

STUDENT HAND BOOK

NAME: _____

CLASS: _____



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Message from Team Balsam

Where is the book in which the teacher can read about what teaching is? The children themselves are this book. We should not learn to teach out of any book other than the one lying open before us and consisting of the children themselves.

— Rudolf Steiner, Human Values in Education

Dear Parents and Guardians,

Balsam Family welcomes you to the new academic year with renewed zeal to face unprecedented challenges. Due to closure of schools, the teaching-learning process has witnessed paradigm shift: E-LEARNING.

The relentless effort of every Balsam employee, to adapt to the emerging demands, has created confidence and we are absolutely convinced that this academic year will be the BEST year. We have explored every possibility and chosen the best. Despite the very understandable and very human reaction to want to go back to life's we know it, our main focus point for our teachers and students during the lockdown has been having a 'growth mindset'. A growth mindset unlocks our ability to evolve especially during challenging times.

We believe that combination of parental support, self-paced learning through pre-recorded videos, interaction with parents, live online sessions, and project based assignments make our children truly the 21st century learners. We have solid plans in place to engage children fruitfully until the day they will walk into their classes. All members of Scholastic and Co-Scholastic teams have prepared meticulous plans for our children to emerge as problem solvers.

We are sure that you agree with the fact that, parenting also has witnessed a paradigm shift. We extend our support to listen to your concerns and address them to the best possible extent. We thank parents who have supported us financially despite challenges, who have cooperated in at-home learning, and have patiently worked through online mode of learning.

We are extremely appreciative of our students, parents, staff and administrators for their positivity, flexibility and resilience during these trying times. We are indebted to all our frontline workers and leaders for all they are doing to keep us safe and healthy.

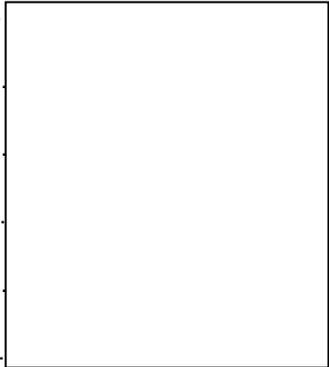
Thank you.

Team Balsam



STUDENT INFORMATION FORM (HANDBOOK COPY)

NAME.....
GRADE & SEC..... HOUSE
ROLL NUMBER ADMISSION NUMBER
DATE OF BIRTH BLOOD GROUP
AADHAAR NUMBER
EMIS NUMBER



COMMUNITY CASTE

SECOND LANGUAGE THIRD LANGUAGE.....

ADDRESS FOR COMMUNICATION

.....
.....
.....
.....

EMERGENCY CONTACT.....

Name and grade of sibling/s studying at Balsam Academy

.....
.....

MODE OF TRANSPORT

(School bus / Private / Others) Please Specify..... Vehicle number.....

Any allergies or medical conditions that school authorities need to know about: YES / NO

If yes, please describe immediate emergency action/medication to help your child

.....
.....

Father's Name	
Qualification	
Residential Address	
Occupation	
Office Address	
Contact Number	
E-mail	
Signature	

Mother's Name	
Qualification	
Residential Address	
Occupation	
Office Address	
Contact Number	
E-mail	
Signature	

Guardian's Name	
Qualification	
Residential Address	
Occupation	
Office Address	
Contact Number	
E-mail	
Signature	

STUDENT INFORMATION FORM (OFFICE COPY)

NAME.....

GRADE & SEC..... HOUSE

ROLL NUMBER ADMISSION NUMBER

DATE OF BIRTH BLOOD GROUP

AADHAAR NUMBER

EMIS NUMBER

COMMUNITY CASTE

SECOND LANGUAGE THIRD LANGUAGE.....

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Father's Name	
Qualification	
Residential Address	
Occupation	
Office Address	
Contact Number	
E-mail	
Signature	

Mother's Name	
Qualification	
Residential Address	
Occupation	
Office Address	
Contact Number	
E-mail	
Signature	

Guardian's Name	
Qualification	
Residential Address	
Occupation	
Office Address	
Contact Number	
E-mail	
Signature	

STUDENT INFORMATION FORM (TEACHER COPY)

NAME.....

GRADE & SEC..... HOUSE

ROLL NUMBER ADMISSION NUMBER

DATE OF BIRTH BLOOD GROUP

AADHAAR NUMBER

EMIS NUMBER

COMMUNITY CASTE

SECOND LANGUAGE THIRD LANGUAGE.....

ADDRESS FOR COMMUNICATION

.....
.....
.....
.....

EMERGENCY CONTACT.....

Name and grade of sibling/s studying at Balsam Academy

.....
.....

MODE OF TRANSPORT

(School bus / Private / Others) Please Specify..... Vehicle number.....

Any allergies or medical conditions that school authorities need to know about: YES / NO

If yes, please describe immediate emergency action/medication to help your child

.....
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Father's Name	
Qualification	
Residential Address	
Occupation	
Office Address	
Contact Number	
E-mail	
Signature	

Mother's Name	
Qualification	
Residential Address	
Occupation	
Office Address	
Contact Number	
E-mail	
Signature	

Guardian's Name	
Qualification	
Residential Address	
Occupation	
Office Address	
Contact Number	
E-mail	
Signature	

ABOUT BALSAM

As majestic as the Balsam firs that quickly grow to become towering architectural trees with a bold presence in the landscape and with a unique dispersal system found in the Balsam flowering plant, we at Balsam stretch our arms to reach the horizons and share knowledge with no limitations whatsoever.

HISTORY

Balsam Academy, a dream project, was founded under the stewardship of Smt. V.B.Saroja Balaram, Founder Trustee of Balaram Memorial Trust. First opening its doors in 2004 as an after-school activity center to a pre-school, the school developed as a co-educational school with 14 students to start off and now it has a strength of over 1000 students.

OUR VISION

For all students to learn to their full potential.

Balsam Academy seeks to educate and nurture its students and to help them maximize their potential. To attain this goal, the School provides a challenging and rigorous set of academic and extracurricular programs within a caring and supportive environment. Students are encouraged to test and learn about themselves, to develop a concern for others and to grow intellectually, physically, socially and emotionally.

OUR MISSION

Educate every student to be a responsible, productive citizen.

Balsam Academy seeks to foster a capacity in each individual for clear and creative thought. The School encourages students to understand that learning is a lifelong endeavour that is valuable. Balsam Academy seeks a diverse student body and fosters respect for individual and cultural differences. Each student is encouraged to strive for self-esteem and confidence and to be respectful of others. In addition, students learn that they must be responsible for their actions and for the decisions that they make.

OUR CORE VALUES

The Life of the Mind

First and foremost, Balsam Academy is and has always been a school that values the Life of the Mind. The children are introduced to the logic and strategy of chess, to explore nature on a trek in the village, field trips to understand and explore learning. These experiences stimulate our students to be avid learners eager to broaden their intellectual horizons.

Mature Behaviour

Mature Behaviour is equally important. Children, aged three to sixteen, are expected to exhibit age appropriate behaviour, and we make our expectations clear in every Stage.

In the first stage, mature behaviour includes learning to work together, to share the space and facilities, and to learn to be friends. In the second stage, students and parents are given the “Statement of Core Values”, outlining expectations including ‘using corporative strategies to resolve conflict’ and ‘being honest, kind and mannerely.’ In the third stage, students take more responsibility for themselves, work to form a community with their peers, and learn good sportsmanship as they complete as teams. In the fourth stage, mature behaviour includes accepting an Honour Code taking on significant leadership roles, and making responsible choices.

Mutual Respect

Hand in hand with Mature Behaviour comes Mutual Respect. Balsam Academy does not have a 'typical student,' but welcomes an extremely diverse student population from Ranipet. We value diversity of all kinds, including racial, ethnic and socio-economic background and gender, as well as diversity of ideas and approaches. We incorporate that diversity into our classrooms and onto our playing fields. The environment of respect at Balsam Academy makes it a safe place for students to explore with the knowledge that they will be supported through their successes and setbacks.

A Secure and Healthy Environment

As important as a safe intellectual environment is a Secure and Healthy Environment. The team works with students and families to help them navigate the emotional, social, and physical changes that come with every stage of development. Most importantly, all members of our community work together to create an environment free of harassment, racism, bullying, and other behaviours that could make someone feel unsafe or unvalued.

A Balance between Individual Achievement and a Caring Community

We want each student to be the best she or he can be. We encourage them to take risks, to try new things, and to stretch themselves. We also want all of our students to see beyond themselves to appreciate the larger community, and to want to give back. Students participate at every level and they are given the opportunities for both individual and collaborative work, and learn to work together to achieve common goals.

OUR CORE PRINCIPLES

Foster Community with students, families, faculty and staff, administration, businesses, and local organizations through open and honest communication, reflection, and collaboration as evidenced by a safe learning environment where everyone can take risks and grow academically, physically, emotionally and socially.

