



STUDENT-PARENT HANDBOOK

Thinkers | Social Agents | Communicators | Self-Managers | Researchers

LEARNING TOGETHER
MZS KUALA KENCANA – MZS TEMBAGAPURA
2020 -2021



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*Authorized to deliver the International Baccalaureate Primary Years Programme (IBPYP).
Accredited by the Western Association of Schools and Colleges (WASC).
Member of the East Asia Regional Council of Overseas Schools (EARCOS)*

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I. INTRODUCTION

1.1 Preface

The Student-Parent Handbook is a valuable reference for parents and students.

The Handbook provides information on principles, policies, and procedures that guide our school.

1.2 Foundational Guiding Statements

Our Vision

An innovative school and community that exhibits continuous growth in response to current and future developments in education.

Our Mission

Ensure an environment of critical thinking, collaboration, and creativity that empowers all students to achieve their potential as lifelong learners in a global society.

Our Core Values

Principled, Reflective, Open-Minded, and Caring

Our School-wide Learner Outcomes (SLOs)

- Thinkers who are nimble of thought, resourceful, and creative.
- Social Agents who are respectful global citizens focused on innovation and sustainable actions
- Communicators who are knowledgeable, and who exchange ideas and information through a range of modalities at an interpersonal and global level.
- Self-Managers who are resilient, balanced, mindful, and act ethically.
- Researchers who seek practical solutions to global issues through experimentation and investigation.

Our Definition of Learning

Learning that leads to sustained and demonstrable consolidation and extension of conceptual understandings, universal competencies, and fundamental human values-commonalities

Our Learning Framework

We design and co-create engaging learning that is connected, rigorous, and relevant. Our framework is built on three principles: Concepts, Competencies and Character (the 3 Cs). The IBPYP is embraced within the overarching school-wide framework providing a continuous, aligned journey of learning.

The 3 Cs are drawn from the Common Ground Collaborative

- **Conceptual Learning** that is learned through inquiry. Concepts drawn from our learning standards
- **Competency Learning** that is learned through formative and metacognitive processes toward mastery. Competencies expressed as School- Wide Learner Outcomes – the Approaches to Learning
- **Character Learning** that is learned and demonstrated through action, empathy and reflection. Characteristics - Values embedded in the Learner Profile and our Core Values



Source: Common Ground Collaborative 2018

The Learner Profile

MZS has four Core Values drawn from the IB Learner Profile: Principled, Reflective, Open-Minded, and Caring.

The core values and those of the IB Learner Profile guide our collective behavior and interactions. The IB Learner Profile describes the characteristics of an internationally-minded person, and the expected behavior for our school community including students, parents, and faculty.

MZS strives to have students become:

Inquirers: Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning

and their love of learning will be sustained throughout their lives.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

Communicators: They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

Risk Takers: They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Knowledgeable: They have spent time in our school exploring ideas which have global relevance and importance. In doing so they have acquired a critical mass of significant knowledge.

Principled: They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, and a sense of fairness and justice.

Caring: They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

Open-Minded: They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

Well-Balanced: They understand the importance of physical and mental balance and personal well-being.

Reflective: They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

1.3 Background

Mt. Zaagkam School (MZS) is a unique, remote intercultural school in Papua, Indonesia. MZS is operated by Yayasan Pendidikan Tembapapura [YPT] under the sponsorship of PT Freeport Indonesia [PTFI], an affiliate of Freeport McMoran based in Phoenix, Arizona. The school is set over two campuses: Kuala Kencana (KK) and Tembapapura (TPRA). The Tembapapura campus (Tembapapura means "Copper Town" in Indonesian), located in the highlands, is a mining community resting in a valley at 6,600 feet above sea level and surrounded by tall mountains. The Tembapapura township was created in 1972 when mining operations began. The Kuala Kencana campus (Kuala Kencana means "Golden River" in Indonesian) lies an hour and a half south of TPRA in the lowlands, near the town of Timika. This site opened in 1996 and sits amongst the tropical rainforest.

The schools provide a personalized education for expatriate dependents of PTFI employees and associated contractors. As a small community school, we provide a

nurturing, holistic program founded in the tenets of the IB PYP, Common Ground Collaborative and contemporary learning. The schools are vision driven and mission led ensuring a two campus - one school approach and philosophy.

The demographics of MZS demands a multi-grade structure to ensure a dynamic, social environment for learning. Our primary focus is to design and facilitate learning where students are curious, engaged, and challenged. Personalized learning provides opportunities to maximize the potential of all students, where learning is designed around individual learner readiness, strengths, needs, and interests. This holds great potential to change the learning experience of students by tapping learner engagement, providing student voice and choice, and promoting ownership for learning and building independence.

1.4 Authorization, Governance, and Organizational Structure

Mt. Zaagkam School is authorized as a Satuan Pendidikan Kerjasama (SPK) school. The classification replaces the categorization 'International' and is based on the school having an association with a foreign organization (in the case of MZS, the IBPYP and WASC).

Under Yayasan Law in Indonesia, MZS is governed by a three tiered board structure: *Board of Founders, Board of Supervisors, and a Board of Managers.*

The roles and responsibilities of the respective MZS Boards are detailed in the MZS Board Policy Manual.

The *Board of Managers* is responsible for school operations and comprises the Head-of-School and Head of Campus for both the KK and TPRA campus.. The Head-of-School reports directly to the Board of Supervisors.

MZS is a company-owned school and operates under Board Policies and procedures approved by PTFI Management.

MZS has a distributed leadership model with shared responsibility for learning. The organizational structure consists of:

- Head of School
- Head of Campus (KK and TPRA)
- A school-wide Curriculum Coordinator
- A school-wide Technology Coordinator
- A school-wide Student Services Coordinator

A number of teams are in place to support learning at the school and include: Learning Team, Data Management Team, Student Services Team, Facilities and Safety Team, and Technology Team.

