



THE
I N T E R N A T I O N A L
SCHOOL OF TEXAS

STUDENT HANDBOOK
2024-2025 SCHOOL YEAR

15506 - C TX State Highway 71, Bee Cave, Texas 78738
www.istexas.org

Table of Contents

<u>Welcome to The International School of Texas Student Handbook.....</u>	<u>5</u>
<u>1. Purpose of This Document</u>	<u>5</u>
<u>2. Foundational Beliefs</u>	<u>5</u>
<u>3. IST Behavior Tier System.....</u>	<u>6</u>
<u>Supporting Student Behavior</u>	<u>6</u>
<u>Incident Management Process</u>	<u>7</u>
<u>Developmental Expectations For Early Childhood.....</u>	<u>7</u>
<u>Early Childhood Behavior Tiers (JPK-Kindergarten)</u>	<u>8</u>
<u>Examples:</u>	<u>8</u>
<u>Possible Response(s):.....</u>	<u>8</u>
<u>Documented.....</u>	<u>8</u>
<u>Parties Involved:.....</u>	<u>8</u>
<u>Documentation:</u>	<u>9</u>
<u>Tier 2 - Moderate Behavioral Issues:</u>	<u>9</u>
<u>Examples:</u>	<u>9</u>
<u>Possible Response(s):.....</u>	<u>9</u>
<u>Parties Involved:.....</u>	<u>9</u>
<u>Documentation:</u>	<u>9</u>
<u>Parties Informed:</u>	<u>10</u>
<u>Tier 3 - Serious Behavioral Issues:</u>	<u>10</u>
<u>Examples:</u>	<u>10</u>
<u>Possible Response(s):.....</u>	<u>10</u>
<u>Parties Involved:.....</u>	<u>10</u>
<u>Documentation:</u>	<u>11</u>
<u>Parties Informed:.....</u>	<u>11</u>
<u>Lower School Conduct and Procedures</u>	<u>11</u>
<u>Expectations</u>	<u>11</u>
<u>Developmental Expectations For Lower School.....</u>	<u>11</u>
<u>Lower School Behavior Tiers (Grades 1 to 5)</u>	<u>11</u>
<u>Tier 1: Minor Disruptions.....</u>	<u>11</u>
<u>Possible Response(s):.....</u>	<u>12</u>
<u>Parties Involved:.....</u>	<u>12</u>
<u>Documentation:</u>	<u>12</u>
<u>Parties Informed:.....</u>	<u>12</u>
<u>Tier 2: Moderate Disruptions</u>	<u>12</u>

Possible Response(s):.....	13
Parties Involved:.....	13
Documentation:.....	13
Parties Informed:.....	13
Tier 3: Severe Disruptions	13
Possible Response(s):.....	13
Parties Involved:.....	14
Documentation:.....	14
Parties Informed:.....	14
5. Middle and Upper School Conduct and Procedures.....	14
Expectations	14
Developmental Expectations For Middle and Upper School.....	15
Middle School	15
Upper School.....	15
Middle and Upper Behavior Tiers (Grades 6 to 9).....	15
Tier 1: Minor Disruptions.....	15
Possible Response(s):.....	15
Not documented	16
Documentation necessary.....	16
Parties Involved:.....	16
Documentation:.....	16
Parties Informed:.....	16
Tier 2: Moderate Disruptions	16
Possible Response(s):.....	17
Parties Involved:.....	17
Documentation:.....	17
Parties Informed:.....	17
Tier 3: Severe Disruptions	18
Possible Response(s):.....	18
Parties Involved:.....	18
Documentation:.....	18
Parties Informed:.....	19
6. Bullying Policy at the International School of Texas.....	19
Repercussions of Bullying:.....	20
Minor Incidents (Tier 2 Infraction).....	20
Moderate Incidents (Tier 2 or 3 Infractions).....	20
Severe Incidents (Tier 3 Infractions)	20
7. Technology & Cell Phone Use	21

School Devices.....	21
Personal Devices:.....	21
Consequences:	22
8. International School of Texas Digital Citizenship Policy.....	22
Mission and Vision Alignment.....	22
Digital Citizenship Principles.....	22
1. Respectful Communication:.....	22
2. Responsible Use of Technology:.....	23
3. Privacy and Security:.....	23
4. Academic Integrity:.....	23
5. Digital Footprint Awareness:.....	23
6. Cyberbullying Prevention:.....	23
Roles and Responsibilities.....	23
1. Students:.....	23
2. Parents and Guardians:.....	24
3. Teachers:.....	24
4. Administrators:.....	24
Consequences for Violations.....	24
9. Academic Integrity.....	24
Collusion:.....	25
Duplication:.....	25
Plagiarism:.....	25
Responsibility of Students.....	26
10. IST Attendance & Punctuality.....	26
Purpose of the Policy.....	26
Responsibilities.....	26
Students:.....	27
Parents & Guardians:.....	27
Teachers:.....	27
Administrators:.....	27
Regulations for Public & Private Schools.....	27
Definitions of Excused & Unexcused Absences, and Tardiness at IST.....	28
Consequences.....	28
Absences:.....	28
Tardiness:	28
Make-Up Work.....	29
Credit & Promotion:.....	29
How to Help Your Child Avoid Absence & Tardiness.....	29

Monitoring and Review	29
11. Student Recess Rules and Responsibilities.....	31
Rules and Expectations:	31
Connection to attributes of the IB Learner Profile:	31
Roles:.....	32
Incident Reporting:.....	32
12. Campus Use Agreements	32
General Expectations	32
Early Childhood	32
Lower School	32
Middle School	33
Upper School.....	33
13. Uniform Policy	33
Girls' Uniform	34
Boys' Uniform	34
Fridays	34
General Guidelines.....	34
14. Student Leadership.....	35
Stewardship.....	35
Student Council.....	35
Community Engagement	35
15. IST Houses	36

Welcome to The International School of Texas Student Handbook

Mission: We cultivate a respectful global community that instills integrity, confidence, and intellect in our students in pursuit of improving themselves and serving the world around them.

Vision: To build an innovative and enduring institution that provides an exceptional education.

1. Purpose of This Document

At the International School of Texas, our mission is to cultivate a respectful global community that instills integrity, confidence, and intellect in our students. We recognize that learning and development encompass a wide array of skills and competencies, extending beyond the academic realm to include social, emotional, and ethical growth.

In alignment with our vision to build an innovative and enduring institution that provides an exceptional education, this handbook establishes the norms and expectations that guide our community. It reflects our commitment to fostering respectful, supportive relationships and a culture that values integrity, empathy, and personal responsibility. This document provides the framework for building and sustaining a school environment where every student can thrive and contribute meaningfully to the world around them.

