LIBÉRATE DE TODOS LOS MALEFICIOS DE LAS CHUCHERÍAS.

TOMA FRUTTO Y CALMA EL HAMBRE SANAMENTE.

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I heard someone say that young men speak of the future because they have no past and old men speak of the past because they have no future. I am starting to feel the limitations of my future as Director of Colegio Nueva Granada. When I chose the theme for this school year of “Do It Now”, it was as much as anything a message to myself that time is limited for me to participate in fulfilling the dreams we have set together as a community. With that concern in mind, I hope you will excuse me for speaking somewhat personally to you this evening.

Some of you know that I am originally from Washington State. This State is famous for its apples. Fine peaches, pears, cherries and apricots are also produced there and exported all over the world. People involved in the fruit orchard business understand that it takes years before a fruit tree begins to produce but once it begins to produce fruit, if it is well-cared for, it will provide many years of high quality fruit harvests. I like to compare the initiatives we have undertaken at CNG to a fruit orchard.

We have planted a number of trees here over the years that are in different stages of production. Planting, of course, is just the first step. These different projects have required an investment in time, effort and resources just as trees have to be fertilized, irrigated, pruned and protected from harmful insects. This persistent and patient investment of our financial and human resources is paying us dividends now and will be the key to future production.

...Since I began my tenure at Colegio Nueva Gra-
nada, 12 years ago, we have been constantly working on the goal of building community. As I approach retirement, many people have kindly expressed their appreciation and also their concern that a change in leadership could in some way harm or reverse accomplishments that school has achieved in recent years. I am not too concerned because I am very aware that everything we have done has been a team effort and I believe there is a high degree of ownership and commitment from the entire school community to the school mission and philosophy and to the projects and programs we have undertaken to secure that mission.

Additionally, this school has been fortunate and is fortunate to have capable members of the community serving on the board of directors who have had a vision for the school as currently set forth in our strategic plan and who have committed the resources to that vision.

Having said that, I want to do everything I can, in the time that I have left, to consolidate the initiatives we have created and assure that the in a year’s time, I can hand over to my successor a school with solid foundations upon which to build the future.
Top Quality Teachers What We Look for at CNG

By: Dr. MICHAEL W. ADAMS, Deputy Director

Based on the past several years of experience and on research done by the professionals at Ventures for Excellence, the administration at CNG has taken major steps to recruit, hire, and train top quality teachers who demonstrate key characteristics proven to impact student learning in a positive manner. The top quality characteristics that we look for focus on three main areas: purpose, relationships, and teaching/learning strategies.

Within Purpose, our teachers are committed to the overall growth of children, accept students as unique individuals, and hold high expectations for all.

Within Relationships, our teachers strive to build positive relationships with children, their families, and fellow colleagues. They show empathy and a caring nature, and provide support to children by listening to them at all times.

Within Teaching/Learning, our teachers identify clear learning targets, vary instruction and assessment, provide children opportunities to practice what they have learned, and provide feedback to students about their learning. Learning is centered on student interest, real world application, active participation, and student responsibility.

We are committed to top quality instruction at CNG by ensuring top quality instructors. By ensuring top quality instructors and instruction we can then facilitate top quality learning by all students.

Top Quality Administrators What We Look for at CNG

Effective educators, both teachers and administrators alike, need to have specific skills that enable them to facilitate student learning, foster positive relationships with students, parents, and colleagues, and engage in teaching/learning strategies appropriate to the needs of all children and adults.

Whereas the purpose of a skilled teacher must focus on facilitating student growth and learning, the purpose of a skilled administrator must focus on the growth and learning of the adults in a school. By helping teachers and support staff grow as educators and enhance their potential, an administrator can directly and indirectly impact student learning.

An administrator must take advantage of all opportunities to foster and develop relationships with teachers and staff as a way to ensure two-way communication and one-on-one support. In addition, an effective administrator must look for ways to support students and parents in a team fashion allowing for honest and transparent dialogue at all times. Just as a teacher must work with students and their parents in an attempt to develop a continuous, positive learning cycle, an effective administrator must work alongside teachers, staff, and community stakeholders in an attempt to create an effective professional learning community.

Teachers must use specific strategies to facilitate learning that are characterized by student interest, student involvement, here and now applications, guided practice, and formative assessments. Likewise, administrators must help their staff continue to excel in the areas they feel strong and develop in the areas in which growth is needed. By encouraging teachers to push themselves beyond their comfort zone and supporting them along the way, an effective administrator can help teachers further develop their skills as educators and, as a result, foster greater student growth.

In conclusion, it is evident that the job of an effective teacher and an effective administrator are not that different. The variation lies in the specific area of influence one possesses; a teacher’s being the student and an administrator’s being the teacher. In the end however, the main goal remains the same: help students reach their greatest potential both personally and academically.
Top Quality Students

Along the same lines of Top Quality Teachers and Administrators, Top Quality Students must also strive to develop certain characteristics that allow for the greatest learning and growth. Once again, the professionals at Ventures for Excellence have taught us that excellent students focus on their purpose, positive relationships, and their own growth and progress.

Within Purpose, the Ventures research points out that an excellent student “has a clear vision of who they want to become as a student and a life-long learner. This student is highly motivated to live out this vision.”

Within Relationships, the Ventures research points out that an excellent student “understands the power and importance of effective human relationships. This student behaves in a manner that contributes to harmonious relationships.”

Within Growth and Progress, the Ventures research points out that an excellent student “is one who takes responsibility for the acquisition of skills, new insights and knowledge as a life-long process. This student understands that new learning is vital for a fulfilling life and, therefore, thrives on the opportunity for continued growth.”

The top quality student characteristics that we strive to develop at CNG include the following:

- Service oriented
- Open
- Honest
- Authentic
- Fair
- Action oriented
- Responsible
- Cooperative
- Trusting
- Persistent
- Consistent
- Driven
- Fair
- Versatile
- Responsible
- Creative

Top Quality Parents

One of the signs of a great school is the appropriate and effective communication and teamwork that exists between the school and the home. When a school is able to facilitate synergy between teachers, students, parents, and administration, it is then able to create an environment that best meets the needs of all students at all times.

At CNG we are proud to have top quality parents who are engaged in the learning of their children, who are dedicated to providing a top quality education to their children, and who are interested in becoming better parents each and every day. Parents who place their children’s education as a top priority exhibit the following characteristics (source: Statement of Expectations developed by the Parent Council, March 2008):

- They are good role models for their child at all times.
- They support CNG and all school initiatives.
- They express their concerns in a respectful and proper manner, following the proper channels of communication.
- They deal with school matters and concerns privately within our school community.
- They behave and speak in such a way that protects the image and brings honor upon the name of the school.
- They are responsible for their actions on and off campus and always tell the truth.
- They respect and care for other people, their rights and property.
- They resolve every conflict in a peaceful, respectful and rational manner, and avoid harassment or intimidation of any person.
- They do not serve alcohol or tobacco to minors.
- They follow all legal and procedural expectations regarding transportation and parking at CNG, and
- They abide by the school’s official calendar and schedule.

We are very proud of our parents and their overall dedication to CNG. Being able to work with parents who portray the above mentioned characteristics and expectations is a pleasure and a joy.
s I think about what it means to be a top quality school, several characteristics and qualities come to my mind. In an attempt to share these characteristics and qualities with you as a community in the simplest manner, I have decided to compose and create a self-explanatory acrostic:

**A** Teamwork between teachers, students, and parents
**T** Open and transparent community
**O** Personal relationships based on honesty and fairness
**P** Quality teachers, administrators, staff, parents, and students
**Q** Unconditional support
**U** Authentic learning experiences
**A** Learning that focuses on students and their interests
**L** Inquisitive students
**I** Two-way communication
**T** Yearly review and evaluation

Although there are additional characteristics of top quality schools, these are ones that we stress at CNG and strive to make a part of our day to day processes, procedures, and realities. We encourage everyone to assume these qualities as best practices at CNG.
At the beginning of this school year, the school administration suggested I present a Food and Beverage program for the school. Due to credentials as a hotel manager with an emphasis on Food and Beverage, and the fact that I had previously been the Dean of the first culinary program in Colombia approved by the MEN (Ministerio de Educación Nacional), I matched the job to be undertaken. The idea was to study the possibility of having the school food service run directly by CNG, instead of Majoi, the outsourcing company the school has had for the past 16 years.

I have to say that firsthand I was shocked; school cafeteria food, NO WAY! However, after thinking about it, I decided to assume this challenge: to provide food that kids and parents would love. I began surfing the Internet in order to find current information on the subject and was amazed with all the changes that are happening in schools’ cafeterias around the world: The Edible School Yard at Berkeley, Jaime Olivier celebrity chef involved in institutional food in the U.K. and, and The University of Mississippi with the National Food Service Management Institute which studies all relevant issues about institutional food services.

I then began to develop the project which will improve the way our kids eat while at school. I started to look into other schools’ cafeteria services in Bogotá, and, with the approval of the cafeteria committee, we started planning for the future. At the end of the first semester, the school administration decided to take over the High School Snack Bar in order to benefit the High School population since many high school students do not belong to the cafeteria service. We created new healthy, nutritional, and fun menus.

This was a great experience. I had to do a very special market research in order to look for and identify students’ tastes, products, ingredients, quantities, variety, and so forth. We made a survey through our web page in November and we came across the biggest challenge: to offer GREAT food at a LOW cost. Our school had just been certified by ISO, and quality food is definitely what we wanted to offer. Our main goal was to provide a nutritional option for those students, like my own kids, who have breakfast at 6 a.m. and then lunch at 5:00 p.m. after all the extracurricular activities, eating poorly during school hours.

Somehow, knowing it was all about volume of sales, we made the Snack Shack a dream come true. Nutritious food (we make a nutritional analysis of all our recipes) at a reasonable price. It has been great to hear so many compliments. We have had parents and students telling us how happy they are with the school’s snacks. I’ve had a mother calling at 7:00 a.m. thanking the school for taking care of their kids’ lunch, and another mom who was very happy since her Middle School son started eating salads after he tasted the special Caesar salad we make.

The success of the Snack Shack is evident. We are now installing new software in order to improve the service, and in the future, hopefully, to have charge cards available for the students for ease of payment and so parents can keep track of what they buy.

I can only say that we will be happy to welcome you in our next school year with a top quality CNG cafeteria service, provided by our own school, and no longer outsourced.

Please respond to our school cafeteria survey posted on our website (Sharepoint).

Special thanks to our cafeteria committee for their involvement, contributions, and interest in this matter.
As we all know, the CNG Quality Management System was officially approved by ICONTEC in December of 2008, and on February 3rd we received our ISO 9001 and IQNet certificates in an official ceremony at the offices of ICONTEC.

The scope of our 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, student services, school transportation services, and institutional financial management.

This is an important milestone in CNG’s history and we should all be very proud of our school, our staff, our families, and our students.

Within our Quality Management System, there are many processes that function together to allow for a top quality school. Within the primary scope system however, there are five processes that serve as the basis of the entire system:

Design and Development of Educational Services - The ISO process ensures that critical activities are planned for and carried out by all four schools (PS, ES, MS, and HS) and by all four principals. The four critical activities are completely aligned with our curriculum development process and include the following:
- Design a well-articulated curriculum
- Plan for delivery
- Vary Assessment
- Give criterion-based feedback
- Develop Teachers

Student Services - “The ISO certification process serves as a mirror to show how Student Services help accomplish CNG’s mission within the close and synchronized interaction with other critical processes. The creation of quality indicators has helped us identify whether or not critical goals are being met, and why. The ISO process has provided us with tools to measure and control the quality of the services we provide in such a way that we can always try to do it better.” (Liliana Borrero, LC specialist)

Physical Development - The ISO certification process guarantees the continual improvement of our physical education and athletic programs as well as unifies our progressions with other critical processes. Our critical activities which are measured include curriculum, fitness, safety, supervision and communication.

The Quality Management System certification processes applied in the transportation service area of the school has helped us to control and measure different aspects of the service such as: timeliness (coming to school and arriving at home), comfort (preventing overcrowded buses) and safety (proper preventive maintenance procedures and control). We have also been able to take the necessary corrective actions to improve service, prevent accidents, and manage issues adequately as they surface. By doing the above mentioned, we are now providing a more timely, safe, and comfortable transportation service for our students and staff members.

