

Student-Parent Handbook



Alasdair Maclean, Head of School

E-mail: amaclean@fmi.com

Raquel Acedo-Rubio, TPRA Vice Principal

E-mail: raceru@fmi.com

James Crawford, KK Vice Principal

E-mail: jcrawfor1@fmi.com

*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 CORR Values

Students who are Caring, Open-Minded, Reflective, Risk-Takers

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

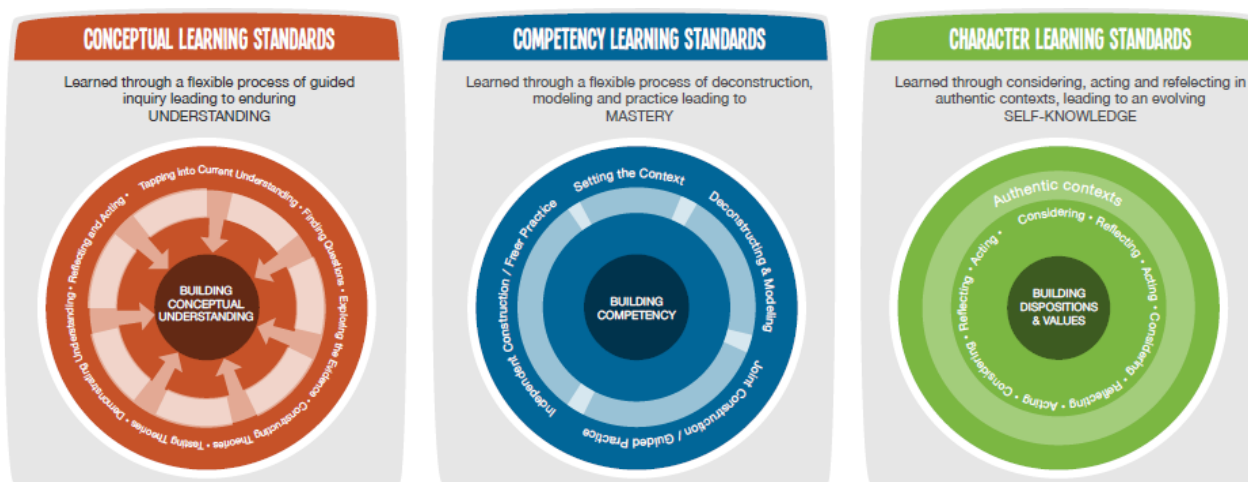
Learning that leads to sustained and demonstrable consolidation and extension of conceptual understandings, universal competencies, and fundamental human values-commonalities

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' CORR Values are drawn from the IB Learner Profile: Caring, Open-Minded, Reflective, Risk-Takers

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

About Mt. Zaagkam School (MZS)

Mt. Zaagkam School (MZS) is a unique, remote intercultural school in Papua, Indonesia, operated by Yayasan Pendidikan Tembagapura (YPT) under the sponsorship of PT Freeport Indonesia (PTFI), an affiliate of Freeport McMoRan based in Phoenix, Arizona. The school serves expatriate dependents of PTFI employees and associated contractors, offering a personalized and holistic education across two campuses:

- **Tembagapura Campus (TPRA):** Located at 6,600 feet above sea level in a valley surrounded by mountains, this highland mining community was established in 1972 when mining operations began. "Tembagapura" means "Copper Town" in Indonesian.
- **Kuala Kencana Campus (KK):** Situated in the lowlands near Timika, this campus opened in 1996 amidst lush tropical rainforests. "Kuala Kencana" translates to "Golden River."

At MZS, learning is guided by the principles of the IB Primary Years Programme (PYP), the Common Ground Collaborative, and contemporary education practices. As a vision-driven, mission-led institution, we embrace a **two-campus, one-school** philosophy, ensuring consistency in learning experiences across both locations.

Our approach prioritizes **personalized learning**, fostering curiosity, engagement, and challenge. With a dynamic multi-grade structure when needed, we tailor education to individual student readiness, strengths, and interests. By emphasizing student voice, choice, and ownership, we empower learners to take charge of their education, fostering independence and lifelong learning.

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 IB-PYP, 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 MZS Principal and vice principals 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
- KK and TPRA Vice Principals
- A school-wide Curriculum Coordinator
- A school-wide Technology Coordinator
- A school-wide Support for Learning
- An ISOS school-wide Counselor

A number of teams are in place to support learning at the school, including the Pedagogical Team, Data Teams, Student Services Team, Facilities Team, 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 (IB-PYP). Both are internationally recognized organizations that 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 the job site and new to the PTFI community are asked to contact MZS as early as possible. To commence the admissions process, completed enrolment forms and previous school records (report cards, standardized test results, and a student learning profile) are required. Electronic versions of enrollment forms and the student profile are available through the MZS website and school office.

2.2 Admissions and Grade Placement

At Mt. Zaagkam School (MZS), we are committed to ensuring every student's success, beginning with appropriate placement within the school.

Placement Criteria

As an international school with a diverse student body, MZS places students based on:

1. Age as of July 31 of the academic year.
2. Successful completion of a full year of prior schooling (for applicable grade levels).
 - Early Childhood (PK3–PK4): Children must be at least three years old by July 31. They must be toilet trained and develop independence and self-management skills.

Language Requirements

The language of instruction at MZS is English, and we welcome students whose mother tongue is not English.

- English Language Development (ELD): MZS follows a Sheltered Immersion Model, where students acquire English through engagement in mainstream classes. ELD support is provided through co-teaching, small group instruction, and individualized support.
- Middle School English Proficiency Requirement: Students entering Middle School must demonstrate Cognitive Academic Language Proficiency (CALP)—the ability to understand academic content, which becomes increasingly complex at this level.
- Minimum Proficiency Standard: Based on the WIDA Assessment Model, students

must be at least WIDA Phase 4 – Expanding to qualify for Middle School enrollment.

Support for Learning Needs

MZS has limited capacity to support students with learning challenges. While we provide assistance for mild learning, language, and social-emotional needs, families should carefully consider whether our available services align with their child’s needs before applying.

Enrollment Eligibility

Enrollment at MZS is exclusively for students holding a foreign (non-Indonesian) passport.

Families are encouraged to review our policies and available support services during the admissions process to ensure the best educational fit for their child

Admissions Table Based on Age

Year Level	Age [@ July 31]
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 is completed, the Head of School and MZS Principal determine grade placement and communicate it in writing to enrolling families.