2. Foundational Beliefs

At IST, we believe that:

- All of our students should benefit from a positive and supportive environment that guides them in their development into well-rounded and globally minded mature individuals.
- The social and emotional learning and development of a child are vital elements of their learning and that successful development of these competencies in our students is the foundation of a healthy culture.

- Our relationships with one another are healthy and constructive, grounded in respect, compassion, understanding, and collaboration.
- Each child has a right to reputational protection and confidentiality, within the school community, in all matters pertaining to their academics, behavior and discipline at school.
- There is an ordered relationship between adults and students at the school. Namely, that adults inhabit a natural position of authority over students and that the relationship should reflect this respect. Adults, in turn, are expected to treat students with respect and provide them with autonomy and authority in an age-appropriate manner.
- Conflict and misunderstandings are normal, but respectful and authentic communication guides our process of resolving these situations.
- Care and respect for oneself are essential to our ability to both thrive and care for our fellow community members.
- Children should be treated with dignity and have the right to be protected from all forms of abuse, neglect, and exploitation.
- Decisions affecting children should be made with the best interests of the child in mind.

3. IST Behavior Tier System

All behavior is a form of communication. Understanding behavior as communication can help people respond in a more compassionate and understanding way. At IST, behaviors are categorized into three tiers to address varying levels of severity and impact on the school environment. **Tier 1** behaviors are minor disruptions that can be managed within the classroom setting through simple interventions such as redirection, reminders, or brief time-outs. These incidents are typically isolated and do not significantly impact the overall learning environment. **Tier 2** behaviors are more serious or recurring issues that disrupt the learning environment or negatively affect peers, requiring more structured interventions like behavior plans, parent-teacher conferences, and involvement of school counselors. These incidents indicate a pattern that needs more focused attention to help the student improve. **Tier 3** behaviors are severe actions that either significantly disrupt the school environment or pose a threat to the safety and well-being of students or staff. These incidents necessitate immediate and comprehensive intervention by senior leadership, potentially involving external experts and leading to serious consequences such as suspension or expulsion, to ensure the safety and integrity of the school community.

Tiers represent individual instances of behaviors and not students. Only Division Heads of School and the School Counselor determine an appropriate tier level for each circumstance. Student misbehaviors result in appropriate consequences

and a requirement for restitution. It is very important that students return to classrooms with a “clean slate” and be integrated back into the lesson in order to return to learning. If behavior concerns continue, then they should be handled as new instances with new consequences starting in the classroom and escalating to external support as needed.

Supporting Student Behavior

Many misbehaviors are low-level, considered a normal part of childhood development, and require only a brief, positive interaction with a caring adult to address. All community members can play a part in supporting low-level misbehavior. Adults can co-regulate with children to bring about positive change. A dysregulated adult cannot regulate a dysregulated child. A restorative justice approach will be used to support reflection.

Incident Management Process

Behaviors characterized as Tier 2 or that require intervention by the school nurse or school counselor are classified as “Documentation Required.” These should be communicated in the behavior log system and parents notified. This should happen by the end of the school day or immediately afterwards. Investigations of such incidents should be undertaken promptly, ideally within 24 hours. The Head of Division or School Counselor will follow up on the investigation and then determine any possible consequences. The Head of Division or School Counselor will then log the consequences and communicate their findings and decisions to the reporting teacher and parents. If another child was harmed due to a behavior, then that child’s parent should be contacted, too. Privacy should be considered in these situations and names of other children involved should be confidential unless it is of vital importance to the incident.

As student behaviors are moved through the Tier system, some students may end up on a Behavior Plan. More information about behavior plans can be found in the Inclusion Policy in the Academic Handbook. When a behavior plan is part of a Tier 3 intervention, a probationary enrollment status may be necessary. Probationary status may be assigned to students whose academic, social, or behavioral circumstances are cause for concern so much that IST may or may not be the right long term fit for the child’s academic institution. Any starting or stopping of a student’s probationary status is determined only by the disciplinary committee.

The Disciplinary Committee will consist of at least the School Counselor and both Division Heads. They will then make a recommendation to the Head of School.

4. Early Childhood Behavior Tiers (JPK-Kindergarten)

Developmental Expectations For Early Childhood

For young children that are still developing impulse control, verbal communication and emotional management skills, some physical misbehavior is bound to happen. As children mature and these skills become further developed, physical misbehavior becomes less expected and more unacceptable. Behavior support strategies start small (minimally intrusive) and increase with the severity of the behavior.

Tier 1 - Minor Behavioral Issues:

These behaviors temporarily disturb the learning or social environment but can be resolved with minimal intervention. These incidents are usually part of typical developmental stages and can be managed with gentle guidance and redirection.

Examples:

- (a) Interrupting during class or group activities.
- (b) Minor physical incidents (e.g., pushing or grabbing toys).
- (c) Not following directions or classroom rules.
- (d) Mild tantrums or emotional outbursts.
- (e) Continuously talking out of turn.

Possible Response(s):

Not documented

- (a) Gentle reminders of expectations.
- (b) Redirection to appropriate behaviors.
- (c) Short "brain breaks" or "cool-down" periods.
- (d) Positive reinforcement for good behavior
- (e) Brief, private discussions and reflection with the child about appropriate behavior.
 - Reflect on their actions in order to learn from the situation
 - Accept responsibility for their actions
 - Clarify personal, family, and school values
 - Repair harm and make amends to those that were affected by their actions
 - Return to the community as a positive contributing member

Documented

- (f) **Loss of Minor Privileges:** Temporary loss of immediate privileges within the classroom.
- (g) **Informal Communication:** Teachers may informally discuss negative and positive behaviors with parents.

Parties Involved:

- (a) Student
- (b) Teacher or Teacher Assistant

Documentation:

- (a) When necessary, Tier 1 incidents are documented in the behavior system according to source, intent, authenticity, or frequency in order to observe for patterns
 - (b) Parents may be informed during regular updates or conferences if patterns emerge.
-

Tier 2 - Moderate Behavioral Issues:

These behaviors significantly disturb the learning or social environment or negatively affect another child. These situations require the intervention of multiple stakeholders and more structured responses.

Examples:

- (a) Repeatedly refusing to follow classroom rules.
- (b) Frequent or more intense physical incidents (e.g., hitting, biting).
- (c) Ongoing disruptive behavior that interrupts the class.
- (d) Moderate tantrums or emotional outbursts that are hard to calm.

