



ILBC INTERNATIONAL SCHOOL

# Policy & Procedure Manual (Academic)

The Policy and Procedure Manual for the ILBC International School presents an overview for the decisions of the school, the guidelines for rights and responsibility of school personnel and students, and an elaboration of acceptable and unacceptable actions.

# **ILBC INTERNATIONAL SCHOOL**

## **VISION**

The vision for ILBC International School is to cultivate lifelong learners who are intellectually curious, compassionate, responsible and capable of making a positive impact in life and in the world, and live wisely to maintain health and wellbeing in their own life.

## **Mission**

ILBC International School seeks to foster the development of the whole child, one who is academically well-prepared, socially responsible, culturally sensitive, and personally fulfilled. The ILBC International School mission statement focuses on “Progress through Education”.

## **BELIEFS**

To achieve this, the faculty of the school:

- Believes in treating each child as an individual who develops at his or her own rate.
- Believes in nurturing the academic, physical, mental, emotional, aesthetic and social needs of each child.
- Believes in a close, cooperative, and caring relationship between student and teacher, between student and student, between student, teacher and community.

We emphasize:

- High academic standards. Students are encouraged to achieve their fullest potential.
- Concepts, processes, and skills. Children learn how to learn.
- A broad curriculum based on Edexcel Pearsons IGCSE & IAL curriculum that includes integrated approaches to learning.
- The development of positive attitudes towards learning, self, and others.
- Open communication between the school, home, and community.
- A global perspective, including a respect for the environment.
- An appreciation and respect for individual and cultural differences.



# Policy & Procedure Manual (Academic)

## TABLE OF CONTENTS

### SCHOOL ADMINISTRATION

#### School Principal

1. Legal Status 2
2. Qualifications and Criteria 2
3. Role and Responsibilities 2
4. Contract and Salary 3
5. Evaluation 3

#### Administrative Operations 4

#### Temporary Administrative Arrangements 4

### ADMISSION, ATTENDANCE AND RECORDS 5

#### Admissions 5

1. Criteria for Admission 6
2. Admissions Calendar 7
3. Withdrawal — Temporary 8
4. Withdrawal — Permanent 8
5. Re-Entry After Long Absence 8

#### Attendance 9

1. Attendance (General) 9
2. Absences and Excuses 9
3. Excuse from Health and Fitness 10
4. Releasing Students Early 10
5. Truancy 10

#### Student Records 11

1. Basic Information 11

### INSTRUCTION 12

1. Education and Learning Philosophy 13
2. Instructional Standards 14
3. School Calendar 15
4. School Day 16
5. Curriculum 16
6. Class Size and Pupil/Staff Ratio 18
7. Pupil-Professional Staff Ratio Standards 18
8. Grouping for Instruction 18
9. Classroom Instructional Material 18
10. Grading 19
11. Progress Reports 20
12. Field Trips 20

13. General Guidelines for Sponsors/ Chaperones of Field Trips	21
14. Adult Volunteer Aides	22
15. Community Resource Persons	22
<b>SUPPORT SERVICES</b>	<b>22</b>
<b>Safety &amp; Health Services</b>	<b>22</b>
1. Accident Prevention and Safety Programs	22
2. Student Supervision	22
3. Health Services	23
4. Communicable Diseases	23
5. Student Medical Emergency	23
<b>Emergency Plans</b>	<b>24</b>
1. Disaster and Building Evacuation Plans	24
2. Emergency Closings	26
3. Buildings and Security	27
<b>Material Resources</b>	<b>27</b>
1. Provisions of Textbooks and Supplies	27
2. School Property Records and Control	27
3. Authorized Use of School-Owned Material	28
4. Disposal of School-Owned Property	28
<b>STUDENTS</b>	<b>29</b>
<b>General Information</b>	<b>30</b>
1. Fair and Responsible Education Opportunities	30
2. Student Privileges and Responsibilities	30
3. Student Dress Code	30
4. Personal Property of Students	31
5. Student Absences	31
6. Student Driving	31
7. Networked Information Resources	31
8. Computer Network Use Agreement	32
<b>Student Activities</b>	<b>33</b>
1. Student Functions, Clubs and Organizations	33
2. Student Activity Funds and Fund Raising	33
3. Performances and Exhibitions	34
4. Social Events	34
5. Student Publications	34
6. Student Outside Performances	35
7. Parental Permission for Off-Campus Trips	35
<b>Student Behaviour</b>	<b>35</b>
1. Student Conduct	35
2. Student Discipline	36
3. Alcohol and Drug Use	36
4. Normal Disciplinary Procedures	37

5. Disciplinary Measures	38
6. Student Suspension and/or Expulsion	38
7. Student Complaints and Grievances	39
8. Student Supervision and Dismissal Precautions	39
<b>Students — Health Related</b>	<b>40</b>
1. Accidents and Illness	40
<b>PERSONNEL</b>	<b>41</b>
<b>All Staff</b>	<b>42</b>
1. Standards of Professional Conduct	42
2. Job Classifications for Compensation Assignment	42
3. Staff Involvement in Decision Making	43
4. All Employees: Appointments	43
5. All Employees: Assignment & Transfer	43
6. Temporary and Substitute Employment	44
7. Personnel Records	44
8. Contract Renewal for Professional Staff	44
9. All Employees: Health Examination	45
10. Drug Free Workplace	45
11. All Employees: Grievance Process	45
12. Miscellaneous Provisions	46
<b>Leaves</b>	<b>47</b>
1. Leaves — General	47
2. Bereavement/ Compassionate Leave	47
3. Casual Leave	47
4. Maternity Leave	48
5. Paternal Leave	48
6. Sick Leave	48
<b>Educational Staff</b>	<b>48</b>
1. Duty Schedule	48
2. Duties & Responsibilities	49
3. Termination of Employment	50
4. Professional Growth	50
5. Evaluation	51
6. Tutoring for Pay	52
7. Standards of Professional Performance	52
<b>GENERAL POLICIES</b>	<b>53</b>
<b>Governing Board Policy Manual</b>	<b>54</b>
1. Governance Purpose and Mission	54
2. Authority of The Governing Board and Relationship with the Board of Education	54
3. Strategic Policy Governance	54
4. Institutional Risk Management	54

5. Code of Conduct for members of the Board of Education and the District School Management Boards	55
6. Grievance and Appeals Process	55
7. Board Structure and Meetings	55
8. Policy Review Cycle	56
<b>Board Member Code of Ethics</b>	<b>56</b>
1. Fiduciary Duty & Mission Loyalty	56
2. Professionalism & Hierarchy Integrity	57
3. Conflict of Interest & Transparency	57
4. Confidentiality & Privacy	57
5. Digital Conduct & Social Responsibility	57
6. Commitment to Safeguarding	57
7. Boardroom Culture & Collaboration	58
<b>Schoolwide Action Plan</b>	<b>59</b>
1. Executive Summary	59
2. Strategic Pillars & Objectives	59
3. Implementation Timeline	60
4. Key Performance Indicators (KPIs)	61
5. Monitoring & Evaluation	61
6. Resource Allocation	61
<b>Health, Safety, Emergency Policies and Procedures</b>	<b>62</b>
1. Policy Statement	62
2. Health & Medical Protocols	62
3. Physical Safety & Campus Security	62
4. Emergency Response Procedures (SOPs)	63
5. Mental Health & Well-being	63
6. Training & Compliance	
7. Plans for Preparedness and Actions to Follow in the Event of Natural Disasters and Unforeseen Emergency Situations	63
<b>Employee Handbook</b>	<b>70</b>
1. Welcome & Mission	70
2. Employment Policies	72
3. Workplace Expectations	73
4. Compensation & Benefits	74
5. Safety & Security	75
6. Teaching & Academic Standards	76
7. Support Staff Guidelines	76
8. Community & Culture	77
9. Disciplinary Procedures	78
10. Acknowledgment	78

11. Work Hours & Attendance	78
12. Staff Communication & Meetings	79
13. Parent Communication Policy	79
14. Social Media & Public Communication	79
15. IT & Data Protection Policy	80
16. Student Safeguarding Policy	80
17. Professional Ethics for Educators	80
18. Staff Development & Training	81
19. Staff Well-being	81
20. School Property & Resources	81
21. Visitor & Campus Access Policy	81
22. School Reputation & Professional Representation	82
<b>Appendices</b>	
A: Employee Handbook Acknowledgment Form	
B: Emergency Contact Information Form	
C: Leave Request Form	
D: Incident Report Form	
E: Professional Development Request Form	
<b>Child Protection Policy</b>	<b>82</b>
1. Core Commitment & Mission Alignment	82
2. Institutional Safeguarding Hierarchy	82
3. Categories of Abuse & Risk	82
4. Professional Boundaries & Conduct	83
5. Reporting Procedures (The 3-Step Protocol)	83
6. Digital Safeguarding Measures	83
7. Safer Recruitment	84
8. Parental Cooperation	84
9. Affirmation of Protection	84
ILBC Staff Training Agenda: Safeguarding & Child Protection	84
Unified Code of Conduct	86
Unified Student Code of Conduct	88
Digital Safety & AI Ethics Agreement	90
Parental Code of Conduct	91
Parental Communication Flowchart	93
Teacher Code of Conduct	94
Student Suspension Procedures (Hybrid/TIL Environment)	96
Student Suspension Procedures (Fully Onsite)	98



# **SCHOOL ADMINISTRATION**

# School Principal

## 1. LEGAL STATUS

The Principal of the school shall be appointed by the Board of Education of ILBC International School with the agreement of Board of Directors of the Company. The Principal shall direct the activities of the school conscientiously and according to the policies established by the company.

## 2. QUALIFICATION AND CRITERIA

In order to provide the most capable leadership available for the school, a thorough search for applicants for the position will be conducted by BoE of ILBC International School.

Qualifications shall include:

- A Master's or higher degree
- At least ten (10) years of teaching and administrative experience
- Some experience in a bilingual, bicultural setting
- Such additional experience and expertise as the Executive Board deem appropriate.

Criteria which will be used in making the selection of a Principal will include but not be restricted to:

- A person dedicated to the achievement of excellence in educational objectives and capable of creating and maintaining an atmosphere within the school which will provide opportunities for superior educational achievement.
- A person with proven expertise in staff leadership and development, capable of directing the school's affairs with initiative and efficiency in a fair and firm manner.
- An educational leader with demonstrated ability to communicate effectively and sensitively with students, staff, and parents on the welfare and education of students.
- A person with proven expertise in staff leadership based on firm commitment to the establishment and implementation of goals and long-range planning.
- A person dedicated to maintaining and increasing professional standards with the objective of obtaining the most qualified staff members for the school.

## 3. ROLE AND RESPONSIBILITIES

Responsibilities of the Principal include:

- A. Policy Administration: Ensure that ILBC International School's policies as developed and approved are implemented and adhered to in an efficient and consistent manner.

To supplement these policies from time to time in order to satisfy and efficiently deal with the daily operations of the school. Such policies shall be consistent with the intent and direction established in this policy manual.

Major policy changes or recommendations must be approved by BoE of ILBC International School prior to implementation.

- B. Supervision of Staff and Educational Standard: Maintain and revise curriculum content, teaching methods, and delivery to ensure they are consistent with the overall objectives established by ILBC International School.
- C. Personnel: Ensure appropriately qualified staff are hired and that a constructive working relationship is maintained with all staff personnel.  
Conduct annual performance appraisal process for all staff and regular review, coaching, and support throughout the year.
- D. Community Relations: Ensure the school has programs and community activities that continually demonstrate the school's ongoing commitment to supporting and positively contributing to the broader community of Myanmar.  
Establish and maintain suitable "partner" relationship with other schools to ensure maximum integration of ILBC International School.
- E. Additional Responsibilities: Ensure that the school complies with the process necessary for accreditation and thereafter meets all the standards.

#### **4. CONTRACT AND SALARY**

The contract shall include:

- Company's car for the Principal's personal and business use.
- Free tuition and all fees for two own children at ILBC International School, providing the children meet the entrance requirements.
- Internal Healthcare policy coverage.
- \_\_\_\_\_ weeks paid vacation per year.
- Leave and absences at least equal to those granted to regular instructional staff.
- All public holidays
- Annual review of performance.

#### **5. EVALUATION**

In order to ensure the high quality of performance and to continuously promote effective communication between the Principal, and the BoE of ILBC International School, an annual evaluation and appraisal process shall take place. The evaluation will be written by ILBC International School, and shall include the opinions of the Board of Directors of ILBC Company Limited.

## **ADMINISTRATIVE OPERATIONS**

### **TEMPORARY ADMINISTRATIVE ARRANGEMENTS**

In the case of a planned absence of the Principal, the Principal shall designate his/her deputy or teacher to serve as Acting Principal.

## **ADMISSION, ATTENDANCE AND RECORDS**

# ADMISSIONS

## 1. CRITERIA FOR ADMISSION

Admissions are open to all nationalities, races, and creeds.

The following criteria, general and specific, shall apply in determination of eligibility for admission to ILBC International School .

A. General: A student accepted by ILBC International School must demonstrate the capability to maintain normal progress in a college preparatory academic program. The student must demonstrate proficiency, or the potential to become proficient, in the English language. The parent or guardian must be able to meet the financial obligations of the school.

B. Procedures for Admission

1. The Principal or designated person will screen all students and then recommend admittance.
2. Students who do not have all required records at the time of admissions will be placed on probationary status until such time as the required records have been presented.
3. Students with discipline problems, low-grade averages, or any other situation which may interfere with a positive learning environment, should not be admitted.

C. Entry Requirements

Kindergarten : Must turn 5 before August 1<sup>st</sup> of the year they plan to enroll. Entrance into higher levels: class placements will be determined according to the following factors:

- Age/grade equivalency
- Academic ability/school records
- Level of English ● Class numbers ● Maturity

The make-up of the class, and nature of class changes will be the decision of the Principal, following consultation with staff. All cases will be reviewed individually. Parents will be advised of any proposed changes affecting their child before that change takes place. The school will seriously consider the fact that many students are coming from and returning to different academic calendars. Students will be placed according to their developmental and academic needs.

Documents required for admissions: (These documents will be considered in the admissions decision.)

- Completed application form.
- Previous school records showing at least the last two years of school.
- School records from non-English speaking schools must be officially translated into English.

- Supply a behaviour/ citizenship report from previous school.
- Supply final academic certificates from the Ministry of Education for each year completed.
- Supply an original birth certificate.
- Supply a copy of passport and birth certificate (international students only).

#### Tuition Students

- Upon approval of the school, an enrollment fee will be paid.
- Completion of required billing forms.

#### D. English Requirements

Kindergarten – Primary 3: Limited English-speaking students may be admitted on a conditional basis in Kindergarten - Primary 3.

Primary 4 – Primary 6: As the language of instruction will be English, all students enrolling in Primary 4 – Primary 6 will be expected to have sufficient knowledge of English to meet instructional demands. While students may be admitted to ILBC International School that do not meet these levels, it may mean that they must take additional English classes at ILBC International School and in some cases may need to repeat a year in school if the school feels the student has not met the minimum levels of achievement in their class. Students from Primary 4- Primary 6 will be required to take an English proficiency exam.

Secondary 1 – Secondary 6: Students at Secondary 1 and higher will be evaluated on an individual basis of their language skills to determine if they have the required basic knowledge of English to study the material for the courses at the school.

Students should have demonstrated strong academic achievement as well as motivation to learn at ILBC International School.

Required material for admissions:

- Completed admission forms
- Report cards/ certificates/ transcripts (for at least the last two years of school)
- Grading scale for last school attended
- Certificate or letter of good conduct from last school attended

## **2. ADMISSIONS CALENDAR**

1. International students who have recently arrived in Myanmar may submit application for admission during the year in accordance with established admissions procedures.
2. Local residents will be encouraged to submit applications for June entrance by January of the preceding school year.
3. Applicants for in-school year admissions will be notified within ( 72 ) hours of their status.
4. Applicants for admission to the following school year will be notified within ( 3 ) days of completing the placement test and enrollment form.

### **3. WITHDRAWAL – TEMPORARY**

Temporary withdrawal, considered to be planned discontinuance of enrollment of more than one month, may be granted for a period of up to twelve (12) calendar months. A letter requesting temporary withdrawal listing the name of each student being withdrawn must be submitted to the Principal through the Front office by the parent or guardian.

The request, along with a copy of the response, will be included in each student's record. Approval of the request will indicate that a space will be held for the designated student(s). Non-approval of the request, or withdrawal for longer than twelve (12) calendar months, will require that the student submit a new application.

In the event that a student is temporarily withdrawn without written notification to the school, the student upon re-entry will be subject to the same procedures as if withdrawal had been permanent.

### **4. WITHDRAWAL – PERMANENT**

Parents shall notify the the Principal through the Front office of the school in writing as early as possible when planning to withdraw their children. All obligations to the school, including fees and return of materials, must be met by the family before any records or diplomas of any student within the family will be released to the student, parent, or other educational institution.

Official transcripts and records may be emailed or hand carried. However, in cases where the receiving institution requires confidential, official transmittal, ILBC International School will e-mail all records promptly, and parents may hand-carry an unofficial transcript copy.

Parents of students who have withdrawn permanently must submit a new application if the student wishes to re-enter at a later date.

No Shows: In the case of a Myanmar student who has not withdrawn from ILBC International School at the end of the semester and yet has not appeared at the beginning of the next semester OR in the case of a child who has been accepted at ILBC International School but fails to appear subsequently in school, the following measures shall be taken:

- At the end of one week, the administration will attempt to contact the parents by telephone to determine the reason for the absence.
- At the end of two weeks, a letter will be sent via e-mail to the parents informing them to contact the school immediately with an explanation for the absence.
- At the end of one month, the absent child will be considered officially withdrawn, and no monies shall be refunded.

### **5. RE-ENTRY AFTER LONG ABSENCE**

Re-evaluation for grade level placement and scheduling will be required for any student whose absences have exceeded 90 school days.

# ATTENDANCE

## 1. ATTENDANCE-GENERAL

Regular and punctual attendance is considered to be a necessary requirement to enable each student to take full advantage of the educational opportunities provided.

A satisfactory attendance record shall include 75 percent attendance during the school year. A student who attends less than 75 percent of the required instructional days shall be individually evaluated by the Principal in conjunction with his/her teacher(s), in order to determine the reason for the absence and the student's academic status.

Complete attendance records shall be maintained for all students and a record of days absent shall be included on each grade report.

## 2. ABSENCES AND EXCUSES

Every student shall be required to attend all scheduled classes each day unless there is a valid reason for absence.

- A Written Excuse Upon return to school after any absence, a student must bring a signed note from a parent or guardian, stating the student's name, date(s) of absence, and reason for absence, or an Excuse note written by a parent or guardian via electronic means approved by BoE of ILBC International School.
- B Excused Absence The Principal has the authority to excuse absences due to personal illness, death in the family, mandatory observance of religious holidays or services; appointments with doctors, dentists or other similar professional persons where scheduling cannot be made outside school hours; and other personal or family emergencies.
- C. Excused Absence The teacher will permit a student to make up assignments. A student with an excused absence must fulfill the school's requirements for work during the absence.
- D Unexcused Absence An unexcused absence is absence for an invalid reason, as determined by the Principal, or repeated failure to bring a written excuse following an absence. In the case of an unexcused absence, a student will not be permitted to make up assignments which consequently may result in the lowering of the student's grades.
- E Exceptional Absence. The school recognizes that there may be valid reasons for a family to require a student to be absent from school other than the normal reasons listed above under "Excused Absence" In these cases, the parent or guardian must make a written request to the Principal in advance explaining the reasons for the proposed absence. The school discourages this type of absence from the student's academic life. Therefore, the parent must accept the responsibility for the possible loss of grade status as a result of the absence for the convenience of the family.  
Each case shall be treated on an individual basis. Dependent on the family's cooperation and the student's overall academic performance, attitude and previous attendance record, the Principal may, when the absence does not exceed twenty (20) days, make an appropriate accommodation when refusal would cause undue hardship or disruption to the family. In this case the absence will be regarded as an "excused absence".

Should the student fall to meet the stipulated conditions for academic accomplishment established by the Principal, the absence will be considered as "unexcused", and the student will not be permitted to make up missed assignments.

### **3. EXCUSE FROM HEALTH AND FITNESS**

As health and fitness is considered an integral part of the education program at ILBC International School, no healthy student is excused from participating in scheduled health and fitness classes. Students with temporary disabilities may be excused with a written note from a parent, guardian, or doctor via electronic means approved by BoE of ILBC International School.

A student with a long-term disability may be excused upon presentation of a note signed by a doctor.

### **4. RELEASING STUDENTS EARLY**

A student may not leave school prior to the end of the school day without the previous approval of the Principal. The school shall make every effort to ensure students do not leave without proper authorization.

The Principal will not approve an early dismissal without receiving a request from the student's parent or guardian, stating the reason and means of transportation by which the student will leave. Requests through telephone, EMS, Email and any official mode of communication for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian.

Additional precautions shall be taken by the school administration appropriate to the age of the student and as needs arise.

### **5. TRUANCY**

Truancy, which is unauthorized absence from school for any part of the school day, includes:

- Staying away from school without parental permission
- Leaving class without teacher permission
- Leaving school without permission of school and parents
- Failing to report to any class, study, or activity during the school day for which the student is scheduled.

The latter also includes any after-school special help or disciplinary session which the student has been directed to attend.

Truancy will be treated as an unexcused absence. In addition, disciplinary action shall be taken beginning with notification of parents. Continued violations will lead to expulsion from school.

# STUDENT RECORDS

## 1. STUDENT RECORDS - BASIC INFORMATION

It is necessary to maintain certain basic and sometimes personal information about a student and his/her family for educational and administrative purposes.

