

CNG COMMUNITY HANDBOOK



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CHAPTER 1

FUNDAMENTALS

WHO WE ARE

Colegio Nueva Granada (CNG) is a bilingual, bicultural, U.S. style college preparatory school that fulfills both Colombian governmental requirements and U.S. accreditation standards. In 1961 the School was accredited by The Southern Association of Colleges and Schools (SACS) and was also approved by the Colombian Ministry of Education to award the Bachillerato diploma. SACS became a division of AdvancED, and CNG was reaccredited by this agency in 2010 following the new protocol of five standards for quality schools.

CNG also complies with the regulations of the Ministerio de Educación and periodically completes an autoevaluación (self-evaluation) required by the Colombian government.

As of January of 2009 CNG's ISO 9001 Quality Management system was officially approved by ICONTEC and the school was certified by this entity under ISO 9001 norms.

On February 3, 2009 CNG received its ISO 9001 and IQNet certificates in an official ceremony at the offices of ICONTEC. The scope of the certification and Quality Management System is: The design, development and delivery of a holistic, bilingual (English/Spanish), educational service in the primary, elementary, middle, and high school grades; including the physical development of students and the provision of student services, school transportation services, and institutional quality.

MISSION

CNG is a learning community committed to serving a diverse student population and preparing responsible global citizens through an accredited United States/Colombian college-preparatory program focused on motivating students to achieve their fullest individual potential for excellence.

VISION

Educating the mind, strengthening the body, and developing character for leadership and service in the world of today for a better tomorrow.

PHILOSOPHY

We believe in creating an educational environment in which:

- Every student is challenged to achieve his or her greatest potential in a system that promotes high academic performance.
- Individual talents and interests are shared and developed through a broad offering of academic, artistic, and athletic programs.
- Students with special needs and learning difficulties receive support through the intervention of specialists and adaptation by the classroom teacher.
- Students are happy and they experience the joy of learning.
- Diversity of nationality, race, religion, and ability is valued and utilized to enhance the educational experience.
- Universal moral values such as honesty, respect, responsibility, and the golden rule: "do unto others as you would have done unto you," are taught through direct instruction, example, and experience. A balance of local and import faculty emphasize an awareness, appreciation and integration of North American and Colombian cultures.
- While the school is not affiliated with any specific religion, it honors the religious orientation of its families and encourages participation of students in their respective religions.
- Teachers, administrators, parents, and students work together in their respective roles to create a caring and open community based on mutual respect and common goals.
- Students learn to be good citizens, serve others and respect the environment through personal involvement and experience.



CHAPTER 2
RIGHTS AND
RESPONSIBILITIES

The present Manual aims to fulfill the Universal Rights such as the Rights of Children, the Rights established by Colombia's National Constitution, the Code of Infants and Adolescents Law 1908 of 2006, and all other current national norms.

COMMUNITY MEMBERS

At Colegio Nueva Granada, all the members of its community are valued and respected in their different roles and diverse backgrounds and beliefs. Students, parents, and staff have the right to express their concerns in a respectful and proper manner.

It is their responsibility to cooperate in the fulfillment of CNG's Mission and Philosophy and to understand and accept the Code of Honor and follow the rules, regulations, and procedures established by the school to ensure a safe educational environment for all.

STUDENTS

RIGHTS

- Students have the right to have a safe and respectful educational environment guided by the CNG Mission and Philosophy.
- Students are entitled to elect and be elected in the student governing bodies and thus participate through the Student Council in decision-making processes when appropriate.
- Students have a right to 'Due Process' in case of disciplinary actions, ensuring compliance with Law 1098 of 2006, Art. 26.
- Students have a right to receive complete and timely information about the rules that govern the CNG environment.
- Students have a right to a comprehensive education with equal conditions and without any type of discrimination.
- Students have the right to freely express their concerns, suggestions, and complaints through the channels of communication designed for this.
- Students have the right to rationally utilize spaces and facilities such as the library, sporting courts, laboratories, cafeteria, computer rooms, theatre, etc., according to the schedules and regulations set for these spaces.
- Students have the right to be heard in the presence of their parents or guardians.
- Students have a right to achieve a satisfactory academic performance in response to the development of their individual capabilities.
- Students have a right to receive the totality of the courses in which they are enrolled, completed by all necessary aids, and according to the established schedule.
- Students have the right to receive quality education, with scientific and technologic progress and the corresponding aid and help.
- Students have the right to be evaluated in a timely manner and in accordance with the parameters set by the school.
- Students have a right to know, and analyze test results.
- Students have a right to be awarded distinctions, be frequently stimulated and motivated to develop their research skills, their individual skills and abilities, and therefore to obtain results.
- Students have a right to recreation and participation in competitions, to be an active part of activities in the program and to represent the Institution in academic, cultural, and sporting events.
- Students have the right to religious freedom in accordance to what is established by Colombia's National Constitution and the philosophy of the Institution.
- Students have the right to promote an environment conducive to loyalty, respect, gratitude, and belonging to the Institution.
- Senior students have the right to participate in the Andean committee, in compliance with the Andean Policies intended for this, (see Annex 2)

RESPONSIBILITIES

- It is the responsibility of the students to accept and follow CNG's Code of Conduct at all times and in all places, and they must abide by the academic and disciplinary rules, regulations, and procedures established by the School.
- Students must comply with the academic norms and rules of conduct, and with all rules, regulations, and proceedings established by the school.
- Students must acknowledge and respect others' rights, as they would demand for themselves.
- Students must attend school punctually every day established on the School's Calendar as working days and comply with the established schedule.
- Students must provide a respectful and polite treatment to all staff members of the educational community.
- Students must preserve and take care of their personal belongings and those of the Institution.
- Students must comply with the civic and social obligations that correspond to their individual development and to be educated in the responsible exercise of their rights (Art. 15, Law 1098 of 2006).

Statement on Student Rights Related to Sexual Orientation and Gender Identity as Aligned with Colombian Law

As stated in our CNG Honor Code and Disciplinary Policy since 2010:

Listed as a Serious Offense: Expressing intolerance relating to race, ethnicity, religion, disability, sex, gender expression, or personal orientation.

CNG POLICY STATEMENT:

As officially outlined in Colombian law for schools and other institutions, CNG policies reflect our school's ongoing commitment to the following:

1. Respecting the rights of all students, regardless of their sexual orientation or gender identity, and;
2. Providing active protection for students to help prevent and strongly address any kind of discrimination, harassment, violence, aggression, bullying, or exclusion by other students or from members of the school community.

CNG's policy statement conforms to Article 16 of the Colombian Constitution, which states: "All persons have the right to free development of personality, with no other limitations than those imposed by the rights of others and by the legal system."

Colombian law also regards individuals with diverse gender identity as part of a minority that has been historically discriminated against and excluded, even within the LGBT community. As a result, the protections provided to all CNG students exist not only to prevent them from being victims of any type of discrimination but also to allow them their legal right to fully and freely develop their personal sexual orientation and gender identity.

Approved by the CNG Board of Directors

Policy Adopted on September 5, 2016

PARENTS

RIGHTS

- Parents have the right to expect for their children the best possible education guided by CNG's Mission and Philosophy according to its characteristics of being a bilingual, bicultural, U.S. style college preparatory school that fulfills both Colombian governmental requirements and U.S. accreditation standards.

- Parents voluntarily may become members of the Parents Association.
- Parents have the right to freely express their doubts, suggestions, and complaints through the channels of communication designed for this.
- Parents have the right to participate in the Proyecto Educativo Institucional developed by the Institution.
- Parents have the right to receive during the school year and on a regular basis, information of their children's academic and behavioral performance.
- Parents have the right to elect and be elected to represent the Parents through the Parents Council, within the School Governance.

RESPONSIBILITIES

- Parents are responsible for supporting the school's Mission, values, and philosophy. Parents are responsible to cooperate with the school in the education of their children, supporting them in their learning processes, and making sure that they follow the Code of Honor at all times and in all places and abide by the academic and disciplinary rules, regulations, and procedures established by the School.
- Parents must comply with the regulations established by the school regarding registration, enrollment, and paying tuition fees when due.
- Parents must contribute to build an environment of respect, tolerance, and mutual accountability that enhances the education of their children and fosters the best relationships among the members of the educational community.
- Parents should contribute in the elaboration of plans and goals for school improvement.
- Parents must support the educational process of their children in compliance with their responsibility as educators.

Statement of Expectations for CNG Parents: An Agreement of Parents and their Children

Parents play a formative role in the development of child's sense of justice, equity, dignity, and worth. Parents also act as one of the most influential role models in their child's life. It is a parent's responsibility to promote and uphold the core values of our school community. It is the expectation of the community that all parents model acceptable behavior at all times within and outside the school setting. Parents are expected to abide by the following expectations at all times and in all places:

- Everyone is entitled to express his/her concerns in a respectful and proper manner, following the proper channels of communication (Please see CNG Communications Flowchart).
- School matters and concerns should be dealt with privately within our school community.
- Behave and speak in such a way that protects the image and brings honor upon the name of the school.
- Support CNG and all school initiatives.
- Be responsible for your actions on and off campus and understand that improper conduct has consequences.
- Always tell the truth.
- Respect and care for other people, their rights, and property by being positive, polite and courteous to the entire school community, including general service personnel, bus drivers, bus monitors, etc.
- Resolve every conflict in a peaceful, respectful, and rational manner. Be careful with your words and actions.
- CNG insists on a bully free environment; physical or psychological harassment or intimidation of any person should be avoided.
- Be a good role model for your child; do not use narcotics or any harmful chemical substances.
- Alcohol should not be served to minors. Tobacco should not be provided to minors.
- Follow all legal and procedural expectations regarding transportation and parking at CNG.



- Abide by the school's official calendar and schedule. Absences before and after holidays and outside designated vacation time are harmful to your child's education.
- Parents must comply with Article 39 of Law 1098 of 2006, which sets out the obligations of the family.

CNG believes that all community members should be held responsible for their conduct and accept the consequences of their actions. Parents should have high expectations of CNG. Likewise, CNG has the following high expectations of its community members:

PARTICIPATION AND SUPPORT

Support your child in all their educational endeavors by giving praise and showing interest in their school activities (homework and projects).

CNG community members will actively participate in the following activities:

- The school's community social service initiatives, which include Fundación Colegio Nueva Granada (financially and/or volunteer work), Amigos de la Alianza, and any other community service initiatives that the school promotes.
- The school's parenting sessions and values initiatives, including school meetings, conferences, Positive Action and STAND4CNG. We strongly believe that Parent Support both at school and at home with the anti-bullying, alcohol, smoking, and drug policies is a fundamental part of our community values.
- Participate in the school's governance entities including the Parent Association, the Parent Council, the Board of Directors, and any other parent committee.
- Parents should support children by respecting the property and values of others. All personal belongings must be clearly marked. Under no circumstance should a parent take from the school premises any belongings, which are not theirs, even if the item in question is not fully marked with any student's name on it. In the same manner, parents should not allow their children to take items and/or bring home items that are not theirs.

ATTITUDE AND CONFLICT RESOLUTION

- A child's perception is not the same as an adult's perception due to their developmental maturity. Listen to your child as they tell you their reality, but remember that multiple versions can always exist. Always be positive and approach these situations with a spirit of cooperation and genuine partnership.
- Be prepared to actively listen to another person's point of view. It may be that the perspective from which one parent is approaching the situation is different than that of the other party; however each may be of equal value. It is appropriate in times of conflict that correct procedures be followed to allow all parties to be heard and for harmonious solutions to be reached. If the conflict centers on a classroom issue, the first contact should always be made with the classroom teacher. If a resolution is not reached, then it is appropriate to involve the School Principal with the aim of him/her assisting with such a result. Should the matter result from a situation outside of the classroom then it is appropriate to discuss this with the School Principal in the first instance. If parents remain dissatisfied with the results, then the matter can be referred to the Director.

FAMILY COMMITMENTS IN ATHLETIC EVENTS

Abide by the UNCOLI participation, organization, behavior manual, and regulations at all times. Athletes, spectators, supporters, coaches, and officials (and anyone else present at a game) must ensure that they, and everyone support the UNCOLI and school expectations (see Manual de Participación, Organización, y Comportamiento en las Actividades Organizadas por la UNCOLI).

- Promote children's participation in and commitment to CNG athletic teams.
- Commit as a family to the team the child has chosen so he/she can train and play in scheduled games and tournaments.
- Respect the decisions made by the coaches at all times. During the games, coaches are the authority. If at any time one does not agree with the coach's attitude or decision, one should inform a CNG authority, ideally the Director of Athletics and Co-Curricular Activities.

- Be a model for CNG and other schools when you come to participate and support the teams. Promote positive competition and sportsmanship.
- Help children be on time to practices and games with their equipment and uniforms.

STAFF

GUIDELINES OVERVIEW

An effective educational program depends upon the enthusiasm, cooperation, and support of every member on the staff. It is our desire for these guidelines to assist in carrying out these responsibilities. Guidelines, no matter how encompassing, cannot anticipate all situations that may be encountered. In situations for which specific provisions have not been made, staff members are expected to use good judgment and to act according to the best interests of the students and the school, following the proper procedures and processes.

The overall administration of the school is the responsibility of the school director. The organization and administration of each school is the responsibility of its principal and assistant principal when appropriate. The secretaries in the school offices have full-time responsibilities assigned by the principal. These duties preclude their availability for clerical tasks that are the responsibility of individual faculty members. Other administrative staff have specific responsibilities to support the overall functioning of the school as a whole. Teachers have the main responsibility of the teaching processes throughout the school.

All staff has a right to a safe and respectful working conditions in order to contribute to the fulfillment of CNG's Mission and Philosophy. The school may offer professional development to assure their continuous improvement according to the rules established by the school in the Staff Guidelines. Staff members may participate in decision-making processes through the Director's Council when appropriate.

It is the responsibility of every staff member to be an example and model of the principles that the school conveys, thus following the Code of Honor at all times and in all places. Staff must cooperate with parents to assure the best education possible for the students according to CNG's Mission and Philosophy. It is their duty to assure that the students comply with CNG's Code of Conduct, its rules, regulations, and procedures, and must follow the disciplinary processes established by the school.

GENERAL BEHAVIOR AND DISCIPLINE

All staff members are expected to be positive role models for students; therefore, all staff members must comply with the CNG Code of Conduct and school regulations.

CNG applies a system of progressive disciplinary action, though in the case of serious offenses, the administration reserves the right to impose appropriate consequences with immediate effect. Any employee may be disciplined by his/her principal or supervisor for violations of the CNG Code of Conduct, school policy, or expectations of professional behavior outlined in the Staff Handbook. When this is necessary either a verbal or written reprimand is issued. A memo is placed in the employee's personnel file. If the situation is more serious, the individual has a formal hearing before the General Manager and Human Resources Director. The school director, after there has been Due Process, determines what sanctions to impose. They may include suspension with or without pay, or termination of employment.

RESTORATIVE PRACTICES

CNG is committed to the philosophy of restorative practices that may include the following:

- Informal Circles
- Formal conferences
- Reparation to all individuals affected

In the case that affected individuals participate in a positive manner and comply with restorative conference agreements,



they may influence the disciplinary consequences.

In addition, the following are also considered major violations by staff members: **Social Relationships with Students**

CNG strongly disapproves of staff members engaging in inappropriate socializing with students. Staff members are expected to refrain from becoming intimately involved with any CNG pupil or drinking alcohol and/or smoking in their presence.

Misuse of Confidential Information

Professionalism and discretion should be used in conversation at all times. Confidential information about school matters should only be discussed with the parties involved. Confidential information concerning children and their families should not be discussed when non-staff members are present.

The use of **students' family information** such as addresses, telephone numbers, e-mails, and places of work is considered confidential and must only be used for contacting parents regarding their children or official school matters.

The personal phone numbers of staff members are private and are considered confidential information for staff use only.

Personal information of alumni should only be given out by the person in charge of alumni affairs once the request has been screened as to who and why the information is requested.

No staff member can use the school database for personal reasons or to advertise any product. The use of the school database needs to be approved by the general manager.

TUTORING POLICY FOR CNG FACULTY AND STAFF

Teachers and staff members are allowed to provide individual or small-group instruction or learning assistance to students outside regular class time. The policy statement outlined below serves to define conditions for tutoring to ensure that internal procedure are clearly established and in the best interest of all involved parties.

Condition for Tutoring:

- Administration at each respective building level should be made aware of all private tutoring arrangements of their staff members.
- The current classroom teacher of the student should be informed in writing if a member of staff is tutoring the child in a private arrangement. This notice will ensure better continuity and planning for both staff members. The child must not be enrolled in the teacher's current class to avoid conflict of interest.
- All tutoring must occur outside regular contractual hours (i.e., before 7:00 a.m. and after 2:15 p.m. on the two days established for leaving early or after 3:30 p.m. on the three days established for meetings/opportunity times for teachers and staff in PS, MS, and HS; and before 8:00 a.m. on the two days established for arriving late and after 3:30 p.m. for ES teachers and support staff or administration).
- All planning and preparation for private tutoring must be done outside regular contractual hours.
- Tutoring can be done on school premises but only if the school would ordinarily be in session and notification of tutoring has been provided to the building administrator. Tutoring should not take place on school premises during school holidays or vacation periods.
- The School premises may not be used for the private tutoring of children not attending CNG as this presents liability issues for the school.
- School resources may only be used with prior consent from administration. All resources must remain on the school premises at all times.
- Photocopying for private tutoring must be paid for on a personal basis by the tutor. All invoicing/payment for tutoring services must be handled between the teacher and parent.
- All applicable school policies should be adhered to when tutoring on school premises (i.e., health and safety, professional conduct, and confidentiality to preserve student rights). Even though tutoring reflects a private arrangement between

a family and a teacher, it is important that tutoring sessions reflect the same high Standards of regular instruction at school.

- CNG encourages teachers who are asked to tutor and may believe that parents have unreasonable expectations for the tutoring process to have conversations with the principal of the building level of the child to ensure that accepting the tutoring job will not implicate the teacher or school negatively.
- The school prohibits the tutoring of children in preparation for the admission to CNG at one's own grade (i.e., a K5 teacher tutoring a K5 applicant) or if the teacher/staff member is involved in the testing process at CNG (e.g., an ES counselor or LC staff member).
- The child must not be in the teacher's current class or service area to avoid any potential conflict of interest. In addition, a teacher or support staff member cannot tutor a child in any way that would supplant/replace services normally available as part of the CNG program such as learning support services or advanced programs.

More information in relation with teacher's regulations, procedures, protocols and contractual guidance is available in the **STAFF HANDBOOK**.



CHAPTER 3

SCHOOL GOVERNANCE AND OTHER FORMS OF PARTICIPATION



CNG GOVERNANCE

PARENT GENERAL MEETING

FUNCTIONS:

- Elect members
- Approve changes
- Approve financial statements

BOARD OF DIRECTORS

FUNCTIONS:

- To hire the school director
- To develop policies for the school
- To approve budget and tuition fees
- To supervise director
- To expel students
- To evaluate programs
- To resolve disputes

NON-FUNCTIONS:

- Direct daily operations
- Supervise / evaluate staff
- Approve curriculum

BOARDS ANSWER THESE QUESTIONS:

DIRECTOR

FUNCTIONS:

- Chief administrative officer
- Hire, renew contracts
- Supervise, evaluate staff
- Preside over meetings

THE SCHOOL'S DIRECTOR USES THE BOARD'S DECISIONS

DIRECTOR'S COUNCIL

FUNCTIONS:

- Review handbook
- Review and approve calendar
- Advise programs
- Promote participation
- Review educational plan
- Review - Evaluation criteria
- Advise - Evaluation criteria
- Encourage and support activities

NON-FUNCTIONS:

- Decide policy
- Implement programs
- Supervise and evaluate staff

ADMINISTRATIVE COUNCIL

FUNCTIONS:

- Direct daily operations
- Supervise and evaluate staff
- Implement programs
- Control budget
- Recommend policy
- Create procedures
- Plan improvements

NON-FUNCTIONS:

- Decide policy
- Approve calendar

GOVERNANCE STRUCTURE

GENERAL ASSEMBLY

FUNCTIONS:

Board
Approves to statutes
Financial statements

BOARD

FUNCTIONS:

Represents students
Approves and adjudicates
within the school

To adopt strategic and other plans
To promote community relations
To conduct regular meetings
To raise funds

NON-FUNCTIONS:

Operational
Evaluate staff
Calendar

QUESTIONS: WHAT? WHY? HOW MUCH?

ADMINISTRATOR

FUNCTIONS:

Administrative officer
Hires, dismiss employees
Appoints administrators
Oversees other councils

QUESTIONS TO DEFINE: HOW? BY WHOM? WHERE? WHEN?

ACADEMIC COUNCIL

FUNCTIONS:

Evaluate curriculum
Improve instruction
Guide staff development
Improve learning
Support teachers
Promote assessment strategies

NON-FUNCTIONS:

Supervise staff
Decide policy
Approve calendar

PARENT COUNCIL

FUNCTIONS:

Channel, propose & give feedback on
parent initiatives
Support improvement of channels of
communication at school
Promote sense of belonging & community
awareness among parents

NON-FUNCTIONS:

Decide policy
Implement programs
Supervise & evaluate



GENERAL ASSEMBLY

The General Assembly is composed by all CNG parents who have their children enrolled in the school. It meets at least once a year, and its duties are as specified in the School by-laws.

BOARD OF DIRECTORS

The parents in general assembly elect a seven-member board of Directors for a two-year term. Three members are elected one year, and four on the following year. The Board meets at least once a month.

DIRECTOR

The Director is appointed by the Board of Directors. The Director's duties are among others: act as the main legal representative of the CNG Corporation before public and private entities.

DIRECTOR'S COUNCIL

The Director's Council is an advisory group to the Director. Its members are the Director, one parent representative, two teacher representatives, a student representative (typically the Vice-personero), one alumni representative, and ex-officio representatives as determined by the Director. The Council meets at designated times during the year, and its duties are outlined in the school by-laws.

ACADEMIC COUNCIL

The Academic Council is an advisory group to the Director. Its members are the school Director, one representative of each department (elected by the Administrative Council), the Director of Student Services, the Principals, Colombian Program Director, Advanced ED Coordinator. It meets monthly, and its duties are specified in the school by-laws.

ADMINISTRATIVE COUNCIL

The Administrative Council advises the Director on all facets of school operation. Its members are the Director, the General Manager Director, the School Principals, Colombian Program Director, Director of Special Projects and the Learning Center Director, Director of the Educational Technologies, and Director of Athletes and Co-Curricular Program. The Administrative Council meets weekly.

STUDENT PERSONERO AND VICE-PERSONERO

The Personero is a Senior (12th grade), and the Vice-Personero is a Junior (11th grade), both elected by the student body (grade 3 to 12) to represent them. Annex for Personero process explains the process for the election as well as the responsibilities of both Personero and Vice-Personero.

STUDENT COUNCIL

The Student Council is a body of selected student whose purpose is to improve school life in the schools, to learn about democratic processes, and to serve the community. There is a Student Council in the Elementary, Middle, and High School.

CNG PARENTS ASSOCIATION

CNG PARENTS ASSOCIATION is an active organization whose members join voluntarily to carry out various projects for the improvement of the school.

PARENT COUNCIL

The Parent Council is an active, legal, organization whose members are elected by the parent community during beginning of the year open houses. This council is required by Colombian law and is designed to provide support to the administration on school development and school improvement related initiatives.

COMITE DE CONVIVENCIA ESTUDIANTIL

The main objective of this group is to guarantee the fundamental rights of the students through due process and respect for individuality. This group is a legal entity, along with the Labor Regulations Committee and the Director's Council. Its members are the school Director, the student-elected Personero, Student Council President, Elementary Principal, HS Counselor, ES Counselor, PS Counselor, Colombian Program Director, Learning Center Director, Parent Council President, and MS Counselor as stipulated by law.

CHAPTER 4
ACADEMICS

INSTRUCTIONAL PHILOSOPHY

Teachers engage students in their learning through research-based, instructional strategies including, but not limited to, the following listed below.

Pickering, Pollock, and Marzano's (2001) most effective instructional strategies:

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Cooperative learning
- Nonlinguistic representations
- Setting objectives and providing feedback
- Generating and testing hypothesis
- Questions, cues and advance organizers

John Hattie's top ten strategies linked to student achievement (Visible Learning for Teachers, 2012):

- Student Self-Reported Grades
- Piagetian programs
- Response to intervention
- Teacher credibility
- Providing formative evaluation
- Micro-teaching
- Classroom discussion
- Comprehensive interventions for students with learning disabilities
- Teacher clarity
- Feedback

CNG HOMEWORK POLICY AND PRACTICES

At CNG student learning and growth are our greatest priorities. We use homework to engage our learners beyond the school day. We believe in homework that fosters responsibility as well as inspires and reinforces learning.

PURPOSES OF HOMEWORK:

Practice Homework:

- Reinforces learning and helps students master specific skills
- Builds on the comprehension and development of skills taught in class

Preparation Homework:

- Introduces material in advance of upcoming lessons
- Helps students develop background knowledge

Extension Homework:

- Allows students to apply their learned skills to new situations.
- Broadens knowledge of a topic being studied in class.

Integration Homework:

- Provides opportunities to apply many different skills to a single task
- Encourages students to construct a new product based on their learning

DAILY HOMEWORK GUIDELINES:

Research indicates that the average student should have a maximum of 10 minutes of homework per night per grade.

Primary School – 20 – 30 minutes daily (with the exception of weekends)

Elementary School – 30 – 50 minutes daily (with the exception of weekends)

Middle School – 60 – 75 minutes daily

High School – 75 – 120 minutes daily

- School wide there will be no homework assigned during school breaks with the exception of strategic assignments, when necessary, for classes in the AP Academy.
- It is also important during summative evaluation time and standardized testing time that homework be kept to a minimum.

STUDENT, TEACHER, AND PARENT RESPONSIBILITIES**Student Responsibilities for Homework:**

- Listen carefully and ask questions about the directions for the homework.
- Accurately record the homework assignment in agenda.
- Plan a consistent time and place to complete homework in a distraction-free environment.
- Complete and submit homework assignments on time.
- Practice academic honesty.
- Take responsibility to see the teacher to make up missed assignments.
- Practice good study habits and produce high-quality work.

Teacher Responsibilities for Homework:

- Post and review homework.



- Refrain from using homework as punishment or in place of classroom instruction.
- Design assignments that are relevant and clear.
- Vary assignments by mixing different approaches and styles.
- Assist students who are having difficulty completing the assignment.
- Encourage and teach good study habits.
- Provide timely feedback on homework assignments.
- Provide an outline with step-by-step due dates for long-term projects.