Possible Response(s):

- (a) Non-punitive strategies, such as behavior modification plans.
- (b) Involvement of a counselor for additional support.
- (c) Parent-teacher meetings to discuss behavior and strategies.
- (d) Temporary removal from class activities to a calm area.
- (e) Development of a behavior intervention plan.

- (f) Suspension may be appropriate in some cases, but should be balanced with efforts to support the child's regulation and long term needs.

Parties Involved:

- (a) Student
- (b) Teacher
- (c) School Counselor
- (d) Parents

Documentation:

- (a) Incidents are documented by the teacher and counselor.
- (b) Records of meetings and intervention plans are maintained.
- (c) Behavior plan implementation and documentation.

Parties Informed:

- (a) Parents are notified and involved in discussions.
 - (b) Counselor and Head of Primary are informed.
-

Tier 3 - Serious Behavioral Issues:

These behaviors severely affect the learning or social environment or endanger the physical or mental well-being of another community member. These situations typically require intervention from senior leadership and may involve external experts.

Examples:

- (a) Severe physical aggression or violence.
- (b) Behavior that poses a danger to the child or others.
- (c) Consistent, severe disruptive behavior that hinders the learning environment.
- (d) Serious emotional outbursts or meltdowns that cannot be managed in the classroom.

Possible Response(s):

- (a) Immediate removal from the classroom for safety.
- (b) Thorough investigation and assessment by school leadership.
- (c) Development of a comprehensive behavior support plan.

- (d) Possible involvement of external experts or therapists.
- (e) Parent conferences with senior leadership to discuss next steps.
- (f) Suspension or expulsion in extreme cases, balanced with efforts to support the child's needs.

Parties Involved:

- (a) Student
- (b) Teacher
- (c) Counselor
- (d) Parents
- (e) Head of Primary
- (f) Head of School
- (g) External experts (if needed)

Documentation:

- (a) Detailed documentation by all involved parties.
- (b) Records of incidents, meetings, and intervention plans.
- (c) Communication logs with parents and external experts.

Parties Informed:

- (a) Parents are immediately informed and involved.
- (b) Head of Primary and Head of School are directly involved.
- (c) External experts are consulted and informed as needed.

This tiered approach ensures that behavior management is handled in a developmentally appropriate, compassionate, and structured manner, supporting the overall growth and well-being of each child in the Early Childhood Education program at IST.

5. Lower School Conduct and Procedures

Expectations

1. Respectful behavior towards peers and adults is mandatory.
2. Students and teachers feel safe in their learning environment.
3. Students should engage positively in classroom activities and group work.
4. Personal responsibility and honesty are highly valued.
5. Safe and appropriate use of school property is required.

Developmental Expectations For Lower School

For lower school children that are still developing self-management, social, and emotional skills, some physical and social misbehavior is bound to happen. As children mature and these skills become further developed, physical misbehavior becomes less expected and more unacceptable. Behavior support strategies start small (minimally intrusive) and increase with the severity of the behavior.

Lower School Behavior Tiers (Grades 1 to 5)

Tier 1: Minor Disruptions

- (a) **Talking out of turn:** Interrupting the teacher or other students during lessons.
- (b) **Not following instructions:** Ignoring or not adhering to classroom rules and guidelines.
- (c) **Minor teasing:** Engaging in light-hearted teasing that doesn't significantly upset others.
- (d) **Mild physical actions:** Light pushing or shoving without intent to harm.

Possible Response(s):

Not documented

- (a) Redirection and reminders by the teacher
- (b) Brief brain breaks
- (c) Positive reinforcement for good behavior

Documentation necessary

- (d) Loss of minor privileges in the classroom
- (e) Informal communication with parents if the behavior is recurring

Parties Involved:

- (a) Student
- (b) Teacher or Teacher Assistant

Documentation:

- (a) When necessary, Tier 1 incidents are documented in the behavior system according to source, intent, authenticity, or frequency in order to observe for patterns

Parties Informed:

- (a) Generally, the teacher handles it within the classroom.
- (b) Parents may be informed during regular updates or conferences if patterns emerge.

Tier 2: Moderate Disruptions

- (a) **Repeated Tier 1 behaviors:** Persistent talking out of turn, not following instructions, or inattentiveness.
- (b) **Disrespectful language:** Using inappropriate or rude language towards peers or staff.
- (c) **Bullying behavior:** Repeated teasing, exclusion, or spreading rumors that affect another student's well-being.
- (d) **Defiance:** Openly refusing to follow teacher directions or school rules.
- (e) **Property damage:** Minor vandalism or misuse of school property.
- (f) **Physical aggression:** Hitting, kicking, or other forms of physical aggression that cause minor harm.

Possible Response(s):

- (a) Development of a behavior plan
- (b) Parent-teacher conferences to discuss concerns
- (c) Involvement of school counselors for targeted interventions
- (d) Temporary removal from class or loss of privileges
- (e) Suspension
- (f) Restorative practices to repair harm caused

Parties Involved:

- (a) Student
- (b) Teacher
- (c) School Counselor
- (d) Parents

Documentation:

- (a) Incidents are documented by the teacher and counselor.
- (b) Records of meetings and intervention plans are maintained.
- (c) Behavior plan implementation and documentation.

Parties Informed:

- (a) Parents are notified and involved in discussions.
- (b) Counselor and Head of Primary are informed.

Tier 3: Severe Disruptions

- (a) **Serious physical aggression:** Actions that cause significant harm or pose a danger to others.
- (b) **Severe bullying:** Persistent and targeted bullying that significantly affects another student's well-being.
- (c) **Threatening behavior:** Verbal or physical threats directed towards students or staff.
- (d) **Chronic Tier 2 behaviors:** Repeated moderate disruptions that do not improve with intervention.

Possible Response(s):

- (a) Immediate intervention by senior leadership
- (b) Parent meetings with senior staff and possible referral to external experts
- (c) Suspension or expulsion, depending on the severity
- (d) Development of a comprehensive support plan for the student

Parties Involved:

- (a) Student
- (b) Teacher
- (c) Counselor
- (d) Parents
- (e) Head of Primary
- (f) Head of School
- (g) External experts (if needed)

Documentation:

- (a) Detailed documentation by all involved parties.
- (b) Records of incidents, meetings, and intervention plans.

(c) Communication logs with parents and external experts.

Parties Informed:

- (a) Parents are immediately informed and involved.
- (b) Head of Primary and Head of School are directly involved.
- (c) External experts are consulted and informed as needed.