A. Cumulative Record: A cumulative record shall be maintained for each student from the time of entrance into ILBC International School. This record, which shall be kept current, shall include but not be limited to:

- Application form
- Attendance data
- Achievement records
- Results of standardized tests
- Results of special individual tests
- Health records
- Discipline records
- Records of parents' conferences
- Other reports

In addition, professionals working in the school may maintain personal records for their own use in assisting students. This material should be considered the personal property of the professionals for their use only.

B. Permanent Records: A standard record form(s), which shall constitute the student's permanent record or transcript, shall be used to enter basic personal and educational information, including the results of standardized tests. All final grades in grade levels beginning with the student's entrance through the last year of studies at ILBC International School will be incorporated into permanent records. A student and/or parent may request that scores obtained on the IGCSE and IAL examinations or other scholastic aptitude tests administered outside the required school testing program be withheld from the transcript.

With the exception of the permanent record or transcript, all records for students will be destroyed two (2) years after the student has permanently withdrawn or graduated from the school.

C. Maintenance of Records: The Principal shall be responsible for records maintenance and release.

D. Release of Information: The school or school personnel may not allow access to divulge in any way any information contained in school records, without written consent or parents or guardians, to any part of person other than the following:

- Teachers or other members of the staff of ILBC International School who have a legitimate educational interest.
- Officials of another educational institution in which the student seeks or intends to enroll.
- Officials of Minister of Education request.

# **INSTRUCTION**

## **1. EDUCATION AND LEARNING PHILOSOPHY**

The school believes in the importance of education as the means by which home and society help every Individual to:

- Achieve academic excellence and personal understanding of the world's attitudes
- Gain the knowledge and skills that are prerequisites to lifelong learning
- Acquire values and skills that contribute to happiness and a humane attitude to becoming a responsible lifelong learner in a global community. The reaffirmation of this belief is emphasized in the school's statement of Mission & Beliefs.

Education and learning at school is a deliberate, systematic, and sustained effort to transmit or evoke knowledge, attitudes, values, skills, and sensibilities. This systematic effort includes instruction in the basic and essential skills associated with language arts, social studies, the sciences, mathematics, and the fine arts. The school believes, too, that physical/health and social development are integral parts of the intellectual and emotional development of students and require instructional emphasis.

Education and learning occur not only at the school, but also at the home as well as through travel and the media. The school believes that the family is of vital importance in the development of the child, and that parents, students, and teachers have a shared responsibility for child's learning. The school's Mission calls for highly qualified faculty committed to motivate students and work in partnership with parents.

The school's instructional program should provide meaningful learning experiences that encourage individual through communication, creativity, critical thinking, collaboration and sharing of ideas that will cause students to question and evaluate information. The educational environment should promote learning, be child-centered, lead to thoughtful and discerning decision making and provide an atmosphere in which students have an opportunity to accept a tolerance, understanding, and appreciation of which is different and diverse. Learning skills should be taught, and the benefits of learning should seek to connect real life experiences. The school recognizes the need to balance academic rigor with additional opportunities that meet the age-appropriate needs of students. It is important that the school provide opportunities for students to participate in the fine arts, sports, and other after school extra-curricular activities that promote leadership and those that develop successful interpersonal relationships.

The school shall be an environment where teachers offer the stimulation, atmosphere, and guidance that will motivate students to attain academic excellence, enable them to become responsible citizens and lifelong learners in an environment where they become constructive and healthy human beings. It is the intention that classroom learning experiences will be of a high standard with the teacher passionately guiding each learner towards excellence. The school's primary interest lies in what students learn, absorb, and are able to perform. The focus is student learning and the consistent assessment methods and techniques of such learning.

Along with the school's Mission and Beliefs, the school's education and learning philosophy should be clear in the minds of parents, teachers, and students. The school believes that this clear vision, common to all parties involved in the education of students, provides the opportunities for quality learning and assessment.

Teachers and parents will serve to guide and motivate students to achieve the high standards and final products set forth in the school's curriculum.

## 2. INSTRUCTIONAL STANDARD

The school seeks to provide an enriched, high standard international instructional program, supported by instructional standards that identify what students should know or be able to do. Standards and courses of study are therefore based on a logical progression of knowledge and skills in an enriched school curriculum. The school expects the standards to be closely aligned to the school's Mission and Beliefs and guided by the school's Education and Learning Philosophy in accordance with the following:

A. Instructional Goals. The school's Mission identifies four instructional goals for each student.

1. To achieve academic success
2. To develop a clear sense of responsibility towards students themselves and the communities around.
3. To become a person who lives wisely and peacefully with others from different cultures and backgrounds.
4. To become an independent learner at own pace.

The instructional standards shall support the attainment of these goals and teachers are expected to assist students and to assure that the instruction lends itself to the student's successful achievement of the set standards.

B Levels of Instructional Standards: The school recognizes three levels of instructional standards.

1. Comprehensive Instructional Standards
2. Subject Area Standards
3. Grade Level Standards

C Comprehensive Instructional Standards: The eleven (11) comprehensive standards listed below identify what students should know or be able to do as a result of their learning experience while attending the school. These standards represent the school's ultimate expectations and are closely tied to the Mission and will serve as the over-arching standards that all teachers and parents will help students attain. The following are the four expectations cited in the Mission with each expectation supported by comprehensive standards of what students will be able to do.

To achieve academic success students will:

1. Possess essential basic knowledge for productive participation in modern society and further intellectual growth.
2. Use critical skills: comprehension, analysis, synthesis, evaluation, and creative thinking.
3. Apply knowledge and skills to new situations to solve problems and create new understandings and products.
4. Locate, evaluate, and use specific information from a variety of sources to solve a problem or create a product.

■ To develop a lifelong love of learning students will:

5. Evaluate and seek ways to improve their own learning and achievement.
6. Identify and pursue personal interests and learning goals.
7. Demonstrate a healthy self-concept, as well as attitudes and behaviours which promote wellness.

8. Evaluate with knowledge and understanding, the aesthetic aspects of an artistic performance or product,

To become a responsible person in a community students will:

9. Participate actively and constructively in community life: the family, the school, and the larger community.
10. Respect the equal intrinsic worth of each individual in a diverse community.
11. Communicate appropriately in more than one language.

The school recognizes that each of the above stated standards requires that students employ the skills of effective communication through reading, writing, speaking, image-making, and viewing. Further, the school expects students to use effective communication practices as they work cooperatively in groups of different sizes and types in order to accomplish a task. Therefore, the school supports that the school's comprehensive instructional standards extend not only from the Mission, but also from the foundation of learned and effective communication.

- D. Subject Area Standards: The school's subject area standards shall be established to represent what students will know and be able to do as a result of the entire Kindergarten – Secondary 6 subject area programme. The standards serve as the overarching target of accumulated student learning within a specific Kindergarten – Secondary 6 subject area. These standards should support the school's enriched curriculum. The school will review and revise, as necessary, the related subject area standards prior to the specified subject area and textbook adoption.
- E. Grade Level Standards: The school's grade level standards represent what students should know or be able to do as a result of their educational experience through the designated grade level. They are to be clearly assessable and widely distributed and communicated to students, parents, teachers, and administrators. There shall be no mystery of what is expected of students at each grade level. These standards should support the school's enriched curriculum. The school will review the related area of grade level standards prior to the designated area's resource/textbook adoption cycle.
- F. Assessment of Instructional Standards: The school recognizes the importance of a clearly defined and understood program to measure student attainment of all grade level standards; standards which are consistent with, and support, the subject area and comprehensive instructional standards. The school would expect the Superintendent to identify assessment methods and techniques for each grade level standard and provide these to teachers, parents, and students.

### **3. SCHOOL CALENDAR**

The annual school calendar consisting of a minimum of 180 teaching days, shall be prepared by the Principal and presented to the school for approval. The calendar shall designate the dates for official opening and closing of the school and authorized vacation periods during the standard school year, recognizing major and traditional national holidays of Myanmar. The calendar should also include scheduled time for staff planning and professional development.

The standard school year shall be divided into two terms, each of which shall be divided into two (2) quarters.

The regular school year will commence in June and will end in March.

#### 4. SCHOOL DAY

Daily school hours, to be determined by the Principal and approved by BoE of ILBC International School, shall meet all requirements of an international accreditation association and Myanmar National Education law. Daily scheduling shall be sufficiently flexible to allow for various types of educational activities and opportunities, professional staff activities, and facilitation of transportation scheduling.

Pre-Kindergarten students shall meet a minimum of four (4) hours per day, Kindergarten shall meet a minimum of SIX (6) hours per day, Primary 1 to Secondary 6 shall meet a minimum of seven (7) hours per day.

#### 5. BASIC CURRICULUM

The school covers a broad range of curriculum with English as the medium of instruction. The curriculum is based on Edexcel Pearsons IGCSE and IAL syllabus, but necessary modifications have been made by the Board of Education to suit Myanmar and International students' Interests, and their social and cultural background. and is geared towards Edexcel Pearsons IGCSE and IAL examinations. The teaching staff consists of highly qualified expatriate and local teachers,

The table below shows the Educational Programme specified for each grade level,

Serial number	Category	Programme of study	Optional subject(s)
1	Kindergarten	Myanmarsar, English, Mathematics, Geography, History, Science, Health & Fitness, Music, Fine Arts, Information Technology and Coding	Thai Language
2	Primary 1 to Primary 6	Myanmarsar, English, Mathematics, Geography, History, Science, Health & Fitness, Music, Fine Arts, Information Technology and Coding	Thai Language
3	Secondary I to Secondary II	Myanmarsar, English, Mathematics, Science, History, Geography, Information Technology and coding, and Health & Fitness, Music (Music Technology, General Music, Choir, Myanmar Music, Orchestra )	Thai Language

4	Secondary III	Myanmar, English, Physics, Biology Chemistry, Mathematics ( Paper1 and 2), Geography, History, Information Technology, Health and Fitness	Thai Language
5	Secondary IV	Myanmarsar, English, Physics, Chemistry, Mathematics ( Pure Maths Paper 1 , Paper 2 and Maths B Paper1 and Paper 2), Myanmar Geography, Myanmar History , Health and Fitness	Biology, Accounting, Economics, Computing Studies, ICT, Geography, History,
6	Secondary V	Oriental Studies, English Language, English Literature, Pure Maths Paper 1 and Paper 2 World History and Social Science Myanmar, World Geography and Social Science Myanmar, ICT, Health and Fitness Music Appreciation / Visual Arts	Physics, Chemistry, Statistics 1, Mechanic 1, Biology, Economic, Accounting, Business Studies, Further Pure Maths 1
7	Secondary VI	Oriental Studies, English Language, English Literature, (Pure Maths Paper 3, Pure Maths 4) World History and Social Science Myanmar, World Geography and Social Science Myanmar, ICT, Health and Fitness Music Appreciation / Visual Arts	Physics, Chemistry, Statistics 2, Mechanics 2, Mathematics Decision 1, Biology, Economic, Accounting, Business Studies, Further Pure Maths 2

## **6. CLASS SIZE AND PUPIL/STAFF RATIO**

Class size shall be established based upon the most efficient level of class enrollment for the particular teaching situation, the financial ability of the school, and the standards established by an international accreditation association.

## **7. PUPIL-PROFESSIONAL STAFF RATIO STANDARDS**

Pupil-Professional staff Ratio

- A. Sufficient staff shall be assigned to schools to provide a maximum student professional staff ratio of 15:1. Auxiliary instructional personnel (paraprofessionals, aides, etc.) may be assigned in lieu of 10 percent of the professional staff. When this option is exercised, the student-professional staff ratio will be determined by counting two full-time (or equivalent) auxiliary instructional personnel for one professional staff member.
- B. In self-contained kindergarten classrooms, there shall be no more than 25 students with a teacher and a full-time aide or no more than 20 students without a full-time aide,
- C. In self-contained classrooms in Primary 1-2 there shall be no more than 30 students with a full-time teacher and full-time aide or no more than 25 students without a full-time aide.
- D. In Primary 3 and above, no classroom shall have more than 30 students.

## **8. GROUPING FOR INSTRUCTION**

Every effort shall be made to give students an opportunity to achieve to the maximum of their potential. Grouping shall be based on such criteria as basic skills and subject achievement, intelligence, maturity, ability to cooperate with the group, and similarity of interests. Age of grade differences should not constitute an automatic barrier to grouping. The Division Head will develop grouping procedures which best suit the needs of the school population.

## **9. CLASSROOM INSTRUCTIONAL MATERIAL**

Selection Criteria: Instructional materials shall be selected which effectively support the planned instructional program.

Every effort shall be made to select materials which:

Highly correlate with the learning outcomes of the various subject and/or grade- level curricular objectives.

- 2. Meet the unique learning needs of the individual students as far as possible, providing a high degree of interest and enlightenment for all students.
  - 3. Present many points of view concerning the problems and issues of our times, international, national, or local.
- B. Selection Process: Under the guidance of the Subject Department Head and resource persons, the classroom teachers will have the primary responsibility for selection of materials. After a thorough study of available textbooks and materials, the teachers shall submit recommendations to the Subject Department Head for review and approval.

- C. Supplementary Resources: In addition to the official textbooks and materials. Teachers are expected and encouraged to use a variety of materials including AI and online resources, techniques, and activities suited to the abilities and needs of the individuals within a group and to take appropriate steps in order to secure adequate supplementary materials.

## 10. GRADING

The process of evaluating and reporting student performance shall place emphasis on the achievement of program objectives.

### Evaluation System

ILBC International School emphasizes the Continuous Assessment Tasks (CATs) that will give a far more comprehensive, year-long assessment of student performance. To ensure that they complete all the relevant tasks, students need to plan their work over the course of each semester and not leave everything to the last minute. Failure to complete set CATs during the given time frame may result in a failing grade for a student in that subject.

Continuous Assessment Tasks are based on the four main areas:

1. Classroom performance,
  - a. Classwork
  - b. Conduct
  - c. Attentiveness
  - d. Attendance & Punctuality
  - e. On-time Assignment
  - f. In- Class Participation
2. Homework
3. Quiz /Test/ Tutorial
4. Project

#### Grading System

Grade Level	Grading Percentage	
	Continuous Assessment Tasks	Formal Test
KG – Secondary 6	70%	30%

Grading levels and relevant ranges

Grade	Range	
	Maths, Science, Computing	Geography, History, English, Health & Fitness, Fine Arts, Myanmar
A+	-	90 – 100
A-	80 - 100	85—89
A	-	75 – 84
B	70 - 79	65 – 74
C	60-69	55 – 64
D	50 - 59	50 – 54
E	40 – 49	40 –49
F	0-39	0—39

NB A score of 50 (Grade D) is a pass mark below which is considered a failure in that subject.

## 11. PROGRESS REPORTS

Types of Reporting to Parents: Reporting shall be accomplished by means of a combination of the following:

- Written reports cards
- Interim progress reports
- Parent-teacher conferences
- Open houses, which may serve as opportunities for parents to be informed about curriculum, class expectations, scope and procedure, and to view student work.
- Letters, telephone calls, email, and anecdotal notes. Teachers shall be encouraged to utilize informal complimentary communication for motivational purposes.

## 12. FIELD TRIPS

- A. Philosophy: Recognized as valuable extension of the classroom experience, field trips which meet the educational objectives of classroom instruction, and are properly planned and implemented, shall be encouraged and permitted. These field trips should not interfere with the educational routine of students who must remain in school.
- B. Planning: Field trips shall be conducted in accordance with the following:
1. Maximum educational opportunities shall be offered through:
    - a) Careful selection of field trips sites. Considerations of the teacher will include suitability to the particular group in terms of age level and distance to be traveled.
    - b) Careful advance preparation of the class.
    - c) Provision for assimilation of the experience during and at the conclusion of the trip.
  2. All expenses due to trips and their arrangements must be financially supported by student families and must be approved by the Principal.
  3. Detailed procedures and guidelines shall be developed for teachers which shall include advance planning steps, such as vehicle scheduling, student supervision and correspondence with relevant parties.
- C. Provisions will be made for proper supervision by the school staff on all field trips. Parents are permitted and encouraged to assist in such supervision, under the direction of school personal teachers are responsible for informing accompanying adults of their duties and responsibilities.
- Supervision will be provided at the minimum ratio of one (1) adult per twenty (20) students; the ratio must be smaller if activity so warrants.
- D. Parental Permission: Each student who goes on a field trip must have written parental permission.
- E. Transportation: Transportation from the normal contracted bus companies will be furnished when possible, in accordance with established administrative procedures.

- F. Additional Charges: Field trips may be planned which require some additional charges, for instance, admission charge for the student. In such cases, parents will receive advance notifications.

### **13 GENERAL GUIDELINES FOR SPONSORS/CHAPERONES OF FIELD TRIPS**

- A. Absence from Trip: A student who does not have parental permission to go on a field trip needs not attend school.
- B. Timing: Field Trips shall be held concurrently whenever possible to minimize disruption of classes.
- C. Chaperones: A minimum of one for every twenty students, and more if qualified persons are available. A majority of the chaperones must be faculty, but parents and non-faculty school employees are welcome.
- D. Accommodation and Transportation: Transportation and lodging not paid for by the school shall be paid by students. In certain cases, the use of class funds may be used to defray expenses. The Principal shall endeavor to ensure that transportation is safe and laws are obeyed.
- E. Student Conduct: Any student who is assessed either as a potential problem or on disciplinary probation will not be permitted to go on the trip. Any student who does not follow set rules may be sent back to where school is located at parent's expense, following telephone notification. Regulations regarding student conduct on campus also apply on field trips.
- F. Parental Permission: When requesting permission for the student's travel, the parents should be advised of the itinerary and destination of the trip, how to communicate with the sponsors during the trip, and be reminded of the student rules for conduct and possible consequences of bad behaviour.
- G. Documents Required: Each student needs the following documents:
1. Permission signed by parents
  2. Myanmar identification, or passport, if planning to leave the country
  3. Medical release if trip is overnight
- H. Sponsor Needs.
1. Identification papers
  2. Complete list of students, parent's names, addresses, day and evening telephone numbers, emergency number, and home telephone numbers of school administrators.
- I. Non-School Sponsored Trips: ILBC International School cannot be held responsible for any students who take non-school sponsored trips even though school employees may be involved. Employees may jeopardize their employment with the school if this is not made very clear to students and parents.

## **14. ADULT VOLUNTEER AIDES**

The school recognizes that adult volunteers can provide significant contributions to the school by supplementing the work of the paid professional staff. The school endorses and encourages a volunteer program under the supervision of the principal and subject to suitable criteria and standards of performance. Typical assignments may include supplemental instruction as determined by the Principal or Teacher.

## **15. COMMUNITY RESOURCE PERSONS**

The school recognizes that a great resource to the school resides in those parents within the community who have special knowledge and particular talents to enrich the school program. The school, therefore, encourages the administration and instructional staff to maintain a resource file to locate and to contact those persons and resources which might assist in the furthering of the educational program. Staff members utilizing the services of the resource persons shall ensure that these people are properly thanked and appreciated for their contribution by means of letter(s) from the student(s), the teacher and/or the administration.

# **SUPPORT SERVICES**

## **SAFETY & HEALTH SERVICES**

### **1. ACCIDENT PREVENTION AND SAFETY PROGRAMS**

Accident prevention shall be given supervisory direction and control. Every possible precaution shall be taken to protect the safety of all students, employees, and visitors on school property or at school-sponsored events.

A safety program shall include but not be limited to:

- Safety education programs geared to the level of students, particularly in those areas of instruction or extracurricular activity which offer special hazards
- Fire prevention
- Appropriate supervision of students
- Accident reporting and record keeping

An overall safety program for the entire school shall include, but not be limited to:

- In-service training
- Accident report and record keeping (driver and vehicle safety programs)
- Fire prevention programs
- Traffic and pedestrian safety programs
- Building evacuation drills

### **2. STUDENT SUPERVISION**

Supervision appropriate to the age level and type of activity of the students will be provided at all times during regular school hours, during the time they are aboard a school bus, and during all school-sponsored or school-related activities.

The school cannot accept responsibility for the welfare of students who are present on school grounds outside of regular school hours unless they are participating in a school-sponsored activity.

### **3. HEALTH SERVICES**

ILBC International School provides first aid for minor accidents, such as cuts, scratches, and bumps (usually related to falls). Students who feel ill (headaches, upset stomach, etc.,) will be allowed to rest in the sickbay, and their parents will be notified.

Administration of Medication: The only people allowed to give medications are the Doctor or the nurse. All medications must be brought to the sickbay along with written instructions on administering the medication. The note must be signed by the parent or guardian. Parents are responsible for all medication left at the school for their child's use.

### **4. COMMUNICABLE DISEASES**

Communicable Diseases — An illness due to an infectious agent which may pass or be carried from the body of one person to the body of another includes, but not limited to, AIDS, hepatitis, typhoid, lice and Covid-19.

The parent of any student who is diagnosed with a communicable disease shall have the obligation to so notify the Division Head, and the affected student shall not attend school if the condition is harmful to the welfare of the other students and personnel. To the extent possible, all classes will be related with confidentiality.

### **5. STUDENT MEDICAL EMERGENCY**

When accidental injuries occur within the school premises, the following actions must be carried out immediately:

- The nearest teacher/staff member must promptly take the injured student to the school's sickbay as the first priority.
- The teacher/staff member who first becomes aware of the injury must immediately report the incident to the reception office.
- The front office must notify the school administration, the student's parents/guardians, and the class teacher without delay.
- The class teacher must send information about the incident to the student's Teams account and also inform via email.
- Until the parents/guardians arrive, school staff must follow the instructions of the school administration and act accordingly.

In decisions regarding emergency medical treatment, the decision of the school health officer/doctor is final. In an emergency situation where the parents cannot be contacted, the school Doctor has the authority to seek the appropriate medical attention as needed with the agreement of the Principal.

