

GUIDING STATEMENTS



2020 - 2021

Founder

Alfonso Casas Morales

Principal

Alejandro Noguera Cepeda

Administrative Director

Gloria María Valencia Ochoa

Curriculum Director

Edith Ceferino Jiménez

Preschool Academic Coordinator

Adriana Callamand Ordóñez

Elementary Academic Coordinator

María Grazia Díaz Marchesan

Middle School Academic Coordinator

Rodrigo Suárez García

Research Centers Coordinator

María Carolina Ferro Mejía

Discipline Affairs Coordinator

Carmen Lilia Pinilla Serrano

Psychology Coordinator

Tatiana Alajmo Flye



CONTENTS

INTRODUCTION	7
I. FOUNDATIONS OF THE SCHOOL	8
I.1. HISTORICAL REVIEW.....	8
I.2 MISSION, VISION, AND VALUES.....	8
MISSION.....	8
VISION.....	8
I.3 FORMATIVE OBJECTIVES.....	10
I.4. EXCELLENCE IN GIMNASIO CAMPESTRE.....	11
I.5. PROFILE OF A GIMNASIANO.....	11
I.6 INTERNATIONALISM AND INTERCULTURALISM.....	12
II. INSTITUTIONAL MANAGEMENT	13
II.1. ACADEMIC AFFAIRS.....	13
II.1.1. PEDAGOGICAL MODEL.....	13
II.1.2. RESEARCH MODEL.....	16
II.1.3. FOREIGN LANGUAGES MODEL.....	18
II.2. DISCIPLINE AFFAIRS.....	20
II.2.1. STRUCTURE.....	20
II.2.2. INTEGRAL CONSTRUCTION OF DISCIPLINE AFFAIRS.....	20
II.3. STUDENT AFFAIRS.....	23
II.3.1. MODEL OF VOCATIONAL DEVELOPMENT.....	23
II.3.2. ENVIRONMENTAL EDUCATION.....	27
II.4. PEDAGOGICAL SUPPORT.....	28
II.4.1. FUNCTION OF PEDAGOGICAL SUPPORT.....	29
II.4.2. STRUCTURE.....	29
II.4.3. SUPPORT STRATEGIES.....	30

III. SCHOOL GOVERNMENT	31
III.1. BOARD OF DIRECTORS OF GIMNASIO CAMPESTRE FOUNDATION	31
III.2. SCHOOL BOARD OF DIRECTORS	32
III.3. PRINCIPAL'S OFFICE AND ADMINISTRATION	33
III.4. SENIOR ADMINISTRATION TEAM AND ACADEMIC BOARD	34
III.5. PARENTS ASSOCIATION	34
III.6. ALUMNI ASSOCIATION	35
III.7. STUDENT GOVERNMENT	35
IV. TEACHERS AT GIMNASIO CAMPESTRE	36
IV.1. TEACHER PROFILE	36
IV.2. TEACHER PROFESSIONAL DEVELOPMENT	37
IV.3. STUDENT-TEACHER RELATIONS	38
V. ADMINISTRATION OF RESOURCES	38
V.1. STRUCTURE	38
V.2. RESOURCES	39
V.2.1. SOURCES OF INCOME	39
V.2.2. BUILDINGS	40

APPENDIXES

Appendix 1. Quality Handbook

Appendix 2. Pedagogical Model

Appendix 3. Technological Policy

Appendix 4. Student Handbook

Appendix 5. Student Committees and Groups

Appendix 6. PRAE (School Environmental Government Project)

Appendix 7. Master Plan for School Building

INTRODUCTION

The school has a pedagogical model directed by competencies and based on research and a quality management system certified by Bureau Veritas International. Its students and alumni stand out for their strong values, respect for life, academic excellence, responsible exercise of freedom and for their critical leadership based on solidarity. Gimnasio Campestre is a private school, founded by Alfonso Casas Morales, in 1946, and managed by the Gimnasio Campestre Foundation, located in Bogota, Colombia. The school offers bilingual education (Spanish - English) through preschool, elementary and high school. It is a denominational, catholic, all-boys school. This Guiding Statements contain the objectives, values and methods which define Gimnasio Cam pestre (referred to as “the School” in this document). Its development and execution is a joint obligation which requires the active participation of all the members of the Gimnasio Campestre community and therefore involves board members, teachers, students and, especially, their parents as jointly responsible for the educational process of our students.

We understand that this document, like the life of the School, is in continuous construction. The social changes, pedagogical evolutions and accumulated experiences of this community of students, teachers, parents and alumni make it necessary to continuously review our educational practices.

Gimnasio Campestre assumes a commitment to continuous improvement and permanent reflection about the validity of its practices. For this goal Gimnasio Campestre implements several methods and aims to self-evaluate based on the most demanding and correct standards.

This Guiding Statements was formed with the active participation of all the members of our community and it will continue to grow as we find new ways to achieve excellence.

BOARD OF DIRECTORS OF THE GIMNASIO CAMPESTRE FOUNDATION

Bogota, May 23, 2013

I. FOUNDATIONS OF THE SCHOOL

I.1. HISTORICAL REVIEW

Gimnasio Campestre opened its doors on February 20, 1946, in a house called “El Cedrito”, located at kilometer 6 of the Central North road in the north side of Bogota. With 76 students, this school was founded by the educator Dr. Alfonso Casas Morales, who was the school principal until 1987. In 1948, the same year of the first graduating Senior Class, the School moved to another house called “El Refugio”, located on 7th avenue and 87th street. At that moment the School had 200 students. In 1953 Gimnasio Campestre acquired its current establishment, located in the area of San Cristóbal North, where today the School has approximately 1000 students.

The school principals of Gimnasio Campestre are all alumni and include Jorge Bernardo Londoño Gutiérrez (1988-1998), Jaime Eduardo Bernal Villegas (1998-2006), Juan Antonio Casas Pardo (2006 - 2017) and Alejandro Noguera Cepeda (2017- present).

In 1974, the Gimnasio Campestre Foundation was established; a nonprofit organization whose objective is to continue the educational work that Dr. Alfonso had been doing in Gimnasio Campestre. The Foundation would continue to perpetuate the ideas and principles of Dr. Alfonso over time. From that moment, the Foundation became the proprietor and highest authority of management in the School. The School is directed by a Board of Founders and a Board of Directors whose members represent the fundamental parts of the school community: the founder of the School (or in his absence as represented by a family member), the parents of the students and alumni.

The institutional identity of the School has always been defined by the objectives that the institution pursues in the education of its students, the values in which the School bases its pedagogical practice and methods. These fundamental ideas have remained in force, in such a way that tradition plays a leading role in the school life and is synergistically combined with a permanent effort to update and innovate.

I.2 MISSION, VISION, AND VALUES

Mission

The objective of Gimnasio Campestre is to educate men of honor through the practice of Christian values, so that they are honest men, competent, proud of their identity and committed to their vocation for service and leadership for the construction of a sustainable country and world, more just and equitable.

Vision

In the next ten years, Gimnasio Campestre is projected to be a dynamic, valid, Colombian and global knowledge society, in which every one of the gimnasianos develops their own life project based on values, a critical thinking, and in the habits of excellence which allow them to assume their role as leaders for service, in such a way that the school mission is accomplished.

The Values in the Thoughts of the Founder

Dr. Alfonso Casas Morales defined the pedagogical philosophy that has determined the identity of this work from its origin and it has been developed throughout its history with the cooperation of teachers, parents, alumni and current students.

In every situation Gimnasio Campestre has the role of instilling the implicit values in its philosophy and permanently promoting the practice of these values in all gymnasianos.

In several of Dr. Casas' writings, including the Prospect of 1946 (first official document that introduces the objectives and the methods of the school), his writings about pedagogy, different letters to the school community, and his speeches written for different occasions in the life of the school, these values are explained and constitute the axiological core of the pedagogical proposal of Gimnasio Campestre.

Foundations of Being a Man of Honor: “A man of honor has his own attitude in the sight of God, with others, and with himself. He faces pain and adversity with greatness; he is moderate when enjoying the good in life, he is magnanimous and humble when he succeeds; he knows and respects his own dignity; he possesses the true image of a woman and because of this she becomes the object of his poetry, of his dreams, and he is at her service; he conceives life as a man; he dies fighting. For this reason, posterity respects his memory.”

Education, the First Necessity of Man: “Education gives man awareness of his own reality, of his aptitudes and limitations, of his commitments and duties; it allows him to know the diverse values and arrange them in order of importance; therefore education prepares man to act duly. Of these, we emphasize discipline, neatness and fulfillment as a guarantee of achievement of the school's mission.

Discipline, understood as the ability that we have to govern our own affairs and to direct all of our actions towards the goals that we propose; neatness, understood as that which is achieved by conducting ourselves in a transparent way, reflected in personal presentation, treatment of others, good manners, the care of goods, and the way we interact with the environment; and fulfillment, understood as the aptitude to respect schedules, agreements, and responsibilities.”

The Ideals of Gimnasio Campestre: “Gimnasio Campestre aspires that each of their sons grow to be true man of integrity and that through the efforts of each of them, that Colombia is a better nation every day in which men and families live with guarantees and always find how and in what to work, that they understand the value of good, that they progress and fulfill the legitimate wishes that all human beings feel stirring in their hearts.”

Scouting and Cub Scouts: “Gimnasio Campestre's original idea is scouting, and its mission is to implement the best of scout pedagogy into everyday life at school, like learning about nature, developing responsibility in one's own capabilities and willpower, a spirit of sacrifice and service to others, cultivating imagination, an inventive and artistic sense about evening encounters around a camp fire and in the games where observation and initiative prevail.”

Honesty: “It must be understood and assumed by children and youth that one cannot be “somewhat honest”; one is either honest or not; no one can be somewhat honorable. There is nothing that exalts us like the awareness of our own neatness, this transcends and creates good reputation. Our actions have two witnesses: God and our own conscience. Let us remind our children that nobody can expect respect from others if they do not respect themselves.”