6. Middle and Upper School Conduct and Procedures

Expectations

- Students are expected to demonstrate maturity, respect, and responsibility.
- Academic integrity and personal accountability are crucial.
- Safe, respectful, and appropriate interactions with peers and staff are mandatory.
- Active participation in creating a positive school culture is expected.

Developmental Expectations For Middle and Upper School

Middle School

Early adolescence (ages 10-13) is often characterized by rebellious behaviors, high levels of risk-taking, exploration, and sensation seeking. At this age, students begin to think abstractly, improve their reasoning skills, and analyze their thought processes. Middle school students may experience mood swings and emotional volatility due to hormonal changes and challenges. They may oscillate between feeling independent and seeking adult support and approval. This period is also crucial for developing social skills through interactions with peers, where saving face is very important. Adolescents in middle school may also challenge authority figures and question rules.

Upper School

Middle adolescence (ages 14-17) is marked by increased self-involvement and a strong desire to develop independence, which may lead to more disagreements with adults. Socialization is key in their lives. They begin to take on more responsibilities, such as learning to drive or getting a job. Spending time with friends becomes very important. This period is also a time for building new skills,

testing boundaries, understanding cause-and-effect relationships, and seeing things in relation to themselves.

Middle and Upper Behavior Tiers (Grades 6 to 9)

Tier 1: Minor Disruptions

- (a) Talking out of turn: Speaking without permission or interrupting during class discussions.
- (b) Not following instructions: Ignoring or disregarding teacher directives or classroom rules.
- (c) Minor teasing: Engaging in light teasing or joking that does not significantly upset others.
- (d) Inattentiveness: Daydreaming, not focusing, or engaging in off-task behaviors during lessons.
- (e) Incomplete work in a class, unpreparedness for a class, failing to complete an assignment on time, not bringing necessary materials to a class, etc.
- (f) Mild physical actions: Light pushing or shoving without intent to harm others.

Possible Response(s):

Not documented

- (a) **Redirection and Reminders:** Teachers redirect behavior and remind students of appropriate conduct.
- (b) **Brain Breaks:** Short breaks to help students refocus and regain appropriate behavior.
- (c) **Positive Reinforcement:** Acknowledging and rewarding positive behavior to encourage improvement.

Documentation necessary

- (d) **Loss of Minor Privileges:** Temporary loss of immediate privileges within the classroom.
- (e) **Informal Communication:** Teachers may informally discuss negative and positive behaviors with parents.

Parties Involved:

- (a) Student

- (b) Teacher or Monitoring Staff

Documentation:

- (a) When necessary, Tier 1 incidents are documented in the behavior system according to source, intent, authenticity, or frequency in order to observe for patterns

Parties Informed:

- (a) Generally, the teacher handles it within the classroom.
- (b) Parents may be informed during regular updates or conferences, if patterns emerge.

Tier 2: Moderate Disruptions

- (a) Repeated Tier 1 behaviors: Persistent issues like talking out of turn or inattentiveness.
- (b) Consistently producing incomplete work or unpreparedness for class, failing to consistently meet deadlines or deadline extensions, repeatedly not bringing necessary materials to class.
- (c) Disrespectful Language: Using rude or inappropriate language towards peers or staff with authenticity.
- (d) Bullying Behavior: Repeated teasing, exclusion, or rumors with intent to significantly impact another student.
- (e) Defiance: Authentically refusing to follow teacher instructions or school rules.
- (f) Property Damage: Minor vandalism or misuse of school property.
- (g) Physical Aggression: Hitting, kicking, or any physical aggression with intent or causing minor harm.

Possible Response(s):

- (a) **Behavior Plan Development:** Creating a structured plan to address and modify behavior.
- (b) **Parent-Teacher Conferences:** Meetings with parents to discuss behaviors and develop collaborative solutions.
- (c) **Counselor Involvement:** School counselors provide targeted interventions and support.
- (d) **Loss of Privileges:** Removal from immediate class activities, loss of significant privileges, assignment of after school detention, or in

school/out-of-school suspension as determined by the counselor or Head of Secondary.

- (e) **Restorative Practices:** Engagement in activities to help students understand the impact of their actions and make amends.

Parties Involved:

- (a) Student
- (b) Teacher or Monitoring Staff
- (c) School Counselor or Head of Secondary
- (d) Parents

Documentation:

- (a) Incidents are documented by the teacher and counselor in the behavior system according to source, intent, authenticity, or frequency.
- (b) Records of meetings and intervention plans are maintained.
- (c) Behavior commitments or plans implemented and documented.

Parties Informed:

- (a) Parents are notified and involved in discussions.
- (b) Counselor and Head of Secondary are informed.

Tier 3: Severe Disruptions

- (a) **Serious Physical Aggression:** Actions causing significant harm or posing danger to others.
- (b) **Severe Bullying:** Persistent, targeted bullying significantly affecting another student's well-being.
- (c) **Threatening Behavior:** Verbal or physical threats directed at students or staff.
- (d) **Substance Abuse:** Possession or use of drugs, alcohol, or other controlled substances.
- (e) **Weapons Possession:** Bringing any type of weapon onto school grounds.
- (f) **Chronic Tier 2 Behaviors:** Repeated moderate disruptions despite interventions.

Possible Response(s):

- (a) **Immediate Intervention:** Senior leadership intervenes promptly to address severe behaviors.

- (b) **Parent Meetings with Senior Staff:** Conferences involving parents, senior staff, and potentially external experts.
- (c) **Suspension or Expulsion:** Depending on severity, students may face suspension or expulsion.
- (d) **Comprehensive Support Plan:** Developing a detailed plan to support the student's behavioral and emotional needs.
- (e) **Law Enforcement Involvement:** In cases involving serious threats or illegal activities, law enforcement may be contacted to ensure safety and legal compliance.

Parties Involved:

- (a) Student
- (b) Teacher or Monitoring Staff
- (c) Counselor
- (d) Parents
- (e) Head of Secondary
- (f) Head of School
- (g) External experts (if needed)

Documentation:

- (a) Detailed documentation by all involved parties in the behavior system according to source, intent, authenticity, or frequency.
- (b) Records of incidents, meetings, and intervention plans.
- (c) Communication logs with parents and external experts.

Parties Informed:

- (a) Parents are immediately informed and involved.
- (b) Head of Secondary and Head of School are directly involved.
- (c) External experts are consulted and informed as needed.

Note: This behavior code of conduct aims to foster a positive and inclusive learning environment at IST. Each tier of intervention is designed to support students in understanding and improving their behavior while ensuring the safety and well-being of the entire school community. Behaviors on or off of school grounds (bus, athletics, activities, field trips, etc.) may be subject to all of the above tier categories and consequences.