1.5 Accreditation and Membership

MZS is a member of two accreditation organizations: the Western Association of Schools and Colleges (WASC) and the International Baccalaureate (IB), specifically the IB Primary Years Programme (IBPYP). Both are internationally recognized organizations who offer

educational guidance and evaluation based on international educational standards. MZS is in compliance with the Indonesia Ministry of Education as a Satuan Pendidikan Kerjasama (SPK). The school is a member of the East Asia Regional Council of Overseas Schools (EARCOS), a large professional educational organization in the region.

II. GUIDELINES

2.1 Enrollment Procedures

Parents mobilizing to jobsite and new to the PTFI community are asked to contact MZS as early as possible. Completed enrolment forms and previous school records (report cards, standardized test results, and a student learning profile) are required to commence the admissions process. Electronic versions of enrollment forms and the student profile are available through the MZS website and school office.

2.2 Admissions and Grade Placement

MZS wants all students to be successful, and we believe this begins with appropriate placement within the school.

With a diverse and international population of students, MZS policy is to place students according to two criteria: age as of the 31st July and successful completion of prior schooling.

A child entering Early Childhood [PK3-PK4] must be three-years-old on, or before, July 31 to enter the program. Students should be toilet trained and developing independence and self-management.

With many students attending from southern hemisphere schools, placement must also consider past schooling. Students need to have completed an entire year at an equivalent grade level in order to be admitted to the next grade level. Southern hemisphere academic calendars vary by six months.

The language of instruction at MZS is English. Students should have proficiency or developing proficiency in the English language sufficient to access the curriculum. English Language Learners are supported in-situ in their social and academic English

language development.

MZS has limited capacity to support students who are learning challenged. While the school supports students with learning, language, and social/emotional needs, this is limited to mild-to-moderate needs only. All families need to be aware of this policy and provision limitation in order to determine whether their child's needs can be adequately and ethically supported. During the recruitment process, families should explore the services and provisions available to make appropriate educational decisions for their child. Please refer to the [MZS Support for Learning Manual](#) for more information.

Enrolment in MZS requires the student to hold a foreign passport - that is, a passport other than from Indonesia.

Admissions Table Based on Age

Year Level	Age [@ September 1]
PK3	3
PK4	4
Kindergarten	5
Grade 1	6
Grade 2	7
Grade 3	8
Grade 4	9
Grade 5	10
Grade 6	11
Grade 7	12
Grade 8	13

Placement Process

Once previous school records are reviewed and an admissions interview completed, a grade placement is determined by the Head-of-School and Head of Campus and

communicated in writing to enrolling families.

2.3 Student Attendance

Students are expected to attend school regularly and to be punctual in order to receive the maximum benefit from the instructional program and to develop as self managers - a key approach to learning. There is a direct relationship between regular attendance and school success. Therefore, we ask parents to make every possible effort to plan family vacations as per the school academic calendar.

If a child is ill and will not attend school, please send an email or phone to the school office.

In the case of a medical or emergency situation, or extended absence (i.e. visa), the school will work with parents to support the integrity of learning through regular communication and online support where applicable. Any student attending other schools during periods of absence will be asked to verify their attendance with records. Timely notification of extended absence is required to assist in planning and communications. Absences are recorded on reports.

2.4 Student Discipline

The MZS Core Values and those of the IB Learner Profile guide our collective behavior and interactions. MZS students are expected to behave appropriately and respectfully toward adults and other students and accept responsibility for their behavior.

Students will be expected to follow the guidelines below, as well as collectively agreed individual classroom procedures relating to conduct. All guidelines draw from our Core Values and the IB Learner Profile. In this way, we have a consistent and coherent foundation for student discipline and behavior.

- Students will be responsible and care for school property and equipment
- Students will dress in a neat and appropriate manner according to the dress code guidelines
- Students will use appropriate language and strategies to engage in respectful communication
- Students will demonstrate respect for one another, others, and for all cultures.
- Students will resolve issues with care, foresight, and empathy

Schools are places of respect, and MZS actively promotes positive behavioral interventions. Where infractions occur, school policy is to enact appropriate management interventions and consequences. MZS seeks students whom are able to problem solve constructively and appropriately. When classroom procedures or school rules are not followed, and intervention is required, this may include:

- Counselling by the teacher, a team of teachers, or the Head of Campus
- The development of an intervention plan with guidance from the Head of Campus

and/or the teacher. The Head of Campus, teacher, student, and parents will then monitor the student's plan.

- Parent notification and involvement in the development of a restitution or intervention plan
- A scheduled conference with the student and his/her parents.
- 'In-school' or 'out-of-school' suspension and notification to HR. Suspension is at the Principal's discretion in consultation with the Head of School.

The following infractions form part of the MZS Zero Tolerance Policy and require immediate parent conferencing and PTFI notification:

- Substance abuse (which includes use of tobacco in any form), alcohol, or drugs
- Threatening someone with harm or initiating physical abuse at school or between school and home.
- Stealing
- Bullying or Harassment (including via social media)
- Possession of fireworks, lighters, matches or incendiary devices
- Possession of sharp or dangerous objects
- Accessing prohibited internet sites
- Academic dishonesty, lying, or cheating

2.5 Child Protection, Harassment, Intimidation, and Bullying Policy

Refer to the MZS Policies on Child Protection, Bullying and Digital Citizenship.

MZS adheres to International Standards for Child Protection. [Refer to the MZS Child Protection Policy]. All MZS Staff undertake Child Protection and Awareness training.

MZS is committed to a safe and respectful learning environment for all students, staff and community members, free from harassment, intimidation or bullying. "Harassment, intimidation, or bullying" means any intentional written, verbal, or physical act that:

- Physically harms a student or damages a student's property
- Has the effect of substantially interfering with a student's educational experience.
- Is severe, persistent, or pervasive so that it creates an intimidating or threatening learning environment.
- Has the effect of disrupting the orderly operation of the school and the learning of students.

Harassment, intimidation, or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Cyberbullying is an insidious form of bullying and students are educated in the appropriate use of social media and sign a digital citizenship agreement (MZS

Responsible Use Policy).

At MZS we Presume Best Intentions. As a community, we work together and model appropriate problem-solving behaviors, resolving conflict constructively and respectfully.