Justice: “We are educating those who will lead Colombia tomorrow; we are the parents and educators of children and youth, whom, as much as is possibly foreseeable, will follow our

steps as leaders. We are sufficiently aware of our duty to educate for justice, to always be just in all of our relations and to make Colombia a better nation for those who are in need, the poor, in some cases without the resources necessary to live humanely, with dignity, without hunger, ignorance, sickness - "Does God know how long they will have to suffer such injustice?"

Today's Youth: "I have a great deal of faith in these young people. From them will come excellent leaders of the "new world" that seems to be flourishing. Leaders with more social sense, with a more objective vision of all that is reality, better able to resolve the problems of humanity everyday more complex, with a greater need for organized relations."

Mission of the Colombian Youth: "We must go forward into the arena of public activity, in front of the men we have educated for the service to God and the nation, or, at least, alert and organize them to become a structured and constructive force, able to propose Christian solutions, just, ordered, true and patriotic."

The woman: "The woman exactly assumes that she is, in the bosom of any society, the guardian of hearts, of virtue, of respect for the greatest of values. All human communities will be strong as long as there are women because they are the creators not only of life, but also and before all, of virtue."

The Patriotism Crisis: "The future of Colombia belongs to everyone: to defend and to increase sovereignty is nota task which is demanded only in critical moments of land invasion or in any other extraordinary form of outrage or insult of ones rights; this is a daily mission, a desire which is renewed with the daily sun, each morning; a permanent role for those who were born in the shelter of the sky and of its name, Colombia."

The Teaching Task of the Family: "The family, the guardian of life, of safety, of affections, of the destiny of those who are born of them, entity which is eminently the teaching core, has the role of initiating in their children a culture and devotion for the intellectual, the artistic, the scientific and, even, philosophical values - however even before this the family has a fundamental and un wavering responsibility to initiate in their children the exercise of virtues, honesty, respect, love of all things in their country, of their institutions, of their laws, and above all, of God and their fellow man."

I.3 FORMATIVE OBJECTIVES

For the development of our mission and the fulfillment of the School's vision, Gimnasio Campestre summarizes its objectives in the following 5 points:

- To educate men of honor based on the principles of the Catholic Church, in such a way that they stand out for their personal style and daily and ethical practice of the values of Gimnasio Campestre.
- Through the example and continuous practice of these values, to create in our students conditions of excellence in human and academic aspects that allow them to think about others, to establish collaborative relationships and assume positions of leadership, in any public or private event in both their personal and professional lives.
- To develop work habits and discipline in the students that allow them to exercise their freedom directed toward the development of healthy relationships, self care, fulfillment of these objectives, and the construction of their own life project.

- To prepare gimnasianos to participate, in an active, responsible and critical way, in a global, diverse and democratic society, in such a way that they use their talents to help those in need toward the permanent construction of a more just, equitable, prosperous, and sustainable world.
- As a Colombian school, to educate gimnasianos with full awareness of the value and diversity of our country and its culture, in such a way that the recognition of their own identity allows them to assume their condition as citizens of the world in order to project themselves professionally, to know and appreciate other cultures, to respect differences, to contribute to social improvement, and to preserve their environment.

I.4. EXCELLENCE IN GIMNASIO CAMPESTRE

In order to effectively fulfill its objectives, Gimnasio Campestre assumes a commitment to excellence, understood as an essential habit to accomplish the mission of the School that allows gimnasianos to commit to their personal growth, the constant achievement of their goals, and service to their community.

In our conception, the challenge of being excellent implies having the ability to overcome one's own obstacles, to demand the best of oneself allowing one the possibility to recognize what must be done to move forward in the pursuit of the successful completion of goals, this becomes a just reward and produces a genuine sense of satisfaction.

For this reason, the motivation to put oneself to the test in front of others must be the natural result of excellence. We want the students to form a constant and reasonable habit of self-demand which allows them to permanently grow, to be the best with regards to respect for themselves and others, to understand the healthy parameters that their work must have and to use honorable methods and means to achieve all their goals.

From this same perspective, there is value in the effort that each student makes to achieve their objectives and to be perseverant in overcoming the obstacles that they face.

Therefore, all the duties that they have will be the opportunities to demonstrate this aptitude and, in this way, honor the mission of the School.

I.5. PROFILE OF A GIMNASIANO ¹

Gimnasio Campestre dedicates its efforts to the education of its students based on the model of men of honor, and the foundations mentioned above, which at present translate into the idea of a "gimnasiano" as contained in the following profile:

The gimnasiano is an honest man, just and happy, who possesses a Christian conception with respect to his own value, the value of all people, his environment and his vocation of service to others.

This vocation commits the gimnasiano to excellence, in such a way that he takes on leading roles as he participates actively and responsibly in the community he belongs to, he produces a positive effect that transcends the community beyond its current state, because he is able to project himself in a global society. He uses dialogue as a tool to recognize others, validate plural ideas and construct enriching collaborative relationships.

The conditions that prepare him for this leadership comes from the clarity of his principles, the coherence among them and his behavior, his perseverance in the face of difficulty which requires discipline and sacrifice, and in his willingness to constantly learn.

As an individual prepared for constant learning throughout his life, he is distinguished for his interest to look for new ideas, his ability to use them in a critical and relevant way, the possibility to transfer them to new contexts and the habit of reflecting on his own process.

In today's society, the strength of his identity and the tools he has, thanks to his education, allow him to propose new solutions in response to changing realities, to appreciate diversity and to be active in a national and international context.

I.6 INTERNATIONALISM AND INTERCULTURALISM

An essential part of the purposes of Gimnasio Campestre relies in the formation of responsible citizens who actively participate in the construction of a sustainable, peaceful and just world.

It is undoubtable that in a global scenario, as the current one, interdependence between natural and social systems demands a commitment from our students with the development of our country and the projection of each of them to an international scope. They are called to exercise leadership in this two interconnected dimensions in a competent, innovating and inclusive way that corresponds to the principles under which they have been educated.

These conditions imply that regardless of the place or the conditions in which our students decide to develop their personal and professional lives, they must take part of this global dialogue by means of exchange, mobility or any other current form of participation.

To fulfill such purposes, it is fundamental to promote in our students their capacity to recognize their own culture, approach different realities from multiple perspectives and value difference as a social and personal opportunity for growth and enrichment.

Therefore, internationalism and interculturalism at Gimnasio Campestre are part of the formative context in which the School participates of globalization, embraces cultural diversity and promotes citizenship and democratic ideals. Assuming education from an international/intercultural context not only implies to educate under the basis of tolerating and taking advantage of diversity, but also of actively contributing to global transformation processes.

Interculturalism: Constructive exchange based in the recognition of a plural and diverse human reality that promotes personal and social growth interaction spaces by taking advantage of the implicit wealth that is present in the variety and diversity of values, beliefs, languages and traditions.

Internationalism: Active and competent participation in the construction of a just sustainable and peaceful world, characterized by the interconnection between nations and peoples, and by means of the application of the formative values of the School and the full awareness of a personal and national identity.

II. INSTITUTIONAL MANAGEMENT

For the fulfilment of its mission and the construction of its vision, Gimnasio Campestre has organized its labor into three fundamental processes. The vision process is responsible for projecting the School and ensuring the fulfilment of its philosophy, the mission processes define the strategies and execute the programs that the School uses to guarantee the education of its students, and the support process provides logistic and operational support to the two processes mentioned above here.

The mission processes bring together the tasks of the School in four important areas: Academic Affairs, Discipline Affairs, Student Affairs, and Pedagogical Support. The detailed listing of the associated responsibilities and statements is registered in the “Quality Handbook” of Gimnasio Campestre (appendix 1).

II.1. ACADEMIC AFFAIRS

The educational work of Gimnasio Campestre is founded in the educational experience accumulated over more than six decades of continuous academic work. The pedagogical knowledge of Gimnasio Campestre is its rich heritage that is expressed in the particular way that we educate our students in the light of everlasting principles like nobility, being a man of integrity, service to others, academic and professional excellence, honesty, appreciation of Colombian identity, an orientation towards a global society and a transcendental sense of life. From the beginning Gimnasio Campestre has always answered the continuous, emerging challenges, adapting its academic proposal to the new realities of the country and the world. The recognition of the historical moment when the information and knowledge society impacts the school institution has caused the School to base its academic affairs on the reflection of the continuous learning needs of our pupils.

Hence, the task of Academic Affairs is to satisfy the new cognitive and emotional demands, in interpersonal relationships and in social behavior, in high order learning and in the education of “high order thinking” as well as in the construction of learning with respect to competencies that our students will have to accomplish in their school years, through the development of a current and innovative pedagogical model.

II.1.1. Pedagogical Model

The full realization of the mission and the vision is a joint effort of all the areas that take part in the life of the School. The pedagogical model specifies the strategy with which Academic Affairs contributes to the development, in each gimnasiano, of the competencies that allow the student to construct his knowledge in a pleasant, effective and autonomous way. Likewise, it is the product of improvement and evolution in the integral education that the School offers to its students. The appreciation of the experience, the understanding and assessment of the educational road, consciously since the School was founded, have allowed the academic community to advance in pedagogical processes that, in a permanent way, plot ambitious horizons and challenges in the processes of optimization and updating the educational quality of our institution.

The pedagogical model of Gimnasio Campestre is multidimensional, its cognitive perspective is oriented towards thinking development by competencies. Education by competencies refers to new methodologies for inquiry and research including pedagogical practices inside and outside of the classroom, which aim to go beyond traditional teaching models where the transmission of information is a priority, to discover different ways to acquire knowledge in the different knowledge-based areas through a legitimate development of complex thinking.

The model is comprised of four common competencies for all the subjects and grades: information management, critical thinking, creativity and metacognition, all based on transversal axes of communication, technology and ethics. These competencies are understood as forms of complex thinking in that, in a joint, appropriate and efficient way, the student uses his skills and knowledge with a specific intention. So, education is oriented, then, towards a new model of learning in which the student is the protagonist and manager of his processes where all the subjects have common goals that guarantee the development of the competency. The active attitude when faced with knowledge is emphasized to allow curricular adaptations that guarantee the learning of the students and promote the permanent education of the teacher (**appendix 2**).