Parent Responsibilities for Homework:

- Use agendas and Skyward to make sure that homework gets completed and turned in on time.
- Provide for a consistent time and quiet place for homework to be completed.
- Promote a positive attitude toward homework and its benefits.
- Assist your child and provide guidance as needed but do not do the work yourself.
- Encourage your children to do their best and not simply give the minimum effort.
- Contact the teacher directly if your child is struggling with the subject matter.
- Support your child's efforts by asking to see graded homework and discussing it.

CNG's homework policy is drawn from the research base provided by the Brookings Institution the Rand Corporation and a review of that research base conducted by the National Education Association.

CNG'S EVALUATION SYSTEM

The evaluation of learning is an integral part of the teaching and learning process. The school has taken into consideration the requirements of the Colombian educational law (Decree 1290, April 16, 2009), U.S. accreditation requirements, and the professional knowledge of the teaching staff at CNG.

The CNG plan for assessing student performance has been specifically designed to meet the individual needs of all students while maintaining high standards for learning. Opportunities exist for students to demonstrate academic achievement through means other than a written examination. Rubrics and exemplars should be used to provide students and teachers with a clear understanding of expectations for basic, proficient, and advanced performance.

We believe in a balanced approach to assessment including pretests and multiple ways for students to demonstrate proficiency including, but not limited to: conferring, informal observations, performance assessments, and authentic transfer tasks. Assessment may include portfolios of individual assignments, projects, verbal presentations, and other forms of non-traditional assessment. Assessments may be differentiated based on student readiness, interest, learning style, or special need. In particular, students with special academic needs who are served through the Learning Center may be given alternative assessments for measuring how much they have learned.

Evaluation policies and procedures for students to demonstrate proficiency of standards are set forth in the CNG Assessment Protocol.

CNG ASSESSMENT BELIEF STATEMENT

Student learning and growth signify our greatest priorities at CNG. We use assessments to determine and communicate what students know and are able to do as well as to improve teaching and learning for all students.

CNG ESSENTIAL AGREEMENTS ABOUT ASSESSMENT

As a faculty and staff, we are committed to the following agreements:

1. Grades will be based on academic achievement aligned with our four-point grading scale.
2. Grades will be based on what students know and are able to do relative to the benchmarks taught. Teachers should consider the entire body of assessment evidence, and final semester/trimester grades should reflect the best and most recent evidence.
3. Grades will be determined using appropriate and clear performance standards. This will include clear descriptions of expectations through the use of rubrics/scoring guides, and these will be communicated in advance to students.
4. Student behavior/life skills will be graded separately from academic achievement with the exception of late work and academic dishonesty at Middle and High School.
5. Teachers will use a range and balance of quality formative and summative assessments. Within the range of assessments, exemplars are used as a guide for consistent grading of student work and as “anticipatory feedback” for students. These exemplars offer a model for teachers and students of the type of performance measure that clearly meets the standards.
6. Teachers will provide meaningful and timely feedback on all assignments to learners. Results of formative assessments should guide teacher planning and instruction, and these should be tightly linked to what will be assessed on summatives in order that students have ample opportunities for feedback and opportunities to reach expectations by the time summative assessments are given.
7. Within a grading period, students will be provided with additional opportunities to improve learning and reassess after having engaged in extra practice/help from teacher.
8. The grade of “4” should be achievable on all assessments. Teachers will ensure that students understand what is expected to achieve a “4” and are provided exemplars and opportunities to demonstrate learning at the highest level.
9. Teachers will not give extra credit or bonus points, factor attendance into grades, or grade on a curve. Students with an excused absence get one day for every day missed to make up missing work. Students will be given individual grades on group projects. Teachers will provide opportunities for students to reflect on their learning.
10. In MS/HS, grades will be updated electronically every two weeks, at a minimum. In PS/ES, grades will be input as trimester teaching/learning is assessed. Community members are expected to keep track of student data through the school systems on a regular basis.
11. In general, homework should be considered informal formative assessment and be aligned with the CNG Homework Philosophy & Practices.
12. Students are expected to complete and turn in all assignments on time. In Middle and High School, students will be provided the opportunity to remediate missed assignments within two weeks. In addition, students in Middle and High School may not be eligible to receive course credit/pass the course if they do not complete and turn in all assignments.

NOTE: In regard to late work and cases of academic dishonesty, please see page 34.

USE OF ASSESSMENT DATA

“CNG engages in a comprehensive and systematic process of thoroughly evaluating student performance results in order to assess the effectiveness of our programs and accurately determine the impact of our improvement efforts.

“As one of the key research-based strategies for school improvement, robust data-driven decision-making helps propel all program improvement efforts at CNG. Our school collects, analyzes, and uses multiple data sets and measures to evaluate student learning, program quality, and organizational effectiveness. Given the breadth and depth of data utilized for school improvement purposes at CNG, the school uses a highly specialized data management system, Spotfire, which more effectively and efficiently provides data to teachers and administrators for the improvement of curriculum, instruction, and assessment. The extensive evaluation of these data also provides us with valuable input to help us align our professional development investment and use of financial resources for school improvement efforts.”¹¹

In addition to school-wide analysis of student performance data, teacher teams and individual teachers use assessment data in systematic ways to improve teaching and learning. Educators at CNG use formative and summative assessment information



in many ways, including:

- Providing meaningful and systematic feedback to/for students
- Identifying and setting growth targets for groups and individuals
- Calibrating and aligning instruction and assessment among teachers
- Understanding individual and group learning styles
- Teaching students to own their learning and set personal goals
- Analyzing curriculum effectiveness and planning improvements
- Articulating departmental or grade-level goals and improvement plans
- Communicating progress to parents
- Guiding ongoing teacher professional learning
- Designing Individualized Education Plans (IEPs) and Interventions
- Determining class placement and grouping students for learning

RATIONALE BEHIND ASSESSMENT AND 4-POINT GRADING PRACTICES

ONGOING REFLECTION, REVIEW OF PAST INFORMATION, AND SYNTHESIS OF THE KEY POINTS.

▫ IMPROVE CONSISTENCY AND VALIDITY IN GRADING.

- ▶ Research shows that 100-point scale grades tend to reduce students' interest in learning itself, reduce students' preference for challenging tasks, and reduce the quality of students' thinking (Marzano, 2000, p. 24).
- ▶ "Research indicates that a score a student receives on a test (on a 100 point scale) is more dependent on who scores the test and how they score it than it is on what the student knows and understands" (Marzano, 2006, p.30).
- ▶ In addition, according to Marzano, "studies have shown that the reliability of a score obtained by a single teacher using a 4 point scale is .719, whereas the reliability of a score obtained using a 100 point system is .294 (2006, p. 118) A 100-point scale increases error between various classrooms because of the range of possible scores and subjectivity in grading. It is both cumbersome and probably not accurate, then to use so many degrees, 10 - 100, to describe performance to a standard, so a 4 or 5 scale is generally recommended. The 4 pt. scale tends to separate the 1-2 performance being below the standard from the 3-4 performances from being above or well-above the standard performance. A 5 pt. scale sometimes allows for the "fence-sitting" score of a 3.
- ▶ As part of the school's ongoing process of reviewing and refining our assessment protocols, CNG conducted an analysis in 2014 of student GPA's from Grades 1 through 12 and found that the majority of students were achieving performance averages between 3.2 - 3.4 on a majority of their grade-level assessments. As a result, the school determined the need to realign grade-level expectations with actual performance levels being achieved by students. In an effort to set these appropriate target levels aligned with established performance, CNG revised its protocols by setting a 3.25 as our expected grade-level proficiency and a 3.0 as the minimum grade-level expectation.
- ▶ Additionally, the school upgraded the assessment protocol by .25 increments to the scale in order to provide teachers with increased specificity and greater precision in their grading practices and application of their professional judgment. Finally, the expanded protocol continuum with .25 / .50 / .75 increments also ensured that the transfer grades of departing students more accurately reflected their true achievement level when translated into grading scales back in their own national systems or at other international schools.
- ▶ CREATION OF A COMMON LANGUAGE FOR ASSESSMENT.
- ▶ Students and teachers both understand what the performance level descriptors indicate about student mastery of the material.
- ▶ An assessment grade of 4 indicates that a student has an advanced, superior level of performance, and they can demonstrate an understanding that exceeds expectations. According to Marzano, an advanced score of 4 indicates that a student can show "in-depth inferences and applications that go beyond what was taught" (2006, p. 58).
- ▶ "Classroom teachers, who are the subject and grade-level specialists evaluate students, determine 'what a 4 looks like' first when they write or revise the benchmarks, and secondly when they draft rubrics to show the descriptions of the benchmark at each of the levels identified in the grading scale. A 4 characterizes a student demonstrating an understanding of a benchmark that exceeds expectations" (Comment from Dr. Jane E. Pollock).

▫ WELL-WRITTEN AND DEVELOPED SCALES OR RUBRICS ASSIST STUDENTS IN THEIR LEARNING.

- ▶ A well-written scale can be thought of as an applied version of a learning progression. A scale should make it easy for teachers to design and score assessments. To be most useful, scales should be written in student-friendly language. The teachers should introduce each scale to the students and explain what is meant by the content with each score value. http://www.marzanoresearch.com/resources/tips/fasbg_tips_archive

▫ VALUE AND IMPORTANCE OF FORMATIVE FEEDBACK & ASSESSMENT FOR LEARNING.

The 4-point scale pushes and almost forces the teacher and learner to focus more on formative assessments, the ongoing feedback process, and the actual growth and learning in terms of the learning target, rather than on just on the “grades.”

- ▶ The purpose of moving to standards for scoring was to improve student performance by improving the quality of the feedback to students. By indicating how well they perform on the standard itself, and not just on the tasks related to standards (that often address more than one standard), the student would be able to see where he and she could improve.
- ▶ According to J. Hattie and H. Timperley, “Feedback reduces the gap between what is known [and done] and what is aimed to be known [and done].” Hattie, J., & Timperley, H. (2007).
- ▶ Popham, *Transforming Assessment* (2008), offers these insights: Formative assessment is not a test but a process—a planned process involving a number of different activities.
- ▶ In addition, one can infer from research stated in *Classroom Instruction that Works* (Marzano, Pickering, Pollock, 2001) that an individual teacher who uses formative assessment practices can show student achievement gains equivalent to a percentile gain of about 23 points (pg.7).
- ▶ Using that research in the *Improving Student Learning Series* (2007, 2009), Pollock shows teachers how to use formative assessment as integral to both planned instruction and planned assessment, and, importantly, in tracking student progress by the curriculum objectives.
- ▶ “One of the most powerful and straightforward ways a teacher can provide feedback that encourages learning is to have students keep track of their own progress on topics.” (Marzano 2006, p. 89).
- ▶ Classroom formative assessment strategies emphasize the powerful effect that frequent and specific feedback can have on student learning relative to the curriculum targets at the grade level.
- ▶ R.J. Marzano states that “formative assessment can and should begin immediately within a learning episode and span its entire duration. Additionally, formative classroom assessment can take a wide variety of, formats, both formal (e.g., paper-and-pencil quiz) and informal (e.g., a discussion, with a student)” (Marzano, 2006).
- ▶ W. James Popham, conceptualizes formative assessment as a planned process in which teachers or students use assessment-based evidence to adjust what they’re currently doing. Formative assessment involves a series of carefully considered, distinguishable acts on the part of teachers or students or both. Some of those acts involve educational assessments, but the assessments play a role in the process—they are not the process itself.

▫ ENCOURAGE ASSESSMENT OF STUDENT LEARNING IN MULTIPLE WAYS (MORE THAN JUST TESTS OR PAPERS).

One of those activities is the use of assessments, both formal and informal, to elicit evidence regarding students’ status: the degree to which a particular student has mastered a particular skill or body of knowledge. Based on this evidence, teachers adjust their ongoing instructional activities or students adjust the procedures they’re currently using to try to learn whatever they’re trying to learn.

- ▶ “We sacrifice our aims and our children’s intellectual needs when we test what is easy to test rather than the complex and rich tasks that we value in our classrooms and that are at the heart of our curriculum. (Wiggins, 1998, p.7).

▫ A CHANGE IN COLOMBIAN LAW (DECREE 1290, APRIL 16, 2009)

Finally, Colombian law regarding assessment scales changed in to 2009. Fortunately, this change perfectly aligned with using a four-point scale.

CNG COMPARATIVE GRADING SCALE
(BASED ON DECREE 1290, APRIL 2009)

CNG COMPARATIVE GRADING SCALE




CNG INTERNAL GRADING SCALE				
CNG DESCRIPTORS	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
CNG 4 PT. SCALE	1.75 1.50 1.25 1.00	2.00 2.25 2.50	2.75 3.00 3.25	3.50 3.75 4.00
COLOMBIAN EQUIVALENCY	DESEMPEÑO BAJO	DESEMPEÑO BÁSICO		DESEMPEÑO SUPERIOR

Zeros are used in Middle and High School for missing work and academic dishonesty only.
 All assessments must include the possibility of earning a 4.0.

COMPARATIVE GRADING SCALES												
A-F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
100	60-62	63-66	67-69	70-72	73-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100
IB	3		4		5		6		7			

GRADING SCALE

 PERFORMANCE LEVEL DESCRIPTORS		
CNG's GRADING SCALE	NIVELES DE DESEMPEÑO (DECREE 1290)	ACADEMIC PROFICIENCY STANDARDS
4	SUPERIOR/ADVANCED	ABLE TO DEMONSTRATE ADVANCED KNOWLEDGE AND SKILLS THAT WERE TAUGHT.
3	ALTO/PROFICIENT	ABLE TO DEMONSTRATE PROFICIENT KNOWLEDGE AND/OR SKILLS THAT WERE TAUGHT.
2	BÁSICO/BASIC	ABLE TO DEMONSTRATE BASIC KNOWLEDGE AND/OR SKILLS THAT WERE TAUGHT.
1	BAJO/BELOW BASIC	UNABLE TO DEMONSTRATE BASIC KNOWLEDGE AND/OR SKILLS THAT WERE TAUGHT.

The CNG comparative grading scale is provided, along with the current CNG School Profile, when transcripts are requested for student transfer to another school. Schools where our students transfer in then use this to help find the appropriate equivalent for the CNG grade to their system as a 3.0 on the CNG scale is not 75% but in the range of 80-85%. This comparative grading scale should be used only for the purpose of finding equivalent grades for students who transfer in or out of CNG.



DEFINITIONS FOR ASSESSMENT MODEL

▶ FORMATIVE ASSESSMENT

Assessments, evaluations, class activities, homework, conferences, and/or observations directed toward a learning goal and carried out consistently during a learning interval (unit, chapter, section, quarter) results in feedback that may be written and may or may not be graded. **Formative feedback should drive instruction and modification to lesson planning based on the results of the student(s).** There should be on-going, multiple, formative assessment. Students should receive feedback on formal formative assessments before summative assessments.

- **Formal Formative Assessment** – any reported feedback in the grade book before a summative assessment of the learning interval. **Examples include:** exit slips, warm ups, class work, paper/pencil, journals, quizzes, activities, presentations, etc.
- **Informal Formative Assessment** – on-going gathering of information on which students get feedback but there is no reported grade such as observation, anecdotal notes, most homework, using the checkmarks to communicate that a task was completed, etc.

▶ SUMMATIVE ASSESSMENT

Assessments and evaluations that are carried out at the end of a learning interval (unit, chapter, section, quarter, etc.) In advance, students and parents are made aware of when summative assessments will occur and what they will cover. Multiple summative assessments are expected for each learning interval. **Examples include:** quizzes, tests, essays, labs, presentations, debates, projects, etc.

▶ STUDENT SELF-EVALUATION

Students are provided self-assessment opportunities on academic benchmarks as well as on life skills. This enables students to develop skills in self-reflection and the ability to determine next steps for improvement. Some self-assessment strategies are portfolios, self-evaluation rubrics, and checklists.

▶ STUDENT FEEDBACK

Information that will help the learner advance in the learning process. Feedback can be verbal, written, or non-verbal and should be quantitative and qualitative.

▶ LEARNING EVIDENCE

Information from formative and summative assessments of student learning that will help the teacher to direct and modify instruction.

▶ LEARNING GOAL

A part of or an entire benchmark.

▶ STANDARDS

A K-12 statement of what students will understand and be able to do within a specific subject area.

▶ BENCHMARKS

A specific learning goal for particular grade level and subject.

▶ STANDARDIZED ASSESSMENTS

We use results of these assessments to reflect on student learning and our program; however, these results are not reflected in subject grades. Examples are MAP, AP, Grade, Stanford Achievement Test 10, CELF, Saber, Pre-Saber, SAT, etc.

MISSING AND LATE WORK AND ACADEMIC DISHONESTY & PLAGIARISM CONSEQUENCES

In Middle and High School, when work is submitted late by students, there will be consequences in order to reinforce the importance of student responsibility and commitment to learning. Missing work will receive a '0'. If missing work is turned in within two weeks, a "2" is the highest grade that can be earned. Students who turn in late work will have the following additional consequences on a quarterly basis for missing work:

First Time:

1. Student and parent will receive notice that work is missing through Skyward program, ensured by teacher.
2. Teacher invites student to Opportunity Day. Student should attend Opportunity Day within the next two days or as agreed with teacher.
3. Student's behavior/conduct grade for the assessment reflects the work being turned in late.

Second Time:

1. Student and parent will receive notice that work is missing through Skyward program, ensured by teacher.

2. Teacher requires student to attend Opportunity Day. Student should attend Opportunity Day within the next two days or as agreed with teacher.
3. Student's behavior/conduct grade for the assessment reflects the work being turned in late.

Third Time and Beyond:

1. Student and parent will receive notice that work is missing through Skyward program, ensured by teacher.
2. Teacher refers student to office through referral process.
3. Student's behavior/conduct grade for the assessment reflects the work being turned in late.

ADMINISTRATIVE STEPS

Parents will be informed of the steps taken by the Office. These steps are taken by the Administration upon referral from one or more teachers.

1. Student is assigned lunch detention through the Office. Parents are informed by the Office.
2. Student is assigned detention through the Office.
3. Student is assigned in-school suspension through the Office and student will be removed from extracurricular organizations and sports for the duration of the quarter.
4. Student is assigned out-of-school suspension through the Office.
5. Student is placed on Behavior Probation due to Missing Work.

ACADEMIC DISHONESTY & PLAGIARISM

In cases of academic dishonesty, there will be systematic follow up and developmentally appropriate consequences to reinforce the importance of academic honesty as outlined in our Code of Honor. CNG believes in the importance of teachers ensuring that students receive direct instruction and guidance to understand plagiarism and the correct use of citations acknowledging the use of the direct words of other authors. The school provides various resources including Turnitin.com for student and faculty use in order to check for correct citation as well as to take proactive steps to identify inadvertent "cut-and-paste" plagiarism.

1. Teacher takes steps following the protocol stated in the Academic Dishonesty and Plagiarism document.
2. Teacher informs parents via email, copying Office, as well as refers student to office through referral process.
3. Teacher may requires student to re-do the work.
4. Student's behavior/conduct grade for the assessment should be a 1.0.
5. Please note that students may be placed on Behavior Probation due to Academic Dishonesty.



Life Skills Rubrics for Primary and Elementary School

Use of Time / Shows Responsibility

1- Rarely/Hardly Ever	2- Sometimes	3- Usually	4 - (Always/Independently)
Student is infrequently on task; hardly ever uses time productively; rarely submits work on time	Student is sometimes using time productively and sometimes submits work on time	Student is usually using time productively; is usually on task and responds to adult redirection; typically hands in work on time	Student is consistently and independently using class time productively; motivated to excel; meets deadlines; turns in work on time

COOPERATION / CONTRIBUTES POSITIVELY

1- Rarely/Hardly Ever	2- Sometimes	3- Usually	4 - (Always/Independently)
Student cooperates with classmates and/or teacher only when guided by teacher; adult guidance is necessary. Rarely works well in groups.	Student sometimes cooperates with classmates and teacher when prompted. Some adult guidance is necessary to ensure cooperation. Sometimes works well in groups.	Student usually cooperates with classmates and teacher by engaging in helpful behavior, listening, and showing respect for others' opinions. Usually works well in groups.	Student always and independently cooperates with teacher and classmates engaging in helpful behavior, listening, and showing respect for others' opinions. Always works well in groups.

ORGANIZATION

1- Rarely/Hardly Ever	2- Sometimes	3- Usually	4 - (Always/Independently)
Student is rarely organized; student rarely has materials; needs significant adult guidance to use agenda, organize, care for/store materials in correct location...	Student sometimes has materials, organized desk and notebooks. Adult help is needed.	Student usually has organized desk, materials, notebooks, belongings, and uses agenda.	Student independently uses agenda and school materials, and takes care/stores own belongings in appropriate locations; desk and notebooks are well organized.

SELF CONTROL

1- Rarely/Hardly Ever	2- Sometimes	3- Usually	4 - (Always/Independently)
Student rarely manages impulsivity; rarely raises hand/waits turn; rarely controls emotions, desires, or actions. Behavior is very disruptive and hinders own and others' learning significantly.	Student sometimes manages impulsivity, waits turn/raises hand; behavior interferes with own or others' learning	Student usually manages impulsivity; usually waits for turn to speak/share in group and partner discussions; usually controls emotions, desires, or actions	Student always manages impulsivity; raises hand/awaits turn, controls emotions, expresses feelings and desires appropriately; actions are always purposeful.

Skills	4	3	2	1
I. Integrity	Student consistently takes responsibility for their actions and their consequences. They are prepared and bring materials required to participate in class.	Student frequently takes responsibility for their actions and their consequences. They are prepared and bring materials required to participate in class.	Student occasionally takes responsibility for their actions and their consequences. They are prepared and bring materials required to participate in class.	Student rarely takes responsibility for their actions and their consequences. They are prepared and bring materials required to participate in class.
II. Respect	Student consistently respects all individuals in class. They respect classroom rules and property. They resolve conflict in a peaceful rational manner.	Student frequently respects all individuals in class. They respect classroom rules and property. They resolve conflict in a peaceful rational manner.	Student occasionally respects all individuals in class. They respect classroom rules and property. They resolve conflict in a peaceful rational manner.	Student rarely respects all individuals in class. They respect classroom rules and property. They resolve conflict in a peaceful rational manner.
III. High Expectations	Student consistently puts forth their best effort. They are prepared for class and turn in their work. They accept challenges and value excellence and support all efforts on its behalf.	Student frequently puts forth their best effort. They are prepared for class and turn in their work. They accept challenges and value excellence and support all efforts on its behalf.	Student occasionally puts forth their best effort. They are prepared for class and turn in their work. They accept challenges and value excellence and support all efforts on its behalf.	Student rarely puts forth their best effort. They are prepared for class and turn in their work. They accept challenges and value excellence and support all efforts on its behalf.
IV. Community Welfare	Student consistently shows fairness and concern for others. They follow rules and conduct. They participate and are committed to your class.	Student frequently shows fairness and concern for others. They follow rules and conduct. They participate and are committed to your class.	Student occasionally shows fairness and concern for others. They follow rules and conduct. They participate and are committed to your class.	Student rarely shows fairness and concern for others. They follow rules and conduct. They participate and are committed to your class.

HIGH SCHOOLS LIFE SKILLS RUBRIC

1	2	3	4
Student requires significant growth in one or more of the below elements	Student is inconsistent demonstrating the positive behaviors. Student needs growth in one or more of the below elements	EXPECTED – Student consistently achieves in many of these elements	Student demonstrates exemplary achievement in most of the below elements

Shaded area (level 1) would typically result in disciplinary referrals to administration in addition

INTEGRITY – COHERENCE BETWEEN ACTIONS AND EXPECTATIONS

1	2	3	4
<p>Purposefully avoids taking personal responsibility for cheating, plagiarism, and/or lying.</p> <p>Lies to cover up poor decisions.</p> <p>Rarely takes responsibility for own academic achievement.</p> <p>Makes excuses to miss summative evaluations.</p> <p>Rarely follows through on promises.</p>	<p>Avoids or delays taking personal responsibility for cheating, plagiarism, and/or lying.</p> <p>Admits and addresses poor decisions.</p> <p>Occasionally takes responsibility for own academic achievement.</p> <p>Occasionally makes excuses to miss formative and/or summative evaluations.</p> <p>Occasionally follows through on promises.</p>	<p>Consistently models and promotes honesty.</p> <p>Immediately takes personal responsibility for poor decisions.</p> <p>Consistently takes responsibility for own academic achievement.</p> <p>Promptly completes missed formative and/or summative evaluations.</p> <p>Follows through on promises.</p>	<p>Demonstrates all of the behaviors in three (3) and at least one of the following:</p> <p>Promotes integrity in others.</p> <p>Models and encourages others to stand up for what is right.</p> <p>Expects others to take ownership for their own academic achievement.</p>

RESPECT

1	2	3	4
<p>Observed bullying others.</p> <p>Frequently is disruptive during class.</p> <p>Destroys school property.</p> <p>Frequently disregards school and/or classroom rules.</p> <p>Frequently is disrespectful to adults and/or peers.</p>	<p>Mistreats others.</p> <p>Occasionally disrupts class.</p> <p>Disrespects school property.</p> <p>Occasionally disregards school and/or classroom rules.</p> <p>Occasionally is disrespectful to adults and/or peers.</p>	<p>Consistently treats others fairly.</p> <p>Attentive in class.</p> <p>Consistently treats school property with respect.</p> <p>Consistently follows school and/or classroom rules.</p> <p>Consistently respects adults and/or peers.</p>	<p>Demonstrates all of the behaviors in three (3) and at least one of the following:</p> <p>Actively advocates for students through intervention.</p> <p>Serves as a positive role model.</p> <p>Elevates the standard of respect for everyone.</p>

HIGH EXPECTATIONS

1	2	3	4
<p>Rarely turns in assignments.</p> <p>Rarely works up to capacity.</p> <p>Ignores opportunities for academic growth.</p> <p>Rarely contributes to a productive learning environment.</p>	<p>Occasionally turns in assignments on time.</p> <p>Occasionally works up to capacity.</p> <p>Occasionally utilizes opportunities for academic growth.</p> <p>Occasionally contributes to a productive learning environment.</p>	<p>Consistently turns in assignments on time.</p> <p>Consistently works up to capacity.</p> <p>Consistently seeks opportunities for academic growth.</p> <p>Consistently contributes to a productive learning environment.</p>	<p>Demonstrates all of the behaviors in three (3) and at least one of the following:</p> <p>Proactively Inquires about clarification/feedback on assignments.</p> <p>Brings intellectual curiosity and excitement to the class.</p> <p>Elevates the learning environment in the classroom.</p>



COMMUNITY WELFARE

1	2	3	4
<p>Negatively contributes to the CNG environment physically and/or intellectually.</p> <p>Rarely exhibits acceptance of the diversity of community through actions and/or words.</p> <p>Does not acknowledge and greet others.</p>	<p>Occasionally contributes to the CNG environment physically and/or intellectually.</p> <p>Occasionally exhibits acceptance of the diversity of community through actions and/or words.</p> <p>Occasionally acknowledges and greets others.</p>	<p>Encourages others to contribute to the CNG environment physically and/or intellectually.</p> <p>Consistently exhibits acceptance of the diversity of community through actions and/or words.</p> <p>Consistently acknowledges and greets others with warmth.</p>	<p>Demonstrates all of the behaviors in three (3) and at least one of the following:</p> <p>Sets the tone for an inclusive and warm environment.</p> <p>Celebrates the best in others.</p> <p>Actions are motivated by community welfare not by recognition.</p>

STANDARDIZED TESTING

In addition to grades, written reports, and alternative assessments, CNG monitors student performance through standardized testing. CNG is committed to measuring student achievement through independent measures. Each year a testing calendar is developed. Reports are given to parents and students on the results of testing. General reports of group data are shared with teachers and used to make improvements to the educational program.