Proactive steps that MZS employs to develop our Core Values and Learner Profile are:

- Social skills development in the classroom through the Learner Profile and Second Step curriculum
- Setting of classroom agreements with students
- Day-to-day conflict resolution with student reflection, restorative - restitution behaviors -- including taking personal responsibility and a commitment to problem solving
- Communicating and informing responsible parties of conflict, bullying, and harassment

When intervention is needed, steps may include:

- Faculty guidance and consultation with students
- Written reflections that build future strategies for management and resolution
- Parent notification and/or inclusion
- Setting of appropriate consequences that are pro-active
- Referral to site counselor or psychologist at the Principal's discretion

MZS promotes a safe, caring, and nurturing environment for learning. Student and Faculty safety and welfare are the first priority and primary responsibility of the Head-of-School and Principal.

2.6 Student Dress Code

MZS does not have a uniform. Students are expected to dress in a manner that is neat, tidy, appropriate for the learning being undertaken, and culturally respectful. Students need to appreciate that the Indonesian culture is conservative and dress should reflect this. Students should not wear any clothing that draws undue attention or disrupts the learning of others.

In general, the dress guidelines are in place to support learning, respect for the Indonesian culture, and to ensure student safety and well-being. "Conservative" means shoulders are covered (no spaghetti straps), no sign of undergarments, no midriff showing, and shorts or dresses with hems at least mid-thigh. Students should wear suitable footwear when outside at all times, such as sport shoes. Flip-flops are unacceptable. Sandals should have a strap across the heel or top to ensure safe movement. Closed shoes are required for science, art, and maker space.

Students must be appropriately dressed for PE/swimming. This includes gym/tennis shoes, socks, shorts or sweatpants, and a t-shirt or sport shirt. Grades 4-8 students should bring stick deodorant to school on PE days (spray deodorant is not allowed at

school), and Middle School students are encouraged to bring a change of shirt. Pool days require a towel, goggles, sunscreen (KK), and swimsuit.

Wednesday is Batik Day. Part of embracing and respecting the Indonesian culture is wearing batik. All faculty and students are asked to wear an appropriate Batik on Wednesdays.

All students are expected to purchase an MZS Batik shirt and MZS Polo shirt. The MZS clothing is compulsory wear on school trips, out of country excursions, and on special school or Indonesian holidays.

Students are expected to wear sunscreen and a hat for play outside. Students in KK are encouraged to have insect repellent applied during outdoor activity.

2.7 How Parents Can Support Students' Learning at MZS

One indicator of an Effective School is a strong Parent-School Partnership (Lezotte, 2002). This partnership can be nourished through:

- Regular contact and engagement with the school and the teacher to dialogue on the learning of your child
- Support for school-based activities and engagement in your child's learning. Some ways to be involved is to run and extra-curricular activity after school, coach your child's team during Saturday sports, contact your child's homeroom teacher to help organize and prepare school resources and materials, volunteer in the school library to read to early year students and/or support book check-in/out, be involved in hot lunch, or lend the school your expertise in any area of interest
- Read the same books as your children and dialogue on the themes and characters drawing connections to world and other texts.
- Speak with your children about their interests, passions and school activities.
- Engage in substantive conversation 'Table Talk' about the concepts and 'big ideas' of their learning
- Manage and monitor electronic device usage and screen time
- Encourage children to take responsibility for their own time management.
- Attend curriculum, coffee morning, and PTA meetings, work shares, conferences, And the 'Back-to-School' event.
- Stay apprised of MZS Digital Communications and your child's digital portfolio

Procedures for Resolving Parental Concerns

MZS believes in open, honest, transparent communication. Where concerns arise a responsive, solution focused approach is taken so that matters can be addressed and resolved in an appropriate and timely manner.

It is incumbent on the parent to raise concerns with appropriate school personnel. The

following procedures should be followed to address and resolve concerns:

- If a parent has a concern that is directly related to the classroom, please make an at-school appointment with the teacher involved. If this meeting does not resolve the issue, then make an appointment to meet with the school Principal. If this meeting does not resolve the issue, please make an appointment to meet with the Head-of-School.
- If a parent has a concern that is a matter of interpretation of school policy, or an operational concern which is not directly related to the classroom, then it is appropriate to go straight to the Principal and/or Head of School.
- Problems that arise at school are addressed at school, following the guidelines within this manual. Problems that arise outside of school are only addressed by the school when it is a matter of student welfare-safety or has the potential to impact the educational process. These external matters should be addressed to the Principal or Head-of-School.

Parental Grievances

All MZS stakeholders are bound to model and follow the Learner Profile and Core Values. Commitment and adherence to this model can ensure a healthy and unified community.

Matters related to possible violations of Board and School policies are subject to grievance. All grievance cases are confidential. The Grievance Policy is in the MZS Board Policy Manual and has been approved by the MZS Supervisory and Founders' Boards.

An effective grievance procedure is in place to ensure that all community members have access to a clear process for the resolution of conflicts or grievances. The procedure is based on the principles of transparency and due process and is designed to reinforce open and honest communication. Please refer to the MZS Board Policy Manual for specific details of the Grievance Process.

2.8 School Bus Policy

Safety is a PTFI and MZS priority. There is zero tolerance for misbehavior or distracting behaviors on a bus. All students are expected to comply with bus rules.

Bus Rules

- Students remain seated with their seat-belt fastened and face to the front of the bus at all times.
- Remain seated until the bus has come to a complete stop.
- Keep all body parts and possessions inside the bus at all times.
- Keep your belongings in the seat beside you. Leaving them in the aisle or by the bus door is an obstruction
- Keep talk on the bus at a conversational level.

- Use language that shows respect and complies with school values and norms
- Be kind and considerate of others and their property.
- Remain standing off the road until the bus comes to a complete stop before boarding the bus.
- No playing playing loud music on the bus -- use headphones
- Apply caution when alighting and boarding the bus with specific attention to other vehicular traffic
- Look out for other vehicles before crossing roads.
- Follow directions of adults and supervisors on the bus.
- Greet and thank the bus crew and adult supervisors.

Students are picked-up and dropped-off at designated stops only. This should be confirmed or arranged with the school secretary or Head of Campus.