Transversal Axes

The ethical and moral education along with the development of communication skills and the use of new information technology are promoted in Gimnasio Campestre, through the curriculum, the study of relevant, academic contents, participation in educational activities, and the conscious practice of teaching didactics.

- **Ethics and Morals:** The axiological principles and foundations of the missions of the School are put into practice in traditions and permanent programs which generate a sense of importance in the students and promote their education of values throughout their school life. In the classroom, ethics permeates academic activity in all areas and subjects through knowledge gained from the implementation of the planned objectives in the PEI and in the example set by the teachers. Additionally, this transversal axis of the pedagogical model is realized in diverse community activities like the raising of the flag, the morning student lines, the homeroom class activities, discipline affairs, sexual and emotions, environmental programs, substance abuse prevention programs, social service, VACS, spiritual retreats, “Encuentros con Cristo” (retreats), Expedición Colombia (Program of extended class trip around Colombia) and special Catholic activities like weekly mass, First Communion and Confirmation.
- **New Information and Communication Technologies- NTIC's:** To live, learn and work successfully in a society every day more connected, rich in information and based on a free and collective construction of knowledge, it is essential to guarantee a solid education in the competencies and criteria necessary to manage, in a productive and creative way, the technological wealth currently available. Taking into consideration and in accordance with the objectives of the pedagogical model, in its academic structure Gimnasio Campestre has a Media, Information and Technology Department through which multiple resources are integrated, this allows students to become expert inquirers, analysts and evaluators of information; creative and efficient users of the technological tools; communicators, collaborators and producers of new knowledge; as well as informed citizens, responsible and capable of contributing to their environment.

In Gimnasio Campestre, technology constitutes an essential media that enriches the teaching learning process. For this reason, all use and implementation of technology in the School is linked to the didactic and pedagogical principles that support the integration of diverse tools not only for the students (in their process of acquisition and construction of knowledge) but also for the teachers (in their methodological work to design the curriculum and planning of classes). To this end, the integration of technology is in effect from Pre School through to high school, in all the academic areas, with the objective of not only mastering how to use these tools, but also developing full awareness and familiarity with these technological tools and how to appropriately select and use them for their various needs and in the School's different areas of knowledge, based on their academic level.

In keeping with the aforementioned, the School has designed and put into practice a technology policy that guarantees the continuous upgrading of the information technology at Gimnasio Campestre, the best use of its resources and the pedagogical projection of its new acquisitions. A committee is appointed to revise and update this policy (**appendix 3**).

- **Communication:** Gimnasio Campestre understands communication as a structural part of thinking. In this sense, the development of communicative skills and the construction of competence in languages that are different from their maternal tongue are significant in the cognitive development of our students. The School promotes this transversal axis through different spaces of expression; academic, artistic, sports and recreation, as well as participation in different events, permanent teaching training, and the creation of media like the school newspaper, the radio station and news channel.

Evaluation

A competent gimnasiano is one that is able to deliberately and intelligently use all the tools to fulfill a goal or objective in order to transform his reality and community. The learning process is part of thinking development and necessarily includes the acquisition of skills, concepts, techniques, and methods that, used together, allow the learner to acquire knowledge in an opportune way. To evaluate by competencies is, then, to determine and value, in a systematic, continuous, flexible and participatory way, the different stages of learning, with an educational intention, in a way that promotes personal realization in the students and the fulfillment of their dreams.

The curriculum is the instrument that is used to evaluate the academic subjects. It is designed around the universal characteristics of the competencies defined by the pedagogical model and is manifested in the achievement indicators and performance evidences that establish the goals that every student should achieve in every stage of their school life.

The educational profile of evaluation in Gimnasio Campestre shows the progress of each student, respecting and promoting his individuality so that, in a knowledge society and beyond the classroom environment, it permits a life style that values excellence, leads in the production of original knowledge and contributes to social advancement that lays the foundation for solid, ethical principles and allows personal reflection and also reflection of the local and global society.

Pedagogical Support Center - CAP

CAP is a space designed to achieve the development, strength and optimization of the skills necessary for learning and good academic performance of the students.

CAP's services are for those gimnasianos who would benefit from a specific type of pedagogical support to fulfill the academic goals by way of three different forms of intervention:

- **Speech and Language Pathology:** Reinforces thinking skills, oral language (articulation and linguistic work), written language, and communication for learning.
- **Occupational Therapy:** Specialized in improving the motor, graph motor, visual perception and attention skills that allow for optimal performance in the daily activities. This allows that the students can face each situation in an independent and autonomous way.
- **Pedagogical Support:** In charge of strengthening academic processes in subjects including Spanish, Social Studies, Philosophy, English, Math, Physics and Chemistry, when students present difficulties in their study methods or present problems with a specific prerequisite.

II.1.2. Research Model

The projection of Gimnasio Campestre is to look for ways to strengthen abilities and skills for the management of knowledge as a vital factor for social change. It is for this reason that the learning of our students in the classroom is complemented by research, innovation and knowledge appropriation, oriented towards contributing to the construction of a more just and fair society, the principles of environmental responsibility and the promotion of sensibility for the arts.

This original pedagogical perspective is founded on the research work done in six Research Centers, which promote the great ability that both students and their teachers have to inquire about their surroundings and how they are connected, in order to transform these connections into research ideas, production of new knowledge and the learning and development of scientific and inquiry skills.

The Research Centers, at the core of academic development, ensure the access of our students and teachers to a society of knowledge and establish a bridge between Gimnasio Campestre's community and other schools, universities and research centers, orienting them in their exploratory and searching process, in the context of current, global experience, through multidisciplinary references that bring the world, knowledge and life together.

To answer the great variety of questions that come up in the School and to contribute to the production of universal knowledge, Gimnasio Campestre has specialized centers in different academic areas:

- Research Center for Astrophysical Studies - CEAF
- Research Center for Environmental Studies - CEE
- Research Center for Molecular Biology Studies - CEBM
- Research Center for Social Studies - CES
- Research Center for Art Studies - CEA
- Research Center for Music Studies - CEM

The area of the Research Centers is comprised of three components which involve all the school community, from Pre School to grade 11, including the teachers and other board members:

- **Research and Development:** Refers to the promotion of research for the construction of knowledge with a high level of profundity, so that teachers and students acquire tools and skills to access knowledge, share it, examine it, use it, and in this way stimulate vocation and an investigative spirit in a universal context. This component is founded in the research topics defined for each center and is developed through the structuring of innovative research methodologies and techniques. In the same way, this component of research and development strives to create permanent research groups that work based on four premises:

- A strategic proposal for the construction of the scientific and artistic community in education.
 - The systematic selection of topics and profiles of research.
 - The rationalization of technological and financial resources for research, and
 - The integration of the school community itself and with other research and pedagogical communities in the country.
- **Education and Pedagogy:** Refers to the transfer and communication of the results obtained in each center, through the different mechanisms of dissemination and the structuring of pedagogic strategies in order to understand them. Among the dissemination mechanisms established by the centers, the School has the semiannual research and science magazine *El Astrolabio*, the Teacher Research Symposium, the Student Research Symposium, the Cultural and Knowledge Encounters that promote democracy and diversity, the Ecology and Biodiversity Seminars, Environmental Education Workshops (PRAE), Experimental ArtWorkshops, the Promotion of Talent in *Campestre en Escena*, the Molecular Biology Labs and the Astronomy Workshops. Additionally, there are also two curricular research programs developed with students from Pre School grade to grade 9:
 - **Fun Science:** In order to promote the proposal of research to the entire student population, the Research Centers offers preschool students a space for scientific research called Fun Science. This program exposes our youngest students to the wonderful world of science, through guided experiments that promote the competencies defined by the pedagogical model.
 - **Explora Project:** The students from grade one to grade nine are involved in the Research Centers through the Explora Project whose role is to orient students in their exploratory processes and, at the same time, in their production of knowledge, in the context of global experience from different multidisciplinary references like the systemic perspective, complex thinking and uncertainty.
 - **Promotion and Services:** Concerning the creation of training courses for internal and external teachers, including the lending of services to other institutions like research process consultancy, development of interdisciplinary projects, implementation of pedagogical innovation developed in the School, and thesis consultancy for undergraduate and postgraduate university programs.

Research and Technology for Pedagogy

To assume the challenge of research, it is necessary, first, to promote thinking development and the skills and attitudes that drive the student to practice investigative research work. In Colombia, to research is still a privilege. Our community is part of the information and knowledge society of the XXI century, a driving leader among the educational institutions of the country because of our research model which has been consolidated over the years. In this process, it is worth highlighting the fundamental role of the teachers of Gimnasio Campestre who have taken on the inevitable

1. Cummins, J. (2000) *Language, Power and Pedagogy. Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters, Ch. 3, pp. 57-85

task of researching to motivate, accompany and structure knowledge, not to transmit it. Precisely in each of our teachers, is the immense responsibility to teach students how to research, in a very dynamic school environment, full of constant changes, media competition, social pressure and the diversity of activities are obstacles that students must face every day. To teach how to research in Gimnasio Campestre is to teach how to assume a critical point of view with responsibility, to look for the proper answers, to respect opinions, to accept mistakes, to propose problems, to find solutions, and to be creative.

The best way to learn how to research is by researching, for this reason the Research Centers are constantly reinventing their processes to meet new technology demands and procedures that permanent science evolution, humanities and fine arts impose. The centers have a wide range of equipment and technological devices to collect and analyze data from diverse origins including night and day telescopes, musical instruments and sound consoles for jazz, rock and tropical music ensembles, modern equipment for the DNA isolation and replication, Internet access and access to collaborative networks in different parts of the world including universities, schools, gene banks and international organizations like NASA, among others.