The following are the tests administered to CNG students:

- NWEA-MAP TESTING - grades 2-10
- Stanford 10 - grades 2 – 10
- PSAT - grades 10 and 11
- Scholastic Aptitude Test (SAT) - grades 11 and 12
- Prueba SABER 11 - grade 12
- Prueba PRE SABER 11 - grade 11 & 12
- Prueba SABER 3, 5, 9 - grades 4, 6, 10
- Advanced Placement Exams - grades 10, 11, 12

See Assessment Calendar for specific dates.

EXAM ADMINISTRATION IN HIGH SCHOOL

- All high school courses are expected to have a summative evaluation at the end of each semester. It is important that the bulk of the exam/essay focus on material learned during the semester of the course only.
- All high school classes will be scheduled for a final exam time at the end of each semester which will be approximately 90 minutes in duration.
- First semester AP mock exams should not be considered to be summative exams; however, may be included in the summative grading of the course
- Quarter classes may have a summative exam which is required to be taken by all students.

COMMON INSTRUMENTS & REVIEW/ APPROVAL:

Courses that are taught by different teachers are expected to have a common exam/essay which should be the work of a collaborative process. It is expected that all final exams/essays (core/non-core) will be shared with department heads at least one week prior to the date of the summative to provide time for review as well as any suggested revisions. If there are revisions suggested, teachers must seek further approval from their department heads. A copy of all final exam keys/essay rubrics is due to the department head at the end of each final exam period. These will be kept for reference in the department

LOCATION:

In order to provide students with the best possible atmosphere for test taking, exams/essays will be scheduled in classrooms with the teacher or proctor.

REVIEW SHEETS:

In preparation for the exam, a review sheet should be provided to all students at least four class periods prior to the exam date. The intent of the review sheet is to provide students with concrete of what is to be expected on the test such as major themes studied and to provide a review that will be helpful as students prepare for the test/essay. It is expected that review sheets will also be developed collaboratively in the case of multiple teachers teaching the same course as well as shared with department heads for feedback. Please note that review sheets should not be an essential duplicate of the exam. Through this process it is suggested that teachers ensure they are teaching students explicitly how to study for the tests/essays they will be doing. We want to ensure students are ready to self-organize by the time they leave CNG and enter university

CLOSED WEEK:

Four school days (two class periods) prior to the end of each semester are to be considered "closed" week and teachers are asked to keep any testing or high stakes assignments to a minimum. In addition, no new material should be give

Exemptions: Given that students have many opportunities to take exams such as PSAT, MAP, SAT, ACT, ICFES Saber 9 & 11, exemptions for second semester exams/essays will be offered as a reward for students who have demonstrated deep understanding, consistent work habits/life skills, and commitment to the class. Students who maintain an average of 3.7 or higher (prior to AP Academy bump) and have no more than one unexcused absence and/or three unexcused tardies per semester in the course can opt out of taking the semester exam. It is expected that students will have missed no more than five classes of the subject in the semester. Students who meet the exemption can choose to take the exam/essay in order to improve their grade. In addition, for quarter classes, students may be required to take summative evaluations, which are unit related, and for which there are not exemptions.

MINIMUM GRADE:

We want to ensure that on final exams/essays students demonstrate sufficient understanding of the subject matter to move on to the next level. In order to remain coherent, students who demonstrate poor performance on any of their semester exams may be required to retake that exam(s) even if they are passing the course.



INSTRUCTIONAL PERIODS, REPORT CARDS AND PARENT-TEACHER CONFERENCES

School Building	Instructional Periods	Report Cards	Parent-Teacher Conferences
Primary School	Trimester	3 times per year	2 times per year
Elementary School	Trimester	3 times per year	2 times per year
Middle School	Quarters, Semesters, Years	4 times per year	2-3 times per year
Classes that are a quarter in length are finalized at the end of a quarter; classes that are a semester in length are finalized at the end of the semester (January & June); classes that are a year in length are finalized at the end of the year (June).	3 times per year		
High School	Quarters, Semesters, Years	4 times per year	3 times per year
Classes that are a quarter in length are finalized at the end of a quarter; classes that are a semester in length are finalized at the end of the semester (January & June); classes that are a year in length are finalized at the end of the year (June).	3 times per year		

(See CNG CALENDAR for specific dates).

HELPING STUDENTS MEET CNG STANDARDS - REMEDIATION OPPORTUNITIES

Opportunity Days (OD) are special days and hours designated for students to have the opportunity to meet with any teacher to ask questions, clarify their understanding, or take make-up quizzes or tests. Appointments can be made at the initiative of the student, parent, or the teacher.

High School students who have a grade in a course at 2.2 or lower, may be provided opportunities to remediate work during the semester of study. Please note that as of 2012-2013, students who are failing a course due solely to missing work will not be provided the opportunity to remediate. There is typically no opportunity to remediate course work and grades for each teacher determines completed remediation work. Students should understand that this is an opportunity for learning and his/her responsibility as a student. A lack of attendance during Opportunity Day and/or lack of fulfillment of the stated remediation plan put a student at serious risk of failure of the course.

OD are provided as follows for each school section:

- Primary School: support for K-4 to 2nd grade students who are struggling is provided within the school day. Classroom settings such as small group instruction, differentiated instruction, conferring, Learning Center support, and one to one instruction are offered in order meet individual student needs.
- Elementary School: students who need extra help will be required to come from 7:00-8:00 A.M. to work with their teachers on Tuesdays for Homeroom and Thursdays for Spanish.
- Middle School: students who need extra help, are working on remediation of a class, or would like to have additional questions answered are asked to attend Opportunity Day from 2:15 - 3:30 Mondays and Thursdays.
- High School: students who need extra help, are working on remediation of a class, or would like to have additional questions answered are asked to attend Opportunity Day from 2:15 - 3:30 Mondays, Wednesdays, Thursdays, and Fridays . Each HS teacher has two of these afternoons available to meet with students.

STRATEGIES FOR STUDENTS NOT MEETING CNG STANDARDS

School Building	Remediation Opportunities	Remediation of Subject/Course/Credit
PS	During School Days	Summer tutoring and August assessment
ES	Opportunity Days	Summer tutoring and August assessment
MS	Opportunity Days and Saturday School	Summer tutoring and August assessment
HS	Opportunity Days and Saturday School	During the course or the following school year if the course is failed

PROMOTION AND ADVANCEMENT POLICY

Promotion occurs when a student has met the standards of a particular course of study or grade level. It is expected that students will be promoted from grade to grade on a yearly basis.

PROMOTION CRITERIA BY SCHOOL:

School Building	Subjects/Courses/Credits	Absences
Primary School	K4-1st: Automatic promotion (Decree 2247) 2nd Grade: if a 2nd grade student fails 2 or more subjects, s/he automatically is referred to the Evaluation Committee who determines next steps (e.g. summer tutoring, repeating).	More than 10 days unexcused absences puts student at risk of not receiving credit for the school year. Each case will be studied by the PS Evaluation Committee.
Elementary School	If a student fails 2 or more subjects, s/he automatically is referred to the Evaluation Committee who determines next steps (e.g. summer tutoring, repeating).	More than 10 days unexcused absences puts student at risk of not receiving credit for the school year. Each case will be studied by the ES Evaluation Committee.
Middle School	If a student fails 2 or more subjects, s/he automatically is referred to the Evaluation Committee who determines next steps (e.g. summer tutoring, repeating).	In Middle School, students who have more than five (5) days of absences in a class each semester are at risk of not getting credit for the course. Each case will be studied by the MS/HS Evaluation Committee.
High School	When students fail a course, they must retake the course if it is a core course or take another course within the department if it is an elective.	High School, students who have more than five (5) days of absences in a class each semester are at risk of not getting credit for the course. Each case will be studied by the MS/HS Evaluation Committee.

* Evaluation Committee consists of Building Administrator, Counselor, and teacher representative.

PRIMARY SCHOOL:

Decree 2247, article 10, mandates that students completing K4, K5 and 1st grade will be automatically promoted to the next grade (the school cannot retain them for underperforming), unless parents request that their child is retained or when the school recommends and parents agree.

If a 2nd grade student fails 2 or more subjects, s/he automatically is referred to the Evaluation

Committee comprised of Principal, Counselor, and teachers of subjects not passed. This committee studies the individual case and determines recommendations and-or follow up steps. E.g., summer tutoring, repeating.

ELEMENTARY SCHOOL:

If a student fails 2 or more subjects, s/he is automatically is referred to the Evaluation Committee comprised of Principal, Counselor, and teachers of subjects not passed. This committee studies the individual case and determines recommendations and-or follow up steps. Eg., summer tutoring, repeating.

MIDDLE SCHOOL:

If a student fails 2 or more subjects, s/he is automatically is referred to the Evaluation Committee comprised of Principal, Counselor, and teachers of subjects not passed. This committee studies the individual case and determines recommendations and-or follow up steps. Eg., summer tutoring, repeating.

HIGH SCHOOL:

To be promoted to the next grade a student should have achieved at least a grade of 2.0 (on a 4.0 scale) in each course in each semester. Students take eight or nine (8-9) courses each semester. When students receive a grade of at least 2.0 (on a 4.0 scale) they are awarded credit. Each course gives credit based on the intensity of the course. In addition, it is expected that students be absent from no more than five (5) classes per course in each semester. Students are provided opportunity to remediate absences when they exceed five per semester.

GRADE LEVEL CREDITS FOR PROMOTION OF HIGH SCHOOL STUDENTS:

- Student enter ninth grade in the High School as freshmen. Any student who has earned less than 8 credits at the end of his/her first year at High School retains the standing of a freshman -grade 9 students.
- To be considered a tenth grader or a sophomore, a student shall have earned at least 8 credits in his/her first year of High School. A student who ends the second year of High School with fewer than 16 credits retains the standing of sophomore -grade 10 students.
- To be considered an eleventh grader or a junior, a student shall have earned at least 16 credits in his/her first two years of High School. A student who ends the third year of High School with fewer than 24 credits retains the standing of junior-grade 11 student. Students in this situation will be matriculated as JR and are unlikely to graduate with their peers.
- To be considered a twelfth grader or a senior, a student shall have earned at least 24 credits in his/her first three years of High School

FAILED COURSE POLICY FOR HIGH SCHOOL STUDENTS

Students who fail a course by receiving less than 2.0 out of 4.0 or a grade of incomplete (INC) for a quarter (for PE 9, PE 10, and Sociales) or semester final grade have failed a course. When students fail a course, they must retake the course if it is a core course or take another course within the department if it is an elective. Please note that if the students fails the same course a second time, by school policy, the student may not be re-matriculated at CNG. In addition, students have to make up the credits that were failed as all students need 32 credits in order to graduate.

REMEDIATION OF CREDIT FOR HIGH SCHOOL STUDENTS

When a student fails a course, in addition to retaking the course (or a similar course if not a core course) for credit, he/she must make up the credit lost. The only way this can be done is through a distance-learning or summer school course at an accredited school. Parents are responsible for all associated costs of external courses for credit remediation. As part of the process for making a final decision related to recommendation, the Principal may consider, but not be limited to, the following criteria:

- When a student fails a course, he/she typically must retake courses at CNG for credit. Typically only elective courses are allowed to be taken via distance learning.
- A student may generally take no more than one (a) distance learning course during a given semester; and
- A student must be under the direct supervision of an accredited distance learning provider as approved by the Principal and/or Director.

A student can apply no more than five (5) total earned credits from distance learning or independent study courses toward the fulfillment of CNG's required number of credits for graduation.

CREDIT REQUIREMENTS FOR GRADUATION IN GRADE 12

In order to graduate from CNG, a student must complete 32 academic credits as specified, complete one hundred and twenty hours of social service, as well as pass a Senior Independent Study (SIS) project. Students who fail to meet one or more of these requirements will not be allowed to participate in the Graduation ceremony. Once requirements are completed, the student may receive the diploma(s) if approved by the High School Principal and Director.

ADVANCED PROMOTION

The school follows a careful decision-making process to determine grade level placement. For a student to advance grade levels or receive special programs and services, the appropriate administrator will arrange for a meeting of the Evaluation Committee. This cannot happen in High School because of the credit system. Individual parent requests will be considered; however, it is extremely rare for a student to change grade levels.

Process:

- Needs to be done in the first marking period of the school year (Colombian law, Decree 1290).
- Criteria include:
 - Cognitive development
 - Social development
 - Life skills.
 - Academics Records
 - Disciplinary Records
 - Date of birth
 - Teachers recommendations
- Parents need to hand in a written request explaining the reasons why they believe their child should be promoted to the next level.
- Evaluation Committee will be convened and study the case, and make a recommendation which will be shared with parents.
- In case of advanced promotion, the Academic Council and the Director's Council will validate the recommendation.
- Director's Council makes the final decision which is informed to the parents.



ATTENDANCE POLICY

CNG expects students to be in attendance each and every day that school is scheduled. Parents should plan vacations, medical appointments, and other non-school events around school holidays and school hours whenever possible. Because our AdvancED accreditation standards are very explicit in the number of hours for classroom time required for credit to be granted, the school has implemented the following policies and procedures to encourage regular attendance.

Parents must report student absences to the attendance office of the respective school building within 48 hours of the absence for it to be counted as excused. Parent reports after that time will be noted but not excused. For students who are ill for three or more days, an official doctor's note needs to accompany the parent email or be delivered to the respective school building office.

In Middle School and High School, students are expected to review Skyward on a regular basis and address any issues they see with either tardies or absences with their parents and/or administration to ensure records are accurate.

In Primary and Elementary School, students who have more than 10 days of unexcused absences are at risk of not getting credit for the school year. Each case will be studied by the PS/ES Evaluation Committee and referred to the Matriculation/Promotion/Retention Committee.

In Middle School and High School, students who have more than five (5) days of absences in a class each semester are at risk of not getting credit for the course. Each case will be studied by the MS/HS Evaluation Committee and referred to the Matriculation/Promotion/Retention Committee.

AWARDS

PRIMARY AND ELEMENTARY SCHOOLS

Students in Primary and Elementary School have the opportunity to receive awards at monthly assemblies. Students may be recognized for positive dispositions, life skills and/or academic excellence. In addition, ES awards the three Presidential Awards to students who qualify for Academic Excellence, Academic Achievement and Citizenship.

MIDDLE SCHOOL

There are awards assemblies for each grade level at the end of each semester. Parents, although they are not formally invited, are always welcome to attend awards assemblies. For each subject, certificates are awarded for "Outstanding Achievement and/or Performance," "Outstanding Improvement," and "Honorable Mention." For sports, ribbons and certificates are awarded for participation and outstanding performance. The Principal presents certificates for the pertinent quarter for "Honor Roll" and "High Honor Roll" students. Although they are not presented during awards assemblies, the Associate Principal, also awards students for "Outstanding Conduct" with a special certificate. There are also a "Principal's Honor Roll" and a "Principal's High Honor Roll" for being on an honor roll all four quarters during the academic year.

Certificates of recognition are presented to those students who reach their Targeted Growth goals and/or who scored in the 93rd percentile or higher.

HONOR ROLL

The Middle School quarterly and year-end honor rolls are based on the total GPA which includes all subjects – academic and exploratory.

Principal's High Honor Roll: For achieving High Honor Roll Status during four consecutive quarters.

Principal's Honor Roll: For achieving at least the Honor Roll during four consecutive quarters

HIGH SCHOOL AWARDS

We recognize superior academic achievement of Colegio Nueva Granada students at the conclusion of each semester with the selection of students to the CNG High School Honor Roll. At the conclusion of each semester, each student's GPA for the semester as well as their Cumulative GPA will be calculated. All courses taken at CNG will be included and AP Academy bumps will be included in the GPA calculations. Courses taken outside CNG will not be included in calculations.

HIGH HONOR ROLL: Students who achieve a semester GPA of 3.75 – 4.30 AND who have 3 or fewer unexcused tardies and absences per quarter along with zero referrals for serious or grave discipline infractions, will be honored and placed on the High Honor Roll.

COMMENDED HONOR ROLL: Students who achieve a semester GPA of 3.50 – 3.74 AND who have 3 or fewer unexcused tardies and absences per quarter along with zero referrals for serious or grave discipline infractions, will be honored and placed on the Commended Honor Roll.

In addition, we also recognize students who have shown an on-going commitment to academics during their high school year's at CNG.

PRINCIPAL'S DISTINGUISHED HONOR ROLL: At the conclusion of each semester, students enrolled in grade 10 or higher who have a cumulative GPA of 3.75 – 4.30 AND who have 3 or fewer unexcused tardies and absences per quarter in the given semester along with zero referrals for serious or grave discipline infractions, will be honored and placed on the Principal's Distinguished Honor Roll.

Recognition in the above honor rolls is an honor and not a right. Students who maintain superior academic achievement but who are unable to maintain excellent attendance and/or behavior, will not be eligible for the above awards. Students in the Learning Center are eligible to receive the above awards

GRADUATION AWARDS

CNG is proud to recognize graduating students who demonstrate exceptional academic achievement. At CNG there are up to six awards and two scholarships given during the Senior Graduation Ceremony. These include:

- Valedictorian
- Salutatorian
- Mejor Bachiller
- International Valedictorian
- Director's Award
- Condor Award
- Martha Ann "Mo" Spikes Scholarship of Class 1972
- ICFES Saber 11 Scholarships

More information about these awards is available in the High School Academic Program Guide.

ACADEMIC CONDITIONAL MATRICULATION

Students who have not made satisfactory progress in meeting established academic standards may be placed on conditional matriculation once evaluated by a Promotion and Evaluation Commission. In case of conditional matriculation, after the first semester of the school year, the Commission may indicate that a student should be removed from "conditional matriculation" status or it may indicate that a student needs to continue for another semester with conditional matriculation. If, toward the end of the school year, there is doubt as to whether or not CNG is the best educational environment for the student, he/ she may be placed on "matriculation hold" until a decision is made.



PERMANENT WITHDRAWAL FROM SCHOOL

Students who have not made satisfactory progress in meeting established academic standards after completing a retention, or in cases where CNG is not the best educational environment for the student, may be required to leave the school once evaluated by a Promotion and Evaluation Commission. Factors of major concern include second-language acquisition and low academic performance

STUDENT ACADEMIC REVIEW PROCESS

The student academic review process includes the study, evaluation and recommendation of an Evaluation and Promotion Commission established at the appropriate grade level. The student review process takes place as needed. In addition, the Commission meets periodically in order to consider the cases of those students who have failed two remedial evaluations in academic courses and are, therefore, candidates for retention.

STUDENT STATUS

CNG does not normally permit students to audit classes. The Director of the school can make exceptions to this rule. This is done only when the student speaks no Spanish and has limited English proficiency. The audit permits the student more time out of school as well as in school to increase his/her English competency. Principals will approve or not matriculation as a regular student for these students for the following school year.

RECORD MAINTENANCE AND REPORTS

Skyward's Grade Book, a standards-based reporting system, is used by all CNG staff members to record progress of student learning and provide feedback to students and parents. This system also generates report cards and allows students, parents, and teachers to access grading and assessment data on demand. In addition, student assessment and progress reports are available periodically in digital form, accessed directly through the Skyward system.

An individual cumulative file for every student is kept in the office of the corresponding school. This file contains all the records of a student's academic life at CNG, including copies of the quarterly progress reports. Teachers, administrators, parents and the student are allowed to consult the file, but the file must not be removed from the office. Files of graduates are kept under the supervision of the Registrar's Office (Secretaría Académica).

PROCESS FOR CNG BEHAVIOR PROBATION, MATRICULAR HOLD, CONDITIONAL MATRICULATION, AND POSSIBLE NON-RENEWAL

When a student commits a serious or grave infraction of the Code of Honor and Disciplinary Policy, he/she may be placed on Behavior Probation. The Behavior Probation contract makes clear the expectations in terms of behavior that are expected and identifies the steps that will be taken in case of non-compliance. Typically there are no expectations that exceed expectations held for all CNG students. For Behavior Probation, the Administration should determine whether the behavior profile is one where the student should be also placed on Matricular Hold and/or on Conditional Matriculation.

Typically at the very least the student is placed on Matricular Hold. Matricular Hold implies that the student may not be invited back for the following school year. His/Her Matriculation will be placed on hold in April by the Administration and a determination about whether re-matriculation will be offered or not will be made by June, typically.

Conditional Matriculation implies that the student may not be invited back the following school year. Typically Conditional Matriculation would be done in May/June for the following school year. However, in a complex case, Conditional Matriculation may be given in order to fully warn the student and parents that re-matriculation is unlikely for the following year. In April, the Administration places this student on Matricular Hold.

In April, the Administration needs to ensure it communicates with the families of all students on Matricular Hold and

Conditional Matriculation, indicating to them the reason for this and the understanding that they will not be allowed to complete Step Two of the Matriculation process without the Administration's decision of release of the Hold. They will not be expected to pay any late fees associated with this administrative decision.

By Mid-May it is recommended that the Administration have a meeting with parents of any students on Behavior Probation who the Administration is not planning to invite back for the coming school year. At this meeting it is recommended minutes be taken (preferably in Spanish if that is the student's native language) and signed by parents, counselor, and administrator. The following points should be highlighted:

- Overview of general concerns in regard to student behavior which may include non-compliance with Behavior Probation, number of referrals since being placed on Behavior Probation, serious/grave incident, etc.
- Administration's concern that CNG is not the right school for this student
- General teacher comments/observations that support the case
- Administration's current recommendation for Non-Renewal for the following school year
- Notification to the family that they need to look at other schools for their child.
- Sharing the process for non-renewal recommendations which include, in general:
 - o Student and parents, as well as any outside professionals working with the student, have the opportunity to share relevant information in writing with the Administration.
- These documents become part of the Student's Permanent File.

This information will be read and will help inform the decision of the Administration for the final recommendation at the end of May. At end of May the Administration will make a final written recommendation to the Board of Directors and the Director's Council regarding the non-renewal recommendation of a student.

- A time will be organized for the Administration to speak with the Board of Directors and/or the Director's Council regarding the specifics of the case. Confidentiality on behalf of the members will be required.
- Following this, the Director's Council and/or Board of Directors will communicate in writing to the parents and student and provide an opportunity to appear before these councils to provide any relevant information that they would like to be considered before a final decision is made.
- A decision will be made by the Director's Council and Board of Directors. This decision will be communicated in writing by the Director to the Administration and to the family.
- The decision of the Director's Council and Board of Directors is considered final.

In early June, for students on Behavior Probation and/or Matricular Hold, a meeting should be held to share the next steps for these students. Feedback will be sought from teachers and a file review will occur prior to the meeting. These are the options the school has and a determination will be made for one of these:

1. Student is taken off Behavior Probation as well as off Matricular Hold. Regular matriculation is offered for the upcoming school year.
2. Student is kept on Behavior Probation for the time period specified in the contract and offered Conditional Matriculation for the upcoming school year, meaning that if the student breaks Behavior Probation he/she could be asked to leave the school in the upcoming school year and/or may not be offered matriculation for future school years.
3. Student is kept on Behavior Probation for the time period specified in the contract and offered Conditional Matriculation for the first semester only of the upcoming school year. An invitation to matriculate for the second semester will only be extended if student meets the conditions stated in the Behavior Probation. Student may not be invited back for the second semester.



4. Student is kept on Matricular Hold until a final decision can be made by the last day of school. This decision may include any of the above or that student is not offered matriculation for the upcoming school year.
5. In rare cases, students may be required to fulfill expectations during the June/July break and return to meet with administration in late July/early August when a final decision regarding whether matriculation will be offered or not with the School Director.

Once decisions are made by the Administration regarding a student's Matricular status, a meeting will be held where parent and student sign the Conditional Matriculation document. At that time, the hold will be released and the Matriculation envelop provided to the family.

The Administration will notify the Admissions/Matriculation Office in all cases of non-renewal, Conditional Matriculation, or release of Matrícula Hold via email to matriculas@cng.edu in a timely manner.

PERMANENT WITHDRAWAL FROM SCHOOL

Students who have not made satisfactory progress in meeting established academic standards after completing a retention, or in cases where CNG is not the best educational environment for the student, may be required to leave the school once evaluated by a Promotion and Evaluation Commission. Factors of major concern include second-language acquisition and low academic performance

STUDENT ACADEMIC REVIEW PROCESS

The student academic review process includes the study, evaluation and recommendation of an Evaluation and Promotion Commission established at the appropriate grade level. The student review process takes place as needed. In addition, the Commission meets periodically in order to consider the cases of those students who have failed two remedial evaluations in academic courses and are, therefore, candidates for retention.

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An individual cumulative file for every student is kept in the office of the corresponding school. This file contains all the records of a student's academic life at CNG, including copies of the quarterly progress reports. Teachers, administrators, parents and the student are allowed to consult the file, but the file must not be removed from the office. Files of graduates are kept under the supervision of the Registrar's Office (Secretaría Académica).

CHAPTER 5

CNG COMMUNITY CODE OF HONOR AND DISCIPLINARY POLICY

PHILOSOPHICAL FRAMEWORK

CNG Vision and Purpose: Educating the mind, strengthening the body, and developing character for leadership and service in the world of today for a better tomorrow.