Finances: The Quality Management System certification guarantees proper planning, budgeting, controlling and execution of the budget so we may use the available financial resources for the optimal operation of the school. This is done by developing and implementing processes which support the accomplishment of the institutional mission and vision.

I am confident that the certification of our Quality Management process will provide us with tools that ensure a quality education for all students. I invite you to celebrate this special occasion and pride yourself in the school and community to which we all are lucky to belong.
As a result of the world wide pandemic due to the AH1N1 Virus, we were all reminded of the importance to follow some basic and simple recommendations to protect our health and that of those around us.

At CNG we reinforced our hand washing campaign by instructing our students and staff members to wash their hands in the bathroom with soap and water several times during the day and complement this by using the alcohol gel sanitizers installed at key points around school.

Hands should be washed:

- 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 arriving home from school

Furthermore, we reinforced the recommendations published by Colombia’s Ministry of Health in order to control the spread of disease, stated below:

- 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.

We encourage all community members to remember these simple guidelines not only at school, but at home, in their workplace, and in places where you spend your leisure time, so that together, we can all keep our community healthy.
I want to celebrate the opportunity of having attended the 2009 AASSA Conference that was hosted by our school. The theme of this conference was “Building a community of excellent students, teachers, and parents”, a theme that was reflected in all the details. The graphic representation of the theme, a silhouette of the continent of South America, teeming with men and women in the yellow, blue, and red of our country’s flag and the luscious green of our continent’s “lung”, the Amazon rainforest, was present in the front page of the conference’s brochure as well as in nametags, and other necessary details of such an event, hinting that we were in for a treat.

For many days, prior to the conference, C.N.G. staff was greeted by a giant poster with this same logo, hanging from the Primary building, making us all wait, in eager anticipation, for its arrival. It was an incredible synthesis of what AASSA represents: the best values of two very different worlds brought together by a laudable common goal, excellence.

44% of my teaching career has occurred at C.N.G. and it is here in Colombia, and at this school, that I have experienced the most significant growth as an educator, thanks to periodic exposure to best practices in education that come with organizations such as AASSA and conferences such as this one. It has been an outstanding and greatly appreciated privilege for me.

But what is special about an AASSA conference? First and foremost, I value the diversity. This value is at the core of “best practices” in American education. Our school is a good example of this and the major reason why I continue to want to be a proud educator at C.N.G. We educate all kinds of students and...
we give them the freedom of choice. Students are encouraged to strive for excellence according to each individual’s potential. They are the architects of their own lives and we are there to support them in this endeavor.

AASSA conferences model this same value in the great diversity of options that they offer. I was only able to attend six sessions (about 10% of all the possibilities, with topics ranging from the benefits of standards-based assessment to “Dancing across the World”), but I feel that I left a better teacher as a result.

My pedagogical automaticity was very much shaken by the wide range of new challenges and possibilities that technology can offer in my classroom. I was encouraged by Linda Sharp not to want to stay in the “old country”, but to become a full-fledged “digital immigrant” in the exciting cyber world of my young students, all of whom are “digital natives!” Now I shall definitely go for the extra 23 percentile points that Janie Pollock promised if I relentlessly continue to provide precise feedback to my students on their progress. And, last but not least, I shall incorporate more inductive reasoning into my Social Studies lessons in the hope that my students will wish to probe deeper and more consistently into the study of our past, as Warren Hierl suggested that we do in his brief, but inspiring analysis of the 1920s in the United States.

I am only one of many teachers who were present at our school last week and I already have four new goals to add to my Professional Growth Plan. This means that there may be some 2000 different initiatives blossoming throughout our continent and being translated into best practices at all our schools. What an exciting way to face our future!
In March 2009, in New York City a conference on Brain Research was held. It was called FROM SENSATION TO EMOTION, Supporting Research in Sensory Processing. We were very fortunate to attend and bring back to our school the latest studies and findings in the field. Here is a summary of some of the information.

The human brain, like all products of evolution is a continuous work in progress. One of the most important pieces of unfinished business is the relation between the cognitive and the emotional systems. Systems involved in reasoning, planning, and decision making, are strongly connected with regions involved in emotions. The Limbic System was thought to be an emotional system and not a cognitive one, but later research showed that a major limbic area (HIPPOCAMPUS) is crucially involved in cognitive and declarative memory.

Nature (Genes) and Nurture (History) are factors that determine the person’s emotional regulation and the individual reaction to stimuli.

“The end of science is not to prove a theory but to improve mankind”

By: ANNIE DE ACEVEDO - Students Services Director
& CLAUDIA NIGRINIS - Reading Specialist
SENSORY PROCESSING DISORDER (SPD) is a brain-based disorder in which children misinterpret sensory information from the outside world. This may occur in one or more sensory domains. Research at the SPD Foundation has demonstrated that one in every 20 children experiences symptoms of SPD significant enough to negatively impact everyday activities. Among gifted children and children with autism, Asperger syndrome and other conditions, the numbers are much higher.

SENSORY OVER-RESPONSIVITY DISORDER (SOR) is a condition in which children react adversely to neutral or pleasant sensory stimuli from the outside world. Children with SOR and SPD feel attacked by sensory stimuli throughout the whole day. SOR impacts children from ages 2 or up after they are no longer protected by the environment of their home. 16.5% of children at age 7-11 have elevated symptoms indicative of SOR. Of those with elevated SOR symptoms: 76% are Tactile SOR only, 6.8% are Auditory SOR only 16.9% are both types of SOR.

EMOTION REGULATION is the process of initiating, avoiding, maintaining, modulating, or changing the occurrence, intensity, form or duration of internal feeling states, physiological processes, the behavioral concomitants of emotion and activities related to biological/social adaptation the accomplishment of goals. The regulation of basic functions affect higher level abilities sustained and divided attention, initiation and maintenance of social bonds, controlled functional abilities and adaptive functions.

The treatment for SPD is occupational therapy with a sensory based approach: Slow/low sensory input in all seven sensory systems, deep touch pressure, and proprioceptive input “heavy work”: (bubble ball baths, brushes, textured material, joint compression, large heavy pillows, heavy objects for pushing or pulling, weighted vests or blankets).

For a good regulation and co regulation it is crucial that the prefrontal cortex develops interconnections. This happens mostly during the first year of life and it is directly tied to the relationship baby/mother, called ATTACHMENT!!! A proper attachment between mother and child is of utmost importance for the child’s future development.

To be able to understand the brain and answer one clinical question about a child’s behavior and have an individual treatment we need one to two more decades of research. NEUROSCIENCE needs to learn from people that work with children on a daily basis. We need to integrate the fields of Neurology, Psychology, Education and Neuroscience.

In general, sensations are now known to be linked directly to emotions. We should all become more aware of our sensations, especially those of young children. These will develop their emotional and cognitive future.

During this school year there are 17 children with special needs assisted by a “shadow”.** In our work with these students it is highly important to teach them how to express their emotions appropriately and manage their bodies effectively. This ongoing process is done in conjunction with occupational therapists and a psycho-social program specifically created for each child. The basis for each program is the each student’s learning style and needs, in which their sensory strengths and weaknesses are taken into close consideration.

These children are included in many school activities with their classmates, and in this relationship all children are learning how to regulate their emotions. As we become experts in the field we need to continue giving inclusion the value of mutual respect.

** A shadow is a trained professional who accompanies a student both socially and academically in order to help him interpret and respond adequately to the environment.
Many students from the Class of 2009 have been admitted to prestigious universities both in Colombia and abroad and have also received significant scholarship awards. The impressive list of college acceptances for the class includes several easily recognizable universities and others that are excellent universities in their own right, but perhaps not as well known. What is the most important is that students have found the right match. Several factors have contributed to the excellent results of university acceptances of the Class of 2009. One of the major ones is the students’ motivation to achieve high grades in school and to challenge themselves with advanced courses. In addition, dedicated teachers, administrators, counselors and parents have lent the support and advice needed to take the students on their journey through school, encouraging their students to strive for excellence. Having opportunities and taking advantage of them can sometimes be two different things. Fortunately, many of our students have realized the importance of not only achieving high grades, but also of being involved in activities outside of the classroom, all of which support their acceptances into university. Another influential factor in college acceptances is the fact that universities are sending representatives to recruit our students, which confirms their recognition of the school’s high quality education, outstanding level of English and the stability in the country. All in all, the Class of 2009 has achieved a high level of excellence in their university acceptances to date and, hopefully, their drive to achieve a high level of excellence will continue throughout their lives.
El mayor peligro: 
LA INDIFERENCIA

Por: ALFREDO ANGEL CASAS, Padre de Emilio & Cristina Angel Medina

Con mis hijos Emilio (10 años) y Cristina (13 años) comen-
tamos con frecuencia lo que hace el programa ConSentidos, 
la importancia de sus objetivos y los beneficios que nos 
representa a las familias que nos sentimos comprometidas 
con el éxito del mismo.

Permanentemente hablamos de si-
tuaciones del día a día, comentamos 
ejemplos, que tienen relación con 
Consentidos y naturalmente me 
recreminan sobre el consumo de 
alcohol y cigarrillo.

Vimos en reciente estudio, ate-
rrados, cómo el consumo de alcohol 
en Colombia, se está iniciando en niños de 10 
ános, y ese primer trago se lo están tomando en la casa 
de un amigo, según reveló el mismo estudio.

Hemos comentado con muchas personas el tema, y triste-
mente observamos que estas cosas no son de su interés, no 
han asistido nunca a una reunión de Consentidos y estudios 
or noticias que tengan que ver con prevención, droga, licor, 
cigarrillos etc. son de poco interés para muchos.

Como muchos padres de familia y como resultado de la 
influencia social y cultural en la que crecimos, cometemos 
excesos, tanto con el licor como con el cigarrillo y tal vez 
por eso me he sentido tan identificado y comprometido con 
la importancia de que nosotros los padres, en simultáneo 
esfuerzo y compromiso con nuestros hijos, logremos aplazar 
o evitar que se fumen ese primer cigarrillo, o se tomen su 
primer trago, ojalá hasta después de los 18 años, quizás más 
adelante, idealmente nunca...

Todo este gran esfuerzo no tendrá sentido, si en la gran 
mayoría de hogares, no estamos sintonizados. Pero más que 
sintonizados, debemos estar comprometidos para poderle 
garantizar, a los padres de los compañeros de nuestros hijos, 
que nuestro hogar será un lugar seguro, donde no patrocin-
aremos, ni toleraremos que se consuma licor, ni cigarrillo, 
ni permitiremos que ningún menor de edad lo haga.

Respetuosamente la indiferencia de las anteriores genera-
ciones, la ignorancia o la simple permisividad, frente al con-
sumo de cigarrillo y licor, debe ser un asunto del pasado.

Es de nuestra opinión, que muchos de los 
problemas relacionados con el abuso del licor 
y del cigarrillo hoy por hoy, se deben en la 
mayoría de los casos, a la indiferencia 
de muchos de los padres. Sabemos bien 
quienes son los amigos de nuestros hi-
jos? Estamos los padres supervisando 
lo suficiente las actividades que ellos de-
sarrollan en nuestras casas, sin violar su intimidad 
y respetando sus espacios? O simplemente creemos que 
 nuestros hijos y sus amigos saben comportarse “divina-
mente” y no nos preocupan o tal vez nos es indiferente?

Transcribo textualmente las palabras de Emilio, cuando le 
pedi su ayuda para el presente escrito y veo con claridad 
que hay casos en que los niños están más comprometidos 
que nosotros mismos:

“....A mí me parece que Consentidos es una clase muy impor-
tante, porque te enseña los daños del alcohol y del cigarrillo. 
Entonces te enseña a tomar un buen camino cuando seas grande 
y desde ya. También enseña que si fueras a consumir el alcohol o 
el cigarrillo, lo fueras a consumir moderadamente, pues tendrás 
que consumirlo después de los 18 años de edad....”