7. Bullying Policy at the International School of Texas

Definition of Bullying:

Bullying at the International School of Texas (IST) is defined as repeated aggressive behavior, whether verbal, physical, or relational, that is intentional and involves an imbalance of power. This behavior is intended to cause harm, distress, or fear to another individual or group within the school community. Bullying may take various forms, including but not limited to:

1. **Verbal Bullying:** Name-calling, teasing, threats, or inappropriate comments that repeatedly belittle or humiliate others.
2. **Physical Bullying:** Hitting, kicking, pushing, shoving, or any form of physical aggression repeatedly directed towards another person.
3. **Relational Bullying:** Exclusion, spreading rumors, gossiping, manipulating friendships, or any behavior that repeatedly isolates or harms social relationships.
4. **Cyberbullying:** Using electronic communication platforms such as social media, text messages, or emails to repeatedly harass, intimidate, or threaten others. All digital communication within or outside of the school is subject to scrutiny for cyberbullying.

Repercussions of Bullying:

Minor Incidents (Tier 2 Infraction)

- **Response:** Initial reports of bullying are addressed with interventions like counseling, behavior plans, or loss of minor privileges. Students involved are closely monitored for behavior improvement.

Moderate Incidents (Tier 2 or 3 Infractions)

- **Response:** Persistent or more severe bullying behaviors result in escalated consequences such as formal behavior plans, loss of privileges, detention, suspension, parent-teacher conferences, and involvement of school counselors. Restorative practices are implemented to repair harm caused.

Severe Incidents (Tier 3 Infractions)

- **Response:** Serious bullying incidents, including physical harm, severe emotional distress, or threats, prompt immediate intervention by senior leadership. Parents are notified, and comprehensive disciplinary actions may include suspension, expulsion, or involvement of law enforcement if deemed necessary for the safety of the school community.

Implementation and Reporting:

At IST, all instances of bullying must be reported promptly to teachers, counselors, or school administrators. Staff are trained to recognize, intervene, and document bullying incidents following the school's Code of Conduct and Bullying Policy. Students, parents, and staff are encouraged to foster a culture of respect, empathy, and inclusivity, ensuring that every member of the school community feels safe and valued.

By enforcing this clear policy and tiered response system, IST is committed to creating a supportive learning environment where bullying is not tolerated, and all students can thrive academically, socially, and emotionally.

What Bullying is not:

Students may find that certain relationships are fraught with more tension than others. Circumstances where tension and incidents of conflict between two or more students repeatedly occur does not necessarily qualify as bullying. The school decides unilaterally which behaviors rise to the level of bullying. Parents, students, and teachers should refrain from describing behavior as "bullying" until it has been established as such by the school. This ensures that the genuinely destructive behavior of bullying is not cheapened or weakened by association with less serious incidents.

8. Technology & Cell Phone Use

Technology at the International School of Texas is integral to fostering an innovative and dynamic learning environment. It enhances education by providing access to diverse information and interactive tools, supporting various learning styles, and promoting critical thinking. Through technology integration, students develop essential digital literacy skills and prepare for a rapidly evolving digital world. Teachers use technology to create engaging,

personalized learning experiences and assess progress effectively. Additionally, it facilitates global connections, enabling students to collaborate with peers worldwide and enrich their understanding of different cultures and perspectives.

School Devices

Responsible use of technology at the International School of Texas is essential for a safe, respectful, and productive learning environment. Students use Chromebooks or iPads responsibly, respecting privacy and intellectual property while engaging in positive online behavior. The school promotes digital citizenship, critical evaluation of information, respectful communication, and personal information protection. Guidelines ensure technology enhances learning and students care for their devices to minimize damage. This fosters a culture of responsible technology use, preparing students to navigate the digital world confidently and conscientiously.

Personal Devices:

The school assumes no liability or responsibility for any personal devices brought onto campus.

(a) Cellular Phones & Smartphones:

- (i) Lower School: Student possession of a phone of any kind is prohibited for Lower School students.
- (ii) Middle School: Use of phones is not permitted on campus at any time, including before and after school. Students may have a phone on their person, but it must be stored in a school-approved locking pouch.
- (iii) Upper School: Use of phones is not permitted on campus from the hours of 8:05 - 3:20. Students may have a phone on their person, but it must be stored in a school-approved locking pouch.

(b) Smart Watches: Watches capable of sending and receiving text messages, calls, or searching the internet are classified as similarly disruptive and therefore prohibited for all students. Watches limited to fitness or health functionalities are permitted.

(c) Laptops & Tablets: As the school provides the necessary technology to achieve its educational goals, there is generally no need to bring personal laptops or devices to school. Students need approval from a teacher or staff member to bring a laptop or tablet to campus.

Consequences:

- (a) Students who violate this policy will be subject to discipline according to the school's Code of Conduct above.
- (b) Students who are caught using a device in violation of this policy will have their device confiscated and held by the appropriate division head. Devices must be retrieved by a parent or guardian in person.
- (c) Students who repeatedly violate this policy will lose their privilege to carry a device with them on campus.

9. International School of Texas Digital Citizenship Policy

Mission and Vision Alignment

At the International School of Texas, our mission is to cultivate a respectful global community that instills integrity, confidence, and intellect in our students, empowering them to improve themselves and serve the world around them. Our vision is to build an innovative and enduring institution that provides an exceptional education. As an IB world school, we are committed to fostering global citizenship and responsible digital behavior. This Digital Citizenship Policy reflects our dedication to these principles, ensuring that our students are prepared to navigate the digital world ethically and responsibly.

Digital Citizenship Principles**1. Respectful Communication:**

- (a) **Mission Alignment:** We encourage respectful and thoughtful communication that reflects our values of empathy and cultural awareness.
- (b) **Expectations:** Students should use respectful language and tone in all digital communications, including emails, social media, and online forums.

2. Responsible Use of Technology:

- (a) **Mission Alignment:** Our vision is to empower students to use technology as a tool for learning and growth while understanding its impact on society.
- (b) **Expectations:** Students should use school-provided technology and internet access for educational purposes only. Personal devices should be used responsibly and in accordance with school guidelines.

3. Privacy and Security:

- (a) **Mission Alignment:** We aim to create a safe and secure learning environment that protects the privacy and personal information of all community members.
- (b) **Expectations:** Students should protect their personal information and respect the privacy of others by not sharing passwords, personal details, or sensitive information online.