Provide the Opportunity for all learners to achieve success and maximize their full potential through developing skills for problem solving, critical thinking and adaptability to create life-long learners as evidenced by fostering the continued development of and participation in educational, extra-curricular and community programs.

Show Respect towards self, others, property and through celebrating, honouring and valuing diversity, honesty, integrity and trust as evidenced by embracing individual and cultural differences.

Strive for Excellence in education through continued development and utilization of innovative, comprehensive, and consistent curriculum throughout the School as evidenced by graduating students who are more than adequately prepared for college and careers leading them to become caring, thoughtful, productive citizens who can face the demands of a complex, challenging and ever-changing world.

OUR SCHOOL SYMBOL

Our School affirms Balsam Academy's commitment to nurturing inventiveness in each child. Secure in the warmth of a caring school with parents, facilitators and the environment symbolized by the golden yellow triangles while the green circle represents the student who will be inspired to realize his/her full potential and aspire for excellence in all their endeavours.

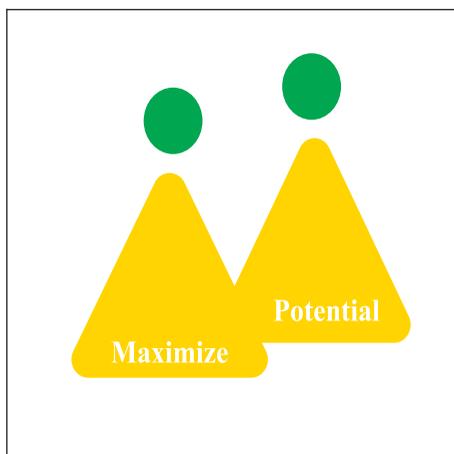
COLOURS OF BALSAM ACADEMY

Yellow, white and green form the tricolour of Balsam Academy. Colours taken from the elements fit in with our approach to life and learning.

Yellow vibrant and charged with energy that we associate with childhood, symbolizes a passion for life, learning and knowledge, for action of both mind and body.

White brings to the mind the values of friendship, unity and peace and to promote peace that we must promote, the world over.

Green symbolizes the gift of life, our strength and talents, which we must develop and use to the fullest. It is therefore the colour of endeavour of endless progress and prosperity.



HOUSES OF BALSAM ACADEMY

The Primary, Middle and Secondary school have houses to inculcate the spirit of cooperation, competition and competence. The students are grouped into four houses viz:

Alpines (Red): the enchanting perennials with a wild attitude to reach the Swiss Alps and bloom to engulf the entire planet.

Grands (Green): the first that rise to the great heights in the Rocky Mountains which are home to many animals and birds. Crafted cones are the Grands whose very colour signifies progress.

Himalayans (Yellow): the annual herbs with flowers resembling the shape of an English "policeman helmet", recorded as the most invasive species, native to Himalayan region of Asia, which offers a rewarding supply of nectar to pollination.

Tylers (Blue): a large growing form of Balsam fir with attractive powder blue foliage, typical vigour and growth form of the species.

National Anthem

Jana gana mana adhinayaka jaya he| Bharatha bhagya vidhata |
Punjaba Sindhu Gujarata Maratha| Dravida Utkala Vanga |
Vindhya Himachala Yamuna Ganga| Ucchala Jaladhi taranga |
Tava shubha naame jaage| Tava shubha aashisha maage |
Gahe tava jaya gatha |
Jana gana mangala dhayaka jaya he| Bharata bhagya vidhata |
Jaya he! Jaya he! Jaya he!
Jaya Jaya Jaya, Jaya he!

Rabindranath Tagore

National Song

Vande Mataram! Vande Mataram!
Sujalam suphalam, malayaja shitalam, Shasyashyamalam, Mataram! Shubhrajyotsna
pulakitayaminim, Phullakusumita drumadala shobhinim,
Suhasinim, sumadhura bhashinim, Sukhadam, varadam, Mataram! Saptakotikantha
kalakala ninada karale
Dvisaptakoti bhujair dhrita-khara karavale
Abala kena ma eta bale Bahubala dharinim, namami tarinim,
Ripudalavarinim Mataram!
Tumi vidya, tumi dharma, Tumi hridi, tumi marma, Tvam hi pranah sharire!
Bahute tumi ma shakti, Hridaye tumi ma bhakti, T
omarayipratima gari mandire mandire!
Tvam hi Durga dashapraharana dharini, Kamala, Kamaladalaviharini,
Vani, vidyadayini namami tvam, Namami Kamalam, amalam, atulam,
Sujalam, suphalam, Mataram, Vanda Mataram!
Shyamalam, saralam, susmitam, bhushitam, Dharanim, bharanim, Mataram!

Shri Bankimchandra Chatopadhyay

National Pledge

India is my country. All Indians are my brothers and sisters. I love my country. I am proud of its rich and varied heritage. I shall always strive to be worthy of it. I shall give my parents, teachers and all elders, respect, and treat everyone with courtesy. To my country and my people, I pledge my devotion. In their well being and prosperity alone, lies my happiness.

தமிழ்த்தாய் வாழ்த்து

நீராரூங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமீதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே!
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!
தமிழணங்கே!
உன்சீரிளமைத் திறம்வியந்து செயல்மறந்து வாழ்த்துதுமே!
வாழ்த்துதுமே!
வாழ்த்துதுமே!

'மனோன்மணியம்' பெ. சுந்தரம் பிள்ளை

School Anthem

Forward O" Balsamites! Forever advancing, look to horizons far,
Eyes do not grope in depth of night that look on a shining star,
Nations, fearful in apartness, need your sight to light their darkness,
Look up, O' Balsamites forever advancing, look to horizons far.
Waken! This hour is no time for sleeping, welcome the rising sun,
Nations are stirring out of their slumbers;
Great is the work undone.
Waken sisters! Waken brothers
Rise up now, and waken others!
Welcome the morn; a new day is born
When people shall live as one.
Go on with singing over the land,
Wherever the roadways lie,
Freedom shall be the theme of your song,
The watchword of peace your cry;
Equal right for every one,
Land at peace with one another,
Loyal to truth, the singing of youth,
Shall echo from earth to sky.

School Song

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken into fragments;
By narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way;
Into the dreary desert sand of dead habit;
Where the mind is led forward by thee;
Into ever-widening thought and action;
Into that heaven of freedom, my Father, let my country awake.

Rabindranath Tagore

School Prayer

Jaya jaya hey bhagawatisurabharati, tavacharaNaupraNamaamaha
Naadhabrahmamayijayavageshwari, sharaNamteggacchaamaha
TwamasisharaNyatribhuvanadhanya, sura muni vandhitacharaNa
Navarasamadhurakavitamukhara, smitharuchiruchirabharaNa
Aasinaabhavamaanasahamse, kundhathuhinashashidhavale
Hara jadathaamkuru bod hi vikaasam, stitapanakajathanuvimale
Lalitalakalaamayignyaanavibhaamayi veenapusthakadhaariNi
Mathirasthaamnothavapadhakamale, ayikuntavishahaariNi

Dr. Narayan Bhat

School Pledge

As students we pledge to:

Come to school prepared to learn. Respect self, others and property. Respond in a positive and polite manner. Walk quietly and safely in the school corridors. Accept responsibility for our actions. Serve the community. Do our best to uphold Balsam family.

Universal Prayer

Lord of mercy, Lord of Love,
Omnipresent, Omniscient, Omnipotent
You dwell in all things:
Grant us an understanding heart, equal vision, balanced mind,

Faith, devotion and wisdom.
Grant us inner spiritual strength
To resist temptations and control the mind
Free us from egotism, selfishness, greed, anger and hatred
Let us serve you in all we do
Let us always sign in your praises,
Let us live in You forever and ever.

Swami Vivekananda

A Prayer For Peace

Lord, make me an instrument of your peace,
Where there is hatred, let me sow love;
Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
Where there is sadness, joy.
O Divine master,
Grant that I may not so much seek to be consoled as to console;
To be understood, as to understand;
To be loved, as to love;
For it is in Giving that we receive,
It is in pardoning that we are pardoned,
It is in dying that we are born to eternal life.

St. Francis of Assisi.

The Sayings Of The Prophet Mohammed (PBUH)

God, help me to gain knowledge
Teach me right from wrong
To be my friend in the desert
My society in solitude;
My friend, when friendless;
My guide to happiness
To sustain me in misery:
For knowledge is an ornament amongst friendship
And an armour against enemies.

SCHOOL TIMINGS AND CLOSURES

GRADE 1 to 5	8:45 AM to 3:30 PM	MONDAY to FRIDAY
GRADE 6 to 10	8:45 AM to 4:40 PM	MONDAY to FRIDAY

NOTE: G6 to 10 will work on few Saturdays which shall be informed in advance.

UNIFORM SCHEDULE

MONDAY and FRIDAY	SPORTS UNIFORM
TUESDAY, THURSDAY and SATURDAY	HOUSE UNIFORM
WEDNESDAY	REGULAR / FORMAL UNIFORM

OFFICE WORKING HOURS

MONDAY to FRIDAY	10 A.M. to 12 P.M. and 2 P.M. to 3:30 P.M.
SATURDAY	10 A.M. to 12 P.M.

