if the conditions for granting an absence are fulfilled.

a) Having a sick pupil or his/her family members belonging to an infective disease risk group is a justifiable reason for absence from school.

Belonging to a risk group is a classification based on the estimation of the specialist healthcare doctor on consideration of the person's situation. The child's guardian is obliged to present the school principle with the doctor's statement concerning the pupil. In this case the school comes to a decision about special teaching arrangements (Basic education Act, section 18), allowing teaching to be carried out as distance learning. To school cannot require information about the state of health of the child's family members to be submitted to it. It is sufficient that the guardian informs the school that a family member belongs to a risk group.

In the cases of chronic conditions like asthma, diabetes and rheumatism there is in principle no obstacle to coming to school.

Family members are defined as people who live in the same household as the child.

b) It is not permitted to come to school sick

The infectious condition due to the coronavirus, has as symptoms e.g. a cough, sore throat, fever, breathing difficulties, muscular pains, stomach symptoms and headache. [The Finnish Institute for Health and Welfare \(THL\): Information about coronavirus.](#)

No child or adult should come to school if he or she has any symptoms that suggest a respiratory illness, before a possible coronavirus infection has been ruled out by testing.

If the child gets ill during the day, he or she is immediately transferred to a special area with an adult to await the guardian. The adult must avoid close contact with the sick one by keeping a sufficient distance apart. The person with symptoms or his/ her guardian must always contact the on-call number 116 117 and must act according to the instructions received from there.

The person with symptoms must willingly submit get tested for the coronavirus. If the test result is negative and the symptoms are clearly vanishing they can go back to school, even if the symptoms are not totally gone. Before receiving the test results contact with others must nevertheless be avoided. If the symptoms should start up again or worsen then a new test must be undergone.

If the symptoms observed are due to an allergy and clearly improve on starting to take allergy medication, the child may return to school even if the symptoms have not totally disappeared. If the symptoms do not disappear despite receiving medication the person in question must go for a test. If the test result is negative, they can return to early learning or to school.

If the pupil is ill in some other way, the custodian should inform the teacher about the illness of the pupil that causes absence from school as soon as possible, in order that this can be taken into account in organising learning support and for keeping track of absences.

In order that the pupil should not fall behind in lessons after the period of absence the required school tasks can be arranged for the pupil and the relevant learning material will be provided for home use. The necessary remedial teaching due to the absence of the pupil, or the need for any other learning support, will be taken into account when he or she returns to school.

c) It is not recommended to apply for holiday leave during the school year

In principal, Lahti basic education strongly recommends that in this exceptional situation parents do not apply for a holiday for their children, except on the grounds of health issues. Applications for exemption from contact learning during the school year /or other holiday periods during this time, will not be granted. Shorter holidays will be granted for justified reasons according to normal practice, e.g. for family occasions. Any application submitted by the guardian will be dealt with according to normal practices. The school principals will come to a decision according to the guidelines of the health authorities, the government and those of Lahti basic education.

d) How to act if your child is afraid of going back to school or refuses to come to school?

In this case contact the pupil's own teacher immediately, and if necessary also the [student welfare staff of the school](#). It is important that all adults close to the school child encourage and support him or her in attending school. The threshold for returning to school will not be unreasonably high if it is supported by the cooperation of the adults involved.

e) How to act if it has not been possible to reach the pupil or their custodian

If the pupil does not return to contact learning, or if he/ she or the custodian cannot be contacted, then the required support action will be implemented, based on the professional services of the student welfare staff. The same kind of action will be taken in the case that for one reason or another the pupil misses a lot of school.

In cases of unpermitted absences from school, the first priority will be to recognise the main reasons and to take action on the absences from school at as early a stage as possible.

More about absences from school can be read on the [Finnish National Agency for Education webpages](#).

f) Travel restrictions and quarantine recommendations

Government travel restrictions can be seen on the homepages of the [Institute for Welfare and Health](#) as too can the 14 day quarantine recommendations for those returning from abroad.

If you arrive in Finland from a country for which travel restrictions continue, you are recommended to voluntarily self-isolate for 14 days. Note that the quarantine recommendation is in force even if you have taken a coronavirus test and received a negative result. The reason for this is that the test result tells of the situation during the moment of testing.

The parent / guardian is asked to be in touch with their own school principal in regard to these matters.