The philosophy behind discipline at CNG is to support students in their learning of responsibility and self-discipline as an educational process rather than as a primarily punitive outcome. We believe in positive discipline: setting clear expectations for behavior, explicitly teaching those expectations, and providing meaningful and timely feedback for appropriate behaviors as well as consequences for inappropriate behavior. Integrated into our philosophy is the use of Restorative Practices™, which involves building community, repairing relationships, and making restitution within the school community. CNG also utilizes Positive Action™, which teaches children that positive feelings come from positive actions.

We believe that when we work together as a school community, we create an environment of respect and responsibility. Our expectations for behavior are derived from our Code of Honor and the positive relationships that result from its consistent application across the school.

PRIORITY OF SAFEGUARDING STUDENTS

CNG is committed to protecting children and preventing them from harm as well as to acting with a sense of urgency if a child might be at risk of harm in our out of school. CNG has a shared definition of child protection that is understood and followed by all school community members, aligned to our CNG beliefs and values. As a school, we comply with all legal and statutory requirements. Clear and robust policy/procedures/protocols are communicated and reviewed. CNG also has a designated Child Protection Officer (CPO). CNG ensures education and online/virtual safety along with training and support (PD) for our personnel.

CNG CODE OF HONOR

FOR ALL MEMBERS OF OUR CNG COMMUNITY

Golden Rule: Do unto others as you would have them do unto you.

As a member of the CNG community (students, parents, staff, alumni, and visitors), I will follow the Golden Rule, abide by the Mission Statement, and uphold the Code of Honor as defined by the following four pillars:

INTEGRITY

- I am honest.
- I tell myself and others the truth.
- I take responsibility for myself, my work and actions, and the resulting consequences.
- I do not blame others, make excuses, or rationalize my behavior.
- I do what I say I will do.

RESPECT

- I respect each individual and his or her worth, rights, and dignity.
- I do not physically or psychologically harass or intimidate any person.
- I respect school rules and regulations.
- I resolve every conflict in a peaceful and rational manner.
- I respect all property: mine, others', and that of the CNG community.



HIGH EXPECTATIONS

I value excellence and support all efforts on its behalf.

I am open to innovation.

I accept challenges and take advantage of options and opportunities offered by CNG.

I put forth my best effort in everything I do.

COMMUNITY WELFARE

I am fair, show concern for others, and cooperate with them.

I value health and safety.

I intervene with peers to diffuse or prevent emotional or physical harm to others.

I protect the environment.

I am a positive representative of CNG on and off campus.

I participate in and am committed to school and community activities and organizations.

CNG Community members (students, parents, teachers, and staff) are expected to conduct themselves in responsible, respectful, and honest ways at all times, both in and out of school. Code of Honor violations may be applied to any member of the CNG community. If a student fails to achieve these expectations, there are corrective steps that teachers and Administrators will take to preserve a safe, productive, and orderly learning environment for all students, faculty, and staff.

The rules set forth below serve one or more of the following basic purposes:

To protect a member of the CNG community from having his or her rights infringed upon by others;

To help a student make responsible decisions about behavior that may affect the student's own life and/or the rights of others;

To aid in the effective operation of the CNG community and the school's learning environment; and

To protect the reputation of the school, our students, and the CNG community.

We rely on the professional judgment of our teachers and staff to respond in a fair and consistent manner. We believe that initial responses to inappropriate behavior should help students to learn from their mistakes, unless those behaviors are serious or grave in nature and thus require a more directive response.

When negative behavior is repetitive, serious, or grave, School Administrators become involved in the process of determining the most appropriate consequences, as outlined below. Along with disciplinary consequences, Restorative Practices™ are utilized to help students take responsibility for their mistakes, repair relationships, and build community.

Any member of the community (staff, parents, alumni, etc.) who fails to uphold the requirements and responsibilities as outlined above may lose the opportunity to fully participate in school and community activities. School-determined sanctions may include the disciplinary consequences as outlined in this handbook as well as restrictions from attending school events and the loss of campus visitation privileges to ensure the safety and well-being of others as determined by the CNG Principals, Director, and/or Board of Directors.

Teachers, staff members, and students are responsible to report any violation of the Code of Honor to a building Administrator. Records will be kept in student files documenting any student involved in violation of the Code. For cases within the classroom or on buses, the teacher's or staff member's observation of the behavior or physical evidence constitutes sufficient proof for determining failure to meet expected behaviors. For cases outside of school, CNG reserves the right to conduct an investigation to determine justification for the school taking further action. As examples, the school may investigate:

- students who are involved in fights (whether as bystander, aggressor, or victim) outside school;
- students who are involved in inappropriate online behavior; or
- students who provide or sell alcohol or other drugs or who may possess any type of weapon.

Final determination or verification of a violation will be made by the Principal or the administrative designee, and if necessary, through the intercession of the Director. The consequences for violating the Code are cumulative throughout a student's time at CNG. Notwithstanding the above, instances of Serious or Grave behavior, either on or off campus, may be subject to immediate suspension or recommendation for expulsion.

DISCIPLINE POLICY

Given our school and community values, the behaviors outlined below are inappropriate for students attending CNG. This list is not exhaustive and situations not outlined below will be handled by the School Administration in accordance with CNG Board Policy. Inappropriate behaviors are classified as Minor, Serious, or Grave offenses. Disciplinary consequences may be applied for behaviors that occur on school grounds, on school buses, at all school-sponsored events, and when traveling to/from school events as a supervised group. Instances of Serious or Grave Behavior committed off campus at any time may also be subject to disciplinary action aligned with established school consequences.

I. INAPPROPRIATE AND UNACCEPTABLE BEHAVIORS

MINOR OFFENSES

- Tardiness to class.
- Classroom disruption.
- Failure to comply with the school dress code or uniform requirements.
- Leaving the classroom without permission from the teacher or staff member.
- Displaying inappropriate or distracting behaviors inside the classroom.
- Use of abusive, obscene, or profane language or gestures.
- Unauthorized or inappropriate use of electronic devices.
- Lying or deceitful behavior.
- Horseplay and/or inappropriate physical contact.
- Minor damage to the property or belongings of the school or of others.
- Bringing to school any improper printed material (magazines, pictures, drawing, etc.) that the school deems inappropriate.
- Demonstrating inappropriate displays of affection.
- Selling items for personal gain or profit without the written consent of the Administration.

Any other improper conduct that interferes with the teaching and learning environment, which in the judgment of School Administration, was minor.

SERIOUS OFFENSES

- Displaying disrespect for school symbols and/or property.



Bullying behavior that may include harassment, defamatory statements, intimidation, hazing, threatening, intolerance, and/or exclusion (as defined within the Conflict and Bullying section of this policy).

Instigating or participating in any act of harassment (except for sexual harassment, which is a Grave Offense), slander, intimidation, or threatening any community member. Slandering, defaming or formulating unfounded complaints or accusations.

Expressing intolerance relating to race, ethnicity, religion, disability, sex, gender expression, or personal orientation.

Acts of insubordination, defiance, or gross disrespect. Insubordinate behavior toward a teacher or staff member, including substitute teachers.

Refusal to identify oneself. Failing to comply with the disciplinary measure assigned by a staff member.

Reckless endangerment which could potentially cause injury.

Fighting or other physically aggressive behavior in which another person could be injured.

Committing acts of petty theft as determined by Administrator.

Committing any act of false testimony, forgery, or fraud. This includes using the "CNG" name without authorization, falsifying signatures on a document, or altering a school document.

Being involved in the planning or execution of a party or fundraiser held off campus for a CNG organization, class, or activity that is not authorized by the Administration. If alcohol is involved, this type of action will move to a Grave Offense.

Skipping class or school.

Academic dishonesty (see additional information in the Community Handbook).

Using a cellular phone and/or any other electronic device for the transmission and/or downloading of inappropriate voice, text, image, or video messages or for cyber-bullying as determined by the Administration.

Possession of cigarettes, electronic cigarettes and/or other products containing nicotine or non-approved substances on campus or during school-sponsored activities.

Possessing or brandishing a look-alike weapon.

Repetition of minor offenses.

Any other improper conduct of students, which in the judgment of the School Administration, was serious.

GRAVE OFFENSES

Using, possessing, under the influence of, or disseminating alcohol and/or drugs or any type of unauthorized substance prohibited by the laws of the country. This includes drug paraphernalia.

Committing any criminal acts that entail any sanction in the penal system (as stated in the Colombian penal code).

Bringing to campus or possessing any weapons, i.e., knives, brass knuckles (manoplas), explosives, firecrackers, flammable materials, firearms, ammunition, and/or the possession or use of anything that can be considered a weapon or looks like a weapon.

Assault, fighting, or other physically aggressive behavior resulting in bodily injury whether on or off campus.

Repeated bullying, bullying that occurs despite intervention, and/or a severe incident of bullying (as defined within the Conflict and Bullying section of this policy manual).

Sexual harassment.

Indecent exposure.

Distribution of pornographic materials and other forms of contraband.

Performing an act of arson or creating any type of real or potential fire hazard.

Participating in a serious act or the willful destruction of belongings of a CNG community member.

Committing a major act of theft or theft of proprietary information.

Direct violation of orders given by an administrator.

Repetition of serious offenses.

Any other improper conduct of a student, which in the judgment of School Administration, is grave.

II. POSSIBLE RANGE OF DISCIPLINARY CONSEQUENCES

As a community, we believe that the development of personal responsibility requires an understanding of natural consequences for our actions, and children should experience these consequences in order for learning to occur. Whenever possible, consequences should be related to the infraction and should be intended to make reparation to those who have been impacted to help recover the student’s standing with the school community. Consequences for students, particularly at Primary and Elementary levels, may be adjusted by the School Administration according to the specific infraction, contextual circumstances, and the developmental age of the child. Disciplinary procedures should maintain the dignity and self-worth of the individual. For other members of the CNG Community who violate the Code of Honor, the Administration may determine the specific sanction to apply in each specific case, taking into account precedent in similar cases.

MINOR OFFENSES – RANGE OF POSSIBLE ACTIONS OR CONSEQUENCES

Teachers will respond to and assign appropriate consequences for most minor offenses. For cases within the classroom, the teacher’s observation of the behavior or physical evidence constitutes sufficient proof for determining failure to meet expected behaviors. Actions or consequences may include but are not limited to:

Student reflection

Restorative Circles

Temporary removal from class

Student/Teacher conference

Teacher documentation

Parent contact

In-class, break, or lunch detention

Restrictions from attending school events

Loss of campus attendance or visitation privileges

Additionally, Administrators may assign the following consequences:

After-school detention

Short-term suspension (up to 5 days)

Matriculation Hold/Conditional Matriculation

SERIOUS OFFENSES – RANGE OF POSSIBLE ACTIONS OR CONSEQUENCES

Student reflection

Restorative Circles

Temporary removal from class



Student/Teacher conference
Teacher/Administrator documentation
Parent contact
Detention
Restrictions from attending school events
Loss of campus attendance or visitation privileges
Anti-harassment contract
Behavior Advisement/Probation contract
Short-term suspension (up to 5 days)
Long-term suspension (5-10 days)
Matriculation Hold/Conditional Matriculation
Recommendation for expulsion

Parents are required to conference with the Administration if requested. Additional follow-up actions may include but not be limited to student reflection, student and parent conference with Administrator, and Restorative Conferences.

According to the severity of the case, Serious Offenses may be judged by the Administration as Grave in nature and thus may warrant consequences up to and including expulsion from the school.

GRAVE OFFENSES – RANGE OF POSSIBLE ACTIONS OR CONSEQUENCES

Grave offenses result in student suspension as the minimum consequence and Administration may also consider a recommendation for expulsion depending on the severity of the specific actions. Upon serving the specified day(s) of suspension, the school administration may impose additional sanctions and/or follow-up responses involving one or more of the following:

Student reflection
Parent contact
Student and parent conference with Administrator
Restorative Circles
Restrictions from attending school events
Loss of campus attendance or visitation privileges
Anti-harassment contract
Behavior Advisement/Probation contract
Short-term suspension (up to 5 days)
Long-term suspension (5-10 days)
Matriculation Hold/Conditional Matriculation
Recommendation for expulsion
Notification of Authorities
Parents are required to conference with the Administration and Director if necessary.

Instances of Serious or Grave behavior as outlined by this policy, either on or off campus, may be subject to immediate suspension or recommendation for expulsion. The school may also take action based on violations of the four basic principles outlined at the beginning of this behavior expectation section.

A recommendation for expulsion must be taken to the Board of Directors and Director's Council as per established due process considerations.

CUMULATIVE SUSPENSIONS

Students accumulating more than 10 days of suspension during a school year may be recommended for expulsion by the Administration.

SERIOUS AND/OR GRAVE CODE OF HONOR VIOLATIONS

If a student accumulates a total of three (3) Serious and/or Grave Code of Honor violations during a three year period, the student may be subject to referral to the Director and Board of Directors for a recommendation for expulsion on grounds of repetitive Code of Honor violations.

III. APPLICATION OF DISCIPLINARY CONSEQUENCES

CNG rules and regulations for students are defined throughout this handbook. Students and parents should be thoroughly familiar with the school's expectations of behavior given that CNG will maintain a complete record of behavior infractions in the cumulative file of every student. Failure to adhere to the rules and regulations may result in one or more of the following disciplinary actions being taken. These consequences are progressive in nature; however, the Administration may advance beyond any particular step depending on the severity of the incident or repetitive nature of previous incidents.

MEETING with Administration and parent notification by teacher or Administrator (with further disciplinary action if deemed appropriate by Administration).

DETENTION during or after the school day for a time and duration determined by the Administration to be appropriate for the infraction(s).

IN-SCHOOL SUSPENSION for a time and duration determined by the Administration to be appropriate for the infraction(s). Students are expected to make up all missed work.

OUT-OF-SCHOOL SUSPENSION for a time and length determined by the Administration to be appropriate for the infraction(s). Parents will be required to pick up the student or make arrangements for the student to be taken home. Students are expected to make-up all missed work.

BEHAVIORAL AND/OR ACADEMIC CONTRACT that the Administrator may implement at any step.

MATRICULATION HOLD for the following school year and recommendations for NON RENEWAL OF MATRICULATION may be utilized in cases of repeated issues of inappropriate behavior and/or grave offenses.

REFERRAL OF CASE TO THE SCHOOL'S COMITE DE CONVIVENCIA (AS REQUIRED BY COLOMBIAN LAW) may occur as stated below.

EXPULSION to be recommended by the Administration through due process proceedings to the Board of Directors and Director's Council based on the severity of an infraction or series of repeated infractions.

School Administration reserves the right to suspend or to recommend for expulsion any student if he/she cannot adapt to school surroundings and/or presents a disciplinary or student safety problem of a serious and continual nature or as a result of in-school or out-of-school grave behavior(s).

The following parameters will guide the application of the disciplinary consequences:

Disciplinary consequences are applied as follows: Minor offenses are cumulative on a yearly basis; Serious and Grave offenses are cumulative for the duration of attendance at CNG.



Students on out-of-school suspension may not enter the school campus, attend class, or take part in any school-sponsored activity, including but not limited to sports events, CWW trips, competitions, and academic or co-curricular events.

In addition to the consequences listed in this handbook section, national laws, Board Policy, CNG's Co-Curricular Code of Conduct, as well as all other student organization bylaws may also apply to the potential range of sanctions.

IV. ADMINISTRATION OF THE CONSEQUENCES

The School Administration has the responsibility for applying consequences to uphold the behavior expectations of the school. Learning Center faculty, counselors, and other relevant personnel may be consulted. These disciplinary consequences can include but are not limited to the following: Detention, In-School Suspension, Out-of-School Suspension, or recommendation for Expulsion.

In the cases of Minor offenses, the disciplinary consequences can be administered either by the teacher or administrator.

In case of Serious offenses, the disciplinary consequences should be administered by the Administrator and/or Director.

In the case of Grave offenses, the disciplinary measures applied may involve the Administrator and the Director. In the case of a recommendation for expulsion, the Board of Directors and Director's Council must be involved in reviewing and deciding on the case as per due process requirements.

COMMUNITY MEMBERS

All community members (students, faculty, staff, parents, and visitors to CNG) are expected to follow the Code of Honor. In order to ensure the safety and well-being of others, school-determined sanctions for inappropriate behavior may include restrictions from attending school events and the loss of campus visitation privileges as determined by the CNG Administration, Director, and/or Board of Directors based on established due-process procedures.

CNG DISCIPLINARY PROCESSES

Whenever possible, the following process will be used by the Administration in cases of serious or grave behavior.

Student provides a verbal statement and, when required, a written and signed statement to the Administration related to the specific incident or event in question.

The Administration may also investigate allegations with other students, community members, or other entities who may also be asked to give statements.

The Administration will make a decision regarding appropriate consequences and the disciplinary process; the sanction(s) will be communicated to student and parents. The student's written statement may be shared with parents who may choose to submit their own statement as part of due-process considerations.

The Administration may need to inform leaders of co-curricular activities depending on the severity of the sanction and disciplinary outcome. The advisors will then undergo their processes as determined in the organization or athletic bylaws or protocols. The advisors will have ten business days to make a recommendation to the Administration on entity-specific sanctions and the Administration will inform the student and parents of the recommendation.

Students holding leadership positions and/or elected offices (Personero, Vice Personero, STUCO President, NHS President, team captain, etc.) are held to the highest standards for behavior. Therefore, the Administration will receive the recommended sanction from the advisor of the respective body and make the final determination of the sanction and disciplinary outcome, especially in cases related to the student's potential removal from office. The Administration will report to the student and parents within ten business days after receiving the recommended action by the entity.

As part of the school's established due process, students and parents may appeal to the next level of the school's established lines of authority until the appeal process reaches its conclusion. Within the appeal process, the student and parents will have five business days to request a review of the decision to the next line of authority. The specific governance level which hears the appeal will have ten business days to make an initial response to the appeal request.

Important Note: The online version of the CNG Community Handbook, including the most updated version of the Code of Honor and Disciplinary Policy, is considered the official document in effect at CNG.

PROCESS FOR CNG BEHAVIOR PROBATION, MATRICULAR HOLD, CONDITIONAL MATRICULATION, AND POSSIBLE NON-RENEWAL

When a student commits a serious or grave infraction of the Code of Honor and Disciplinary Policy, he/she may be placed on Behavior Probation. The Behavior Probation contract makes clear the expectations in terms of behavior that are expected and identifies the steps that will be taken in case of non-compliance. Typically there are no expectations that exceed expectations held for all CNG students. For Behavior Probation, the Administration should determine whether the behavior profile is one where the student should be also placed on Matricular Hold and/or on Conditional Matriculation.

Typically at the very least the student is placed on Matricular Hold. Matricular Hold implies that the student may not be invited back for the following school year. His/Her Matriculation will be placed on hold in April by the Administration and a determination about whether re-matriculation will be offered or not will be made by June, typically.

Conditional Matriculation implies that the student may not be invited back the following school year. Typically Conditional Matriculation would be done in May/June for the following school year. However, in a complex case, Conditional Matriculation may be given in order to fully warn the student and parents that re-matriculation is unlikely for the following year. In April, the Administration places this student on Matricular Hold.

In April, the Administration needs to ensure it communicates with the families of all students on Matricular Hold and Conditional Matriculation, indicating to them the reason for this and the understanding that they will not be allowed to complete Step Two of the Matriculation process without the Administration's decision of release of the Hold. They will not be expected to pay any late fees associated with this administrative decision.

By Mid-May it is recommended that the Administration have a meeting with parents of any students on Behavior Probation who the Administration is not planning to invite back for the coming school year. At this meeting it is recommended minutes be taken (preferably in Spanish if that is the student's native language) and signed by parents, counselor, and administrator. The following points should be highlighted:

- Overview of general concerns in regard to student behavior which may include non-compliance with Behavior Probation, number of referrals since being placed on Behavior Probation, serious/grave incident, etc.
- Administration's concern that CNG is not the right school for this student
- General teacher comments/observations that support the case
- Administration's current recommendation for Non-Renewal for the following school year
- Notification to the family that they need to look at other schools for their child.
- Sharing the process for non-renewal recommendations which include, in general: o
- Student and parents, as well as any outside professionals working with the student, have the opportunity to share relevant information in writing with the Administration.
- These documents become part of the Student's Permanent File.

This information will be read and will help inform the decision of the Administration for the final recommendation at the end of Mayo At end of May the Administration will make a final written recommendation to the Board of Directors and the Director's Council regarding the non-renewal recommendation of a student.

- A time will be organized for the Administration to speak with the Board of Directors and/or the Director's Council regarding the specifics of the case. Confidentiality on behalf of the members will be required.
- Following this, the Director's Council and/or Board of Directors will communicate in writing to the parents and student and provide an opportunity to appear before these councils to provide any relevant information that they would like to be considered before a final decision is made.

- A decision will be made by the Director's Council and Board of Directors. This decision will be communicated in writing by the Director to the Administration and to the family.
- The decision of the Director's Council and Board of Directors is considered final.

In early June, for students on Behavior Probation and/or Matricular Hold, a meeting should be held to share the next steps for these students. Feedback will be sought from teachers and a file review will occur prior to the meeting. These are the options the school has and a determination will be made for one of these:

1. Student is taken off Behavior Probation as well as off Matricular Hold. Regular matriculation is offered for the upcoming school year.
2. Student is kept on Behavior Probation for the time period specified in the contract and offered Conditional Matriculation for the upcoming school year, meaning that if the student breaks Behavior Probation he/she could be asked to leave the school in the upcoming school year and/or may not be offered matriculation for future school years.
3. Student is kept on Behavior Probation for the time period specified in the contract and offered Conditional Matriculation for the first semester only of the upcoming school year. An invitation to matriculate for the second semester will only be extended if student meets the conditions stated in the Behavior Probation. Student may not be invited back for the second semester.
4. Student is kept on Matricular Hold until a final decision can be made by the last day of school. This decision may include any of the above or that student is not offered matriculation for the upcoming school year.
5. In rare cases, students may be required to fulfill expectations during the June/July break and return to meet with administration in late July/early August when a final decision regarding whether matriculation will be offered or not with the School Director.

Once decisions are made by the Administration regarding a student's Matricular status, a meeting will be held where parent and student sign the Conditional Matriculation document. At that time, the hold will be released and the Matriculation envelop provided to the family.

The Administration will notify the Admissions/Matriculation Office in all cases of non-renewal, Conditional Matriculation, or release of Matrícula Hold via email to matriculas@cng.edu in a timely manner.

CHAPTER 6

BEHAVIOR REGULATIONS AND PROCEDURES

Colegio Nueva Granada is committed to maintaining a safe environment where learning can be maximized. We want to spend our time at school in the most effective way possible, emphasizing teaching and learning. All students have a responsibility toward their education, and our goal is to have responsible behavior from all students. In order to accomplish this, students are asked to observe basic guidelines and follow certain procedures.

HYGIENE RULES

ALL STUDENTS AND STAFF SHOULD WASH THEIR HANDS

- Always after using the bathroom
- Upon arrival from home before classes begin
- Before and after morning snack time
- Before and after lunch recess
- As soon as they arrive home from school

PLEASE FOLLOW THESE RECOMMENDATIONS:

- Stay away from people who have a respiratory illness
- Wash your hands frequently with water and soap
- Do not greet people with a handshake nor a kiss
- Maintain hygiene of objects such as telephones, toys, faucets and handrails
- Maintain work and home areas with good ventilation (open windows)
- Do not share eating utensils or food
- Cover your nose and mouth when sneezing or coughing with a disposable handkerchief or with your forearm. Do not use your hands.

INSTRUCTIONS TO USE THE HAND SANITIZERS PLACED IN STRATEGIC AREAS AROUND THE SCHOOL:

- After using the bathroom
- Before eating
- After coughing or sneezing
- After blowing my nose
- After touching animals
- After touching the garbage



DRESS AND GROOMING CODE/UNIFORM RULES

The school uniform items can be purchased at www.caracolitos.com.co. It is recommended that a label with the student's name be sewn inside at least the sweater and the jacket, the most commonly lost items.

Students should be clean, well groomed, and dressed in the proper uniform at all times. The uniform is:

- **Shirts:** White CNG tennis (polo) shirt, white turtleneck, or plain white oxford shirt with the CNG monogram. Only plain white, short or long-sleeved T-shirts are to be worn under shirts.
- **Sweaters:** CNG navy blue V-neck sweater with two white stripes on the right sleeve.
- **Sweatshirts:** Official CNG navy, hooded sweatshirts may be worn in lieu of the formal sweater on normal class days. The 75th Anniversary white, zippered sweatshirt may also be worn. Neither of these are considered part of the formal uniform.
- **Trousers:** Navy blue, gabardine, trousers. Trousers are considered part of the formal uniform. Girls may wear navy blue, pleated CNG skirts of appropriate length. If skirts are worn, girls should wear navy bicycle shorts, which should not be visible.
- **Shoes:** For formal uniform, students should wear plain navy, black, brown, or dark grey dress shoes. For regular school days, students are to wear sturdy, closed-toed shoes.
- **PE Uniform:** The approved CNG PE uniform is required for all students during PE. classes in grades 6-12. It is optional for students in PS/ES. Proper running/sports shoes must be worn on PE days for all students. Students who wear the PE uniforms in grades 6-12 must change into and out of the PE uniform when not in PE class. Primary and elementary students may come to school in CNG sweat pants (along with regular uniform requirements).

UNIFORM -OPTIONAL ITEMS

- CNG navy blue jacket
- CNG navy fleece vest
- Navy or white neck warmers or scarves and/or gloves
- Sunglasses and/or CNG hats are allowed to be worn outside
- CNG senior jackets
- Official CNG student organization sweatshirts (i.e. Leadership, NHS, STUCO)
- Official CNG athletic team warm-up suits (for game days only)

BUS AND PARKING SERVICES

Bus service is provided for all students on a voluntary basis for a fee. As long as students observe bus rules and regulations, they may ride the bus daily.

BUS RULES

Bus rules have been established for the safety of the passengers. They are posted in all the buses. Students are expected to behave at all times in a responsible manner. Students who do not follow bus rules may be suspended from the bus.

- Be on time at your bus stop, the bus cannot wait.
- Obey the driver and monitor at all times.
- Be respectful. Do not use foul language.
- Upon entering the bus, please sit promptly and remain seated, looking forward, throughout the bus route.
- Share your seat with other passengers.
- Do not eat or drink while on the bus.
- Do not leave litter on the bus.
- Windows can only be opened one-third of the way down.
- Please do not put any part of your body out the window.
- Do not scream or throw objects out the window.
- Avoid speaking loudly and distracting the driver.
- Respect school property, do not vandalize or damage the bus.
- If the bus is not yet parked at its assigned space in the school parking lot, please remain behind the gray line, and wait for the bus to arrive.
- Do not run after the bus. Once the buses are moving, no one will be allowed to board the bus; drivers have been instructed not to stop.
- Students must have written authorization from their school office in order to ride a bus other than their regular route.