# EMERGENCY PLANS

## 1. DISASTER / BUILDING EVACUATION PLANS

To provide safety for students while at school and in the event of a disaster, a comprehensive emergency evacuation plan has been devised. This plan shall also be used in the event of fire, bomb threat, terrorist threat and other emergency situation.

Instruction and drills shall be provided by the administration for the benefit of students and staff. Parents will receive a copy of all emergency evacuation/drill procedures.

It is the parents and students responsibility to adhere to the requirements set out in the procedures and policies.

### **Emergency Response Procedures**

In the event of natural disasters such as earthquakes, floods, fires, or disturbances within the school campus, the following emergency response procedures must be implemented:

- At the time of an emergency, all school staff and teachers shall serve as security personnel.
- All teachers and staff members must act in accordance with the decisions and directives of the school administration.
- When an emergency arises, the reception/administration office must first notify parents/guardians and inform them to come and pick up their children.
- If parents/guardians are unable to come immediately, the responsible teachers and staff must gather and look after the students in a safe and appropriate location.
- Ensuring that students are returned safely to their parents/guardians is the primary and most important responsibility.
- During emergencies, announcements and directives issued by the government must be strictly followed.

### **Emergency Response Readiness Action Plan**

In the event of natural disasters or unforeseen emergency situations in the areas within the ILBC schools' jurisdiction, the following Readiness action plans must be coordinated and implemented by the principals, vice-principals, branch school principals, department heads, teachers, and staff to ensure readiness:

#### **(1) Drills and Prevention**

##### **1.1 Simulation Drills**

Drills involving all students, teachers, and staff to ensure readiness:

- 1.1 Practice of evacuating to safety in case of fire emergencies.
- 1.2 Practice of evacuation in case of an earthquake emergency.
- 1.3 Practice of evacuation in case of an explosion or chemical hazard.
- 1.4 Drills for the prevention of infectious diseases.
- 1.5 Educational programs for living safely in natural disaster and unforeseen emergency situations.

## **1.2 Training Programs for Natural Disaster Prevention**

Providing training for students, teachers, and staff:

- 2.1 Fire prevention education and emergency fire extinguishing training.
- 2.2 First aid training and basic medical procedures.
- 2.3 Earthquake emergency preparedness training.
- 2.4 Life-saving training in case of explosions or other hazards.

## **1.3 Educational Preparation for Emergencies**

- 3.1 If schools are unable to open due to local emergencies, online education should be organized.
- 3.2 In case of internet or phone line failures, arrangements should be made for home-based self-learning (Life-long Learning Program).
- 3.3 Parents and guardians should be promptly informed of any educational changes due to emergencies.

## **1.4 Emergency Communication Plans with Parents**

- 4.1 Contacting parents via email or phone when emergencies occur, and in the case of no communication lines, notices should be displayed on school premises.

## **1.5 Stockpiling of Medical Supplies**

- 5.1 Essential medicines and first aid equipment should be procured and stored.
- 5.2 Regular checks on the expiration dates of emergency medicines and replacement when necessary.
- 5.3 Medicine and usage instructions should be available in Burmese in designated school medical rooms.

## **1.6 Provisions for Staff and Families**

- 6.1 Provisions for staff and families to be safely housed within the school premises during emergencies, including food, water, and shelter.
- 6.2 Emergency supplies, such as rice, oil, salt, and water, should be stored and readily available.

## **1.7 Emergency Communication Systems**

- 7.1 Emergency communication systems should be established to report local situations to school management in real-time.
- 7.2 Purchase of necessary phone cards and communication tools.

## **1.8 Formation of Emergency Response Teams**

- 8.1 Emergency response teams (such as financial, security, rescue, communication, health, transport) should be pre-established to respond efficiently during an emergency.

## **1.9 Emergency Measures for School Premises**

- 9.1 Emergency measures should be in place to secure the school premises and essential documents, and necessary staff should be assigned to protect school property.

## **(2) Action During Emergencies**

### **2.1 Response Based on Pre-Drilled Procedures**

- 1.1 In emergencies, all staff and students should respond as per pre-established drills.
- 1.2 Pre-established response teams should be activated for school care during an emergency.

## **2.2 Evaluation of Actions**

- 2.1 Emergency response teams should review and discuss the effectiveness of their actions in real-time.

## **2.3 Plans for Teachers and Staff to Return to Their Residences**

- 3.1 Teachers and staff from other regions should be coordinated for safe return to their homes.

## **2.4 Preserving Important Equipment and Documents**

- 4.1 Important documents should be stored in fireproof cabinets and protected during emergencies.

## **2.5 Plans for Emergency Evacuation**

- 5.1 Emergency evacuation bags should be prepared with essential items for both staff and families.

## **(3) Reconstruction**

### **3.1 Rescue and Reconstruction Activities**

- 1.1 Immediate health care and assistance should be provided to staff and students in need.
- 1.3 In case of difficult communication with remote areas, teleconsultation should be offered.

### **3.2 Repairs and Maintenance of School Facilities**

- 2.1 Record the extent of damage to the school premises and send reports to relevant authorities.
- 2.2 Collaborate with engineers for quick repairs and reconstruction.

### **3.3 Plans for Resumption of School Operations**

- 3.1 After reconstruction, the school should be re-opened in coordination with the school management.
- 3.2 If the school needs to be reopened online or on-site, the date and time should be communicated to parents promptly.

## **2. EMERGENCY CLOSING**

The BoE of ILBC International School may close the school in the event of an emergency that threatens the safety of the students and personnel. The BoE of ILBC International School shall consult with appropriate authorities and with the governing authority as time permits before making a decision to close the school.

Under certain circumstances, students will be dismissed early or excused from attending school. It is the responsibility of the BoE of ILBC International School to see that the administrative supervisory and operational activities are continued as normally as possible.

Emergency closing procedures will be developed which will include dismissal, parental notification, and transportation procedures. Students, parents, and staff will be informed of such procedures by the BoE of ILBC International School.

The entire school staff is expected to take appropriate action to aid in safe evacuation and protection of students.

In the event of an emergency or disaster of such severity as to make transportation from the school to home unsafe or risky, students will be held under appropriate supervision at the school until parents or other family members are able to pick them up through a check-out system, or until the family can make other arrangements for their child(ren) to be picked up.

### **3. BUILDINGS AND SECURITY**

In order to protect the school facilities from vandalism and theft when the school is not in session, access to school buildings and grounds outside regular school hours shall be limited to personnel whose work requires it or members of the community who have been approved to use school facilities.

The BoE of ILBC International School shall ensure that an adequate key control is established which will limit access to buildings to appropriate personnel and that standard procedures for locking of classrooms and valuable equipment are developed.

The Security SOP of ILBC International School is stated in detail in the Standard Operating Procedure Manual.

## **MATERIAL RESOURCES**

### **1. PROVISION OF TEXTBOOKS AND SUPPLIES**

Students will be responsible for providing pencils, pens, paper, and any other supplies necessary for a particular course and specifically requested by the school or instructor.

Vacation Textbook and Other books Loans: Students may borrow textbooks and other books during vacation periods in accordance with established check-out procedures, and in exceptional cases, basic elementary readers and mathematics textbooks.

### **2. SCHOOL PROPERTY RECORDS AND CONTROL**

Accurate records shall be kept of all textbooks and other school property issued to or borrowed by students. Students are responsible for returning all school-owned material in the same condition in which it was received, with allowance being given for normal wear.

The student will be required to pay the full replacement cost of any material lost or damaged.

### **3. AUTHORIZED USE OF SCHOOL-OWNED MATERIAL**

School equipment or material may be loaned to staff members, and to students, but to the latter only when the equipment is to be used in connection with their studies or extracurricular activities.

Certain equipment and material may be loaned to outside individuals or organizations when it is determined that such a loan is in keeping with the school's overall objectives and goals and/or in the best interest of the school.

Proper controls shall be established to assure the borrower's responsibility for, and return of, all such material.

### **4. DISPOSAL OF SCHOOL OWNED PROPERTY**

When material or equipment is no longer needed for school purposes, the BoE will recommend that the school sell, trade in, or exchange such material as follows:

A. School-Authorized Disposal: The school must give prior authorization for disposal of any school property classified as fixed assets in the financial statement with an original value of more than K500,000, in accordance with the following guidelines:

1. Appraisal of the value of the material should be made by two (2) separate entities.
2. Any proceeds from the transaction shall revert to the general school fund.
3. Following approval by the BoE of the school, the Principal may approve bills for sale or any other documents reasonably necessary for completion of the transaction.

B. BoE Authorized Disposal: In case where school-owned property is determined to have no commercial or practical value, or in those cases where the original value of the property was less than K500,000, the BoE shall evaluate the salability of the items. If in the BoE 's opinion, there is no market for the property, after consultation with the governing authority of the school, the Administrator may:

1. Designate an agent or person to whom the material shall be given as a gift.
2. Authorized dumping or burning.

Each month the Principal shall submit a report to the BoE authority of the school of assets disposed of in any manner.

# **STUDENTS**

# **GENERAL INFORMATION**

## **1. FAIR AND RESPONSIBLE EDUCATIONAL OPPORTUNITIES**

The school shall uphold the principle of equal opportunity. Every child enrolled in the school, regardless of sex, race, creed, color, religion, national origin, academic ability, cultural or economic background shall be given maximum opportunity for educational development. The school shall provide an educational environment that emphasizes individual attention and instruction, that stimulates and encourages each child's intellectual curiosity and enterprise, and that fosters in each child a sense of self-worth and responsibility for his/her own work and progress.

The school will treat all students equally in allowing them access to courses of study, career guidance, preparation and qualifying examinations for further study, athletics and extracurricular activities. Staff development opportunities will support this approach to gender issues and expectations.

## **2. STUDENT PRIVILEGES AND RESPONSIBILITIES**

The school believes that students have rights that should be recognized and respected. The school also believes that every right carries with it certain responsibilities and expects that students should be mature enough to assume them. Among these rights and responsibilities are the following:

- A. The right to a quality education, and the responsibility to put forth a sincere effort to learn.
- B. The right to equal educational opportunity and freedom from discrimination, and the responsibility not to discriminate against others.
- C. The right to a safe and orderly school environment and the responsibility to observe School rules essential for allowing others to learn and the responsibility to positively contribute to a pleasant and conducive environment learning.
- D. The right to procedural due process in cases of suspension, expulsion and other disciplinary matters, and the responsibility to be fair and honest in exercising this right.
- E. The right to privacy, which includes the privacy of a student's school records, and the responsibility to be worthy of the trust and confidence of teachers, administrators, and parents.

It is the school's belief that as part of the educational process, students should be made aware of their rights and responsibilities. Because students have a right to know the standards of behaviour expected of them, the school's Code of Conduct will be made available to students and their parents at least annually.

## **3. STUDENT DRESS CODE**

The Principal shall ensure that all students wear the official school uniform as prescribed by ILBC International School.

School is a student's place of business. Therefore, students are expected to follow good taste in their dress and grooming. It is also important to keep in mind the customs and traditions of their

Country. Clothing worn to school should be comfortable and modest and should not disrupt the learning process.

The school directs the Principal to establish and implement regulations that will enable faculty and the administration to enforce this policy with consistency and firmness. The school recognizes that there might be some students willing to repeatedly test the intent of this policy. Those students need to know that the school is prepared to act on any Principal recommendation for termination of enrollment.

#### **4. PERSONAL PROPERTY OF STUDENTS**

The school will make every effort to protect students' property and follow procedures for identification and return of lost property. However, the school does not assume responsibility for any thefts or losses or students' personal property. Parents are advised that students should not bring valuable objects or excessive amounts of money to school.

#### **5. STUDENT ABSENCES**

Students are expected to attend classes regularly and to be on time for class activities. Parents are urged to cooperate with the school in keeping absence and tardiness to an absolute minimum. The school is expected to support sponsored outside-school activities that are scheduled to minimize a student's absence from classes. Excessive student absences could lower performance achievement and performance grades.

#### **6. STUDENT DRIVING**

It is the policy of the school, regardless of student age or whether the student has a valid driver's license issued in one's own country or from another country, not to allow student driving to and from school classes or to and from after school activities and events held at the school.

#### **7. NETWORKED INFORMATION RESOURCES**

ILBC International School is committed to enhancing its students' education through the use of modern technology. Using the school's computer network, students may access information and communicate with others. With this educational opportunity comes with responsibility. The computer network is provided for students to enable them to conduct research and to enlarge the number of educational opportunities available to them. Access to network services is provided to students who agree to act in a considerate and responsible manner. Every user of the system must sign and abide by the provisions of the school's computer network user agreement, which includes a code of conduct.

Some of the materials available through the internet may be controversial or objectionable and not appropriate to use by ILBC International School students or staff. It is the user's responsibility not to initiate access to such material. While the school will make every effort to filter the information and resources that are available to its network account holders, final responsibility rests with the individual user. Availability of and access to the network comes with the need for responsible, ethical, and lawful behaviour on the part of its users. The use of the network and

the Internet is a privilege and not a right. Any activity, conduct, or language that is not permitted in school or is contrary to school policy is likewise not on the Internet.

Network administrators may review files and communications to maintain system integrity and to insure that users are using the system responsibly. Users should not expect that their usage of the school's computer equipment will always be private. The school also reserves the right to limit computer and network access to specific hours and occasions. Violations of the rules governing computer use will be considered violations of the school's disciplinary policies.

All users of the school's network must complete the terms on the following page.

## **8. COMPUTER NETWORK USE AGREEMENT**

As a user of ILBC International School computers, I agree to follow school rules and to abide by the school's Code of Conduct for network and internet use. I understand that violations of the rules governing computer use will be considered violations of the school's disciplinary policies.

### **CODE OF CONDUCT FOR COMPUTER NETWORK USE**

Access to the Internet is governed by school policy and prohibitions include, but are not limited to the following:

- Sending or displaying offensive messages or pictures.
- Using obscene language.
- Harassing, insulting, or attacking others.
- Damaging or tampering with computers, computer systems, or computer networks.
- Violating copyright laws.
- Using another person's account and/or password.
- Trespassing in another person's folders, work or files.
- Violating the privacy of others, including eavesdropping on other people's communications,
- Misrepresenting ILBC International School in any way
- Intentionally wasting limited resources, such as sending chain letters or mass mails that cause congestion of the networks.
- Employing the net network for personal financial gain.
- Playing games or using computer resources for other non-academic purposes.
- Attempting to gain unauthorized access to system programs or computer equipment.

### **CONSEQUENCES OF VIOLATIONS**

Consequences of violations include, but are not limited to:

- Suspension or revocation of Internet access
- Suspension or revocation of all network privileges
- Suspension or revocation of all computer access

- Suspension from school
- Expulsion from school
- Legal action and prosecution by the authorities

By signing the agreement, I agree to comply with the above stated code of conduct of computer use in ILBC International School.

Student Name (Please print) : \_\_\_\_\_ Grade  
 Student Signature : \_\_\_\_\_ Date

## **STUDENT ACTIVITIES**

### **1. STUDENT FUNCTIONS, CLUBS, AND ORGANIZATIONS**

The school supports and encourages the concept that student functions, organizations, clubs, and government provide opportunities for leadership and development of interests.

Ideally, all student organizations should allow for as much student initiative and direction as possible in accordance with the student's maturity and previous experience in group activities. Such activities shall not detract from the ongoing instructional programs.

All functions, organizations, clubs and government shall be voluntary, organized and operated for the benefit of interested students, and approved and supervised by the Principal.

The operations of these activities shall be facilitated in reasonable ways by the school staff and resources. School resources may not be used to advertise non-

school sponsored or supported activities, unless previously authorized by the school on the recommendation of the Principal.

All social events shall be adequately chaperoned by school officials and/or parents.

"Secret societies" will not be permitted. Students involved in such organizations will place their continued school enrollment in jeopardy.

Student clubs, organizations, or activities which are oriented to political parties or to a specific religion or religious groups may not be formed.

### **2. STUDENT ACTIVITY FUNDS AND FUND RAISING**

Student organizations will be required to obtain approval for establishing funds from the Principal. Student organization's accounts will be informally audited annually by the administration, and unused funds will be carried over from year to year. Should the organization disband, BoE will determine the allocation of remaining funds at the time.

No student funds shall be used to sponsor activities that benefit only select members of the organization but may be used for the collective or equal benefit of the organization or its members.

### **3. PERFORMANCES AND EXHIBITIONS**

Teachers and students may, with prior approval of the Principal, present performances and exhibitions to which students and the public are invited. When such performances and exhibitions are planned, the school would expect that the following guidelines would be followed:

- I. Performances and exhibitions should derive from the instructional program and be free from any reference or innuendo that might be interpreted as offensive of the host government or the culture of the host nation.
- II. Appropriate fees as approved by the Principal may be charged for attendance at designated performances to offset costs or raise funds for student activities.
- III. Students must have prior authorization from the Principal before they can be released from classes to participate in any performance or exhibition.
- IV. Performances and/or rehearsals and exhibitions should, when possible, be scheduled at times that will not interfere with normal student transportation.

The school shall also retain policy that establishes guidelines for the use of campus facilities by outside groups.

### **4. SOCIAL EVENTS**

School sponsored social events, during and after normal school hours, shall be previously approved by the BoE and shall comply with all policies, rules and regulations.

1. Classroom Parties. The number is limited to the following. Christmas, and local customs.
2. Additional Celebrations: Other celebrations must be given special authorization by the Principal.
  - a. Scope of Activities: Dances, recreation nights, picnics, class trips, informal excursions and other social events approved by the BoE are encouraged to give students and opportunity to socialize.
3. Class Trips: The school will only sponsor field trips with an identifiable purpose related to the school's objective.
4. Guests at Social Events: When appropriate, a student may request permission from the Principal to invite a guest to a social event. The guest must abide by all rules and regulations which apply to a student of ILBC International School.

### **5. STUDENT PUBLICATIONS**

School-sponsored publications to express students' points of view are strongly encouraged. Students involved in such publications shall follow the normal rules of responsible journalism (the avoidance of political statements, libel, obscenity, defamation, false statement or material advocating racial or religious prejudice) and shall avoid encouragement of violation of any laws. Publication must identify author and/or editor.

All publications shall be under the supervision of a faculty member who shall oversee suitability of the material. "Suitability" may not be defined as approval or agreement with the material in question but refers to a reasonable judgment intended to protect the student and the entire

school community. Publications shall be subject to final review by the BoE of ILBC International School.

## **6. STUDENT OUTSIDE PERFORMANCES**

Any student or group of students giving a public performance as a representation of ILBC shall first obtain the permission of the BoE. Such performances shall be in keeping with the general goals and objectives of the educational program of the school. Students shall not receive remuneration for such performances nor participate in a commercial project without prior approval by the BoE.

Extracurricular activities are those normally found outside the regular school day such as athletics, special music presentations, class trips, etc. Should there be a doubt, the Principal will have the final word. Students may not be pressured into participating in extracurricular activities.

## **7. PARENTAL PERMISSION FOR OFF-CAMPUS TRIPS**

Written parental permission for a student's participation in an educational excursion, class trip or special athletic event is required for all travel outside the limits of the ILBC International School grounds in accordance with the following:

1. A basic permission note including destination and a statement releasing ILBC International School from any liability resulting from the trip is required from the parent or guardian.
2. Official notarized authorization from the parent or guardian may be required in certain situations as a practical precautionary measure.

## **STUDENT BEHAVIOUR**

### **1. STUDENT CONDUCT – PHILOSOPHY**

All student conduct shall be based on respect and consideration for the rights, welfare, and property of others and cooperation with all members of the school community.

Students have the responsibility to know and conform to the rules and regulations of the school. They must recognize and accept authority of teachers, staff members and others who have been assigned leadership responsibility. Reconciliation of issues will begin at the teacher's level. When an issue has not been resolved, the student should approach the Principal.

No student shall have the right to limit or interfere with the teaching efforts of the educational staff or with the learning activities and efforts of other students.

Further, students have the responsibility to behave in a manner appropriate to good citizenship and in a manner which will reflect credit upon themselves.

All employees of the school share responsibility for supervising the behaviour of students and for seeing that they meet the standards of conduct which have been established by the school.

## **STUDENT CONDUCT**

Students will conduct themselves at all times in a manner which will bring credit upon themselves and the school. All students will be informed of the school's regulations regarding student conduct. In general, commonsense standards of respect, courtesy, and behaviour apply. However, specific attention should be paid to the sensitivities of the host country culture. Ignorance of a specific school rule is no excuse for inappropriate behaviour.

## **2. STUDENT DISCIPLINE – PHILOSOPHY**

The educational purposes of the school are best accomplished in a climate socially acceptable and conducive to the learning and teaching process. Successful learning is contingent upon student self-discipline, as well as the group discipline which supports a positive learning environment.

Teachers and Principal shall have the authority and responsibility to establish and maintain sound, effective, and consistent discipline in the school. Discipline shall be firm, reasonable, consistent and exercised fairly with the ultimate goal being to assist the student to achieve self-control.

The final responsibility for maintaining order and discipline and providing encouragement for proper student behaviour shall rest with the Principal. When informed by a teacher of severe discipline problems, the Principal shall take action to correct the problem.

## **STUDENT DISCIPLINE**

The Board expects teachers and the Principal to communicate with parents when there is a serious breach of proper student behaviour. The school recognizes the "partnership" parents have with the school in providing assistance for modifying negative student behaviour. Professional faculty are authorized to discipline students as required. They may accomplish this through guidance in the form of counseling, temporary removal from the classroom, or manual work assignments (e.g., classroom, lunchroom, or campus cleanup). Continuing and/or serious disciplinary problems will be referred to the Principal.

The Principal may take disciplinary action in the form of counseling, contacting a student's parents, prohibiting a student from participation in an after school activity, temporarily removing a student from a class, engaging a student in a service activity which will be of benefit to the school, suspending the student from attending school for a specified number of days or, in an extreme single incident or the repetition of behaviour incidents, recommend expulsion of the student from the school.

