



SECTION 4

KIS Academic Philosophy & Policy

Educational organization

KIS curriculum is organized into a cohesive and integrated plan that is:

- Specific in its basic educational goals for each grade level and in the horizontal and vertical coordination of its program instruction
- Early Childhood through to Grade 12

Distinctive curriculum elements

- Broad and balanced selection of liberal arts courses in the humanities, social sciences, natural sciences, maths, arts, practical skills and physical education
- Individualized advisory programs to assist students in creating appropriate individual programs
- Courses and content relevant to the south Asian context
- Broad spectrum of religious education courses at all levels
- Coordination with a diverse program of co-curricular activities designed to support the educational goals and values of the school
- Emphasis on the responsibility of all people for the societies in which they live. This emphasis is embodied in a strong Social Experience curriculum with courses targeted at social and environmental concerns. Relevant course content across the curriculum is designed to make students aware of their role in and responsibilities to, both their native societies and the global society and involves integration of field work and service opportunities into all appropriate areas of the curriculum

Evaluation: Provision of a structure, adequate personnel and resources will be made for constant evaluation and revision of the curriculum.

KIS graduation goals

Kodaikanal International School believes that graduating students should demonstrate:

1. Thinking, knowledge and understanding by:
 - Acquiring core knowledge in the areas of mathematics, physical and life sciences, literature, social studies and religious studies
 - Applying knowledge and understanding to identify and address complex problems
 - Justifying one's views and actions with reasonable, intelligible arguments
2. Skills and work habits necessary for learning by:
 - Using techniques, tools and technology in a wide variety of situations
 - Organizing time and resources to accomplish goals, both individually and as part of a team
 - Valuing the process as much as the product of one's work

3. Communication skills by:

- Reading, writing, listening and speaking effectively in at least two languages

4. Skill in developing and maintaining well being by:

- Being able to care for oneself physically and emotionally
- Accepting the challenge to grow spiritually

5. Demonstrate aesthetic sensitivity and expression by:

- Developing and expressing oneself creatively and imaginatively
- Being sensitive to aesthetic quality in the arts and in one's own work

6. Attitudes and social interactions conducive to peaceful, purposeful and joyful living by:

- Thinking and acting independently
- Living with and for others
- Demonstrating empathy and respect for others
- Taking responsibility for one's own actions
- Demonstrating an understanding of and concern for the environment
- Understanding structures that perpetuate injustice, violence and oppression in society, between societies, between nations, religions and cultures; and perceive one's own place within these structures

IB Learner profile

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme and, therefore, the culture and ethos of all IB World Schools.

The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to

conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

KIS Academic policy grades 11 - 12

Kodaikanal International School is unique in offering the IB Diploma program in parallel with the KIS Diploma since 1976. The IB Diploma program is fully integrated with the KIS

Diploma which is accredited by the Middle States Association of Schools and Colleges. The KIS Diploma must be taken by all students from grade 11 to 12. However, students have the option of also doing the full IB Diploma or taking IB courses (certificates) in certain subjects if desired alongside the KIS Diploma. The IB curriculum is followed for the KIS Diploma thus ensuring their effective integration with one another.

Credit requirements: KIS Diploma credits are accumulated over 2 years (grades 11 – 12).

Credit requirements for grades 11-12 are as follows:

English	20
Mathematics	10
Science	10
Second Language	10
Social Studies	10
Religious Education	5
Fine & Practical Arts	5
Physical Education and Health	10
Electives*	20
Total	100

**Elective refers to any credits earned above the subject specific requirements.*

Plus:

- +3 credits for Personal Project in grade 10
- Social Experience requirements
- KIS Diploma / IB course (certificate) students (three and less) in second semester of grade 12 will need to do the Senior Thesis Portfolio (STP) and Critical Thinking course

Five-day cycle: Classes at KIS operate on a rotating five day cycle so that scheduled public holidays do not significantly interfere with academic programs. For example:

Wednesday	Day 1
Thursday	Day 2
Friday	Day 3
Monday	Day 4
Tuesday	Day 5
Wednesday	Day 1
Thursday	Day 2

Report periods: KIS academic year is divided into 2 semesters, each with 2 quarters. Teachers write grade reports at the end of 1st and 3rd quarters (September and March) and at the end of 1st and 2nd semesters (November and May).