2.3 Student Attendance

The MZS Attendance Policy emphasizes the importance of regular attendance due to the school's interactive and inquiry-based nature of learning. Absences negatively impact not just the absent student but the entire class's dynamics and the learning process. The MZS Principal must be notified of any student that is off site during the school year-otherwise, it is considered a breach of the Indonesian School attendance guidelines and the school's expectations. If a student is absent due to illness the MZS Principal or the Vice Principal must be notified. The policy underscores the collective responsibility of parents, students, and school faculty to maintain regular attendance and includes procedures for reporting and addressing absences.

Safeguarding and well-being are highlighted as crucial aspects of the policy. Regular school attendance is considered a safeguarding matter, affecting a child's welfare and life opportunities, including their health, safety, and access to the curriculum. The policy aligns with international expectations that parents ensure their children receive full-time education through regular school attendance or other means suitable to their needs. The policy categorizes absences as excused or unexcused, stressing the need for written explanations for absences and outlining acceptable reasons for excused absences, such as medical appointments or emergencies.

Persistent absenteeism, defined as **missing 10% or more of the school year**, significantly harms a child's educational prospects. The policy details procedures for handling absences, including parental notifications and meetings with the Head of Campus if absences persist. It also addresses time off during term time, emphasizing

that such leaves are generally not authorized, particularly during critical periods like assessments or when the student's attendance record is already poor. The policy mandates parental cooperation to maintain attendance and promotes a collaborative approach between parents, students, and the school faculty to support the child's education and well-being.

Please refer to the [Attendance Policy](#) for more information.

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.

At MZS, we believe in fostering an environment that is not only conducive to learning but also instills values of responsibility, empathy, and understanding. Regarding discipline, our philosophy leans towards a restorative and restitution-based approach rather than solely punitive measures.

1. Restitution: This is the act of restoring or mending what was harmed. It's about understanding the root causes of one's actions and finding ways to make amends. For students, this might involve acknowledging their mistakes, offering apologies, or taking concrete steps to remedy any harm done. This approach encourages students to take responsibility for their actions and to recognize the impact they can have on others.

2. Restorative Actions: These are structured processes that encourage the offender to reflect upon their actions, understand the harm they've caused, and actively participate in mending the situation. Restorative actions can include facilitated discussions, peer mediation, or community service. They serve to rebuild trust, mend relationships, and ensure that students genuinely understand the implications of their behavior.

By emphasizing restitution and restorative actions:

- We promote self-awareness and responsibility among students.
- We ensure that disciplinary measures are learning experiences, allowing students to grow and better themselves.
- We maintain a school environment where mistakes are seen as opportunities for growth and where all members feel valued and respected.
- Discipline is not just about correcting behavior; it's about teaching values, understanding consequences, and ensuring our students emerge as responsible and compassionate members of society. We encourage our parent community to understand and support our approach, knowing that together, we're investing in the holistic development of our students.

Students are expected to follow the guidelines below, along with classroom-specific

procedures agreed upon collectively. These guidelines are based on our Core Values and the IB Learner Profile, ensuring a consistent and coherent approach to student discipline and behavior.

- Students will be responsible for and take care of school property and equipment.
- Students will dress neatly and appropriately, adhering to the dress code guidelines.
- Students will use appropriate language and strategies for respectful communication.
- Students will show respect for one another, others, and all cultures.
- Students will resolve issues with care, foresight, and empathy.

MZS actively promotes positive behavioral interventions and respect within our school community. When infractions occur, we implement appropriate management interventions and consequences. MZS seeks students who can constructively and appropriately problem-solve. If classroom procedures or school rules are not followed, possible interventions include:

- Counseling by the teacher, a team of teachers, the Principal and/or Vice Principal.
- Develop an intervention plan with guidance from the Principal, Vice Principal, the student support teacher, and/or the homeroom teacher; the intervention plan will be monitored by the Principal and/or Vice Principal, teacher(s), student, and parents.
- Notifying parents and involving them in developing a restitution or intervention plan.
- Scheduling a conference with the student and their parents.
- Implementing 'in-school' or 'out-of-school' suspension, with notification to HR, at the Principal's discretion in consultation with the Head of School.

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

- Substance abuse, including the use of tobacco, alcohol, or drugs.
- Threatening 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 and Parent volunteers 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 CORR Values and Learner Profile are:

- Social skills development in the classroom through the Learner Profile and Second Step curriculum
- The 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

At MZS, all students are required to wear uniforms, ensuring a sense of unity and discipline within the school community. The uniform requirements include:

1. Day-to-Day Uniform: This includes the standard school attire that students are expected to wear during regular school hours.
2. Athletic Clothing: Appropriate sportswear must be worn during physical education classes and sports activities.
3. Formal Clothing: For special occasions and events, students must have a set of formal clothing that aligns with the school's dress code.

To comply with school regulations, all students must obtain their uniforms within the first week of school.

Importance of School Uniforms

- Promotes Equality: School uniforms help eliminate the socioeconomic disparities among students, fostering an environment where everyone is seen as equal.
- Enhances Focus: By reducing distractions related to fashion and peer pressure, uniforms allow students to concentrate more on their studies and personal growth.
- Builds School Identity: Wearing uniforms instills a sense of pride and belonging to the school, enhancing school spirit and unity.
- Simplifies Dress Code Enforcement: Uniforms make it easier for the school to enforce dress codes, ensuring that all students are dressed appropriately and modestly.

Overview of MZS Student Uniforms



Students should wear black or white sport shoes.

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 a swimsuit.

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

Friday is Batik Day. Wearing batik is part of embracing and respecting Indonesian culture. All faculty and students are asked to wear appropriate Batik on Fridays. The MZS Batik is compulsory to wear on school trips, out-of-country excursions, and special school or Indonesian holidays.

Overall, school uniforms play a crucial role in creating a conducive learning environment, promoting equality, and building a cohesive school community.

Orders for uniforms are placed through the school using the official order form. Please contact the school to schedule a fitting appointment.

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 are to run an 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 the 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 meetings, coffee mornings, 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 CORR 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/Walkers 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.

In TPRA students PreK3 to Grade 1 must ride or walk with an adult.
Kuala Kencana students travel by bus with a chaperone.

Bus Rules

- Students remain seated with their seatbelts 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 talking 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
- Apply caution when alighting and boarding the bus with specific attention to other vehicular traffic
- Look out for other vehicles before crossing roads.
- Follow the 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 Vice Principal and one or more of the following actions will take place:

- The Vice Principal will discuss the problem with the student.
- The student will write an intervention plan.
- The Vice Principal and Supervisor will monitor the student plan.
- The MZS Principal will notify the student's parents if considered severe enough or for continuing infractions.
- The MZS Principal 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.