4. Academic Integrity:

- (a) **Mission Alignment:** We uphold the highest standards of academic honesty and integrity, fostering an environment of trust and respect.
- (b) **Expectations:** Students should not engage in plagiarism, cheating, or unauthorized collaboration. Proper citations and acknowledgment of sources are mandatory.

5. Digital Footprint Awareness:

- (a) **Mission Alignment:** We prepare students to be mindful of their online presence and the long-term impact of their digital actions.
- (b) **Expectations:** Students should be aware of their digital footprint and strive to create a positive online presence that reflects their character and values.

6. Cyberbullying Prevention:

- (a) **Mission Alignment:** We are committed to creating a supportive and inclusive community where every student feels safe and valued.
- (b) **Expectations:** Students should not participate in or condone any form of cyberbullying. Any incidents of cyberbullying should be reported to a teacher or administrator immediately.

Roles and Responsibilities

1. Students:

- (a) Follow the Digital Citizenship Principles.
- (b) Report any concerns or violations to a teacher or administrator.
- (c) Use technology as a tool for learning and personal growth.

2. Parents and Guardians:

- (a) Support the school's Digital Citizenship Policy by discussing responsible digital behavior with their children.
- (b) Monitor and guide their children's use of technology at home.

3. Teachers:

- (a) Model and reinforce responsible digital behavior.
- (b) Integrate digital citizenship education into the curriculum.
- (c) Address any incidents of inappropriate digital behavior promptly.

4. Administrators:

- (a) Ensure the implementation and enforcement of the Digital Citizenship Policy.
- (b) Provide resources and support for digital citizenship education.
- (c) Foster a school culture that values and promotes responsible digital behavior.

Consequences for Violations

Based on the nature of any violation, IST will refer to the Code of Conduct or Academic Integrity sections.

By adhering to this Digital Citizenship Policy, students at the International School of Texas will develop the skills and understanding needed to be responsible, ethical, and globally-minded digital citizens, in line with our mission and vision as an IB world school.

9. Academic Integrity

Academic Integrity is a serious issue at the International School of Texas because it ensures that the school and its community maintains academic rigor, holds all stakeholders to high expectations, and ensures that the development of principled learners is held in the highest regard. To this end, the International School of Texas maintains an Academic Honesty Policy as required by the International Baccalaureate.

In our policy, academic integrity is described as a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. We consider this principle to be the foundation for ethical decision-making and behavior in the production of legitimate, authentic, and honest scholarly work.

To better understand academic integrity, it can be helpful to define academic misconduct. The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic

misconduct. Our academic honesty policy identifies three types of academic misconduct or malpractice: collusion, duplication, and plagiarism. Each of these is explained further below.

Collusion:

- Collusion is when you allow your work or part of your work to be copied.
 - Collusion could happen on a variety of tasks (e.g. homework, a formative task, a summative assessment, or even a creative project).
 - You may work collaboratively (e.g. collect data in a science lab together). However, any final work turned into a member of faculty must be in the author's own words.

Duplication:

- Duplication is when a student submits the same or a very similar piece of work for another assessment.
 - Example: A student submitting a research assignment on Genghis Khan in G6 Individuals & Societies, then reusing this work on a biography task in my G6 Language & Literature class.
 - This is a form of academic dishonesty, or cheating.
 - It is possible to choose a future topic related to a past task that is suitably different. Students are encouraged to explore this with their teacher.

Plagiarism:

- Plagiarism is when you use someone else's work without giving credit.
 - Passing off someone else's idea as your own is an example of plagiarism which could happen in any subject or project.
 - We teach an acceptable way to use other's ideas, words, etc. to support your own thinking or argument.

Responsibility of Students

Ultimately students are responsible for what they submit to teachers. Whether it is homework, formative or summative tasks in class, creativity & community projects, or anything else they are presenting to faculty as something they have produced. Students are expected to know and understand that there are consequences for malpractice at IST. Moreover, they should be aware that quite severe consequences in high school, university, and society result from academic dishonesty.

In order to avoid malpractice students should:

- Read work before you submit to check for malpractice.
- Students may use applications to assist with bibliography (e.g. Easybib) or sources that provide preformatted citations of their articles (e.g. MLA format citations in a specific Encyclopedia Britannica article).
- Refer to the lessons they are taught about the values behind academic honesty as well as the skills required to cite appropriately and avoid malpractice.

A student is expected to report to faculty any malpractice they are aware of from a fellow classmate. We encourage students to do this privately with a member of faculty when other students are not around. This is for several reasons to avoid voicing allegations publicly, including the chance that may turn out to be false or it may lead to complications amongst classmates.

All students are expected to read and know our academic honesty policy and their responsibilities. There is an academic honesty agreement that each student will sign.

10. IST Attendance & Punctuality

Purpose of the Policy

The purpose of this policy is to promote regular and punctual school attendance positively rather than punitively. At IST, we recognize that regular attendance enhances academic success, fosters social development, facilitates crucial teacher-student communication, and cultivates habits of dependability essential for future success. This policy acknowledges that attendance is a shared responsibility among students, parents or guardians, teachers, and administrators, aiming to support students in attending classes consistently.

Responsibilities

Students:

- (a) Attend all assigned classes daily when school is in session.
- (b) Follow procedures for reporting absences promptly.

- (c) Arrive punctually to classes.
- (d) Request missed assignments promptly after returning from an absence.

Parents & Guardians:

- (a) Ensure their child attends school regularly and on time.
- (b) Notify the school promptly of any student absence or lateness.
- (c) Collaborate with the school to resolve attendance issues.
- (d) Support the completion of catch-up work missed due to absence.

Teachers:

- (a) Take daily attendance and maintain accurate records.
- (b) Apply attendance procedures uniformly.
- (c) Provide missed assignments to absent students upon request.
- (d) Collaborate with parents/guardians and students to address attendance concerns.
- (e) Notify parents/guardians of unexcused absences promptly.

Administrators:

- (a) Ensure students attend all assigned classes.
- (b) Apply attendance procedures uniformly.
- (c) Maintain accurate attendance records.
- (d) Communicate with parents/guardians regarding attendance issues and collaborate on solutions.

Regulations for Public & Private Schools

- (a) According to the Texas Education Code, IST provides 75,600 minutes of instruction per year, which typically results in 172-175 days of school.
- (b) Students must attend school daily as per the Texas Compulsory Education Law, applicable from ages 6 to 18.
- (c) The '90 percent rule' mandates attendance for 90 percent of class time to receive credit or a final grade. See below for more details on the implementation of this policy.

Definitions of Excused & Unexcused Absences, and Tardiness at IST

Excused Absences may include:

- (a) Personal illness.
- (b) Death of an immediate family member.