Under no circumstance shall corporal punishment be used as disciplinary action.

## **3. ALCOHOL AND DRUG USE**

The school recognizes the established developmental, physical, emotional, and educational risks associated with student alcohol and drug use. The school also recognizes that the school is located in an environment where the penalties for alcohol and drug use can be severe. Therefore, it is imperative that the school supports policy and procedures that send a clear unmistakable message to both students and parents - alcohol and drug use will not be tolerated. That message shall be communicated to the entire school community. The BoE further directs the Principal to establish and maintain a school-wide instructional program that provides salient information about the health and legal consequences of alcohol and drug use in any environment.

No student shall possess, use, transmit, or attempt to possess, use, or transmit, or be under the influence of any of the following substances on school premises or off school premises at a school-sponsored, or school-related activity, function, or event:

1. Any controlled substance or dangerous drug as defined by Myanmar local law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Any pharmaceutical without knowledge and permission of parents.
3. Any abusive glue, aerosol, or any other chemical substance for inhalation.
4. Any intoxicant, or mood-changing, mind-altering, or behaviour altering drugs.
5. Any alcohol or alcoholic beverage.
6. Any vaping.

A student may not smoke on campus or any school-sponsored functions, and in addition may not be in possession of tobacco.

The possession, use, or transmittal of paraphernalia related to these prohibited substances is also prohibited under this policy. The possession, transmittal, sale or attempted sale of what is represented to be any of the above-listed substances is also prohibited under this policy.

"Use" by definition is when a student has voluntarily introduced, by any means, into his or her body a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, speech or chemical analysis. "Under the influence" is defined as not having the normal use of mental or physical faculties due to the use of a drug.

Students who violate this policy will be immediately suspended from classes while consideration is given as to whether or not the student's enrollment will be continued, and if so under what conditions.

The BoE directs the Principal to ensure that the enforcement of this policy is both active and consistent. The school will comply fully with Myanmar law.

#### **4. NORMAL DISCIPLINARY PROCEDURES**

For matters of minor classroom disruption and general misconduct, depending on the frequency and nature of the offence, the following step-by-step procedure should be followed for disciplinary matters:

Step 1	Individual Conferencing with Student
Step 2	Notification to Parents or Guardians
Step 3	Parent Conference
Step 4	Suspension
Step 5	Expulsion

Problem will be reviewed first between student and teacher, followed by a meeting with the Principal if necessary, with every attempt being made to establish rapport with the student and to encourage the student to become a cooperative member of the class or school.

Violations of specific school rules and serious infractions of codes of conduct are covered in Disciplinary Measures.

## 5. DISCIPLINARY MEASURES

The following disciplinary measures may be applied depending upon the nature of the offence and in accordance with established procedures.

- A. Detention: Detention may be imposed at the close of the school day provided a member of the school staff directly supervises the student and the parents have been previously notified.
- B. Suspension: A student may be temporarily excluded from physical presence on the school grounds for repeated misconduct or violation of school regulations and rules for a period not to exceed ten (10) school days for a single suspension. A student may be suspended upon the authority of the Principal. Suspensions for a longer period of time will require approval of the BoE. The Principal has the authority to decide whether to allow the student online during the suspension with the aim that the student can continue learning without interruption.  
Certain serious violations of rules and codes of conduct will not result in the normal, step-by-step disciplinary procedure described in this policy document, but instead will result in immediate suspension from the school, to be followed by a parent conference. These serious violations are as follows: smoking, immorality, theft, insubordination (lack of respect), possession, use, distribution or sale of vape, drugs and alcohol, being under the influence of vape, drugs and alcohol, willful destruction of school property, possession of weapons, and assault.
- C. Forceful Control of Conduct: The use of corporal punishment shall not be permitted as a penalty for misconduct. A teacher or Principal may use reasonable physical force, restraint or contact with a student, without advance notice to the Principal, when it is necessary for maintenance of discipline, enforcement of school rules, self-defense or protection of other person's or property of the school. If physical force becomes necessary, the means used will depend upon the circumstance, including the nature of the misconduct and the age and physical and emotional condition of the student.

## 6. STUDENT SUSPENSION AND/OR EXPULSION

The Principal will attempt to resolve student disciplinary problems through counseling or in-school disciplinary measures. However, students with continuing disruptive behaviour patterns will not be permitted to continue their enrollment at the school. The BoE supports the following actions to be exercised by the Principal when deemed necessary:

- A. Student Suspension: Suspension is defined as the removal of a student from classes and/or from the school for a time not to exceed ten days for each occurrence. If the incident requires prolonged investigation, the period of suspension may be extended.

When in-school measures have failed, or when the initial offense is considered sufficiently serious, the Principal has the authority to suspend a student for a period of one to ten days within procedures cited in the Standard Operating Procedure for Suspension.

Grounds for suspension include: stealing, cheating, lying, disrespect toward students or adults employed by the school, smoking on school grounds, abuse or destruction of

school property, fighting, unauthorized possession of weapons or drugs or other behaviour which is deemed to be improper or offensive.

Before the decision is made to suspend a student, that school would expect that the Principal has contacted the parents to discuss the circumstances and reasons for the serious disciplinary measures. The BoE must be notified as soon as possible. A follow-up letter must be sent to notify the parents of the decision, the reasons, and the course of action to be taken before the student is able to return to classes.

- B. Recommendation for Expulsion: Expulsion is defined as the permanent removal of a student from the school. If a student's conduct fails to improve after one or more suspensions, or if the initial offense is considered sufficiently serious, the student may be expelled from the school.

Grounds for expulsion include but are not limited to: continued repetition of any of the offenses listed under suspension; possession of, use of, or dispensing of any alcoholic beverages or any unauthorized drug; physical violence and carrying knives, firearms or weapons.

## **7. STUDENT COMPLAINTS AND GRIEVANCES**

Part of the school's learning intent is to teach principles that include giving all students access to an orderly process to express their concerns. The school supports this intent and strongly encourages students to use the communication channels of their elected representatives, classroom teachers, counselors, or division heads, as they attempt to seek answers to probing questions and/or resolve individual or group conflicts.

For the discussion and consideration of a grievance, any student or group of students may request a meeting with the Principal. One faculty member of the student's choice may be present at such meetings. If the student receives no satisfaction in the meeting with the Principal, then an appeal may be made to the BoE, whose decision shall be final.

## **8 STUDENT SUPERVISION AND DISMISSAL PRECAUTIONS**

The school is responsible for the safety and adequate supervision of students while they are on school property during normal school hours or engaged in school sponsored activities at other times. If any student must leave school grounds for any reason, precautions must be taken that the student is dismissed only for specific reasons and to an authorized person. The following is in keeping with this policy.

1. A student will be released from school early only on the basis of a validated telephone call, and/or a written note from the responsible parent or guardian.
2. No unauthorized person will be allowed to contact a student while s/he is under school supervision, unless it is absolutely necessary as determined by the Principal.

3. No student will be released to persons unknown to the school (that is, persons not listed on school records as being responsible, either as parents, guardians, or officially "in loco parentis") without specific, written permission.

If these precautions seem unnecessarily formal, and may, in fact, at times cause some inconvenience to parents or guardians, it must be remembered that the safety and security of the students is the first concern.

## **STUDENTS - HEALTH RELATED**

### **1 ACCIDENT AND ILLNESS**

In cases of sudden illness or accident, appropriate action will be taken to assure that the child receives the necessary immediate medical care. Every attempt will be made to contact parents or guardians. If parents cannot be located, then the Principal or other designate will assume whatever responsibility is necessary, including transport to local medical facilities. The action has to be executed according to the Standard Operating Procedure of Health Services as stated in the Article 410.3, 410.4 and 410.5 .

A school doctor shall be on duty to provide first aid and preliminary care. The doctor may dispense medications to students only when medication is accompanied by the written permission of the parent.

## **PERSONNEL**

# **ALL STAFF**

## **1. STANDARDS OF PROFESSIONAL CONDUCT**

Professional level employees shall be committed to conduct which recognizes the basic principle that the employee is responsible for providing professional leadership in the school. This responsibility requires the employee to maintain standards of exemplary professional and personal conduct, and commitment to the following standards.

1. Makes the well-being of the students the fundamental criterion for all decision-making and actions.
2. Communicates with students on a personal basis and helps them in whatever way possible.
3. Supports the principle of due process, and protects the rights of individuals
4. Contributes to a climate in which learning can be enjoyable and stimulating
5. Promotes positive public relations with the parents and in the community.
6. Is an active team member.
7. Supports school policies and regulations and promotes good discipline.
8. Attends meetings and accepts extra responsibility as the position demands
9. Understands and supports the philosophy and spirit of the school.
10. Fulfills professional responsibilities with honesty and integrity.
11. Avoids using his/her position for personal gain
12. Honours all contracts until fulfillment or release, in the interest of the school.
13. Seeks for personal and professional growth.
14. Demonstrates and promotes care and respect for people and property.

The personnel procedures contained in the school's policy and regulation manual should be strictly observed, and all staff members are expected to know the school's policies and regulations and to uphold them. The school considers a general spirit of goodwill and cooperation of prime importance; all of its policies will be developed, disseminated and interpreted in such a spirit.

Each employee is expected to conduct him/herself, both on and off the job, in a manner that reflects credit on the employee and on the school.

## **2. JOB CLASSIFICATIONS FOR COMPENSATION ASSIGNMENT**

Salary assignments shall be divided in accordance with the following job classifications.

- A. Management and Administration: The Administrative staff consists of those occupying positions such as the Managing Director, Directors, Principal, Heads of Departments, Division Head and any other positions as may be placed in this category from time to time jointly by the MD and the executive committee.

- B. Professional Staff: The academic staff consists of classroom teachers, counselors, librarians, school doctors and nurses, and other certified specialists assigned to the Professional Salary Scale.
- C. Management And Administration Expatriate Support Staff: This includes selected assignments that require the services of highly trained clerical personnel such as confidential secretaries and the registrar.
- D. Professional Support Staff: The academic support staff consists of instructional assistants, library assistants, and others not named above who assist in the instructional program.
- E. Local Management and Administration Staff: The local management staff consists of non-academic locally hired staff employed in managerial roles supervising support personnel, or as primary managers of specific administrative functions.
- F. Support Services Staff: The support personnel consist of non-academic staff employed in duties other than regular classroom instruction.

### **3. STAFF INVOLVEMENT IN DECISION MAKING**

All employees of the school, including teachers, principals, administrators, and support staff, are encouraged to contribute their ideas for the betterment of the school. Formal staff participation in school affairs takes place via the school's various divisional organizations. Employees are encouraged to speak to their immediate supervisor, their Principal, or to the Administrator about matters of academic, personal or organizational concern.

### **4. ALL EMPLOYEES: APPOINTMENTS**

The BoE of the ILBC International School has the authority to hire employees upon the basis of Personal and professional qualifications.

The BoE of the ILBC International School shall recommend MD for approval a list of authorized positions which shall be used for budget and personnel selection process.

### **5. ALL EMPLOYEES: ASSIGNMENT & TRANSFER**

The BoE of ILBC International School shall determine the personnel needs of the school and shall have the responsibilities for all aspects of personnel management, including recruitment, selection, assignment, promotion, demotion, and discharge.

An employee accepting an appointment shall agree in writing to accept the assignment designated by the BoE of ILBC International School.

Transfer of personnel shall be made by the BoE whenever the best interests of the school are served. Due consideration will be given to the employees involved.

## **6. TEMPORARY AND SUBSTITUTE EMPLOYMENT**

The Principal is authorized to recruit and select temporary employees to fill specific needs within the school system. Temporary employment must be for a specific length of time not to exceed 60 calendar days.

The Principal is authorized to employ substitute teachers to provide coverage when regular staff members are absent from work. The BoE will establish daily or weekly pay rates for substitutes.

Temporary help will not normally be hired to cover support staff absences. If such coverage is deemed necessary by the employee's immediate supervisor, advance written approval of the Principal is required.

The BoE of ILBC International School shall establish the rate of pay for substitutes in this category not to exceed the daily rate of pay of the person being replaced.

## **7. PERSONNEL RECORDS**

Academic and non-academic support staff shall be required to provide the school certified copies of all documents required to establish qualifications for a position and for placement on the salary schedule, including transcripts, professional certification, and records of work experience. Falsification of statements or documents is grounded for immediate termination without benefits.

The HR Office will maintain a file of all records pertaining to the employment of each employee. This file will be the only official personnel file maintained at the school. Personnel files shall be confidential. Access will normally be limited to the BoE, the immediate supervisor, and the Director of Financial and Support Services, or their designates. Access by any other must be authorized by the BoE.

With the exception of pre-employment references and similar documents, personnel files will be open to inspection by the employee, but only in the principal's office. Copies of records verifying degrees, certificates, and credits claimed for salary placement (grade cards or transcripts) shall be submitted to the Principal. Staff will be informed if their records are incomplete.

## **8. CONTRACT RENEWAL FOR PROFESSIONAL STAFF**

All staff contracts are written for a specific period and terminate upon the date specified. Initial contracts and all renewal contracts shall normally be for a period of one school year. The school is not obligated to renew a contract, nor is an employee obligated to accept an offer of contract renewal. Contracts to rehire staff may be issued only after the confirmation by the immediate supervisor.

By March, the Principal will inform in writing those teachers who will not be offered a new contract for the next year. By December, the BoE of ILBC International School will also ask the staff to indicate their intentions as to whether they:

- Definitely plan to return to the school next year;
- Definitely do not plan to return to the school next year;

- Possibly plan to return to school next year.

New contracts will be offered in May. The offer of a renewed contract by the school shall expire if not signed and returned to HR within ten (10) days of the date of offer. If the offer is not returned within ten (10) days, or if the employee declines the offer, the current contract shall expire at the end of the period specified in such contract. The processing of some new contract may draw out in June.

When a contract is not renewed, the staff member may submit, within 30 days, a written request to the Human Resource Department for a meeting to discuss the decision by the BoE not to renew the employee's contract at the presence of Student and Staff Affairs Department personnel. The Immediate supervisor's decisions regarding the renewal of non-renewal of any contract shall be reported to the governing authority in the next personnel update.

## **9. ALL EMPLOYEES: HEALTH EXAMINATION**

As part of a selection process, all potential employees will be required to undertake appropriate medical examinations.

If required or deemed advisable by the BoE of ILBC International School, and employee may be asked to furnish evidence of good health as certified by a physician and will submit to any ordinary precautionary health measures, e.g. TB, Covid-19 or AIDS tests.

## **10. DRUG FREE WORKPLACE**

The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace.

Violation of this policy will result in immediate termination of employment.

## **11. ALL EMPLOYEES: GRIEVANCE PROCESS**

A. General Philosophy: The school recognizes the importance of orderly and peaceful labor relations for the mutual interest and benefit of the school and staff. The school further recognizes the mutual benefits of Just and expeditious resolution of disputes which may arise regarding proper interpretation or implementation of policies and regulations. The school has included herein a grievance procedure for the effective process and resolution of such disputes.

B. Definitions: "Grievance" means a claim by an employee alleging a misinterpretation or misapplication of a specific policy of the school or a specific administrative action or procedure.

"Grievant" is the employee who initiates grievance as the result of a perceived violation of a policy, or administrative action or procedure.

"Complaint" is a written report stipulating the events giving rise to grievance and the specific request being made by the grievant. The complaint shall be dated and signed by the grievant.

"Party of Interest" is any person who might be requested to take action or against whom action might be taken in order to resolve grievance.

"Immediate Supervisor" is an employee who has the direction of administration or supervisory responsibility for the grievant.

"Days" shall mean working school days: Saturdays, Sundays, holidays and vacation days are thus included.

C. Procedures

1. Initiation of this grievance procedure by staff shall be the filling of the formal grievance in writing to the staff member's immediate supervisor within twenty (20) days of when the grievance may have been committed.
2. It is usually most desirable for the staff member and the immediate supervisor to resolve problems through informal communications. However, if the informal process fails to satisfy the employee, a grievance may be processed as follows:
  - a The grievant may refer to the grievances in writing to the Principal or his designee who will arrange for a meeting to take place within five (5) days after receipt of the grievance. The Principal or Student and Staff Affairs Department Head or their designate will provide a written response to the grievant within five (5) days of the meeting.
  - b If the grievant is not satisfied with the written responses from the above-mentioned personnel, they will in writing provide details of the grievance to BoE where the grievant shall be reattend to. In such cases BoE's decision would be final.

## 12. MISCELLANEOUS PROVISIONS

- A. Dress Code: Members of the staff should use common sense and dress in a manner which reflects good taste, high professional standards of appearance and regard for the fact that students attend school dressed in a specified dress code.
- B. Smoking on Campus: School campus is non-smoking and non-chewing betel nuts campus. Personnel are prohibited from smoking or chewing-betel nuts on campus. No smoking is to take place in the teacher's individual classrooms whether or not there are students present.
- C. Teacher's Workroom: A teacher's workroom will be provided which will be available for use by educational personnel.
- D. Tutoring: A staff member must obtain the approval of the Principal or his/her designate, prior to accepting work as a paid tutor of a student enrolled at ILBC International School. A teacher may not accept work as a paid tutor for any student who is a member of a class or elementary grade level which he is currently teaching.

Any exception must be carefully reviewed and approved by the Principal. Paid tutoring may not take place during regular school hours.

A recommendation to the parents that a student needs tutoring may not be made prior to consultation with approval by the Principal.

- E. Pertinent Information and Assistance Regarding Living Abroad: Overseas staff will be appraised by the Principal of pertinent and helpful information regarding living abroad and will receive assistance from the school in meeting such requirement as may affect the employee's employment and welfare. Such information and assistance may include, but

not be limited to, the following areas: residence documents, tax information and recommended international entry and exit procedures.

- F. Political Activities: School personnel may not be engaged in partisan political activities on campus, and they have the responsibility to ensure that the school is in no way associated with their personal political activities away from the school.

## **LEAVE**

### **1. LEAVES – GENERAL**

ILBC International School employees are entitled to all legal benefits enjoyed by the Myanmar work force.

It is ILBC International School policy to grant adoption, bereavement/ compassionate, maternity/ paternity, sick and emergency leave to the employee. The particulars regarding the administration of these leave policies are set forth in the following sub-sections.

1. Bereavement/Compassionate Leave
2. Emergency Leave
3. Maternity Leave
4. Paternal Leave
5. Sick Leave

ILBC International School considers any absence from work that is not granted under the policies noted in these subsections, as leave without pay (LWOP) and deductions from salaries and allowances are made accordingly.

### **2. BEREAVEMENT/COMPASSIONATE LEAVE**

The policy is intended to provide for those situations where an ILBC employee 's required to be absent for work due to a death, or impending death, in their immediate family. ILBC International School defines immediate family as the mother, father, son, daughter, brother, or sister of the employee or the employee's spouse in those cases involving the mother, father, sister or brother, the compassionate leave shall be granted to the blood relative only. In the event that the employee's son or daughter is involved, the compassionate leave shall be granted to the employee, the employee's spouse, and siblings.

The compassionate leave shall be seven calendar days with full pay.

### **3. CASUAL LEAVE**

Casual leave may be requested by the staff member and granted at the discretion of the site administrator. Such leave shall not unduly interrupt the operation of the school. Casual Leaves in excess of ten (10) days per employee must be approved.

## **4. MATERNITY LEAVE**

Notification of maternity leave must be made to the School Administrator. It is up to the employee and her physician to determine when the maternity leave will begin, except when the birth occurs during a school vacation/holiday, in which case the maternity leave begins on the day of the birth.

The employee must complete a Maternity Leave Request.

Any sick days not yet taken by the employee must be used at the beginning of the maternity leave. For those days, the employee will receive full pay. After the sick days, the employee is on leave with pay (LWP) status until the completion of her maternity leave.

The date of return to work is between the employee and her physician. The maximum allowable period of maternity leave is fourteen weeks; up to six weeks prior to the date of birth and up to eight weeks after delivery. The employee must contact the Principal and Chief Medical Officer of the Health Care Department, before the termination of her leave, stating her intentions regarding return to regular employment. Upon returning to work, every effort will be made to place the employee in the same or in a comparable position. By definition, a leave implies a return to work. Should the employee not return to work at the end of the ten-week period, then no leave has occurred and no leave Payment will be made.

Whether or not the employee returns to work, all benefits will continue in effect during the leave period.

## **5. PATERNAL LEAVE**

Paternal leave of up to five days will be granted to the father to provide care and assistance for the newborn child any/or the mother. Notification of paternal leave must be made to the School Principal.

Paternal leave is deducted from sick leave, or it may be granted as leave without pay if it exceeds five working days.

## **6. SICK LEAVE**

Each employee of ILBC International School is entitled up to thirty days of sick leave annually if service term exceeds six months.

The BoE of ILBC International School will evaluate any extended period of absence due to a verifiable illness. The BoE of ILBC International School will either approve or disapprove of the granting of leave, and, if approved, will decide the length of the leave and if it is to be with or without pay.

# **EDUCATIONAL STAFF**

## **1. DUTY SCHEDULE**

- A. Annual Schedule: The normal school year will be composed of a minimum of 180 teaching days. Required non-teaching days may include, but not be limited to, in-service days and workshops, which may be scheduled on Saturdays or immediately preceding the beginning of each semester and immediately following or between any time in an academic year.