COMMUNICATION

We recommend you use the student hand book to communicate with your child's teacher **OR** Contact the main office 04172-272611/12 to make appointments.

LANGUAGE OF COMMUNICATION

Languages used in daily functioning

English is the medium of instruction at Balsam Academy and is taught as the primary language. English is the preferred language of communication at Balsam Academy. It serves as the school's official language for purpose of operations, communication and management. However, it is acknowledged that the school community is multilingual and members function in their everyday lives in more than one language.

All school-wide written communication with parents is done in English although individual parent and teachers may communicate (written and oral) in a common language of their choice. (This is typically done as per parent's preference). The administration department and the support staff (transport, security, housekeeping) typically use Tamil (the local language of Ranipet) in their daily interactions with other members of the school community.

Second and Third Language options

The school offers Tamil as an additional language from the age of 6 and Hindi as a 3rd language from Grades 5 to 8. The school believes that acquisition of more than one language will enrich personal development of children.

ASSESSMENTS

Students understand by doing, showing, and telling. Teachers use assessment strategies of observing, listening, and probing questions in order to evaluate learning. Performance and achieving the learning expectations vary from child to child due to varied social realities and experiences. Anecdotes on milestones achieved by students are maintained for understanding how students learn and to analyse their achievements for continued learning and development.

Diagnostic Assessments are conducted for all primary children at the beginning of the academic year. The outcomes are analysed to identify learning disabilities and to extend remedial support by creating individual Education Program for each child requiring support. Formative Assessments are ongoing using variety of methods for ensuring students are achieving learning outcomes. The data from formative assessments are used for altering teaching methods, conduct revisions and re-teaching. Summative Assessments ensure the learning is retained and skills of assimilation are developed. The summative assessment data reveals the improvisations required in delivering curriculum, so every student benefits and achieves the defined outcomes.

Assessment or specific expectations lead to achievement of overall expectations /outcomes. The feedback and feed-forward system enables students with individual learning needs, also achieve the expected outcomes. Variety of activities, projects, and skills based on Bloom's Taxonomy and Multiple Intelligences, are developed and used to check on defined milestones.

The continuous and ongoing classroom observations leading to assessments include Class Presentations, Portfolios, Role plays/Interviews, Essays, Discussions, Group Work, Projects, etc. In addition, Outbound Learning, Community Outreach, Quizzes, Contests, etc. are designed for students to hone skills and attitudes required to meet grade – level outcomes, as set by the CBSE board.

Student Knowledge, skills and attitudes are assessed by the mandatory ASSET (Assessment of Scholastic Skills through Educational Testing), NTSE (National Talent Search Examination), SAT (Stanford Achievement Test) tests organized by external organizations, on a national level. As part of Ipsative Assessments and Mentoring program, students are coached to set benchmark for themselves and assess their progress against the set benchmark.

Parents and teachers of Balsam Academy have a valuable partnership that they enjoy. They trust the practices adopted in school and work together to:

- Create a learning environment at home
- Encourage children to naturally and holistically develop in accordance with the stages of development

STRUCTURE OF ASSESSMENT SCHEME

The Assessment scheme will have an 80 marks component for Board examination (class X) and Annual Examination (class IX) in all scholastic subjects along with a 20 marks component of Internal Assessment. Students have to secure 33 percent in total in each of these components.

Board Examination for (Class X) and Annual Examination (class IX) for 80 marks

For Class X:

The Board Examination of three hour duration for 80 marks in each subject will cover entire syllabus of Class-X. Marks and grades will be on the basis of 9-point grading system. Grades will be awarded in each scholastic subject. Forwarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:

A1	Top 1/8th of the passed candidates
A2	Next 1/8th of the passed candidates
B1	Next 1/8th of the passed candidates
B2	Next 1/8th of the passed candidates
C1	Next 1/8th of the passed candidates
C2	Next 1/8th of the passed candidates
D1	Next 1/8th of the passed candidates
D2	Next 1/8th of the passed candidates
E	Failed candidates

Notes:-

- a) Minor variations in proportion of candidates to adjust ties will be made.
- b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- d) In respect of subjects where total number of candidates passing a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

For Class IX:

The assessment scheme will be similar to class X Board examination. However, the grading in class IX will be as follows:

Grading Scale for Scholastic Areas (Class-IX) (School will award grades as per the following grading scale)

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & below	E (G1-8) Needs Improvement; E (G9) Failed

Absolute grading is to be given in class IX keeping in view the number of students appearing from any particular school as against positional grading used for class X.

Internal Assessment (20 Marks)

One time year-end examination is complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manner, at different times and also examines a broad range of curriculum objectives. IA, in effect school based assessment, plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers' of students' progress and therefore supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

Periodic Assessment

The main purpose of Periodic Assessment is to assess the learning progress of students. Such Assessment done at regular intervals provides feedback and insight to teachers regarding learners' needs and helps them to improve instruction, do remedial teaching and set curricular targets for a student or a group of students. The feedback also helps students to know their errors as well as strengths and weaknesses. The students, thus, are enabled for better learning and setting up realistic goals. In essence, this is assessment for, of and as learning. Periodic Assessment is further divided into the following:

1. Periodic Tests (05 marks): As earlier, these would be restricted to 3 in each subject in an academic year and the average of best 2 would to be taken for final submission of marks. These tests tend to follow a pattern, which is quite similar to the final end of course examination, and have a gradually increasing portion of content. Hence, they also tend to prepare students for final summative exams in a more confident manner.

The weightage of this component, however, would be of 05 marks only.

2. Multiple Assessment (05 marks): Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organisers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning.

Caution must be observed that recording of such assessment is not cumbersome and can be easily translated into individual student scores. Thus, developing simple scoring criteria

and rubrics becomes of equal importance when deciding to use a particular technique. In tune with purpose of periodic assessment i.e. to provide feedback to improve teaching and learning, it becomes of equal importance to use follow-up measures incase students are found deficient in proficiency of relevant learning outcomes.

3. Portfolio

The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed. What is a portfolio?

a) A portfolio is a purposeful collection of intentionally chosen student's work representing a selection of performances that is assembled over time and describes the learner's efforts, progress, growth and achievement in key areas learning outcomes. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Assessment would include self and peer assessment among others. Its use is recommended as a support to the new instructional approaches that emphasise student's role in constructing knowledge and understanding.

b) For a more simple approach in the first year, it is suggested that the portfolio take the form of a journal or notebook that would include besides classwork, students artefacts selected within a coherent framework along with their reflections. Learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organising and reflecting. In the second year, Schools are expected to develop the portfolios as per guidelines.

c) This portfolio can be seen both as a process and as a product:

As a product, it holds the performance records and documents, a student has produced during the learning course and represents a collection of their learning achievements.

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – the factors to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. The key elements of the particular criteria need to be specified as well.

Suggested are some elements to judge student's portfolio:

1. Organisation – Neatness and Visual Appeal
2. Completion of guided work focused on specific curricular objectives

3. Evidences of student's growth
4. Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

4. Subject Enrichment Activities

Subject enrichment activities aligned with the secondary school curriculum aim at enrichment of the understanding and skill development. They provide in-depth learning that motivates students to dig deeper into the discipline. These enrichment activities need to challenge students and permit them to apply knowledge to the next level. These activities become an important instrument to learn the processes by which knowledge is generated in a particular discipline. They ought to provide opportunity to students to explore their own interests as well along with an understanding of the nature of particular discipline.

It is important that the Subject Enrichment Activities be conducted with rigour and focus. Some suggestions for this are as follows:

Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity. The specified activities in practical work in Science and Mathematics need to be conducted in the investigatory spirit in congruence to be spirit of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/problems encountered.

The discipline of Social Science puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/writers/poets, the students would develop imagination and critical awareness.

The weightage of this component would be of 05 marks.

Assessment of Co-Scholastic Areas

Assessment of Co-scholastic Areas may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5-point grading scale (A to E) for classes IX-X and will have no descriptive indicators. The students shall be assessed on two areas i.e. Art Education, Health and Physical Education. Work Experience is subsumed in the Physical and Health Education. No up scaling of grades will be done.

The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout the academic year and finally assign grades.

Parameters of Assessment

While the students are engaged in the co-scholastic areas, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects.