- (c) Medical appointments.
- (d) Religious observances.
- (e) Court appearances.
- (f) Household emergencies.
- (g) Authorized school trips.
- (h) Pre-approved family vacations (maximum of 5 total instructional days).

Unexcused Absences include:

- (a) Absences without parental notification.
- (b) Absences not approved by the school.
- (c) Truancy or unauthorized leave.

Consequences

Absences:

- (a) All absences, excused or unexcused, are recorded.
- (b) Parents will be contacted for chronic absenteeism (5 or more absences per term).
- (c) Communication Escalation for unexcused absences:
 - (i) After 5 student absences: Teacher will contact student's family.
 - (ii) After 8 student absences: Division Head will email the student's family.
 - (iii) After 10 student absences: Division Head will contact the student's family by phone.
 - (iv) After 12 student absences: Head of School will contact the student's family.

Tardiness:

- (a) Arrival after designated times constitutes tardiness.
- (b) Parents will be notified of chronic tardiness (5 or more late arrivals per term).
- (c) Records of tardiness are kept and included in student reports.

Make-Up Work

- (a) Excused Absences: Within reason, teachers should provide basic materials for students that cover the content in lessons missed due to excused absences. The window for completion of this work is the same as the number of days per absence.

- (b) Unexcused Absences: There is no requirement for teachers to provide make-up work for students with unexcused absences. They may, at their discretion, support students in this manner, but the typical method of recovering this learning is through summer school.

Credit & Promotion:

(a) Promotion:

- (i) Students who have accrued a total of 17 days of unexcused absences (causing them to fall below possible 90% attendance for the year) will be required to participate in summer school at the parent's expense in order to be promoted to the next year.
- (ii) Students with attendance below 75% at the end of the school year are not eligible for summer school and therefore are unable to be promoted to the next grade.

(b) Middle & Upper School Credit:

- (i) Credit for each specific subject or course is given to students who achieve a 90% or higher attendance rate in that class.
- (ii) Students with attendance between 75% and 90% in a subject or course at the end of the year will be required to attend summer school at the parent's expense in order to receive credit for the course.
- (iii) Students with attendance below 75% at the end of the year in a subject or course will not be eligible for summer school and thus must repeat the course to receive credit.

How to Help Your Child Avoid Absence & Tardiness

- (a) Schedule appointments outside school hours whenever possible.
- (b) Communicate with teachers in advance about planned absences.
- (c) Arrive within designated drop-off times to avoid tardiness.

Monitoring and Review

Regular monitoring and collaborative efforts among all parties ensure high attendance levels. The Head of School oversees attendance to support students and parents in achieving consistent attendance.

1. **Attendance Recording:**

- (a) Lower School: Attendance is taken daily, and tracked in half-days (1-4 hours) and full days (4+ hours)

- (b) Middle & Upper School: Attendance is taken in each period/course/class and tracked in periods.
- 2. **Tardiness:** Students arriving between 8:00 AM and 8:30 AM will be marked as tardy. Tardiness indicates they arrived after the designated start time but within a grace period that affects their attendance for the day. In the middle and upper school, students will be marked as tardy when arriving after the midpoint of the instructional period.
- 3. **Absence:** Students arriving after 8:30 AM will be marked as absent for the day. In the middle and upper school, students missing more than half of any class will be marked absent for the period. Absence indicates they missed all or a significant portion of instructional time.
- 4. **Late Arrival Procedure:** When parents arrive late to school with their child:
 - (a) The student is escorted to the front desk.
 - (b) A staff member signs the student in.
 - (c) Another staff member escorts the student to their classroom to minimize disruption.
- 5. **Parent Access During Instructional Hours:** Parents are not permitted access to a learning environment or classroom during instructional hours unless they have scheduled a prior appointment. This policy helps maintain a focused learning environment.
- 6. **Appointment Notification:** If a student needs to attend an appointment during school hours:
 - (a) The teacher and front desk must be notified at least 24 hours in advance.
 - (b) This notification ensures the school can make necessary arrangements and minimize disruption to the student's academic schedule.

These steps outline the procedures for managing attendance, tardiness, parent arrivals, and appointments at the International School of Texas, promoting a structured and effective learning environment for all students.

This policy aims to foster a supportive environment where regular attendance and punctuality contribute to academic success and personal development at IST.

11. Student Recess Rules and Responsibilities

Rules and Expectations:

1. **Respectful Behavior:** Treat others with kindness and respect. No bullying, teasing, or exclusionary behavior.
2. **Safety:** Students are expected to follow playground rules and use equipment safely. Report any hazards or unsafe behavior to the monitoring teacher immediately.
3. **Development & Risk Taking:** As students mature and develop, taking risks in play and exploration is natural and expected. Generally, we trust students to engage in activities aligned with their comfort levels and abilities and allow them to explore uninterrupted provided they are not putting themselves or others at injury risk.
4. **Stay in Designated Areas:** Students must remain within the designated play areas unless given permission by the monitoring teacher.
5. **The "Back Four":** Students are not permitted to enter the Back Four during recess. Exceptions are explained in the Campus Use section of this policy.
6. **Clean Environment:** Keep the playground clean by disposing of trash properly and taking care of school property.
7. **Cooperation and Fair Play:** Play games and interact with peers in a fair and inclusive manner. Include everyone and resolve conflicts peacefully.
8. **Listen to Supervisors:** Follow instructions from monitoring teachers promptly and respectfully.
9. **Healthy Choices:** Make healthy choices during recess activities, including physical activities and snacks.

Connection to attributes of the IB Learner Profile:

1. **Caring:** Show empathy and concern for others' well-being during play.
2. **Principled:** Demonstrate fairness, honesty, and respect for rules while playing.
3. **Communicator:** Effectively communicate with peers and teachers to resolve conflicts and report issues.
4. **Reflective:** Think about actions and choices during recess to improve interactions and behaviors.
5. **Risk-Taker:** Try new games and activities, while considering safety and respect for others.

Roles:

1. **Monitoring Teachers:** Supervise students during recess, enforce rules, ensure safety, and facilitate positive interactions.

2. **Students:** Follow rules, respect peers and teachers, report issues promptly, and contribute to a positive recess environment.

Incident Reporting:

1. **Accidents or Problems:** Students should inform the monitoring teacher immediately if there is an accident, conflict, or safety concern during recess.

These rules and expectations are designed to promote a safe, inclusive, and enjoyable recess experience for all students at the International School of Texas, aligning with the school's values and the IB Learner Profiles.