CONSEQUENCES

1st incident: Verbal warning

2nd incident: Written warning

3rd incident: One (1) day suspension from bus

4th incident: One (1) week (5 school days) suspension from the bus

5th incident: Indefinite suspension

RULES FOR USE OF ALL PARKING AREAS AT COLEGIO NUEVA GRANADA

The School has four (4) parking areas which will be distributed in the following way:

1. Parking Lot No.1, situated on Avenida Circunvalar, (when driving from south to north), to be used by parents and their chauffeurs.
2. Parking Lot. No.2, situated across the Avenida Circunvalar, (when driving from north to south), (the triangle), to be used by visitors in general.
3. Parking Lot No.3, situated behind the Administrative Building, to be used by those who are physically impaired.
4. Parking Lot No.4, situated at the southern end of the campus with access through the Gate no. 4 (Hogar Entrance), to be used by twelfth - grade students with parking permits and by employees of the school.



In order to have access to any of the parking lots listed above vehicles must display a parking permit identifying them as parents, students or employees of the school. In this way the school will be able to identify who has been authorized to remain on school grounds and take corrective measures when the privilege is abused.

Each family must obtain a parking permit by filling out the format available through our web page at (<http://sc.cng.edu/Parking/index.asp>) and picking it up in the security office. Each family will receive two permits, but can request additional ones by indicating it on the format. These permits will be handed out to a parent only, and under no circumstances will they given to chauffeurs or students.

LOSS OF PARKING PERMIT

In order to obtain a new Parking Permit, one must present an official police report, pay a replacement cost, and request a new permit in the security office.

Parking on campus is a privilege. Requesting the parking permit implies the acceptance of the rules and also of consequences of not abiding by them. Non- fulfillment of the rules set forth in this document will result in the loss of the privilege to have access to school parking areas. No private vehicles will be allowed access into the bus parking area during school operating hours 6:45 AM and 3:45 PM.

RULES FOR THE USE OF PARKING PERMITS IN ALL PARKING AREAS

- Each vehicle must display the parking permit in a visible place before driving up to the gate. In case the car arriving does not have a visible parking permit, the driver will be asked to identify himself with a valid ID and the name of the student they are coming to drop off or pick up. This will delay the whole process not only for the affected student but also for all those coming up behind them. If the driver is a parent who does not have a parking permit, he/she must show his /her school ID. (Those of you who do not have one must please come to the Technology Office on the second floor of the administration building to get one).
- If the same driver or family relapses and does not present the valid parking permit, he or she will not be allowed to enter the parking area. The security guards on campus are authorized to refuse access to anyone not having the permit, so please treat them with respect. Although parents will be allowed to enter by showing their CNG ID, the idea is that each family should have specific parking permits.
- The parking permit is valid for the school year and it must be validated for the next year, if needed.
- For your security and that of your children, please do not give the assigned permit to anyone. Access control are only as efficient and useful if users respect their rules.

PARKING LOT RESTRICTIONS FOR HS STUDENTS WITH APPROVED PARKING PASSES

I understand that I will be able to park on CNG property by following the rules listed below:

- The gate will close at 7:10 a.m. No one is allowed to enter after that time.
- The gate will open at 2:10 p.m.
- Respect for CNG rules as listed in the handbook must be followed at all times.
- CNG is not responsible for damage to student vehicles.
- Students may not "block" other parked cars.
- The security guard must be obeyed, and he will report violators to the HS administration
- Students may not go to their cars at break or lunch times.
- Students who leave campus with student drivers MUST have a gate pass.
- Violators will lose their parking privileges.
- All students violating the above-mentioned rules are subject to demerits.

USE OF PARKING LOT NO. 1 FOR PARENTS

- Parking Lot No. 1 is to be used by parents when they are coming to drop off or pick up their children, or when they come to school for a specific event. Parents who drive themselves to school have a priority over those parents who are driven by chauffeurs. As such, parking spaces nearest to the exit gate (north end) are reserved for parents who drive themselves. Chauffeurs must park their cars on the spaces furthest south of the lot.
- Only those vehicles with the valid parent ID will be allowed to enter the parking area.
- All vehicles must enter through the southern entrance and exit through the northern gate. The northern area of the lot is the pickup and drop off area and must not be blocked, cars should not park here as this is a waiting area.
- Peak Hours of operation on this lot are from 6:45 AM to 7:15 AM, from 7:45 AM to 8:15 AM, from 1:45 PM to 2:30 PM and from 3:15 PM to 3:45 PM,

Please keep this in mind and help keep the traffic moving.

- Maximum speed in the parking lot is 10 Kph. Please remember this is a school parking lot and therefore most pedestrians are children. Maximum caution must be taken when driving through.
- All vehicles must park in reverse.
- The school will not cover the cost of any lost items left inside vehicles or be responsible for any collisions or accidents which happen inside its parking areas.

RECOMMENDATIONS FOR CHAUFFEURS AND “ESCOLTAS”

Parents will be given priority when parking. All vehicles driven by chauffeurs must park in the southern end of the lot and must park in reverse. Chauffeurs must not block any parked cars and should not leave their car unattended at any time. They must move their car when requested to do so. Please make sure:

- Chauffeurs must use appropriate language
- Smoking is not allowed.
- If the need arises, please use the bathroom at the front gate.
- If for some reasons the driver has to stay and wait in parking lot, he must make sure not to block any parked vehicles.
- Car doors must remain closed at all times.
- In case a family arrives with two vehicles, only one can come into the parking area, the other one can park in Parking Lot No. 2.

USE OF PARKING LOT NO. 2 FOR VISITORS

This parking area is to be used by the community and visitors in general. All vehicles with permits, which identify them as parents, can have access to this area.

- All vehicles must park in reverse.
- The school will not cover the cost of any lost items left inside vehicles or be responsible for any collisions or accidents which happen inside its parking areas.
- Chauffeurs must use appropriate language.
- Smoking is not allowed.
- If the need arises, please use the bathroom at the front gate.
- Peak Hours of operation on this lot are from 6:00 AM to 18:00 PM



USE OF PARKING LOT NO: 3 HANDICAPPED

This area has a limited number of spaces, which are reserved for staff members, or visitors who have any type of physical disability, which may make it difficult for them to walk from the regular parking lot. In order to get this special permit, those interested must ask for the special permit at the Security Office. Since there are a limited number of spaces, we ask that those who have temporary disabilities stop using this parking area as soon as they are physically able.

USE OF PARKING LOT NO.4 FOR PERSONNEL AND SENIORS

This parking lot is to be used by Personnel and by Senior students who have been authorized. Parking restrictions should be followed and parking permit displayed. Need to apply for permission to the security office to leave the car overnight.

LEAVING AND MOVING AROUND CAMPUS

By board policy, CNG is a closed campus; therefore Colegio Nueva Granada does not allow any unauthorized leaving of campus. The security guards are instructed not to let students off campus unless they have a CNG gate pass.

PERMANENT GATE PASS CONTRACT

Students who normally arrive and leave by car every day should have a Permanent Gate Pass. It is suggested that students request a gate pass the first week of school. Parents must authorize their sons/daughters by filling in a "Permanent Gate Pass Permission Contract". As soon as this form is turned into the office, and signed by a parent, a "Permanent Gate Pass" is issued to students. This pass allows students to leave through any of its gates, at regular hours. When the Permanent Gate Pass is left at home, parents must send the school office during morning hours, a written authorization requesting a one-day pass.

SELLING, TRADING ITEMS

No selling or trading of items is allowed on school grounds for a student, parent or faculty member personal benefit. Items being sold, bought, or traded will be confiscated and not returned. Exceptions are fund raising campaigns for CNG organizations previously approved by the Principal of each school.

VALUABLES AND ELECTRONIC DEVICES

Students should only bring those personal items to school which are necessary for the completion of school work. It is recommended that valuables not be brought to school (such as expensive jewelry, hi-tech equipment, top-of-the-line sporting goods, etc.). When necessary, students may bring such items but at their own risk. The school is not responsible for personal items brought to school which may be lost, damaged or stolen. Items brought to school should be clearly marked with the student's name.

Primary School students are not allowed to bring cellular phones or any electronic devices to school. If parents need to reach their Primary School child during the day, they should contact the school office. Similarly, if students need to reach their parents, they need do it from the Primary office.

Elementary School students are allowed to bring cellular phones to school as long as they are turned off and stored away during the school day. Phones should be kept in backpacks and are not be used to make last - minute arrangements for dismissal and/or after - school activities. These arrangements may only be made through the Elementary Office. Any cellular phone found being used by an elementary student during the day will be taken to the office and kept there until picked up personally by parents. School will provide electronic devices as needed during the school day. If parents need to reach their Elementary School child during the day, they should contact the school office. Similarly, if students need to reach their parents, they need do it from the Elementary office.

In the Middle and High Schools: Electronic communication devices such as cellular phones may be used during break, lunch, and before and after school. They may not be used during homeroom, classes, or semester exams except when requested by the teacher for the purpose of learning. Portable music devices may be used during break, lunch, and before and after school. Teachers may grant students the privilege of using musical devices with headphones during class provided that academic and behavioral performance does not deteriorate, or that the classroom environment is not disrupted. Devices may also be used after completing semester exams. Repeated infractions will result in the device being confiscated by the teacher and turned into the office. The student may not pick up the confiscated device until the end of the school day. Repeated offenses will have consequences in accordance with the CNG Code of Honor and Disciplinary Policy.

TEXTBOOKS

Textbooks are loaned to students for use during their enrollment in a specific course. All books are the property of the school and should be well kept. Any lost or damaged books must be paid for by the student. Students will not get books for the next school year until they are paid in full. When students leave CNG, they are responsible for returning the loaned textbooks before they leave school. Classroom teachers are responsible for keeping an inventory of books loaned.

CNG ACCEPTABLE USE POLICY (AUP) FOR INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

STATEMENT OF VISION, PHILOSOPHY AND FRAMEWORK

CNG believes that today's students need to be safe and proficient users of technology, information and media, and that the use of electronic resources is an integral and powerful means for students to learn subject content and skills. Therefore, CNG provides access to electronic resources and ample opportunity for students to use tools that enhance the educational process, on-line communication, and a student's ability to live, work, and learn in the 21st century. **Our goal is to provide a safe learning environment for students to be able to find, retrieve, manage, create, share, and publish informational resources, while protecting confidential information, their privacy and rights as well as those of other computer users.**

Anyone having access to electronic resources at CNG is expected to use these resources in a responsible, ethical, and polite manner. General good behavior rules apply, just as they apply in other areas of the school and students are expected to follow the guidelines set up in the CNG Code of Honor and Disciplinary Policy.

Since network and internet access is provided as a tool for educational and institutional purposes, the school reserves the right to monitor, inspect, copy, review, and store information at any time and without prior notice for any and all usage of the school's electronic resources and online communication.

The purpose of this document is to assist members of the community in the use of all school Information and Communications Technology resources to ensure safety, good manners, appropriateness, responsibility, and honesty in line with the vision and mission of CNG. Student safety and children's rights are paramount and will have priority over any other consideration regarding the use of ICT resources in the school and for school purposes.

BEST PRACTICES FOR THE USE OF CNG ICT RESOURCES

The following questions should assist community members in determining best practices:

- Is my use of school ICT resources aligned with educational needs?
- Do I verify who has access to the content I share or publish?
- Am I using an institutional tool or is there sufficient justification for choosing a different one?



- Am I respecting the rules/terms of use of the resources that I am using?
- Have I planned and booked or ensured the availability of the ICT resources that I will require?
- Is my use of the resources equitable/fair with other members of the community?
- Am I considering Academic Dishonesty when accessing or using information from the ICT resources of the school?
- Have I evaluated potential risks (safety, appropriateness, ethics) of the use of the equipment/information/content with my intended audience?
- What information or resources would a person have access to if I don't secure access to my accounts? (insecure passwords, computers/devices that are left logged in, etc.)
- Am I knowledgeable of the characteristics of the ICT resources that I intend to use?
- Have I reported any problems with the ICT resources or noncompliance with the AUP guidelines?
- Is my use of the ICT resources of the school responsible in terms of our environment?

GUIDELINES FOR ACCEPTABLE USE

- Access media that is focused on learning and fitting for the academic environment
- Only use school ICT resources for educational purposes.
- Share only information, images, or materials that does not put any member of the community at risk; share no more information than needed.
- Inquire about the institutional ICT resources available for the specific need you have.
- Be knowledgeable and respectful of the terms of agreement of any resources you are using. This includes software license terms as well as rules for booking, using, and returning school equipment.
- Plan the use of the ICT resources to ensure they are available and will work according to your needs. (Reserve resources, check the links, verify sites are not blocked, test the tool you want to use, etc.)
- Consider the impact of your use of shared ICT resources on other members of the community. (Impact on bandwidth, availability of equipment for others, size of the files sent by email or published for download, etc.).
- Verify that appropriate referencing of the information used is available and respects copyright issues.
- Use secure passwords and always login as yourself. Respect confidentiality of the information you have access to.
- Seek information on the use of the tools you will require either directly or from the specialist who can provide support.
- Be aware of AUP guidelines and report any issues that are not in accordance to the policy. Follow the proper channels to report any problems with ICT resources.
- Do your best to preserve the consumable resources by limiting printing or turning off equipment when not in use (computers and projectors for example).

UNACCEPTABLE USES OF ICT RESOURCES

Unacceptable uses of school ICT resources include but are not limited to the following areas and descriptors.

Behavior

- Copyright infringement is not tolerated. Material should be used only for personal, legal use. Unapproved duplication and distribution of materials is not allowed and neither is piracy, for example.
- Academic Dishonesty including plagiarism, collusion, and fraud are not allowed.

- Disregard for “Netiquette” will have consequences.
- Contravening the “Use of Electronic Communication and Social Media” policy for staff members, is not tolerated.
- Violating Terms of Service in any way for software, hardware, and online services used is not allowed. This includes following age restrictions, parental consent, distribution, duration of licenses, etc.
- Using school ICT resources for any commercial purposes, private advertising, gambling, gaming, trading, pornography, etc is not permitted.
- Using any resources in relation with or in support of illegal activities is not tolerated..
- Attempting to harm or destroy school equipment, materials, or data will not be permitted. In addition, all community members should seek to treat shared equipment in a responsible and respectful manner, returning checked out items in the same (or better) condition.
- Attempting to degrade or disrupt the school’s system performance is not allowed.
- Tampering with or stealing components of school equipment or systems will not be tolerated.
- Illegal or inappropriate access to Skyward and other CNG technology systems which store and warehouse student and family information will not be tolerated.

Security

- Sharing or publication of sensitive or confidential information such as, but not limited to, home addresses, phone numbers, or birthdates is not permitted.
- Creation or distribution of Malware will not be tolerated.
- Accessing data or accounts of another user, or tampering, deleting, renaming, moving, or making unusable anyone else’s files, equipment, or programs will not be tolerated.
- Impersonating someone else is not allowed. This includes taking advantage of devices which have not been correctly “logged out” by the user who has signed in.
- Disclosing personal passwords or allowing others to make use of network access privileges to gain access to resources or information to which they would otherwise be denied is not tolerated.
- Installing or running any software on the school equipment or network without authorization from the network administrators is not permitted.
- Using proxies to bypass school internet filtering, or using software or hardware that may compromise the security of other CNG systems will not be tolerated.
- Any form of unauthorized or illegal access into CNG ICT will not be tolerated.

Content

- Accessing, submitting, posting, publishing, or displaying any inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially/ethnically offensive, harassing, bullying, disrespectful, sexually explicit, sexting, or illegal material is not tolerated. Please see CNG Code of Honor and Disciplinary Guidelines for further information.
- Posting pictures, videos, or other recordings of another person, without their or their legal guardians’ consent is not permitted.
- Posting material authored or created by another without his/her consent is not allowed.
- Publishing content that negatively affects the name of the school or any of its members is not tolerated.



- Distributing unsolicited junk mail, chain letters, advertisements, or political propaganda is not allowed.

Legal Implications

CNG reserves the right to deny, revoke, or suspend user privileges and/or take other disciplinary action for violations of these guidelines. Disciplinary action may include suspension or expulsion for students and dismissal for staff. Actions that may be regarded as criminal activities may be reported to authorities.

Warnings

In order to protect students against unacceptable web content, CNG uses web filtering technology and makes every effort to limit access to objectionable material. However, no web filtering technology is 100% safe and, on a global network, it is impossible to control all materials. We encourage parents to discuss acceptable use of ICT with their children consistent with the parameters of this document.

Once photographs, student names and other identifying information or student work are released in any public forum, CNG cannot control or prevent the further distribution or use of the material by those who access the information.

Student work and information that is published electronically on the web will follow the Student Work Parent Consent Form which is signed by parents each year. (See Annex 4)

COMPUTER RESOURCES

NETWORK ACCOUNTS

All students at CNG are given a network account which allows them to login into any computer at CNG and to connect to the CNG_Wireless network, available in all classrooms and most outdoor areas of the campus. They can receive their login information (user id and password) from their respective computer teacher or the Information Systems Office. This account will also give them access to Skyward and Google Apps for Education.

Network account information is personal and should not be shared; account owners are ultimately responsible for all activity under their username and password. Users must exercise care to keep this information safe and change their passwords regularly. By the same token, users acquiring access through the unauthorized use of another person's account will face disciplinary consequences, following the procedures in this Code of Conduct.

HARDWARE AND SOFTWARE

There are computers available for student use in the computer labs and the school libraries, these have all the software necessary for school use. There are also iPads and other devices in different areas of the school. These resources are CNG property and should be used for educational purposes only.

Students may be liable for damage to the equipment used and handled by them if there was irresponsible or malicious behavior. Incidents reported will be investigated to determine whether the student should face disciplinary action and/or be charged for the repair of the equipment.

PRINTING AND PHOTOCOPYING SERVICES

CNG provides students access to printing and photocopying services at printers set up for them at the EVL Library and the High School hallway. In order to use these services, students must purchase credits at the main copy center to add to their account. Once they have credit in their account they can release prints and/or make photocopies.

STUDENT GUESTS

Any non-matriculated student or adult visitor to campus needs to register with security and have approval by the division

office or by the Admission Office in order to visit campus. It is recommended that approval be sought 24 hours in advance.

PET VISITS

CNG is a pet-free zone. Exceptions to this requirement, need the written permission of the administrator.

SPORT ACTIVITIES AND PLAYGROUNDS

Good sportsmanship is expected on all playgrounds, during recess, in all sport - related activities, and at all UNCOLI events. (See The Student-Athlete and Parent Handbook in the Athletic Program section of CNG 's web site) Primary and elementary students may not leave the playground area without permission.

EDUCATIONAL FIELD TRIPS (EFTS)

Educational Field trips are part of the teaching-learning process. Opportunities to participate in field trips, academic competitions, and athletic events are offered to students at Colegio Nueva Granada in order to enrich their educational experience.

1. All Educational Field Trips (EFTs) must be approved by the Department of Athletics and Co- Curricular Activities Office.
2. The team leader must request authorization by filling out the Request for Day Trip Form and submitting it to the Athletics and Co- Curricular Activities Office. This request must have approval from the school Principal.
3. All EFTs must have a specific purpose and objective related to CNG's curriculum.
4. All CNG students who leave from CNG on a field trip must return to CNG where parents must pick them up. Parents may not pick up students in another location different from CNG.
5. Every trip must be accompanied by one CNG staff chaperone for every 10 students.
6. All trips must have U.S. Embassy security clearance.
7. Once the trip is approved, the trip leader must send a written communication to parents signed by trip leader, the Principal, and the Director of Athletics and Co- Curricular Activities Office. The following information must be included: purpose or benefits of the trip, date and place, activities during trip, accompanying staff, way of transportation, cost and specifications about dress code.
8. All logistics arrangements (transportation, food) and payments will be done with Department of Athletics and Co-curricular Activities office.
9. Every student attending the trip must have a Field Trip Permission Form signed by parents/guardians. It is mandatory for students attending the trip. This form must be signed by the parent or guardian and collected by the teacher at least two days prior to the trip.
10. EFT's policies and guidelines will be applied to all CNG field trips that take place as part of the various activities carried out throughout the school year. These activities include Integration, Leadership, Binationals, Model United Nations, and National Honor Society among others.

Students who are on behavior probation during the current marking period for which the field trip is planned may not be allowed to participate in school trips. Students who cannot participate in field trips are expected to attend school and complete alternative assignments on topics of which are related to the trip they are missing.

LIBRARIES / MEDIA LABS

The libraries / media Labs are also classrooms and librarians are ultimately responsible for classroom management. In all libraries, students should:



- Follow library rules and guidelines
- Maintain a quiet atmosphere; if communication is necessary use a low tone of voice.
- Respect the use of library materials Do not eat or drink or chew gum.
- Library furniture is to be treated properly
- The dress code must be followed at all times
- Leave backpacks/bags in the cubbies outside the door
- Leave perused books on the tables
- Use computers for academic purposes

CAFETERIAS

Food services are available for all students and staff on campus. CNG has a large cafeteria at the northern end of the campus for students in grades K4-12. The cafeteria serves a full hot meal including a fruit and salad bar and juices. Food is prepared carefully on campus, and timely analyses are done to control both hygiene and quality. Information on fees and menus is published monthly for parents to choose or not to use this service for their children. Also, there is a snack shack located by the High School Gym which serves a variety of snacks.

All cafeterias are safe and clean environments where people interact with courtesy and respect. Students are expected to follow all school rules while in the cafeteria.

BOOKSTORE

The bookstore operates by the Flag Patio. School stickers, and mugs as well as sandwiches and snacks may be purchased.

Primary & elementary Students (K5 to 5th grades) may go during morning recess weekly according to the established schedule. Students staying for after school activities may go to the Bookstore after school, as of 3:30PM. No Primary or Elementary students may go during lunch time. Teacher or Teacher's Assistant should escort class and monitor student behavior and interactions.

Middle and High School students may go during breaks, lunch, or after school.

HEALTH ZONE

The mission of The CNG Health Zone is to provide comprehensive care to all members of the educational community. Within the caring role, the Health Zone programs intervention activities to identify basic health needs, provide education and conduct orientation to foster and maintain the health of our entire School. The nurse intervenes in real and potential health problems, offers special case management and actively collaborates with others to build a healthy environment. The Health Zone is for the students and staff. Three nurses are on duty as long as there are students and staff on campus.

IMPORTANT HEALTH ZONE REMINDERS:

- In the event that a student is undergoing medical treatment and needs to take a prescribed medication at school, the student should bring a written Doctor's prescription with the corresponding medicine to the Health Zone for us to be able to administer it.
- Children are not allowed to have any kind of medicine with them, unless written Doctor's prescription requires it.
- All accidents that occur while on school property must be reported to the nurse. No matter how insignificant the accident may appear, an on the job accident report should be filled out according to the Colombian Law, as a work related incident.

- If a student has health issues that he or she is familiar with like: migraines, indigestion, menstrual cramps, sinus congestion, etc., the student has come to school prepared with his or her own medication and help us in keeping the flow through the Health Zone down.
- Unless it is an emergency, and as a courtesy to other patients, students have to wait for their turn to receive our care according to arrival order.
- The CNG nurses are not allowed to prescribe medicine, nor diagnose.
- Students have to promote healthy hygiene habits.
- Student medications are not to be kept in the classroom. The only exceptions are diabetic and asthma medications, for which we previously need to have received a Doctor's prescription order. Other medications must be kept in the Health Zone. All medication to be taken during school hours needs to be administered by the school nurses, provided that we have a Doctor's written order.
- Students who need to take medication regularly at school, such as Ritalin, have to come to the Health Zone at their scheduled time.
- The visits to the Health Zone are limited to a maximum of 15 minutes. If they require more attention, parents will be contacted and advised to come to collect their son/daughter.
- Minor accidents: scratches, small cuts, scrapes, etc. can be washed off in the bathroom,
- Teachers or school secretaries ALWAYS give their students a pass (ISO form R-SS-08) to visit the Health Zone, even if they are in P.E. class, lunch, or recess. The only exception is an emergency. Please fill out the form (Name, date, grade, fill out first column, write down any observations) with your signature. The Health Zone pass is a very important communication tool between teachers and the nurse, as well as a way to inform parents of their child's visit. Please ask your school secretary for the booklets.
- Nurses are the only staff who may indicate to parents that a student should go home. Parents who suspect their son/daughter is ill, should have them seen the nurse for verification.

ENVIRONMENT CONTROL

SCHOOL CAMPUS

The totality of all school grounds and all school-sponsored events are considered "smoke-free" environments; use of alcohol by students is also prohibited. Possession, distribution, or use of drugs by students or staff is prohibited on our grounds and actions will be taken against students or employees for violation of this prohibition.

RECYCLE, REDUCE AND REUSE

In order to keep our campus beautiful, students and adults are encouraged to recycle material, reduce consumption of resources, and reuse materials when possible. It is expected that trash be placed in the proper recycling containers. Hallways, classrooms, and bathrooms are to be kept clean and safe at all times. School-wide initiatives in this area contribute to the importance of caring for our environment.

RECYCLING CAMPAIGN

CNG is doing a recycling campaign. The main objective of the campaign is to raise money worth of paper and or cardboard for the Hogar Nueva Granada. The secondary, but very important objective is to improve awareness and change the way we manage waste, which ultimately impacts the environment.

VISUAL CONTAMINATION CONTROL

Posters must be placed in areas designated in each building, not on walls or columns etc. Graffiti is not allowed. If you see some graffiti, report it to a staff member or tell the office. Bulletin boards are to be kept neatly according to each school's guideline.



CHAPTER 7

CHILD PROTECTION

CNG BOARD CHILD PROTECTION POLICY

As a CNG community, we recognize the responsibility to safeguard the welfare of the children and young people in our care. Child abuse and neglect are violations of a child's human rights and obstacles to the child's physical, emotional, and mental development. International school communities are particularly vulnerable to abuse because the nature of abuse often requires secrecy, isolation, and limited access to support resources. As a school community, we have a duty to take strong proactive measures to address this reality.

CNG is committed to promoting a safe and secure environment by protecting all children in our care.

In order to achieve this goal, we will respond with a sense of urgency whenever a child is a victim or is at risk of becoming a victim. Educators have the opportunity to observe and interact with children over time and are in a unique position to identify children who may need help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, and the school must take the appropriate steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All CNG faculty and staff must report suspected incidents of child abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with a regularly-updated CNG Child Protection Policy and aligned with Colombian law.