2.9 Academic Integrity

At MZS we are committed to academic integrity. The IB Learner Profile and the MZS CORR 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 are used to support learning and valid, reliable information about your capacities is critical.
- Responsible for 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 assessments 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 Pre School - 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. 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

3.2.1 Guaranteed and Viable Curriculum

MZS maintains a rigorous, relevant, and coherent curriculum designed to optimize student learning and facilitate successful repatriation. Our curriculum standards establish a clear pathway for learning, ensuring alignment and progression. For more detailed information on the MZS curriculum please access the Parent Center in Toddle using your family's school login details.

MZS embraces personalized learning, acknowledging that one size does not fit all. By integrating students' needs, strengths, and interests into their learning experiences, we create a dynamic and individualized educational journey for each student.

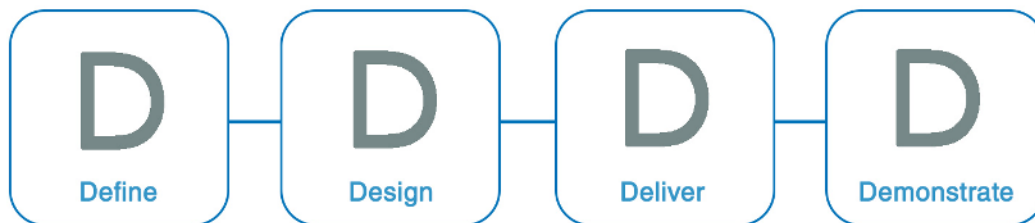
Given our small student enrollment, MZS employs a multi-grade classroom structure to maximize student achievement and social-emotional learning. This approach fosters dynamic grouping and values personalized learning experiences for all students.

The language of instruction at MZS is English.

3.2.2 The Learning Ecosystem

At MZS, our Learning Ecosystem provides a consistent framework for defining, designing, delivering, and demonstrating learning. This framework ensures optimal learning impact by:

- **Define:** Providing clear direction through guiding statements that outline learning purposes, principles, and definitions.
- **Design:** Developing conceptual understandings, competencies, and character traits within relevant content, organized for coherence and continuity.
- **Deliver:** Fostering a supportive learning culture guided by common principles and approaches.
- **Demonstrate:** Empowering learners with clear goals, pathways, and progress through continuous and cumulative formative feedback.



3.2.3 Learning Framework

The MZS Learning Framework provides a school-wide model for curriculum design. We design and co-create engaging learning that is connected, rigorous and relevant. The Framework is built on three principles: Concepts, Competencies and Character. Aligned with the Elementary PYP program, the Learning Framework is drawn from The Common Ground Collaborative – An International curriculum collective.

3.2.3.1 The PYP Framework: Elementary and Early Years

The IB Primary Years Programme (PYP) for children PreK3 to Grade 5 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children and it reflects the best of educational research..

The PYP has evolved to become a world leader in future-focused education and it is an

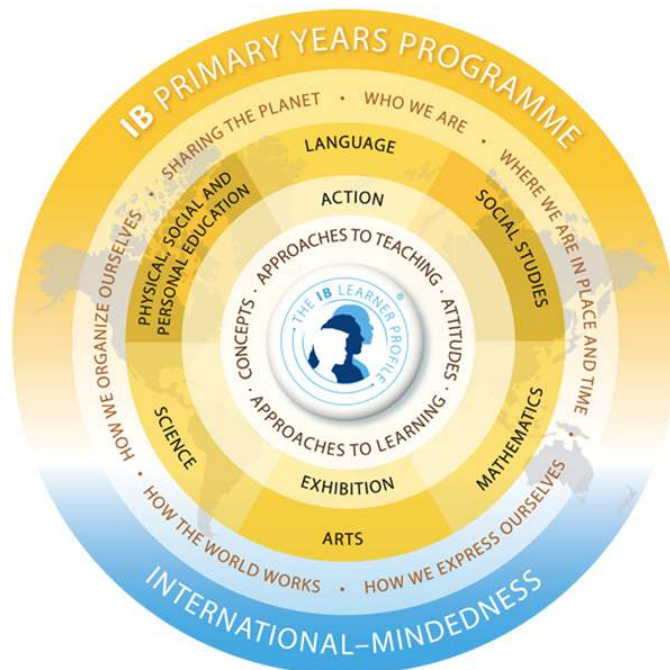
example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

The PYP encourages students to learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole.

MZS collaboratively develops a programme of inquiry (PoI) to reflect the unique aspects of our school community. The programme of inquiry is organized and framed by four (PreK-KG) and six (G1-5) transdisciplinary themes:

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

These transdisciplinary themes together provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world.



Elementary students at MZS benefit from a diverse array of specialist programs, including Bahasa Indonesia, MakerEd, Visual Arts, Music, and PDHPE, enriching their

educational journey with a broad spectrum of learning opportunities.

MZS ensures rigorous alignment with internationally recognized standards, encompassing both developmental milestones and academic competencies:

- [The Early Years Learning Framework for Australia](#) (Pre-Kindergarten)
- [Common Core Mathematics](#)
- [Common Core Language](#)
- [Next Generation Science](#)
- [AERO Social Studies](#)
- [NSW Bahasa Indonesia](#)
- [British Columbia Arts Education- Visual Arts](#)
- [British Columbia Arts Education- Music](#)
- [British Columbia Applied Design, Skills, and Technologies](#)
- [British Columbia Physical and Health Education](#)
- [ISTE Standards: For Students](#)

3.2.3.1 Understanding by Design: Middle School (MS) Program

Middle School is a critical and important transition period for students. The Middle School program at MZS not only provides rigorous academic education but also prioritizes the holistic development of students by offering comprehensive social-emotional learning initiatives. Through a carefully crafted curriculum and personalized education, students are empowered to excel academically while nurturing their emotional intelligence, resilience, and interpersonal skills essential for success in both academic and real-world settings.

MZS uses the Understanding by Design (UbD) framework. The Understanding by Design® framework (UbD™ framework) offers a challenging and structured curriculum, assessment, and instruction. It focuses on teaching and assessing for understanding and learning transfer by designings curriculum “backward” from those ends.

MZS ensures rigorous alignment with internationally recognized standards, encompassing both developmental milestones and academic competencies:

- [Common Core Mathematics](#)
- [Common Core Language](#)
- [Next Generation Science](#)
- [AERO Social Studies](#)
- [NSW Bahasa Indonesia](#)
- [British Columbia Arts Education- Visual Arts](#)

- [British Columbia Arts Education- Music](#)
- [British Columbia Applied Design, Skills, and Technologies](#)
- [British Columbia Physical and Health Education](#)
- [ISTE Standards: For Students](#)

Middle School students at MZS benefit from a diverse array of specialist programs, including Bahasa Indonesia, MakerEd, Visual Arts, Music, and PDHPE, enriching their educational journey with a broad spectrum of learning opportunities.