These bus rules were compiled by MZS students and approved by MZS Leadership

Transgression of Bus Rules

Bus Safety is a first priority. When a bus rule is transgressed, the student will be sent to the Head of Campus and one or more of the following actions will take place:

- The Head of Campus will discuss the problem with the student.
- The student will write an intervention plan.
- The Head of Campus and Supervisor will monitor the student plan.
- The Head of Campus will notify the student's parents if considered severe enough or for continuing infractions.
- The Head of Campus will schedule a conference with the student and his/her parents.

Riding the school bus/van is a privilege, not a right. Should infractions continue or any misbehavior be serious enough as determined by the Head of Campus, bus privileges will be suspended.

See campus Covid-19 Protocols on Bus/Van Pickups

2.9 Academic Integrity

At MZS we are committed to academic integrity. The IB Learner Profile and the MZS Core Values are the basis for the development of academic integrity in our students.

We are:

- Principled by ensuring our work is our own and acknowledging the work of others through appropriate conventions, including citing, references, footnotes, and quotations
- Risk-takers by completing tasks independently and learning from our mistakes
- Knowledgeable by knowing and understanding that assessment and evaluation is used to support learning and valid, reliable information of your capacities is

critical.

- Responsible by using information technology and library resources with integrity, recognizing the work of others in groups, and refraining from using the work of others, including peers, in assignments and assessment without proper/appropriate citation.

The consequences of academic integrity:

- Teachers will know that you are a person of demonstrated integrity.
- You will be trusted and respected.
- You will be acknowledged for your research, synthesis, and analytical skills.
- Others can utilize, reference, and validate your research and recognize the research of others.

The consequences of academic dishonesty

- Your teacher may have an invalid assessment of your understanding which may impact effective support for your learning
- Evaluating and assessing performance can be impacted since the work is not authentic and original. This may mean a lower grade or re-submission of original work' for evaluation.

III. ACADEMIC INFORMATION

MZS is an Early Childhood - Grade 8 school offering a diverse, broad based program for expatriates living and working at the Freeport McMoran site in Papua, Indonesia.

3.1 Faculty

All expatriate faculty are employed from overseas, and all hold relevant teaching degrees. The majority of faculty have had extensive experience in other international schools and many hold either advanced degrees or post-graduate training.

Indonesia requires 30% hiring of national teachers within non-national SPK schools. National teachers promote Indonesian Culture and Language beside collaborative and professional support for all students to learn at high levels.

3.2 Curriculum and Learning

Personalized Learning

For too long, our education system has been a one-size-fits-all model—the same lessons to all students at the same time. Personalized learning places every student in the driver's seat, actively integrating their needs, strengths and interests into their learning. Rigorous and sustainable, it uses holistic teaching methods and forward-thinking innovations to bring the ideal learning experience to life—and it can be

tailored to every classroom.

Multi-Grade Classrooms

The small student enrolment and size of MZS demands a multi-grade classroom structure. The multi-grade classroom maximizes student achievement, social-emotional learning, provides for dynamic and flexible grouping, and most importantly values personalized learning.

A Guaranteed and Viable Curriculum

MZS has a guaranteed and viable curriculum which is rigorous, relevant, and coherent. The curriculum is designed and adopted to maximize student learning and ensure successful repatriation. Our curriculum standards ensure an articulated pathway of learning.

Details about the MZS curriculum are available on the [MZS Curriculum Site](#). It includes all curriculum standards, course descriptions, scope and sequence documents, and unit outlines.

The Learning Ecosystem: An Eloquent Framework for Learning

The Learning Ecosystem at MZS ensures a coherent, consistent framework through which we **Define, Design, Deliver** and **Demonstrate** Learning in ways that have optimal learning impact.



Define: All learning stakeholders benefit from the clarity and consistency of direction provided by a clear set of guiding statements that map out our learning purposes, principles and definitions.

Design: All learners develop agreed conceptual understandings, competencies and character traits in the context of relevant, life-worthy content that is organised for optimal coherence, continuity and connections.

Deliver: All learners benefit from a supportive learning culture shaped by shared learning principles and targeted approaches to learning shaped by common learning definitions.

Demonstrate: All learners have a clear sense of their own goals, pathways and

progress because they are guided by consistent formative feedback, both continuous and cumulative.

The Role of Technology at MZS

Technology expands *Anywhere, Anytime, and Anyhow* learning. The use of technology is to promote **Collaboration, Communication, and Creativity**. Technology also provides for personalization and *blended learning* environments. MZS has adopted the ISTE Standards to guide the implementation of technology in the school.

All students sign a [Responsible Use Policy](#) as part of our support for Digital Citizenship. Parents are requested to provide informed consent for the upload of photos of their children on school approved applications (i.e. Facebook, Seesaw; Website; Blogs).

Google Classroom is used as our online platform and available for emergency school closure.

[SEESAW](#) is used as a Digital Student Portfolio and communication app.

The Library - Media Center is available to all students to support learning and research.

All students from grades 2-8 are assigned a Dell laptop. Students in grades 2-8 are asked to provide their own iPad for school use, as a part of our Bring Your Own IPad [BYOI] program. It is the responsibility of the students/parents to purchase and install required apps to comply with the BYOI policy. At present, the iPad Air 2 or an updated version is required.

Extra - Curricular Activities (ECAs)

ECAs are choice based activities and support our holistic and balanced approach to education.

The purpose of ECAs are to provide students an opportunity to extend their understanding of something that they are passionate about while providing them the chance to discover new abilities and interests.

- At MZS, ECAs are offered in five-or-six week blocks each quarter.
- Typically ECAs run from 2:30 p.m.- 3:15 p.m. though some may be extended to 4:00 p.m.
- Most ECAs only happen once per week.
- Once a student selects an ECA and attends the selected ECA for the first week, he/she is committed to participate in that ECA for the duration of the quarter (no dropping out or switching ECAs once ECAs have begun).
- Parental involvement is highly encouraged whether it is participating, assisting, or running an ECA. For more information, please contact the site based Activities Coordinator

- At this time, we don't offer ECAs to Pre-K 3/4 students.