To know how to research and to have the proper technological tools to do it are, without a doubt, fundamental components for the construction of a new attitude toward knowledge, where to learn is an adventure that one embarks on, in a autonomous way, every day of ones life.

The implementation of the research model, through the Research Centers, in Gimnasio Campestre, has opened the way to understanding, development of abilities to find solutions to problems, creativity, and critical thinking. All of this additionally promotes teamwork, respect for the ideas of others and reflection about the environment and ones' surroundings.

II.1.3. Foreign Languages Model

In accordance with the pedagogical model, we conceive language to be a vehicle of thinking through which not only does language express, but it also organizes and empowers. The School recognizes, equally, the cognitive advantages that foreign language learning has in the development of young children and youth, especially those related to flexible thinking and metalanguage. The School assumes the challenge that this generates with respect to the educational system, methodology and resources. Concerning the unquestionable relation between language and culture, the School values diversity through an intercultural perspective where the importance of identity is reinforced, at the same time, different points of view are recognized and respected, enriching the Colombian culture. From this perspective, foreign language teaching is directed so that alumni consciously use the different languages as tools for the construction of knowledge, communication and relation with the world, in a way that allows them to successfully express themselves in an academic environment with a critical¹, active and respectful point of view about culture.

Gimnasio Campestre defines itself as a national bilingual school where the development of Spanish and English is based on a bilateral relationship, a concept that in Jim Cummins's theory is called the Common Underlying Proficiency¹. This perspective presents the languages as constituents of a unified system of language which allows understanding of the acquisition of languages as a process where they are strengthened and developed simultaneously or mutually. The aforementioned is one

1. Cummins, J. (2000) Language, Power and Pedagogy. Bilingual Children in the Crossfire. Clevedon: Multilingual Matters, Ch. 3, pp. 57-85

of the fundamental premises on which the School directs its work with respect to languages; in the future the School will include the French language as part of its curriculum. In coherence with this first approach, the adopted model enriches through additive bilingualism, that one which recognizes languages (native and foreign), as equally favorable for the communication and the construction of knowledge. A second implication is the function of languages in cognitive development, which generates ample possibilities, beyond the four communicative skills (listening, speaking, reading and writing), to include processes of reasoning and thinking operations that place language as transversal in the curriculum.

The main methodological principles, based on which this policy is proposed, can be summarized in three parts. First, the conditions of complexity and difficulty, a fundamental axis of the pedagogic school model, are based on language from the Cummins's theory³ in which the context is presented as a tool able to support the student as necessary, while the cognitive demand increases. In other words, this guarantees a high level of cognitive demand (complexity), founded on the quantity of contextual keys, adjusted according the linguistic level of the student (difficulty).

Secondly, the natural process plays an important process through which the acquisition of different languages is built through the discovery of real sense and meaning, in a rich context that introduces the student to a stimulating environment for thinking, and where language becomes a very important need. The third concept is founded on the linguistic theory (the communicative analysis discourse of Van Dijk⁴) which complements this policy, and allows the recognition of language as a system that is composed of structures, all of them dynamic and in constant construction, this is significant in social contexts and also with respect to society.

Finally, the role of reading is very important throughout the entire process of language development and, specifically, in the bilingual and multilingual process. We understand reading and writing as a process with dimensions that transcend decoding and take into account creation and interpretation processes, including creation ones which combine cognitive, linguistic and communicative skills. This is also known as biliteracy, proposed by Hudelson⁵ in 1999, which refers to the extension of the definition of text to all that can be read.

Concerning the process of evaluation of foreign language proficiency, international tests are used in the different school cycles. In their native language the students take an internal test designed by the School. In this way, the curriculum can be revised and adjusted based on the results obtained with the purpose of stimulating the development of the competencies in the pedagogical model.

2. Cummins, J. (2000) *Language, Power and Pedagogy. Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters, Ch. 3, pp. 57-85

3. Van Dijk, T. (1992) *Text and Context: Explorations in the Semantics and Pragmatics of Discourse*. Londres: Longman.

4. Hudelson, S. (1999) "Literacy development of second language children". In F. Genesee (ed.) *Educating Second Language Children*. Cambridge: Cambridge University Press, Ch. 6 pp. 129-158

II.2. DISCIPLINE AFFAIRS

The general objective of Discipline Affairs is to coordinate the work of all the teachers and to create programs that promote the permanent learning of the necessary skills among the students, for their life in the community. The core of Discipline Affairs is present in every aspect of school life and involves all the members of the school community of, permeating all processes in transversal way, to constantly form a collective construction between the School and each family.

Its main objectives are to support all the students in the construction of autonomy, in solutions based on dialogue to solve conflicts, in the recognition of differences and in the identification and management of their own mistakes. The main tool used is sincere and affectionate relationships established among adults, youths and children which are solidified in an environment that motivates and activates learning. All of this is done based on the mission of educating unique individuals who recognize themselves as socially involved individuals, immersed in a context with individual characteristics which should be learned about and enriched.

Gimnasio Campestre believes, then, that from the beginning when a child starts his educational process in the School it is possible to develop his ability to reason, to consider alternatives, to discern, to have an open and social perspective, and to feel empathy and sympathy for others. His ability to listen attentively is essential in this process and allows him to understand the needs, wishes and interests of others. In this way, people who know how to coexist are formed, they participate reasonably and democratically in the world and are enriched when they recognize themselves as distinct and plural individuals.

II.2.1. Structure

This area is led by the Discipline Affairs Coordination and directly involves all the teachers in the School. The homeroom teachers are at the forefront of articulating the policies of this coordination in each class and all the teachers participate in the development of the relevant programs, the implementation of discipline rules, the policies of operation in the School and the accompaniment of the students in accordance to our school philosophy.

II.2.2. Integral Construction of Discipline Affairs

II.2.2.1. Promotion and Prevention

Gimnasio Campestre creates multiple initiatives and spaces that facilitate the construction of fair and healthy criteria in the students, through the formation of values, the creation of strategies for conflict resolution, the analysis of situations with a fair and critical attitude, the strengthening of skills for proper decision making and other resources that allow them to exist in a society, to establish healthy and enriching interpersonal relationships and to develop honest and proactive positions when faced with situations in their surroundings.

For the development of these actions the School requires the participation of the whole school community, with strategies led by the Discipline Affairs Coordination, coordinated and implemented by the teachers in spaces inside and outside the classroom, with the possibility of revision and contribution by all the members of the community in a permanent, collective construction.

“Buen Trato” Project and the Descriptors far Social and Personal Development

This project, axis of discipline in the School, guides and defines the actions taken by Discipline Affairs far the development of the mission and vision of the School.

Its first fundamental component is the Decalogue of Buen Trato, an enumeration of ten basic behaviors founded on values which are used in all the grades to implement the basic conditions of social interaction in the community. These precepts allow teacher-student evaluation and the self-assessment of the behavior of each student with respect to the goals planned far the school community and specified, in an adequate manner, far each group according to their stage of development.

Decalogue of Buen Trato:

- **Acting in an honest and corred way should be a habit.**
This is to act in accordance with the principles and values chosen freely, taking into account the social and cultural environment.
Value: Loyalty.
- **To accept others as they are and to respect differences.**
This is the ability to establish genuine, social and affective bonds in the interaction with others.
Value: Tolerance.
- **To tell the truth without offending and to have a critical point of view to positively contribute.**
This is the ability to act in a correct, authentic and proactive way.
Value: Honesty.
- **To treat all people with dignity and respect and to express gratitude.**
This is the value of being impartial in order to understand what each person deserves based on their human condition, recognizing the dignity of the other.
Value: Justice.
- **To be responsible for one’s own actions, for what one says or does.**
This is the ability to be responsible of one’s own life.
Value: Autonomy.
- **To change attitude contributes to reconcilliation.**
This is the attitude of being open to change, to allow others to question us and to start all over again when we have lost ourway.
Value: Flexibility.
- **To be a reference of balance and union in the group.**
This is the ability that human beings have to analyze and act rationally.
Value: Good sense.
- **To protect and preserve life and its environment.**
This is the ability to fulfill personal and social duties and to assert his rights.
Value: Responsibility.
- **Love yourself in base of loving others.**
It is the ability to know, accept and value yourself and others
Value: Respect.

- **To act in accordance with the principles and values of the School.**

This is the ability to internalize the principles and values of the School and to act in accordance with them.

Value: Nobility.

Homeroom

The homeroom teacher is the central axis of all discipline processes in the School within their grade. They mainly lead the diverse actions that facilitate and promote discipline and healthy relationships in their group. They know the characteristics and needs of their class and grade, and are ready to create and implement programs and strategies that provide management and solutions to particular situations.

As educators, they mediate and teach students ethical and assertive behaviors in order to face and manage diverse situations that build honesty, respect, responsibility, freedom, tolerance as well as other values and philosophies of The School and its' Buen Trato Project.

Proposal for Integral Education and Personal Development

The School is aware of the permanent and fast changes in the social, economic and technological structures that affect society, the country, families and our students. The School is ready to meet the needs of the school community and the concerns that emerge from such changes through programs, actions and strategies arranged with its community that facilitate management and solutions.

Within the areas of significant interest and taking into account the need that our students have to make decisions about an endless number of situations in their lives, and thinking about those which affect them significantly, the School decided to strengthen this process through the Substance Abuse Prevention Program (Con Sentidos I, II, III), with the objective to focus and work on alcohol and cigarette consumption and look for strategies that prevent harmful drug consumption.

This program is constructed for the needs and characteristics of 10-17 year old students, working jointly with teachers and parents in order to change the measurable variables associated with consumption: low risk perception, promote favorable self perception, positive beliefs and awareness about the consequences and intentions of consumption; to understand the support base in their community, and also to learn and acquire information about appropriate prevention that diminishes the levels of curiosity.