At each mid-quarter interim reports are written for those on academic observation which includes those in their first semester at KIS.

Incompletes: Students receiving incompletes for any grade have two cycles into the next grading period to complete the required work. An incomplete for a semester examination means students must retake the examination within the first week of the next semester. Failure to make up the work on time will result in an “F” for the subject.

New student observation: All new students are observed academically for at least one semester.

This provides the opportunity for closer supervision and successful transition into KIS while keeping parents and students well informed of academic progress. Students pass probation upon evidence of satisfactory academic performance and integration into student life.

Pass / fail courses: Some courses are offered on a P / F (Pass / Fail) basis.

- S (satisfactory) is given for passing the course
- U (unsatisfactory) for a failure
- Passing level is 70% in a P / F course
- All 2.5 credit no-homework courses may be taken as P / F
- Pass / Fail options may be applied to one semester exchange students in all subjects

Students may choose to take courses as P / F or to be graded on an individual grade basis. If the course is for two semesters or more, the option of a grade or P / F must be arranged with the teacher at the beginning of the first semester within the first two cycles of classes.

All 2.5 credit homework courses (eg 2.5 credit RE courses) must be letter graded. All courses giving 5.0 credits cannot be taken by regular students as P / F.

Course changes: Course changes will be approved by KIS administration only with parent approval.

New students are permitted to add or withdraw from courses only during the first cycle of their first semester at KIS. For continuing students only music courses may be dropped.

All other course changes will be considered on an individual basis by the High School Coordinator and Academic Vice Principal.

If students withdraw from courses, the following letter grades are used:

- WP = Withdrawal Passing (no credit)
- WF = Withdrawal Failing (no credit)

Students adding courses or withdrawing from courses are required to make this request using the appropriate request form.

Students are required to consult the Careers & College Advisor before making a request to change courses.

Assessment policy grades 9 - 12

Academic progress is internally assessed and letter grades are given based on the following marking scheme and with following weightage:

Quarter (40%)
+ Quarter (40%)
+ Exam (20%)
= Semester grade

Grade Point Averages (GPAs) are obtained as follows:

Grade Point
x Credit per Course
= Total
÷ Total Credits
= GPA

Nature of assessment: KIS gives 80% weightage for the formative assessments in the two quarter assessments and 20% for summative assessment which consist of an examination at the end of each semester.

Quarter assessments: The quarter assessments are based on the continuous assessment, following the criterion referencing.

KIS academic year is divided into 2 semesters, each with 2 quarters. Teachers write

grade reports at the end of 1st and 3rd quarters (September and March) and at the end of 1st and 2nd semesters (November and May).

In each quarter different types of assessments are given such as tests, presentations, group discussion, debates, assignments, projects, research papers, experiments, and class participation. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject.

It is mandatory to have at least four different types of assessments in each quarter in each subject. The weighting is decided by the teacher according to the importance of each assessment.

The recording of the assessment is done in the KIS software entitled “My Classes” which has login provision for students, staff and parents.

At each mid-quarter interim reports are written for those on academic probation.

Semester examinations

- Internal school examinations are given at the end of each semester covering the course work of that semester for Grade 8 classes and above.
- Students sitting IB examinations in May do not take semester exams in their IB exam subjects
- Seniors sitting for Indian medical or engineering entrance exams do not need to take second semester exams as follows:
 - Engineering: Chemistry, Physics, Math
 - Medicine: Chemistry, Physics, Biology

Assessment and grading in the MYP grades 6 - 10

Criterion-based assessment is fundamental to the MYP. Each subject has a number of different criteria which are the conditions that must be met for an expected result.

Details of each criterion are described in the MYP assessment guide. The link to MYP assessment guide is available in the MYP handbook posted on the KIS website.

Each student’s semester report will list the criteria assessed and the scores gained by the student in those criteria. When all the criteria in a subject have been assessed, the scores achieved for each criterion are added together. Grade boundaries of each subject are then used to determine the final MYP grade from 1-7.