- B. Daily Schedule: The Principal shall assign and make known the minimum daily schedule which each staff member will be expected to observe. Beginning and ending times for various instructional personnel may differ. There will always be differentials in teaching assignments, and attempts will be made to balance them. The Principal is charged with the responsibility for seeing that minimum standards are met.  
Teachers are expected to remain on the grounds during school hours. The Principal must be notified if a teacher wishes to leave the premises.
- C. Work Load: The school recognizes the need for preparation time for all teachers and will provide each teacher with 15 hours of preparation time in a week for subject matter preparation, maintenance of equipment and material, recordkeeping and other teaching activities. By no means is the time provided sufficient for the teacher to do all the preparation that is necessary. It is recognized that good teacher go beyond their regular work hours in fulfilling their professional responsibility. When possible, preparation time will be distributed equally. Teachers are expected to teach 25 hours per week and to stay on campus 40 hours per week.

## 2. DUTIES AND RESPONSIBILITIES

- A. General: Each member of the instructional staff, under the general direction of the Principal shall carry out all policies of the school as they relate to the classroom, the functions of the school, and contacts with students and parents as and when necessary.
- B. Adjunct Duties: Teachers are expected to assume duties over and above their regular classroom teaching. Activities and services that make demands on the teacher's time shall be part of each teacher's basic assignment. The Principal will strive to equalize such duties among teachers.  
Such activities and services may include, but not be limited to: supervision of students and activities; communications with parents regarding students; record keeping; committee or departmental assignments and meetings; special tutorial assistance to pupils; overseeing work of assistant; development of curriculum; professional development; writing letters of recommendation; and assistance with school functions.
- C. Faculty Meetings: Attendance at all faculty, grade level, or departmental meetings is required. Advance notice will be provided for meetings involving the total staff. A teacher who cannot attend must be excused prior to the meeting by the appropriate authority responsible for the meeting.
- D. Supervision: Teachers will be responsible at all times for classroom supervision, conduct of students during assemblies, and off school property at school-sponsored activities. Specific supervisory assignments may be given by the Principal, e.g. lunch, playground, or study supervision and will be expected to be performed according to established procedures and standards.
- E. Club or Activities Sponsorship: Teachers will be expected to sponsor or take an active role in a student activity, club, organization or group (a minimum of one per semester, with a duration of 6-8 weeks).
- F. Attendance at School Functions: Teachers will be expected to attend school functions and activities and may be required to attend specified events. This may include Saturday activities.
- G. Substitution for Absent Staff Member: Emergencies or special circumstances may arise making it necessary for the Principal to assign a teacher to cover a class during a regular

preparation period. Teachers will be given as much advance notification as possible and will be relieved from such duty at the earliest possible time.

### **3. TERMINATION OF EMPLOYMENT**

- A. Resignation: Any employee who intends to resign shall submit a written statement of resignation to the HR which shall in turn inform the BoE ILBC International School. Resignation shall be in accordance with all provisions of agreed and signed contract. Contracted staff members who resign before the completion of the term of agreement with ILBC International School shall forfeit all fringe benefits and privileges.
- B. Non-Renewal of Contract: Educational staff who are not recommended for contract renewal shall be informed by written notification of the ending of that service. Local-hired teachers shall be informed according to the contract agreed and signed. Overseas-hired staff shall be informed three months in advance of nonrenewal.
- C. Dismissal and Suspension with and Without Pay: Educational personnel will be given the assistance to succeed within limitations of resources available at the school. Every reasonable effort shall be made to avoid the necessity of dismissing personnel at any level.

Any personnel may be dismissed for just and reasonable cause after thorough review and evaluation. Other than in the instance of gross misconduct, all reasonable efforts in assisting with satisfactory performance improvement will be applied. Dismissals will follow established school and recommended legal procedures in accordance with provisions of Myanmar law. Decisions of the school regarding dismissal shall be regarded as final.

Cause for dismissal may include but not be limited to: Needs of the institution; incompetence; willful neglect of duty; willful violation of policies, rules and regulations of the school; a crime against the laws of Myanmar; and those infractions stated in the law.

If, in the Principal's opinion, the actions of any staff member have suddenly placed the professional commitments or reputation of the school in jeopardy so that immediate school intervention is necessary, the Principal may suspend the staff member, with full compensation from active duty until such time that the school can meet to review the infraction. A second suspension will result in automatic dismissal.

### **4. PROFESSIONAL GROWTH**

- A. School Responsibility. The school recognizes its particular responsibility to provide the opportunity for continual professional development of its instructional staff. In keeping with the breadth and depth of training which type possess, opportunities provided for the instructional staff shall be as comprehensive as school resources may permit, in areas such as the following:
- Leaves of absence for study
  - Attendance at professional conferences and meetings
  - Up-to-date professional library on-line and off-line.

- Special in-service courses and workshops, including courses for credit when possible
- Encouragement of full utilization of opportunities provided
- A minimum of six hours of credit for every five years of employment will be required for each professional employee.

An instructional staff member may pursue a course of study during the school year provided it does not interrupt teaching activities.

The budget of the school shall include funds to help defray the costs of professional opportunities for the staff.

- B. Staff Responsibility. The pursuit of professional growth shall be considered as duty and responsibility of each member of the staff. Members of the instructional staff should avail themselves of every feasible opportunity to attend and participate in meetings of a professional nature and should keep themselves abreast of developments in their subject area through attendance at such meetings, acquaintance with professional publications and participation in in—service activities. Teachers should be informed of the levels constituting curriculum organization and should initiate recommendations for curriculum change within their school.

## 5. EVALUATION

The school recognizes that the educational process is extremely complex, and that appraisal of this process is a different function. However, in order to assure the high quality of performance of the educational staff, a continuous program of evaluation shall be established, which shall be used to:

- Improve instruction
- Provide recognition for outstanding professional service.
- Provide identification and improvement of expected teaching skills.
- Provide orderly dismissal of those who do not meet professional standards and expectations of the school.

The evaluation procedures shall be developed by the BoE and shall be subject to periodic updating and improvement, based upon input from the instructional staff.

In the event that an employee appears to have difficulty in achieving a satisfactory job performance, the responsible supervisor shall, through written evaluation procedures, endeavor to help the employee improve performance.

Each teacher new to the school shall receive at least one (1) formal written observation each semester. In addition, teachers will receive a format evaluation at the end of the school year. Informal, written observations (walk-throughs) will take place throughout the year and documentation of these visits will be kept in the teacher's professional file.

Written formal evaluations will be reviewed by the individual staff member in a post-conference with the BoE and will be placed in the staff member's professional file. Differences of opinion regarding the evaluation may be noted, in writing, by the evaluation. Documents will be signed by both parties, signifying only that the staff member has received a copy of the observation/evaluation.

The written evaluation should be specific in terms of a person's strengths and areas for potential growth. Those areas where improvement is needed should be clearly set forth, and recommendations for improvement should be made.

## **6. TUTORING FOR PAY**

Professional ethics and responsibility require that teachers make themselves available during the school day for student conferences and extra help outside the regular class periods for such extra help.

However, in some cases teachers may recommend to parents, through the Principal, that students receive academic tutorial help outside school hours. Permitting, arranging, and paying for such tutorial assistance will be the responsibilities of the parents. For obvious reasons, it is considered unethical for a teacher to tutor one of his/her own regular students for pay. It is the policy of the school not to permit a teacher to serve as a paid tutor for his/her own students.

Any tutoring of students for pay will be:

1. Done outside regular school hours.
2. Off school premises and without the use of school materials or equipment unless specified approval is obtained from the Principal.
3. Arranged entirely between the parents and tutor(s) involved.

## **7. STANDARDS OF PROFESSIONAL PERFORMANCE**

An effective educational program requires the services of a professional instructional staff with integrity, high ideals, and human understanding. In accordance with these qualities, the teaching professional recognizes the importance of individual growth of all students, the pursuit of truth, and the encouragement of scholarship.

Each faculty member is expected to maintain the highest standards of competent and ethical professional performance and to show evidence of professional growth and the acquisition of new methodology.

The private and personal life of a teacher is not within the appropriate concern of the school as long as it is consistent with the high standards which the teaching profession has set and except as it may reflect adversely on the staff members responsibilities and relationships with students, parents, and the community.

# **GENERAL POLICIES**

# Governing Board Policy Manual

## 1. Governance Purpose and Mission

The Board of Directors of ILBC Company Limited is the Governing Board of all the schools under the management of the company. The Board of Education is the custodian of the ILBC Mission. Its primary role is to ensure that the school remains **Academically Well-Prepared, Socially Responsible, Culturally Sensitive, and Personally Fulfilled** through strategic leadership and financial stewardship.

## 2. Authority of The Governing Board and Relationship with the Board of Education

- **The "One-Voice" Policy:** The Governing Board directs the Board of Education exclusively through the Managing Director of the company where the Managing Director is the licensee of the schools. Individual Board member of the governing board shall have no authority over the Board of Education, its members and Department Heads, Division Heads, Teachers and Staffs.
- **Delegation of Operations:** The Governing Board sets the *What* (Policies and Goals), and the Board of Education determines the *How* (SOPs, Staffing, and Daily Management).
- **PRINCIPAL Evaluation:** The Board of Education is responsible for the annual performance review of the PRINCIPAL based on school growth.

## 3. Strategic Policy Governance

### A. Technology and Innovation (TIL) Oversight

- The Chief Financial Officer of the Governing Board shall approve both major capital and operational expenditure for IT related matters.
- The Governing Board supports the **Teacher-Led AI Policy** as a strategic advantage for student future-readiness.

### B. Financial Matters

- **Budget Approval:** The Governing Board shall approve the sufficient annual budgets, including staff salary, the increment and construction plans with provisions of adequate information and calculations from Chief Financial Officer.
- **Audit:** An annual external audit of school finances shall be executed and the Governing Board shall ensure a sound and sustainable financial standing to operate the schools.

## 4. Institutional Risk Management

### A. Child Protection and Safeguarding

- The Board of Education shall make sure that the District School Management Board (DSMB) follows the Child Protection Policy.

- The Board of Education shall make sure that the District School Management Board shall strictly follow the Safe Recruitment Policy for all employees, including Trainee and Assistant Teachers.

#### **B. Legal and Regulatory Compliance**

- The Board of Education ensures the school remains in full compliance with Myanmar's Ministry of Education regulations and international accreditation standards.

### **5. Code of Conduct for members of the Board of Education and the District School Management Boards**

The Board members must comply with the following code of conduct:

- **Conflict of Interest:** Members must disclose any personal or business interests that may conflict with the school's interests.
- **Confidentiality:** All Board deliberations and sensitive student/staff data are strictly confidential.
- **Professionalism:** Board members must maintain a professional digital presence, adhering to the same social media standards expected of staff.

### **6. Grievance and Appeals Process**

- **The Final Level:** The Board of Education acts as the final court of appeal for **Level 3 Disciplinary Actions** (Expulsions) or staff contract terminations, but only after the **Communication Flowchart** steps (Class Teacher → Division Head → PRINCIPAL) have been exhausted.
- The decision of the Board of Education shall be final after failing the attempts to resolve the issue by Class Teacher, Division Head and the PRINCIPAL.

### **7. Board Structure and Meetings**

#### **The Board of Education**

##### **Composition**

The Board of Education consists of the following individuals:

- (1) The licensee
- (2) Superintendent
- (3) The Principal
- (4) The Heads of Subject Department
- (5) The Head of Teacher Training Department
- (6) The Head of Student and Staff Affairs
- (7) The Heads of District School

- (8) The Heads of Preschool
- (9) The Head of Health Care Department
- (10) Director of Academic Staff Management
- (11) Staff Support Team
- (12) The Division Heads
- (13) Director of Admission and Front Office
- (14) Director of Digital Administration

- **Frequency:** The Board shall meet at least once per term via **Microsoft Teams** or onsite.
- **Quorum:** Minimum number of members required to call a meeting is FIVE including the Licensee except the Departmental Meeting. A simple majority is required to pass any policy or budgetary resolution.
- **Meeting call :** Meetings regarding departmental operational matters must be called with the approval or at the presence of the Head of Department.
- **Decision :** Any decision related to departmental operational matters made by the Departmental meeting shall be considered the decision of the Board of Education. Any decision not related to departmental operational matters made by the departmental meeting shall be voided and it shall not be considered the decision of the Board of Education.

## 8. Policy Review Cycle

This manual shall be reviewed every year to ensure it remains relevant to the evolving landscape of international education and digital learning in Myanmar.

### Board Affirmation

"As members of the ILBC Governing Board, we commit to leading with consistency, integrity, transparency, and a relentless focus on student achievement. We pledge to support our school leadership in creating a world-class TIL teaching and learning environment."

## Board Members Code of Ethics

### 1. Fiduciary Duty & Mission Loyalty

- **Best Interests:** Board members shall act in the best interests of ILBC International School as a whole, setting aside personal, professional, or political interests to prioritize the school's long-term sustainability.
- **Mission Guardianship:** Every decision must be filtered through our mission to ensure students are **Academically Well-Prepared, Socially Responsible, Culturally Sensitive** and **Personally Fulfilled**.

## 2. Professionalism & Hierarchy Integrity

- **Chain of Command:** The Board Members shall respect the established hierarchy. Direction to staff is provided exclusively through the **Principal**. The Board Members must not bypass the Principal to influence **Department Heads, Division Heads, Coordinators, Teachers** and non-academic staffs.
- **Self-Restraint:** The Board members shall refrain from using their position to seek special treatment for their own children or acquaintances within the school.

## 3. Conflict of Interest & Transparency

- **Full Disclosure:** The Board Members must immediately disclose any financial or personal interest in a transaction or contract involving the school.
- **Recusal:** In cases of a conflict of interest, the member must abstain from voting and, if necessary, leave the room (onsite or digital) during the discussion.
- **Gifts:** The Board Members shall not accept gifts, favors, or Principalities that could be perceived as influencing their judgment or decision-making.
- **Non-Involvement:** The Board Members and their related parties shall not involve in any of the school's business contracts.

## 4. Confidentiality & Privacy

- **Privileged Information:** All board deliberations, student records, and staff personnel files are strictly confidential. This applies to all discussions held onsite or via **Microsoft Teams**.
- **Digital Security:** The Board Members must protect the security of board documents and access links, ensuring that sensitive data is never shared with unauthorized parties.

## 5. Digital Conduct & Social Responsibility

- **Social Media Integrity:** As high-profile representatives of ILBC, The Board Members must maintain a professional digital footprint. They must not post content that undermines the school's reputation or contradicts the **Child Protection Policy**.
- **Public Voice:** Only the **Principal** or a designated Board Spokesperson is authorized to speak publicly on behalf of the school. Individual members must ensure their personal opinions are not mistaken for official school policy.

## 6. Commitment to Safeguarding

- **Moral Oversight:** The Board Members have a moral obligation to ensure the school is a safe haven. They must remain informed of safeguarding trends and ensure the **DSL (Designated Safeguarding Lead)** has the resources needed to protect students from both physical and cyber harm.

## 7. Boardroom Culture & Collaboration

- **Respectful Dissent:** The Board Members shall encourage diverse perspectives and handle disagreements with professional courtesy. Once a board decision is made, all the Board Members must support the outcome publicly.
- **Punctuality & Presence:** The Board Members are expected to attend all scheduled meetings (Onsite or via Teams) and come fully aware of the agenda by reviewing all board papers in advance.

### Enforcement and Accountability

A violation of this Code of Ethics is a serious matter. If a member is found to be in breach, the Board may take action including:

1. **Private Admonishment** by the Board Chair or Principal.
2. **Formal Censure** recorded in the meeting minutes.
3. **Removal from the Board** by a majority vote for severe or repeated violations.

### Board Member Affirmation

*"I, [Name], as a member of the ILBC Governing Board, pledge to uphold this Code of Ethics. I commit to leading by example, protecting the dignity of our students, and ensuring that ILBC remains a beacon of excellence in international education."*

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## ILBC Conflict of Interest Disclosure Form

**Academic Year:** 2026-2027

### 1. Member Information

- **Full Name:** \_\_\_\_\_
- **Position:** (Board Member / Executive Leadership / Department Head)
- **Date of Disclosure:** \_\_\_\_\_

### 2. Disclosure of Financial or Business Interests

*Do you, or a close family member, have a financial interest in any business, brand, or property that currently conducts business with ILBC or is seeking to do so (e.g., furniture resale, construction, property management)?*

- **No**
- **Yes** (Please provide details below):
  - *Entity Name:* \_\_\_\_\_
  - *Nature of Interest:* \_\_\_\_\_

### 3. Disclosure of External Roles

*Are you currently serving as a board member, consultant, or employee for any other educational institution or organization that could be perceived as a competitor to ILBC?*

- **No**

- **Yes** (Please provide details below):

#### 4. Disclosure of Personal Relationships

Are you related to any current employee or student at ILBC?

- **No**
- **Yes** (Please provide details below):

#### 5. Affirmation & Agreement

1. **Notification:** I agree to update this form immediately if any new potential conflict arises during the academic year.
2. **Recusal:** I understand that I must recusal myself from any discussion or vote where a conflict of interest exists.
3. **Confidentiality:** I agree to maintain the strict confidentiality of all school business discussed in board meetings or via **Microsoft Teams**.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Schoolwide Action Plan

### Schoolwide Action Plan (SWAP): 2026–2027

#### 1. Executive Summary

**Goal:** To establish ILBC as a leader in delivering quality education service in Myanmar and beyond and **Technology Integrated Learning (TIL)** by standardizing school-wide policies, strengthening the teacher mentorship hierarchy, and ensuring a safe, **Socially Responsible** environment for all onsite and online students.

#### 2. Strategic Pillars & Objectives

##### Pillar 1: Academic Rigor & Digital Mastery

- **Objective:** Full transition to a AI-driven academic environment using the Microsoft 365 ecosystem.
- **Key Actions:**
  - **Standardized Assessment:** Summative assessments shall be executed via pen and paper test onsite at the end of school term. Online summative assessment shall be executed as necessary.
  - **Teacher-Led AI:** Integrate supervised AI tools into the Primary and Secondary curriculum to enhance research skills while maintaining **Academic Integrity**.
  - **Digital Resource Library:** Sora digital library is made available to students and teachers.

**Pillar 2: Hierarchy & Professional Development**

- **Objective:** Strengthen the quality of instruction through a structured mentorship model.
- **Key Actions:**
  - **The Mentorship Loop:** Assign every **Trainee and Assistant Teacher** a Senior Mentor (Class Teacher) for weekly observation and feedback.
  - **TIL Certification:** Require all instructional staff to complete Information Technology Departmental Training Program.
  - **Performance Transparency:** Implement occasional reviews between **Department Heads** and their teams using the **key performance indicators** set as the benchmark.

**Pillar 3: Holistic Safeguarding & Discipline**

- **Objective:** Cultivate a campus culture of "Respect and Responsibility" both onsite and online.
- **Key Actions:**
  - **COC Launch:** Distribute and gain signed affirmations for the **Anti-Physical Bullying & Anti-Cyberbullying Code of Conduct** from all families.
  - **Incident Response:** Incident cases are shared in the weekly teacher coordination meeting to raise awareness and to be able to plan to prevent not to repeat the same event in the school community.
  - **Parental Partnership:** Conduct termly "Digital Town Halls" via Teams to align parents with the school's **Social Responsibility** mission.

**3. Implementation Timeline**

Phase	Month	Focus	Key Deliverable
<b>I: Alignment</b>	June – July	Policy Distribution	Full launch of the <b>Teacher-Led AI Policy</b> in school. Upgraded <b>Employee Handbook &amp; COC</b> signatures.
<b>II: Training</b>	August	Staff Onboarding	Completion of the <b>ILBC Staff Training Agenda: Safeguarding &amp; Child Protection.</b>
<b>III: Activation</b>	September	TIL Execution	Performance Evaluation for Teaching Staff.

Phase	Month	Focus	Key Deliverable
<b>IV: Audit</b>	January	Student and Teacher Performance Reviews	Academic data analysis and staff appraisals.
<b>V: Excellence</b>	April– May	Future Planning	Year-end review of teacher’s KPI achievement and Student Academic achievement.

#### 4. Key Performance Indicators (KPIs)

- **Pedagogy and Methodology:** Teacher are expected to plan the lessons age-appropriately based on relevant educational theories and the use of AI as an additional tool as well as an academic support.
- **Safety:** 100% of reported incidents documented and resolved within the timeframe specified in the **Suspension SOP**.
- **Engagement:** A 20% increase in parent participation in digital PTCs (Parent-Teacher Conferences) as well as in onsite conference.
- **Growth:** 85% of **Trainee Teachers** meeting competency standards by the end of their first year.

#### 5. Monitoring & Evaluation

- **Daily: Coordinators** monitor Teams "Posts" and onsite classroom management.
- **Weekly: Department Heads** review the **Incident Report** logs and academic pacing.
- **Monthly: Principal** reviews the **Confidential Safeguarding Log**.

#### 6. Resource Allocation

- **Professional Development:** Budget set aside for external and internal training for both onsite and online program certification fees.
- **Infrastructure:** Continuous maintenance of high-speed campus Wi-Fi to support the **Flexible Learning Protocol**.

# Health, Safety & Emergency (HSE) Policy

## 1. Policy Statement

ILBC is committed to providing a secure and healthy environment. We believe that safety and wellness of student contribute to creating conducive environment to learning through which expected outcomes can be achieved. This policy applies to all onsite students, staff (including **Trainee/Assistant Teachers**), and visitors.

## 2. Health & Medical Protocols

### A. The "Flexible Learning" Health Protocol

To prevent the spread of illness while maintaining academic continuity:

- **Symptom Screening:** Students with fever, persistent cough, or infectious or contagious conditions must stay home.
- **Notification by parents:** Parents must notify the **Class Teacher** by 7:30 AM to switch to "Online Mode."
- **Medical Clearance:** Students returning after illness must provide a doctor's note to the **Front Office**.

### B. Onsite First Aid & Medication

- **First Aid Station:** A designated station is maintained onsite with a medical officer or certified first-aid staff.
- **Medication Administration:** No medication shall be administered without written parental consent and a clear prescription log.
- **Emergency Contact:** Every student must have an updated **Emergency Contact Form** on their digital file in Microsoft Teams.