Simultaneously, the School is implementing the Bullying Prevention Program in order to respond to social concerns and to continue to strengthen and consolidate respect for differences, dialogue based conflict resolution, good interpersonal relations and tolerance. This program brings the school community together and involves all students from Pre School to grade 11, working together in order to sensitize, prevent and implement actions which specifically solve these problems that affect individuals and groups. Its essential objective is to work towards the growth of individuals committed to the well-being of others to make the School a propitious place for the good and kind treatment of everyone.

II.2.2.2. Attention and Monitoring

When a gimnasiano commits an error, the School implements a process to reinforce and teach the student principles, values, duties and rights which allows him to understand the school norms, and appropriate behaviors. For this reason the School wants each student to accept and assume the consequences of their actions and to proactively repair that which has been affected by their behavior. Specific sanctions or reparative actions allow each student to be accountable for their errors and their consequences as part of the construction of autonomy and responsibility that students have when relating with each other, where each event in their school life is a learning opportunity.

In the resolution of conflicts or the evaluation of incidences related to human relations that occur in daily interaction, the teachers and the students must orient their actions based on the criteria in the Buen Trato Project and the “Student Handbook”.

The “Student Handbook” is an integral part of this document and establishes, in an explicit way, the expectations of the School regarding the behaviour of its students. It outlines the duties and rights of gimnasianos and also the consequences associated with not complying with discipline rules, this is all within a favorable environment of acceptance and confidence in the learning process of students with respect to errors and positive reparation (**appendix 4**).

II.3. STUDENT AFFAIRS

II.3.1. Model of Vocational Development

The Student Affairs is directed toward vocational development of the gimnasianos and creates spaces where students voluntarily explore and develop their interests in order to further their personal growth and skills. Vocational development is defined as a curricular dimension (complementary and related to academic work) and includes all of the strategies, programs and experiences that the School has designed in order to promote skill development through the voluntary commitment of each student. The program takes place in different spaces than those of formal education, and its methods are different from those used in the academic disciplines.

The essential characteristics of the vocational area are as follows:

- **Voluntary Commitment From the Students to Choose and Participate in Programs and Activities.** The use of the term “vocational” entails that the first condition of this educational sphere is that each student should choose the programs in which he will participate according to his own particular inclinations. This decision is made by each gimnasiano, guided by his own likes and by the perception he has of each discipline and which ones he deems will be most appropriate and will offer him the greatest benefit.

For this reason, the experience of each program should have a particular significance for each gimnasiano, as all will share these spaces with others grouped together by interest and not formal criteria such as age. This condition allows each gimnasiano to form a different bond with the programs and to his classmates, leading to personal commitment and the assumption of leadership roles.

- **Specific Times.** The vocational programs will be offered at the times when students decide to devote themselves to these activities. They are opportunities for students to make good use of their free time and reinforce their voluntary commitment (which has already been mentioned as the program’s first condition).

- **Particular Spaces.** Just as each vocational program will have a specific time devoted to it, in the same way each one will use spaces that are appropriate according to the nature of the activity taking place there.
- **Methods.** The vocational programs may be directed toward the development of the students' artistic, communicative, athletic and cognitive dimensions. Each one of the areas and disciplines will have a different methodology, and for each one there should also be a structure with operational parameters and conditions for monitoring and supervision that vary according to the type of program. The fact that the commitment is voluntary does not imply a lack of structure for the programs; rather, the motive for participating should originate within each of the students. Those who choose to participate in these programs accept a challenge and commit to seeing it through.

The Student Affairs Coordination will be responsible for maintaining these spaces, supporting students in the development of their own projects - work that constitutes an essential part of their education.

In this sense, we find the essence of the School: it is through action that our students form their character. That is, through the development of the process of "doing," students establish their own "being." And here we can see a particular commitment on the part of Gimnasio Campestre: to strengthen the mechanisms that will guarantee the development of the integrity of the students through the practice of the school's values.

The methods employed by this vocational area respond, first and foremost, to satisfy our students' personal concerns through action. Practical work provides a base for them to lead and participate in different projects and programs that, coupled with education, build the character of the gimnasianos.

Our model of vocational education is part of the curriculum and is designed to promote and reinforce learning through the use of methods, times and spaces that go beyond the conventional classroom. This work, in the particular case of Gimnasio Campestre, can be directed autonomously by the students themselves, but it is also oriented by experts who ensure a level of control and the students' strict adherence to the objectives they set for themselves.

In the same way that this occurs in academic spaces, the practice of different disciplines and the acquisition of corresponding skills serve toward the development of students' skills and also for exercise of values and the roles of leadership, communication and teamwork, all necessary for the fulfillment of the mission and vision. By working in these spaces, each gimnasiano participates in such projects including being part of a sports team, building a robot, or realizing a theatrical production, among others. The nature of these spaces ensures that students benefit from experiential methods.

These spaces, as we have stated, are designed by the students themselves or constructed by the School; therefore, each one has the purpose of teaching some specific thing. Our intention is that the students might (among other things) familiarize themselves with technology, practice sports, learn other languages or become more acquainted with their country. All of these experiences are deliberately thought out; there is no intention of occupying a time and space in an isolated way, but rather to relate this experience to the other educational strategies of the School.

In the same way, a sensitivity to art, culture and other forms of knowledge are all part of this process, motivating students to take advantage of their free time by participating in activities that, though optional, form an integral part of the students' education by responding to concrete needs.

This model can be divided into four main groups:

Expedición Colombia

The excursion program Expedición Colombia plans field trips for children from pre-kindergarten through grade 10 and provides the possibility for each grade to visit some specific geographic destination in our country for one week of the year.

The itinerary of each trip includes activities that respond to a specific objective according to the needs of the group and the setting where the trip takes place. The global experience of each trip should generate learning in the following dimensions:

- **Personal:** This is understood as the values, habits and attitudes that the students receive and improve upon as a result of their interactions with others and with the place itself.
- **Community and Social:** We intend that each excursion might include approaches to a real understanding of the way of life in local communities and, in cooperation with them, to incite the students to promote their development. This objective led to the creation of the Manos por Colombia Program (social service in Expedición Colombia), through which students engage in social service and develop an interest in offering their time and work to people who are less fortunate than themselves.
- **Environmental:** Each trip is intended as an opportunity to understand how we should relate to the planet, making an adequate use of the resources it offers us. Students will visit nature preserves, parks and various protected areas. These will provide the best possible setting for students to understand the natural world and learn how to apply this knowledge on an everyday basis in the urban environment.
- **Technique:** The various fieldwork activities developed within the program of each excursion generate specific challenges for each student and lead them to develop new skills.

After School Programs

After School Programs will take place in the afternoons, after the academic day (including Saturday mornings) and will be divided into four groups:

Sports education
Artistic education
Knowledge
Foreign languages

Each training school is organized according to the age of its participants, for this reason some of the schools are divided into categories, with the objective of ensuring that their objectives are appropriate for the group to which the program is directed.

Student Committees

Committees and other working groups are led primarily by eleventh grade students. The Senior Class, in their final year, has the task of directing their own activities within the clear limits established in accordance with the Senior Administration Team, with the aim of allowing them to manage these activities autonomously. In some cases, students from other courses also participate and assume leadership roles for projects and activities that have an impact upon the rest of the School (appendix 5).

Student Social Service

Student Social Service is conceived as a transversal program initiated in third grade. It is developed through work that is shared with the Promoción Humana Foundation, with VACS (Forefront of Catholic Social Action) and other public and private entities.

The school community of Gimnasio Campestre, given its privileged socioeconomic status, should constantly be examining the world and interacting in it, to take advantage of the opportunities it offers for serving others. We therefore seek to educate our youth with a commitment to service.

This should be based on a judicious and continuous exercise of self-evaluation and a critical perspective toward the way in which the School has put social responsibility into practice - in its conception and discourse as well as its methods and strategies. Currently, this is made possible thanks to a radical revision of conventional social action, meaning actions that involve meeting immediate material needs based on the conviction that there exists a privileged population that puts itself “at the service” of a less privileged one. It is therefore very important for us to seriously problematize these “privileges” and “necessities” with the aim of understanding the impulses that move us to seek closeness and interaction with “the other.”

We find ourselves obligated to look at multiple dimensions of a problem in order to transform it into an opportunity to bring about ever more thoughtful and committed efforts that will draw attention to this suffering, seek solutions, and eradicate its causes. In no way will we be satisfied with the mere “relief,” so brief and passing, of needs, leaving the background problems of injustice and discrimination (as well as the discourse that makes these possible) intact.

From this perspective, it becomes necessary to redefine the idea of charity and promote a more mature sensibility toward it at the level of the entire institution. “Intelligent charity” can be understood and brought into effect by two means: the liberating practice of social action begins when one allows oneself to be affected by the problems of others as well as one’s own and to seek collaborative solutions. This new vision is not based only on helping those who suffer; it should become a common search for solutions with the aim of eradicating, or at least mitigating, the same causes that generate an undesirable reality of suffering.

This process implies several transformations. First, we must understand our practice as a commitment that does not inhibit the free action of the one who is suffering (moral transformation). Our work should bring about an attitude of joint purpose. The full involvement of community members transforms them into active agents of their own salvation, not an object for the intervention of others. This is a substantial change in thought and action that humanizes people and does not allow us to view them as inferior due to their problems. It is, ultimately, a responsible meeting with the other. In the same way, we should understand our action from the emotional point of view, boundlessly giving of ourselves in a personal relationship with the other based on inclusion and affection (personal transformation). Finally, it aims to initiate a process of learning more about our own reality (reflective transformation), always based on the relationship that we build with others to draw ourselves closer to the world and to become agents of ever more opportune and relevant solutions.

In this way, Gimnasio Campestre understands its commitment to social causes based on action, that is to say, direct intervention within and with the community. This entire process establishes at least three crucial moments in the face of suffering: observation, internalization, and response. The School, as an academic institution, should employ a variety of strategies to satisfy each part of the process and promote this new dimension of social responsibility.

The first moment of this process stands out as an exercise implying study and analysis, trying to understand the causes of the problem from various angles and introducing historical elements to put the entire situation in its current context. In the second moment we engage in a rigorous examination of the personal relation that we have to the problem. And finally, the third moment will lead us to action, with all of the conditions and characteristics that we have already defined, where we will seek to understand the relationships between all aspects of the problem.