Assessment and grading in the Early Childhood to grade 5

Student learning at the Elementary School is measured each quarter using at least four balanced assessment tools. The ES believe that the assessment tasks need to be authentic – tasks they will experience in the world outside the walls of KIS. These tools include traditional examinations and a variety of performance-based assessment tools including:

- Student work reflective portfolios
- Project based authentic assessment tasks
- Rubrics detailing expectations for tasks
- Student led portfolio conferences

We use the letter system for grades Early Childhood - Grade 5 defined as follows:
V - Very Good, G - Good, S - Satisfactory, N- Needs Improvement

Homework: Homework is assigned to all students in Grade 1 to Grade 5 to provide age-appropriate, meaningful, daily practice of new learning at home. Since we want the homework to be rigorous yet not overwhelming for the students or parents, we have established the following time guidelines for each grade level.

- Grade 1 - 10 minutes
- Grade 2 - 20 minutes
- Grade 3 - 30 minutes
- Grade 4 - 40 minutes
- Grade 5 - 50 minutes
- Grade 6 - 60 minutes

Academic honesty

Academic integrity is fundamental to all schools and KIS expects that all students will act honestly in every part of their academic lives.

Academic dishonesty constitutes acts which result or may result in an individual gaining unfair advantage, such as malpractice, plagiarism, or collusion. The following is a list of such behaviour, but is by no means exhaustive:

- Plagiarism: offering the words, ideas, works or arguments of another person (in whole or part) as one's own. This includes works of art whether music, film, dance, theatre arts or visual arts.
- Copying from another student or making information available to another student during a test or examination

- Fabricating or falsifying research data
- Submitting the same piece of work for more than one course (this is strictly forbidden by the IBO)
- Communicating with another student during examinations
- Bringing into the examination room materials which are not permitted
- Interfering in the scholastic work of another student, for example by stealing laboratory reports, computer files and library materials
- Altering grades awarded by a teacher
- Stealing examination papers
- Using an unauthorized calculator during a test or an examination
- Impersonating another student
- Submitting the same piece of work for more than one course

Serious instances of academic dishonesty may lead to the convening of the Discipline Committee and may lead to suspension or expulsion.

The set IB procedure will be followed in cases of any malpractices during IB examinations.

Academic expectations for Early Childhood to Grade 5

Restitution - “Making it Right”

The school-wide management program at the Elementary School is driven by the KIS values and lived out using the BOW plan:

B - Be faithful, O - Others first, W - Work, play and worship together

The ES programme holds each child responsible for doing their best to live according to the BOW plan, their own behaviour and solving problems. Students are taught that we all make mistakes and that it is each person’s responsibility to fix them. It teaches them to make things right with the person or people they have wronged.

Daily communication

Grades Early Childhood - 5 use the KIS diary as a tool for tracking important assignments, homework and due dates. It is also an important communication tool allowing each classroom teacher to inform parents of their child’s progress.

Parents / Residential Parents need to check the diary daily, reflect with the student, respond to any notes in the space provided in the diary. Also, if you need to communicate with the teacher, please use the space in the diary at any time. Teachers will respond to your note the next day.

If you would like to meet or talk with a teacher, please make an appointment with the Ganga Campus office via email.

Academic expectations grades 6-12

- Students are required to attend class and be on time. They are here for an education and have a part to play in that. One of them is to be on time ready to learn.
- Students are expected to contribute in class and participate in classroom discussion as involvement enhances learning
- Teachers expect students to be prepared for classes and to complete all homework assignments

School leave policy

Every student enrolled at KIS is expected to be in school and present at every scheduled event and class. Applications for leave will be considered on an individual basis and granted in cases such as:

- Death or life threatening illness of, or accident to, an immediate family member
- Student life threatening illness, determined after consultation with KIS Doctor
- Students taking college entrance examinations

Other leave will be granted only in exceptional circumstances.

Parents requesting leave are required to make the request through the online request form on the parent portal.

We expect that, with two long holidays between semesters each year, students and their families should be able to take care of any non-emergency matters during vacation periods.

We expect that parents will cooperate to ensure that the educational work of the school may proceed without interruption.

Student attendance policy

Students are expected to be present and on time for classes. If a student has a valid reason for missing a class they must inform the teacher in advance.

In Grades 9 and 10, in any one subject, one absence will result in a warning. Two additional absences will result in the reduction in one MYP grade for that subject (e.g., an MYP grade of 6 will become a 5), and every additional two absences will continue to result in a one-grade mark reduction. Six absences overall (all subjects combined)

will require a meeting with the academic discipline committee, which could result in suspension.