ECAs encompass the following MZS Programs and foci:

- Individual Music Lessons
- Jungle Band
- Sports (both competitive and skill based)
- MS Electives
- Additional Science Lab Opportunities
- MakerSpace (See below)

Please Note that these offerings are all contingent upon School Model and Covid-19 Status on Job-site.

Innovation - Makerspace

A Makerspace is a dedicated space with tools, equipment, and technology that individuals (students, teachers, and parents) can use to create and collaborate on various projects. The purpose of the makerspace is to encourage creativity, provide students with opportunities to have hands-on experiences, and be creators not consumers. The Makerspace is a hub where science, technology, engineering, art, and mathematics

(STEAM) merge for innovation. Design Thinking is often employed in these innovative projects.

Makerspace is open to students in grades K-8. We encourage parent participation at all levels, however it is preferred that students in grades K-5 be accompanied by a responsible adult.

The Creative Arts

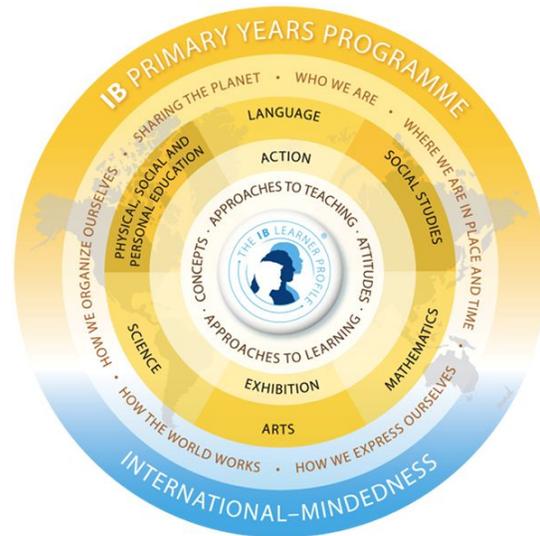
The Creative Arts educate, communicate, and inspire us to know more about ourselves, each other, and our place in the world. At MZS, we integrate the creative arts and academics to provide an education that stimulates our students. We offer all students opportunities to experience a rich arts environment with classes in music, visual art, dance, and makerspace. Some arts classes may be available for students before and after school, during student breaks, and on Saturdays. Through the arts, our students learn how to be disciplined, work cooperatively, stay focused, and believe in their talents. This creative involvement prepares students to become artists themselves as well as informed consumers of the visual and performing arts.

The PYP Framework

In Pre-K to Grade 5, MZS is authorized to deliver the [International Baccalaureate's Primary Years Program \(IBPYP\)](#). This is a respected curriculum framework currently in use in over 2,800 international and national schools world-wide. It is an international,

trans-disciplinary inquiry based program designed to foster the development of the whole child.

MZS has created a [Program-of-Inquiry \(POI\)](#) which is relevant, challenging, and engaging for all learners. Structured inquiry is the cornerstone of the IB PYP and is an invaluable vehicle for learning. More information on the IB PYP curriculum can be found at [IB website](#) or the [MZS Curriculum Site](#).



Early Childhood (EC) Program (3-to-6-year-olds)

The Early Childhood program uses the [Early Years Learning Framework for Australia](#). The EC program is play and inquiry based and infused with [Reggio Emilia Philosophy and pedagogy](#). Specialist subjects are infused into the program to provide for creative, discovery-focused exploration.

Elementary Program - Grades 1 - 5

The Elementary Curriculum uses a range of subject curricula within the framework of IB PYP. English Language Arts, and Math use the [Common Core Curriculum](#). Social Studies uses the [American Education Reaches Out \(AERO\)](#) curriculum which supports international schools with a diverse student body with widely different histories and cultural traditions. For Science, MZS uses the [New Generation Science Standards \[NGSS\]](#).

Elementary uses the IB PYP Framework and the POI to structure six transdisciplinary units of inquiry in each grade level per year. The units are based around large conceptual ideas, with students pursuing independent lines-of-inquiry based on their cultural backgrounds, interests, and the MZS Curriculum. The units authentically integrate English - Language, Science, Social Studies, and all other subjects where appropriate.

The units are:

- *Who We Are*
- *Where We Are in Place and Time*
- *Sharing the Planet*
- *How We Organize Ourselves*
- *How We Express Ourselves*
- *How the World Works*

Language Arts and The Workshop Model

The Common Core is the adopted [K-8 Language-Arts Curriculum](#) MZS employs a [Readers and Writers Workshop](#) Model from Columbia University. The language curriculum is organized into four categories: Reading (Literature, Informational texts and Foundational Skills), Writing, Speaking & Listening, and Language.

MZS has adopted the *Reading and Writing Project Units of Study for Reading and Writing*. The Fountas and Pinnell Leveled Reading Program is used to formatively develop students reading proficiency and aligns with the Workshop Model, and is beneficial for reading intervention.

Overview of a Day's Reading or Writing Workshop				
WORKSHOP COMPONENT	TIME FRAME	LOGISTICS	TEACHER	STUDENTS
MINILESSON	Less than 10 min.	The teacher gathers students in the meeting area next to their partners	Whole-group instruction <ul style="list-style-type: none"> • Connection • Name the teaching point • Teaching • Active Engagement (guided practice) • Link to the work students will do 	Listening, then actively engaged in applying new learning
INDEPENDENT READING AND WRITING CONFERRING AND SMALL-GROUP WORK	35–45 min.	Students find comfortable spots to read or write	One-on-one and small-group teaching <ul style="list-style-type: none"> • Circulate • Observe • Question • Listen • Coach • Demonstrate • Reinforce the minilesson • Encourage 	Practicing strategies learned throughout the unit, working independently or with partners
MID-WORKSHOP TEACHING	3–5 min. (during independent reading and writing time)	Students' eyes are on the teacher	Extends the minilesson or reminds students of ongoing habits	Pausing to reflect, then refocusing to resume reading or writing
SHARE	3–5 min.	The teacher gathers students in the meeting area or calls for their attention while they remain at their reading or writing spots	Sets students up to share and celebrate the work they did that day	Sharing their learning with partners or the whole group

Words Their Way is used for Word Study and *Handwriting Without Tears* supports early

literacy & handwriting development. The *Reading and Writing Project Phonic Units of Study* are used in EC and Lower Elementary to support phonemic awareness.