The program is organized into four main axes of work:

- **First Communions:** Third grade students participate in this program, in which they make a commitment to the least privileged boys and girls from the areas adjacent to the School. This is a child sponsorship program that also involves third-grade parents, homeroom teachers and subject teachers.
- **Construyendo País (social service program):** This program is being developed in grades five, seven and nine, whose students will work directly with vulnerable populations attended by different institutions, generating an experiential approach that allows them to recognize other social realities and the ways in which they might react to them. In recent years, students in fifth grade have worked around the theme of malnutrition; seventh graders have worked on issues of poverty, and ninth graders have focused on the issues of armed conflicts and the victims of land-mines in Colombia.
- **Manos por Colombia:** This is the local volunteer program realized in every Expedición Colombia trip, in which students work in conjunction with the residents of the communities they visit, meeting concrete needs such as the maintenance of houses, schools, and parks as well as engaging in reforestation projects, among other things.
- **Ética para Servir:** This program is realized from the point of view of ethics from within the syllabus of the Pastoral Department. The content of this class problematizes the issue of poverty in Colombia and the world, and it is accompanied by activities or trips in which the students come to know a concrete reality and contribute their own work as part of the solution to the problem that they are studying.

II.3.2. Environmental Education

Gimnasio Campestre is aware of the urgent need to educate students in a way that will lead them to respect natural resources and environmental conservation.

Environmental education is a pedagogical tool that allows the students to practice making decisions, within a participative context, in order to favor the cultural changes necessary for a more just and sustainable world under the premise of encouraging environmental responsibility.

Through environmental education, the student community- especially children and youth - find themselves in a space for reflection on social and environmental problems. This space allows them to become part of institutional management and to act by means of the development of initiatives where they may use their abilities and skills to work in the rational management of resources, to impact the life of local and national communities, and to improve the relationships that human beings have with one another and with their environment, all within a context of responsible consumption and sustainable development.

The first step toward the conservation of our environment and natural resources is by definition education. We cannot value or protect something that we do not know. For this reason it is necessary to teach our students what the environment is like, which elements comprise it, how we might make use of it but also how we should preserve it.

From this perspective, we encounter various challenges that compel us to improve our relationship with the planet and the beings that inhabit it.

- To learn to be respectful with the lives of all living things and to establish reciprocal, cooperative relationships in order to achieve a greater level of social justice.
- To understand how the most important problems of current times might be resolved: poverty, pollution, and the misuse/loss of natural resources.
- To learn to make rational, sustainable use of resources and biodiversity, to make decisions and solve problems.
- To learn to participate as a group to transform current social and environmental conditions.
- To learn to live together, accepting different visions, cultures and knowledge.
- To learn to listen to the reasoning and feelings of others.

School Environmental Government Projects (PRAE)

The Environmental Government of Gimnasio Campestre is a set of directives, responsibilities and processes established in the School to guide, direct and regulate the form in which the community uses resources, with the objective of ensuring an improved quality of life. Its main commitment is to protect the surroundings, articulating the academic, administrative and operative aspects of environmental education. In the same way, the directives mandate that the implementation of strategies is shared by the entire community.

The objectives of these directives include the following:

- To integrate environmental quality management in all educational tasks.
- To regulate the School's management of resources and the responsible use of the same.
- To implement and lead high-impact environmental education strategies that respond to current legal mandates described in the PRAE (**appendix 6**).

In the classroom along with the entire school environment, the PRAE mandates are linked to the solution of a particular environmental problem in a region or locality. We intend that the development of the PRAE will generate spaces for reflection, solidarity, tolerance, self-government and improved quality of life.

The projects realized in the School are based on research in environmental education and sustainable development. Problems related to the environment should be resolved systematically with an aim toward consensus-based solutions. Finally, the interdisciplinary character of environmental education requires the participation of the entire community.

II.4. PEDAGOGICAL SUPPORT

The pedagogical support seeks to give all members of our community the support that they need to gain access to the School, increase their well-being and successfully participate in school life, taking their particular individual needs into account. Paying attention to the social emotional, intellectual and health needs of students, pedagogic support creates programs that contribute to the personal development of the gimnasianos and their families as a condition for their full education and development.

The pedagogical support seeks to articulate the different parts of the school community. Program objectives include the following:

- To provide an open space for all members of the school community who wish to come to the school to review, support and contribute to their own personal growth processes.
- To develop activities, programs and projects whose range covers the greatest number of students, parents, teachers and employees, favoring group projects to the same degree as individual ones.
- To promote the research of situations and mental/physical conditions related to cognitive and social/affective processes.
- To permanently update information about advances in psychology, therapy and medicine that will aid the academic development of the students.

II.4.1. Function of Pedagogical Support

The pedagogical support contributes to the establishment and development of formal and informal spaces that permit each student to develop his skills, aptitudes and attitudes. It is oriented toward an interdisciplinary dialogue that will enrich and increase the potential of pedagogical labor, emphasizing and strengthening the links between the family and the School.

In accordance with all of this, the objectives we are striving for include the following:

- To support and individually advise students, teachers, parents, and employees of Gimnasio Campestre community.
- To advise and support the different strata of the School: Grade Committees, Promotion Committee, Discipline Affairs Committee and other interdisciplinary work teams that work toward particular objectives.
- To contribute to the health of the school community through preventive and curative activities, in order to contribute to the good work and academic performance of those who make up the community.
- To design, implement, execute and evaluate programs that promote the students' integral development at the physical and social affective levels.
- To coordinate the process of admission, induction and integration of new students and their families.
- To design, promote and develop a pedagogical therapeutic service that will assist, diagnose and help students who are at risk academically.
- To realize workshops for the school community in accordance with observed needs.

II.4.2. Structure

The fundamental operative structure in charge of this pedagogical support is the Psychology Department, directed by the Psychology Department Coordination.

The nurse's office of the School operates within this structure and, administratively, also depends upon this coordination.

The majority of the programs and projects that are administered under this area are developed directly by the Psychology Department. This is the case with the programs intended for professional orientation (Counseling Program) as well as those for sexual and emotions education. On some occasions the Psychology Department works in conjunction with other strata of the School (such is the case with the Bullying Prevention Program, which is organized by the Discipline Affairs Coordination) or with external organizations (like the Substance Abuse Prevention Program). It is also possible that this department might participate in special projects or offer permanent consultation in other areas of the School, like the Parents Association or the Pedagogical Support Center (CAP).

II.4.3. Support Strategies

Gimnasio Campestre's pedagogical support management designs, develops, educates and evaluates projects and programs that contribute to the integral development of students. Their objective and relevance corresponds to the execution of the mission, vision and needs felt by students, teachers, and parents.

Individual Attention

Among the principal functions of the Psychology Department is the individual attention sought directly by students, the section coordinator, the homeroom teacher or teachers of different subjects, as well as by parents who feel the need to receive orientation or support in any circumstances related to their child. The department participates in grade-level meetings with the goal of being attentive to the problems, advances, and expectations of students and teachers, providing ideas and strategies for the management of these situations or promoting case studies through these discussions. The department also offers individual attention to parents, on their request or ours, in order to deal with any particular issue related to their children.

At the individual level this work generates formal and informal spaces where each student enriches his perspective on himself, the other, his family and the reality which he participates in and transforms. In offering students attention during times of difficulty or situations of academic failure, we recognize four difficulties: low academic performance, family stress, emotional problems and behavioral issues. Depending on the difficulty, we follow the appropriate procedures and provide necessary monitoring.

Sexual and Emotions Education Program

We strive to promote a healthy sexual acceptance and life in the students, in which they are progressively permitted to develop themselves autonomously and responsibly within their social environment. This program is developed with specific areas for students from Pre School through to grade 11.

Counseling Program

This program seeks to accompany students in the questioning and construction of a meaningful and purposeful life project that will facilitate decision-making with respect to different professional and university options available at the present time.

This program is initiated in grade 8 and finalized in grade 11, and it is built upon four transversal axes: self-knowledge, decision-making, exploration of professional and/or occupational careers and the planning construction of a life project.

Support for the Integration of Children with Academic Difficulties in the Regular Classroom

This program seeks to generate a school that believes in diversity and difference, a place where we might promote reflection on the issue of disability. For this reason we have proposed an adequate selection and adaptation process to implement training for the teachers' and employees' in this area.

The actions taken with regard to disability are various, but they include the monitoring of different cases of mainstreaming, and we have created advisory councils as a support team for the respective cases.

Substance Abuse Prevention Program

From the year 2007 to 2010, Colectivo Aquí y Ahora Foundation, through their "Con Sentidos" (Substance Abuse Prevention Program), advises the School and implements various actions with a work team that they have selected. The aim is to bring about a cultural change related to the consumption of alcohol and tobacco. This program is realized in conjunction with the Discipline Affairs Coordination.

Attention to Sick Children

This program is created to offer opportune and adequate attention in the management of clinical signs and symptoms related to the physical and emotional well-being of students, including the prevention of accidents.

School Health Program

This is created with the objective of promoting students' physical, mental and social health through the identification of factors, prevention of illnesses and early detection of changes in growth and development.

Preventive Medicine

With the objective of determining risk factors that affect the well-being of any particular individual within the community, we develop activities like the evaluation of growth and development, arterial hypertension programs, vaccination campaigns, visual and auditory screening, cancer prevention campaigns and occupational health activities.

III. SCHOOL GOVERNMENT

III.1. BOARD OF DIRECTORS OF GIMNASIO CAMPESTRE FOUNDATION

The highest governing body that makes decisions regarding the functioning of the School is the Board of Directors of the Gimnasio Campestre Foundation.