4) Learning and assessment of level of knowledge

Evaluation is carried out according to the [basic education curriculum principles of 2014](#) as well as guidelines for the learning and knowledge evaluation of new pupils, that came into force on August 1st 2020. Teaching is given according to the [Lahti basic education curriculum \(In Finnish\)](#).

Evaluation of the pupil is on the basis of the yearly set objectives in the curriculum. Final evaluation is based on the final evaluation criteria of the curriculum and on the principles of final grade allocation.

If there is a change during the autumn term to teaching partial or entirely availing of a remote connection, then the altered learning arrangements will be written into the yearly plan. It is worth noting in the case of teaching through a remote connection that the evaluation practices would need to be explained to the students and parents, encouraging feedback would need to be given and the prevailing situation and pupil's health taken into account as a part of a more holistic knowledge demonstration approach

5) School meals

School meals are basically organised together with the pupil's own class group during the school day. The times of going for meals for groups are divided into stages and in the canteen each group is directed to its own tables. Hands must be washed before and after eating.

Canteen serving areas, the surfaces of tables and serving utensils must be disinfected after each use by a class group.

The school teaching staff direct and supervise their own class groups during the pupils' mealtimes, with handwashing, keeping sufficient distances and they are also responsible for handing out the food.

The school principal and the school kitchen staff plan the practical implementation of the mealtimes in cooperation. Lahti Region meal services monitor and evaluate the quality of school mealtimes during the school year.

In the case that during the school year there is a change to exceptional teaching arrangements, then school meals will be organised for the pupils learning on line in cooperation between Lahti basic education services and Lahti Region meal services.

6) Learning groups and organisation of classroom teaching

Places where teaching will be arranged

Classes of Lahti basic education will be held starting August 12th in the pupil's own school.

In deciding on the places where teaching will be arranged it is attempted to provide more space for social distancing than there usually is. The schools will avail of all inside and outside spaces that they have. During the school day any transferring of pupils or class groups will be carried out in stages so as to minimise close contact.

Starting and finishing times of the school day

The school day will start and finish according to the pupil's weekly schedule. Each school will give the pupils and guardians more details about the starting and finishing times of the first school day and about the weekly schedule via Wilma. Also, the information about getting familiar with the school for first grade pupils who are starting off will be made available in more detail through Wilma.

Teaching will be carried out according to the curriculum and hourly schedule Lahti basic education.

[Lahti basic education curriculum \(In Finnish\)](#)

[Lahti basic education hourly breakdown \(In Finnish\)](#)

Teaching during the school day

During the school day it will be attempted to avoid unnecessary moving about within the properties being used. Social distancing will be observed as far as possible in school premises, schoolyards and on school journeys.

For grades 1-6 – teaching will be carried out under the care of that class's own teacher. The class groups will work as much as possible separate from each other during the school day. For selective subjects the class group composite may vary, if the teaching cannot otherwise be arranged. Co-teaching teachers' (e.g. that of resource teachers or special teachers) teaching will be organised so that the teachers work with a few different groups as possible.

For grades 7-9 – teaching will be carried out according to the subjects on the class schedule. Class groups will be kept apart from each other with the aid of additional working spaces, schedule planning, different directions and teaching arrangements. In that way, we will strive to avoid having large amounts of people in motion at the same time. When groups of grades 7–9 consist of pupils from different classes it will be attempted to reduce the infection risk through hygiene, increased spacing and by cleaning.

Through the arrangements applied it will be attempted to avoid unnecessary moving about within the properties being used. Supplementary cleaning of different teaching areas between sessions can reduce the risk of infection.

The competence levels of the pupils **of all grades** will be assessed in the school, a class group-level evaluation will be carried out about the needs for learning support and student welfare, and any required support activities will be implemented during the school year.

Movements of mobile teachers

For the teaching of languages, the teaching of Finnish as a second language (S2), part-time special teaching, the school will be carried as according to the school schedules and the teachers will transfer from place to place as needed. Teaching will be planned in the school insofar as it is possible, so that transfers of pupils or adults will be kept to a minimum.

teaching of their own religion and Life Stance Education the teaching will occur the classroom via a video connection, while the class's own teacher or the teaching assistant supervises the group in the classroom. In that way the pupils will stay in their own school and the teacher in question will teach via a video connection.