CNG endorses the Convention on the Rights of the Child and complies with local and international legal requirements. CNG seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. CNG will maintain a Child Protection Policy, inform parents of key information related to child protection, teach students appropriate skills and knowledge related to abuse and neglect, provide annual training for all staff on their key responsibilities, and make every effort to implement strict hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, CNG will conduct a full investigation following our carefully determined course of due process.

By matriculating their child at CNG, parents agree to work in partnership with the school and abide by the policies adopted by the CNG Board of Directors. The school/parent partnership is essential for providing the highest level of safety and care for our children.

Approved by the CNG Board of Directors
Policy Adopted on September 5, 2016



INTRODUCTION

As a CNG community, we recognize our responsibility to safeguard the welfare of the children and young people in our care. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's physical, emotional, and mental development. International school communities are particularly vulnerable to abuse because the nature of abuse requires secrecy, insularity, isolation, and limited access to support resources which are some of the characteristics of the international school community. We share the duty as a school community to proactively respond to this reality. This Child Protection Handbook will be shared with and reviewed by all staff and families to guide us in matters related to the health, safety, and care of every child.

This CNG Child Protection Policy is based on U.S.¹ and Colombian² law as well as the United Nations Convention on the Rights of the Child³ of which the U.S. and Colombia are signatories. Two key articles of the Convention, which guide our work related to protecting our children, are as follows:

- **Article 19 - Protection from Abuse and Neglect**
The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.
- **Article 34 - Sexual Exploitation**
The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Schools fill a special institutional role in society as protectors of children. CNG seeks to ensure that all children in our care are afforded a safe and secure environment in which to grow and develop. Educators are in a unique position to identify children who need help and protection given their daily opportunity to observe and interact with children over time. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at CNG must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect. All adult visitors or volunteers at CNG are required to report any suspected cases to administration in a timely fashion. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with the procedures outlined in this policy or by Colombian law. Furthermore, cases of suspected child abuse or neglect may be reported to an expatriate family's respective embassy/consulate in Colombia, to the appropriate employer, to the appropriate child protection agency in an expat family's home country, and/or to local authorities.

¹ US Federal Child Protection Laws: <https://www.childwelfare.gov/pubPDFs/majorfedlegis.pdf>

² Ley Colombiana 1098: http://www.secretariasenado.gov.co/senado/basedoc/ley_1098_2006.html Law 1620 of 2013, which creates the National System for Social Harmony in Educational Environments, and Education for the Exercise of Human Rights, Sexual Education and Prevention and Mitigation of School Violence; Decree 1965 of 2013, which develops Law 1620 of 2013; and Law 1146 of 2007, which regulates the prevention and comprehensive assistance of children and adolescents victims of sexual violence.

³ UN Convention on the Rights of the Child: <https://www.crin.org/en/home/rights/convention/text-convention>

CNG endorses the Convention on the Rights of the Child and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. CNG will distribute this policy annually to all parents and applicants, communicate this policy annually to students, provide annual training for all staff, and make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member or volunteer reported as an alleged offender, CNG will conduct a full investigation following our carefully designed course of due process.

By enrolling their child at CNG, parents agree to work in partnership with the school and abide by the policies adopted by the CNG Board of Directors. The school/parent partnership is essential for providing the highest level of safety and care of our children.

In order to ensure all children at CNG are protected from abuse, exploitation, and neglect, CNG has adopted child protection policies and procedures that include:

- A clear Code of Honor and Disciplinary Policy which applies to all members of the CNG community;
- Professional Boundaries and Social Media Usage policies outlining explicit expectations for healthy interactions between adults and children;
- Shared definitions and understandings related to abuse, exploitation, and neglect;
- Consistently applied procedures for reporting and responding to suspicions or allegations;
- Training and education related to child protection for all students, families, and staff;
- Diligent screening and selection of all new and existing staff, faculty, and volunteers; and
- Protocols and procedures for the implementation of the “Ruta de Atención Integral para la Convivencia Escolar” (procedures for the comprehensive assistance in matters related to violation of human, sexual, and reproductive rights in boys and girls in an educational environment).

Child protection is a multi-faceted commitment that involves dynamics of the child, the family, and the community. This CNG Child Protection Policy works to respond at all three levels.



The Community

At-risk communities include those with minimal law enforcement related to child protection, limited resources to expatriate families, unusually high work stress placed on parents, acceptance of inappropriate behavior towards children (excessive corporal punishment), and unusually high expectations placed on children to achieve.

CNG strictly implements our Child Protection Policy, educates teachers and staff to recognize abuse, trains counselors to support children and families, works to support parents in protective behaviors, networks with community and health services for holistic referrals, and partners with local authorities.

The Family

At-risk families include parents under stress, families with less perceived support and access to resources, socially isolated, unusually high expectations placed on their children, parental history of inappropriate discipline as children.

CNG works with parents to understand appropriate discipline, networks with community and health services, and teaches parents child protection practices.

The Child

At-risk children include those with difficult temperament, defiance, health issues, social or academic difficulties, and those unaware of their rights to protection.

CNG promotes respect and teaches social skills, rights to protection, healthy relationships, assertiveness, and use of support systems.

DEFINITIONS

NEGLECT

Definition: The action of not taking proper care of someone. This includes failure to provide food, shelter, appropriate supervision and hygiene, medical care, or psychological treatment for a child.

Neglect may be physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision—this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time), medical (e.g., failure to provide necessary medical or mental health treatment), and psychological (e.g., patterns of action, such as inattention to a child's emotional needs, failure to provide psychological care, or permitting minors to consume alcohol and/or other drugs. Specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc.)

When a parent leaves the child for an extended time, a guardian should be appointed and advance notice must be given to the building principal and counselor.

POSSIBLE INDICATORS OF NEGLECT

- Child is unwashed or hungry
- Low academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Depression
- Both parents or legal guardians are absent from Bogota for any period of 24 hours or longer, without appropriate provision made for child's care, and/or a temporary guardian named
- Parents cannot be reached in the case of emergency

PHYSICAL ABUSE

Definition: Physical abuse is inflicting physical injury on a child by other than accidental means or creating a substantial risk of physical harm to a child's bodily functioning. Abuse also includes committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering. Physical abuse also signifies assaulting or criminally mistreating a child, engaging in actions or omissions resulting in injury, or creating a substantial risk to the physical and mental health or development of a child. Failure to take reasonable steps to prevent the occurrence of any of the above would also fall under the category of physical abuse.

POSSIBLE INDICATORS OF PHYSICAL ABUSE

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
- Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back, or buttocks
- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained lacerations, abrasions, or fractures

SEXUAL ABUSE AND SEXUAL VIOLENCE

Definition: Undesired sexual behavior by one person upon another. This includes both contact and non-contact forms. In this context, Colombian law defines sexual violence as any act or behavior of sexual content, exercised over a child or an adolescent, using force or any other type of physical, psychological or emotional coercion, taking advantage of conditions of helplessness, inequality and relations of power between the victim and the aggressor⁴.

Contact action involves intentionally touching (either directly or through clothing) the genitals, anus, or breasts of a child other than for hygiene or childcare purposes or forcing the child to touch the adult in this manner. Non-contact sexual abuse includes making the child listen to or engage in inappropriate sexual talk or view sexually explicit materials.

POSSIBLE INDICATORS OF SEXUAL ABUSE

- Sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding in the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of the bathroom
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting

SEXUAL ABUSE AND "GROOMING"

- *Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as "grooming," often results in victims accepting the blame, responsibility, guilt and shame for the sexual behavior of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.*
- *Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.*
- *Working with the sexual offender cannot be done by school counselors.*

EMOTIONAL ABUSE

Definition: Any pattern of behavior that impairs the child's emotional development, sense of self-worth, or self esteem such as constant criticism, threats, verbal rejection, name-calling, insults, or put-downs on a regular basis. The non-verbal patterns of behavior can include isolation, ignoring, or rejection on a regular basis.

POSSIBLE INDICATORS OF EMOTIONAL ABUSE

- Speech disorders
- Substance abuse
- Sucking, rocking, biting or head banging
- Antisocial or destructive behaviors
- Sleep disorders
- Passive or aggressive behaviors

REPORTING

PROCEDURES FOR REPORTING SUSPECTED CASES OF ABUSE

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report his or her suspicions to the counselor or to the Principal. In all cases, the Principal will be notified. The Principal has responsibility to inform the Director of the suspected case of child abuse or neglect. In cases of sexual abuse or sexual violence, CNG staff must follow the procedures set forth in the “Ruta de Atención Integral para la Convivencia Escolar” (procedures for the comprehensive assistance in matters related to social harmony in educational environments), which is part of CNG’s internal rules (“Manual de Convivencia”), and must also comply with Law 1146 of 2007 that sets forth the obligation to report before competent authorities any conduct or indication of sexual violence or sexual abuse against children and adolescents.

CONFIDENTIALITY

- *Adults should never guarantee confidentiality to anyone making a report nor should they agree to keep a secret which may endanger the health or safety of themselves or someone else.*
- *Individuals reporting suspected abuse or neglect as well as school personnel involved must not discuss the case beyond the steps outlined in this policy (CNG administrators or counselors).*
- *Individuals involved will be informed of relevant information regarding child protection on a “need to know basis” only. Any information shared in this way must be held with strict confidentiality.*

All CNG staff, faculty, and administrators are mandated to report any suspicion of abuse and neglect. All reports of abuse and neglect must be made to the counselor and Principal as soon as possible for immediate response.

Students, parents, or visitors with any suspicion of abuse or neglect are expected to report to a counselor or administrator as soon as possible.

STEP 1 - RECEIVING A REPORT & GATHERING INITIAL INFORMATION

The counselor will take initial steps to gather information regarding the reported incident. In all cases, follow up activities will be conducted in a manner that ensures information is documented factually and that strict confidentiality is maintained.

The following procedure will be used:

1. Discussions between the child and counselor in order to gain more information.
2. Report status of the case to Principal.
3. Observations of the child as necessary by the teacher, nurse, counselor, and/or administrator.
4. Interview staff members as necessary and document information relative to the case.
5. Consult with school personnel to review the child’s history in the school as necessary.
6. Report status of case to the Director.
7. Determine the course of follow-up actions which may include:
 - a. Closing the case
 - b. Further internal investigation
 - c. Initiate external investigation (consultants, legal counsel, law enforcement, embassies, etc.)

In the event that the abuse or neglect allegation involves a staff or faculty member, CNG will follow policies and procedures to ensure child safety and ethical professional behavior. Actions taken may include

- *Immediate administrative leave*
- *Full internal or external investigation*
- *Involvement of law enforcement*
- *Disciplinary proceedings which may result in termination*

STEP 2 - AFTER INITIAL INVESTIGATION

Based on acquired information, a plan of action will be developed to assist the child and family.

1. Actions that **may** take place are as follows:
 - Discussions between the child and counselor in order to gain more information. Depending upon the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred.
 - Further in-class observations of the child by the teacher, counselor, or administrator.
 - Meetings with the family to present the school's concerns.
 - Consultation with other divisional counselors or knowledgeable CNG staff.
 - Referral of the student and family to external professional counseling.
 - Notification of the management of the sponsoring employer of the concern with the child/family, or to the welfare office at the home-of-record.
 - Consultation with the consulate of the country of the involved expatriate family.
 - Consultation with the school's attorney or other legal counsel.
 - Informal or formal consultation with local authorities if required by law.
 - Referral to the CNG Comité de Convivencia Escolar.
2. Report status of case to the Principal.
3. Report status of case to the Director.
4. Determine the course of follow-up actions which may include:
 - Closing the case
 - Further internal investigation
 - Initiate external investigation (consultants, legal counsel, law enforcement, embassies, etc.)

MOST CASES OF SUSPECTED ABUSE OR NEGLECT WILL BE HANDLED BY SCHOOL COUNSELORS, SUCH AS THOSE INVOLVING:

- *Student relationships with peers*
- *Parenting skills related to disciplining children at home*
- *Student-parent relationships*
- *Mental health issues such as depression, low self-esteem, grieving.*

Some cases will be referred to outside resources, for example:

- *Mental health issues such as depression, psychosis, dissociation, suicide ideation.*

Cases reported for investigation and outside resources:

- *Severe and ongoing physical abuse or neglect*
- *Sexual abuse and incest.*

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:

- *The embassy or consulate.*
- *The employer.*
- *The home-of-record welfare office.*
- *Local agencies (e.g. Instituto Colombiano de Bienestar Familiar-ICBF)*

STEP 3 - FOLLOW-UP

1. Subsequent to a reported and/or substantiated case of child abuse or neglect, the Principal and counselor will collaborate to create a follow-up plan which may include:
 - Maintaining contact with the child and family to provide support and guidance as appropriate;
 - Providing the child's teachers and the Principal with ongoing support;
 - Providing resource materials and strategies for teacher use;
 - Informing and working with local authorities or agencies if required; and
 - Maintaining contact with outside therapists to update the progress of the child in school.
2. Report status of case to the Director.
3. Determine the course of follow-up actions which may include:
 - Closing the case
 - Further follow-up warranted

All documentation of the investigation will be kept in the counselor's confidential records file. Records sent to transferring schools may include notice of a confidential file for the child. CNG will make every attempt to share information to protect the child.

OUR ENDURING COMMITMENT:

CNG remains committed to promoting a safe and secure environment by protecting all children in our care. Based on this commitment, CNG will maintain this Child Protection Policy, inform parents of key information related to child protection, teach students appropriate skills and knowledge related to abuse and neglect, provide annual training for all staff on key responsibilities, and make every effort to implement strict hiring practices to ensure the safety of children.



CHAPTER 8

SCHOOL COMMUNICATION SYSTEM

SCHOOL COMMUNICATION CHART

HOME ↔ SCHOOL COMMUNICATION

At Colegio Nueva Granada we believe that clear communication facilities understanding and a strong sense of belonging within our community. In an effort to clarify the appropriate channels of communications used at CNG, we have developed a simple flowchart to guide you through the process. This flowchart will allow you to determinate the appropriate person or office to contact in orde to resolve your issue. We hope you find helpful and useful in resolving school-related issues.

	Issue related to	1st level of Communication	2nd level of Communication	3rd level of Communication	4th level of Communication
ACADEMIC	Attendance	→ Building Secretary Administrative Assistant	→ NA		
	Classroom/Student	→ Teacher	→ Principal	→ Director	
	Counseling	→ Counselor	→ Principal	→ Director	
	Co-Curricular Activities				
	Activities	→ Coach	→ Co-Curricular Act. Director	→ Principal	→ Director
	Condor Activities	→ Condor Activities Director	→ Co-Curricular Act. Director	→ Director	
	CWW, Activities, Educational Field Trips	→ Teacher in charge	→ CWW & Activities Coord.	→ Co-Curricular Act. Director	→ Director
	Learning Center				
Special Education	→ Learning Center Staff	→ Director	→ Director		
Health	→ Nurse	→ Director	→ Director		
ADMINISTRATIVE	Bus routes, Bus/Gate/Parking Passes	→ Transportation	→ General Services & Finance Director	→ Director	
	Cafeteria	→ Cafeteria Manager	→ General Services & Finance Director	→ Director	
	Invoice	→ Bursar	→ General Services & Finance Director	→ Director	
	Maintenance	→ Facilities Manager	→ General Services & Finance Director	→ Director	
	Matriculation/Registration	→ Admissions Director	→ Director		
	Security	→ Chief of Security	→ General Services & Finance Director	→ Director	
	Student Pictures, Yearbook, Insights Magazine	→ Publications and Media Services Director	→ General Services & Finance Director	→ Director	
	Transcripts	→ Academic Secretary (Registrar)	→ Principal	→ Director	
GENERAL	School Program	→ Principal/Parent Council	→ Director	→ Academic Committee	→ Board of Directors
	School Policy	→ Principal	→ Director	→ Board of Directors	
	Tuition and Scholarships	→ General Services & Finance Director	→ Director	→ Finance Committeet	→ Board of Directors

← FEEDBACK

Main School
Phone: 2123511

Director
Extension - 188

Primary School
Extension - 167

Elementary School
Extension - 163

Finance and General
Services Director
Extension - 239

Middle School
Extension - 150

High School
Extension - 145

Bachillerato
Extension - 116

Learning Center
Extension - 118

Athletics Director
Extension - 140

Special Projects
Extension - 139

Billing
Extension - 204

Condor Activities
Extension - 158

CWW & Activities
Coordinator
Extension - 140

CNG DINER
(Cafeteria)
Extension - 155

Admissions Director
Extension - 106

Development Director
Extension - 135

Technology Office
Extension - 146

Educational Learning
Technologies
Extension - 186

Security
Extension - 213

General Services
Extension - 119

Nurse
Extension - 182

Transportation Office
Extension - 321/120/705

PTA ASOPADRES
Extension - 115



SCHOOL COMMUNICATION ACTIVITIES

OPEN HOUSE

At the beginning of each academic year, each school has an open house where the principal informs about the overall education process and introduces the staff, and parents are invited to visit each classroom to meet the teachers and learn about their specific approach to each class.

PARENT-TEACHERS CONFERENCES

Parent-teacher conferences are conducted twice a year. Parents are requested to pick up report cards and meet with teachers to review their child's report card after the first and third marking periods. In the high school, students are also present during the conferences.

COFFEE WITH THE PRINCIPAL

Periodically, parents are invited to meet with the principals of the primary and elementary schools.

SCHOOL PUBLICATIONS

CNG Viewbook: Provides an overview of the school and its programs and it is used primarily to make known the school to parents/teachers interested in becoming part of the community. It is updated once per year.

CNG Annual Report: It is the annual report of the Director of the School to the community, where the Strategic Plan, compliance and updating of its objectives, detailed results of standardized tests as well as information of university acceptances and scholarships for graduates are presented. It contains the results of the survey to all members of the community and continuous improvement plan. This report contains investment assets and financial information.

CNG Insights Magazine: Is a semester magazine, which contains information/written articles produced by different members of the community (teachers, students, parents)- in which a more personal and experiential view of all the events and activities of the semester of the current year is given. Initiatives from Social Service and Learning Center, Sports events, experiences of educational outings, participation in academic programs such as United Nations Model and students groups, are published.

CNG Wall Calendar: This is the annual school calendar, which contains information of all events/major activities of the year (i.e. Open Houses, Parent-Teacher Conferences, AP Exams, Professional Development Days, CWW, Art Week, Tech Week, Binationals, etc.) and it is distributed to all families and staff at the beginning of the year. It is a navigation map for the year's organization and planning

Agenda (Elementary/Middle School): They are made for students. It contains the information of the major events and activities of the school year. It is a support tool for students to be able to organize homework, tasks and responsibilities throughout the year, and in some cases like in Elementary it serves as a means of communication with parents.

School Yearbook: It is the institutional official School book in which a compilation of photos and names of all students, employees, official school sport teams and groups for the school year is done. It also documents with pictures, the traditional and more important events and activities of the academic year.

Code of Honor and Disciplinary Policy: Booklet containing the Conduct/Discipline Policies and School's Code of Honor.

Assessment Protocols: Booklet printed yearly that containing the School Policies for grades and test scores. 500 copies were made.

School/ Programs Brochures: We developed custom brochures for different school programs like Stand4 (Alcohol and drugs prevention program), Elementary Open Houses, Learning Center, Kinder 4 Parent Guide, CWW, in order to give more specific information to a target group.

Welcome Package for New Staff: a welcoming package for new staff is put together containing the following among others:

- Fundamentals
- Mission, Vision and Philosophy
- Governance Structure
- Organizational Structure
- The CNG Ways- Continuous Improvement
- The Communication Flowchart
- The ISO Quality Policies

Advertisement of Artistic/ Sport /Academic Events: Posters, banners, tickets, programs, etc. for all school events such as plays, conferences (i.e. Literature Congress, Bogota Counselors' Conference, etc.), for the Parents-Teachers Association PTA (i.e. PTA Bazaar, Run for Life, Halloween Painting Contest, etc.) for students activities (i.e. Blood Drive, Thanksgiving, etc.).

Weekly Mail to Parents (by email): This is a massive weekly email sent via Constant Contact application that allows to have indicators of opening and reading emails, through which all schools, activities office, Hogar Nueva Granada and Parents teachers Association PTA, communicate to all the parents of the school what is currently happening in the institution.

High School Academic Program Guide: This is a book published annually that contains detailed descriptions of all courses / electives that students have in High School to choose from, to design their class schedule.

ES Literary Magazine: It is a compilation of English and Spanish writings of 3, 4, and 5 grade students, were in the written work produce; students can reflect and appreciate their writing skills. This publication has an average of 200 pages and it is shared with all families and teachers of Elementary School.

Communicate High School Magazine: This magazine is produce by High School students. It is a students' project with the assistance of a Teacher Support.



CHAPTER 9

SCHOOL COSTS

The School has two invoicing Systems: annual and bi monthly. The annual payment will be made on the matriculation day with a discount of 3% on the total cost of the annual tuition. The bimonthly payments will be made in May, September, November, January and March. In this case parents will have to sign a promissory note on the matriculation day. The transportation and cafeteria contracts are optional. At least one parent has to take the education insurance.

For renewal of Registration contract, one of the conditions is that the student has cancelled all educational expenses of the school year immediately preceding. Failure of parents to fulfill their responsibilities will result in a non-renewal of the matriculation contract. Seniors eligible for graduation must have all pending fees and debts paid to date in order to participate in CNG's official Commencement Ceremonies.

Families with pending debt beyond two payment cycles cannot matriculate their child(ren) until such time that they complete a written contract payment plan with CNG. All 12th grade students must be paid to date in order to begin class in both first and second semester.



ANNEX 1:

PROCESS FOR
CNG PERSONERO/
VICE PERSONERO
ELECTION

Last Updated May 14, 2014

ALL CANDIDATES MUST READ AND UNDERSTAND THE CNG MANUAL DE CONVIVENCIA/SCHOOL HANDBOOK AND PAY SPECIAL ATTENTION TO THE FOLLOWING SECTIONS:

1. CNG Code of Honor and Disciplinary Policy booklet
2. CNG Co-Curricular Code of Conduct.
3. Process for CNG Personero/Vice Personero Elections and Voting Protocols
 - a. Read and understand the role and function of the Personero and Vice Personero. These roles function separately, so candidates are asked to not "team up." Instead, students are individual candidates and voted for independently by students.
 - b. The elected Vice-Personero must attend all Director's Council Meetings.
 - c. The elected Personero is a non-voting member of HS STUCO, NHS, Leadership, and other student organizations. In addition, s/he needs to attend all official meetings in Bogotá for Personeros.

ROLE AND FUNCTION OF PERSONERO AND VICE PERSONERO – BY LAW

1. According to Decree 1860/1994 art. 28, the Personero will be represented by a student in the ultimate grade of the school and will be charged with promoting the rights and duties of the students as established by the Constitution; the law, rules and regulations; and the School Handbook (Manual de Convivencia.)
2. The duties established for the Personero include:
 - a. Using the internal communication channels of the school, the Personero can promote rights and duties of students, ask for the Student Council's help, and organize meetings or other forms of deliberation.
 - b. Receive and evaluate complaints and claims that involve student's rights and those made by any person in the community that involve students not fulfilling their obligations.
 - c. Submit initially to the Principal and then to the Director any formal concerns or petitions to protect the rights of students and facilitate the performance of their duties.
 - d. When considered necessary, follow due-process considerations to make an appeal to the Director's Council regarding any formal concerns or petitions which have not been satisfactorily resolved by the Principal and/or Director.
 - e. Being a voting member of the Fundación Colegio Nueva Granada Board of Directors.
 - f. The personero is a member of the Comité de Convivencia Escolar.
3. Attendance at the Director's Council meetings is required by:
 - The Vice Personero, and
 - a. The Vice Personero, and
 - b. The High School STUCO President. The offices of Personero and HS STUCO President must be filled by different senior students.
 - c. At times the Personero may be invited to attend Director's Council meetings upon the request of the Director.
4. The Personero and Vice Personero will be chosen within thirty calendar days following the official commencement of classes for each annual academic year. The Personero and Vice Personero will be elected by a system of simple -majority confidential vote. (Please see section on Voting Protocol.)



ADDITIONAL COMMENTS ON THE ROLE & FUNCTION OF THE PERSONERO AND VICE PERSONERO FOR CNG

1. The Personero and Vice Personero should feel proud of being part of the CNG community and reflect the school's vision statement: educating the mind, strengthening the body, and developing character for leadership and service in the world of today for a better tomorrow. The profile for this position will be to represent and demonstrate the pillars of the school in word and deed including: integrity, respect, community welfare, and high expectations for self and others.
2. The Personero and Vice Personero are expected to operate within the limitations of the role and ensure that the administration is made aware of the voice of the students in an appropriate and respectful manner.
3. The Personero and Vice Personero should seek to work productively as a team with the Administration of the school for the benefit of all students. The Personero and Vice Personero should meet at a minimum of at least once a month to exchange information they have gathered from the different meetings they attend and participate in. It is very important that they are informed of and agree upon strategies to address students' needs and/or concerns. It is also expected that the Personero and Vice Personero meet regularly with the principals and Director to keep the administration posted on plans and outcomes. The Personero and Vice Personero must keep confidentiality of the information they receive in the different meetings or Councils they attend. Some specific information will not be able to be shared between each other.
4. There are items which will come to the attention of the Personero and Vice Personero that he/she must be able to keep confidential (not sharing with other students, teachers, or adults).
5. The Personero and Vice Personero must be available to listen to cases of Serious or Grave discipline which occur in the School and may result in a student being recommended for expulsion by the Administration.
6. The Personero and Vice Personero must read and know the rules of the School according to the Manual de Convivencia/School Handbook as well as the CNG Code of Honor and Disciplinary Policy.
7. The Personero and Vice Personero must be students in excellent standing who are respected by peers, embody the Code of Honor, and exemplify adherence to the Disciplinary Policy.
8. The Personero and Vice Personero are expected to sign and abide by the Co-curricular Code of Conduct as well as maintain an academic average in accordance with that which is expected of any student participating in school-sponsored activities.
9. The Personero and Vice Personero should effectively and respectfully represent CNG when attending meetings and other sessions with other school representatives from Bogotá and Colombia.

CONDITIONS AND EXPECTATIONS FOR A CNG STUDENT INTERESTED IN BEING CONSIDERED FOR CANDIDACY IN THE PERSONERO/VICE PERSONERO ELECTION PROCESS FOR THE SCHOOL YEAR.