Gimnasio Campestre Foundation (hereafter the "Foundation") is a legal entity constituted in 1974 as a nonprofit organization with the objective of working for the amelioration of the education and instruction of children. It aims to continue the work initiated by Dr. Alfonso Casas Morales when he founded Gimnasio Campestre in 1946. Since its establishment, it has protected the School over time, enforcing the principles of involving alumni and parents in the life of Gimnasio Campestre. The School is now the complete property of the Foundation.

Its functioning and structure are defined in the statutes of the Foundation, where three governing authorities are mentioned: the Founders Assembly -whose responsibilities include the functioning and maintenance of the Foundation-; the Board of Directors; and the Administrative Director, of whom we will speak in the third section of this chapter.

According to laws, the Board of Directors functions affect the School directly. Functions mentioned in Article 15, among others, include directing the Foundation in accordance with the philosophy of its founder, putting in place adequate programs for the completion of its objectives and directing resources toward the achievement of these goals, watching over the completion of these programs, naming and dismissing the School's principal and administrative director, and approving the foundation's programs and budgets, upon which the School's operation depends completely.

This Board of Directors is made up of nine members chosen for two-year periods (that can be renewed indefinitely). They include the following:

- The president.
- Dr. Alfonso Casas Morales or someone who will act as his proxy, in agreement with the mechanism foreseen for this purpose in the same statutes.
- Two representatives from the Board of Gimnasio Campestre Parents Association, designated by this board.
- Two representatives of the Gimnasio Campestre Alumni Association, named by the Board of Directors from shortlists provided by its own Board of Directors.
- Two people named by Dr. Alfonso Casas or his proxy according to the terms mentioned above.
- A consultant chosen by the other members of the Board of Directors.

This composition ensures that the Foundation will be directed by representatives of the three fundamental pillars of Gimnasio Campestre: parents, alumni and representatives of the School's founder, Dr. Alfonso Casas Morales. A consultant named by the board will not necessarily have previous links with the School and will permit the inclusion of a different viewpoint according to the needs of any specific moment in the school's history.

None of the members of the Board of Directors may receive payment of any kind for their participation, and each one must have an alternate who may act in her name when he or she is absent; this alternate will be chosen in the same way as the primary board member.

III.2. SCHOOL BOARD OF DIRECTORS

In accordance with the stipulations of Article 21 of the Decree 1860-1994, there exists within the School as a governing body a School Board of Directors. In the School, following the dispositions of the law and taking our particular structure into account, the School Board of Directors is made up of the following:

- The school principal, who presides over the School.
- The administrative director of the Foundation.
- The three academic coordinators of the School and the Research Centers coordinator.
- The assistant to the principal.

- The Discipline Affairs coordinator.
- The Student Affairs coordinator.
- Two representatives of the teachers, chosen by the teachers in a general assembly.
- Two parent representatives chosen by the Board of Directors of the Parents Association of Gimnasio Campestre.
- An alumni representative, chosen by the School Board of Directors from a shortlist sent by the Board of Directors of the Gimnasio Campestre Alumni Association.
- A student representative, who will be the vice-president of the Student Committee of that particular year.
- A representative of the surrounding community, who will be the executive director of the Promoción Humana Foundation or however he or she names for this purpose.

This board's functions are strictly enumerated by law and correspond as a second instance in the cases mentioned by the "Student Handbook."

III.3. PRINCIPAL'S OFFICE AND ADMINISTRATION

The principal of Gimnasio Campestre is named by the Board of Directors of the Gimnasio Campestre Foundation for renewable three-year periods, and he is the highest decision-making authority for all day-to-day operations of Gimnasio Campestre.

The principal's functions are defined in his list of responsibilities, and he should provide all reports regarding his area. These may be requested by the Board of Directors of the Foundation, the governing authority whose responsibility it is to evaluate the principal's activities and ensure that these are completed in accordance with the School's philosophy, mission, vision and institutional objectives.

With this objective in mind, the principal attends regular meetings of the Board of Directors of the Foundation as a guest.

The administrative director of the Foundation is its legal representative and, for this reason, promotes and executes the necessary acts and contracts for the fulfillment of the motives of the Foundation and the School. In specific cases he or she should solicit authorization from the Board of Directors of the Foundation for the exercise of these functions, due to the nature or the structure of some contracts.

It is the director's task to administer the Foundation's resources and, as a result, those of the School; to appoint and dismiss its employees, ensure its proper functioning and complete any other task that the Board of Directors of the Foundation assigns. These functions are explained in detail in the statutes of the Foundation.

III.4. SENIOR ADMINISTRATION TEAM AND ACADEMIC BOARD

In order to ensure the proper functioning and thorough completion of its objectives in the terms set out by its mission and vision, the School has organized its purposes into three main areas: the visionary, which include all of those efforts toward the adequate execution of the School's vision; the missionary, which have to do with tasks developed for the completion of its mission, and the supportive, which bring together all of the administrative and accessory processes necessary for the support of the School's educational objectives.

The vision processes are directed by the principal within the School and under the supervision of the Board of Directors of the Foundation. This takes place with the administrative director in his support processes. For the execution of his duties, the principal relies on the support of an assistant to the principal, who helps him with the administration of all of those projects corresponding to the principal's Office and whose management the principal delegates to this assistant.

In the missionary processes, which have to do with the fundamental area of school activity, the tasks have been divided into the following areas:

- **Academic Affairs.** Responsible for the School's academic processes and directed by three academic coordinators (one for each division: Pre School, Elementary and High School) and the Research Centers coordinator.
- **Discipline Affairs.** Responsible for students' discipline and character formation and directed by the Discipline Affairs coordinator.
- **Student Affairs:** Responsible for directing the spaces in which students explore their vocational interests and exercise leadership roles outside the classroom and in accordance with school values, directed by the Student Affairs coordinator.
- **Pedagogical Support.** Responsible far overseeing the services necessary to ensure the well-being and specific support that individual students might need far their academic success, directed by the Psychology Department coordinator.

The principal, the assistant to the principal, the administrative director and all of the coordinators of missionary processes make up the Senior Administration Team, which serves far the effective coordination of all curricular projects and pedagogical strategies along with the execution, evaluation and monitoring of the School's strategic plans.

The Academic Board operates under the direction of the academic coordinators of the school's three divisions and meets with the heads of the nine academic departments and the Media, Information and Technology Department. Its functions, in addition to those set by the law, have to do with the adequate implementation of the pedagogical model and mechanisms of evaluation, its curriculum design policies, its teaching strategies, the mechanisms far teacher evaluations and training plans far new and old teachers.

III.5. PARENTS ASSOCIATION

The Parents Association of Gimnasio Campestre (hereafter "Asopadres") is a legal entity organized as a non-profit organization that brings together all parents of students enrolled in Gimnasio Campestre, who are members of Asopadres in their own right.

Its fundamental objectives are to watch over the completion of the School's Guiding of Statements, promote training and support programs far fathers and mothers, and organize the work of the

Parents' Board, which includes a set of parents representing each grade level. These parents support the School's activities and participate in the governance of Gimnasio Campestre Foundation, selecting the members that will participate in the Foundation's Board of Directors.

For its own administration Asopadres relies on a Board of Directors named annually by the General Assembly (made up of all of the parents of the School and normally meeting annually within the first three months of the school year). The Board of Directors has twelve members including its president and vice-president.

III.6. ALUMNI ASSOCIATION

Established in 1974, the Gimnasio Campestre Alumni Association (hereafter "Asocampestre") is a legal entity organized as a nonprofit organization.

Asocampestre is made up of all of the high school graduates of Gimnasio Campestre that have completed at least one year of study in the School (who are considered "alumni.") Its main objective is to bring together its members around the ideals and values of the School, to generate spaces of encounter and solidarity among them, and to support and advise the School in the fulfillment of its mission.

With these objectives the members of Asocampestre participate in the government of Gimnasio Campestre Foundation through the representatives chosen for the Board of Directors of the Foundation, in the terms explained in section I. of this chapter.

Its highest decision-making authority is the General Assembly, in which all of its members participate, and which has among other powers that of naming its Board of Directors. This board is the permanent directive and administrative body of Asocampestre, and it comprises seven members, including its president and vice-president.

III.7. STUDENT GOVERNMENT

As part of the School's philosophy and as a necessary strategy for the fulfillment of the objective of educating youth prepared to become leaders, student participation in decision-making, organization and development of school activities is of utmost importance.

First and foremost, the students lead a good part of school activities, as was explained in the discussion of the Student Affairs (Chapter 11.4.). Their participation in committees, leadership and the Student Board fulfills the formative objectives in this area, and it has integrated the missionary aspects of the management of the School and the Guiding of Statements.

For this same objective the students belong to a Student Board, directed in the high school and primary school by a president and vice-president of each section. The president of the high school must be in grade 11, while the vice-president may be in tenth or eleventh. They are chosen by a universal vote of all high school students. The president and vice-president of the primary school must be in grade 5, and they are chosen by a vote among students of grades 3 through 5.

The Student Board is composed of one representative from each class, from third through eleventh grade, and it is directed by the president and vice-president of each school division. Its principal functions are to serve as a communicative channel between the students and the Senior Administration Team (when this mediation is necessary) and also to consolidate student effort to develop their own initiatives for the School.

Also, in accordance with the law, the president of the high school Student Board acts as a student spokesperson in the functions and prerogatives recognized by the law and the “Student Handbook.” Meanwhile, the vice-president serves as student representative before the School Board of Directors.

IV. TEACHERS AT GIMNASIO CAMPESTRE

Gimnasio Campestre considers its teachers to be a fundamental part of the educational process. They are the ones who put into practice the formative projects of the School, and it is their actions that transform our objectives into a human reality, personified in each and every gimnasiano.

We understand that education is a process impacting not only the intellectual dimension of our students but also their whole being; for this reason interpersonal interaction between teacher and student is essential for the development of the formative project of Gimnasio Campestre. The relationship between students and their teachers is the first place where principles are put into practice and translated into values, where students are invited again and again to reflect upon the impact of their decisions on themselves and those around them, and where they are reminded of what it generally means to act with the proper motives of a Christian man of honor.