Additionally, Middle school students at MZS have ample opportunities to cultivate their leadership abilities through dedicated leadership sessions and engaging activities such as organizing and leading assemblies, and being bus monitors, fostering a culture of responsibility and empowerment among their peers.

As part of their transition to boarding school, Middle School students at MZS participate in the TPRA Boarding Experience, which provides them with a firsthand immersion into the boarding environment. For two weeks each year, students reside in the boarding facilities at TPRA, attending school there, and taking on responsibilities such as cooking their own meals, planning their daily schedules, participating in extracurricular activities, and completing designated study times. This experience mirrors the structure and routines of boarding life, offering invaluable preparation and easing their transition when they eventually leave MZS for boarding school. By navigating these challenges within a supportive environment, students gain confidence and adaptability, ensuring a smoother transition to their next educational phase.

Middle school students participate in the MS Extended Studies Trip in Q1 of each academic year. This program is grounded on our school's SLOs and designed to foster personal development, independence, social agency, and enhance curricular learning.

3.2.4 Subjects Overview

3.2.4.1 Language Arts and The Workshop Model

The language curriculum at MZS is thoughtfully structured into four distinct categories: Reading, Writing, Speaking & Listening, and Language Usage. For elementary students, language learning follows Columbia's Reading and Writing Workshop model, ensuring a comprehensive approach to literacy development. Programs such as Heggerty, UFLi, and Word Inquiry are integrated to support phonics, spelling, and handwriting proficiency. Students have access to richly stocked classroom libraries and a wealth of literature in the school library, fostering a nurturing environment conducive to reading growth.

Continuous formative assessments, along with MAP Growth and ISA testing, furnish external data that aid MZS in monitoring student progress. This multifaceted approach ensures that students are equipped with the vital skills and strategies essential for mastering effective communication and literacy.

In support of English language learners, our English Language Development program uses a Sheltered Immersion Model. This model helps students learn English by interacting with others in their mainstream class. ELD teachers support students in a variety of ways, including co-teaching and providing in-class individual or small group support. We use the WIDA Framework to assess English Language Proficiency and provide diagnostic information to promote targeted English Language Development. A variety of other assessment data is also used to support English language acquisition.

Our ELA Coach supports learning, ensuring that each student receives personalized support and guidance in their educational journey.

3.2.4.2 Mathematics

At MZS, mathematics is primarily seen as a tool to support inquiry, offering a global language through which we understand the world. The goal is for students to become proficient users of this language and to start using it as a way of thinking, rather than just memorizing facts and equations. Mathematics' power to describe and analyze the world makes it an effective problem-solving tool. Additionally, students can appreciate the intrinsic fascination of mathematics and explore the world through its unique perspectives. Just as students see themselves as "authors" or "artists," a school's program should allow them to view themselves as "mathematicians," fostering enjoyment and enthusiasm in exploring and learning mathematics (IBO, 2019).

Illustrative Mathematics (IM) supports mastering the standards, with IM K–12 Math offering a problem-based core curriculum built on the principle that all students are capable learners of grade-level mathematics. Students learn math by engaging with it, using their current understanding, lived experiences, and the world around them as resources for problem-solving. By building on what students already know, teachers encourage all students to contribute to mathematical learning, centering student thinking, and responding to students as they develop conceptual understanding.

Forefront Universal Screeners for Number Sense, administered from Kindergarten to Grade 5, use screeners three times annually to assess number sense, with fall interview assessments and mid-year and spring assessments combining interviews with paper and pencil tasks. Students in Grades 3 to 8 participate in the Measures of Academic Progress (MAP) assessment twice annually, in the fall and spring, based on Common Core standards, providing indications of student progress and next steps to target in

class.

Furthermore, students have the opportunity to confer with teachers, set goals, and engage in formative and summative assessments tailored to meet their individual levels. This approach ensures that each student receives personalized support and guidance in their mathematical journey.

Our Math Coach supports learning, ensuring that each student receives personalized support and guidance in their educational journey.

3.2.4.3 Social Studies

Our Social Studies curriculum prepares students with the knowledge, intellectual processes, practices, and dispositions necessary to be active, informed, and engaged participants in public life. The curriculum is designed to foster critical thinking and responsible citizenship through a series of well-defined practices:

1. **Develop Questions and Plan Inquiries:** Students learn to formulate meaningful questions and design inquiries that drive their exploration of social studies topics.
2. **Evaluate the Credibility of Sources and Relevance of Information:** Students are taught to critically assess the reliability of sources and determine the relevance of information to their inquiries.
3. **Construct Coherent, Reasoned Arguments and Explanations:** Students develop the ability to build logical and evidence-based arguments and explanations.
4. **Communicate Conclusions From an Inquiry:** Students practice effectively sharing their findings and conclusions through various forms of communication.
5. **Take Informed Action for the Common Good:** Students are encouraged to apply their learning by taking thoughtful and informed actions that benefit their communities.

Social Studies is closely connected to literacy, with many concepts explored through literature and writing. This integrated approach ensures that students not only learn social studies content but also enhance their reading, writing, and analytical skills. Through this curriculum, students become well-equipped to understand and engage with the world around them.

3.2.4.4 Science

A high-quality science education equips students with an in-depth understanding of content while developing essential skills such as communication, collaboration, inquiry, problem solving, and flexibility. These skills are crucial for their success throughout their educational and professional lives.

In middle school, science is taught as a standalone yearlong subject. This dedicated focus allows students to delve deeply into scientific concepts and develop a solid foundation in various scientific disciplines.

In the PYP, science is integrated into the units of inquiry, providing a holistic approach that connects scientific principles with real-world contexts. This integration helps students see the relevance of science in everyday life and other subject areas.

Our science curriculum emphasizes hands-on, experiential learning, where students actively engage in experiments and investigations. This approach fosters a deep understanding of the scientific process, encouraging students to ask questions, conduct experiments, analyze data, and draw conclusions. Through these activities, students not only learn scientific facts but also develop critical thinking and problem-solving skills that are essential for their future endeavors.

3.2.4.5 Advisory and Social-Emotional Program

Second Step is a classroom-based social skills program for students from preschool through junior high (ages 4–14 years), offering a tailored curriculum for each grade level. The program aims to reduce impulsive, high-risk, and aggressive behaviors while enhancing children's social competence and other protective factors.

At MZS, the Second Step Program is integrated into the Advisory period across all grade levels, where it explicitly explores various aspects of social-emotional learning. The program helps children develop crucial skills such as responsible decision-making, collaborative problem-solving, managing strong emotions, and fostering positive relationships. These skills contribute significantly to children's academic and social success, equipping them to navigate both school and life effectively.