Solo esperamos que el mayor peligro para nuestros hijos y sus 
amigos, no sea la indiferencia de nosotros, sus padres.
REDUCIENDO LA ANSIEDAD EN LA EDUCACIÓN DE NUESTROS HIJOS

Por: ALVARO TRIANA, Representante 6th Grade Parent Council

Después de 3 años de estar sirviendo en el Parent Council del Colegio Nueva Granada, y de participar proactivamente en la mayoría de las actividades que el colegio organiza, quisiera compartir con ustedes algunas reflexiones que pueden ser provechosas para continuar estimulando y fortaleciendo la educación de nuestros hijos para su bienestar actual y futuro:

1. Debemos confiar y creer en la excelente, dedicada y estructurada labor que hace el colegio, representado en sus profesores, autoridades académicas y administrativas para fortalecer la educación de nuestros hijos.

2. La mayoría de la dedicación del colegio se debe centrar en incrementar el nivel en las 3 dimensiones – académica, espiritual y deportiva – de nuestros hijos. No en tratar de cerrar brechas educacionales o culturales, en los padres que distraen al colegio y consumen energía y recursos.

3. El desempeño académico es solamente una de las facetas que el colegio refuerza, sin embargo debemos estimular las otras dos dimensiones – deportiva y espiritual – desde la casa con nuestro diario ejemplo y actitud positiva.

4. Nuestro colegio, no tiene mucha comparación con los colegios bilíngües que no sean americanos, puesto que no son biculturales. Esto quiere decir, que el avance en nuestros niños, sobre todo en temprana edad no es tan acelerado. Los resultados los veremos sobre todo a partir de middle school, donde las bases ya están cimentadas sólidamente.

5. La comparación con otros colegios es natural y constante; sin embargo no debe estimular la constante crítica, a veces negativa, que hacemos de nuestro colegio al encontrar que los niveles académicos, sobre todo, no son los mismos, puesto que no son comparables.

6. Nuestro colegio está haciendo énfasis en graduar ciudadanos del mundo, que ENTIENDAN los problemas, los sepan ANALIZAR debidamente y puedan de manera CREATIVA, GRUPAL O INDIVIDUAL, RESOLVER de manera SOSTENIBLE. El programa de matemáticas es un claro ejemplo de la orientación que se le está dando a la educación de nuestros hijos.

THANK YOU CNG!

Our most sincere gratitude to CNG community: to the director Dr. Barry McCombs, teachers, students, almuni, parents, administrative staff, and collaborators. Thank you all for your prayers and words of support, which were very important in the recovery of our son Pablo. To all the people who donated blood, we will always be in their debt.

We wanted to pass along the thanks of the Red Cross and the Fundación Hematólogica Colombiana, we hope that we will continue to support them, so that they may help children like Pablo who must also experience this harsh test. We are very proud of Pablo for his strength and of the CNG community for their show of solidarity.

To all tons of thanks.
Gustavo, Alba Maria, Isabel, Patricia and Pablo Montoya
Primary & Elementary School

ELEMENTARY TALENT SHOW
UNA DIMENSIÓN ESCOLAR DESCONOCIDA

Por: ALBERTO ESCOBAR, Profesor de Música, Escuela Elemental

Más de 50 artistas de tercero, cuarto y quinto grado, bailando, cantando, haciendo magia, montando en Vmonociclo, haciendo acrobacias, tocando violonchelo, piano, guitarra, creando y actuando números humorísticos y de comedia, inventando coreografías con luces de colores... Todos ellos conformando el maravilloso “Cast”.

Pero detrás de bambalinas otro gran equipo: El “Crew”: Otros tantos manejando el seguidor, organizando compactos de cada número, cerrando y abriendo el telón, poniendo la utilería, los micrófonos, cuidando las puertas, vendiendo los boletos de entrada, presentando el programa, acomodando al público, consiguiendo todo lo necesario... Sí!: Cerca de 100 de nuestros alumnos comprometidos con su trabajo, dando lo mejor de sí, mostrando enorme sentido de responsabilidad y eficiencia, llenos de disciplina, respeto, alegría, entusiasmo, trabajando intensamente como un gran equipo, mostrando sus mejores habilidades y talentos en un show extraordinario. “Top Quality”: Eso es el “Elementary Talent Show”

Great Little Singer’s Choir: Energía, talento, alegría y mucha afinación. Se trata del coro de la escuela elemental, el cual se ha convertido en un emblema del colegio que acompaña las ceremonias y recibe a invitados especiales y nuevos alumnos con sus voces alegres y afinadas, con sus sonrisas y sus corazones cargados de la más bella energía. Sesenta niños y niñas felices porque han descubierto el valor inmenso de la música; niños de tercero, cuarto y quinto que llenan los espacios de afecto y de alegrías y expresivas sonrisas. “Top Quality” reconocida desde el Palacio Presidencial hasta cada rincón de nuestro colegio por donde resuenan sus muy bien afinadas voces y brillan sus sonrisas.

Four Cats Chamber Choir: Diez años llenando de buena música, espacios y corazones. Desde madrigales del siglo XVI, pasando por muestras folclóricas de Latinoamérica, Estados Unidos, Europa y África, Gospel, música sacra y profana, villancicos, hasta grandes obras de los grandes como W.A Mozart, A. Vivaldi, J.S. Bach, G.F Handel, “a capella” y con orquesta de cámara. Ese es el repertorio del coro de padres, profesores y empleados del colegio. Se ha convertido en elemento “Top Quality” inalámbrico en nuestras ceremonias de Primera Comunión, Confirmación, Matrimonios, Fúnebres y eventos especiales. Son cerca de 35 miembros de nuestra comunidad unidos por el maravilloso vínculo de la música, construyendo comunidad y llenando, de buena música y afecto, corazones y espacios del CNG.
Education is a noble profession and I am consistently reminded of reasons I am proud to be part of it. Teachers, administrators, and support staff all have the academic and socio-emotional success of their students at the core of our activities. Educators also have the privilege of working with the people who have more invested in the children with whom we work than anyone in the world: their parents. So, if all of these professional, well intentioned, caring, and hard working people work together with the same goal in mind, what on earth can go wrong? By and large the most frequent issue that comes to the elementary office is communication. Although I do not have a bird’s eye view of our CNG home, I would venture to say that the most common concern from parents and teachers alike is communication.

Let’s break communication down a bit for the sake of this article. There is Institutional communication: the information that the school gives the community that pertains to the mission of the school (General Assemblies, Insights). Logistical communication is the information that goes to community members in regards to important dates, meeting dates, locations, or changes therein (calendars, newsletters). Informational communication can refer to special meetings or letters that go out about specific programs or activities (PTA conversations with parents, Parent Coffees). This article will focus on what I will call student-specific communication. We are so good at giving acronyms in education that I will refer to this kind of communication as SSC. SSC is the two way information that is exchanged between educators, families, and outside professionals that identifies an individual student’s need and possible solutions. All of these communications are critical to the success of any school or institution. However, the title of this article is not, “Communication Issues in Schools”. The title is, “Parental Involvement – A Guide for Student Success”. So, let’s get to the point. I argue that the only kind of communication that makes a significant difference in a child’s academic and socio-emotional gains is SSC.

I do think it is important to write a disclaimer before proceeding. This article is not based on scientific research. I have not done qualitative or quantitative studies to create the definitions above or to determine the validity of the statements within this article. There is an overabundance of research in this area that you can access easily on the Internet and this article is by no means a meta analysis. This article is based on my sixteen years of work in my beloved field of study and learning. Giving credit where credit is due, I owe much of what I have determined to be true about SSC to the community of Colegio Nueva Granada. This school, more than any other I have heard about, values the partnership between home, school, and outside professionals for the betterment of our children.

My theory is that parental involvement is a key to success for students because it gives specific parents and teachers tools for specific students. Successful Parental Involvement does not refer to a committee of parents recommending programmatic changes in a school. Based on this theory, I would like to offer parents a series of Do’s and Don’ts for successful SSC. I hope that these points of advice will prove beneficial to you, our most valued source of information in regards to our students: the parents.
Poetry is a very unique genre. It looks different from other types of writing. It paints a picture using words that whisper to the heart and provoke the mind. The exploration of poetry has enticed many students in fifth grade to focus on diction creatively. Below, one of our students’ poem.

**LOVE**

By: JOEL RABINOVICH
5th Grade Student

Looks like the sea and waves playing together
Smells like the fresh air in the mountains.
Sounds like a happy dog barking to greet everyone.
Tastes like chocolate ice cream touching your tongue.
Feels like the soft fur of a Beagle puppy.

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**DO**

- Communicate often and specifically (SSC) with your child’s teacher. Use email for short questions or requests. An email that is longer than a paragraph should be a face to face (or at least a telephone) conversation.

- Ask SSC questions. Lots of them. As many as you feel you need answered. This is not your right, it is your responsibility. Questions that will increase student achievement are specific to a student’s needs. When children are aware that their parents are informed and care about what affects them specifically, they see with actions and not just words that school is important.

- Assume the positive. SSC lends itself to conversations where your child’s teacher will not be offended or “take it out on” your child when you share your child’s feelings. Teachers have the responsibility to be open to each child’s situation.

- Speak directly to the teacher who is at the heart of your child’s issue. Whether the issue is socio-emotional or academic, the person most informed and in a position of authority is the homeroom or specialist teacher.

**DON’T**

- Confirm or negate information your child has given you based on other parents’ opinions. Get the information “straight from the horse’s mouth”.

- Assume that your child’s issue is also everyone else’s issue. Don’t even try to confirm that your child’s issue is anyone else’s issue. Quite frankly, it doesn’t matter if everyone else has the issue or not. Your child does and that is all that matters. Your child’s perception is their reality and, good or bad, it must be dealt with.

- Avoid having difficult conversations because you hope things will get better on their own. This will only increase your anxiety and therefore your child’s.

- SSC is the key to your individual child’s academic and socio-emotional success. You cannot go wrong when you view all school communication (Institutional, Logistical, or Informational) through the SSC lens of how issues affect your child.
**Some examples of “excellence” at our school**

By: REBECA DONOSO, 4th grade teacher

During February 2009 I had the opportunity to see various examples of excellence at our school. On a day to day basis we are rarely aware of what is going on outside of our own classroom, but if we take some time to tour around, we may be very surprised by what we see.

But, what is “excellence”? The dictionary gives us a definition, but it does not seem to encompass the full meaning of this word. If we look at the verb form “excel”, it says, “to show superiority”, “to surpass”, “to be better than”, but I feel that this is not exactly what is meant by this concept at Colegio Nueva Granada. My examples were not in competition against each other. Each one was “excellent” in its own right. No one intended to surpass anyone else. And, of course, we could not say that one “excellent example” was better than another.

On Saturday, February 21st all the Destination Imagination teams came to school for the traditional and delicious breakfast that was offered by Mr. Gilman: Pancakes with maple syrup, crisp bacon, sausages, juice, hot coffee, chocolate milk, and a sense of culinary anticipation in all the teams.

After breakfast, we all went to the theater for a workshop on basic theater skills. It was being offered by Mr. Mark Majithia-Danby. The students were sitting in a circle on stage. Mark taught them a short rhymed poem and asked the students to memorize it so that they could then make a tableau vivant to an audience. How would they show “mild interest”? How would they demonstrate other emotions such as “excitement”, or “horror”? It seemed so easy to do under his leadership! Over twenty children were on stage. It could have been any one of our Elementary School classrooms. The students had not been selected for their good behavior. Yet Mark never had to raise his voice to get the students to do what he asked. Mesmerized, everyone followed his instructions. It was an awe-inspiring performance by a “master” in theater arts, who unlocked the hidden potential of our students in one flawless, and seemingly easy, sweep. This is my first example of “excellence”.

On another occasion I received an e-mail from our principal saying that I had to visit the classroom of three other teachers in the Elementary School. Had I not been obliged to do this, I might have missed three other examples of equally awe-inspiring “excellence”. And, on the side, I also reaffirmed my conviction that sometimes we all need a little push to do worthwhile things!

One day I visited Mr. Steve Aubin’s 3rd Grade class. I was greeted by a huge acacia tree that had been made by the children with brown paper, inside the classroom. It was part of the grasslands biome of the African savanna and the children were doing the research on the animal and plant species that you could find there. What a great way of involving different learning styles and a diversity of engaging tasks to master various standards and benchmarks from different subject areas!