1. Candidates must be a fully matriculated and duly registered CNG student in grade 12 (Personero) or in grade 11 (Vice Personero) for the designated school year. Candidates cannot be on probationary matriculation, be below standing in terms of credits toward graduation, or be on behavior probation/contract and/or academic probation/contract. Candidates for the office of Personero and Vice Personero should have been a CNG student for a majority of their time in High School. Students who transfer into CNG after grade 10 cannot be candidates given their lack of sufficient time at CNG to understand the range of student viewpoints and interests.
2. The candidate must be a student of excellent standing who is respected by community members, embodies the Code of Honor, and follows the Disciplinary Policy. It is expected that candidates will have not committed a Grave infraction during grades 6-12. In the event that a Personero/Vice Personero commits a Serious or Grave infraction before or during the campaign process, or once officially elected, the infraction may be considered by the Administration as grounds for removal from office (please see below). Candidates will be asked to report all Minor, Serious, and Grave disciplinary actions.
3. The candidate must have a minimum cumulative GPA of **3.20** and is expected to maintain all the guidelines explained in the Co-Curricular Code of Conduct document. Candidates should have a demonstrated capacity for leadership as well as a commitment to participating in school activities during their time in High School.

4. Candidates must follow all directions and steps listed below including:
 - a. Read and review all documents prior to indicating interest in Candidacy.
 - b. Fully complete and submit the Candidate Interest Form by the established deadline.
 - c. Fully complete and submit the Electronic Election form by the established deadline. **Completing the Electronic Election Form** – use the template on the following page to prepare the text you will submit. In addition to text for the three statements, students must submit an electronic photo with excellent resolution. All submissions must be done on the CNG web page using the website given by the deadlines.
 - d. Sign with parents and submit the Co-curricular Code of Conduct form.
 - e. Submit a two-minute video in English by the established deadline. The video may contain subtitles in Spanish.
5. The Administrative Council will review the above information from all candidates for Personero/Vice-Personero, taking into consideration all the qualities stated above as well as adherence to the process and completion by the deadlines stated. The Administrative Council will finalize the slate of candidates for the Election based on each candidate successfully meeting the full range of criteria outlined above.
6. Those on the approved Slate of Candidates will need to attend a meeting with the CNG Director, High School Principal, and Colombian Program Director on the established date to review the role and function as well as to understand what can and cannot be promised in this role. Candidates must bring the completed and signed Co-Curricular Code of Conduct document to the meeting.

PURPOSE FOR GUIDELINES AND RULES FOR A FAIR CAMPAIGN

The Administration established and enforces a set of fair and clean campaign guidelines among the candidates for both Personero and Vice-Personero. CNG wants to ensure the campaign process itself provides students with a learning experience rather than a competition. It is important that this campaign process provides CNG students from grades 3-12 with the vision that a candidate's ideas and actions upon being elected to office will help the community create a better school. We want to ensure the campaign improves the values of candidates and the student body of CNG as well as provides candidates with the opportunity to become the leaders of today and tomorrow by positively representing the student body.

RULES FOR CAMPAIGNING - STUDENTS ON THE FINALIZED SLATE OF CANDIDATES MUST DO THE FOLLOWING:

4. Once the slate of candidates is approved by the Administrative Council and candidates have been invited to a meeting with the School Director, High School Principal, and Colombian Program Director, candidates may begin campaigning and speaking with voters. No candidates or friends/supporters of candidates may miss class or be tardy to class or interrupt class to let others know about his/her proposals.
5. Candidates must engage in positive and respectful campaigning within the guidelines established by the School. In conversations about the school and community, it is of critical importance that candidates share their thoughts respectfully and judiciously. Under no circumstances should profanity be used. It is also important that candidates understand the work that has been done in the past by using the results of surveys for students, teachers, parents and other community members. Our school prides itself on using this data to determine the most effective programs to implement. Speaking disrespectfully about programs or leaders in the school is not an acceptable way for candidates to campaign. It is important that all conversations about the school be respectful and bring dignity to the school and its members. We hope all candidates will help each other grow as individuals and take full advantage of this positive leadership opportunity.
6. Students will by no means engage in negative campaigning against other students in ANY manner or form. Each candidate's campaign should represent his/her INTEGRITY as an individual. Candidates shall at all times live up to and fully meet the established Code of Conduct. The school community expects that all candidates will live up to the values of responsibility, respect, honesty, trustworthiness, hard work, and tolerance, among others. Candidates shall at all times be a role model for all students.
7. Candidates will not exceed the amount of one-half the Colombian minimum monthly salary when developing their campaign materials including the video. This limit on total expenditure includes posters as well as any other documents handed out to students as part of the campaign. Receipts for all materials purchased should be kept and submitted by



all candidates to the Administration prior to the day of voting. Any donations made to campaign materials should be considered and included within this limit.

8. Posters, cards, and other simple-styled paper implements can be used to promote a candidate. Absolutely NO technological means beyond the 2-minute video should be used for the purpose of campaigning. Design a poster that is appropriate and ensure that the poster, which can be hung in ES, MS, and HS is placed in appropriate locations in each division. A building administrator should be asked where posters can be hung and this should be respected. In no cases should candidate posters cover student work or other announcements. A candidate must never remove, deface, or cover over a poster of a fellow candidate. Following voting, all posters must be taken down by the respective candidates. Posters left up will be considered to be a sign of disrespect to the institution. Candidates are asked to not use stickers as these end up stuck to walls, lockers, and the building. Candidates can only hand out paper documents to voters. Campaign guidelines strictly prohibit all candidates from providing candy, whistles, or other purchased, donated, or shared objects given to voters as this can be perceived as “buying” votes. Candidates should be careful in all actions and words to ensure that promises that cannot be kept and not being made to voters, an action that could be considered as fraudulent in nature. The above rules are to be followed from the time the slate of candidates is announced until the voting has been completed.
9. Candidates are asked to produce a two-minute video which should be in English, as this is the language of the school. Candidates may place Spanish subtitles in the video. The video should be the work of the candidate and classmates. Feedback given to the candidate by an administrator should be used to revise the video. Videos will be released to all teachers on campus grades 3-12 and shown in specified classes or times.
10. Candidates are expected to attend and present a respectful and positive campaign at the Elementary Meet-the-Candidate opportunity as officially scheduled. In addition, candidates should set up a table and attend the Meet-the-Candidates’ Event on the Flag Patio on the official date and time established. During this time all students from grades 3-12 will have an opportunity to stop by and meet with candidates. Candidates shall speak to students with the utmost respect regardless of their grade. It is expected that all conversations candidates have about the school or about their platform will be positive, respectful, and proper. Reports of candidates using inappropriate or disrespectful language or of talking in ways that bring shame to the institution will be investigated fully. At no time except the times that are designated will campaigning impact instructional time or the educational program. Candidates cannot be absent or tardy to classes during the time of campaigning nor can they interrupt or request teachers to give them time to campaign.
11. While family unity is highly encouraged, parent involvement on school grounds should remain minimal and the candidate should be the sole person running his/her campaign.
12. Voting for the positions will occur on an established date that is prior to the thirtieth day for classes beginning for a school year for all students in grades 3-12.

REMOVAL OF A CANDIDATE FROM BALLOT OR AN ELECTED STUDENT FROM OFFICE

A student who is participating as a Candidate or serving in an Elected Position (Personero/Vice Personero) may be removed from the ballot or the position for the following reasons, according to established due-process considerations:

1. Not following the School Code of Conduct.
 - a. Found to have committed a serious or grave action according to the Code of Honor and Disciplinary Policy
 - b. Being placed on Behavior Probation, Academic Probation, and/or Conditional Matriculation.
2. Not complying with the minimum GPA required for the position.
3. Not complying with the election process regulations.
4. Not assuming with responsibility the duties and/or obligations assigned to the position.
5. Not fulfilling the duties and expectations of their constituents through the written petition to the school Director by 1/3 of the student constituents, who consider that they are not well-represented by their duly elected representative. The petition must be clear and accurate in relation with the perceived non-conformity of the elected official.

The CNG Code of Honor specifically states this requirement for positions of leadership.

All above referrals for inappropriate behavior of student candidates as well as of students duly elected to an official position (Personero/Vice Personero) will be taken seriously. The Administration will fully investigate the allegations. For this the following process will be used:

6. Candidate will write and submit a signed statement to the Administration regarding the allegation(s) and/or incident or event in question.
7. Parents of the Candidate will be able to add a written statement as part of the review process.
8. Depending on the specific event and the timeline of the election, the election process may be postponed or stopped due to the necessary time for fully investigating the allegations.
9. Administration will make a decision regarding appropriate consequences as stated in the Code of Honor and Disciplinary Policy, and this decision will be communicated to the student and parents within five business days following the conclusion of the investigation.
10. The Administration, should it believe the offense worthy of consideration for the student to be removed from the ballot or from office, will make a written statement and recommendation to the Administrative Council or appropriate governing body as per school governance structure within ten business days.
11. The Administration will inform the student and his/her parents of this decision within five business days of the notifying statement to the appropriate governing body.
12. If the Administrative Council so desires it, the Candidate and/or Administration will be invited to attend the meeting and present their position on the incident and sanction. Minutes will be taken of this meeting. After deliberation, a decision will be made by the Administrative Council (or appropriate governing body) and communicated to the involved student and parents.
13. As part of the school's established due process, a student and/or his/her parents can appeal to the next level of the school's established lines of authority until the appeal process reaches its conclusion. Within the appeal process, the student and/or his/her parents will have five business days to request a review of the decision at the next line of authority. The governing bodies which hear the appeal will have ten business days to respond to the appeal request.
14. If the reason for the removal of the student from the ballot or from office is an offense included in the Code of Honor and Disciplinary Policy, an additional disciplinary process may take place according to the established guidelines for Administration.
15. The School Director will meet with the student and his/her parents to inform them in the event of a final decision to remove the student as a candidate or from the duly elected position at the end of the ultimate step in due-process considerations.
16. The School Director will request the School to reconvene the election process or to hold another election process, depending upon the timing of the event.
 - a. In case of a candidate for Personero or Vice-Personero being removed from the ballot, a new election will be run with the same candidates who still meet the election criteria taken from the originally approved slate of candidates from the prior election process.
 - b. In the case of a duly-elected Personero or Vice Personero being removed from office, a new election will be run with candidacy reopened to seniors and/or juniors as per the election policies outlined above. In the meantime, if the other duly-elected student holding office was not involved the finalized sanction, he/she will serve the role of both Personero and Vice Personero until an election can be reconvened.



CNG PERSONERO/VICE PERSONERO CANDIDATE INTEREST FORM 2016-2017

Name of Student _____ Grade _____ Position _____

Initial all that apply:

- _____ I am a fully matriculated and duly registered CNG student in grade 12 (Personero) or in grade 11(Vice Personero) for the appropriate school year.
- _____ I am not on conditional matriculation.
- _____ I have all credits required (24 for seniors and 16 for juniors) toward graduation.
- _____ I have not been and am not currently on behavior probation and/or academic probation.
- _____ I have been/will be at CNG for at least three of the four years of High School.
- _____ I have been at CNG since the beginning of grade 10.
- _____ I am a student of excellent standing, one who is looked up to by community members, and who embodies the Code of Honor and follows the Disciplinary Policy.
- _____ I have not committed a grave infraction during grades 6-12. I have included a summary of any serious or grave disciplinary issues I have had:

SERIOUS

GRAVE

- _____ I have demonstrated a capacity for leadership as well as a commitment to school activities during my time in High School by participating in:

- _____ I have a minimum cumulative GPA of 3.2 and will maintain all the guidelines explained in the Co-Curricular Code of Conduct document.
- _____ I have read and reviewed all documents prior to indicating interest in Candidacy.

Every thing I have stated above is the honest truth.

Signature _____ Date _____

Name _____

Grade _____

Please include a recent
photo of your face.

It is my intent to run for

_____ Personero _____ Vice Personero for the 2016-2017 school year.

Signature _____

Brief Description of My Leadership Experiences:

My Beliefs About How I Will Contribute to This Position:

What Students Can Expect From Me:



TIMELINE FOR PERSONERO/VICE PERSONERO ELECTION 2016-2017

August 10, 2016	Classes Officially Begin Personero & Vice Personero Candidates BEGIN Process
August 19, 2016	Candidate Interest Form DUE by 5:00 PM using website http://condor.cng.edu/Personerooint/index.asp
August 19, 2016	Electronic Election Form DUE by 5:00 PM using website http://condor.cng.edu/Personero/index.asp
August 19, 2016	Sign with parents and submit the Co-curricular Student Athlete & Organization Code of Conduct form to HS Principal DUE by 5:00 PM
August 24, 2016	Administrative Council will review the Candidate Interest Forms, Electronic Election Forms, Signed Documents, and Video and DETERMINE the Slate of Candidates for the Election.
August 25, 2016	The Finalized Slate of Candidates is Communicated to the Community by the Director
August 25, 2016	Students on the Finalized Slate of Candidates are invited to a meeting with School Director, HS Principal, and Bachillerato Administrator from 2:15 - 3:30 PM in the Board Room. The purpose of the meeting is for candidates to better understand the role and function as well as to understand what can and cannot be promised in this role. This is a required meeting. Candidates who fail to show to this meeting will be removed from the Slate of Candidates.
August 29, 2016	Campaigning BEGINS for all candidates on the Finalized Slate of Candidates.
August 29, 2016	Candidates must SUBMIT a two-minute video in English due by 8:00 AM. The video may contain subtitles in Spanish.
August 30 & 31, 2016	Candidate Videos shown in ES, MS, HS ES - August 31st during Spanish classes. MS - August 31st during Advisory (7:05-7:50) HS- August 31st in First Period or Advisory
September 1, 2016	10:30 AM - 1:30 PM Campaigning on Flag Patio by Candidates
September 2, 2016	Grade 3-12 Student Voting Occurs
September 5, 2016	Election Committee is Called and Counts Ballots
September 6, 2016	School Director Confirms Election and Communicates to Community
September 8, 2016	30 days after the beginning of classes

ELECTION AND VOTING PROTOCOLS FOR PERSONERO

Last updated February 18, 2014

1. **Personero Applications** will be finalized and printed on large format paper – 1 candidate per paper – with at least 5 copies for each of the building levels (ES, MS, HS). Posters will be placed at least three days prior to the election.
2. **Personero Ballots** will be finalized by the Administration and printed by the Publications Department making sufficient copies for students in grades 3-12. Ballots are not to be copied by anyone on campus – only by the Publications department.
3. **Election Day** will be determined by the Administration. Once the date has been established, each building (ES, MS, HS) will determine the time for the election for their building. This information will be provided to the Election Committee. On behalf of the Election Committee, EACH (ES, MS, HS) Division Secretary will prepare Ballot Envelopes as follows:
 - a. **Print Class Lists** for each of the building levels for the groups at the determined time from Skyward.
 - b. **Count Ballots** sufficient for each class group and place ballots in an envelope with the class list affixed to the outside of the envelope.
 - c. **Election Directions to Teachers** will be placed on the outside of the envelope and each teacher is asked to read and follow the directions carefully.
 - d. **Provide the Envelopes of Ballots** to each division for distribution at least 1 day in advance of the election.
 - e. **Provide a list for each Division Office** of the teachers who will receive the Ballot Envelopes.
4. **Ballot Envelopes** will be distributed by the Division Offices to teachers who teach the class groups at the time indicated. Teachers will sign the list indicating delivery of the Ballot Envelope.
5. **Voting** will occur by students under the supervision of teachers as follows:
 - a. Students in the class will be given ONE ballot each. There will be no extra copies, so students need to be very careful with the ballot.
 - b. Teachers will remind students of what is written on the ballots.
 - c. Students who have completed the ballot will need to sign the class list and place their ballot in the envelope.
 - d. Teacher will count the ballots with the signatures and verify that number of blank and completed ballots corresponds to the signatures on the class list. If there are any discrepancies, the teacher will correct at that moment.
 - e. Teacher will place ALL BALLOTS, including those that are voted, “en blanco,” irregular and blank into the Ballot Envelope. No ballots should be thrown away or destroyed!
 - f. Teacher will secure the Ballot Envelope and sign across the back.
 - g. Teacher will hand deliver Ballot Envelope to the corresponding division office and sign the list with the division secretary.
6. **Teachers are responsible for the Voting Process and will turn in the sealed and signed Ballot Envelopes to the Division Secretary with the signed class list attached.**
7. **Division Office Verification** will occur by the Division Secretary who will ensure all Ballot Envelopes for the division are collected and accounted for by validating the signatures of teachers picking up and returning the Ballot Envelopes. Secretary will ensure there are no missing Ballot Envelopes. Secretary will deliver the division Ballot Envelopes to the Director’s Secretary for confirmation and eventual delivery to the Election Committee for counting.
8. **Election Committee** will convene at the Director’s request. The Election Committee will contain:
 - a. One High School student in grade 11-12 of the Director’s choosing.
 - b. One Academic Secretary (or representative)

- c. One Director's Secretary (or representative)
 - d. One Colombian Program Director (or representative)
 - e. Two teacher/staff representatives selected by the Director.
9. **Minutes** will be taken of the Election Process by the Academic Secretary and will contain all the findings of the Election Committee.
- a. The minutes will verify the number of Ballot Envelopes submitted by each division, the count for the vote for each division, and the final count. A count will be kept of votes for each candidate, votes "en blanco," blank ballots, and any other irregular ballots.
 - b. The number of ballots voting for each candidate, "en blanco" and irregular ballots will be totaled and compared to the numbers of students on the class lists signed by students.
 - c. The blank ballots will be totaled with the voted ballots to ensure the overall total of the ballots is accurate.
 - d. Any irregularities will be noted in the minutes.
 - e. In addition, all information related to the process of the counting of the ballots will be written in the minutes.
 - f. The minutes will contain the final numbers of votes received by the candidates with the name of the duly elected Personero. If there is a tie, this will be indicated.
 - g. The minutes will be signed by all members of the Election Committee and delivered to the Director.
10. The Director will communicate the results of the election to the community the day after the voting has been finalized and the minutes have been received by him.
- a. The Director of the school will meet with the candidates to inform them of the results of the election.
 - b. The Director will request the three divisions to announce to the students the results of the election.
 - c. The Director will write a communication for the announcement to the community.



ANNEX 2:

CNG HIGH SCHOOL
DRUG TESTING
PROGRAM - FOUR
STRANDS

Last Updated May 12, 2014

HIGH SCHOOL EARLY INTERVENTION (STAND 4 YOUR FRIEND) PROGRAM

With the implementation of this program as of August 2013, CNG's High School wants to ensure students feel safe in seeking out confidential resources for issues of concern regarding alcohol or other drug use. A multi-step process can be found in the STAND 4 Your Friend materials, and the key points are listed below:

EARLY INTERVENTION: ALCOHOL

STAGE ONE – ALCOHOL – When a member of our community is concerned about a student's alleged alcohol use, one of the STAND 4 Your Friend teachers will speak with the student, sharing these concerns about him/her and providing additional support.

STAGE TWO – ALCOHOL – If community member concern continues or the student is reported that he/she is getting into potentially dangerous situations, a STAND 4 Your Friend teacher will meet with the student on a regular basis and the student's name will be referred to his/her guidance counselor. If concerns continue due to lack of improvement, parents will be contacted by the guidance counselor.

STAGE THREE – ALCOHOL – If concern and worry about alcohol use persists, a meeting will be held with the student, counselor, and parent/guardian. At this meeting an action plan will be devised. If the action plan lacks success, the student's name will be referred to the High School Administration. Our goal during this time will be to ensure the student and family have the needed resources to best help the student.

EARLY INTERVENTION: OTHER DRUGS

STAGE ONE – OTHER DRUGS - When a member of our community is concerned about a student's alleged drug use, one of the STAND 4 Your Friend teachers will speak with the student, sharing concern about him/her and providing additional support. Depending on the type and/or combinations of drug(s) being used, such as combining prescription drugs with alcohol or injecting drugs, additional steps may be taken. A STAND 4 YOUR FRIEND teacher will conduct an individual follow up, and the student's name may be referred to his/her guidance counselor.

STAGE TWO – OTHER DRUGS - If community member concern continues or the student is reported that he/she is getting into potentially dangerous situations, a STAND 4 YOUR FRIEND teacher will meet with the student on a regular basis. In addition, the student's name will be referred to his/her guidance counselor, and parents will be contacted by the guidance counselor. Depending on the type and/or combinations of drugs being used, additional steps may be taken. A meeting may be called with the student, counselor, and STAND 4 YOUR FRIEND teacher. An action plan will be designed to help the student. If concerns continue due to lack of improvement, the student's name will be referred to the High School Administration.

STAGE THREE – OTHER DRUGS – If concern and worry about continued use persists, a meeting will be held with the student, counselor, parent/guardian, and administrator. At this time, professional evaluation may be recommended.

In order to ensure that students who are seeking help through the STAND 4 Your Friend program are not drug tested, the Administration has established the following protocol. For random urine tests, the Associate Principal will generate a list of names of potential students (typically 20), and then provide this list to the HS Counselors who will then reduce 50% of the names from the list. This step will ensure that those who may be receiving services through the Early Intervention Program will not be drug tested during that time span. This step assumes that the HS Office would not submit a separate referral regarding drug use. In the STAND 4 Your Friend pamphlet it states, "Please note: Students who are caught using drugs or alcohol on campus or at any school functions are still subject to the CNG honor code and consequences. Students who test positive will go through the CNG Drug Testing protocols."

Random Testing – As a result of CNG policy, the High School randomly tests students in grades 9 – 12 throughout the school year.

- The Associate Principal will work with the nurses to find a good time for conducting random testing. The test may be either conducted by taking a sample of urine or hair.
- The Associate Principal generates a random list of names of students. The counselors are provided the list and delete 50% of the names.

- The Associate Principal gives students a written notification informing them to report to the nurse, who will be informed to expect students for testing on this day. The school attempts to provide this notice in an unobtrusive manner to ensure privacy between the student and the Associate Principal. Students then report to the nurse's office to conduct the test. Once the student has completed the test, the nurse sends the original pass back to the Associate Principal with a signature to indicate that the student completed the test.
- For males who are being asked to do a urine test, the High School Associate Principal (or another adult male) will be present to ensure confidentiality of the results. For females who are being asked to do a urine test, the nurses will monitor testing processes.
- For random tests that involve a hair sample, the Associate Principal gives students a written notice asking them to report to the nurse at a specific time in the day. These times are staggered throughout the day to allow for greater privacy. The school attempts to provide this notice in an unobtrusive manner to ensure privacy between the student and the Associate Principal. Students then report to the nurse at the specific time. Nurses are informed of who to expect at what time. Once the student has completed the test, the nurse sends the original pass back to the Associate Principal with a signature to indicate that the student completed the test.
- The minimum of students randomly tested in each grade level will be approximately 20% over the course of each school year.

Referral for Testing – At times designated by the administration, names of students who are potentially using illegal substances may be referred to the High School Administration. In these cases, these selected students might be included in the random testing protocol above and a hair test is typically performed. No mention will be made to the student, teacher, or nurse that the name was a direct referral, unless otherwise decided by the principal. When this happens, the Principal will only state that the referral came through a community member and then explain the steps taken in such cases.

Former Positive Testing Result – All students who have tested positive or admitted to use of illegal substances are placed on a Drug Testing Chart and continue on this chart for the duration of their time at CNG. These students are tested using the hair follicle test at least once every three months and a urine test up to every two weeks, depending upon the decision of the Administration.

POSITIVE RESULTS, RECORDS, COMMUNICATION AND ISSUES WITH STUDENTS.

1. If before performing a substance abuse test, a student admits he/she has consumed an illegal substance, the nurse will document this statement in the student's record as well as inform the Principal and Associate Principal. The High School Administration will then move forward with the first step of the positive testing protocol.
2. If any student fails to comply with a screening procedure, he/she will be reported to HS Associate Principal, and the High School Administration determines the specified resulting action.
3. In the event that ANY test results are positive, the Nurse will report this information directly to the High School Principal, HS Associate Principal, and School Director.
4. A copy of the results of any positive drug test at the high school level will be sent in a sealed envelope to the High School Principal, who will place the notice in a designated disciplinary folder kept in the Principal's Office. The Principal will be the person to share the results of drug testing with individual students and their parents. Parents will be given a copy of the drug testing report for their records.
5. All official copies of positive results will be kept in the Health Zone under lock and key for the exclusive use of the Administration.

Tracking results and Legal Drugs

1. The nurse's office will keep track of all testing data to provide general information on the testing that has been conducted each year.
2. Test results are always requested using the lowest possible confirmation cutoff level; however, when the drug is a legal drug, a positive exam might occur. Regardless, the test itself may be below the usage amount indicated for minor use (recreational).

- Specifically, codeine may come out as a positive test in opiates, since codeine is a legal drug in Colombia and sometimes prescribed for pain or used in cough syrup. If the result is below 500pg, the Administration considers the result positive for legal drug within the specified allowance level. In any case of positive testing, parents will be contacted and informed of the result, and the Administration will try to ascertain that the result is positive primarily due to medication prescribed by a doctor.



ANNEX 3:
COMITÉ DE
CONVIVENCIA
ESCOLAR

THE COMITÉ DE CONVIVENCIA ESCOLAR WILL HAVE THE FOLLOWING FUNCTIONS:

1. Identify, document, analyze and resolve conflicts that arise among teachers and students, among administrators and students, among students and among teachers.
2. Lead actions that promote community life, development of citizenship, application of human, sexual and reproductive rights, and prevention and mitigation of school violence among members of the educational community.
3. Promote the connection of educational establishments to community life strategies, programs, activities and citizenship development being pursued in the region and which meet the needs of the educational community.
4. Convene a conciliation space for the resolution of conflicts that affect school community life, at the request of any member of the educational community, when necessary in an attempt to avoid irreparable harm to members of the community. A parent, guardian, or a partner of the educational establishment will accompany students.
5. When facing specific conflicts harassment, high risk conducts of school violence, or the infringement of sexual and reproductive rights, which cannot be solved by this committee in accordance to that which is established in School Handbook, for they transcend the school environment and are in line with the characteristics of punishable behavior, which is the reason why they shall be forwarded to other parties or authorities that are part of the National System structure.
6. Lead the development of strategies and tools that are destined to promote and evaluate school favorable school environment, as well as the implementation of human, sexual and reproductive rights.
7. Follow-up on the compliance of the regulations established in the Community Handbook and present reports to the respective bodies which are part of the structure of the Sistema de Convivencia Nacional including training for human rights, sexual education and the prevention and mitigation of school violence, in the cases or situations that the committee has encountered.
8. Propose, analyze and make viable pedagogical strategies that allow greater flexibility of the pedagogic model and the articulation of different areas of study, to determine more and better ways to relate in the construction of citizenship.