3.2.4.6 Innovation - MakerEd

MZS places significant emphasis on integrating technology into the curriculum to enhance learning experiences and prepare students for the digital world. The Makerspace at our school serves as a dynamic environment where students engage with technology, engineering and design practices as creators and problem-solvers. They have access to a wide range of tools, equipment, and resources to explore their interests and bring their ideas to life. By actively participating in hands-on projects within the Makerspace, students not only develop technical skills but also cultivate creativity, critical thinking, and collaboration—the cornerstones of digital literacy.

The MakerEd curriculum emphasizes the following key areas:

- Students learn to approach problems systematically and develop algorithms to solve them. They explore concepts such as coding, sequencing, patterns, and algorithms to create digital solutions.
- Students understand their rights, responsibilities, and ethical considerations in the digital world. They learn about online safety, privacy, respectful communication, and responsible use of technology.
- Students learn to critically evaluate and analyze digital information. They develop skills to assess the credibility, reliability, and bias of online sources and to effectively communicate and present information using digital media.
- Students use technology as a tool for creativity and self-expression. They explore digital art, design, multimedia production, and innovation to communicate ideas and solve problems.

MakerEd provides a supportive environment for students to explore these technology standards through hands-on activities, projects, and collaborations.

3.2.4.7 Visual Arts

Visual Arts education in MZS offers a comprehensive and enriching experience for elementary and middle school students. Through a structured curriculum, students explore various aspects of visual arts, fostering creativity, expression, and critical thinking skills.

The Visual Arts curriculum is designed to provide students with a balanced and sequential learning experience. It encompasses a wide range of artistic concepts, techniques, and media, allowing students to explore their interests and develop their artistic abilities progressively.

Students engage in hands-on activities that encourage exploration and experimentation with different artistic materials and processes. They are encouraged to express their ideas, thoughts, and emotions through various art forms, including drawing, painting, sculpture, printmaking, and digital media.

The curriculum integrates cultural and historical perspectives, exposing students to a diverse range of artistic traditions and movements. Through the study of renowned artists, artworks, and cultural artifacts, students gain a deeper understanding of the significance of art in different contexts and societies.

Students develop critical thinking skills by analyzing and interpreting artworks, both their own and others'. They learn to evaluate artworks based on aesthetic principles, artistic techniques, and cultural context, fostering a deeper appreciation and understanding of

visual arts.

Visual Arts education is integrated with other subjects, providing opportunities for interdisciplinary learning and creative expression. Students explore connections between visual arts and other areas of study, such as history, literature, science, and mathematics, enhancing their overall educational experience.

Assessment in Visual Arts is based on student engagement, creativity, technical skill, and critical thinking. Students receive constructive feedback on their artworks, helping them to refine their techniques and develop their artistic voice.

3.2.4.8 Personal Development, Health and Physical Education (PDHPE)

At MZS, we prioritize the comprehensive development of our students, encompassing their physical, mental, and emotional well-being. Our PDHPE curriculum is crafted to foster healthy lifestyles, social and emotional growth, and physical fitness among our students.

Our PDHPE curriculum spans various essential life skills, empowering students to make informed decisions regarding their health and overall well-being. These topics encompass:

1. **Physical Education:** Students participate in a diverse array of physical activities and competitive sports, honing their motor skills, coordination, and physical fitness. We place a significant emphasis on fostering teamwork, promoting sportsmanship, and instilling a love for physical activity.
2. **Health Education:** Our curriculum delves into vital health topics including nutrition, personal hygiene, mental health, substance abuse prevention, and sexual health. Through comprehensive education, students acquire the knowledge and skills necessary to make informed choices and uphold positive well-being.
3. **Social and Emotional Learning (SEL):** We seamlessly integrate SEL components into our curriculum to cultivate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are pivotal for nurturing healthy relationships, managing emotions effectively, and navigating social interactions successfully.

PDHPE is delivered through a multifaceted approach encompassing classroom instruction, experiential learning activities, and practical applications. Our dedicated teachers employ a diverse range of teaching strategies tailored to accommodate various learning styles, ensuring optimal student engagement and growth.

3.2.4.9 Bahasa Indonesia - the Host Country Language

At MZS, we recognize the significance of learning Bahasa Indonesia, the host country language. Language acquisition is not only a key to cultural understanding but also a foundational premise of International Mindedness. Learning another language enhances cognitive growth, enriches personal experiences, fosters communication and socialization with local communities, and deepens awareness of cultural values and traditions.

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

The Bahasa Indonesia Program encompasses the following learning areas:

- **Everyday Use:** Using Bahasa Indonesia in everyday situations, social interactions, and leisure activities.
- **Cultural Understanding:** Learning about Indonesia and Indonesian culture, including customs, traditions, holidays, literature, history, and geography.
- **Language Structure:** Understanding the Indonesian language and its mechanics compared to other languages.

The Bahasa Indonesia Curriculum employs a proficiency pathway approach, emphasizing proficiency in Indonesian as a foreign language. In Early Childhood, Bahasa Indonesia is taught through immersion and integrated into general language development. In Elementary and Middle School, Bahasa Indonesia is taught as a specialist subject, providing students with structured learning experiences to develop language skills progressively.

3.2.4.10 World Languages

MZS offers a comprehensive World Languages Program, providing students with exposure to French and Spanish during their middle school years. This program is strategically designed to prepare students for their transition to boarding school, where these languages are commonly offered. Through engaging in this Extra-Curricular Activity (ECAs), MS students have the opportunity to explore and develop their proficiency in these languages in a supportive and interactive environment.

3.3 The Role of Technology at MZS

At MZS technology encompasses a wide array of tools, including laptops, iPads, and

online resources. Through these technologies, students can cultivate critical and creative thinking skills, engaging in activities such as coding, information and communication, design, and innovation. In our learning community, all members serve as technology educators, collectively supporting students in developing literacy, competence, and confidence with technology integration.

MZS follows the ISTE Standards to inform the implementation of technology throughout the school. As part of our commitment to Digital Citizenship, all students sign a Responsible Use Policy. Students in grades 3-8 are provided with Freeport Dell laptops, while also being asked to bring their own iPad as part of our Bring Your Own Device (BYOD) program. It is the responsibility of students and parents to ensure compliance with the BYOD policy by installing or purchasing required apps. PreK to Grade 2 students utilize school iPads for their technology needs.