A range of online Language Resources are available including RAZ Kids, Newsela, Vocabulary A to Z, Science A to Z, BrainPop, Follet Titlewave, Learning Without Tears, and Reading & Writing Project online exemplars.

Mathematics

Common Core is the adopted [K-8 Math Curriculum](#). The math curriculum is organized into five categories: Operations & Algebraic Thinking, Numbers & Operations in Base Ten/ Fractions, Measurement & Data, and Geometry.

Math Resources include [Engage New York](#) (an inquiry based, problem solving and concept-based math program which aligns with Common Core standards), IXL and Khan Academy are additional online support programs.

Specialist Classes in the Elementary

Students have an opportunity to explore Creative Arts (Art, Music, Drama) through specials, participation in our Individualized Music Program, and other extra-curricular options.

The Personal Development, Health and Physical Education program is further supported through Advisory, extra- curricular activities (ECAs), and Saturday sport.

Bahasa Indonesia - the Host Country Language

MZS recognizes the significance of learning a foreign language. Language is a key to cultural understanding and a foundational premise of International Mindedness. Learning another language also brings greater awareness and understanding of one's home language, and how it works and of one's own cultural identity.

The acquisition of the host country language - Bahasa Indonesia enhances cognitive growth, enriches the personal experience of living in the host country, allows students to communicate and socialize with their host country schoolmates and the local community, and gives a deeper awareness of cultural values, traditions and social norms different from their own.

The primary focus of Bahasa Indonesia Program is to facilitate student understanding of spoken and written Indonesian with a strong emphasis on communicative proficiency and fluency in the oral language.

Learning Indonesian is focused on the following areas:

- Using Bahasa Indonesia in everyday situations, for social interactions and in leisure activities.

- Learning about Indonesia and Indonesian culture, its customs, traditions and holidays, literature, history, and geography
- Learning about the Indonesian language, and how it works compared to other languages

The Indonesian Language Curriculum employs a proficiency pathway approach. The Curriculum uses the [Language other than English \(LOTE\) Curriculum from Tasmania, Australia](#). This curriculum is focused on teaching Indonesia as a foreign language.

In the Early Childhood, Bahasa Indonesia is taught through immersion and within the context of general language development. In elementary and middle school, Bahasa Indonesia is taught as a specialist subject.

Middle School (MS) Program

Middle School is a critical and important transition period for students. The program draws explicitly from the school-wide learning framework -- the 3 Cs: Concepts, Competencies, and Character. Inquiry-based and concept-driven, the program is more subject oriented with Math, Science, Language Arts, and Social Studies the core subjects. Electives and extra-curricular options are offered beside Creative Arts choices, Bahasa Indonesia, and Personal Development, Health and Physical Education.

Middle school students are expected to take on greater ownership of their learning, to provide leadership within the school, and to have more choice. The School-wide Learner outcomes take increased emphasis as high order components in their education.

Learning Design uses the Understanding by Design (UbD) model, a suitable model for implementation of the School-wide learning framework - the 3 Cs.

English-Language Arts

The Common Core forms the [K-8 English Language-Arts curriculum](#). Lucy Calkins Units-of-Study form the basis for implementing the curriculum. The Workshop Model continues in the Middle School with greater emphasis on mentor text and student independence. Writing Assessment is guided by the Lucy Calkins Writing Assessment rubrics.

Social Studies

The [AERO standards](#) have been adopted as the social studies curriculum. The standards are culturally neutral and provide a strong conceptual base for personalized lines of inquiry around issues of human commonality and global significance.

Science

[NGSS](#) form the fabric of the MS Science curriculum. The science program is conceptually based and ‘hands-on’. Students build transferable understanding through a range of empirical, scientific investigations.

Mathematics

Common Core is the adopted [K-8 Math Curriculum](#). The Math curriculum is supported by the [Illustrative Math](#). This is a core curriculum for 21st century learners designed to address content and practice standards to foster learning for all, preparing students to solve problems, reason, communicate, and think critically in the classroom and beyond.

Middle School Electives

A range of Middle School Electives are offered to provide choice and diversity. Electives for the 2018-19 Academic year include: Spanish, Experimental Sciences, Coding, and Transition to High School –Boarding School.

Second-Step Program - MZS Social-Emotional Program

The *Second Step Program* (from the United States) promotes school success, school connectedness, and a safe and respectful school climate by directly teaching students the skills that strengthen their ability to learn, have empathy, manage emotions, and problem solve. The *Second Step Program* prevents problem behaviors, peer rejection, impulsivity, anti-social behavior, and minimizes impacts on academic achievement from social-emotional anxiety. It does this by developing students’ self-regulation skills, social-emotional competencies, and school connectedness.

The *Second Step Program* is integrated into the POI and the Personal Development, Health and Physical Education program. The MZS Advisory program explicitly explores aspects of the *Second Step Program*.

Advisory

Advisory is a student centered program offered fortnightly. During advisory, students gather with mentor teachers to explore the development of social skills through the Second Step program, address areas of academic need and progress, and other social emotional issues that arise through the journey of development.

Middle School Extended Study

The Middle School Extended Study Program is designed to provide personal development, independence, social agency, and enhance curricular learning. The Middle School Extended Study Program supports our SLOs, especially Social Agency and Self-Management.

The Middle School Extended Study Program is an important part of the school program, and all students are strongly encouraged to participate. The extended study usually occurs in the 1st semester of each academic year.

Middle School families/students commit to a number of requirements:

- If a student is ill the week prior to the trip, parents must provide a doctor's wellness certificate to travel.
- A student is expected to fully commit to the philosophical and practical expectations of the program
- Students are committed to principled, responsible, and safe behavior at all times.
- Families support the decisions of the school leadership as it relates to safety and discipline.
- Students who do not participate in the program attend school and complete assigned learning.
- Student independence and self-management are academic expectations of the Program, and therefore parents are not able to attend the experience. MZS will have robust communication platforms in place for our school-wide community to be able to share in the experience.