In Grades 11 and 12, in any one subject, one absence will result in a warning. Every additional absence will reduce the overall course letter grade by 1/3 (e.g., B+ becomes a B). Four absences in any one subject could result in withdrawal/course fail based on administrative discretion. Six absences overall (all subjects combined) will require a meeting with the academic discipline committee, which could result in suspension.

Passes

- If the student is late but has a pass, the student will drop that pass into the boxes placed in the High School office or in the MYP office (Arts Block).
- If a student wishes to go to the dish, he must get a pass from the teacher; the student must then go to the High School Office or the secretary in the MYP office to get this pass countersigned.
- If you wish to meet a teacher during a study hall, please get a pass from that teacher. You will then drop this pass into the boxes placed in the High School office or in the MYP office (Arts Block).

Expectations regarding co-curricular activities

All students are encouraged to participate in co-curricular activities. Students who are having issues in academics may be restricted from sporting or other trips. This will be considered on a case to case basis.

Suspension: Students on suspension for disciplinary reasons will be required to keep up with their studies during any absence. During suspension, work is expected of students and their grades will be determined on an individual basis. Students may take books home to study while on suspension. No make-up tests or assignments will be given.

Testing: Students may register to take the following tests:

- SAT (Scholastic Aptitude Test)
- SSAT (Secondary School Achievement Test)
- ACT (American College Testing)
- PSAT (Preliminary Scholastic Aptitude Tests) offered to grade 11 students
- Temperament Sorter (Myers Briggs) offered to all grade 11 students
- BMAT (British Medical Aptitude Test)

Arrangements are made through the Careers office.

Honors list / recognition / awards

National Honor Society (NHS): KIS has a long standing membership with this prestigious American organization which chooses those students in High School classes who have excelled in each of four areas:

- Scholarship
- Leadership
- Service
- Character

Selection is done carefully by KIS faculty during semester 2 according to procedures set by the international parent organization.

Honour list: Each semester a list of students, who have attained excellent grade point average and make the “Principal’s List” or the “Vice Principal’s List” is published. Certain privileges, such as a celebration dinner with the Principal, is offered to students on the Principal’s List.

To be placed on the Principal’s List, students must obtain a grade point average of 3.4 or better in all subjects where a letter grade is given and have no grades lower than a C- for that quarter. To be on the Vice Principal’s List, a grade point average of 3.0 is necessary.

Recognition: At the end of KIS academic year, there is a Prize Giving Assembly where a wide variety of awards are presented to students at all grade levels in recognition of their talents and achievements during the past year. These awards are:

- **Walker Cup**
Outstanding achievement & contribution to the school in music
- **David Heins Cup**
Outstanding achievement & contribution to the school in drama
- **Gary Knapp Technical Award**
Outstanding achievement & contribution to KIS in technical aspects of drama
- **KIS Honor Award for Citizenship**
- **Senior with Greatest Academic Improvement**
- **Reva Bansal IB Award**
Most promising senior girl in the IB Program
- **Amal Ganeswaran IB Award**
Most promising senior boy in the IB Program
- **Sylvia Seamands Cup**
Best all rounder girl in Grade 11 & 12

- **Ed Montgomery Cup**
Best all rounder boy in Grade 11 & 12
- **Canada Award**
Graduating senior with highest academic proficiency & good personal character
- **'K' Award for Excellence in Sports and Sportsmanship**
- **Indian Bank Award for Excellence in Sports**
- **Sandra Schoeninger Award**
The winning house team on Field Day
- **Ashok Kamte Memorial Award**
For excellence in leadership (Grades 9 - 12)
- **Citizenship Awards** (Grades 9-10; Grades 11-12)
- **Grade 10 cup**
- **Micah Pulavan Sunshine Award**
Student in Grades K-8 who best exemplifies perseverance and hard work despite adverse personal circumstance.
- **Arts in Community Award**
Grade 11/12 student(s) who use the arts medium to create awareness of a social cause within the local community
- **Keon Hee Lee Cup**
Proficiency in soccer award to Grade 12 boy.

K - 8:

Subject specific certificates are given out at one of the final K - 8 assemblies.

Citizenship Awards for each grade and the Grade 5 and Grade 8 cup will be given out at the all school Awards Assembly.