3.4 Extra Curricular Activities (ECAs)

At MZS, Extra-Curricular Activities (ECAs) play a pivotal role in our holistic and balanced approach to education. These choice-based activities offer students the opportunity to cultivate our Student Learning Outcomes (SLOs) through hands-on experiences, exploration of interests, and skill development. Students are empowered to take on leadership roles, initiating and leading ECAs of their choosing. The purpose of ECAs is to allow students to deepen their understanding of their passions while also discovering new abilities and interests.

ECAs are scheduled four times a week during the designated season, running from 3:00 p.m. to 3:45 p.m., with some extending to 4:00 p.m. for Middle school. Once a student commits to an ECA and attends for the initial first week, they are expected to participate for the duration of the quarter.

Parental involvement is highly encouraged, whether through participation, assistance, or even leading an ECA.

3.5 Communicating Learning

MZS employs a range of mediums to communicate children's learning to their parents and extended family. This communication is critical for forming parent-school partnerships in support of student learning.

A window into the classroom: Toddle

At MZS, we understand the importance of keeping parents informed and involved in

their child's education journey. Toddle serves as our main platform for curriculum delivery, providing parents with convenient access to essential resources and updates. Through Toddle, parents can easily navigate curriculum guides, policies, and other pertinent information related to their child's learning experience. Additionally, Toddle offers a window into your child's progress with access to their learning portfolio, allowing you to track their growth and development over time.

With the Family Login feature on Toddle, families have seamless access to the platform, ensuring that parents can stay connected and engaged in their child's education from anywhere, at any time. Toddle empowers parents to be active participants in their child's learning journey, fostering a collaborative partnership between home and school for the benefit of each student's success.

Back-to-School Saturday

This event marks the beginning of the academic year at MZS, where principals and teachers formally introduce themselves and provide an overview of the school's foundational statements, policies, procedures, programs, and curriculum. This event offers students and parents the opportunity to address any questions they may have about the upcoming academic year. Following this, a community-building activity brings all stakeholders together in an informal setting.

Parent/Teacher Conferences (PTCs)

PTCs occur every quarter, are held from PreK3 to Grade 8 and are data-driven. During these conferences, student progress is reviewed comprehensively. Following the conference, artifacts and relevant data are shared with parents to serve as reference materials.

Student Led Conferences (SLCs)

Student-led conferences are meetings where students take the lead in discussing their academic progress with their parents and teachers. During these conferences, students present their work, reflect on their achievements, and set goals for future growth. This approach fosters student accountability, communication skills, and self-awareness.

Semester Reports

At the end of the first [December] and second semester [June]. These reports can be accessed by parents in ALMA.

Student ePortfolios

Student ePortfolios serve as a comprehensive collection of student work, facilitating student reflection and demonstrating their learning journey.

Quarterly Student Work-Shares

Quarterly Student Work Shares provide students with the chance to apply, demonstrate, and present their learning to parents.

Parent Communications

Communications from campus leadership and homeroom teachers keep parents informed about school events and student learning. These updates include newsletters, emails, and notifications about important dates, upcoming events, and student achievements. By maintaining open lines of communication, the school fosters a strong partnership with parents, enhancing student success and community engagement.

Parent Initiated Conferences

We strongly encourage parents to initiate conferences whenever they have questions or concerns, ensuring open communication and collaboration between home and school.

Assemblies

Three times a quarter, on Friday mornings, the MZS community gathers to acknowledge learning, celebrate achievements, and disseminate important information. Middle school students showcase their leadership and public speaking abilities by assuming the role of Master of Ceremonies. They also share their learning and provide updates on school-wide action and social agency initiatives.

Assemblies are enhanced with Spirit Days, chosen by students, where they dress up in creative and spirited attire, adding excitement and vibrancy to the occasion. Research shows that when students have fun and enjoy coming to school, their academic performance improves (Fredricks, Blumenfeld, & Paris, 2004; Reschly & Christenson, 2012).

By fostering a positive school environment through engaging activities like Spirit Days, MZS helps students develop a sense of belonging, motivation, and enthusiasm for learning, which directly contributes to their academic success. Assemblies are enhanced with Spirit Days, chosen by students, where they dress up in creative and spirited attire, adding excitement and vibrancy to the occasion. Research shows that when students have fun and enjoy coming to school, their academic performance improves (Fredricks, Blumenfeld, & Paris, 2004; Reschly & Christenson, 2012). By fostering a positive school environment through engaging activities like Spirit Days, MZS helps students develop a sense of belonging, motivation, and enthusiasm for learning, which directly contributes to their academic success.

Email, Telephone, and WhatsApp Communication

Communication about class life, learning, and events is facilitated through various channels including email, telephone calls, and WhatsApp messages, ensuring parents stay informed and connected with their child's educational journey at MZS.

3.6 School Materials

The school provides all textbooks and stationery items for in-school use.

3.7 Supporting Learning in the Home Environment

At Mt. Zaagkam School (MZS), homework is designed to be targeted, purposeful, and differentiated, supporting student learning in meaningful ways. Our approach is flexible, adapting to student needs while being grounded in educational research on effective homework practices (Hattie, 2009; Marzano & Pickering, 2007; Cooper, Robinson, & Patall, 2006).

Elementary School (PK–Grade 5)

In elementary school, we emphasize a holistic approach to learning that values curiosity, creativity, and exploration. Routine homework is not a standard practice, but teachers may assign purposeful tasks to reinforce concepts or extend learning experiences when appropriate.

We encourage families to establish nightly routines that support student learning, including:

- Engaging in meaningful discussions about school learning.
- Exploring personal interests together.
- Prioritizing daily reading at home.

Research suggests that unstructured play, reading, and family engagement significantly contribute to cognitive development, creativity, and academic success (Miller & Almon, 2009).

At MZS, we believe learning happens beyond the classroom, and we encourage all elementary students to **"WRaP" every night:**

- **Wonder** – Explore ideas, ask questions, and engage in curiosity-driven activities.
- **Read** – Develop literacy skills and a lifelong love for reading.
- **Play** – Participate in unstructured play, fostering creativity, problem-solving, and

social development.

This approach nurtures inquiry, critical thinking, and personal growth, aligning with research that emphasizes the importance of curiosity, literacy, and experiential learning (Engel, 2015; Gray, 2013).

By prioritizing quality over quantity, MZS ensures that homework supports student learning in a way that is flexible, research-based, and developmentally appropriate for each child.

Middle School (Grades 6–8)

Homework in Middle School is collaborative and student-centered, recognizing diverse talents and learning styles. Assignments are designed to support personalized learning goals and develop key academic and life skills, including:

- **Critical thinking** and inquiry.
- **Self-management** and responsibility.
- **Communication and research skills.**

Our approach ensures that homework is meaningful and manageable, providing students with recursive opportunities to refine skills, engage in inquiry, and foster peer and family discussions about learning. Studies show that purposeful and well-structured homework enhances student achievement, particularly when designed to promote engagement rather than rote completion (Xu, 2013; Trautwein & Köller, 2003).