## 3. Physical Safety & Campus Security

### A. Access Control

- **Identification:** All staff and the **Board Members** must wear ILBC ID badges. Visitors must sign in at the security gate and wear a "Visitor" pass.
- **Supervision: Assistant and Trainee Teachers** are assigned to high-traffic areas (canteen, playground, gates) during break times to ensure constant student supervision.

### B. Facility Safety

- **Hazard Audits:** The **Admin Manager** conducts monthly checks of electrical outlets, playground equipment, and fire extinguishers with relevant department personnel.
- **Digital Safety (Hardware):** Laptops and temporary extension cords must be used away from liquids. All cables in the **TIL classroom** must be trunked to prevent tripping.

## 4. Emergency Response Procedures (SOPs)

### A. Fire & Evacuation

1. **Alarm:** Continuous ringing of the school bell.
2. **Action:** Teachers lead students in a quiet, orderly line to the **Primary Assembly Point**.
3. **Role Call: Class Teachers** use the **Teams Attendance Log** to ensure all students are accounted for.
4. **Reporting: Coordinators** report status to the **Principal** within 5 minutes.

### B. Medical Emergency (Severe Injury/Illness)

1. **Isolate:** Keep the area clear. Do not move the person if a spinal injury is suspected.
2. **Alert:** Contact the **Division Head** and the school nurse immediately.
3. **Transport:** If the PRINCIPAL determines it is an emergency, the school will arrange immediate transport to the nearest Hospital while the **Coordinator** contacts the parents.

### C. Civil Disturbance or External Threat (Lockdown)

1. **Signal:** A specific coded announcement over the PA system via Microsoft Teams.
2. **Action:** All doors are locked; students move away from windows and remain silent.
3. **Digital Check-in:** The PRINCIPAL will use the Staff General Channel on Teams to provide real-time updates and instructions.

## 5. Mental Health & Well-being

- **Cyber-Safety:** In line with the **Anti-Bullying Policy**, staff monitor Teams for signs of digital distress.
- **Counseling Access:** Students showing signs of extreme emotional stress are referred to the **Division Head** for a private consultation and parent meeting.

## 6. Training & Compliance

- **Drills:** Fire and Lockdown drills are conducted once a year.
- **Staff Onboarding:** All new **Trainee Teachers** must receive HSE orientation during their first week, as outlined in the **Employee Handbook**.
- **Reporting:** Any "Near Miss" or minor injury must be recorded using the **Incident Report Form**.

## 7. Plans for Preparedness and Actions to Follow in the Event of Natural Disasters and Unforeseen Emergency Situations

In the event of natural disasters or unforeseen emergency situations in the areas within the ILBC schools' jurisdiction, the following preparedness plans and actions must be coordinated and implemented by the principals, vice-principals, branch school principals, department heads, teachers, and staff to ensure readiness:

## **(1) Prevention and Preparedness**

### **1.1 Simulation Drills**

Drills involving all students, teachers, and staff to ensure readiness:

- 1.1 Practice of evacuating to safety in case of fire emergencies.
- 1.2 Practice of evacuation in case of an earthquake emergency.
- 1.3 Practice of evacuation in case of an explosion or chemical hazard.
- 1.4 Drills for the prevention of infectious diseases.
- 1.5 Educational programs for living safely in natural disaster and unforeseen emergency situations.

**1.2 Training Programs for Natural Disaster Prevention** Providing training for students, teachers, and staff:

- 2.1 Fire prevention education and emergency fire extinguishing training.
- 2.2 First aid training and basic medical procedures.
- 2.3 Earthquake emergency preparedness training.
- 2.4 Life-saving training in case of explosion or other hazards.

### **1.3 Educational Preparation for Emergencies**

- 3.1 If schools are unable to open due to local emergencies, online education should be organized.
- 3.2 In case of internet or phone line failures, arrangements should be made for home-based self-learning (Life-long Learning Program).
- 3.3 Parents and guardians should be promptly informed of any educational changes due to emergencies.

### **1.4 Emergency Communication Plans with Parents**

- 4.1 Contacting parents via email or phone when emergencies occur, and in the case of no communication lines, notices should be displayed on school premises.

### **1.5 Stockpiling of Medical Supplies**

- 5.1 Essential medicines and first aid equipment should be procured and stored.
- 5.2 Regular checks on the expiration dates of emergency medicines and replacement when necessary.
- 5.3 Medicine and usage instructions should be available in Burmese in designated school medical rooms.

### **1.6 Provisions for Staff and Families**

- 6.1 Provisions for staff and families to be safely housed within the school premises during emergencies, including food, water, and shelter.

- 6.2 Emergency supplies, such as rice, oil, salt, and water, should be stored and readily available.

### **1.7 Emergency Communication Systems**

- 7.1 Emergency communication systems should be established to report local situations to school management in real-time.
- 7.2 Purchase of necessary phone cards and communication tools.

### **1.8 Formation of Emergency Response Teams**

- 8.1 Emergency response teams (such as financial, security, rescue, communication, health, transport) should be pre-established to respond efficiently during an emergency.

### **1.9 Emergency Measures for School Premises**

- 9.1 Emergency measures should be in place to secure the school premises and essential documents, and necessary staff should be assigned to protect school property.

## **(2) Action During Emergencies**

### **2.1 Response Based on Pre-Drilled Procedures**

- 1.1 In emergencies, all staff and students should respond as per pre-established drills.
- 1.2 Pre-established response teams should be activated for school care during an emergency.

### **2.2 Evaluation of Actions**

- 2.1 Emergency response teams should review and discuss the effectiveness of their actions in real-time.

### **2.3 Plans for Teachers and Staff to Return to Their Residences**

- 3.1 Teachers and staff from other regions should be coordinated for safe return to their homes.

### **2.4 Preserving Important Equipment and Documents**

- 4.1 Important documents should be stored in fireproof cabinets and protected during emergencies.

### **2.5 Plans for Emergency Evacuation**

- 5.1 Emergency evacuation bags should be prepared with essential items for both staff and families.

### (3) Reconstruction

#### 3.1 Rescue and Reconstruction Activities

- 1.1 Immediate health care and assistance should be provided to staff and students in need.
- 1.3 In case of difficult communication with remote areas, teleconsultation should be offered.

#### 3.2 Repairs and Maintenance of School Facilities

- 2.1 Record the extent of damage to the school premises and send reports to relevant authorities.
- 2.2 Collaborate with engineers for quick repairs and reconstruction.

#### 3.3 Plans for Resumption of School Operations

- 3.1 After reconstruction, the school should be re-opened in coordination with the school management.
- 3.2 If the school needs to be reopened online or on-site, the date and time should be communicated to parents promptly.

#### Affirmation of Safety

*"Safety is not a department; it is a mindset. At ILBC, we commit to being vigilant, prepared, and responsive, ensuring that our physical and digital campus remains a sanctuary for learning."*

#### 1. Weekly Classroom Safety Checklist

**Frequency:** Every Monday (Before the first bell)

**Responsible:** Class Teacher / Assistant Teacher

**Reviewed by:** Division Head

Safety Category	Item to Check	Status (Pass/Fail)	Notes / Action Required
Electrical	All charging cables for laptops/tablets are untangled and away from walkways.		
Emergency	The Fire Evacuation Map is clearly visible near the door.		
Furniture	Desks and chairs are stable; no sharp edges or broken parts.		

Safety Category	Item to Check	Status (Pass/Fail)	Notes / Action Required
Hygiene	Hand sanitizer is refilled and first-aid kit is fully stocked.		
Digital	Smart TV is secure.		
Environment	Room is free of clutter that could block an emergency exit.		

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 2. Emergency Evacuation Map Template

*This is the standardized layout for your campus. Use this to create specific maps for each room.*

**[Room Number/Name] - YOU ARE HERE**

**1. PRIMARY EXIT:** \* Exit the door and turn [Left/Right].

- Proceed directly to the **[Primary Assembly Point, e.g., The Main Playground]**.

**2. SECONDARY EXIT:** \* If the primary path is blocked, use the [Window/Secondary Door].

- Proceed to the **[Secondary Assembly Point, e.g., The Parking Area]**.

**3. EMERGENCY ROLES:**

- **Class Teacher:** Leads the line and carries the **Physical Attendance Register**.
- **Assistant/Trainee Teacher:** Sweeps the room to ensure no one is left behind (including restrooms) and closes the door.

### In Case of Fire:

- Evacuate immediately with no one left behind.
- Rescue anyone in immediate danger.
- Alarm: Pull the nearest fire alarm station.
- Contain: Close doors as you exit to slow the spread.
- Evacuate: Do not use elevators. Do not stop for personal belongings.

### In Case of Lockdown:

- LOCK the door and turn off the lights.
- HIDE: Move away from windows and sit on the floor in silence.
- WAIT: Stay in position until the "All Clear" is announced by the Principal via the PA system or the Teams Staff Channel.

## Administrative Next Step

It is recommended that your **Admin Manager** prints these maps on A4 cardstock and laminates them for durability.

This **Emergency Role Assignment Sheet** is designed to provide clear, high-pressure accountability. By assigning specific names to these roles, it is ensure that in the heat of a crisis, every member of the leadership team and support staff knows exactly where to go and what to do.

## ILBC Emergency Role Assignment Sheet: 2026-2027

**Command Center:** Principal Office (Onsite) / "Emergency Management" Private Channel (Teams)

### 1. Incident Command (The Decision Makers)

- **Chief Incident Commander: Principal**
  - *Duty:* Ultimate authority on evacuation, lockdown, or school closure. Communicate with the **Governing Board**.
- **Deputy Commander: Division Head**
  - *Duty:* Assumes command if the PRINCIPAL is off-site. Manages the flow of information between Departments.

### 2. Physical Safety & Evacuation (The Marshals)

- **Chief Fire Marshal: Admin Manager**
  - *Duty:* Verifies all zones are cleared. Interfaces with local fire/emergency services.
- **Zone Marshals (By Level/Building):**
  - **Level 1 Coordinator:** \_\_\_\_\_
  - **Level 2 Coordinator:** \_\_\_\_\_
  - **Level 3 Coordinator:** \_\_\_\_\_
  - *Duty:* Accounts for every student and **Assistant Teacher** in their specific zone at the Assembly Point.

### 3. Medical & Welfare (The First Responders)

- **Medical Lead: Medical Officer/School Nurse / Certified First Aider**
  - *Duty:* Manages the triage at the Assembly Point. Brings the Emergency Medical Kit and Student Allergy List.
- **Student Welfare Officer: Senior Counselor / Division Head**
  - *Duty:* Provides emotional support for distressed students. Monitors for signs of shock or panic.

#### 4. Communications & Records (The Information Hub)

- **Parent Liaison: Registrar / Front Office Manager**
  - *Duty:* Executes the emergency broadcast to parents via **Microsoft Teams** or SMS. Only speaks from the PRINCIPAL-approved script.
- **Digital Recorder: IT Administrator**
  - *Duty:* Maintains the digital "Log of Events" in Teams. Ensure the **PRINCIPAL** has access to the **Emergency Contact Form** database.

#### 5. Facility Security (The Gatekeepers)

- **Security Lead: Head of Security**
  - *Duty:* Manages gate access for emergency vehicles. In a **Lockdown**, ensures all external perimeter points are secured.
- **Sweeper (Restrooms/Library): Designated Trainee Teacher**
  - *Duty:* Quickly checks non-classroom spaces during an alarm to ensure no student is left behind.

#### Emergency Role Affirmation

Name	Assigned Role	Signature

#### Critical Action Steps for the PRINCIPAL:

1. **Print & Post:** Place a copy of this sheet in the Staff Room and the Main Office.
2. **Digital Pin:** Pin this document to the top of your "**Staff General**" **Channel** on Microsoft Teams.
3. **Briefing:** Conduct a 15-minute "Tabletop Exercise" with these individuals to walk through a hypothetical scenario.

## 4. Employee Handbook

### 1. Welcome & Mission

#### Welcome Letter from Board of Education

Dear Colleagues,

It is with great pride and appreciation that you are welcome to **ILBC International School**. Whether you are joining our school community for the first time or continuing your professional journey with us, you are now part of an institution that is dedicated to excellence in education and the holistic development of students.

At ILBC International School, it is believed that education extends far beyond academic achievement. The goal is to create a learning environment where students grow intellectually, socially, emotionally, and ethically. This can only be achieved through the commitment, professionalism, and collaboration of our dedicated staff members.

The school community is built upon **mutual respect, trust, and cooperation**. Every employee—teachers, administrators, and support staff—plays a vital role in maintaining a safe, inclusive, and inspiring environment for our students. Your contributions directly influence the learning experiences and personal development of the young people we serve.

This Employee Handbook has been created to provide guidance regarding our policies, expectations, and professional standards. It is designed to help employees understand their responsibilities and the procedures that support the smooth operation of the school. While this handbook outlines important policies, it also reflects the shared values and culture that define ILBC International School.

As members of an educational institution, we serve as role models for our students. Our actions, attitudes, and commitment to excellence set an example that shapes the character and aspirations of our learners. You are encouraged to approach your role with dedication, integrity, and compassion.

Together, we will continue to build a school community that promotes innovation, celebrates diversity, and prepares students for success in an increasingly interconnected world.

Thank you for your commitment and the valuable contributions you make every day.

With appreciation and respect,

Board of Education

ILBC International School

## **Mission Statement**

Our mission is to foster the development of the **whole child**, preparing students to become academically well-prepared, socially responsible, culturally sensitive, and personally fulfilled individuals.

## **Learning Environment and Expected Outcomes**

ILBC International School aims to provide a high-quality educational environment built upon strong academic foundations to develop critical thinking skills, communication skills, creativity and collaboration skills alongside digital literacy, life skills and a lifelong love of learning. Through meaningful learning experiences and supportive relationships, students can navigate toward becoming responsible global citizens.

## **Core Values**

The culture and operations of ILBC International School are guided by the following core values:

### **Consistency and Integrity in All Actions**

We encourage honesty, ethical behavior, and accountability in all aspects of school life.

### **Respect for Diversity and Individuality**

We value and celebrate the diverse backgrounds, talents, and perspectives within our school community.

### **Collaboration Across Departments and Roles**

We promote teamwork and cooperation among faculty, staff, students, and families to achieve shared educational goals.

### **Innovation in Teaching and Support Services**

We encourage creativity, continuous improvement, and the use of modern educational practices based on educational theories and technologies.

### **Commitment to Student Success**

All decisions and actions within the school are guided by our dedication to supporting the well-being and academic success of our students.

## 2. Employment Policies

### Equal Employment Opportunity (EEO)

ILBC International School is committed to providing equal employment opportunities for all employees and applicants. Employment decisions such as recruitment, hiring, training, promotion, and compensation are based on qualifications, performance, and the needs of the school.

The school does not discriminate against any employee or applicant based on race, color, religion, gender, sexual orientation, national origin, age, disability, or any other legally protected status.

The school values diversity and believes that a diverse workforce strengthens our learning environment and supports our mission of providing international education.

### Code of Conduct

Employees are expected to conduct themselves in a professional and ethical manner at all times. As representatives of the school, staff members should model positive behavior and maintain high standards of professionalism.

Employees must:

- Treat colleagues, students, and parents with respect and courtesy
- Maintain professional boundaries with students
- Avoid any form of harassment or discrimination
- Represent the school positively in public and professional settings
- Follow all school policies and procedures

Violations of the Code of Conduct may result in disciplinary action.

### Employment Classifications

Employees at ILBC International School may fall into one of the following categories:

#### Full-Time Employees

Employees who work **48 hours per week** and are typically eligible for the full range of benefits offered by the school.

#### Part-Time Employees

Employees who work **less than 30 hours per week**. Benefits eligibility may vary depending on employment agreements.

#### Contract Employees

Individuals employed for a **specific project or time period** under a formal contract agreement.

#### Seasonal or Temporary Employees

Employees hired for short-term roles related to special programs, events, or seasonal school activities.

## Probationary Period

All new employees will complete a **90-day probationary period** beginning from the first day of employment. During this time, supervisors will evaluate the employee's performance, professionalism, and compatibility with the school's work environment.

The probationary period provides an opportunity for both the employee and the school to assess whether the position is a good fit.

Employment may be terminated during the probationary period if expectations are not met, where employee under the probationary period may exercise his/her right to leave the position without any compensation.

## Performance Reviews

Employee performance evaluations are typically conducted **once per year**. The purpose of these reviews is to provide constructive feedback, recognize achievements, and identify opportunities for professional growth.

Performance reviews may include evaluation of:

- Job performance and responsibilities
- Professional conduct
- Collaboration with colleagues
- Contribution to the school community
- Professional development progress

Supervisors and employees may also set goals for the upcoming year during these evaluations.

## 3. Workplace Expectations

### Professionalism

Employees are expected to maintain high standards of professionalism in appearance, behavior, and communication. This includes dressing appropriately for the workplace, arriving on time, fulfilling assigned responsibilities, and interacting respectfully with students, parents, and colleagues.

Professional conduct contributes to a positive learning environment and strengthens the reputation of the school.

### Confidentiality

Employees must respect the confidentiality of sensitive information related to students, families, and staff members. This includes academic records, medical information, personal data, and internal school matters.

Confidential information must not be shared outside authorized school channels. Employees should take reasonable precautions to protect data and ensure privacy.

### Technology Use

School technology resources, including computers, internet access, and communication systems, are provided to support educational and administrative tasks.

Employees must use these resources responsibly and avoid activities that may compromise the security, privacy, or reputation of the school.

Personal use of school technology should be limited and must not interfere with work responsibilities.

## Conflict Resolution

A respectful workplace is essential to maintaining a positive school environment. Employees are encouraged to resolve disagreements in a constructive and professional manner to reach amicable solution.

If a conflict arises, employees should attempt to address the issue directly with the involved parties. If the matter cannot be resolved, employees may seek assistance from supervisors or the Human Resources department.

Maintaining open communication and mutual respect helps ensure effective teamwork and collaboration.

## 4. Compensation & Benefits

### Payroll

Employees are paid **monthly through direct bank transfer**. Salary payments are typically processed at the end of each month according to the school's payroll schedule.

Electronic pay slips are provided to employees and include detailed information about salary payments, deductions, and benefits.

Employees should notify the HR department if any discrepancies are found in their pay records.

### Benefits

ILBC International School offers several benefits to support the well-being of employees.

Benefits may include:

- Tuition discounts or free tuition for teachers' children depending on the length of service
- School health care programs
- Social welfare and employee support initiatives
- Motor vehicle and fuel allowance to Division Heads, Academic Department Heads, Principals

Eligibility for benefits may vary depending on employment classification and length of service.

### Leave Policies

Employees are entitled to the following types of leave:

#### Casual Leave

Employees may take **up to 10 days of casual leave per year** for personal matters or urgent needs.

#### Sick Leave

Employees are eligible for **up to 30 days of sick leave per year** after completing six months of service. Medical documentation may be required for extended absences.

## Vacation Leave

Employees may receive **approximately two weeks of vacation leave per year**, depending on the school calendar and operational requirements.

## Maternity Leave

Eligible employees may take **6 weeks of maternity leave before childbirth and 8 weeks after childbirth**.

## Bereavement Leave

Employees may request leave in the event of the death of an immediate family member.

All leave requests must be submitted using the **Leave Request Form (Appendix C)** and approved by the appropriate supervisor.

## Professional Development

ILBC International School encourages employees to pursue continuous professional development in order to enhance their skills and effectiveness.

Professional development opportunities may include:

- Workshops and training programs
- Educational conferences
- Academic courses
- Certifications relevant to professional responsibilities

Employees requesting support for professional development activities should submit the **Professional Development Request Form (Appendix E)** for approval.

## 5. Safety & Security

### Campus Safety

Maintaining a safe and secure school environment is a shared responsibility of all employees.

Staff members must follow safety procedures, participate in emergency drills, and report any suspicious or unsafe activities immediately.

### Workplace Safety

Employees should remain aware of potential hazards in the workplace. Unsafe conditions should be reported promptly to supervisors or facilities personnel.

In the event of an accident or injury, employees must immediately notify the appropriate supervisor and complete an **Incident Report Form (Appendix D)**.

### Child Protection

The safety and well-being of students is the highest priority at ILBC International School.

All employees are required to report any suspected cases of child abuse, bullying, or neglect. Staff members are expected to follow established safeguarding procedures and participate in relevant training.

Failure to report concerns regarding student safety may result in disciplinary action.

### **Crisis Management**

In emergency situations such as natural disasters, medical emergencies, or security incidents, employees must follow the school's Emergency Response Procedure.

Communication during emergencies will be coordinated through official school communication channels.

Employees should remain calm, follow instructions from leadership, and prioritize student safety.

## **6. Teaching & Academic Standards**

### **Curriculum Guidelines**

Teachers are expected to follow approved curriculum frameworks and academic standards established by the school. Instruction should be well-planned, engaging, and aligned with learning objectives.

Teachers are encouraged to incorporate creative teaching methods and innovative approaches to enhance student learning.

### **Classroom Management**

Teachers are responsible for maintaining a positive and respectful classroom environment. Effective classroom management promotes student engagement, discipline, and mutual respect.

Disciplinary practices should be consistent with school policies and should focus on promoting responsible behavior.

### **Assessment & Grading**

Student assessment should be conducted fairly and consistently according to school standards.

Teachers should maintain accurate records of student performance and provide timely feedback to students and parents.

Assessment practices should support student learning and development.

### **Extracurricular Involvement**

Teachers are encouraged to participate in extracurricular activities that enrich the student experiences and provide opportunities to develop multiple skills and intelligences.

These activities may include student clubs, sports teams, competitions, or school events. Faculty involvement helps strengthen the school community and supports student growth beyond the classroom.