The organisation of part-time special education

It will be attempted to organise part time special teaching and other possible teaching of small groups in the normal way as planned.

If the requirements for changing to an exceptional teaching arrangement are fulfilled / changes in the implementation of basic education in the autumn term 2020.

In the case that classroom teaching cannot be safely continued, basic education can temporarily shift to an exceptional teaching system according to the decision of the organiser. An estimation of the safety of classroom teaching is to be made together with the regional infectious disease authority and based on a decision derived from infectious disease situation.

Classroom teaching and distance learning can for example alternate so that groups are every second week in distance learning. Exceptional teaching arrangements do not apply to 1–3

grades pupils, nor to those who have been granted special support, extended basic education periods or to preparatory basic education pupils.

Pupils have the right to school meals, support in learning and school attendance, guidance counselling and social benefits for pupils also during the period of exceptional learning circumstances.

The yearly learning plan of the schools will include back-up arrangements for the learning of individual pupils, class groups and the whole school, for the case that exceptional learning circumstances need to be adopted during the autumn term. Further information will be supplied to pupils and parents/ guardians via Wilma if there are any changes during the autumn term and special arrangements in some form are adopted.

7) Use of school facilities and hygiene precautions

In the school activities during classroom teaching and all the organising involved the continuation of the infectious disease situation and the related recommendations of the health authorities will be respected.

Use of school facilities

During the school day only fully necessary transfers from place to place will be carried out. During transfer situations social distancing will be applied as much as possible.

School rooms and yard areas are only intended during the school day for the use of pupils and staff who work in the school premises. The parents / guardians can accompany the pupils as far as the perimeter of the schoolyard and in case of need (e.g. for health checks and planned meetings with teachers) can enter the school property.

If any outsiders do visit the school when there is not teaching going on in the school, then the property will be cleaned before the schoolchildren and school staff start their school day.

The work and cooperation of staff

Staff meetings and planning events are not to be held in common areas. It is recommended that common teacher meetings be carried out on line. Smaller teacher group and team meetings for planning can be carried on in the normal manner. Gathering in the teachers' room in the usual way is not recommended.

According to the size of the school, the principal, if needed, will designate the areas in the school where the adults can gather in smaller groups, heat up their food in the microwave and use bathroom facilities intended only for adults.

If external cooperative services are used (e.g. an interpreter) it is recommended in first priority to do so via an on line connection.

In matters of staff occupational wellbeing the directions for occupational welfare are to be followed.

Staff can also familiarize themselves with the recommendations of the [Finnish Institute of Occupational Health](#).

Good hand- and coughing hygiene

The coronavirus spreads mainly by droplet transmission. When proper coughing- and hand hygiene are abided by infection is prevented.

- [Finnish Institute for Health and Welfare: information about the corona irus](#).

Both children and adults must wash their hands always when arriving in school and before going home. In addition, hands must be washed always before eating, on coming inside after being outside, after sneezing or coughing and when the hands are clearly dirty. Hands need to be washed also before and after using any common equipment. Hands must be dried with disposable paper hand towels.

If there are no facilities for washing hands, then hand sanitiser is used. Hand sanitiser is readily available in the school and it is used under the supervision of an adult.

When sneezing and coughing a disposable hand tissue is placed up to the mouth and then thrown away immediately after use. If a paper tissue is not available, your mouth should be covered with the front of your elbow. After this the hands must be washed.

Instructions for hygiene are updated when needed by the Finnish Institute for Health and Welfare and according the recommendations of the welfare consortium.

[Institute for health and welfare: Instructions for hand washing and coughing](#)

Cleaning

Cleaning activities will be intensified in schools during the school year. In cleaning mild alkali general cleaning agents will be used, as well as disinfectant. Surfaces which are touched, such as door handles, handrails, desks and tables, light switches and taps will be wiped clean during cleaning. Päijät-Häme Public Building Maintenance Services follow the [Institute for Health and Welfare THL Cleaning instructions](#).

The use of equipment in general use, such as keyboards, tablets and creative work items (like scissors) and art and craft equipment should be avoided, or after use by each group they must be cleaned by a suitable cleaning agent. Hands must be washed also before and after the use of equipment in general use.

8) The learning environment, breaks and joint school occasions

In teaching different subjects and studying it is recommended to use outside areas nearby and to avail of the natural environment.