The expectation in Middle School is one hour per day, typically 30 min of Mathematics/Science and 30 min of Literacy/Humanities.

3.8 Student Files and Report Cards

Student records are securely and confidentially stored digitally in ALMA, MZS' Student Information System. It is crucial for us to maintain up-to-date emergency contact information for each student. To update or change emergency information, please access ALMA through the parent portal.

Student report cards are communicated digitally through ALMA. Parents can easily access and download copies of these reports as needed. It is the family's responsibility to ensure that reports are downloaded before departing from MZS. **Student data will be kept for a period of five years after departure.**

3.9 School Calendar

The Board of Managers, in collaboration with the Board of Supervisors - PTFI, developed and ratified the school calendar, considering various factors. These factors include maintaining a balanced program of study and time allocation per quarter, adherence to Accreditation Agency Regulations and Guidelines, alignment with Northern and Southern Hemisphere Holidays, synchronization with the National School - YPJ Calendar, and consideration of demands on Freeport Transportation Systems.

Board Policy dictates a minimum of 180 instructional days for students and 190 teacher days. The academic calendar typically commences in Late July/Early August and concludes in June of the following year, following a northern hemisphere academic schedule.

All families are requested to observe the school calendar for holidays whenever possible to ensure a continuous flow of student learning as per the Attendance Policy.

IV. ILLNESS, INJURIES, AND IMMUNIZATIONS

4.1 Illness and Injuries

If your child is sick, please do not send them to school. If your child becomes ill at school, parents will be contacted to arrange for them to be taken home.

For minor injuries, first aid will be administered as needed. After treatment, the student may return to class. Parents will be notified, especially if further attention is required. No standard medication (e.g., Panadol) will be given without parental permission. If a student needs to take prescribed medication at school, a doctor's note is required.

For injuries beyond minor ones, supervising school personnel will administer emergency first aid and will call an ambulance. The school follows a 'when in doubt, consult the doctor' policy. Parents will be contacted immediately in cases of major injuries or when clinical assessment is needed. If students are taken to the clinic, we request that parents meet us there.

4.2 Immunizations

Immunizations are required as recommended by ISOS. If there are any questions regarding child immunizations, please contact ISOS.

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. Any changes to your child's medical status must be communicated to the school as soon as possible. Urgent care items such as epi-pens or inhalers should be clearly labeled, and it is the parents' responsibility to maintain them within the expiration dates. MZS has emergency protocols and a Medical Alert system.

MZS will not administer any medication unless an ISOS Dr. has formally communicated in a letter the reason for administration, protocol for administration, name of the medication, amount to be administered, and regularity.

4.4 No Nut or Shellfish Zone

The TPRA or Kuala Kencana campus may implement a 'No Nut or Shellfish Zone' as needed, depending on student allergy history. If a 'No Nut or Shellfish Zone' is implemented, students and teachers will not bring any form of nuts, peanut butter, other nut products, or any shellfish items onto school premises. MZS requests that parents know the policy when sending food to school or preparing tuck-shop/hot lunch.

TPRA is a 'No Nut and Shellfish Zone'

4.5 Sun Protection

To ensure protection from the elements, students should:

- Wear suitable clothing that will protect the skin from the sun.
- Wear a sunhat that provides good protection during PDHPE, sports days, trips, excursions, and during recess times.
- Have sunscreen applied in the mornings.

Teachers will:

- Assist younger students in applying 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 as soon as possible. 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 Student Transitions

Mt. Zaagkam School (MZS) is committed to supporting students and families through every phase of their educational journey. Whether joining the school, transitioning to a new learning environment, or preparing to depart for boarding school, MZS provides structured social-emotional and academic support. Our goal is to ensure each student feels a strong sense of belonging, is prepared for success, and leaves with meaningful connections and positive memories.

5.2.1 New Student Transitions

Transition Timeline: First Quarter of Enrollment

All newly enrolled students at MZS receive intentional support during their first quarter to ease their adjustment and promote inclusion. Homeroom teachers, the curriculum team, and student support staff collaborate to ensure students are welcomed, monitored, and supported both academically and socially.

Families will receive an onboarding email prior to the start of school that introduces key members of the MZS team and your child's teacher. This email will also outline important next steps and provide guidance on school routines and available support.

Key Components:

Buddy Partner Program

- Each new student is paired with a designated Buddy from their grade level during the first week. The Buddy is prepped in advance with specific responsibilities to help welcome, guide, and support the new student both socially and academically.
- Buddies help newcomers navigate school routines, meet classmates, and get involved in school life.
- Buddies are selected and oriented by Homeroom Teachers and supported by the School Counselor.

School Counselor Support

- The School Counselor meets individually with each new student within the first week to build rapport and assess adjustment.
- Follow-up check-ins are held throughout the quarter to ensure emotional well-being, social integration, and academic progress.
- Additional support is coordinated as needed in partnership with families and staff.

Academic Orientation

- Homeroom and Subject Teachers support new students through onboarding that includes:
 - Helping students become familiar with daily routines, classroom expectations, and school-wide practices.
 - Providing guided introductions to essential digital learning tools used in the classroom.
 - Collecting initial assessment data to develop a well-rounded understanding of each student as a learner, including academic strengths, learning preferences, and areas for growth based on grade-level standards. This information is shared with families to promote alignment and personalized support.
 - Ensuring prompt access to additional learning support services, where appropriate, to help students succeed from the outset.

5.2.2 Departing Student Transitions

Transition Timeline: Final Quarter of Enrollment

Students preparing to leave MZS are provided with time, space, and guidance to reflect, say goodbye, and transition confidently to their next school.

Families will receive an offboarding email outlining key steps to complete before departure. This includes returning school materials, downloading academic reports, collecting student work, and preparing for exit procedures.

Key Components:

School Counselor Exit Meetings

- Students meet with the School Counselor to:
 - Reflect on their experiences at MZS.
 - Discuss any feelings or concerns about the move.
 - Create a personalized “Goodbye Plan” for farewells and closure.

Farewell Assemblies

Elementary School:

- Homeroom Teachers coordinate a farewell card (laminated) signed by classmates and teachers.
- Parents are contacted to confirm if they would like their child to participate in the farewell assembly.
- Assemblies are typically held during the final week of each semester.

Middle School:

- Students participate in a semester-end farewell assembly, and they are also recognized during end-of-semester school performances.
- Students may share a farewell message, reflection, or memory, supported by their Homeroom Teacher or Counselor.