## **7. Support Staff Guidelines**

Support staff play a crucial role in ensuring the smooth operation of ILBC International School.

### **Roles & Responsibilities**

Support staff members contribute to the functioning of departments such as administration, finance, information technology, facilities, and student services.

Each role supports the overall educational mission of the school.

### Collaboration with Faculty

Support staff should work closely with faculty members and administrators to maintain effective communication and coordination.

Collaboration between departments ensures that school operations run efficiently and that students receive the support they need.

### Customer Service Standards

All employees are expected to treat students, parents, visitors, and colleagues with courtesy and professionalism.

Providing helpful and respectful service strengthens the relationship between the school and the community.

## **8. Community & Culture**

### Diversity & Inclusion

ILBC International School values diversity and strives to create an inclusive community where everyone feels respected and valued.

We encourage understanding, acceptance, and appreciation of different cultures, perspectives, and backgrounds.

### Communication Channels

Employees will receive important announcements and updates through:

- Staff meetings
- Internal communication platforms
- Microsoft Teams
- Official school email systems

Employees are expected to regularly check these channels for updates.

### Events & Traditions

School events help build a strong sense of community and school spirit.

Employees are encouraged to participate in activities such as:

- Outdoor learning programs
- STEAM fairs
- Cultural celebrations
- School assemblies and special events

Participation in these activities strengthens relationships within the school community.

## **9. Disciplinary Procedures**

### **Progressive Discipline**

The school follows a progressive disciplinary process when addressing misconduct or performance issues.

Steps may include:

1. Verbal Warning
2. Written Warning
3. Suspension
4. Termination of Employment

The goal of disciplinary action is to correct behavior and support improvement.

### **Grievance Policy**

Employees who have concerns or complaints regarding workplace matters may submit a grievance through the Human Resources department.

All grievances will be reviewed carefully and handled confidentially.

### **Appeals Process**

Employees may appeal disciplinary decisions by submitting a formal request for review. Appeals will be evaluated by school leadership to ensure fairness and transparency.

## **10. Acknowledgment**

All employees are required to sign an acknowledgment confirming that they have received, read, and understood the Employee Handbook.

Signing the acknowledgment indicates that employees understand their responsibilities and agree to follow the policies and procedures outlined in the handbook.

## **11. Work Hours & Attendance**

### **Work Schedule**

Employees are expected to follow the work schedule assigned by their department or supervisor. Typical work hours for full-time staff are determined by the school administration and may vary depending on the employee's role.

Teachers are expected to arrive before the start of the school day and remain available for school responsibilities including:

- Classroom preparation
- Meetings with colleagues
- Parent communication
- Student supervision
- School activities

Support staff should follow the working hours specified in their employment agreement.

## Attendance

Regular attendance and punctuality are essential for maintaining a productive educational environment. Employees must report to work on time and fulfill their assigned responsibilities. If an employee is unable to report to work due to illness or emergency, they must notify their supervisor as soon as possible.

Frequent unexplained absences or lateness may result in disciplinary action.

## 12. Staff Communication & Meetings

Effective communication is essential for maintaining a well-coordinated school environment.

Employees are expected to participate in:

- Staff meetings
- Department meetings
- Professional development sessions
- School briefings

Important announcements and information may be communicated through:

- Official school email
- Microsoft Teams
- Staff meetings
- Administrative notices

Employees are responsible for regularly checking communication platforms to stay informed.

## 13. Parent Communication Policy

Teachers and staff are expected to maintain professional communication with parents and guardians.

Communication with parents should:

- Be respectful and constructive
- Focus on the academic and personal development of students
- Be conducted through official school communication channels

Teachers should provide regular updates regarding student progress and respond to parent inquiries within a reasonable time frame.

Sensitive issues should be addressed professionally and, when necessary, with the involvement of school administration.

## 14. Social Media & Public Communication

Employees should exercise professionalism when using social media or public communication platforms.

Staff members should:

- Avoid sharing confidential school information
- Refrain from posting inappropriate content related to students or school activities
- Maintain professional conduct when referencing the school online

Photos or videos of students should only be shared according to school policies and with appropriate permissions.

Employees represent the reputation of the school even outside the workplace.

## **15. IT & Data Protection Policy**

School technology systems must be used responsibly and in accordance with school policies.

Employees must:

- Protect passwords and login credentials
- Avoid downloading unauthorized software
- Protect student and school data from unauthorized access

Sensitive information such as student records, exam results, or internal documents must not be shared outside authorized school platforms.

The school may monitor technology usage to maintain security and compliance.

## **16. Student Safeguarding Policy**

The safety and well-being of students is the highest priority at ILBC International School.

All staff members must:

- Treat students with respect and dignity
- Maintain professional boundaries
- Avoid situations where they are alone with students without supervision when possible
- Immediately report concerns regarding abuse, bullying, or neglect

Staff must follow all safeguarding guidelines and participate in training programs when required.

Failure to follow safeguarding procedures may result in serious disciplinary action.

## **17. Professional Ethics for Educators**

Teachers and staff must demonstrate professional integrity and ethical behavior.

Employees should:

- Promote fairness and equal opportunities for all students
- Maintain academic honesty
- Avoid favoritism or discrimination
- Encourage respectful behavior among students

Teachers must ensure that their professional conduct supports a positive learning environment.

## **18. Staff Development & Training**

ILBC International School believes that continuous learning strengthens educational quality. The school may provide professional development opportunities such as:

- Teacher training workshops
- Technology training
- Curriculum development sessions
- Leadership training
- Educational conferences

Employees are encouraged to actively participate in training programs that enhance their professional skills.

## **19. Staff Well-being**

The school recognizes the importance of maintaining a healthy and supportive workplace. ILBC International School promotes staff well-being by encouraging:

- Work-life balance
- Professional collaboration
- Open communication
- Respectful workplace relationships

Every staff member is obliged to contribute in building a pleasant working environment. Employees are encouraged to seek support from supervisors or HR if they experience workplace challenges.

## **20. School Property & Resources**

Employees must use school property responsibly and only for authorized purposes. School property includes:

- Computers and technology devices
- Classroom equipment
- Teaching materials
- Office supplies
- Facilities and infrastructure

Employees must report any damage or loss of school property immediately.

## **21. Visitor & Campus Access Policy**

For safety reasons, all visitors must follow school security procedures. Visitors must:

- Register at the school reception
- Receive visitor identification when required

- Be accompanied by authorized staff when necessary

Employees should not allow unauthorized individuals to access school facilities or classrooms.

## 22. School Reputation & Professional Representation

Employees represent ILBC International School both inside and outside the workplace. Staff members are expected to:

- Maintain professional conduct in public
- Support the school's mission and values
- Communicate respectfully when representing the school

Actions that damage the reputation of the school may result in disciplinary measures.

# Child Protection Policy

## 1. Core Commitment & Mission Alignment

ILBC recognizes its moral and legal responsibility to safeguard and promote the welfare of all students. Every student has the right to be protected from abuse, neglect, and exploitation, whether in a physical classroom or a digital one. This policy is central to our mission of being **Socially Responsible** and **Culturally Sensitive**.

## 2. Institutional Safeguarding Hierarchy

All staff members are responsible for child protection, but specific roles have defined duties:

- **Designated Safeguarding Lead (DSL):** Typically, the **Division Head** or the **Principal** are responsible for overseeing all protection cases.
- **Deputy Safeguarding Leads: Department Heads and Coordinators,** who manage initial reports and documentation.
- **Frontline Guardians: Class Teachers, Subject Teachers, Assistant Teachers, and Trainee Teachers,** who monitor daily student well-being onsite and online.

## 3. Categories of Abuse & Risk

ILBC recognizes four main categories of abuse: **Physical, Emotional, Sexual, and Neglect**. In our hybrid environment, we specifically address:

### A. Digital Abuse & Online Safety (TIL Environment)

- **Grooming/Predatory Behaviour:** Use of **Microsoft Teams** or external social media to build inappropriate relationships with students.
- **Cyberbullying:** Persistent harassment by peers on school or private platforms (Viber, Facebook, etc.).
- **Exposure to Inappropriate Content:** Intentional or accidental exposure to harmful digital material during online lessons.

## B. Physical Abuse & Neglect

- Any non-accidental physical injury or failure to provide basic needs (food, safety, medical care).

## 4. Professional Boundaries & Conduct

To protect students, all staff members (including **Assistant and Trainee Teachers**) must adhere to the following:

- **Digital Communication:** Staff must **only** communicate with the students who are under direct supervision of them via @ilbc.edu.mm email or **Microsoft Teams**. Use of personal social media, private Viber groups, or phone calls is strictly prohibited.
- **Off-Campus Communication:** Teachers and supporting staff are not allowed to communicate with students or parents outside of school hours.
- **Inappropriate Communication:** Teachers are not allowed to communicate with students whom they are not teaching. Supporting staff are not allowed to communicate with any of the student unless otherwise in case of emergency or unless there is an official school-related business directed by school administration.
- **One-on-One Meetings:** Any private meeting (onsite or via Teams) must be visible to others. In Teams, meetings should be recorded with the **Coordinator's** knowledge, or a third staff member should be present.
- **Physical Contact:** Physical contact should be minimal, public, and appropriate to the student's age and the situation.

## 5. Reporting Procedures (The 3-Step Protocol)

If a staff member suspects a child is at risk, they must follow the "Recognize, Respond, Report" protocol:

### Step 1: Recognize

Identify signs of distress, unexplained injuries, or sudden changes in behaviour (e.g., a student suddenly keeping their camera off or becoming silent on Teams).

### Step 2: Respond

Listen to the student without making judgments or promising total secrecy (as the information must be shared with the DSL to protect the child).

### Step 3: Report

Complete a **Child Protection Incident Report** (like the general Incident Report but labeled "Confidential") and submit it directly to the **Level Coordinator** and **Division Head** within 2 hours.

## 6. Digital Safeguarding Measures

- **The TIL Virtual Background:** Enforced to protect the privacy of the student's home environment.
- **Supervised AI Use:** Ensuring AI tools are used for education, not for generating or accessing harmful content or plagiarism.

- **Account Monitoring:** The **IT Department** monitors Teams logs for flagged keywords related to self-harm, bullying, or inappropriate language.

## 7. Safer Recruitment

ILBC ensures that all staff, including **Trainee Teachers**, undergo rigorous background checks such as (1) criminal clearance (2) character clearance (3) contacting referees in the application form and letter of recommendation and (4) informal psychological evaluation by school health care department and interviews to ensure they are fit to work with children. All staff must receive mandatory **Child Protection Training** at the start of each academic year.

## 8. Parental Cooperation

Parents are informed of this policy through the **Parental Code of Conduct**. We expect parents to:

- Monitor their child's social media and digital footprint at home.
- Report any concerns regarding staff-student interactions to the **Principal** immediately.

## 9. Affirmation of Protection

*"Every child at ILBC is a precious trust. We pledge to maintain a vigilant, compassionate, and secure environment where students can achieve **Personal Fulfillment** without fear. We uphold this policy as our highest professional and moral duty."*

This **Staff Training Agenda** is designed to onboard your entire academic team—from **Trainee Teachers** to **Department Heads**—on the new Child Protection and Safeguarding protocols. It focuses on practical application within the **TIL (Technology Integrated Learning)** framework.

# ILBC Staff Training Agenda: Safeguarding & Child Protection

**Target Audience:** All Academic Staff (PRINCIPAL, Division Heads, Dept Heads, Coordinators, Class/Co/Assistant/Trainee Teachers)

**Theme:** "Guardians of the ILBC Mission: Protecting Our Students in a Hybrid World"

### Session 1: The Foundation (45 Minutes)

**Lead:** Principal / Division Head

- **Mission Alignment:** Linking Child Protection to the **Socially Responsible** and **Culturally Sensitive Pillars**.
- **The Hierarchy of Responsibility:** Defining the specific duties of **Trainee and Assistant Teachers** in the reporting chain.
- **Legal & Moral Duties:** Understanding the school's role as a safe haven in Myanmar and the digital space.

### Session 2: Recognizing Risks in the TIL Environment (60 Minutes)

**Lead:** Level Coordinators / IT Department

- **The Digital Warning Signs:** Identifying "Red Flags" on **Microsoft Teams** (e.g., unusual private chat requests, students refusing to use cameras, or inappropriate profile images).

- **Cyberbullying & Social Media:** How to monitor and document harassment on external platforms like **Facebook and Viber**.
- **Teacher-Led AI Ethics:** Ensuring AI tools are not used to bypass safety filters or generate harmful content.

### **Session 3: Professional Boundaries & "Digital Distance" (45 Minutes)**

**Lead:** Department Heads

- **The Official Channel Rule:** Strict enforcement of the @ilbc.edu.mm and Teams-only communication policy.
- **Recording Protocols:** When and how to record online sessions to protect both the student and the teacher.
- **Onsite Safety:** Maintaining professional physical boundaries and the "Rule of Two" (never being alone with a student in a private physical space).

### **Session 4: The Response & Reporting Protocol (60 Minutes)**

**Lead:** Designated Safeguarding Lead (DSL)

- **The "Recognize, Respond, Report" Workshop:**
  - **Roleplay:** How to listen to a student's disclosure without making "promises of secrecy."
  - **Documentation Training:** How to fill out the **Incident Report Form** and the **Confidential Safeguarding Log** accurately and objectively.
- **Timelines:** The mandatory "2-Hour Rule" for reporting urgent concerns to the **Coordinator**.

### **Session 5: Q&A and Affirmation (30 Minutes)**

**Lead:** Principal

- **Hierarchy FAQ:** Clarifying who a **Trainee Teacher** should go to if their immediate supervisor is unavailable.
- **The Staff Pledge:** All staff sign the **Teacher Code of Conduct** and the **Child Protection Policy acknowledgment** form.

**Training Materials Provided:**

1. Printed/Digital Copies of the **Master Code of Conduct (COC)**.
2. Laminated **Communication Flowchart** for every staff room.
3. Access to the digital **Incident Report Form** on Microsoft Teams.

# Unified Code of Conduct

## 1. Our Mission-Driven Philosophy

Every member of the ILBC community—fully onsite, fully online, or flexible learners—is committed to:

- **Academically Well-Prepared:** Mastering our curriculum and the digital tools of the future.
- **Socially Responsible:** Modeling integrity on campus, on Microsoft Teams, and across all social media.
- **Culturally Sensitive:** Honoring the diversity of our global school family and the heritage of Myanmar.
- **Personally Fulfilled:** Achieving individual excellence through discipline and self-respect.

## 2. Institutional Hierarchy & Authority

Students are expected to respect and follow the guidance of our diverse academic leadership and support teams:

- **School Leadership:** Principal, Division Heads, and Department Heads, BoE.
- **Academic Coordination:** Subject/Level Coordinators.
- **Classroom Team:** Class Teachers, Co-Teachers, Assistant Teachers, and Trainee Teachers.
- **Support:** IT Administration and School Staff.
- *Note: Instructions given by any staff member, including Trainee and Assistant Teachers, carry the full authority of the school.*

## 3. The "Flexible Learning" & Attendance Protocol

ILBC ensures learning never stops, even when students cannot be physically present.

- **Onsite Learners:** Must be in their physical classroom by the first bell.
- **Online Learners:** Must be logged into the Teams meeting 5 minutes early with a professional **TIL Virtual Background** active.
- **Flexible Transition (Illness/Emergency):** Onsite students who are unwell may join via Teams for the day.
- **Notification:** Parents must notify the **Class Teacher** and **Coordinator** by **7:30 AM** via official school channels.
- **Verification:** The school reserves the right to request a medical certificate if this option is used frequently.

## 4. Academic Integrity & "Teacher-Led" AI Policy

ILBC embraces innovation while protecting the value of student effort.

- **Supervised AI Use:** Artificial Intelligence tools may **only** be used when explicitly recommended and supervised by the **Class Teacher** or **Department Head** for specific projects.
- **Unauthorized AI Use:** Using AI to generate answers, essays, or code without teacher permission is considered **Academic Dishonesty** and will be treated as plagiarism.
- **Submission Standard:** All work must be submitted through the **Microsoft Teams Assignments** tab. The "Turn In" timestamp is the official record of completion.

## 5. The Digital Campus: Microsoft Teams Etiquette

As our primary workspace, Microsoft Teams must be treated with the same decorum as a physical classroom:

- **Visual Standards:** Camera **ON** at all times. Use only the official **ILBC TIL Background**.
- **Audio Standards:** Microphones **MUTED** upon entry. Use the "Raise Hand" feature to contribute.
- **Chat Discipline:** The chat is a formal academic forum. No slang, spamming, or excessive use of emojis. All private messages between students during school hours are subject to review by the **Division Head**.
- **Profile Integrity:** Profiles must show the student's legal name and a professional photo in the ILBC school uniform.

## 6. Social Responsibility & External Digital Conduct

Students represent ILBC 24/7. Our jurisdiction extends to behavior on external platforms:

- **Privacy Protection:** Recording, screenshotting, or sharing images of staff (from Trainee Teachers to the Principal) or classmates is a **Level 3 violation**.
- **Social Media:** Cyberbullying, "trolling," or posting content that harms the school's reputation on platforms like Facebook, Viber, or TikTok will result in immediate disciplinary action.
- **Network Security:** Sharing Microsoft Teams "Join Codes" or meeting links with outsiders is a major security breach.

## 7. Professional Appearance

- **Uniform:** The full ILBC uniform is mandatory for all students, including those joining from home.
- **Learning Environment:** Online students must sit at a desk. Lying down, eating, or being in a public/noisy area during live sessions is prohibited.

## 8. Disciplinary Framework (The Accountability Path)

Level	Examples of Misconduct	Authority / Consequence
Level 1	Uniform issues, camera off, chat misuse, minor lateness.	<b>Class/Assistant Teacher:</b> Warning, 24hr Teams Mute.
Level 2	Unauthorized AI use, recurring Level 1 issues, misuse of flexible learning.	<b>Coordinator/Dept Head:</b> Parent Meeting, Behavioral Contract.
Level 3	<b>Violence, Hacking, Cyberbullying (any platform), Privacy Violations.</b>	<b>Principal/Division Head: Suspension or Expulsion.</b>

## 9. Affirmation of the ILBC Community

"We recognize that technology is a privilege and a tool for growth. By signing this code, we commit to using AI responsibly under teacher guidance and upholding the ILBC Mission in every interaction, whether in-person or on Microsoft Teams."

# Unified Student Code of Conduct

## 1. Our Mission-Driven Foundation

Every ILBC student, whether learning in a physical classroom or via Microsoft Teams, is committed to our four pillars:

- **Academically Well-Prepared:** Prioritizing academic excellence and mastering 21st-century digital skills.
- **Socially Responsible:** Fulfill their personal responsibility and responsibilities towards community with integrity, honesty, and kindness.
- **Culturally Sensitive:** Respecting the diverse traditions of Myanmar and the global community.
- **Personally Fulfilled:** Taking ownership of personal growth, health, and character.

## 2. Institutional Hierarchy & Authority

Students are expected to respect the guidance and instructions of the school's leadership and academic teams:

- **School Leadership:** Principal and Division Heads.
- **Departmental Leadership:** Department Heads and Coordinators.
- **Classroom Team:** Class Teachers, Subject Teachers, Co-Teachers, Assistant Teachers, and Trainee Teachers.
- **Administrative Support:** IT Administrators and Campus Staff.
- *Note: Instructions from all staff members carry the full authority of ILBC.*

## 3. The "Flexible Learning" & Attendance Protocol

ILBC utilizes a hybrid model to ensure learning never stops.

- **Fully Onsite Students:** Must be in their designated classroom by the first bell.
- **Fully Online Students:** Must be logged into the Microsoft Teams meeting 5 minutes before class starts.
- **Flexible Transition (Illness Policy):** Onsite students who are unwell may join via Microsoft Teams for the day.
- **Notification:** Parents must notify the **Class Teacher** and **Coordinator** by **7:30 AM**.
- **Integrity:** Misusing this option to avoid onsite exams or disciplinary consequences is a major breach of conduct.

## 4. Academic Integrity & Artificial Intelligence (AI)

We embrace innovation while protecting the value of student effort.

- **Supervised AI Use:** AI tools may **only** be used when explicitly recommended and supervised by the **Class Teacher** or **Department Head** for specific academic purposes.
- **Unauthorized AI Use:** Using AI to generate answers, essays, or projects without teacher permission is considered **Academic Dishonesty** (Plagiarism). The academic dishonesty shall result in severe punishment.
- **TIL Submission:** All assignments must be "Turned In" via the **Teams Assignments** tab to be officially recorded and graded.

## 5. The Digital Campus: Microsoft Teams Etiquette

Microsoft Teams is a formal extension of our school. The following are mandatory for all:

- **Visual Standards:** Camera **ON** at all times. Use only the official **ILBC TIL Virtual Background**.
- **Audio Standards:** Microphones **MUTED** upon entry. Use the "Raise Hand" feature to contribute.
- **Identity:** Profiles must show the student's legal name and a professional photo in the ILBC uniform.
- **Communication:** Channels are for academic use. Private messaging during class time is prohibited and subject to review by the **Division Head**.

## 6. Social Responsibility & Digital Conduct

Students represent ILBC 24/7. Our jurisdiction covers behavior on all platforms:

- **Privacy Protection:** Recording, screenshotting, or sharing images of staff (from Trainee Teachers to the Principal) or classmates is a **Level 3 violation**.
- **Social Media Integrity:** Cyberbullying, "trolling," or posting content that harms the school's reputation on platforms like Facebook, Viber, or TikTok will result in immediate disciplinary action.
- **Security:** Never share Teams "Join Codes" or meeting links with outsiders.