I also visited Ms. Courtney Foreman’s 5th Grade class, that same week. She had several small groups of students working simultaneously in different complex tasks. On that day she was co-teaching with Mrs. Sanchez. The students did not even look up when I walked in because they were fully engaged in what they were doing. Yet another example of best practices in education that will contribute to the overarching goal of building an excellent community of students, parents, and teachers!

And, last but not least, I visited one of Mr. Alberto Escobar’s music classes on a very rainy afternoon. He was teaching “tempo” with different percussion instruments. The students were perfectly focused and the atmosphere in the class was relaxed and non-threatening in spite of the difficulty that some students had with “getting it right”. Each child had to demonstrate his or her understanding of a four-beat note, silence, or score.

Not all of us have had the opportunity to develop a “musical ear”, but what a difference it can make in our lives if we are allowed to develop it somewhere along the way. And this is precisely what I saw Alberto doing, as he directed his students, one by one, with infinite patience.

Bottom line, I think that excellence has to do with caring. In my “tour” around C.N.G., I think that I saw excellence because those four teachers “cared” for what they were doing. This is not only my perception. In fact, it is also a thought from Pablo Casals, the famous Spanish cellist who once said: “I feel the capacity to care is the thing which gives life its deepest significance.” And I think that he was right.

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El proyecto de Arrecifes tuvo una duración de cuatro semanas y dos objetivos principales: el primero, estimular la escritura detallada y el segundo aprender a cuidar la naturaleza.

Para lograr esto los niños hicieron una investigación inicial en su casa. Luego, en clase, hicimos un banco de nuevas palabras, vimos videos, leímos artículos de periódico y todos hablamos en clase sobre la importancia de los arrecifes para el ser humano y de cómo cuidarlos. Como resultado final los niños escribieron un libro sobre lo que aprendieron del cual se hizo el lanzamiento en coordinación con la biblioteca de primaria.
En nuestro paseo de CWU fuimos a un lugar en Facatativá llamado Chamicera. Al bajarnos del bus comenzó la aventura. Estábamos en contacto con la naturaleza.

Todo estuvo muy bien organizado. Estuvimos divididos en grupos, con morrales bien equipados: almuerzos, agua y un poncho para resguardarnos de la lluvia en caso necesario.

En ese mismo momento cada equipo se dirigió a sus estaciones, en donde Bluefields había preparado actividades que despertaron la curiosidad de nuestros niños. Hicieron preguntas, dieron respuestas, se sorprendieron, interactuaron y se divirtieron mucho.

Tuve la oportunidad de acompañar a un grupo de 10 niños a cada estación y fue maravilloso ver la emoción de camuflarse con la naturaleza. El miedo de algunos, el espíritu guerrero de otros y la inocencia en los juegos. Sentimos diferentes texturas y los niños demostraron valentía y viveza al atravesar las diferentes texturas de la naturaleza.

Niños y niñas corrieron entre la variedad de flores silvestres y escogieron la que más les gustaba. Utilizamos una jama enorme que sirve para atrapar insectos que se esconden en la grama. ¡Fue increíble la variedad de ellos que pudimos ver!

Después de almorzar fuimos a navegar. Mientras remamos, imaginamos cuán importante era esa pequeña reserva de agua para nuestro ecosistema. Luego nos internamos en el bosque y llegamos a un claro donde podíamos escuchar el agua correr y los árboles crujir. Con lupas vimos de cerca a los insectos acuáticos. Son rápidos y diferentes. Algunos tienen pequeñas aletas para nadar. ¡Wow! Atravesamos el arroyo y continuamos por el sendero, pantanos en algunas partes, y encontramos debajo de una gran piedra al “Tunjo”.

Este personaje nos contó leyendas de cómo era antes todo. Con sus historias y música descansamos y nos sentimos relajados para continuar.

Entre dos piedras muy grandes encontramos un lugar en donde explorar. Nos explicaron que en otros tiempos ese lugar había estado lleno de agua y ahora en las paredes de las piedras podíamos ver las huellas que el agua y los diferentes elementos de la naturaleza nos dejaron.

Subiendo por el sendero y volviendo a bajar llegamos a una cueva. Allí vimos lo mejor. El fósil de lo que se cree fue un dinosaurio. Plasmado en la pared de la piedra lo pudimos ver como un lagarto que hace mucho tiempo reinaba en ese lugar. Alrededor de este hecho nacen muchas leyendas que tenían a los niños emocionados comentando y escuchando. Después de esto emprendimos el camino de regreso.

Cada estación tenía experiencias en donde todos pudimos entender la importancia de los elementos de la naturaleza, por qué y cómo debemos cuidarlos para preservar nuestro ecosistema. La conclusión a que todos llegaban después de cada experiencia era: “Debemos cuidar la/el…… para poder vivir”.

¿Qué me gustó más? El poder compartir con los niños experiencias diferentes a las del salón de clase. Sus caras y expresiones de sorpresa, alegría, miedo, cansancio y satisfacción. Caminar por el campo, bosque y montaña con sus grandes morrales fue una gran experiencia que no vamos a olvidar.

Y termino con la expresión más utilizada durante el paseo: ¡Wow!...

Gracias Bluefields, CNG, profesoras y NIÑOS.
Un sistema de calidad siempre genera cambios positivos. En la gimnasia que ofrece el CNG a sus estudiantes, estamos buscando apropiarnos de la política de calidad institucional y desde el inicio de las prácticas en el 2009, se ha estado implementando un plan de mejoramiento, de acuerdo a las inquietudes manifestadas por los padres y el deseo del grupo de entrenadores por realizar un mejor trabajo. Los tres frentes en los que se ha iniciado el proceso son: planeación efectiva, verificación de los procesos y comunicación.

En la planeación efectiva, el grupo de entrenadores ha diseñado dos propuestas. Primero, el diseño y aplicación de un cronograma por semanas de acuerdo a los compromisos deportivos de la temporada. Segundo, una secuencia de tareas motrices dividida en niveles que debe cumplir cada deportista en las diferentes etapas de su formación como gimnasta.

En la verificación de los procesos se ha iniciado la implementación de dos momentos de evaluación y retroalimentación del proceso con los niños. Primero se hace una evaluación del nivel actual de los niños y niñas en su desarrollo técnico de acuerdo al nivel de avance en que se encuentran. Esta primera evaluación busca fundamentar la labor de los entrenadores basándola en datos individuales que permitan visualizar cuáles son las áreas de desarrollo técnico donde hay debilidades a nivel grupal o individual. En segunda instancia, se elabora un informe final del desempeño de los deportistas basado en una evaluación de cierre para que padres y gimnastas puedan saber cuál fue su progreso al final del año y qué aspectos deben mejorar.

En comunicación, las estrategias implementadas han sido la difusión del cronograma con los deportistas, buscando hacerlos conscientes del momento de la preparación en que se encuentran y tratando de involucrarlos en las tareas que deben realizar. Asimismo, se ha asignado de un entrenador encargado para cada grupo de deportistas para facilitar el envío de información y la atención a las inquietudes de los padres de acuerdo a las necesidades particulares. También se ha diseñado una base de datos donde se almacena la información de cada deportista y sus padres, y se creó una ficha de progreso para ser entregada al final de la temporada de prácticas donde se pueda visualizar el avance de los gimnastas.

Estas mejoras buscan desarrollar procesos más eficientes, recoger información y prestar un servicio más competente. El grupo de entrenadores espera continuar desarrollando este trabajo y a partir de lo que se logre este año, se realizarán los ajustes para continuar avanzando desde una base sólida. Es muy importante la participación activa de los padres y los deportistas transmitiéndonos sus inquietudes y dándonos sus percepciones del proceso.
En un principio estuvo la tierra, el sol y todos los animales. Los pobres animales vivían en un mundo simple y descolorido en donde existía un gigante muy torpe de cuatrocientos metros de alto y bastante gordo que vivía solitario y triste porque ningún animal lo quería y él era el único de su raza. El Floremal, un animal único de su raza también existía en esas épocas y le encantaba molestar al gigante. El Floremal era un animal rápido y bastante ágil, pero su único problema es que no era muy inteligente.

Un día mientras el gigante tomaba una siesta en el río Magdalena, el Floremal estaba caminando por ahí y por chiste decidió amarrar los cordones de ambos zapatos del gigante entre sí para hacerlo caer. Empezó a amarrárselos cincuenta minutos antes que el gigante despertara y se demoró cuarenta y tres minutos amarrándolos por su agilidad (manipular cordones de ese tamaño no era cosa fácil para un pequeño Floremal, pero otro animal se habría demorado el doble).

Mientras el Floremal le amarraba los zapatos al gigante, empezó a lllover pero con un solazo increíble. La columna iris, como siempre cuando hay sol y lluvia al tiempo, dejó crecer sus raíces y se formó como una gran muralla hacia el cielo. El Floremal estaba a pocos metros del gigante, porque se había entretenido con un juego de “pica y pala”. Pero a causa de la lluvia el torpe gigante al poco rato se despertó. No se dio cuenta de que sus cordones estaban amarrados entre sí, se paró se tropezó, aplastó al pequeño Floremal (lo que causó su extinción), y al tratar de agarrarse de la columna iris, por su peso destruyó sus raíces. Estas quedaron convertidas en miles de pequeños pedazos de color que se espacieron por todo el mundo, dando color en cada rincón.

El resultado de estos pedazos de raíces de la columna iris es lo que hoy conocemos como flores. Su nombre hace honor al pequeño “Floremal” cuya extinción causó otra creación. La columna iris jamás volvió a crecer recta por falta de raíces y para evitar más tropiezos se escapa cuando se le acercan. El gigante no pudo levantarse de su caída por su peso y por el dolor que sintió haber causado la muerte del Floremal. Su gran bulto es lo que conocemos hoy como La Sierra Nevada de Santa Marta. Algunos dicen que la nieve son las lágrimas congeladas que el gigante lloró por su soledad y por el fin del Floremal.

**Por: JACK AKERMAN, Estudiante de 5° grado**

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**El propósito del trabajo era escuchar la variedad de leyendas de nuestro país y conocer la estructura y esquema para escribir una leyenda. Inicialmente se realizó una lluvia de ideas, para determinar el nombre, los personajes, el tema y lugar. Posteriormente, basados en una guía de trabajo, empezaron a escribir su primer borrador. Una vez revisado, este ejercicio también lo hicieron compartiendo su escrito con otros compañeros para irlo enriqueciendo y perfeccionando, siguiendo algunas pautas y matrices de valoración para realizar el trabajo final. Por último cada niño tenía la libertad de escoger de manera muy creativa su presentación y exponerlo al resto del grupo para el resultado final.**

**ADRIANA POLANCO**
Profesora de Español de Elemental
On Tuesday March 17th, 2009 Mr. Aubin’s 3rd grade class celebrated their research of the African Savanna for the children’s parents and several of the CNG administrators. The project began as a Guided Reading study of a non-fiction text. The students applied their understanding of non-fiction devices to several sources to collect jot-notes on the climate and plants of the African Savanna. This biome (the tropical grasslands ecosystem) was chosen to showcase in the third grade living museum project where each third grade class would present their learning to every other third grade class over a week. While investigating the climate, plants, and general information about this biome, students became familiar with its animals. The students chose an animal they found interesting and continued to research. Eventually after the students collected several index cards, the children categorized their research under the headings of Physical traits, Behavioral traits and Environmental traits. After a week of research and a month of investigating a new genre of writing - essay writing - the students began to write essays about their animals. Simultaneously the children investigating the same animals convened to compare jot-notes. The class became divided into groups of Cheetahs, Elephants, Giraffes, Lions, the Greater Flamingo, and various carnivores (one Crocodile, one Hyena, one Wild Dog, and one Leopard). In these animal groups the students began to discuss the most compelling way to present their information understanding their eventual audience would be adults including their parents. Each group presented and after the initial presentations examples of excellence were charted. As the students practiced for the final presentations they incorporated all the ideas gleaned from the initial presentations as well as invented costumes and props with the help of the Elementary Art teacher, Ma. Inés Umaña. After presentations for the all the third grade classes Mr. Aubin’s class proudly presented for the parents.
Feb 11, 2009

Dear Lisa and R. Gregory,

My name is Maria Uribe and I am the Librarian in the Primary School at Colegio Nueva Granada in Bogota, Colombia. Our school is an American private co-educational school which provides students (K-12) with a U.S. oriented college preparatory education.