5.2.3 Transition to Boarding – Launch Pad Program

MZS recognizes the significant transition that occurs when students move from our community to boarding schools abroad. To support this milestone, the Launch Pad Program is designed to prepare students emotionally, socially, and academically for the transition ahead.

Parent Involvement

- Grade 6 parents are invited to attend a “Transition to Boarding” Information Session hosted by school leadership.
- The session covers common challenges students may face during the transition, effective parenting strategies, and key factors to consider when selecting a boarding school. It also introduces the Launch Pad Program, highlighting how it prepares students socially, emotionally, and academically for success in their new school environment.

5.2.3.1 Launch Pad Student Program

Implemented during the quarter prior to the student’s departure

Students explore key topics related to this life transition, including:

- Fears and Hopes about leaving home and joining a new school.
- Friendships: Maintaining current relationships and forming new ones.
- Race and Identity: Understanding and responding to racism; building confidence in monocultural settings.
- Executive Functioning Skills: Time management, organization, independence, and goal setting.
- Third Culture Kid (TCK) Awareness & Repatriation Challenges:
 - Exploring identity and belonging across cultures.
 - Preparing for emotional and cultural shifts.
- Boarding School Deep Dive:
 - Researching academics, clubs, sports, and values at the student’s new school.
 - Identifying personal interests and ways to get involved.

Community Sharing

- Students share what they’ve learned about their future school during an Assembly, highlighting their growth, excitement, and readiness for the journey ahead.
- This presentation also serves as a model for younger students, encouraging them to begin thinking about their own future transitions and what boarding school may look like for them.
- Implementation of the Launch Pad Program is a shared responsibility between Homeroom Teachers, the School Counselor, and school leadership.

5.2.3.2 Alumni Reflections and Mentorship

As part of the Launch Pad experience, MZS annually invites former students to return as guest speakers. These alumni share their personal boarding school journeys—highlighting both the challenges they faced and the successes they achieved.

This session gives current students:

- Firsthand insights into life at boarding school,
- Practical advice on adjusting to a new environment,
- A chance to ask questions and engage in open, peer-based dialogue.

Hearing from those who have walked a similar path provides reassurance, builds confidence, and helps students see that while the transition can be daunting, it is also an exciting and manageable step forward.

5.2.3.3 Grade 8 Treehaven Boarding Simulation Experience

As part of MZS’s commitment to preparing students for life beyond our community, Grade 8 students participate in a boarding simulation program at the Treehaven Apartments. Spread over two separate one-week stays during the school year, this immersive experience simulates life at boarding school and helps students develop the academic, social, and personal skills needed for a successful transition.

Key Objectives:

Fostering Independence and Responsibility

- Students learn to manage daily routines independently, including waking up on time, preparing for the school day, organizing personal belongings, and maintaining shared living spaces.

Academic Preparedness

- Each week follows a structured academic schedule similar to a boarding school environment, including designated study blocks, project work, and self-directed learning periods. Teachers support students in strengthening executive functioning skills such as time management, planning, and self-monitoring.

Community Living

- Students live alongside peers in shared accommodations, which encourages teamwork, respectful communication, and collaborative problem-solving in a supervised, real-world setting.

Life Skills and Wellness

- The program incorporates sessions on essential life skills such as budgeting, wellness routines, healthy eating, laundry, and self-care—empowering students to take ownership of their physical and emotional well-being.

Counseling Support and Reflection

- Daily or end-of-week reflection sessions led by the School Counselor and Homeroom Teacher allow students to process their experiences, identify challenges, and celebrate growth. These discussions support emotional readiness and build confidence.

Purpose and Impact:

- The Treehaven experience serves as a capstone component of the broader Launch Pad Program, offering a realistic preview of boarding life while still within the support structure of MZS. It enables students to:
 - Experience living away from home in a safe, structured environment.
 - Strengthen independence, resilience, and social awareness.
 - Identify areas of growth and work on them before departing MZS.
 - Develop greater confidence and readiness for the boarding school journey ahead.

5.3 School Hours

School hours for students are from 8:00 a.m. to 3:00 p.m., Monday through Friday.

Middle School students in TPRA attend language lessons from 7.30-8:00 Monday to Thursday.

Students should not arrive before 7:30 a.m., as there is no supervision available before this time. Students are expected to leave the school premises immediately after classes end unless participating in official school-sponsored events, such as extracurricular activities (ECAs), which typically conclude at 3:45 p.m.

If your child needs to use a different mode of transportation than usual (e.g., taking the

bus instead of walking), or a different drop-off location, please inform both your child's teacher and the school office before 12:00 p.m. If you need to pull your child out of school early, you must sign them out and back in upon return, and notify the office. It is crucial for the school and parents to work together to ensure the safe transition of students home each day.

5.4 Classroom Visits

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

5.5 Celebrations and Birthdays

At Mt. Zaagakam School, we celebrate student birthdays in an inclusive manner:

- Birthdays are acknowledged during assemblies, where students are sung to in both English and Bahasa Indonesia.
- Each student celebrating a birthday receives a school pencil.
- Parents are welcome to bring snacks for the class; however, they must ensure that all items comply with known dietary restrictions and allergies.
- Birthday invitations should be given to the classroom teacher for distribution.
- School facilities such as the playground may be used for birthday celebrations.
- In line with our CORR Values, if school facilities are used or invitations are shared in class or through class communication channels, the entire class must be included.

These guidelines ensure that all students feel valued and included in our school community.

5.6 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.

Snacks, lunches, water bottles, hats, and backpacks must be clearly labeled with your child's name.

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

5.7 Emergency Information for Parents

This is now the Emergency Action Plan (EAP). The change was required by Emergency Preparedness and Response (EP&R) for consistency across all departments.

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.
- In the event of a lockdown at MZS, please do not come to school to pick up your child. The doors will only be opened when cleared from PTFI Management and SRM.

5.8 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. Please update ALMA through the parent portal and notify the school of the changes.

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.

5.9 Library

The library serves as a valuable resource for the entire community, with a primary focus on enhancing student learning. Students are encouraged to utilize the library for both academic and personal enrichment. They have the privilege of checking out books for school assignments as well as for leisure reading, provided they return the borrowed items on time. Regular and timely returns ensure that all students have access to the library's collection, fostering a shared culture of reading and continuous learning within the school community.

5.10 Personal Items

MZS discourages students from bringing personal items to school such as expensive games, sports equipment, or electronics. **The school will not accept responsibility for any expensive items brought to school and subsequently lost, broken, or stolen.**

Students may bring cell-phones to school as needed, at their own risk. Phones must be turned off and should be kept in backpacks/lockers and may only be used during class-time with permission. This applies to smart watches or any other communication devices.

5.11 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.