The basis of assessment has been suggested below:

Co-scholastic Areas	Product	Process
Health and Physical Education which includes Work Experience	Overall fitness	Participation, team-spirit, commitment and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, cooperativeness, patience, systematic approach, neatness and cleanliness in work and workplace and devotion and honest effort in work

Details of Five-point Grading for Art Education (Class IX and X)

Grade	Connotation
A	Outstanding
B	Very Good
C	Good
D	Fair
E	Average

Distribution of Periods/ Grades For Internal Assessment In Health and Physical Education (with Work Experience subsumed in it)

Strands	Periods (App)	Grades
1. Games a. Athletics/Swimming b. Team Games c. Individual Games/Activity d. Adventure Sports	90 periods	While filling online data, following grades may be filled against HPE: Class IX-X: Grade (A-E) on 5-point scale (A,B,C,D,E)
2. Health and Fitness	50 periods	
3. SEWA	50 periods	Grades of SEWA is considered against Work Experience Class IX-X: Grade (A-E) on 5-point scale (A,B,C,D,E)
4. Health and Activity Card	10 periods	
TOTAL	200 periods (approx)	

Rules regarding Admission and Examination

Regarding eligibility for Admission and Examination and Scheme of Examination and related information, kindly see the Examination Bye-Laws of CBSE available on www.cbse.nic.in

1. Scholastic Area:

ASSESSMENT STRUCTURE FOR 2020-21 (CLASSES III TO V)

50 marks (Half Yearly & Final Examinations) Student has to score 33% marks out of 50 marks in each subject 30 marks (Pre Mid-term and Post Mid-term Tests)	Total 100 marks per Term			
	20 marks (Internal Assessment) per Term Student has to score 33% marks out of overall 20 marks earmarked in each subject			
	Internal Assessment			
	Paper Pen Test (5 marks)	Multiple Assessment (5 marks)	Note book Submission (5 marks)	Subject Enrichment Activity (5 marks)
	(i)	(ii)	(iii)	(iv)
<u>SUBJECTS</u> Language 1 Language 2 Language 3 Mathematics EVS	Written tests restricted to two in each subject in an Academic Year.	Strategies to be used. (quizzes, oral test, concept map, exit cards, visual expression etc.)	Classwork, Assignments, Achievements of the student in the subject	Speaking & Listening Skills For Languages Project work for EVS, Math Activity

2. Co-Scholastic Activities:

For the holistic development of the students, co-curricular activities in the following areas will be graded on a 5-point grading scale (A-E). The aspect of regularity, sincere participation, output and team work will be the generic criteria for grading in the following co-scholastic activities.

Activity	On a 5-point scale (A-E)
Work Education	By the concerned teacher
Art Education	By the concerned teacher
Health and Physical Education (Sports / Martial Arts / Yoga / NCC etc.)	By the PE Teacher

3. Discipline (Attendance, Sincerity, Behaviour, Values):

The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise point grading scale (A-E)

1. Scholastic Area:

ASSESSMENT STRUCTURE FOR 2020-21 (CLASSES VI TO VIII)

80 marks (Half Yearly & Final Examination) Student has to score 33% marks out of 80 marks in each subject 40 marks (Pre Mid-term and post Mid-term Tests)	Total 100 marks per Term			
	20 marks (Internal Assessment) per Term Student has to score 33% marks out of overall 20 marks earmarked in each subject			
	Internal Assessment			
	Paper Pen Test (5 marks)	Multiple Assessment (5 marks)	Note book Submission (5 marks)	Subject Enrichment Activity (5 marks)
	(i)	(ii)	(iii)	(iv)
SUBJECTS Language 1 Language 2 Language 3 Mathematics Science Social Science	Periodic written test , restricted to two in each subject in an Academic Year.	Portfolio (quizzes, oral test, concept map, exit cards, visual expression, achievements of student in the subject, reflections, narrations, journals, etc)	Class Work/Home work (Punctual in submission, neatness, Presentation)	Speaking & Listening Skills For Languages Maths Lab Practical, Practical Lab Work For Science, Map Work and Project Work for Social

2. Co-Scholastic Activities:

For the holistic development of the students, co-curricular activities in the following areas will be graded on a 5-point grading scale (A-E). The aspect of regularity, sincere participation, output and team work will be the generic criteria for grading in the following co-scholastic activities

Activity	On a 5-point scale (A-E)
Work Education	By the concerned teacher
Art Education	By the concerned teacher
Health and Physical Education (Sports / Martial Arts / Yoga / NCC etc.)	By the PE Teacher

3. Discipline (Attendance, Sincerity, Behaviour, Values):

The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 5-point grading scale (A-E)

1. Scholastic Area:

ASSESSMENT STRUCTURE FOR 2020-21 (CLASSES IX TO X)

80 marks (Final Examination) Student has to score 33% marks out of 80 marks in each subject	Total 100 marks per Term			
	20 marks (Internal Assessment) Student has to score 33% marks out of overall 20 marks earmarked in each subject			
	Internal Assessment			
	Paper Pen Test (5 marks)	Multiple Assessment (5 marks)	Note book Submission (5 marks)	Subject Enrichment Activity (5 marks)
	(i)	(ii)	(iii)	(iv)
<u>SUBJECTS</u> Language 1 Language 2 Mathematics Science Social Science	Periodic written test, restricted to three in each subject in an Academic Year. (Average of the best two tests to be taken for final marks Submission)	Portfolio (quizzes, oral test, concept map, exit cards, visual expression, achievements of student in the subject, reflections, narrations, journals, etc)	Class Work/Home work (Punctual in submission, neatness, Presentation)	Speaking & Listening Skills For Languages Maths Lab Practical, Practical Lab Work for Science, Map Work and Project Work for Social

2. Co-Scholastic Activities:

For the holistic development of the students, co-curricular activities in the following areas will be graded on a 5-point grading scale (A-E). The aspect of regularity, sincere participation, output and team work will be the generic criteria for grading in the following co-scholastic activities.

Activity	On a 5-point scale (A-E)
Work Education	By the concerned teacher
Art Education	By the concerned teacher
Health and Physical Education (Sports / Martial Arts / Yoga / NCC etc.)	By the PE Teacher

3. Discipline (Attendance, Sincerity, Behaviour, Values):

The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 5-point grading scale (A-E).

TENTATIVE ASSESSMENT SCHEDULE :

Assessment Calendar (2020-21)

CLASS	Periodic Test 1	Periodic Test 2	Periodic Test 3	Periodic Test 4
G1-2	17 th – 21 st August	16 th - 22 nd October	23 th – 31 st December	12 th – 17 th March
CLASS	Pre Mid Term Test	Mid Term Test	Post Mid Term Test	Annual Exam
G3-5	17 th – 21 st August	16 th - 22 nd October	23 th – 31 st December	12 th – 17 th March
G6-8	24 th – 29 th August	16 th - 22 nd October	23 th – 31 st December	12 th – 18 th March

CLASS	Pre Mid Term Test	Mid Term Test	Post Mid Term Test	Mock	Final Exam
G9	10 th – 14 th August	16 th - 22 nd October	1 st – 5 th December	18 th – 22 nd January	15 th – 19 th February

CLASS	Pre Mid Term Test	Mid Term Test	Post Mid Term Test	Mock 1	Mock 2	Mock 3
G10	10 th – 14 th August	16 th - 22 nd October	1 st – 5 th December	23 rd – 31 st December	18 th – 22 nd January	15 th – 19 th February

CLASS X Board Examinations will be conducted as per the date sheet announced by the CBSE

EVALUATION –CLASSES I AND II

The program designed as per the guidelines of the Board intends to help children grow, learn and develop physically, socially, emotionally, morally and intellectually, thus leading to holistic development. Child will be evaluated on the basis of his/her day to day performance. Formal tests would not be conducted. To check the clarity of concepts, small assessments will be conducted as class test/surprise test at the end of particular chapter or concept done.

Note: The Assessment dates are tentative and dates shall be confirmed by School officially. Please refer the school calendar on the website for vacations, PTMs and all key events of school.

PROMOTION POLICY (VI to X)

- **Attendance for all examinations is mandatory.**
- **No upscaling will be done in scholastic areas on the basis of grades obtained in co-scholastic areas.**
- **It is mandatory to pass separately in Examinations and Internal Assessments as per CBSE guidelines.**

ATTENDANCE

It is very important for students to attend the classes regularly and be on time for experiential learning.

- Attendance on first day and last day of school, after and before vacation, school concerts, sports day, annual day, national festivals, first day and last day of long vacation is compulsory.
- 75% attendance is mandatory for all students. Absence or prior permission for long leave may affect promotion to next class. Failure to meet the norms may lead to consequences like retention in same class or cancellation of admission.
- Students who have missed school for over three days (medical reasons) should bring medical certificate from a registered medical practitioner on rejoining school.
- In case of an infectious illness like chicken pox, mumps, measles, conjunctivitis, etc students must not be sent to school. They may rejoin only after quarantine period is over and with a doctor's certificate of health. Without this the student will not be accepted at school.
- Parents have to fill up Leave Record form printed in this Student Hand Book.

AWARDS OF EXCELLENCE:

The Balsam Academy Awards have been instituted to reinforce the values that the school upholds excellence in academics, sports, inventive thinking, the performing and creative arts, and leadership.

They also recognize and reward positive attributes and personal qualities that the school would like all students to demonstrate. Balsam Academy believes that each child or person is born to be good at something: the key is to find that something! Apart from offering a variety of opportunities and channels to help our students find their inherent talents, Balsam Academy acknowledges and motivates students to aspire for excellence in a chosen field.