In my curriculum I include teaching about several literary prizes which are presented annually to American authors and illustrators. We have read Jazz Baby with the 2nd graders to illustrate a good example of a book that has a Theodor Seuss Geisel Honor and the children loved it!

Below you will find the short letters that these students wrote to both of you.

I like the book Jazz Baby. It was funny. The pictures were great. Love, Matthew

Hi I am Dominique. I liked your book because it has beautiful pictures, in the book Jazz Baby. I liked your book a lot. It was very funny, it was very exciting, it was a lovely good book. Marcelo

I like the book it was fun!! It has a lot of energy. It was colorful. I like the music. It was a good BOOK!!!!!!!!!!! Jose Maria

I liked the book Jazz Baby because it’s exciting, funny, energetic, dynamic and fancy. Pedro

The book was very active. The words were very strange like BOOM. It was a good story. Antonio Triana

Dear Lisa and R. Gregory,

I think that the book was very good, the characters were funny and funny. The characters are very active, cheerful, the pictures were very colorful. The book was one of the most exciting books that I had ever read. From Oriana Zuluaga

I hope you have enjoyed reading these letters. It would be a great gift to hear from you.

Best regards, Maria Uribe and Class 22P
Feb 15, 2009

Hello to Ms. Uribe and all the wonderful 2nd Graders!!

I was so happy to get your letters. They truly touched my heart. It is amazing to me that children in South America are reading a book that I wrote way up north in the state of Michigan. (It is very cold here right now!) I will save these letters.

I appreciate all the time you took to write to me and tell me and Mr. Christie how much you enjoyed Jazz Baby. When I wrote that story, it was in the summertime. I was swimming laps in a pool and the rhythm of the swimming helped me to keep the beats of the music and rhyme. Try it! I also like to write while walking, dancing, or doing any kind of movement.

I have never been to South America and it is exciting to me that my book gets to travel there. What a lucky, lucky book!

I wish you all a wonderful school year.
Keep on reading! Lisa Wheeler

Feb 19, 2009

Hey Maria!

Thank you very much for the kind words and for all of you reaching out to me. Two years ago a friend of mine got married in Bogota and I was lucky enough to see your wonderful city firsthand! The letters really made my day and I am glad that everyone enjoyed the book. Please tell the students that I wished to make the characters universal and painted each person in the family with different skin tones. My hope is that when children see the book in South America they will see themselves, when black children in Harlem see the book they will see themselves…and so on. The beauty of painting is that the viewer can see what they want to see based upon their own life lessons. Lastly I really enjoyed bringing Lisa’s words to life by using gouache paint. It’s a watercolor that is opaque...meaning you cannot easily see through it as you can with regular watercolor paint. The fun thing about gouache is that its colors land on the paper very flat graphic and bright...so red is really a bright red and other colors are really vibrant as well. I did most of the backgrounds with sponge painting where you pick up the paint on a flat surface with a damp cut up sponge. When you lightly tap your painting paper it leaves speckled bits of paint splatter. Something you’d see if you airbrushed or sprayed your surface with a spray paint can. So if they’d like they could look throughout the book for sponge painted and brush painted artwork…

Again thank you for the kind words, I really miss Bogota and the kind people there!

Best,
R. Gregory Christie - www.gas-art.com

Dear Lisa and R. Gregory,

THANK YOU!!! You cannot imagine how excited we all were when we received your letters. Finding out how the story was written and understanding the technique used for the illustrations was extraordinary. After reading the letters aloud to the class all the students asked to read the book again. They enjoyed it even more this time. The children observed the illustrations carefully and studied every character along with the colors closely. They chorused the baby’s words every time he had a line. The students pointed out the music and rhythm the story possesses. They all love the happiness this book transmits.

Best regards,

Maria Uribe and Class 22P
Integration

By: OWEN GRAFFIS, 5th grade student

From the first day of school, Owen has impressed me with his ability to adapt and integrate to the CNG community. He is a well-liked boy who is a positive role model to both foreign and local students. Owen is a great example of the fact that one does not need to be a fluent Spanish speaker or be Colombian to find his/her niche, to be happy, and to be successful at CNG.

COURTNEY FORMAN, 5th Grade Teacher

When I first got to CNG it wasn’t easy. The way I got through the first year was by finding a good friend that trusted me. I did everything with my friend. We had Spanish as a second language together, we spent recess together (it helped that he was North American). By having this one friend, I was able to roll through the year with him.

My second year at CNG my friend left to go to another school, but it wasn’t too bad because I knew people from last year. I was lucky that some of my classmates from last year were in my class. They were nice and accepted me into the group. This gave me the confidence to run for House Captain, and I won!

In the end when you go to a new school you need to stay true yourself and find a special friend to help you through the rough spots. Thank you for reading my article. I hope that it helps.

CNG Parents Soccer Team

By: MIRANDA URIBE, 3rd grade student

Did you know there is a parent soccer team? It started in 2000. It had four CNG parents, three CNG employees (people who work at school) and some other people. They practice at school. They play because they love soccer and they want to represent the school.

According to Carlos Velez, “Playing soccer is a good sport that keeps you in shape, not only physically but also mentally.” This means that soccer helps your body and it helps you to be always having a good attitude. “The most important memories are tight[ing] friendship around the parents and this is like brotherhood!”

The people that play Gilberto (goal keeper), Elias, Javier, Yesit, Botero (defense) Arie, Gorge, Martin, Pajaro (mid field) Felipe, and Ivan (forward line).

INTERESTING FACTS

The UNCOLI tournament has 14 different teams. They play each other and only 4 go to the semifinal and 2 winners play the final. Last year CNG lost in the semifinal against Vermont.

Did you know Yesit and Oscar were professional soccer players (Millonarios & Nacional team)?
Dear Students of Colegio NUEVA GRANADA,

It has now been over two weeks since our son, Mathew McLeod, passed away. Although we are still very sad, we are beginning to think more of the wonderful things about Matt than the sadness of his death. We believe that Matt was a special gift given to us on the 30th of June 1979. He was such a fine baby and toddler. When he entered school he excelled. He made the highest marks from the beginning grade school through high school where he graduated with a 4.00 GPA from Fayetteville High School. Matt excelled at many other activities. One that we recall was his second place finish in the 1986 city wide spelling bee. Almost all of the participants were 6th graders. Matt was in the 2nd grade. The word that he missed was “waltz”. He spelled it “walts” just like it sounds. School was important to Matt and as a result he became a teacher. This brings us to the reason we are writing to you the CNG students. We want to let you know how much you have helped us with Matt’s death. The many notes you wrote, we know were very difficult to write; but, they have given us a view of your love and respect for Matt. We appreciate your notes so much. We also have gotten an idea of how much some of you improve throughout your schooling. This is what Matt would wish. So, although we will continue to be sad about “Mr. McLeod’s” absence from our world, we must remember his wonderful character and we ask that you continue your efforts in school as he would want you to do so. Also, you know he was a musician, so if you have interest in music, pursue it because it will bring great joy to your life.

Thank you again so much for writing to us. Take care of yourself.

Lou and Paul McLeod
A top quality educational system, I believe, is a continuous, creative enterprise lured forward by ideals such as truth, beauty, unity in diversity, and world peace; guided by a cutting-edge paradigm that views reality not so much as various compositions of matter but as a never-ending process of becoming; that draws upon current thought and research in the fields of theology, philosophy, and science; and is based on proven theories of human development and learning, curriculum, teaching, administration, school-community relations, and assessment and feedback, including the results of praxis, both of those gleaned from data analysis and thoughtful reflection. It is a system that prepares learners—children and adults—for present opportunities and future challenges throughout the life cycle and beyond. That is, it begins preparing young adults who desire to become married for marriage even before they are married and married couples who want to have children even before their first child is conceived; it enables students to be successful both in their schooling and later at their jobs; it guides adults through the developmental opportunities, tasks, and challenges of early, middle, and late adulthood; and it prepares everyone at all ages for life after life—for the eternal journey of the soul—a journey everyone takes equipped only with the values and virtues that have been forged through experiences on this earthly plane.

A top quality educational system is one that helps learners to become effective and competent in caring for the natural environment and their bodies and with technology, time, and money; with social relations and their relationship with their own self; with their memory, ideas, goals, and feelings; with their relationship with their Creator and their own spirit or soul. It teaches children to dream of and build a new, global society based on international interdependence and harmony; a society that stands against all forces that polarize humankind along racial, religious, national, social class, or political lines. And above all, such a top quality education would teach learners to become not just life-long learners but, rather, life-long teachers of themselves, knowing how to diagnose their own needs; to self-prescribe a learning experience with a book, a mentor, a journey, or an online course; to monitor and assess their progress; and to make any necessary adjustments along the way.

No one individual can build such a top quality educational system, but, together, as a community of learners here at CNG and elsewhere—teachers, parents, students, experts, and others—I believe, a fine beginning has been made and that each generation will carry forward this ever-advancing enterprise called education.
OVER THE PAST YEAR, SEVERAL SMALL CHANGES HAVE BEEN TAKING PLACE IN THE CNG THEATRE. YOU MAY HAVE NOTICED, FOR EXAMPLE, THE SIGNS REMINDING AUDIENCE MEMBERS THAT EATING AND DRINKING ARE PROHIBITED INSIDE THE THEATRE. THIS IS STANDARD PRACTICE IN THEATRES TO HELP PROTECT THE SEATS AND FLOORS, BUT ALSO TO REDUCE DISTRACTIONS DURING THE PERFORMANCE. YOU MAY HAVE ALSO NOTICED THAT PRIOR TO EACH SHOW, ANNOUNCEMENTS AND SOMETIMES A STUDENT VIDEO IS PLAYED TO REMIND AUDIENCE MEMBERS OF APPROPRIATE THEATRE ETIQUETTE AND TO TURN OFF ELECTRONIC DEVICES.

YOU MAY NOT HAVE NOTICED THAT EXTENSIVE ORGANIZATION AND INVENTORIES HAVE BEEN TAKING PLACE BACKSTAGE. THIS INCLUDES BACKDROPS, SCENERY ITEMS, COSTUMES AND PROPS, ALL OF WHICH ARE BEING INVENTORIED, REPAIRED, AND CLEANED. THE SAME HAS TAKEN PLACE WITH THE TECHNICAL ASPECTS OF OUR THEATRE WITH SPECIAL ATTENTION GIVEN TO LIGHT, SOUND, AND VIDEO EQUIPMENT. ALL OF THESE IMPROVEMENTS ARE BEING MADE TO ENSURE THAT OUR THEATRE IS RUNNING AS SAFELY AND PROFESSIONALLY AS POSSIBLE.

SOME MIGHT ASK, WHY SHOULD A SCHOOL THEATRE BE WORRIED ABOUT RUNNING LIKE A PROFESSIONAL THEATRE? BUT I ASK YOU, WHY SHOULDN'T IT? WE HAVE A BEAUTIFULLY DESIGNED THEATRE THAT WAS BUILT TO PROFESSIONAL STANDARDS. WE ARE ALSO LUCKY ENOUGH TO HAVE A THEATRE TECHNICIAN, HECTOR ALFONSO, WHO HAS 20 YEARS OF EXPERIENCE IN PROFESSIONAL THEATRICAL PRODUCTION. ALL OF MY TRAINING AT NEW YORK UNIVERSITY FOR MY MASTER’S DEGREE IN EDUCATIONAL THEATRE STRESSED THE IMPORTANCE TO TEACHING STUDENTS NOT ONLY HOW TO PERFORM ON THE STAGE, BUT HOW TO HANDLE THEMSELVES OFF STAGE AS PROFESSIONALS. AND NOT SURPRISINGLY, THERE ARE MORE STUDENTS INTERESTED IN WORKING BACKSTAGE THAN PERFORMING ON STAGE!

FROM ELEMENTARY THROUGH MIDDLE SCHOOL, WE HAVE A CORE GROUP OF STUDENTS WHO ARE INTERESTED AND DEDICATED TO LEARNING HOW TO RUN A SHOW FROM BACK STAGE AS EITHER STAGE HANDS, HOUSE USHERS OR SOUND AND LIGHTING APPRENTICES. AND ALL ARE DOING SO TO THE HIGHEST PROFESSIONAL STANDARDS THAT HECTOR AND I HAVE SET. THE SAME CAN BE SAID FOR STUDENT ACTORS, SINGERS, AND MUSICIANS WHO ARE LEARNING STAGE PRESENCE, TRANSITION SKILLS, AND BACK STAGE ETIQUETTE WITH EACH SHOW THEY PRESENT.