3.3 Communicating Learning

MZS employs a range of mediums to communicate the learning of children to their parents and extended family. This communication is a critical means to form parent-school partnerships in support of student learning.

Communication Mediums include:

- **Formal Evaluative Reports (digital):** at the end of first [December] and second semester [June].
- **Student Portfolios:** a collection of student work used for student reflection and demonstration of student learning during MZS Student Led Conferences (end of 3rd Quarter).
- **Back-to-School Event:** At the start of each year, principals and teachers formally introduce themselves, review MZS Foundational Statements (Vision, Mission, Core Values, SLOs), policy and procedures, program and curriculum. It is also a time when principals and teachers address any questions students and parents may have on the upcoming academic year. This event is shortly followed by an informal community building activity where all shareholders gather together.
- **Parent/Teacher Conferences:** End of 1st Quarter and early in 4th Quarter to review student progress.
- **Quarterly Student Work Shares:** Students have an opportunity to apply, demonstrate, and share their learning with parents.

- **Open Door Policy:** We encourage parents to initiate conferences frequently whenever there is a question or concern.
- **Online platforms:** Seesaw, blogs, website, and Google Sites -- these platforms document and share students' formative learning journeys, convey important events, reference MZS Foundational Statements, MZS Written Curriculum, applicable handbooks and policies, school calendar, and faculty biographies.
- **Assemblies:** Every other Monday morning students are publicly recognized for their learning through the MZS' SLOs; share skills through performances; demonstrate leadership and public speaking skills by taking on the Master-of-Ceremonies role; present and share learning; and update the school-wide community on action and social agency initiatives happening throughout the school.
- **Email, telephone, and WhatsApp communication**

3.4 School Textbooks and Stationery Supplies

The school supplies textbooks and stationery items for in-school use. Each student is asked to bring a backpack to carry materials to and from school. Please ensure that the backpack is age appropriate.

3.5 Supporting Learning in the Home Environment

Homework is defined as practice to support learning. Homework at MZS is targeted, purposeful and differentiated to support each individual student.

Support-for-Learning-at-Home – Elementary

MZS will not assign, as a matter of routine, homework in the elementary school and believes students should “WRaP” every night: Wonder, Read, and Play.

Teachers may assign purposeful work such as continuing to consolidate a concept further or extend research at home.

We encourage families to establish nightly routines where students have the opportunity to share not only learning happening in school, but what they are interested in and wonder about in the world around them. Through meaningful family discussion and mutual investigation at school and at home, a love of learning and exploration will be fostered in each child.

Further, reading is the key to inspire any child, and MZS encourages every family to read to their child or adopt an environment where children read nightly.

Support-for-Learning-at-Home – Middle School

In Middle School (Grades 6-8) homework may be assigned based on the principle that students and teachers will conference and in-conjunction develop a Support- for-Learning- at- Home (homework) approach based on: content/concepts/curricula outcomes; personalized and targeted learning goals; and recognition that each student has diverse talents and skills.

Homework should directly benefit student learning as:

Thinkers: Recursive and scaffolded opportunities to maintain and master skills; to further engage more deeply with conceptual constructs; think-time to craft compositions; and to front load information that will foster students' preparedness and active engagement in their learning during class

Self-managers: Students' increased sense of ownership in his/her learning; time management and organization; perseverance and sense of accomplishment

Communicators:

- *Peer Communication* -- enable students to learn from one-another;
- *Child-Parent Communication* -- parental encouragement for their child to demonstrate and apply knowledge-and-skills (learned at school) at home;
- *Teacher-Parent Communication* -- teachers will inform families and involve them in their child's curricular activities thus empowering parents to understand the learning taking place at school and how best to support their child from home.

Researchers: Think-time to inquire/wonder and investigate through curricular concepts and personal interest; to wade through the vast amount of informational sources gaining deeper understanding of relevance, accuracy, validity and usefulness of sources

Social Agents: To take action or prepare for action and engagement on issues sparked by personal passion and significance.

(MZS Support-for-Learning-from-Home Policy based on significant, relevant, and recent educational research on homework.)

3.6 Student Files and Report Cards

Student records are securely and confidentially stored in the school office. It is very important that we have up-to-date emergency numbers and information on each student. To update or change emergency information, please contact the school office.

Student reports are communicated digitally. Parents may request verified copies of report cards and other pertinent records. Student files are kept on record for three years

after a student leaves MZS.

3.7 School Calendar

The school calendar is developed by the Board-of-Managers and ratified by the Board-of-Supervisors - PTFI. The calendar is established based on a range of factors which include:

- A balanced program of study and time allocation per quarter
- Accreditation Agency Regulations and Guidelines
- Northern and Southern Hemisphere Holidays
- The National School - YPJ Calendar
- Demands on Freeport Transportation Systems

Board Policy confirms 180 instructional days for students and 190 teacher days. The academic calendar commences in August and concludes in June of the following year. The MZS Calendar follows a northern hemisphere academic schedule in general.

All families are asked to adhere to the school calendar for holidays, where practical, to maintain a continuous flow of student learning. [Academic Calendar 2020-21](#)

3.8 Language of Instruction

The language of instruction at MZS is English. Our host country language, Bahasa Indonesia is taught as a foreign language.

IV. ILLNESS, INJURIES, AND IMMUNIZATIONS

4.1 Illness and Injuries

If your child is sick, please refrain from sending your child to school. In the event your child becomes ill at school, parents will be contacted and arrangements for home transfer will be determined.

In case of a minor injury, first-aid will be administered as needed. Ice packs are available. After treatment, the student may return to class. Parents will be notified, particularly if further attention is needed. Any standard medication (i.e. panadol) will not be administered without parental permission.

In cases, other than minor injuries, supervising school personnel will apply emergency first-aid or seek the services of the qualified medical personnel at the ISOS clinic. The school operates a 'when in doubt consult the doctor' policy. Parents will be called immediately in all cases of major injury or the child requires clinic assessment. If

students are taken to the clinic, we request parents to meet us at the clinic.

4.2 Immunizations

In a remote and tropical environment, standard immunizations are recommended. Parents should consult with ISOS/Travel Health Care Experts on the recommended suite of vaccinations - immunizations for living and working in Papua, Indonesia.