Breaks are recreational time for pupils and they will be implemented in stages. It is important that the school should plan and direct activities during the breaks so as to avoid close contact.

It is recommended that the school organise activities only for one class group at a time.

Learning visits the school year as part of the teaching activities to get to know different things can be carried out when necessary and will involve general safety and hygiene instructions (e.g. enterprise visits, cultural programmes, swimming instruction). Also during the school year small-scale class excursions may be made to nearby locations, while abiding by social distancing and hygiene instructions. These instructions will be revised if the infection disease situation changes according to the evaluation of the health authorities.

Class excursions abroad will not be carried out during the school year. Any possible cooperation with international partners will be carried on via on-line connections.

The school will give more detailed instructions on these matters to the pupils and guardians via Wilma during the school year.

9) The equipment needed for teaching, connections and using of different materials

According to the Basic Education Act, section 20 mobile devices, connections and materials needed for learning during the exceptional period are free of charge to pupils in basic education. Connections in this sense means internet connections and material means learning applications and communication devices needed in learning.

In principle the school's equipment is used in teaching, but also pupils can use their own or their home equipment. In order to use your own equipment, you must complete a "use of your own device" agreement form. This form will be sent to the parents/ guardians at the start of the school year. In the case of under 15-year olds the parent can decide if the child may use their own- or their home mobile device for learning. Those who are 15-years old or more can normally decide about this themselves.

Use of one's own device for learning purposes proceeds according to the instructions given by the teacher. Such use should be according to the law, good practices and their instructions for use. The school is not responsible for the loss of devices. If the device or programme breaks down during the personal use of the pupil, he / is or the owner of the device is responsible.

10) Working life experience periods (TET)

Grades 7 to 9 of lower secondary school perform working life experience periods. Working life experience is part of the basic education syllabus. These so-called TET-periods should be implemented while respecting hygiene instructions.

If it is not possible to carry out a working life experience period outside of the school, it needs to be worked out with the student councillor (the OPO) what best to do. In exceptional situations the pupil can carry out this TET period by for example becoming familiar with an enterprise of interest, by shadowing the work of some expert or by another such flexible method.

11) Pupil- and student welfare services

Student welfare is carried out respecting the curriculum and the individual school student welfare plan. The arrangement of student welfare must not change during the period of exceptional teaching arrangements. In student welfare preparations should be made for the autumn period school activities both involving class learning and distance learning.

Anticipatory support

Teaching- and student welfare service staff observe the wellbeing of pupils more than ever both in classroom- and in remote teaching. For the purposes of early recognition of needs and the offering of support active contact will be kept up with the pupils and the home.

Communal student welfare

The interaction of pupils will be emphasised during the start of the autumn term. The central task of the school student welfare group is to care for the communal working practices and their organisation for the starting school year. Sufficient time is dedicated to the work of the student welfare group and when needed they meet up more often. The school will prepare for crisis work, will practice stand-by procedures and will take care of keeping the crisis plan up to date.

Student welfare services readily available

Pupil- and student welfare services are available for school children, custodians and school staff. Pupils can easily seek out the help of the psychologist, the school social worker and the healthcare worker and the teacher can consult them on a low threshold basis. If the situation of a child gives rise to concern he or she will be directed towards student welfare services. In cases where it is needed the pupils are directed towards external support. There will be provisions made in student welfare services for an increase in the need for individual and communal support.

Healthcare workers, psychologists and school social workers will mainly work in their own

schools and concentrate on working with communal and individual pupil-based work and on supporting the work of teachers. Consultations, multisector expert groups and student welfare groups will be implemented on line in cases of need and when possible. You can contact the healthcare worker or the [school social worker](#) and the [psychologists](#) through Wilma or by telephone.

12) Afternoon activities and school club activities

Lahti basic education afternoon activities restart for the beginning of the school year as of August 12th, while abiding by the [instructions of the National Agency for Education](#) (In Finnish) and the Finnish Institute for Health and Welfare [directions](#) for safety-, social distancing and hand- and coughing hygiene-etc.

Small groups when possible

In carrying out this activity it will be attempted as much as possible to apply the government's recommendation for children coming from different groups to be kept apart and in smaller groups.

Activities will mainly be held outdoors

Activities will be held outside always when this is possible, taking into account that there is sufficient spacing between both children and adults, in order not to endanger their safety.