THE PERFORMING ARTS REQUIRE A GREAT AMOUNT OF DISCIPLINE, BOTH ON AND OFF STAGE. OUR STUDENTS SPEND HOURS IN REHEARSALS AND LESSONS TO GIVE THEIR VERY BEST IN PERFORMANCE. OUR FINE ARTS TEACHERS ENCOURAGE AND MODEL FOR OUR STUDENTS THE PROTOCOL FOLLOWED BY PROFESSIONALS IN THE PERFORMING ARTS AND OUR STUDENTS CONSISTENTLY RISE TO MEET THEIR STANDARDS. AND LITTLE BY LITTLE, WE’RE EDUCATING AUDENCES ON THE CULTURAL ETIQUETTE EXPECTED AT CULTURAL EVENTS.

ALL OF THIS MAY ONLY SEEM LIKE BABY STEPS HERE AND THERE, BUT WITH EVERY STEP, WE’VE GOT OUR BEST FOOT FORWARD!

ALL THE WORLD’S A STAGE
MODEL UNITED NATIONS

By: VALENTINA PASTRANA, BEATRIZ PRECIADO, & MARIANA ESCALLÓN, 7th grade students

Model United Nations is definitely an experience all kids and students in the campus must take advantage of. It teaches you about current issues, different religions, the way different people live, history, and the geography of countries. In our opinion you learn ten times more in MUN than in school. It’s a great experience for kids who are very interested in politics, law, economics, and journalism. It allows people to explore new and interesting subjects, which they might pursue in the future.

We have had the experience to attend to MUNCNG (Colegio Nueva Granada), TESMUN (The English School), and CACMUN (Colegio Anglo Colombiano), which was the most recent. Here CNG won the prize for the best delegation (USA). What we mentioned previously is not all. We had the opportunity to learn to feel more comfortable at public speaking, no matter who our audience was. We developed the skill. Also, solving problems is the main objective.

You are assigned a country whose position you need to defend based on the problem. By doing so, you can learn about past events in history that were very important and also about current events that are making a difference. There are different commissions for solving each of the different matters: one for economics, one for politics, another for children in need, and one of the most important ones: security. Depending on the one you choose, the debate is either in English or Spanish. This debate has a parliamentary procedure which you need to follow along the debate.

MUN is not an every day event, which means the dress code is elegant. At MUN you can also practice your social skills. The amount of friends you make is beyond description, from all ages, not just your own. But the most important thing you learn is how to have FUN!

At the beginning it might seem a little difficult but as soon as you get interested in it, time goes by so quickly you don’t even notice. We encourage all people from different ages that have this opportunity to take advantage of it.
The following student-athletes were selected for the All Tournament DREAM TEAM while participating in the Middle School Binational in La Guairja on March 9 - 14th. Congratulations and great job for your outstanding performance.

**Girls Volleyball**
Daniela Paternina
Andrea Diaz

**Boys Volleyball**
Esteban Cruz
Julio Mario Quadros

**Girls Soccer**
Cristina Chamas, Andrea Copello, Natalia Navarro,
Gabriela Maldonado, María Gómez

**Boys Basketball**
Andrew Crisp
You may think that the education process happens within the walls of a traditional classroom, and that the roles of teachers and students are active, in the case of the teachers, and passive in the case of the students. Most of our parents were educated that way. They went to school, sat in a classroom to be taught by teachers who knew it all. Their role as students was to pay close attention, obey, and repeat what they learned. Nowadays, the learning experience seems to have changed. Our school makes an effort to educate us in many ways. Teachers are expected to challenge their students and students should also challenge their teachers.

We are educated not only in a classroom but in the gym, in a lab, in a theatre, in the cafeteria, and even beyond the walls of the CNG campus. There is no limit to the many ways in which our school lives up to its mission statement which is to “prepare tomorrow’s leaders by educating their mind, nurturing their spirit, and strengthening their body.” Perhaps there is no better example for the type of education I’m referring to than the experience we had on our recent trip to Barichara. It was a true CWW experience, but it isn’t as you may think about it, a simple holiday. We shared with our teachers and classmates many unforgettable moments. Let me share with you three special moments we had on the trip:

One day we had the opportunity to go rafting through a great long river where we were able to strengthen our body in a carefree and natural environment. We learned a bit about teamwork and realized some of the great resources Colombia has but that we weren’t aware of before this trip.

We were also able to visit and explore Barichara and Guane throughout the trip and had the great opportunity to educate our mind by learning some of the history, the past and the present of those wonderful, little, but culturally enriching towns.

And last but certainly not least we nurtured our spirit through visiting El Centro educativo de Guane where we broke the frontier between all the kids and worked hard to make this small school re-flourish. Together with the local children we reconstructed both their whole school but also everyone’s way of thinking. We not only taught these children, but they taught us lots of valuable knowledge we will be able to use throughout life. Even though we did donate some useful resources so that they could have a better education we learned that the most important thing you can donate is your time and your effort to make a difference. This experience really re taught me the value of teamwork and effort. In four days and with more than 300 hands all working for one special cause, we were able to rebuild a whole school and affect the life of many children.

After arriving from this wonderful trip we were given some time to really grasp our experience and process everything we did. We were given the task of writing different articles about the trip including a “Prosopogafia” of the town, and a political cartoon. Everything we learned throughout the trip was going to come down to a simple project of writing and building a newspaper. I am totally sure all of your children put a great amount of effort into these and you won’t believe how great the result of the effort is.

I want to thank Santiago Arroyo for giving me the opportunity to share with you our Outdoor activity.
On April 2nd, during the National Junior Honor Society induction, the attendees witnessed an unprecedented event in our school: FOUR daughters of four very proud Alumni mothers, all from CLASS OF 1985, were inducted to the National Junior Honor Society; and two of these mothers, Maria del Rosario Uribe and Claudia Gama, are also CNG Staff members.

In the picture: Maria del Rosario Uribe with Daughter Gabriela Aldana, Cristina de la Torre with daughter Carolina Botero, Claudia Gama with daughter Catalina Chaves and Carolina Puerto with daughter Manuela Lizarralde.
Dentro de las materias electivas organizadas para el año lectivo 2008-2009, Mr. Dwight Mott, Principal de Escuela Alta, propuso a Colombia es Pasión, dictar una cátedra que llevara este nombre, para que como su solo nombre lo indica, los estudiantes tengan la oportunidad de estudiar y analizar la gente, la biodiversidad y la cultura que son producto de esta tierra. Los profesores Norberto Díaz, M.Ed. y Beatriz Gutiérrez, M.A., dictamos las clases y, gracias a esta experiencia, se elaboró el currículo para el Ministerio de Educación, con el fin de volver ésta una clase de carácter obligatorio, para lograr que en esa etapa del desarrollo, los niños tomen conciencia de lo que ofrece este país y se capaciten, ya que en el futuro serán ellos los responsables de mantener lo bueno que hay y mejorar, o reformar, lo que haya que cambiar.

Como docentes hemos podido comprobar que cuando los jóvenes conocen la historia, conocen la cultura y conocen su país físicamente, aprenden a quererlo, a apreciarlo y a respetarlo, pero el conocimiento tiene que partir de ellos mismos. La mejor manera de hacerlo es dándoles las herramientas para que desarrollen la investigación. Esto forma parte de los viajes que hacemos anualmente en el colegio y que se denominan Classroom Without Walls, en los cuales los estudiantes viajan a distintos lugares del país con un grupo de sus profesores, pero antes del viaje tienen que hacer investigación para los diferentes cursos (Sociales, Biología, Literatura, e incluso Matemáticas) acerca de la región a la cual van a viajar, dándole el enfoque de acuerdo con las diferentes materias. Las Directivas del Colegio Nueva Granada siempre han trabajado no sólo por el país, sino por desarrollar en los niños la identidad y el sentido de pertenencia y amor por la patria. Para nosotros como docentes del Colegio Nueva Granada, los estudiantes son lo más importante, y queremos que ellos tengan una formación integral, no sólo académica sino también moral. Con esto cumplimos con parte de la misión del Colegio Nueva Granada que es “Preparar los líderes del mañana educando las mentes, nutriendo el espíritu y fortaleciendo el cuerpo”.

Con el curso COLOMBIA ES PASIÓN, se quiere desarrollar en los estudiantes la valoración de sí mismos y la confianza en su país, atesorar sus logros, sus riquezas, su diversidad y sus costumbres, para que esa actitud se proyecte nacional e internacionalmente.

Con este conocimiento, los estudiantes ayudan a mejorar la percepción que se tiene de Colombia, para que coincida con la realidad de ésta, y así, transmitir confianza en nuestros inversionistas y visitantes para que con ello se contribuya a mejorar oportunidades en materia comercial, cultural, de inversión y turismo.

A través del conocimiento de Colombia, se quieren transformar los paradigmas que existen acerca de Colombia y de los colombianos en el exterior, para corregir la inexacta percepción del país, no sólo internamente, sino también en el extranjero.

Se pretende mostrar a los estudiantes que Colombia nos pertenece a todos, que conozcan bien su país, su diversidad, sus sueños y en la medida en que lo vayan haciendo, valoren su importancia y hagan de ella un símbolo de nuestra cultura.

No cabe duda lo imprescindible de la enseñanza de Colombia es Pasión a nivel escolar y sobre todo en los últimos grados de Educación Básica y Media y más aún si tenemos en cuenta la siguiente información.

* Colombia, como país privilegiado dentro del contexto mundial, cuenta con una de las
reservas acuíferas más grandes del planeta, con innumerables especies animales y vegetales, con recursos mineros como el carbón, el petróleo y las esmeraldas.

* Colombia es uno de los principales productores de Café a nivel mundial. Es posible comprar una taza de café colombiano en ciudades como Londres, Buenos Aires, París, Tokio, Berlín, etc.

* Aún hoy en día es posible hallar en las profundidades de la selva amazónica grupos indígenas que han permanecido totalmente ajenos a los cambios culturales que ha sufrido nuestra nación en los últimos 500 años.

* La reconocida tradición en artes plásticas y literatura, mezclada con una antigua vena poética y literaria, han terminado por darle a Colombia un premio Nób el y un premio Cervantes, concedidos a Gabriel García Márquez y a Álvaro Mutis respectivamente.

* También se ha otorgado reconocimiento universal a la obra de artistas plásticos como Alejandro Obregón, Edgar Negret, Fernando Botero, Luis Caballero, Omar Rayo y Dario Morales.

* Nuestra música es reconocida a nivel internacional y es tan amplia que incluye el trabajo de folcloristas como Delia Zapata y Totó La Momposina, de grandes valores como la mezzo-soprano Martha Senn, el éxito alcanzado por jóvenes intérpretes y compositores de música colombiana como Carlos Vives, Shakira y Juanes.

* En las artes visuales, sin duda, Sergio Cabrera es uno de los directores de cine colombiano con mayor proyección internacional; de hecho su película ‘La Estrategia del Caracol’, ganadora de importantes premios en festivales internacionales, a decir de la crítica especializada, se ha convertido en ‘un verdadero es estandarte del cine Latinoamericano’.

By: KALEROY ZERVOS, Drama Department Coordinator

This year’s Spanish play was ‘El Amor de Mi Tierra’, an original play written by the students in the high school Theatre II class. The script is both in Spanish and English and tells the story of an accordion player from Wisconsin who visits Colombia for the Vallenato festival in Valledupar. The show was performed on November 14th entertaining the audience with music, dancing, and much, much laughter. Hats off to a great original script and exuberating performance! And much gratitude to Sheila Majitha-Danby and Steve Aubin for their efforts in helping to put this show together!