CNG RESPONSIBILITIES

In the national System of “Comité de Convivencia Escolar” or human rights, sexual education, and the prevention and mitigation of school violence:

1. Guarantee to students, teachers, school administrators, and other staff of the school, dignity, physical and moral integrity, human, sexual and reproductive rights.
2. Develop components of prevention, promotion and protection through the Student Handbook, and the application of a Comprehensive Care Model, in order to protect students against any form of bullying, school violence, and violation of human, sexual and /or reproductive rights by other classmates, teachers or school administrators.
3. Review and adjust the Institutional Educational Project, the Community Handbook, and the Annual Student Institutional Evaluation System in a participatory process that involves the students and in general the educational community, in light of rights, competencies, and differential approaches, according to the General Law of Education, Law 1098 of 2006 and the regulations that develop from this.
4. Annually review the conditions of school community life and identify risk factors and protective factors that have an impact on the school community and on the protection of the human, sexual, and reproductive rights, on the processes of institutional self-evaluation or quality certification based on the implementation of the Integral Care Model and decisions adopted by the Comité de Convivencia Escolar.
5. Take action involving the entire school community in a process of pedagogical reflection about the factors associated with violence, bullying, and violation of the sexual and reproductive rights, as well as their impact, incorporating relevant knowledge about caring for one’s own body, relationships with others, and instilling tolerance and mutual respect.
6. Develop strategies and tools to promote good schools relations based on assessments and monitoring the most frequent cases of bullying and school violence.

7. Adopt strategies to encourage attitudes among members of the educational community that will promote and strengthen school relations, mediation and reconciliation, and the disclosure of these successful experiences.
8. Generate pedagogical strategies in order to articulate training processes between the different areas of study..

CNG'S DIRECTORS RESPONSIBILITIES

In addition to the responsibilities indicated in the current regulations, and that are assumed by the Director of CNG, he will have the following responsibilities:

1. Lead the Comité de Convivencia Escolar, according to the provision of articles 12 and 13 of Law 1620/13.
2. Incorporate in institutional planning the components of prevention and promotion, and the protocols or procedures established for the implementation of the Integral Care Model (La Ruta de Atención Integral).
3. Report those cases of bullying, school violence and violation of sexual and reproductive rights of children, and adolescents in the educational establishment, in his capacity as chairman of the Comité de Convivencia Escolar, according to the current regulations and protocols defined in the Integral Care Model, and monitor such cases.

TEACHER'S RESPONSIBILITIES

In addition to those established by the current regulations, and that are inherent to the role of teachers, they will have the following responsibilities:

1. Identify, report, and follow up on cases of bullying, school violence, and violation of sexual and reproduction rights that affect students of the educational establishment, in accordance with articles 11 and 12 of the Ley 1146 of 2007 and all the other current regulations, with the Community Handbook, and with the protocols defined in the Integral Care Model del Comité de Convivencia Escolar. If a situation of intimidation brought occurs through electronic means, must also be reported to the Comité de Convivencia Escolar, to activate the respective protocol.
2. Transform the pedagogical practice to contribute to the construction of democratic and tolerant environments that enhance learning participation, collective construction of strategies for conflict resolution, and respect for human dignity, life and physical and moral integrity of the students.
3. Participate in the upgrade processes of teacher training and evaluation of school climate.

FAMILY PARTICIPATIONS

The family, as part of the school community, of the "Sistema Nacional de Convivencia Escolar", and in addition to the obligations

in Article 67 of the Political Constitution, Law 115 of 1994, Law 1098 of 2006, Law 1453 of 2011 and other regulations, shall:

1. Provide their children with a physical and social environment of trust, tenderness, care and protection at home.
2. Participate in the planning and development of strategies that promote:
 - a caring community in school
 - human, sexual and reproductive rights
 - participation and democracy
 - a healthy life style
3. Support children in a permanent and active way through the teaching process of the school to promote Universal Core Values.
4. Participate in the review of the Community Handbook through the levels of participation defined in CNG's educational

project. (Parents council)

5. 5. Parents must be responsible for their children's free time, so that they can develop their citizenship skills.
6. 6. Comply with the conditions and obligations established in the CNG Community Handbook and act accordingly when their children break any regulations stated in the handbook.
7. 7. Be aware of and follow the instructions of the CNG Attention Path, when a violent incident occurs at school, as stated in the regulations of the CNG Community Handbook.
8. 8. Use the existing legal mechanisms and those established in the CNG Attention Path referred to in this regulation in order to restore the rights of the children when necessary.

CLASSIFICATION OF THE SITUATIONS THAT AFFECT THE SCHOOL COMMUNITY AND THE PRACTICE OF HUMAN, SEXUAL AND REPRODUCTIVE RIGHTS COVERED BY DECREE 1965

The situations that affect the School Community and the practice of human, sexual and reproductive rights, are classified into three types:

1. 1. Situations Type I. Correspond to conflicts improperly handled and those sporadic situations that adversely affect the school climate, and in no case generate damage to the body or health.
2. 2. Situations Type II. Correspond to school aggression, bullying and cyberbullying situations, which will not have the characteristics of a crime and meet any of the following characteristics:
 - a. That occur repeatedly and systematically
 - b. That cause damage to body or health without causing a mayor injury for anyone involved.
3. 3. Situations Type III. Correspond to this type, situations of school aggression that allegedly constitute crimes against freedom, sexual orientation, integrity referred to in Title IV of Book 11 of Law 599 of 2000 or when they constitute any other offense established in Colombian active Criminal Law.

PROTOCOLS REGARDING PROBLEMS AFFECTING THE SCHOOL COMMUNITY IN CASES OF SCHOOL VIOLENCE, HARASSMENT OR INFRINGEMENT OF SEXUAL AND REPRODUCTIVE RIGHTS

The Protocol for School Coexistence refers to a caring model which defines the processes and policies that should be followed by CNG as mandated by Colombian Law, specifically outlined in the National System of School Coexistence and Education for Human Rights, Sex Education, Prevention and Mitigation of School Violence law (Decree 1965 of 2013). The components of the application of this protocol for School Coexistence at CNG involve the following steps:

1. **IDENTIFICATION:** Identify situations affecting school coexistence due to harassment or school violence. These have to be referred to the School Coexistence Committee, which will look at documentation of the case, focusing its analysis on the implementation of CNG's Code of Honor and Disciplinary Handbook. Identification can be carried out through developing a grade-level profile. At the beginning of each school year, each guidance counselor will complete a screening of his/her students both individually and as (a) group(s) identifying strengths, weaknesses, and situations that may negatively impact peaceful coexistence and the exercise of human, sexual, reproductive rights, due to harassment and/or school violence.
2. **REPORT:** This process has the following sub steps: informing, receiving and compiling information, and filing.
3. **INTERVENTION:** When a case of violence, bullying, and/or aggressive behavior violates human, sexual, and reproductive rights, the guidance counselors will help develop timely, appropriate, ethical, and comprehensive strategies to assist those who have been impacted (the child, adolescent, father, mother, or guardian, and/or teacher). School Administration will also intervene in the event that disciplinary measures are required aligned with the CNG Honor Code and Disciplinary Policy. **NOTE:** The counseling component may involve outside professionals when the seriousness of the allegation, the surrounding circumstances, and the physical and/or psychological damage to the children involved are beyond the mission of the educational establishment.
4. **MONITORING:** The monitoring component focuses on the timely reporting of information to the Unified Information System of School Coexistence which will keep track of the state of each of the reported cases of attention.

The situations that affect the School Community and the practice of human, sexual and reproductive rights, are classified into three types. Each situation has a determined protocol under Colombian law as follows:



Type I Situations correspond to conflicts improperly handled and those sporadic situations that adversely affect the school climate and in no case generate damage to the body or health.

Protocol for Type I Situations: The teacher or staff member who witnesses a situation should strive to meet immediately with the parties involved in the conflict and mediate in a pedagogical way for them to present their views and seek resolution. If there is a need for follow up, the teacher will report the case to the Associate Principal, Principal, or Program Director.

1. Inform the Associate Principal, Principal, or Program Director through a written report.
2. Inform parents or guardians of the situation of the parties involved.
3. The teacher who witnessed the situation, in collaboration with the Associate Principal, Principal, or Program Director, will determine a solution in an impartial, fair and just manner, aiming to seek compensation for damage caused, the restoration of rights and reconciliation, in a climate of constructive relations between the parties involved. **This can be achieved using the Restorative Circles model.**
4. The Associate Principal, Principal, or Program Director will update the student's Discipline Report in the School Information System (Skyward).
5. The teacher who witnessed the situation, Associate Principal, Principal, or Program Director should do the follow-up on the case and of the commitments in order to verify if the solution was effective or if it requires further intervention. (Protocols established in Colombian Law, Articles 43 and 44 of Decree 1965 of 2013.)

Type II Situations correspond to aggression, bullying, and/or cyberbullying situations, which will not have the characteristics of a crime and meet any of the following characteristics:

1. That occur repeatedly and systematically; and/or
2. That cause damage to body or health without causing a major injury for anyone involved.

Protocol for Type II Situations

1. Provide immediate physical and mental health care to person(s) affected.
2. Inform the administrative authorities of the situation, especially when measures to restore rights are required.
3. Take protective measures for those involved, to avoid any action against them.
4. Create opportunities to expose and clarify what happened.
5. Parents or guardians of all students involved will be informed immediately by the Associate Principal, Principal, or Program Director. Minutes of the meeting will be kept and stored in the Student File(s).
6. When restoration of rights is required, the situation will be referred to the Principal and this will be reflected in the Discipline Record in the Student Information Software (Skyward). (Law 1098 of 2006)
7. Measures will be taken to protect students from possible retribution. This will be reflected in the Discipline Record in the Student Information Software (Skyward)
8. The Associate Principal, Principal, or Program Director will ensure confidential, private, and safe spaces where the parties involved as well as their parents or guardian, can openly share what happened/is happening.
9. The School Coexistence Committee, considering the educational and pedagogical strategies and sanctions set forth in Chapter VII of Title V, will determine the restorative actions needed to repair damages and restore the rights and provide reconciliation within a climate of constructive relations in School. They will also determine the applicable consequences for those who have contributed or participated in the reported situation.
10. The Chairman of School Coexistence Committee will inform the other members of this committee, about the situation and the measures taken. The committee will conduct the analysis and monitoring, in order to verify if the solution was effective or if it requires adding the protocol set out in Colombian Law, Article 44 of Decree 1965 of 2013.

Type III Situations correspond to situations of school aggression that allegedly constitute crimes against freedom, sexual orientation, integrity referred to in Title IV of Book 11 of Law 599 of 2000, or when they constitute any other offense established in Colombian active Criminal Law.

Protocol for Type III Situations

1. In cases of damage to body or health, immediate referral and attention by outside physical and mental health professionals is guaranteed. Records of referrals and follow up should be kept by the Guidance Counselor.
2. Parents or guardians of all students involved will be informed immediately by the Associate Principal, Principal, or Program Director. Minutes of the meeting will be kept and stored in the Student File(s).

3. The Chairman of School Coexistence Committee will immediately and quickly put the matter to the attention of the National Police. Minutes of the meeting will be kept and stored in the Student File.
4. Notwithstanding, the provisions of the preceding paragraph, the members of the School Coexistence Committee will be cited under the terms set out in the Manual of Coexistence. This citation shall be recorded.
5. The Chairman of the School Coexistence Committee will inform the members of said committee, providing facts without disclosing information that may violate the right to privacy and confidentiality of the parties involved as well as the report given to the competent authority.
6. Although the situation was taken to the competent authorities, the School Coexistence Committee shall immediately adopt the School's own measures aimed to protect, within the scope of its powers, the victim, the person to whom the aggression is credited and those who have reported or are part of the situation presented. This should be recorded.
7. The Chairman of the School Coexistence Committee will report the information of the case to the applicable system of Unified Information of School Coexistence.
8. The cases under this protocol will be monitored by the School Coexistence Committee, the authority that acknowledged the situation and the committee of the municipality, the district, or the department (state) for School Coexistence that exercises jurisdiction over the educational establishment which presented the incident.

THE COMPREHENSIVE CARE MODEL, WILL HAVE THE FOLLOWING COMPONENTS

Promotion Component. Colegio Nueva Granada will foster skill development and the exercise of human rights through holistic pedagogical processes within the Curriculum and the Units Plan. For such purpose, it will facilitate a school environment that fosters personal growth and training of those who are part of the school.

Prevention Component. The main pillar of this component focuses on the correct application of the principle of equality as defined in Article 13 of the Political Constitution. This is how it contributes to the decline of the social, cultural and contextual gaps providing a fair, equitable and humane treatment of all students and other members of the school community. In this way it minimizes the factors that generate violence within the school.

Caring Component. Is based on the permanent support that must be provided to students initially by the Counselor or the homeroom teacher and at the same time the teacher in charge of the pedagogical process at every moment of the school life. When an act of violence, bullying or aggressive behavior that violates human and reproductive rights occurs, the teacher who initially knows the case will use dissuasive methods to avoid it from becoming discussed by the community and will give immediate notice to the Director of the School, for evaluation, and if deemed advisable, summon the Comité de convivencia Escolar.

All the events will be registered in order to be submitted to the Sistema Nacional de Convivencia Escolar for the pertinent effects.

PROMOTION, PREVENTION AND CARING COMPONENT

- promote universal core values (CNG Honor Code and Disciplinary Policy)
- define character to include thinking, feeling, and acting (Positive Action)
- use a comprehensive, multi-level approach (Stand4CNG, Restorative Practices)
- create a caring community (Fundación Hogar, Social Service, Proyecto Vida)
- provide students with opportunities for moral action (Student Organizations)
- offer a meaningful and challenging academic curriculum (AP Academy)
- foster self-motivation in students (Life Skills, Honor Roll, Honor Societies)
- engage all school staff as a learning community (School-wide Surveys)

- encourage shared leadership and shared responsibilities (PTA, Parent Council)
- involve families as partners (Parent Conferences, Open House)
- honor the broader culture and essence of the school (The CNG Way)
- Competencias Ciudadanas (Colombian Ministry of Education)
- Sexual Gender Diversity Alliance (SGDA)

ANNEX 4:
STUDENT
WORK PARENT
CONSENT FORM

CNG STUDENT WORK PARENT CONSENT FORM PS/ES CONSENT TO PUBLISH STUDENT INFORMATION AND STUDENT WORK

At CNG, we like to share and communicate with parents; highlighting the school and student work and/or activities as appropriate in a variety of public forums for non-profit educational purposes. The following are some examples (not an all-inclusive) of how student information and work may be shown: displays during school sponsored open house sessions; professional development sessions; school related activities held on and off campus, school sites or at school sponsored events; school or community publications; or posting or publishing on educational sites. Our school's web site may be accessed from www.cng.edu.

PLEASE NOTE THE FOLLOWING INFORMATION:

- Once photographs, student names and other identifying information or student work are released in any public forum, CNG cannot control or prevent the further distribution or use of the material by those who access the information.
- Parents or legal guardians are under no obligation to consent; it is their voluntary decision to do so.
- Your consent will be valid for the duration of the school year. You may at any time instruct us to remove the photographs or work from CNG sites by notifying the school principal in writing.

PARENT CONSENT

I, being the parent/legal guardian of the student named below, have read and understand the information provided on this form. I voluntarily give Colegio Nueva Granada consent to post or publish my or my child's photographs/videos, first name and last initial, grade, school and samples of my child's work in various public forums as described above for non-profit educational purposes. I understand my consent is valid for the current school year unless I revoke it by notifying the school principal in writing.

I GIVE CONSENT

I DO NOT GIVE MY CONSENT

MIDDLE AND HIGH SCHOOL STUDENT WORK PARENT CONSENT FORM

CONSENT TO PUBLISH STUDENT INFORMATION AND STUDENT WORK DIGITALLY

At CNG, we like to share and communicate with parents; highlighting the school and student work and/or activities as appropriate in a variety of forums for non-profit educational purposes. The following are some examples (not all-inclusive) of how student information and work may be shown: displays during school sponsored open house sessions; professional development sessions; school related activities held on and off campus, school sites or at school sponsored events; school or community publications; or posting or publishing on educational sites. Our school's web site may be accessed from www.cng.edu. This does not relate to official school media publications such as Insights, Andean Yearbook, CNG Calendar, and others.

Students' photographs/videos and work that are showcased digitally will be identified using the student's first name, last name initial, grade and school only (if necessary). To comply with Colombian Law 1581 of 2012 and Decreto 1377 of 2013, we are requesting consent from parents or legal guardians to post or publish student information and work on various public forums.

Additionally, there are Web 2.0 tools where users can publish content without restrictions for others to access it. Without exceptions, these online tools exclude children under the age of 13 from being able to create user accounts. However, children from 13 to 18 years of age may require parental consent so the school can request kids to create/use educational accounts for academic purposes and under the supervision/guidance from the school staff. We are requesting consent from parents or legal guardians of children between 13 and 18 years of age to allow the school to create educational accounts for the students on these web sites.

PLEASE NOTE THE FOLLOWING INFORMATION:

- Once photographs, student names and other identifying information or student work are released in any public forum, CNG cannot control or prevent the further distribution or use of the material by those who access the information.
- Parents or legal guardians are under no obligation to consent; it is their voluntary decision to do so.
- Your consent will be valid for the duration of the school year. You may at any time instruct us to remove the photographs or work from CNG sites, or to remove authorization for the use of Web tools that require parental consent, by notifying the school principal in writing.
- Student generated content on Web tools must follow the AUP guidelines and legal requirements, as well as the CNG Code of Honor.
- Students 18 years old or more are agreeing to this consent in conjunction with their parent(s)/ legal guardian(s).

MIDDLE AND HIGH SCHOOL STUDENT WORK PARENT CONSENT FORM

PARENT CONSENT

I have read and understand the information provided on this form. I voluntarily give Colegio Nueva Granada consent to post or publish my or my child's photographs/videos, first name and last initial, grade, school and samples of my child's work in various public forums as described above for non-profit educational purposes. I understand my consent is valid for the current school year unless I revoke it by notifying the school principal in writing.

PLEASE NOTE THE FOLLOWING INFORMATION:

I have read and understand the information provided on this form. I voluntarily give Colegio Nueva Granada consent to post or publish my or my child's photographs/videos, first name and last initial, grade, school and samples of my child's work in various public forums as described above for non-profit educational purposes. I understand my consent is valid for the current school year unless I revoke it by notifying the school principal in writing.

I GIVE CONSENT

I DO NOT GIVE MY CONSENT

I voluntarily give Colegio Nueva Granada consent to allow students from 13 to 18 years of age to create educational accounts on Web 2.0 tools to post original content. I understand my consent is valid for the current school year unless I revoke it by notifying the school principal in writing.

I GIVE CONSENT

I DO NOT GIVE MY CONSENT



ANNEX 5:

CO-CURRICULAR CODE OF CONDUCT DOCUMENT FOR MS/HS TEAMS AND CLUBS

NOMBRE DEL ESTUDIANTE: _____

Los administradores de la Escuela Media y Escuela Alta, entrenadores y patrocinadores de actividades estudiantiles, creen que los estudiantes que han sido seleccionados para una actividad, por el privilegio de ser miembros de un equipo, grupo, u organización, deben comportarse como representantes responsables del Colegio Nueva Granada. Con el fin de asegurar que las expectativas están claras, este Código de Conducta debe ser reforzado. Los miembros de los equipos y organizaciones deben demostrar un alto desarrollo moral de acuerdo al código de Honor y un sólido compromiso académico. Se espera que todos los miembros de un equipo, grupo, u organización, demuestren un comportamiento apropiado, durante y después de la temporada, con o sin el uniforme, dentro o fuera del colegio.

Actividades Co- Curriculares y de Formación

1. Se espera que los estudiantes sean exitosos académicamente y asistan a los Días de Oportunidad si así es requerido. **Las reglas para participar en una actividad, consisten en que el estudiante debe tener un buen desempeño académico, con un promedio de 2.7 y no tener calificaciones bimestrales por debajo de 2.2.**
2. Toda posesión, uso o distribución de cigarrillos, alcohol o drogas ilegales, por parte de los estudiantes, está prohibido. Cualquier violación a esta regla, será considerada como Ofensa Seria o Grave, tal como está determinado en el Código de Honor y Política Disciplinaria del CNG. Las violaciones al Código de Honor y Política Disciplinaria del CNG resultan en matrícula condicional. Esto afectará la continuidad del estudiante en las actividades Co- curriculares.
3. **En los días de deportes o eventos los estudiantes deben asistir a todas sus clases con el fin de poder participar en estas actividades**
4. No se espera que los administradores estén supervisando las actividades que son organizadas por fuera del colegio. **Sin embargo, el colegio tomará acción si la violación se hace pública, y es suficientemente severa para desacreditar el nombre del colegio e infringe los derechos de un individuo.**
5. Cada entrenador o patrocinador tiene la prerrogativa de establecer reglas adicionales relacionadas con la actividad que va a supervisar. Estas reglas podrán incluir asistencia a prácticas, concursos, viajes, etc. **Un anexo a este Código de Conducta de Actividades Co-Curriculares que haga una organización estudiantil, un entrenador o un patrocinador, debe adjuntarse a este documento, con la aprobación previa del Director de Atletismo y Actividades Co- Curriculares o Director de Escuela.**

Nombre Del Estudiante: _____

Nombre De Los Padres: _____

Fecha: _____

ORGANIZACION(ES) DEPORTE(S): _____

6. Los estudiantes que han sido suspendidos del colegio, no podrán participar en actividades co-curriculares. Con respecto a aquellos estudiantes que tienen matrícula condicional se tomará una decisión administrativa y si pueden o no participar en dichas actividades.
7. En el evento que un estudiante **decida renunciar a un equipo, grupo u organización**, (por ejemplo, musical o teatral), al cual se ha comprometido, antes de finalizar una temporada o un evento, sin causa justificada, se aplicarán las siguientes consecuencias: **suspensión de todos los equipos, grupos, u organizaciones o salidas pedagógicas de la próxima temporada**. Esta suspensión será tenida en cuenta para el siguiente año escolar, si la infracción ocurre durante la última temporada de UNCOLI.
8. El Director de Atletismo y Actividades Co-Curriculares será la primera instancia para todos los asuntos relacionados con deportes. El Director de Escuela será notificado de todas las violaciones al Código de Conducta de Actividades Co-Curriculares, en todos los grupos, eventos u organizaciones, así como también las sanciones deportivas (tarjeta roja, expulsiones, etc.) y cualquier acción tomada por el entrenador o patrocinador. El Director de Escuela tomará las acciones disciplinarias necesarias de acuerdo con el Código de Honor y Política Disciplinaria.
9. Las excepciones mínimas a las reglas para pertenecer a un equipo, grupo u organización, sólo serán determinadas por un **Comité de Revisión**, compuesto por un administrador, consejero, profesor, patrocinador o entrenador, tal como lo exijan las necesidades del caso.
10. El Código de Honor y Política Disciplinaria, determinarán las consecuencias de las violaciones a este código de Conducta. En aquellos casos que amerite seguimiento, se le hará un Acuerdo por escrito para que sea firmado por el estudiante, padre de familia, entrenador/patrocinador, y pueda el estudiante participar en la siguiente actividad Co-curricular.

Nombre Del Estudiante: _____

Nombre De Los Padres: _____

	<p style="text-align: center;">CÓDIGO DE CONDUCTA ACTIVIDADES CO- CURRICULARES CNG 2015-2016</p>	<p style="text-align: right;">Last Update August 6 -2015 Versión 1</p>
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STUDENT NAME: _____

Middle and High School officials, coaches and sponsors of student activities believe that students who are selected for the privilege of membership on teams, performing groups, and activities should conduct themselves as responsible representatives of Colegio Nueva Granada. In order to assure that expectations are clear, a Code of Conduct is enforced. Members of teams and organizations must always demonstrate high moral character according to the CNG Code of Honor and a strong academic commitment and are expected to exhibit appropriate behavior both during and out of season, in or out of uniform, on or off campus.

Co-Curricular Activities and Education

1. Students are expected to meet with academic success and attend Opportunity Days as requested. The eligibility rules of CNG are that students must be in good academic standing, maintaining a 2.7 GPA and with no grade below 2.2 at a marking period.
2. All student use of tobacco products, alcohol or illegal drug son campus or at school sponsored activities is forbidden. Any violation of this rule will be considered as a Serious or Grave offense as determined by the CNG Honor Code and Disciplinary Policy. Violations will result in the student being placed on permanent behavioral probation, which will have an impact on the student’s continued participation in the sport/activity.
3. On the days of sport or organization events, students must attend all classes in order to participate.
4. **School officials are not expected to police off-campus, non-school activities; however, if the violation is brought to public attention, is sufficiently severe to bring discredit upon CNG, and infringes upon the rights of an individual, the school will take action.**
5. Each coach or sponsor has the prerogative to establish additional rules pertaining to the activity supervised. These rules may include attendance at practices, contests, trips, etc. An addendum, if set by the by-laws of the student organization or specific sponsor or coach, must be attached to this document and have prior approval of the Director of Athletics and Co-Curricular Activities or Principal.

Student Name: _____

Parent Name : _____

Date: _____

ORGANIZATION(S)/SPORT(S): _____

6. Students suspended from school will not be allowed to participate in co-curricular activities. An administrative decision will be made regarding individual students on behavior probation and whether they may participate.
7. If a student **decides to leave a team, club, or group** (i.e. musical or theatrical) before the end of a season or a scheduled performance that they have committed to without just cause (i.e injury or illness), the following consequence applies: **Suspension from any team, club, or group activities or special field trips for the upcoming UNCOLI trimestral season.** This consequence will carry over to the following school year if the infraction occurs during the third UNCOLI season.
8. The Director of Athletics and Co-curricular Activities will be the initial referral for all sports related issues. The Principal's office will be notified of all violations of the Co-Curricular Code of Conduct, as well as any athletic sanction (ie. Red cards, ejections) and any action that was taken by the coach/sponsor. The Principal will then take appropriate disciplinary action according to the CNG Code of Honor and Disciplinary Policy.
9. Exceptions to minimum eligibility rules may only be made in special cases as determined by a **Review Committee** composed of at least one administrator, as well as teachers, sponsors or coaches as dictated by the necessities of the case.
10. The CNG CODE OF HONOR AND DISCIPLINARY POLICY will dictate consequences for violations of this Code of Conduct. In cases that merit further follow up, a LETTER OF AGREEMENT will be drawn up and signed by student, parent, coach/sponsor, and administrator in order for participation in the co-curricular activity to continue.

Student Signature: _____

Parent Signature: _____

vision statement:

Educating the mind,
strengthening the body,
and **developing** character for
LEADERSHIP AND SERVICE
in the world of today for a better tomorrow.



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CNG *Colegio*
NUEVA GRANADA

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