We have instituted a wide range of awards in line with our educational approach and philosophy, with quantifiable criteria so that a student is aware of the parameters to be achieved in order to win an award. We have also devised the system in such a way that many of our students can work towards winning them.

THE BALSAM ACADEMY MULTI - ACHIEVER'S AWARD

This award is granted to a student who is an enthusiastic participant in a variety of activities, willingly assumes and carries out responsibilities, takes initiative motivates peers, is a good team player, popular among peers and teachers, performs well academically, though not necessarily a topper, has won prizes in co-curricular activities at both school and inter school levels.

This award is conferred for excellence in both Academics as well as Co-Curricular activities. Therefore, students can score points towards the award through the two main areas of Academics and Beyond Academics. A minimum of 6 points with at least 3 points per area (Academics and Beyond Academics) can contribute towards the award.

BEST PEER AWARD

The Student is voted by all classmates and the majority wins.

The criteria we ask the class and staff to consider, which reflects the core values of Balsam Academy, is as follows:

- someone who is a constructive supporter of the school program.
- someone who you are glad to have as a classmate.
- someone who you think you can count on in the future.
- someone who will try to maintain the class spirit and networking in the future.
- someone who is happy to impart their knowledge.

THE BALSAM ACADEMY SCHOLAR'S AWARD

Minimum points to qualify for award is 4. This is awarded for excellence in academics. The students can score points towards the award through the following areas:

ACADEMICS

SUB - AREA	PARTICULARS	POINTS
External Assessment	Distinction	0.5 (for each subject)
External Assessment	International / National Top 10	2
External Assessment	International / National 10 - 100	1
Internal overall aggregate	Distinction (75%)	1
Internal individual subject	Grade A	0.5 per subject with max of 1.5
Rank in class	Top 5	1

BEYOND ACADEMICS

SUB - AREA	PARTICULARS	POINTS
Evolving Mind & Sport	Top 3	0.5 with max of 1.5
External School Event	Representing school	0.5 per event
External Events	Top 3 - 9	1 per event
Community Outreach Programs	Certified participation	1
Internship program	Certified participation	1

THE BALSAM ACADEMY BIG LEAP AWARD

Minimum points to qualify for award is not applicable. The Balsam Academy Big Leap Award is given to students who show relatively marked improvements in academics through the year.

SUB-AREA	PARTICULARS	POINTS
Internal overall aggregate	Improved by 25%	0.5 for each subject
Mid-Term assessment	Improved by 25%	2
Internal individual subject	Scored 60%	1

THE BALSAM ACADEMY BOOK LOVER AWARD

Minimum points to qualify for award is 3. This award is conferred on a student who reads and reviews new books on a regular basis, read books spanning a large variety of subjects/themes, suggests or asks for new books in the library. The criteria to qualify for this award are as follows:

CRITERIA	JUNIOR	SENIOR	POINTS
Number of books read per term (certified by librarian)	4	8	0.5
Number of books read per term (certified by librarian)	Above 4	Above 8	1
Number of books reviewed, with a score of 3.5 +	3	1	1
Review published in school publication	Minimum 1	Minimum 1	1/review

THE BALSAM ACADEMY COMPUTER WHIZ AWARD

Minimum points to qualify for award is 3. This award is given to a student who has shown a keen interest in working on computers, is creative with his/her computing skill and initiates activities that go beyond what is taught in class. The areas for contribution towards this award are as follows:

Creative use of IT / Programming skills	1
Overall Distinction in the subject of Computers or IT (> 75%)	1
Any presentation / animation / new media enabled and used on School blog	1
Working on robotics / 3D Printing	1
Peer vote	1

THE BALSAM ACADEMY NURTURER AWARD

Minimum points to qualify for award is 2. This award is given to a student who is willing to help his/her peer in any small way when in need, be it academically or otherwise, willing offers to assist his/her teachers with various duties, is compassionate and sensitive. The areas for contribution towards this award are as follows:

THE BALSAM ACADEMY NURTURER AWARD

Participation in the outreach program or club - creating awareness about cause or generating resources for a cause, etc	1
Highest number of relevant merits on the school management system for being a buddy to a new student or student volunteer or protecting a peer from being bullied	1
Caring for resources or helping another student / others in need	1
Highest peer vote in the section for the qualities mentioned above	1

THE BALSAM ACADEMY AWARD FOR INNOVATION IN ART

Minimum points to qualify for award is 3. Though artistic skill is a prerequisite to qualify for this award, it is also about the science of creativity and design, a true gift of spatial intelligence and a willingness to experiment with new media. The areas for contribution towards this award are as follows:

Relevant work published in the school Publication	1
Art work displayed in school	1
Evolving minds winner in relevant category	1
External competition representing school	1
Top in class	1
Creating innovative products	1

THE BALSAM ACADEMY AWARD FOR DANCE AND MOVEMENT

Minimum points to qualify for award is 3. This Award is given for grace, skill and innovation in dance. The areas for contribution towards this award are as follows:

Evolving Minds Winner in relevant category	1
External competition representing school	1
Top in class	1
Participation in special events at school	1
Choreographing	1

THE BALSAM ACADEMY AWARD FOR MUSIC

Minimum points to qualify for award is 3. This Award is given for grace, skill and innovation in dance. The areas for contribution towards this award are as follows:

Evolving Minds Winner in relevant category	1
External competition representing school	1
Top in class	1
Participation in special events at school	1
Composing songs	1

THE BALSAM ACADEMY AWARD FOR ATTENDANCE & PUNCTUALITY

This award is given is given to students who fulfil ALL of the following criteria and score 5 points:

Overall attendance of 98% AND ABOVE	1
Punctuality in submission of assignments (< 3 late submissions)	1
Punctuality to class	1
Attendance on the first and last day of school	1
Attendance at all school events / functions	1

THE BALSAM ACADEMY AWARD FOR ORGANISATION & GROOMING

The award is given to the student who is a always smartly dressed, in the complete and appropriate, is neat through the day, is well groomed and takes pride in his/her appearance, has consistently cared for school property, avoids littering, avoids wasting food, keep the environment tidy and school property in good condition.

THE BALSAM ACADEMY AWARD FOR INVENTIVE THINKING

This is awarded to the child who has a creative mind and ability to think out of the box, is innovative in his/her thinking, has the ability to connect ideas and make inferences, and whenever possible, can implement them without adult supervision, whose manner of questioning in class displays an enquiring mind, who possesses individuality in thought and action.

THE BALSAM ACADEMY AWARD FOR MOST ENTERPRISING STUDENT

Points required to qualify for this award is 4. This award is given to student with high recommendation in the Internship program, entrepreneurial skills and organizational ability. The criteria is as follows.

Internship program feedback and out put rating 75% and above	1
Create and present an innovative product / project / process which benefits the school or any of the stakeholder, including contributing to the outreach program	1
Business plan / market winner	1
takes a lead role in relevant activity, including organizing a field trip, guest lecture, assembly, special at school	1

THE BALSAM ACADEMY AWARD FOR SPORTS

Minimum points to qualify for this award is three points for G1&2, four points for G3 to 5, five points for G6 to 8, six points for G9&10. This award is given to a student who achieves excellence in sports.

Captain of a Sport team	1
Represent House	0.5 per category
Represent School	1 per competition
Represent State	2 per competition
Win Individual Championship	1
Top 3 in an external Inter School Event	1 per event
Win an Internal Event	0.5 per event

DISCIPLINE AND EXPECTATIONS

Bullying:

The school is committed to providing a caring, friendly and safe environment for all of our learners so they can learn in a relaxed and secure atmosphere. Bullying or harassment of any kind is unacceptable. The purpose of this policy is to respond promptly and effectively to issues of bullying and harassment. If bullying or harassment does occur, all learners will be able to tell and know that incidents will be dealt with promptly and effectively. The bullying or harassment behaviour or threats of bullying or harassment will be investigated and it shall be stopped promptly. An attempt will be made to help the bully (bullies) change their behaviour..

Behaviour:

Our words, actions , body language, attitude and behaviour in fluencies and impacts the quality of relationship. Unruly/rude behaviour isn't accepted and details of dealing with such situations are addressed in Balsam Discipline Policy. As effective discipline is a

shared responsibility between the school and parents, we seek parents' cooperation to maintain self-discipline by students.

Detention:

It is a consequence for the child for not doing Home Work or for incomplete class work. Detention will be after school, as informed by the teacher. Detention is applicable only for Std. IV and above. The child will be monitored by the teacher. Parents will be informed in advance about the detention through a note in the handbook or a phone call. Parents will have to make their own arrangements to pick up the child on the day of detention.

Meritorious conduct:

- There are certain rules mentioned below that focus on meritorious conduct.
- These rules get the student positive points.
- These points are the student's contribution to his/her house points.

Violation of the school rules:

- Students earn negative points.
- These points are fixed on a scale of 1-15.
- The student is given a chance to learn from his/her mistakes.
- The student will be accountable to the house captain and house advisor.