As part of the agreement that CNG established with the Red de Excelencia Educativa de Francés REF, two CNG students, Camilo Bermudez and Daniel Orduz, received a scholarship to study in the Alianza Colombo Francesa in Bogotá as a result of their excellent achievement and interest in the study of the French language. Congratulations to the students and their teacher Claudia Cerón!
El martes 17 de marzo de 2009, se llevó a cabo el XIX Congreso de Literatura en el Colegio Nueva Granada. En la discusión, cuya temática fueron los escritos del argentino Ernesto Sábato, participaron un total de ocho colegios y más de doscientos estudiantes. El día empezó con una bonita y breve ceremonia de inauguración en el teatro, donde todos recibimos una calida bienvenida al congreso organizado por el departamento de español del Colegio Nueva Granada. Sin mayor demora proseguimos a compartir nuestras opiniones y nuestros conocimientos sobre Ernesto Sábato y sus renombradas obras. A través de cuatro valiosas sesiones de ponencias logramos no sólo integrarnos unos con otros, sino también compartir nuestra pasión por las enseñanzas de Ernesto Sábato. Con discusiones acerca de la realidad irracional del argentino y debates acerca de su cimiento del espíritu rebelde de Sábato y nuestro aprecio hacia sus ensayos y novelas.
Tomando sus enseñanzas para aplicarlas en nuestras vidas y mejorar nuestra realidad, me parece que todos aprendimos a apreciar a Sábato. Más que esto, considero que pasó de ser un rebelde escritor a un sabio profesor de vida ante nuestros ojos. Sin lugar a duda, el XIX Congreso de Literatura fue un éxito total tanto para cada participante como para la comunidad en general.
Definitivamente, el trabajo de preparación que hicimos con Ernesto Sábado demostró tener frutos y considero que todos los esfuerzos para llevar el congreso a cabo, valieron la pena. Como humanos, le debemos infinitas gracias a Ernesto Sábado.
Every new school year seems to go by even faster. I look back four years ago and flawlessly remember my first week in High School; I couldn’t believe I was finally a ninth grader. One morning a friend told me about this leadership group her brother belonged to and all the fun retreats they went on. I liked the idea so I woke up early that Saturday and was ready for the interviews. I saw all these older students asking a bunch of questions to the aspirants, I can’t deny I was very nervous. However, I wondered if someday I’ll take up their position. A week later the new members list was posted in the bulletin board, a rush of happiness ran through my body when I saw my name.

The first year went by and each one of the three retreats was a completely different experience. I got to meet wonderful people from other grades and had a great time in each of the activities. However, I still wasn’t getting the big picture. I went through the second year and so on; learning about first aid, how to work as a team, the importance of respect and tolerance besides having lots of fun.

But it is not until now, one month before graduating that I understand completely the real lessons of this leadership group. I used to think of a leader as an authoritarian person; the one who guided the line or the man who stood up at the podium leading by example so the others were motivated to follow him. Even though having a deep-rooted commitment to the goal is a basic requirement, that’s not all about a leader. People who are able to stand in others’ shoes and understand different points of views are also leaders. Life is about making decisions; a good leader is the one that assumes all the consequences. Tolerance plays an essential role; the one who can hear diverse opinions and proposals respecting them has one of the biggest strengths of a leader. Another very important requirement is the realization that a goal can’t be achieved alone. To become a leader you need the help and support from others, a leader by itself is not considered to be one. I guess this was one of my biggest lessons in these last years.

Nevertheless, Leadership taught me an even more important lesson. Leaders are in regular contact with people; we are constantly learning from others’ words and experiences and providing them with our values and knowledge. For this reason it is crucial to have good social and interpersonal relations. This is what I like to call “Emotional Intelligence”. A leader is a combination of personality and skills that make others want to follow him. It works when he or she gains people’s trust in order to fight for a common goal. Our energy is contagious; therefore our motivation must be the best. This is the real essence of a good leader.

Now I only have a couple of days before leaving school and I am still realizing these four years have already ended. I have a wider view of the world and its values which are developed in the different cultures through families and schools and are reflected in the society by good leaders. Am graduating as a Leader of Leaders, something that makes me proud; a title that reflects all the learning and hard work of four awesome years. I really want to thank CNG and the Leadership family who saw me grow and gave me this amazing opportunity. I will keep growing and maturing as a person, always having in mind where I was formed as a leader.
ue un domingo primero de febrero que el grupo B de estudiantes de décimo grado del Colegio Nueva Granada nos encontramos en el aeropuerto para comenzar un emocionante viaje hacia las misteriosas tierras de la Guajira y el Tayrona. Una vez en el avión todos estábamos muy emocionados, pero nerviosos a la vez. Las expectativas llenaban nuestras ideas y el futuro, que alguna vez pareció lejano, estaba enfrente nuestro. Luego de una hora y media en avión, aterrizamos en la capital de La Guajira, Riohacha. Ahí nos esperaban unas camionetas, las cuales nos transportarían por La Guajira.

La primera parada fue a almorzar en un sitio típico de La Guajira, donde pudimos experimentar su exótica sazón. De ahí emprendimos nuestra expedición hacia el norte de Colombia. En el camino al Cabo de la Vela paramos en las Salinas de Manaure, un lugar donde se produce sal con agua de mar por medio de una tecnología muy interesante. El olor a sal penetraba mi nariz y el reflejo del sol en la enorme montaña blanca encandilillaba mis ojos. Luego seguimos nuestro camino por el desierto. Aproximadamente a las seis de la tarde nos encontrábamos en una playa mágica llamada el Cabo de la Vela. Ahí tuvimos la oportunidad de compartir una noche frente al calor de una fogata, una mañana en el Pilón de Azúcar y su hermosa playa y aprender acerca de la energía eólica. Más tarde, en ese segundo día, conocimos El Cerrejón, la mina de carbón a cielo abierto más grande del planeta. Es como entrar a otro planeta, con camiones tres veces más grandes que lo normal y una pequeña ciudad casi utópica en la mitad de la nada.

Después de este emocionante y a la vez agotador viaje en carro, llegamos a una ranchería Wayúu donde tuvimos la oportunidad de convivir con una familia auténtica durante una noche. Nos abrieron sus puertas cálidamente, nos enseñaron sus bailes típicos, y nos dieron a probar de su típico chivo con mazamorra. Pasamos la noche junto a ellos, aunque muchos no conciliaron el sueño después de las esclafriantes leyendas que nos contaron a la luz de la luna.

Luego de un exitoso baño de cultura emprendimos nuestro viaje hacia el sur. En el camino paramos en el pueblo de Camarones donde visitamos el parque de los flamencos y aprendimos sobre las tortugas de la región. A continuación seguimos bajando hacia el pueblo de Dibulla, frente al mar Caribe, donde nos encontramos con el resto del curso y compartimos diferentes actividades juntos, seguidas por una larga ducha después de tres días sin bañarme.

Después de una divertida noche con todos mis compañeros arrancamos temprano, la siguiente mañana, hacia una escuela Wayúu que necesitaba nuestra ayuda, pues su pintura ya estaba bastante desgastada. Ahí estuvimos tres horas donando nuestro tiempo para mejorar las condiciones de estudio. Durante ese tiempo no solo pintamos la escuela sino que jugamos con los niños y aprendimos los unos de los otros. Fue muy valioso, además del hecho de haber aportado un granito de arena al futuro de nuestro país.

Continuamos nuestro viaje hacia el sur, donde llegamos al parque Tayrona. La magia y la majestuosidad de la Sierra...
Nevada de Santa Marta nos envolvió al instante, llenándonos de fuerza para la fuerte caminata que nos esperaba con nuestros morrales al hombro. Después de cuarenta minutos de caminata, con todas nuestras pertenencias a la espalda, llegamos a un lugar despampanante llamado Arrecifes. Fue como llegar al paraíso, con tanta agua, tanta riqueza. Disfrutamos de comida maravillosa, hamacas muy cómodas, una playa asombrosa, pero peligrosa, un sol enceguecedor, un picnic en la playa, y un divertido partido de fútbol en las orillas del mar mientras comíamos coco hasta más no poder. Luego de estas dos fantásticas noches en Arrecifes, y cinco noches fuera de casa, llegó la hora de cargar mi morral de vuelta a mi espalda, caminar por entre el barro y montarme de nuevo al avión que me llevaría a casa. Al llegar a casa me pregunté si sólo había sido un sueño.

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One of the most significant ways to evaluate impact is through personal results that are not only talked about but observed and lived in daily life. Thus was the case of three community members from the nearby low income barrios near CNG.

A community leader, an Hogar teacher whose daughter who also attends Hogar Nueva Granada and, an Hogar mother also benefitted from CNG’s Servicio Social Obligatorio were asked to speak to important visitors from abroad about their experience and perception of how CNG’s social responsibility projects have impacted their lives.

The bright and hard worker community leader, who has been engaged in the Hogar project since it was merely an idea, talked about how when the Hogar was first mentioned she thought it was just going to be one more of the many other projects that looked interesting but had never flourished. She also expressed how the medical, dental and psychological support as well as the Hogar’s used cloth store, El Atico, opened to all barrios members had made CNG’s neighbors aware of the fact that the school’s social projects were not just another alibi. As she continued to talk a sense of gratitude floated in the air putting aside resentment, a
feeling carved in the heart of those who feel they have not been taken seriously and are more “used” than helped.

Work opportunity, education for her daughter, savings, professional development and new goals in life were included in her testimony. Due to the money she has saved thanks to the 3 meals a day served at the Hogar, the support given by the health, dental and psychological programs that her daughter has received, low tuition, and the training she has been exposed to done mostly by CNG’s teachers, she was able to save and make a down payment for a house. Their family goals have changed, they look forward to learning more about other cultures and her daughter’s dream is to be a flight attendant, be able to learn about and visit other countries, know as much as her CNG partners have taught her.

The Hogar’s mom looks into the future with optimism. Today she feels more sure of herself, looking with determination to meet her goals. She has her own business thanks to a workshop on self employment and creating your own business given through CNG’s H.S. Servicio Social Obligatorio. She is also an active member in Proyecto Vida at the Hogar and has been able to start the construction of her own home.

These three testimonies and many others show that, not only the Hogar’s mission statement of helping to break the poverty cycle in the barrios is being met, but also that the philosophy behind Hogar’s emblem has flourished. (see emblem)

The Hogar was created at a time in which Colombia was going through very difficult times (1999 to 2001). CNG members involved in its creation thought that education was the best contribution that CNG could make to Colombia in a time of need. This is the reason why the Colombian flag rests in the back. Still, that wasn’t enough. Both communities had to stretch out of their comfort zones (represented by the rectangle), otherwise it would just be “more of the same”; a paternalistic model with no proactivity from the communities involved. Students often ask; ‘and why the big green heart?’. Its certainly an expression of love and hope, but if you look carefully you can see that the heart is connected to each hand: the right hand is stretched up in the air reaching for God’s help so that He can work through one’s heart and be able to lend a loving, helping hand (left hand) to those in need. The Hogar’s emblem integrates its philosophy: education, empowerment, proactivity and hope.

As we look at it today, it can be compared to a carefully embroidered quilt that the CNG community has put together; where every kind of contribution, be it money, an idea, a suggestion, a program, etc. has been generously given to make the Hogar Nueva Granada a reality.

The Hogar is entering a new era. A vocational High School has begun. Sixth grade has been in operation since February 2009. Bachillerato Hogar students will graduate as experts in Accounting, English and Computers. Nevertheless its vision, mission, emblem and graphic representation designed to better understand the integration of both communities will prevail. CNG’s social programs will continue to create an energy – synergy – that is reaching beyond CNG’s walls, generating big changes in people’s lives. The CNG community should feel proud of a job well done. You have and are creating a brighter future for many.

**MISSION**

To offer low income adults and their children, who live in the adjacent neighborhood of CNG, the opportunity to break their poverty cycles and lack of education, offering an integral formation process, and to promote in CNG students a spirit of leadership for the future through a practical experience in social responsibility.
SERVICE LEARNING EN EL CNG

Por: NORBERTO DÍAZ, Service Learning Coordinator

Service Learning es un programa de gran importancia para el CNG porque todos los profesores, directivos y administradores involucrados en él contribuyen para que los alumnos del CNG y de la Alianza Educativa identifiquen, analicen y hagan propuestas a partir del currículo que desarrollan en cada una de las áreas del saber con respecto a su deber, compromiso, y responsabilidad para consigo mismo, su familia, su colegio y la sociedad.