12. Campus Use Agreements

Our entire campus is an inclusive learning space with many multi-use features that are developmentally appropriate to students from early childhood classrooms to the upper school. In alignment with our foundational beliefs and expectations, we encourage students to enjoy all that our school has to offer while also meeting our high expectations for behavior and safety. Any violation of these agreements may result in consequences as described in the appropriate conduct and procedures section of this handbook.

General Expectations

- (a) Academic Building & PAAC: Students are generally allowed to move freely about the building while following division-specific guidelines.
- (b) "Back Four": No students are allowed to enter into the Back Four without permission from a teacher or staff member.
- (c) Campus Perimeter: No students are allowed to leave the interior fenced portion of the campus without permission of the appropriate division head.

Early Childhood

Early childhood students are safest when they have direct adult supervision and monitoring at all times. If direct adult supervision isn't possible, then students should travel in pairs or small groups of at least three students. No early childhood student should ever be alone on campus. If an early childhood class is in the Academic Building or Performing Arts and Activity Center, then all early childhood students are expected to remain inside of those locations with their teachers and monitoring staff. If an early childhood class is outside on the campus grounds, for example playing on the playground, then all early

childhood students are expected to remain outside on the campus grounds with their teachers and monitoring staff. Exceptions may be made to these requirements including when students are traveling to the office, another teacher's classroom, or the nearest restroom facilities.

Lower School

Lower school students are safest when they have direct adult supervision and monitoring at all times. Lower school students, with teacher or staff permission, may travel through and between each building and across campus grounds independently, in pairs, or as a small group. All lower school students traveling between buildings and across the campus grounds should move with a sense of purpose to maximize safety and minimize missed classroom learning experiences. No lower school student should be in the back four acres, garden, or parking lot without the direct supervision of an adult staff member.

Middle School

Middle school students are safest when they have direct adult supervision and monitoring at all times. Middle school students, with teacher or staff permission, may travel through and between each building and across campus grounds independently. All middle school students traveling between buildings and across the campus grounds should move with a sense of purpose to maximize safety and minimize missed classroom learning experiences. It is best when middle school students are accompanied by a teacher in the back four acres, garden, or parking lot. Exceptions may be made for small group project work, especially when an upper school student is also present. No middle school student should ever be alone in the back four acres, garden, or parking lot.

Upper School

Upper school students are safest when they have direct adult supervision and monitoring at all times. Upper school students, with teacher or staff permission, may travel through and between each building and across campus grounds independently. All upper school students traveling between buildings and across the campus grounds should move with a sense of purpose to maximize safety and minimize missed classroom learning experiences. It is best when upper school students are accompanied by a teacher in the back four acres, garden, or parking lot. Exceptions may be made for individual academic and small group project work. With Division Head approval, upper school students along with an adult staff member may walk to nearby community locations during breaks or lunch.

13. Uniform Policy

At the International School of Texas, we believe that a unified dress code fosters a sense of community and equality among our students. Adhering to the uniform policy is essential to maintaining a focused and respectful learning environment. Below are the guidelines for our school uniforms, separated by attire for girls and boys.

Girls' Uniform

1. Bottoms: Navy or khaki shorts, skirts, or pants.
2. Tops: Polo shirts in one of three colors: white, evergreen, or navy.
3. Dresses: Navy or Evergreen dresses.
4. Leggings: Only navy or black leggings are allowed; no colorful leggings permitted.
5. Additional Notes:
 - (a) Skirts must be at least finger-length when arms are straight down.
 - (b) Only IST-branded sweaters are allowed; no outside hoodies or sweaters.
 - (c) IST school blazers are to be worn at assemblies:
 - Lower School: Navy blazer
 - Middle and High School: Evergreen blazer

Boys' Uniform

1. Bottoms: Navy, khaki pants or shorts.
2. Tops: Polo shirts in one of three colors: white, dark green, or navy blue.
3. Additional Notes:
 - (a) Only IST-branded sweaters are allowed; no outside hoodies or sweaters.
 - (b) IST school blazers are to be worn at assemblies:
 - Lower School: Navy blazer
 - Middle and High School: Evergreen blazer

Fridays

1. First Friday of the Month: Free Dress Day
2. All Other Fridays: IST Shirt Days with school uniform bottoms

General Guidelines

1. No sweatpants or athletic pants unless specified for a particular event or activity.
2. All students must wear IST-branded sweaters if they wish to wear additional layers.

3. Uniform compliance is expected at all times, including field trips and special school events, unless otherwise notified.

By following this uniform policy, we ensure that all students present themselves in a manner that reflects the values and standards of the International School of Texas.

14. Student Leadership

Student leadership is a highly valued example of student agency at the International School of Texas. While there are many ways for students to showcase leadership, we are proud to offer opportunities for students to be stewards of the community, serve in leadership and advisory capacities, and take initiative beyond the school walls through community engagement.

Stewardship

Students will have a variety of opportunities to engage in stewardship within our school community such as meal stewards during lunch, classroom and library helpers, school garden engagement, and middle and upper school Design coursework that further develops the architecture and landscape of our school community.

Student Council

A select group of students will serve in leadership roles as members and officers of the IST Student Council. Students in the middle and upper schools may voluntarily serve as members of the Student Council. Additionally, a small sample of students from grades 3-5 will also serve as members of the Student Council. All students interested in Student Council will be required to obtain teacher recommendations and parent permission.

Those middle and upper school students that wish to serve as officers may conduct political campaigns and be voted into office by their peers. Common officer positions include President, Vice President, Secretary, Treasurer, and grade level representatives. The President and Vice President will serve on an IST advisory council consisting of the Head of School, school teachers and staff, parents, and local community members.

Community Engagement

Action and Service within and beyond the school community are staples of an IB education due to their fundamental role in the development of international

mindedness and principled and caring human beings. IST students showcase their acquisition of knowledge, application of conceptual understandings, proficiency with skills, and development of the attributes of the learner profile through their community engagement. Opportunities for community engagement will range from embedded learning experiences in the curriculum as well as additional opportunities that arise out of community need. Community engagement often includes opportunities for advocacy, research, social entrepreneurship, lifestyle choices, and social justice.

15. IST Houses

The International School of Texas has divided all students into community houses: Mandela, Malala, Earhart, and Armstrong. The purpose of this is to create a sense of community and school spirit. Throughout each school year, special events will be held to commemorate the house namesakes through activities and the wearing of assigned house colors. Students that go above and beyond in service to the school community may be awarded house points. House points will be collected and calculated by staff members. Special events may be organized by staff throughout the year to allow students an opportunity to obtain prizes based on their individual house points.