Hygiene instructions

Hand and other hygiene practices will be observed in groups, also snacks will be distributed and eaten safely, see section 7) Use of school facilities and hygiene precautions.

Providing information

The supervisors will be responsible for practical arrangements, for the structures of groups and will inform the guardians about the implementation of activities.

School club activities School club activities will start if possible during September. The information about the clubs on offer will be made available in the schools and on the harrastelahti.fi website.

13) Teaching for preparatory basic education

Preparatory education will be organised according to the normal class schedule and all pupils must come to the contact learning. Teaching will be carried out according to the normal curriculum and it is possible to integrate also into the general learning rhythm. Eating, safety and social distancing, hand and coughing hygiene etc. will be abided by in all activities. For more information contact the [planners of language- and education for cultural groups](#).

14) Teaching of their own language to immigrants and upkeep of languages learned abroad

The teaching of their own language and the home language to immigrants will be attempted to be organised as part of normal classroom teaching. For more information contact [planners of language- and education for cultural groups](#)

15) Voluntary additional year of basic education (10th grade)

Additional education is part of basic education and the same conditions apply to voluntary additional year basic education as to basic education in general. In the arrangements the guidelines given for basic education will be followed. Any activities happening in an outside learning environment can go ahead as planned while respecting the hygiene instructions in place.

During the autumn term these classes can be changed in order to comply with exceptional learning circumstances if necessary. Exceptional arrangements will be written into the yearly plans of the schools that arrange voluntary additional year education.

16)) The school journey and transport to schools

School journeys

During school journeys normal traffic rules must be abided by and as far as possible sufficient social distancing must be applied in relation to others.

Pupils using buses should follow [the LSL webpages for bus times and issues related to safety](#).

School transport

School transport arrangements will be carried out according to normal practices and pupils and parents /guardians will be informed about them by the school.

[The instructions of the Institute for Welfare and Health](#) (In Finnish) about school transport and preventing COVID-19, are good to read.

17) Fulfilling compulsory education without participating in basic education (so-called home schooling)

Basic education that avails of a remote connection is not home schooling. When the compulsory education is carried out in another way than participating in the basic teaching as defined by the Basic Education Act, this is referred to as home schooling. Any home schooling must be based on the basic education curriculum of 2014 and the different objectives and contents set for the various subjects.

The responsibility for attaining in home schooling the information and skills level corresponding to the basic education syllabus, and for progressing within compulsory education, is with the parent /guardian. The parent is responsible for organising all the lessons, for the teaching, for learning support, learning materials, tools and material, for meals and school transport. The designated observing teacher in the municipality in question monitors and writes reports on the progress of the compulsory education for the pupil undergoing home schooling. At the request of the parent /guardian the pupil being educated through home schooling can demonstrate their level of knowledge through completing a special diploma.

- [National Agency for Education information about Home Schooling](#)

Contacts for Further Information:

Schools of the North Lahti area: Ahtiala and Ahtiala, Kivijärvi facility –Kivimaa – Kunnas – Mukkula –Myllypohja

Area Manager Matti Saarela, Tel. 044 416 3336 and the school principals

Schools of the East Lahti area: Ersta – Harju – Karisto – Kirkonkylä –Lahti Swedish Language School– Lotila –Möysä – Kukkasen Comprehensive School – Rakokivi –Tiirismaa (English language grades 0–9) - Villähde

Area Manager Mauno Väänänen, Tel. 044 416 4671 and the school principals

Eteläisen alueen koulut: Ali-Juhakkala - Jalkaranta – Kasakkamäki – Kärpänen – Lähde ja Lähde, Liipolan toimipiste – Länsiharju –Renkomäki –Salpausselkä aluepäällikkö Kirsikka Saresma, p. 044 482 6409 ja rehtorit

Schools of the South Lahti area: Ali-Juhakkala - Jalkaranta – Kasakkamäki – Kärpänen – Lähde ja LähdeLiipola facility – Länsiharju –Renkomäki –Salpausselkä

Area Manager Kirsikka Saresma, Tel. 044 482 6409 and the school principals

Children and Youth development Division

Divisional Director Lassi Kilponen, Tel. 044 716 1328

Service Manager for Education Johanna Saastamoinen, Tel. 044 416 3159
Service Manager for Student Welfare Eija Kinnunen, Tel. 050 539 1660