## 7. Professional Appearance & Environment

- **Uniform:** The full ILBC uniform is mandatory for all students, including those joining online.
- **Learning Space:** Online students must sit at a desk in a quiet, well-lit room. Learning from bed or public areas is strictly prohibited.
- **Device Readiness:** Students must ensure their laptops are charged and Microsoft 365 apps are updated daily.

## 8. Disciplinary Framework

Level	Examples of Misconduct	Department of Student and Staff Affairs
Level 1	Uniform issues, camera off, chat misuse, minor lateness.	Front Office Officer
Level 2	Unauthorized AI use, recurring Level 1 issues, misuse of flexible learning.	Front Office Officer
Level 3	<b>Violence, Hacking, Cyberbullying (any platform), Privacy Violations.</b>	Front Office Officer

- Depending on the level of misconduct, the front office officer will arrange a meeting with relevant authorities such as Class teacher, Coordinator, Division Head, Subject Department Head, Head of Student and Staff Affairs and the Principal.

## Student & Parent Affirmation

"By being a student at ILBC, I commit to these values. I understand that my actions—onsite, online, and on social media—must reflect the ILBC mission. I will use technology and AI responsibly under teacher guidance to achieve my full potential."

This **Digital Safety & AI Ethics Agreement** serves as a formal addendum to the ILBC Student Code of Conduct. It is designed to ensure that students, parents, and the school leadership—including **Division Heads, Department Heads, and Coordinators**—are aligned on the safe and ethical use of technology.

## Digital Safety & AI Ethics Agreement

### 1. Ethical Use of Artificial Intelligence (AI)

As an ILBC student, I recognize that AI is a powerful tool for learning, but it must be used with integrity.

- **Teacher Supervision:** I will only use AI tools (such as ChatGPT, Copilot, or Gemini) when a **Class Teacher** or **Department Head** explicitly authorizes it for a specific assignment.
- **Academic Honesty:** I will not use AI to generate work and pass it off as my own. If AI is used under supervision, I will properly cite and disclose its use.
- **Verification:** I understand that my work may be screened by AI-detection software and that **Division Heads** have the final authority on cases of suspected unauthorized AI use.

### 2. Microsoft Teams & The TIL Environment

I commit to maintaining a professional digital workspace at all times:

- **Visual Identity:** I will always use the **official ILBC TIL Virtual Background** and keep my camera **ON** to ensure active engagement.
- **Professional Conduct:** I will not use the "Chat" feature for personal conversations or inappropriate content during lessons. I acknowledge that **Coordinators** and **IT Administrators** may review logs to ensure **Social Responsibility**.
- **Account Security:** I will never share my Microsoft 365 credentials or Teams "Join Codes" with anyone outside the ILBC community.

### 3. Social Media & External Digital Conduct

I understand that my behavior on external platforms (Facebook, TikTok, Viber, etc.) impacts the ILBC community.

- **Privacy & Consent:** I will **never** record, screenshot, or share photos/videos of any staff member (including **Trainee, Assistant, and Co-Teachers**) or fellow student without their express permission.
- **Reputational Integrity:** I will not post, like, or share content that is bullying, exclusionary, or harmful to the reputation of ILBC or any individual within the school hierarchy.
- **Cyber-Kindness:** I recognize that cyberbullying—whether on or off campus—is a **Level 3 Violation** that can lead to immediate suspension by the **Principal**.

### 4. Hardware & "Flexible Learning" Responsibility

- **Device Care:** I will treat school technology and my personal learning devices with care, ensuring they are charged and updated for every session.
- **Honest Usage:** I will only use the "Flexible Learning" (online due to illness) option when genuinely unwell and with parental notification to the **Class Teacher** by 7:30 AM.

## Student Commitment

"I have read and understood the ILBC Digital Safety & AI Ethics Agreement. I commit to being **Academically Well-prepared** and **Socially Responsible** in every digital interaction. I understand that technology at ILBC is a privilege used to help me become **Personally Fulfilled**."

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

## Parent/Guardian Acknowledgment

"I have reviewed this agreement with my child. I agree to monitor their digital activity at home and support ILBC's efforts to maintain a safe, **Culturally Sensitive**, and technologically advanced learning environment."

**Parent Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

## Administrative Approval

**Division Head / Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Parental Code of Conduct

### I. Purpose and Partnership

At ILBC, we believe that a student's success is a shared responsibility between the school and the family. To ensure our students grow to be **Academically Well-prepared** and **Socially Responsible**, we ask our parents to uphold these standards in all interactions with our staff—from **Trainee Teachers** to the **Principal**.

### II. Supporting the TIL Environment (Academic Excellence)

To help students remain **Academically Well-prepared**, parents are expected to:

- **Provide a Learning Zone:** For online or flexible learning days, ensure the student has a quiet, well-lit desk area. Avoid allowing students to join lessons from high-traffic areas or from bed.
- **Respect the Virtual Classroom:** A **Microsoft Teams** meeting is a formal classroom. Parents and private tutor(s) should not appear on camera, speak to the teacher during a live lesson, or interrupt the instructional flow in a regular class as well as in an online examination.
- **Supervised AI Support:** Support the school's **Teacher-Led AI Policy**. Encourage your child to use AI only when authorized by their **Class Teacher** or **Department Head**, and never as a tool to bypass original work.
- **Tech Oversight:** Ensure that the student's device is fully charged, the **TIL Virtual Background** is installed, and the Microsoft 365 apps are functional before the first bell.

### III. Communication & Professionalism

To model being **Socially Responsible**, parents agree to:

- **Respect the Hierarchy:** For academic or behavioral concerns, please follow the proper communication channel:
  1. **Class Teacher / Co-Teacher** (First point of contact).

2. **Coordinator / Department Head** (If unresolved).
  3. **Division Head / Principal** (For major concerns).
- **Official Channels Only:** Use Microsoft Teams or official school email for all inquiries. Please respect teachers' personal time by avoiding messages on personal social media or outside of professional hours (typically 8:00 AM – 4:30 PM).
  - **Tone of Communication:** Maintain a respectful and constructive tone in all digital and physical interactions. Aggressive or disrespectful language toward any staff member, including **Assistant and Trainee Teachers**, will not be tolerated.

#### IV. Digital Citizenship and Privacy

To be **Culturally Sensitive** and protect our community:

- **Zero-Tolerance Privacy Policy:** Parents must **never** record, screenshot, or share images/videos of live Teams lessons. Sharing images of other students or teachers on public social media is a severe breach of school safety and privacy laws.
- **Social Media Integrity:** We encourage parents to be ambassadors for the school. Please address grievances through internal school channels rather than public social media posts which can harm the school's reputation.

#### V. Attendance & "Flexible Learning" Integrity

- **Illness Protocol:** If an onsite student is unwell and wishes to join online, parents must notify the **Class Teacher** and **Coordinator** by **7:30 AM**.
- **Learning Environment at home:** Parents must provide an environment at home which is conducive to the flexible learning.
- **Punctuality:** Ensure that onsite students arrive at the school gate and online students log in to Teams at least 5 minutes before the first lesson.

#### VI. Commitment to Personal Fulfillment

Parents are the primary models for their children. By adhering to this code, you help your child become **Personally Fulfilled** by:

- Ensuring they leave for school in the correct, clean ILBC uniform.
- Attending scheduled Parent-Teacher Conferences (Onsite or via Teams).
- Supporting the school's disciplinary decisions and the **SOP for Suspension** when necessary.

#### Parental Affirmation

*"I have read and understood the ILBC Parental Code of Conduct. I commit to being a partner in my child's education, respecting the school's hierarchy and digital boundaries, and upholding the mission of ILBC in our home."*

**Parent/Guardian Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## Parental Communication Flowchart

To ensure our students remain **Academically Well-prepared**, please use the following channels for communication via **Microsoft Teams** or **Official School Email**.

### Phase 1: Classroom Level (Daily Operations)

*Directly contact the Classroom Team for immediate student-related matters.*

- **Who to contact:** Class Teacher, Co-Teacher, or Assistant Teacher.
- **Issues:** \* Daily attendance or "Flexible Learning" (illness) notifications.

### Phase 2: Subject & Level Management (Coordination)

*If a classroom issue persists or involves specific subject curriculum.*

- **Who to contact:** Front Office.
- **Issues:**
  - Questions about specific homework or Teams assignments.
  - Minor classroom behavior or social interactions.
  - Clarification on **Teacher-Led AI** instructions for a specific task.
  - Technical difficulties with specific Subject Channels on Teams.
  - Curriculum-specific inquiries across a whole grade level.
  - Requests for academic extensions or specific learning support.
  - Feedback regarding **Trainee Teacher** or **Assistant Teacher** interactions.

### Phase 3: Departmental & Division Leadership (Policy & Serious Concerns)

*For matters regarding school-wide policy, safety, or unresolved issues from Phase 2.*

- **Who to contact:** Front Office.
- **Issues:**
  - Appeals regarding **Level 2** disciplinary actions.
  - Concerns about Department-wide academic standards.
  - Serious **Social Responsibility** breaches (e.g., Cyberbullying on social media).
  - Strategic questions regarding the **TIL (Technology Integrated Learning)** framework.

### Phase 4: Executive Leadership (The Principal)

*For critical matters and final appeals.*

- **Who to contact:** Front Office.
- **Issues:**
  - Final appeals regarding **Level 3** (Suspension/Expulsion) decisions.
  - Significant financial or institutional policy concerns.
  - Major safety or security incidents involving the campus or digital network.

## IV. Communication Standards & Expectations

Standard	Policy Requirement
<b>Official Channels</b>	All communication must happen via <b>Microsoft Teams</b> or <b>@ilbc.edu.mm</b> email.
<b>Privacy</b>	Never share screenshots of private teacher-parent communications on social media.
<b>Hours</b>	Professional communication should occur between <b>8:00 AM – 4:30 PM</b> .

# Teacher Code of Conduct

## 1. Professional Ethics & Mission Alignment

As an ILBC educator, you are a role model for the next generation. Your conduct must reflect our four pillars:

- **Academically Well-Prepared:** Demonstrating mastery of subject matter and digital pedagogical tools.
- **Socially Responsible:** Upholding high ethical standards, safeguarding student well-being, and protecting the school's reputation.
- **Culturally Sensitive:** Promoting an inclusive environment that respects the traditions of Myanmar and our international community.
- **Personally Fulfilled:** Showing passion for teaching and a commitment to lifelong professional development.

## 2. Institutional Hierarchy & Collaboration

ILBC operates through a structured leadership team. Every teacher must respect and work within this hierarchy:

- **Leadership Chain:** Teachers report to their **Coordinators** and **Subject Department Heads** when having to do with subject matters. Teachers report to their **Deputy Division Head** or their **Division Head**.
- **Mentorship:** **Class Teachers** and **Co-Teachers** are responsible for mentoring and supervising **Assistant Teachers** and **Trainee Teachers**.
- **Unified Authority:** All staff members must support one another in enforcing student discipline. Instructions given by an Assistant or Trainee Teacher carry the full authority of the school.

## 3. TIL & Microsoft Teams Professionalism

In our digital campus, your online presence is your professional identity:

- **Visual Standards:** Cameras must remain **ON** during all instructional periods. Teachers must always use the **official ILBC TIL Virtual Background**.
- **Appearance:** Teachers must wear the prescribed professional attire or school uniform, whether teaching onsite or online.
- **The Digital Classroom:** Start **Teams Meetings** 5 minutes early. Ensure all links, files, and resources are uploaded to the correct **Channels** before the lesson begins.
- **Status Management:** Keep your Teams status updated (Available/Busy/Do Not Disturb) to manage expectations for students and colleagues.

## 4. Supervised AI & Academic Integrity

As leaders of the **Teacher-Led AI Policy**, educators must:

- **Guided Innovation:** Actively supervise the use of AI tools. Only recommend AI tools that align with lesson objectives and ensure students understand the ethical implications.
- **Vigilance:** Monitor submissions in the **Teams Assignments** tab for unauthorized AI use or plagiarism.
- **Consistency:** Grade all work via the Teams platform to provide transparent, data-driven feedback to students and **Coordinators**.

## 5. Safeguarding & Social Responsibility

- **Digital Privacy:** Never share student data, grades, or classroom recordings with unauthorized individuals.
- **Professional Boundaries:** Use only official ILBC channels (@ilbc.edu.mm) for communication. Do not engage with students or parents on personal social media or private messaging apps (Viber, Facebook, etc.).
- **Social Media Conduct:** As a representative of ILBC, your public social media presence must remain professional. Posting content that disparages the school, staff, or students is a severe breach of contract.

## 6. Communication & Parental Engagement

- **Response Time:** Acknowledge parent or administration inquiries within **24 hours** during the work week.
- **The Flowchart Protocol:** Follow the **Communication Flowchart** when escalating student issues. Ensure **Coordinators** are kept informed of any significant parent interactions.
- **Professional Tone:** Maintain a courteous and objective tone in all "Posts" and "Chats" on Microsoft Teams.

## 7. Accountability & Disciplinary Procedure

Failure to adhere to this Code of Conduct will be managed by the **Division Head** and **Principal** through:

1. **Professional Guidance:** A meeting to address minor lapses (e.g., camera/uniform issues).
2. **Formal Warning:** For repeated Level 1 issues or breaches of the AI/Privacy policy.
3. **Administrative Action:** Suspension or termination for severe misconduct (e.g., cyberbullying, unauthorized recording, or gross professional negligence).

## Teacher's Affirmation

*"I commit to the ILBC Mission and this Code of Conduct. I recognize my responsibility to guide my students through the TIL environment with integrity, ensuring they are academically prepared and socially responsible. I will support my colleagues across all levels of the hierarchy to maintain the excellence of ILBC."*

# SOP: Student Suspension Procedures (Hybrid/TIL Environment)

**SOP Number:** ADM-DISC-01-V2

**Scope:** Fully Onsite, Fully Online, and Flexible Learning Students

**Mission Alignment:** Social Responsibility, Academic Preparation, & Personal Fulfillment

## 1. Purpose

To establish a uniform disciplinary process that addresses misconduct in physical and digital spaces, ensuring that suspension serves as a period of reflection and academic continuity rather than a disconnection from learning.

## 2. Grounds for Suspension (The "Level 3" Threshold)

Suspension is mandated for severe or repeated breaches, including:

- **Physical Misconduct (Onsite):** Violence, theft, or possession of prohibited substances/items.
- **Digital Misconduct (Teams/Social Media):** Hacking, severe cyberbullying, or sharing inappropriate content on **Microsoft Teams or other social media platforms**.
- **Integrity Breaches:** Repeated academic dishonesty or the unauthorized use of Generative AI.
- **Health Policy Misuse:** Fraudulent use of the "Flexible Learning" option (e.g., claiming illness to join online while actually engaging in unauthorized activities off-campus).

## 3. The Suspension Framework by Student Type

Student Category	Suspension Format	Access Rights
Fully Onsite	<b>External:</b> Student is prohibited from campus.	Restricted Teams access (Assignments ONLY).
Fully Online	<b>Digital Lockout:</b> Student is barred from live sessions.	View-only access to Teams Channels; Chat/Posts Disabled.
Flexible (Hybrid)	<b>Campus &amp; Live Bar:</b> Student cannot attend onsite OR join live online.	Account restricted to "Asynchronous" (Work-only) mode.

## 4. The Step-by-Step Procedure

### Step 1: Incident Documentation & Triage

- **Detection:** Misconduct is flagged onsite by staff or digitally via Microsoft Teams activity logs/reports.
- **Filing:** A **Formal Incident Report** is filed with the Year Coordinator. If the breach involves social media, screenshots and timestamps must be attached.
- **Status Freeze:** If an onsite student is under investigation, they may be sent home immediately; if an online student, their "Meeting" permissions are temporarily revoked.

### Step 2: The Virtual/Hybrid Suspension Hearing

- **Format:** Conducted via a **Microsoft Teams Meeting** involving the Principal, Division Head, Parents, and Student.
- **Objective:** Present evidence and allow the student to explain their actions (Mission: **Social Responsibility**).

- **Verdict:** The Principal issues the suspension duration (1–5 days) and the formal **Suspension Notification Letter**.

### Step 3: Technical Execution (IT Protocol)

The IT Department will adjust the student's Microsoft 365 profile:

- **Disable "Live":** Remove the ability to join or initiate Teams Meetings.
- **Disable "Social":** Mute the student in all Channels and Private Chats.
- **Maintain "Academic":** Keep the **Assignments Tab** active so the student remains **Academically Well-prepared**.

### Step 4: Academic Continuity

- **Workload:** Teachers will post all materials on Teams. The suspended student is responsible for checking the **Tasks/Assignments** tab daily.
- **Submissions:** All work must be "Turned In" digitally by the original deadline.
- **Flexible Learners:** Onsite students serving a suspension may **not** use the "join online due to illness" excuse to participate in live lessons during their suspension period.

## 5. Re-Entry and Restorative Justice

A suspension is only lifted after the following "Mission Milestones" are met:

1. **Restorative Reflection:** The student must submit a **Reflection Essay** via Teams. For digital/social media breaches, the essay must focus on the impact of their "digital footprint."
2. **Parental Re-Commitment:** For flexible learners, parents must sign an agreement ensuring future adherence to the health-related online policy.
3. **Re-Entry Meeting:** A final check-in with the Principal. For online-only students, this is done via a 1-on-1 Teams call with camera **ON**.
4. **Full Access Restoration:** IT restores full Teams privileges only after receiving written confirmation from the Principal.

## 6. Roles and Responsibilities

- **The Principal:** Final adjudicator and communication lead for parents.
- **Division Head:** Oversees the investigation and monitors the student's progress during the suspension.
- **IT Team:** Manages the technical restrictions on Microsoft Teams.
- **Student:** Maintains academic progress and demonstrates a change in behavior (Mission: **Personally Fulfilled**).

This **Standard Operating Procedure (SOP)** is designed specifically for **Fully Onsite Students** at ILBC. It ensures that disciplinary actions are handled with professional rigor, involving the full academic hierarchy from **Class Teachers** to the **Principal**, while maintaining our mission of **Social Responsibility**.

# SOP: Student Suspension Procedures (Fully Onsite)

SOP Number: ILBC-DISC-ONSITE-01

Status: Final

Mission Alignment: Social Responsibility & Personal Fulfillment

Primary Authority: The Principal & Division Heads

## 1. Purpose

To provide a structured and transparent process for the temporary removal of a fully onsite student from the campus due to serious or persistent violations of the **Student Code of Conduct**.

## 2. Grounds for Suspension (Level 3 Infractions)

Suspension is a serious disciplinary measure reserved for:

- **Physical Misconduct:** Fighting, physical bullying, or endangerment of others on campus.
- **Integrity Breaches:** Repeated theft, vandalism of school property, or severe academic dishonesty (e.g., unauthorized AI use in high-stakes exams).
- **Digital Misconduct (External):** Severe cyberbullying or posting inappropriate content on **social media platforms** that disrupts the school environment or harms the reputation of ILBC.
- **Substance Violations:** Possession of prohibited items or substances on school grounds.
- **Defiance of Authority:** Repeated refusal to follow instructions from **Coordinators, Division Heads, or the Principal**.

## 3. The Onsite Suspension Process

### Step 1: Immediate Incident Response & Documentation

- **Action:** The staff member witnessing the incident (Class Teacher, Assistant, or Trainee Teacher) must de-escalate the situation and escort the student to the **Division Head's Office**.
- **Filing:** An **Onsite Incident Report** must be submitted digitally to the **Principal** within 2 hours.
- **Interim Measures:** If the student poses a safety risk, the **Principal** may authorize "Emergency Removal," requiring the parent to collect the student immediately.

### Step 2: Investigation & Evidence Gathering

- **Interviews:** The **Division Head** interviews the student, victims, and witnesses.
- **Digital Review:** If the incident involves social media or digital tools, the **IT Department** provides relevant logs or screenshots.
- **Verification:** The **Principal** reviews the findings to ensure the punishment fits the "Social Responsibility" mission.

### Step 3: The Formal Suspension Hearing

- **Notification:** Parents are called and issued a formal meeting request via **Microsoft Teams** or an onsite appointment.
- **The Meeting:** Attended by the **Principal/Division Head**, Parents, and Student.
- **The Verdict:** The HOS determines the suspension length (1–5 days).

#### Step 4: Academic Continuity (The TIL Bridge)

A suspended onsite student is barred from campus but must remain **Academically Well-prepared**:

- **Digital Pivot:** The student's **Microsoft Teams** account remains active, but they are moved to a "**Suspension Group**" or restricted status.
- **Task Delivery:** The **Class Teacher** ensures all onsite lesson materials are uploaded to the **Assignments Tab**.
- **Submissions:** The student must submit all work via Teams by the original deadlines. Failure to do so results in a zero grade for those tasks.

#### 4. Re-Entry and Restorative Justice

A suspension is not concluded until the student demonstrates a commitment to change.

1. **The Reflection Essay:** The student must write a reflection on how their actions violated the ILBC Mission. This must be uploaded to Teams before the re-entry meeting.
2. **Re-Entry Meeting:** The student and parents meet with the **Coordinator** and **Division Head** onsite.
3. **Behavioral Contract:** A formal agreement is signed, outlining that any further Level 3 infractions may lead to **Expulsion**.
4. **Classroom Re-Integration:** The **Class Teacher** and **Assistant Teacher** monitor the student closely for the first 10 days post-suspension.

#### 5. Administrative Hierarchy & Responsibilities

Role	Responsibility
Class/Assistant Teacher	Initial reporting and providing academic work via Teams.
Coordinator	Conducting the investigation and drafting the report.
Division Head	Reviewing evidence and managing parent communication.
Principal	Final decision-making and signing the Suspension Letter.

#### 6. Records & Confidentiality

All suspension records are stored in the student's permanent digital file. Only the **Principal, Division Head, and relevant Coordinator** have access to these records to ensure privacy and professional integrity.