Repeated violation of these rules would then result in the students having to meet with the Discipline Committee who would then decide on a suitable consequence, examples of which are given below.

Discipline Policy has been deemed necessary to mould children to take responsibility for their actions and behaviour. Discipline is one value that helps children respect their friends, teachers and their belongings. We at Balsam, aim to cultivate stability to build self esteem and confidence. Despite best efforts, students tend to heed their impulsive urges and tend to misbehave. In such cases, corrective measures become imperative.

Misbehaviour of any kind leading to disruption of classroom teaching, hurting friends – emotionally or physically, or violating teachers instructions attract the below listed consequences. Every teacher reminds the consequences before every section until it gets ingrained and best behaviour becomes a habit.

consequences for non compliance	1 st	2 nd	3 rd	4 th	5 th
Apology letter will be filed by Class Teacher	√	√	√	√	√
Talk to the Principal		√	√	√	√
SMS will be sent to parent		√	√	√	√
Detention for 1 period			√	√	√
Detention for 1/2 day				√	√
Detention for full day					√
Parent called to pick the child					√

MERITS REWARDING POSITIVE BEHAVIOUR

MERIT AREA	POINTS GAINED / DESCRIPTION OF BEHAVIOUR
Being a buddy for a new student	5 - show the student around school and introduce him / her to others to make friends. Duration : 1 week at least
Student Volunteer	5 - volunteer during school events to help house / conduct school events smoothly
Protecting a peer from being bullied	5 - is a support to the peer being picked on by another. Not supporting the bully. Moving the peer being bullied away from the situation
Caring for resources	5 - using resources sparingly and with care without damage or wastage
Merit month(absence of any demerits)	10 - a month no de-merits allotted to students
Helping a student / others in need	5 - offering your help to one who might be hurt, be upset, be scared or in need of help in academic work

DEMERITS FOR FLOUTING RULES / OFFENSIVE BEHAVIOUR

DEMERIT AREAS / DESCRIPTION OF BEHAVIOUR	POINTS
Chewing gum - no gum is allowed on the school premises	1
Incomplete uniform - appropriate uniform as specified in the dairy with school sweat shirt. (Need a letter stating the rationale for non-compliance from their parents)	1
Inappropriate language - use of abusive & derogatory words. Jokes that are offensive to any religion, caste or section of society. Speaking in a tone that is offensive / derogatory	1
Snacking between classes	1
Bringing junk food & aerated drinks to school (junk food includes chips, chocolates)	1
Absence without producing a leave letter (needs to be produced prior to long absence), Sick leave letter to be produced on the day of return along with medical certificate.	1
Non-compliance with teacher's directions	1
Disruption in Silent zones / corridors and stairways / playground / admin area/ Library	2

OTHER BEHAVIOURS THAT INVITE DEMANDS

DEMERIT AREAS / DESCRIPTION OF BEHAVIOUR	POINTS
Late or non-submission of home assignments / class assignments	2
Copying homework from another student (Plagiarism)	3
Disrespect to a member of the school community-disrespect could be in the language used, the tone spoken in or in action exhibited that shows lack of respect to the person be he/she a security or housekeeping or bus personnel	5
Not keeping hands, legs, objects to oneself in other words, physically bullying or being hurtful to another	5
Absence on first / last day of the term	5
Coping during tests / exams	5
Misuse and destruction of school and other's property, defecting the school wall, destroying furniture and other school property	5
Destruction of fellow student's books, shoes, clothing	5
Unsupervised presence in off-limit areas (if found without a member of staff outside the school building, outside the sports field)	5
Possessing electronic gadgets without prior permission	5

STUDENT ACTIVITIES

Assembly

Whole School Assemblies showcase house-wise talents based on themes and class assemblies offer opportunity for every child to participate in various activities and explore three talents. When everything seemed to be crumbling down after the nation-wide lockdown, what we held firm with virtual assemblies is our family bonds. We want the family bonds of our students to be vary strong and lasting - parents and children, grandparents and grandchildren. We exhort them to enjoy some very warm, loving, caring moments as families. We educate our children to cultivate strong family bonds and learn beautiful family values.

Balsam Enterprise

Balsam Enterprise day is marked to elicit the organizational skills and the vocational abilities that children have learnt in Work Education, hobby clubs and STEM sessions. Children make products and Balsam Enterprise is the platform setup to make these products available to potential buyers. The proceeds of the sale go to recognized charity organizations. Joy of giving is what children need to learn to become kind and caring individuals. In addition, children learn to manage finances from a very young age, which makes them responsible citizens.

Celebrations

Celebrations are unique with the motive of empowering and involving children in understanding the essence of the day. To make it meaningful, special days are marked where the entire school comes together (in person or virtual) in festive spirit with efforts in bringing the community together. These days are filled with colours and joy that culture, tradition, and ethnicity brings.

Counselling Services

We firmly believe that it is imperative for an individual to be socially, emotionally and behaviourally well adjusted in order to function to his /her fullest potential. The focus of counselling is on the preventive and promotive mental health of all stake holders involved in the development of the child. We empower individuals to develop their competencies and draw on resources to cause changes.

Leadership Training

The Student Council and the leadership programme helps develop strong leadership skills and give student voice a genuine place in the running of the school. Members of the Student Council are elected from Middle and Secondary level.

Events are planned thoroughly and issues relating to school and students are discussed in a focused environment. Regular meetings are held throughout the term and the council reports regularly to the Head of Student Council Body.

A budget is allocated to the Council which gives them further responsibilities for planning and organisation. The Student Council members are given the responsibility of looking after student welfare and enrichment through organising activities like Sports Day, Culture Celebrations, Assemblies, Awards Day, Evolving Minds, May Day celebration for the support staff, Balsam Enterprise, Newsletter, Community projects and many more.

Life Skills and Community Projects

Life skill education for adolescent students is crucial for developing psychosocial competencies and interpersonal skills, and helps them in making informed decisions, problem solving, critical thinking, effective communication, building healthy relationships and managing their lives in a healthy and productive manner.

Life skills and community projects as a formal program begin at Class V and are part of the curriculum until the student graduates from secondary school. The program is envisioned in a way where the skills required for the developmental age, are honed through activities, discussions, inviting professionals, field visits and games.

Complementing these are the community projects that are meticulously planned:

- Zero waste project in school
- Mosquito control
- Solid, Liquid and Resource Management (SLRM)
- Growing fruit trees in surrounding areas
- Setting terrace gardens
- Sustainable development programs

Mentoring

The unique quality of every teacher in Balsam Academy is that of a 'counsellor not by formal training, but by experiencing'.

The teachers are 'guides and mentors', who are trustworthy, friendly and approachable.

A caring and careful watch is kept over children who need more attention than others.

The main aim to being to:

- Gain confidence and raise aspirations.
- Improve academic performance
- Improve quality of classwork / complete coursework
- Reduce offending behaviour and help become less disruptive in school.

This is achieved through a balance of firmness and gentle warmth as the teacher approaches the children as Parent Teacher.

Outbound learning

The major aim of the outing is interactive learning, an experience that goes beyond reading about a concept. Students are able to see elements with their eyes or participate in it physically. It also gives them a chance to be in contact with nature and explore the outside world. Venturing into public places, allows the children to learn more about the world around them. They also learn to interact with others Hence, learning in Balsam Academy is not an isolated experience but one that broadens the orisons for the students, through field trips.

Pods and Clubs

The integration of work and study is the key element in Pods and Clubs. All the students are obliged to gain practical experience in the course of their academic education. The concept of Pods and Clubs is seen as an opportunity for adaptation to life in the group, forming good life long habits and cultivating a voluntaristic spirit. Club activities supplement academics and give the students practical training which they require in day to day life. In the school various pods and club activities are organized giving an opportunity to the students to display their talent in Visual arts, Performing Arts, STEM, Subject clubs, Hobby Clubs, Eco club, Disaster Management Club, EBSB (Ek Bharath Sresht Bharath Club, etc.

Project-Based Learning

Project Based Learning (PBL) is an instructional methodology encouraging students to learn by applying knowledge and skills through an engaging experience. PBL presents opportunities for deeper learning in-context and for the development of important skills.

Characteristics of project based learning activities:

Interdisciplinary: Students are engaged with solving real-world problems using information or skills learned in classed and taken from subject areas. Students delve into inquiry and solution building.

Rigorous: Students need to apply knowledge and skills. They begin by asking questions. Inquiry leads the student to think critically and inquiry process leads to the development of solutions to address the identified problem.

Student-centered: Students work independently with teachers providing clear rubrics, timeline and support when needed. Students are encouraged to make their own decisions.