The following is a recommended immunization guide:

- 4-6 years of age: DPT, polio, diphtheria, pertussis, tetanus, measles, mumps, and rubella.
- 10-12 years of age: MMR (if no booster at 4-6 years of age), Hepatitis B (a series of three shots over six months), and a tetanus booster.
- The medical clinic may recommend additional immunizations to protect your child from various strains of Hepatitis. Please contact your doctor.

Tuberculosis is a communicable disease of major concern in Indonesia.

If there are any questions regarding child immunizations, please contact the medical clinic in Tembagapura or Kuala Kencana.

4.3 Medical Information About Students

Parents are required to keep the school up-to-date on any medical conditions that may affect a student's well-being or functioning at school, such as allergies or medications. Urgent care items such as epi-pens or inhalers should be clearly labelled and are the parents' responsibility to maintain within the expiry dates. MZS has emergency protocols and a Medical Alert system.

4.4 No Nut or Shellfish Zone

Either the TPRA or Kuala Kencana campus may implement a 'No Nut or Shellfish Zone' as needed and dependent on student allergy history. In the event a 'No Nut or Shellfish Zone' is actioned, students and teachers will not bring any form of nuts, peanut butter, other nut products, and any shellfish items onto school premises. MZS requests that parents be cognizant of the policy when sending food to school or preparing tuck-shop/hot lunch. **TPRA is a 'No Nut and Shellfish Zone' in 2018-19.**

4.5 Sun Protection

To ensure protection from the elements, students should:

- Wear suitable clothing that will protect skin from the sun.
- Wear a sunhat that provides good protection during PDHPE, sport days,

trips, excursions, and during recess times.

- Have sunscreen applied in the mornings

Teachers will:

- Assist younger students to apply sunscreen before going into the sun for extended periods.
- Remind older children to apply a SPF 30+ broad spectrum, water resistant sunscreen before going into the sun for extended periods.

V. OTHER INFORMATION

5.1 Withdrawals

Parents expecting to withdraw their children during the school year are asked to inform the Head-of-School, Principal, and teachers at the earliest possible time. All textbooks library books, computers, and other school equipment and materials must be returned before the school will release official school records.

Early notification will assist MZS in supporting the child and family in transition.

5.2 School Hours

School hours for students are 8:00 a.m. until 14:30 p.m. Monday through Friday. School arrival should not be before 07:45 a.m. as student supervision is not yet in place. Students should make arrangements to leave from school immediately after class ends. Except for official school-sponsored events such as ECAs, there is no supervision after official school hours.

If you are going to have your child take a different mode of transportation home i.e. take the bus when he/she normally walks or vice-versa, the office must be notified. If you are pulling your child out of school early, you must sign your child out and back-in upon arrival and notify the office. It is vital that the school and parents work in partnership ensuring students safe transitions home at the end of each school day.

5.3 Classroom Visits

Visitors are very welcome at school. If a parent or guest would like to visit the school or classroom, they should first talk to the class teacher and/or school principal. The schedule should be agreed to in advance. This ensures student learning and minimizes classroom disruption.

Please note that parent visits to campus may be limited or unavailable due to Covid-19 mitigation policies and procedures.

5.4 Snacks, Lunch, and Hydration

Students are encouraged to bring a nutritious and healthy snack and lunch to school. Snack time usually precedes the mid-morning recess. Students need ongoing sustenance to maintain their energy level and attention. Students from Kindergarten upward eat lunch at school.

Students are encouraged to hydrate regularly and bring an individualized water bottle to school. Hydrating during class is encouraged and supports learning.

It is important that snacks, lunches, water bottles, and backpacks are clearly labeled with your child's name.

We ask that students do not share or trade food items.

5.5 Emergency Information for Parents

The school has an emergency plan [MZS Incident Handbook](#) which covers procedures to follow in the case of an unexpected emergency situation. Students practice and review emergency procedures (Fire, Lockdown, and Earthquake) regularly.

To assist the school and community with emergency procedures, parents are asked to:

- Provide details of contacts and custodians/guardians to be used in an emergency.
- Regularly confirm/update details for the school's information management system.
- Pertinent information includes: email (other than fmi), home and mobile phone numbers of both parents.
- Contribute further to the school's emergency preparedness and their child's safety by establishing their own home emergency plan and threat preparedness. This should include knowledge about safe houses children should attend if caught in an emergency while playing outside or while moving around the township.

5.6 Emergency Phone Tree (WhatsApp)

The school maintains a communication plan with parent phone numbers in case of an emergency and has established a WhatsApp system that will be tested quarterly. It is important to make sure the school has your most up-to-date contact information.

The Phone Tree will be implemented when the school needs to send information urgently and most often in an emergency.

Reminder: Please do not attempt to call or go to the school in an emergency (phone

lines will be used for outgoing calls only) and in some cases the school will be locked and not open to parents.

5.7 Library

The library is a resource for the entire community but is predominantly used by students to enhance their learning. Students are allowed to check-out books for school and personal use as long as books are returned on a regular basis. Students may be denied this privilege if they have more than three overdue materials. The school will withhold reports from students who have not returned all materials, and parents will be responsible for the cost of replacing books if lost.

5.8 Personal Items

MZS discourages students from bringing personal items to school such as expensive games, sports equipment, or jewelry unless authorized by a teacher. The school will not accept responsibility for any toys, games, and expensive items brought to school and subsequently lost, broken, or stolen. Personal iPads may be brought to school in support of learning by students in grades 2-8. Students may bring cell-phones to school as needed, at their own risk. Phones should be kept in backpacks/lockers and may only be used during class-time with permission.

5.9 Bicycles and Wheeled Devices

Students in Kuala Kencana may ride their bicycles, skateboards, or scooters to school. Students should ride on the sidewalk and cross intersections at designated “white striped” locations. In addition, protective helmets are mandatory when riding to and from school and while on campus. This includes any wheeled devices such as skateboards and ripsticks.

Students in TPRA may not ride their bicycles or any wheeled device to school as per PTFI policy.