Therefore, it is natural that the first condition of our teachers will be the identification of their objectives with those of the School and their ability to be recognized, before all else, for the relationship between the integrity of their character, ideas and actions.

The teacher of Gimnasio Campestre demonstrates through actions a close relationship with the fundamental objectives of the School and is a model for his students, guiding them in their moral, ethical and spiritual growth, and facilitating autonomous and flexible knowledge that equips each gimnasiano to face the challenges imposed upon us by today’s world.

IV.1. TEACHER PROFILE

The integral nature of the work that a teacher of Gimnasio Campestre necessitates a series of conditions that translate into a particular profile, adequate for assuming the responsibility of educating men of honor with the characteristics proposed by the School. This profile refers just as much to personal qualities as professional ones.

First, the teacher should be prepared to be transcendental. He or she should be able to educate students in terms of essential realities (rather than merely immediate ones). This disposition ensures that the impact of the teacher will endure through time within the student’s character.

Conscious that the nature of his or her work implies a common effort, the teacher should make decisions autonomously, clear in the principles that orient this autonomy, and available for cooperation and group work with colleagues. The education of a gimnasiano cannot be achieved in an isolated manner; it demands that the teacher collaborate with his or her peers while generating teamwork among students. Therefore, the teachers must be open to taking advantage of contributions from third parties and recognition of their own errors. In the academic aspect, the teacher has two essential conditions: a particular vision of knowledge and an adequate ability and human disposition for teaching.

With respect to the first point it is important to note that one who teaches conceives knowledge as something forever under construction and is therefore a relentless learner. The teacher should have a personal interest in maintaining herself/himself active in her area and well-informed of advances in her/his field, in such a way that her/his teaching will transmit this restless desire for knowledge to her/his students. The teacher is always eager to learn, to review his practices and be evaluated by his peers in order to ensure continuous professional growth.

In terms of teaching style, and taking into account the indispensable transcendental dimension (mentioned above), it is necessary that teachers of Gimnasio Campestre maintain an ethical disposition toward their teaching and their students. Our teachers are characterized by a love for their work and a personal, caring relationship with each one of the students. Given that this caring relationship implies commitment with the child or young man as an individual person, it is understood that the teacher is responsible for the student's well-being and academic success. Therefore, the teacher's work must be creative, flexible and clear in terms of the expectations and limits of the formative process.

In developing his practice, the teacher must excel in his interpersonal relationships as well as his oral and written communication. This condition is essential for the production of knowledge and the encouragement of students to participate in this process.

IV.2. TEACHER PROFESSIONAL DEVELOPMENT

The guidance in professional development that the School offers its teachers has two fundamental objectives.

First, it seeks always to remember the meaning that particular practices of Gimnasio Campestre have in relation to their formative project. As much in the case of new teachers that make up our educational team as well as those veterans whose professional practice makes them familiar with the School's tradition, it is indispensable to review the practices, ensuring that these continue to realize the School's vision and they remain valid and relevant in the current historic moment.

Second, teacher development allows our teachers to remain up to date in their facility with the necessary tools to complete their work of forming and instructing the gimnasianos. Through the participation of the teachers in the Faculty Development School, we ensure not only the validity of our educational practice, but also an agreement between the methods used by our teachers and the academic and personal goals that we have set in place.

As a complement to these efforts, every year, the School has a policy of teacher research, through which each and every one of the teachers might take on a research project in the disciplinary field of her professional interest. With this commitment to research Gimnasio Campestre contributes to the enrichment of knowledge and puts into practice the spirit of unceasing inquiry and intellectual relentlessness that we have mentioned above.

In order to permanently monitor the optimum fulfillment of the teachers' daily duties, the School has various methods to evaluate the teachers including class observation, teacher self-evaluation, evaluation by the department heads, and the surveys completed by the students and parents.

IV.3. STUDENT-TEACHER RELATIONS

One essential point of Gimnasio Campestre's vision is that the construction of knowledge and human relations is a process that invites active participation from everyone involved. The teacher does not maintain a vertical distance from her student, but rather an attitude of companionship that is recognized from the very beginning as central to the educational process. In this recognition that teacher and student offer each other, the teacher assumes a clear leadership role that translates not into the transmission of given conclusions, but rather a well-thought out mediation that the teacher has toward knowledge and the learner, between the students and their families. With the presence of the teacher, all occurrences (learning, the interactions with others, and the conflicts) are turned into learning experiences for the students.

In conclusion, the teacher should be a leader, a person able of mediating between the student and knowledge, between the child and his peers, between the demands of the world and the principles of the School. As the person immediately in charge of the students' education, he or she should be able to transmit passion for the objectives that are essential to our pedagogical stance.

In this role as leader, the teacher has three fundamental roles that define their relationship to his/her students:

- He or she is a strategist, planning and designing the formative settings in which the students' growth can take place. He or she motivates them to live the experiences that she proposes with enthusiasm and commitment.
- He or she guides and orients the students in their daily activities and gives a sense of growth to school life.
- He or she is a mediator. Before giving responses to students she focuses on accompanying them in the process of coming to their own conclusions and facing their own challenges.

V. ADMINISTRATION OF RESOURCES

Gimnasio Campestre is an educational establishment, property of Gimnasio Campestre Foundation, a nonprofit organization whose incomes are derived from the lending of educational services and other periodic charges defined in the "Student Handbook." Additionally, it receives voluntary donations from parents and third parties.

All of the School's investments and expenses are made in accordance with the fulfillment of its mission and vision. Expenses are represented principally in the remuneration of teachers and employees, staff development, system maintenance and general costs of operation and functioning.

Any budget surplus is reinvested completely in the same educational activities.

V.1. STRUCTURE

The administration of Gimnasio Campestre is in charge of administering the goods and resources of the School with the objectives mentioned above and in close coordination with the Principal's Office.

It responds directly to the Board of Directors of Gimnasio Campestre Foundation which, in addition to naming the administrative director, approves the annual budgets and periodically reviews the

financia! states presented by the administration. For the elaboration of these budgets the principal criterion is the completion of the mission and vision, the needs perceived by the academic and school community and the obligation to guarantee the long-term financial health of the Foundation and the School.

The administrative director is the legal representative of the School and executes in the name of the Foundation the greater part of its legal actions, excepting those that due to their nature or magnitude require the express authorization of the Board of Directors of the Foundation (according to its statutes). In order to ensure the peaceful management of the School's concerns, the administrative director participates in the Senior Administration Team and directs the different administrative departments that develop projects to support the School.

V.2. RESOURCES

V.2.1. Sources of Income

Enrollments and Pensions

The School is classified by the Ministry of Education within the Independent Regulated Regime for the determination of tuition and fees paid by the parents. Each year the School must present, before the Secretary of Education of the District, the authorization application for the fixing of enrollment fees, pensions, and other periodic charges for Pre School students. All other students are subject to increases in fees determined annually by the Ministry of Education.

For its educational services the School charges an enrollment fee and ten monthly payments. The enrollment fee is equal to one monthly fee and must be paid before the start of the academic year in order to formalize the student's place in the School.

Periodic Charges

- **Cafeteria:** The school offers cafeteria services to its students, who voluntarily decide at the time of enrollment if they are going to have lunch in the School.
- **Other Periodic Charges:** These correspond to other payments that must be made at the time of enrollment for academic materials, the "Student Handbook", accident insurance and book fees for those courses that use English and science books. Additionally, grade 11 students must pay the end of year graduation dues.

Payment Methods

The School offers the possibility of different methods of payment. These may be paid through the School's website, in Banco de Bogotá using the payment receipt book or directly in the School.

Discounts

The School offers pension discounts per anticipated payment:

- **Anticipated Payment Pensions:** This system was implemented for the first time in the 2008-2009 school year for students entering Pre School. From that year forward it applies to all new entering Pre School classes and is maintained in those grades where it already applies. It will continue to be implemented progressively to each new Pre School class.

Parents of children who enroll in the School in a grade where the system has already been established are presented with a proposal that offers two alternatives:

- **Alternative 1:** To pay a quantity of money according to a concept of “advance pension payments” in order to receive a 25% discount for the entire tuition for student’s entire education.
- **Alternative 2:** Not to pay the pension in advance, consequently assuming the full tuition payment.

With this system the School receives in advance the resources that parents eventually invest in their child’s education, in such a way that, at the same time, they might produce in advance those investments and generate in the medium term an important saving in the educational costs of the families. These collections are used for the development of the principal strategies of the School’s growth.

- **Advance Yearly Payment:** the School offers a discount in pensions and in the cafeteria services to those parents who pay five or ten monthly payments in advance.

School Transportation

Gimnasio Campestre does not directly offer school transportation services. School transportation for students is offered by one or more companies specialized in school transportation, selected and coordinated by the School, in a way that allows The School to ensure the compliance of all legal requirements of the operation. These companies communicate directly with parents for the offering of school transportation services. The parents who do not use this service can bring their children to the School in their personal vehicles or authorize their children to use public transportation when the students are of sufficient age to do so in a safe way. For security reasons, the School does not authorize the contracting out of third party transportation services that are different from those mentioned above.

The School selects a transportation company (or companies in the instance that there are various ones) through a process in which several prospective companies are reviewed based on their fulfillment of technical conditions and financial requirements.

V.2.2. Buildings

The facilities in which the School functions are owned by the School, it has been operating in this way, constant and uninterrupted since 1953.

In April 2008, the Board of Directors of the Foundation approved the development of Master Plan for School Building Gimnasio Campestre 2022 which began production in stages in October 2009 (appendix 7).

The purpose of this plan, an ambitious project designed to invest in the infrastructure of the School since its establishment, is to foresee the future needs that the School might have for its growth, to arrange each of the spaces in an orderly way and to ensure the availability of the financial resources necessary to proceed with each step in such a way that the needs of the School continue to be met. As with all matters related to the formation of budgets and the defining of priority investments, the Board of Directors of the Foundation, Administration and Principal’s Office work together in a synergistic way to determine these priorities and connect the needs of all parts of the school community.