Remedial Classes

Remedial Instruction is support extended to students with academic learning gap or mild learning disabilities. Students are provided with alternative learning strategies considering predominant Intelligence (based on MI) and learning styles. Teachers create Student Case Studies to understand student's better and hence extend appropriate and effective tools for learning. Students are engaged with exploring concepts in relation to immediate surroundings, hands-on concept-based projects, interviewing people practicing relevant occupations, art/music integrated memory tools and simplifies content is considered. Flip teaching-learning

method is adopted so students take initiative in learning. Teachers employ student skills in developing materials required for active learning of the whole class. Mentors are assigned to help students cope with academic rigour. Counseling support exists to address serious issues.

Scouts and Guides

The Scouts and Guides regime was introduced in Balsam Academy in the year 2015 falling under the Bharat Scouts and Guides, Vellore district, Arakkonam region with the name Veer Savarkar.

The purpose of the movement is to contribute to the development of young people in achieving their full potential in social, physical, intellectual and spiritual areas. To be responsible citizens and members of the local, national and international communities, this program helps the child discover the world beyond the class room tapping the skills and sharing knowledge. Tests are held at every stage and a proficiency badge /certificate is earned to move to next level.

Program for gifted students

Students capable of performing beyond classroom or grade-level requirement are identified and supported to develop skills to maximize potential within scope of the school.

Gifted students are partnered with parent volunteers, eminent citizens, are offered internships and real-life learning opportunities. Students work with their mentors to create a vision for their growth and chart out ipsative assessments. They assume the role of a subject leader to work with their peers and juniors. School makes special arrangement for such students to participate in forums and competitions at national and international level. Parents are counseled and taken into confidants to support their children at home.

Story House in Education

Balsam Academy endeavours to process in all aspects relating to education. 'Story House in Education' has been incorporated to play an active part in curriculum of the early and Primary stage. The unique and beautiful concept of 'Story House in Education' Provides every child a 'lively platform' to 'express, explore and experience' an all- important and completely new facet of their personality.

GUIDELINES FOR STUDENTS AND PARENTS

Absence

If a student is going to be absent, parents **MUST** contact the office to notify of the reason. Failure to do this will result in a text message being sent to the family. It is a legal requirement that all absences be recorded and explained.

Long Term Absences - The school does not give approval for long-term absences, however if the students will be away for more than a few days the responsibility lies with the parents to notify the Principal in writing. All long-term absences should be notified to the Home Room Teacher in writing and be approved. The following rules will apply to students who are likely to be absent for a long period:

- Parents going overseas must notify the administration before going overseas.
- If a student does not attend school up to 20 school days in total during the year and provides a legitimate reason, he/she will be allowed to continue school.
- If a student does not attend school for more than 20 school days (other than an overseas trip) in total during the year and does not provide a legitimate reason, he/she may be asked to repeat that academic year.
- If a student does not attend school for more than 50 school days in total including an overseas trip and other absenteeism during the year, management will make a decision regarding the promotion of the student to the next year level.
- When arranging family holidays, parents are advised to plan them so that they happen during the school vacation periods. This will avoid any unnecessary student absences during the term or any other time during the academic year.
- School fees are still expected to be paid during the student's extended absences.
- Student / Parents are responsible to catch-up with missed School work.

Arrival

It is the parent and student's responsibility to ensure that the student arrives to school no later than 8:40 a.m., in time for home group time at 8.45 a.m. Students arriving late are required to report to the office to obtain a Late Pass. Where a valid reason exists for a student not being able to attend school at the required time, the parent must inform the teacher/front office with a notice or a telephone call.

Consequences for arriving late	1st	2nd	3rd	4th
Verbal reminder by Class Teacher	√	√	√	√
Demerit slip will be filed by House Captain	√	√	√	√
SMS will be sent to parent	√	√	√	√
Learn 20 new words and pass the test		√	√	√
Parent called for a meeting with Class Teacher			√	√
Parent called to pick the child				√

No child is to be taken home by another parent or friend, unless the School Office and/or the Principal have been notified by the child's parents.

Hours of Supervision

The school grounds are supervised between 8.40 am to 4.40 pm only. Therefore, the school will not be responsible for students being at school in the morning before 8.40 am and in the afternoon after 4.40 pm. Those students, whose parents have not arrived at school by 4.40 pm, will be directed to the library for waiting. If parents are running late they should contact the office so that the school is aware of this situation. All parents need to park their vehicle outside the school fence in the parent pick up area.

Bell Times - Refer the class time table

Change of Contact Details

School must be intimated on change of address, phone number, email, id etc. This is important not only for updating the school records but also to resolve any school or transport issue.

Classrooms

Students must follow the class room rules listed below:

- Keep classrooms neat and tidy,
- Sit properly and keep their feet off furniture (No swinging on chairs),
- Not lean or sit on tables,
- Not eat / drink in corridors unless permitted by a teacher,
- Place their bags in the appropriate spaces
- Not change their seating arrangements,

- Not leave their seats without permission,
- Not leave the classroom without permission,
- Have their students hand book with them during lessons,
- Bring their own pens, pencils, books, etc.,
- Not play with drapes / blinds, equipment or fixtures in the classroom including computers, posters or other student's work,
- Not run in the classroom and the corridors during recess and lunch time,
- Raise their hand before speaking,
- Listen to other whilst speaking,
- All members of the school community are expected to behave in such a way as to allow all students to learn to the best of their ability and to allow teachers to teach.

Damage to School Property

Students who accidentally damage school property must report this promptly to a Coordinator. If the damage (eg. a broken window) results from careless behaviour, the parents are expected to pay for the cost of repairs. Unreported damage will be regarded as vandalism and dealt with accordingly.

Driving and Parking

When driving and parking your vehicle around the school, especially during morning and afternoon peak hours, please be aware of the following:

- School based speed zones operate at 40km / hr
- Parking – parents are advised not to park on school grounds. Remember the signage in relation to drop off zones, clearway restrictions and short term car park.
- Parents are reminded that if motorists fail to comply with local laws, „infringement notices“ may be issued to the owner of the registered vehicle involved in the alleged offence on driver's expense.
- The student pick-up / drop off area is located at the main gate. Please do not park in the staff car park or outside the front gate of the school when picking up your child.

Early Leave

- Avoid taking the children early.
- Parents / Guardians, who need to take their child out of class early, must first sign the register, located in the School Office.

- Early Leave will only be allowed for a genuine reason to the parent/guardian or an adult approved by the parent/guardian.
- No student should leave the class without permission.

Emergency Evacuations

Emergency situations may arise at any time. If an evacuation is necessary, the first consideration is the overall safety of the students and staff. An efficient, disciplined evacuation could save lives. Instructions to students:

- Once the siren is heard the students are to leave the building by the nearest safe exit following the exit directions given in the corridors.
- Always follow your teacher's instructions.
- Proceed to the designated emergency assembly point lead by a teacher.
- Do not carry your bags as they could slow down your speed.
- At the assembly point stand according to your classes.
- Wait for the teachers to mark the attendance and for further instructions.
- SDMC prepares students and staff for emergency evacuations.

Continuation and Termination Procedure

A Continuation form will generally be sent home in early January of each year whereby parents are requested to indicate whether their child will be attending the school the following year. Parents should read the conditions carefully before signing the enrolment renewal form. A parent, who signs the form, has agreed to all school rules and conditions set by the School Board and will be bound to it. To finalise the enrolments for the following year, parents should return the form to the school by the set date. If the school does not receive the enrolment renewal form by the deadline, then the students will be considered not enrolled for the following year. Therefore, students who are on the waiting list will have first preference.

A parent who intends to terminate his/her child's enrolment at the school, (other than a student who graduates from grade 10) needs to complete a Withdrawal Form after discussing the matter with Principal. The form, which requires the signature of the parent/guardian of the students, needs to be given to the office who will indicate any further formalities which need to be completed.

- If a student is removed during a term, the school is entitled to retain or be paid that term's fees.
- A full term's notice is to be given for any termination of enrolments. The parents will have to pay the fees for upcoming term if a term's notice has not been given.

Food Sharing Policy

The school does not advise students to share lunches and other foods due to medical concerns and faith backgrounds. There are some children who are sensitive to foods or have serious allergies. Some parents can be sensitive about the ingredients in various foods. It is for these reasons that we do not share food or eat cakes or lollies during birthdays. Please organize birthday parties outside of school hours.

Forms and Agreements

Balsam Academy asks parents to sign a General Consent Form during parent orientation. In addition, parents sign Parent School Agreement, Fee Payment Agreement, School Transport Agreement.

Please sign the documents to make day to day issues at school occur more easily.

General Student Behaviour

Besides respecting yourself, (your body, your mind, your possessions, your surroundings), it is important that you show respect for others (principal, teachers, school staff, students, parents, adults, friends, etc). This includes:

- Offering help and guidance to visitors to the school.
- Extending due courtesy to all visitors to the classroom.
- Politely acknowledging a known adult outside the classroom.
- Displaying good manners in your contact with the support staff.
- Obeying instructions given by staff with courtesy and goodwill.
- Keep your voice and conversation tone and topics acceptable to other members.
- Respecting other people's property.
- Not interfering with or removing any property belonging to others.
- Putting litter in rubbish bins and keeping the school environment clean and tidy.
- Reporting at once to the nearest teacher about any accident or damage involving yourself or other students.

Students should not bring the following items to school:

- Magazines and audio/visual materials not related to school work.
- Illegal substances of any kind or offensive material, mobile phones or electronic gadgets or storage devices such as USB, large sums of money ,valuable, chewing gum, inflammable items such as deodorants and perfumes.
- The school will not be responsible for items lost/stolen at school. Students are expected to take care of their personal belongings.
- Prohibited items may be confiscated by any member of staff and passed on to their relevant Coordinator for safe keeping. Confiscated items may be returned to students or parents on written request. Any unclaimed items will be discarded after a fortnight.
- Bringing any of the above items will result in a behavioural punishment depending on the seriousness of the content/material.

Helping Me, Helping You – Tips for parents

- Talk to your child about starting school and meeting new friends.
- Ensure that your child is at school on time and has the required homework / materials needed for the day.
- Select worthwhile stories, novels, radio, T.V Programs and web pages.
- If your child is required to bring money to school for any reason, be sure that it is carefully sealed in a envelope and clearly marked with your child's name, grade, teacher's name and the purpose.
- A good night's sleep is extremely important. So maintain a regular bedtime routine.
- A nutritious and relaxed breakfast is an excellent way to begin the day.
- Please notify the school in writing of any medication that is necessary for your child.
- Encourage positive study habits by setting specific times for home work, ensuring its timing and setting is free of disruptions.
- Aside from checking that your child is in full uniform in the morning, expect your child to keep their presentation neat – tucking in shirts and keeping hair and nails clean and tidy.
- Monitor your child's homework and please check the Student Handbook as teachers may be written. If there are notes written for you by their teachers, please sign them to show that you have read the note. Feel free to correspond through the Student Handbook if you have any concerns.

- Parents/guardians are also required to sign the diary on regular basis. This shows us that you are aware of the homework issued, test dates, due dates of projects and other special reminders.
- Inform your child's classroom teacher when major changes have happened at home or in your child's life that may affect their schooling.

Home Work

Home work is an important component of the overall learning process. Students need to set aside additional time to research, to complete work and to prepare for exams and tests. Regular homework and home study are important for the improvement of student performance. They give the student opportunities to consolidate the knowledge and skills learnt in class, as well as enable the student to develop sound study habits. Homework allows parents to take an active role in the learning process and to view first hand, some of the work being undertaken at school.

The requirement for additional time spent on homework increases through high school and it is encouraged that students develop a routine habit of home study right from primary grades.

Regular and monitored home study will:

- Encourage the development of self-discipline
- Form a study pattern for homework
- Develop time management skills
- Develop subject based skills

Keep the School Clean Policy

Staff and students are all responsible to help ensure the classrooms, buildings (corridors, toilets, storerooms) and playgrounds are kept clean. Students and teachers will actively be involved in taking care and beautifying our school environment in every aspect.

Medication and sickness

Teachers and Support Staff are not permitted to administer medication to students, unless in an emergency (for severe allergic reactions in specified children). The school's policy contains an Indemnity and Medication form to be completed and signed by parents who want their child to be administered with medication at school. If your child requires

medication, please complete and indemnity and Medication Form the office and place the medication in an appropriate container with clearly written instructions. The medication is then kept in the school clinic. The nurse will be responsible for administering such medication when requires. Children will be called to the office at the prescribed time for such medication. If parents bring the medication directly to the classroom, the teacher is advised to send the parents to the office. If a student becomes ill or is injured during the school day and is, for that reason, unable to continue with the normal daily program, the student is to go – or, if necessary, to be taken – to the school nurse. Students are to:

- Obtain nurse pass from their teacher.
- Show the pass from the teacher to the nurse on arrival.
- Inform the nurse when leaving the sickbay to return to class.
- Return to the class before the day ends to get their diary signed to state how long they were away for.
- The nurse will give the first aid needed.
- Students will not be allowed to remain in the sick bay for an extended period of time.
- Students will only be allowed to go home if the parent/guardian comes to school and gets the Student Out pass. In the case of medical emergency, an ambulance will be called and students will be taken to the nearest hospital **Every attempt will be made to Contact the parent /guardian.** If an ambulance is called for a student, responsibility for payment rests with the parents /guardians.
- It is under parent responsibility to notify school if the child has any known chronic illnesses.
- No student should come to school if they are suffering from a contagious disease.
- No painkillers are provided to students unless they have name tagged medicine from a chemist and a permission note from their parents.

Out of Bounds

After arriving to school, students cannot leave the school grounds for any reason without written permission from their teacher. Areas that are out bounds include:

- The laboratories (unless a teacher is present).
- The car park area.
- Area in front of office and the academic building.
- Any other places as directed by the school and which are unsupervised by teachers.

- Behavioural action will be taken if the above regulations are breached.
- Responsibility will not be taken for students who leave the school premises.

Playground Areas

Within the playground areas students must:

- Respect all teachers on duty and follow their instructions,
- Keep the play areas clean at all times: place all rubbish in bins,
- Play safely and report the problems to teachers,
- Treat others with respect,
- Allow others to play their games,
- Be in the right place at the right time,
- Stay within boundaries and play within the designated area only,
- Respect the property of others and hand in any lost property to the teacher on duty,
- Move promptly to the classroom after hearing the bell,
- Use water wisely and use toilets properly,
- Not get into physical contact with each other (no wrestling, water fights or play-fighting).

Uniform and Appearance

Balsam Academy regards grooming and uniform as basic matters of self-respect and respect for the school community. Students are expected to wear the appropriate school uniform at all times, including school functions, unless informed otherwise. Students who continue to wear their uniform incorrectly may be suspended from school until the matter is rectified.

The following uniform rules apply to all students:

- Students are expected to mark all items of clothing and equipment with their names.
- Uniforms should be clean and worn neat and tidily.
- Students are not to fold the cuffs of shirts over their jumpers.
- Students who fail to keep their uniform as required will be asked to purchase a new uniform.
- Parents are primarily responsible for their child's uniform and are expected to check that it is being worn correct one before the child leaves home for school. Students who are unable to wear the correct at any time must bring an explanatory note from their parent /

guardian to the Principal at the beginning of the school day. This note should explain the reason for the student not being able to wear the appropriate uniform. Behavioural action will be taken for students who are not in correct uniform and without a note.

- There will be regular uniform checks by class room teachers and the Vice Principal.
- At the discretion of the Principal, students may be permitted to wear neat, casual clothes on specified occasions. In such events, parents will be notified beforehand.

Failure to comply with uniform policy may result in:

All students must be in full uniform on their journey to and from school.

- A phone call to parents asking them to bring the necessary item/s to school or to remedy the situation.
- If a major part of the uniform is missing the student may be sent back home.

School Caps

It is expected that all primary students wear their school caps during the year whilst playing outside.

Special requirements for Girls

- Hair may be plaited or French-braided however, no lacing, extensions, wraps or deadlocks are allowed. If in doubt, ask your Homeroom Teacher before you have anything done to your hair. Attention seeking hairstyles are not permitted. Must be tied back with a black coloured tie such as ribbon.
- Jewellery may not be worn, e.g., bracelets, rings. (with the exception of wristwatch)
- A single small earring (that does not extend outside of the earlobe) may be worn, one in each ear lobe. Drop/dangling earrings are not acceptable as they create a risk of injury in sporting activities.
- No make-up is to be worn.
- Nails should be clean and trimmed; no nail polish is permitted.

Special requirements for Secondary Boys

- Boys are not permitted to wear earrings and/or other jewellery (except a wristwatch).
- All boys must be clean shaven, no beards or moustaches.

- Attention seeking hairstyles are not permitted. Hair should be short, simple and conservative. Hair must not reach the collar at the back of the head. Ears should be visible and a fringe should not reach eyebrows. Hair must be neatly combed.

School payments

All school payments to be made on stipulated dates to avoid penalty fee.

Academic related payments		Transport related payments	
Installment 1	1 st April	Installment 1	1 st April
Installment 2	1 st August	Installment 2	1 st August
Installment 3	1 st December	Installment 3	1 st December

Students ID cards

It is mandatory for students to sport the ID card on all school days as measure of safety and security. There will be a replacement charge on all ID cards that are lost or damages.

Visitors to the School

All visitors to the school are expected to report themselves to the Security Officer. Upon registration into the Visitor's Log Book, a Visitors Card will be given to be worn. Visitors are requested to make an appointment to see any member of staff. Casual visitors / friends of students are not welcome on the school ground for safety reasons. If there is genuine reason to communicate with such a visitor, the student must bring an explanatory parent note and present it to the Principal in the morning. After the Principal's approval, a meeting can be arranged in the reception area only at recess and / or lunch time.



Balsam
Academy



5/410A, Vanapadi Road, Bharathi Nagar Extension, Ranipet - 632 403.
t : 04172 - 272611 / 12 e-mail : balsamacademy@gmail.com www.balsamacademy.org