Las comunidades CNG y AAE involucradas en SL, permanentemente están identificando necesidades genuinas y reales que benefician a AAE y a la comunidad del CNG como ha sido el caso de interactuar entre colegas, métodos, contenidos, documentos y charlas en general entre áreas como: Inglés, Sociales, Español, Matemáticas, Química y Física.

Se ha constituido una verdadera transferencia de la cultura académica del CNG con el Modelo de Naciones Unidas de AAE, al estar en permanente contacto los unos con los otros en este ejercicio y al abrir los espacios a nivel local y nacional para que el trabajo de Alianza Educativa sea reconocido y valorado al respecto. Para el año 2009 el VII Modelo de Alianza marca un punto muy alto ya que logrará reunir en su conferencia a 500 estudiantes: 400 de estratos 1, 2 y 3 de diferentes colegios Distritales y 100 de estratos 4, 5 y 6 que les conocen y han trabajado ya con ellos a lo largo de estos siete años.

A través del trabajo de NHS y AAE en la construcción de viviendas para los más necesitados “Un Techo para mi país” se ha logrado que los alumnos de Alianza descubran que hay gente mucho más necesitada que ellos. Esto les ha causado un gran impacto y ha generado que ellos mismos propongan y se involucren en actividades significativas y profundas de servicio.

Los estudiantes de AAE están muy comprometidos con la Fundación Revel en sus programas de EUROMODELO, ciclos de conferencias para la formación de líderes 2020 y para ellos ha sido muy significativo el poder interactuar en Casa de Nariño, Capitólio Nacional, Centros de Convenciones, etc.

De manera virtual tanto AAE como CNG, tienen la oportunidad de interactuar con jóvenes de otros países con Responsabilidad Compartida (Shared Responsibility) programa de la Vicepresidencia de la República, AAE y un colegio en Portugal y CNG con Girvan Academy en Escocia, trabajando temas de narcotráfico y consumo de drogas.

A través del programa de Service Learning se están abriendo espacios a nivel internacional para que por lo menos uno de los alumnos egresados de AAE tenga la oportunidad de estudiar en otros países como es el caso de la aplicación a la Beca a The University of British Columbia /Vancouver/Okanagan/ Canadá y a nivel local las siete becas para estudiar inglés en el Colombo Americano con el mismo objetivo.

Ejercicios como Destination Imagination, que ha transferido ya el CNG a AAE contribuyen no sólo a motivar a alumnos y profesores en el arte de la creatividad sino que les ayudan a desarrollar comportamientos inteligentes al poseer un plan organizado antes de iniciar la actividad propuesta, a diseñar una estrategia para abordar un problema, a no emitir respuestas antes de analizarlo, a buscar alternativas en vez de aceptar la primera idea que se les viene a la mente y a recolectar información previa.

En resumen el programa de Service Learning está contribuyendo a curricularizar en el servicio y la responsabilidad social; detectar fortalezas y debilidades; generar procesos de auto reflexión; proponer actividades de valor formativo; una permanente evaluación de la relación de acompañamiento; relacionar tareas de la vida cotidiana y desarrollar habilidades propias de cada una de las áreas.
El fin de semana pasado (25 y 26 de octubre, 2008) estudiantes del colegio Argelia junto a los estudiantes pertenecientes a la Sociedad de Honor del CNG (NHS), realizamos una acción social extraordinaria en una parte de la ciudad llamada Casucá, donde junto y con el apoyo de la institución “Un techo para mi país”, se construyeron 15 casas prefabricadas donadas por el colegio Nueva Granada.

Gracias a esta iniciativa de NHS apoyada por los alumnos de AAE, 18 estudiantes pudimos trabajar en esta actividad durante dos días: 10 del CNG y ocho de AAE.

Cada uno de nosotros se incorporó durante 12 horas a diferentes familias de este sector de la ciudad donde fuimos recibidos desde el primer momento con una atención y calidad humana incomparable, correspondida por nosotros los estudiantes, que a medida que pasaba el tiempo de trabajo comunitario parecíamos ser más hermanos.

Los estudiantes colaboramos con un granito de arena para el crecimiento social y humano tanto de estas familias como el de cada uno de nosotros. La actividad casi se vio opacada por la lluvia incesante, pero aún así las voluntades y deseos de los estudiantes no cedieron ante ésta, trabajando desde las 7:00 a.m. hasta las 6:00 p.m. y logrando culminar por completo el proyecto de construir un “techo” para cada familia. De esta manera les pudimos aportar un poco a la felicidad de estas familias aún más necesitadas que nosotros los jóvenes de la Alianza Educativa.

A lo largo de los dos días, a su vez que los estudiantes construían la felicidad para estas familias, éstas parecían estar más preocupadas por la atención de sus constructores de sueños que del sueño mismo, ya que a estos constructores jamás nos faltó la necesaria agua, el tinte para el frío y por unanimidad la comida más deliciosa que jamás hayamos probado, convirtiendo de esta manera un pequeño esfuerzo para estos constructores en un enorme sueño para estas familias y por supuesto para la sociedad.

La experiencia fue maravillosa para cada uno de nosotros y esperamos que cada vez se unan más estudiantes tanto del Colegio Nueva Granada como de la Alianza Educativa a este proyecto que se espera no sea el último para contribuir así con el crecimiento y mejoramiento de la calidad de vida de los colombianos.

Gracias a NHS y a Service Learning por permitir y facilitar a los estudiantes de la Alianza Educativa hacer parte de tantos proyectos tan maravillosos que contribuyen a construir un país mejor.
Los colegios de concesión se crearon en el año 2000, apostando a que una operación escolar diferente pudiera también marcar diferencia en los resultados. Y hasta el momento parece que la apuesta fue acertada.

Es importante destacar que el resultado exitoso de esta propuesta requiere de permanente evaluación desde el punto de vista pedagógico, financiero y de impacto en las comunidades que atendemos. De esta manera se realiza un análisis continuo de los logros, de modo que se aseguren la calidad permanente y la continuidad del proyecto.

Obtener resultados positivos en la evaluación de un proceso educativo requiere de mucho tiempo y de la observación de muchos factores, pero tal vez el indicador más diciente de éxito escolar o por lo menos el más visible son los resultados en las pruebas de Estado ICFES.

Refiriéndonos a los cinco colegios en concesión que opera la Alianza Educativa en Bogotá, los resultados del ICFES han venido mejorando consistentemente desde el año 2002 hasta el 2008 superando el promedio de los colegios públicos de Bogotá en 1,4 puntos, teniendo en cuenta que en el 2002 se encontraba 0,6 puntos por debajo, es decir ha subido dos puntos con respecto a Bogotá públicos. Algo parecido sucede con los promedios de Bogotá general, en donde en el 2008 la Alianza superó por primera vez este promedio. Además en todas las áreas se presenta una tendencia que oscila entre 0.22 y 0.42 puntos por año de crecimiento sobre el promedio nacional.

Estos resultados para colegios con sólo ocho años de operación, que es poco en educación, parecen bastante buenos y más cuando miramos el avance en otros indicadores como deserción escolar y ausentismo, jóvenes egresados que acceden a la educación superior, el comportamiento y participación cada vez mejor de nuestros estudiantes dentro y fuera del colegio, el clima escolar, la satisfacción de la comunidad educativa en general y otros logros que sería largo de enumerar aquí.

La razón por la cual se están dando estos logros en nuestros colegios responden, al currículo y a los programas que apuntan a un desarrollo integral de los alumnos y que involucran a la familia, pero de manera principal a la dedicación y compromiso de los directivos docentes y docentes, que permanentemente reflexionan sobre su práctica pedagógica y sobre la responsabilidad que tienen como modelo de vida para sus estudiantes. Obviamente, reconocemos el apoyo que siempre hemos recibido de parte de las instituciones gestoras, para el logro de nuestro propósito.
LA EDUCACIÓN CONTINUADA TAMBIÉN BUSCA LA EXCELENCIA

Por: GLORIA RUSSI, Servicio Social

Cuando las personas adultas de nuestro vecindario Bosque Calderón, Juan XXIII los Olivos o los padres de los niños del Hogar Nueva Granada, toman conciencia que la educación es el medio que garantiza el desarrollo personal para un mejor desempeño en la familia y en la comunidad, buscan ayuda en donde puedan reparar este vacío. Con frecuencia acuden a centros o instituciones que prometen un título o grado en un tiempo record; pero pronto se dan cuenta que estos no cumplen con los requisitos mínimos y que solo son centros con ánimo de lucro, viendo frustrada su motivación y aspiraciones.

El programa de Educación Continuada, como parte del Servicio Social Obligatorio, propone que todos los participantes reciban una educación integral, basada en valores habilidades y conocimientos que les permita primero, modificar conductas en el núcleo familiar y segundo, consolidar un comportamiento cívico dentro de su propio entorno.

Buscando esto, un grupo de estudiantes del grado 12 motivó, por medio de la lectura y charlas a un grupo de padres de el barrio Bosque Calderón y los Olivos para que participarán en el XIX Congreso de Literatura. Gracias a Gloria Gómez la profesora de Español quien los introdujo en los principios para realizar una buena lectura, estos adultos vieron y sintieron como se puede aprender aprovechando las oportunidades que el Colegio les brinda.

En estas actividades académicas todos aportan; el conocimiento es compartido, se promueven inquietudes, se generan autonomía de pensamiento y se crean nuevas formas de comunicación. Por lo anterior, el programa de Educación Continuada una herramienta importante que debemos aprovechar para alcanzar los cambios que todos deseamos.
EL ARTE DE LA INTEGRACIÓN

SEMBRANDO ALEGRÍA EN UNA POBLACIÓN CON UNA ILUSIÓN: VIVIR PARA CONTARLO

Por: JUAN CAMILO ZULUAGA y JOSÉ MARÍA LINARES, estudiantes de 9º grado

“Para muchos, las minas anti persona son sólo un artefacto de guerra, pero para CIREC es un enemigo que debe ser neutralizado con el desarrollo de un programa integral de recuperación y rehabilitación."

Las minas anti persona han sido una estrategia cobarde de los grupos armados al margen de la ley en el mundo, y especialmente en Colombia, para presionar al gobierno a una posible negociación. Tanto a nivel nacional como internacional ha habido incontables campañas contra el uso de armas no convencionales en la guerra. Internacionalmente, el Tratado de Ottawa, firmado entre el 3 y 5 de diciembre de 1997, vetó la adquisición, producción, almacenamiento, y utilización de minas anti persona alrededor del mundo. A nivel nacional existe el Centro Integral de Rehabilitación de Colombia (CIREC) que consiste en el desarrollo de prótesis para las víctimas de minas, algún otro artefacto de guerra, o incidentes en general que los priven de alguna de sus extremidades.

CIREC fue fundada por Jeannette Perry de Saravia y su esposo Rafael Saravia hace treinta y tres años. Esta fundación desarrolla prótesis para personas que no cuenten con alguna de sus cuatro extremidades, ya sea por ausencia de éstas desde el nacimiento o incidentes con minas anti persona o granadas. Aunque provee ayuda para los problemas de cada persona, CIREC sólo subsidia el valor completo de las prótesis para víctimas de minas anti persona. En CIREC los mutilados son recibidos en un hogar de paso y son vinculados a todo un proceso integral de rehabilitación que incluye: terapia física y ocupacional, psicología, taller de tecnología, e integrARTE. Igualmente, dos o tres veces al año, junto con OpEPA (Organización para la Educación y Protección Ambiental) llevan al cabo el programa de SembrARTE donde hacen paseos de integración a diferentes partes del país. Este año tuvimos la oportunidad de acompañarlos en el programa de SembrARTE a Barichara.

Durante el martes 7 de abril, y hasta el domingo 12 de abril acudimos a este programa de CIREC y OpEPA como cumplimiento a un proyecto de servicio social asignado por Paula de Aparicio en la clase de Personal Development and Relationships (PDR). Los objetivos o benchmarks de este proyecto incluyen: “Reconoce las implicaciones del privile-
gio presente en nuestra comunidad, y demuestra el orgullo y satisfacción de ayudar a otros en sus logros personales en la vida diaria.” En este debíamos cumplir con un mínimo de 20 horas de servicio social en una fundación durante cinco fechas diferentes. Por ende, elegimos a CIREC para trabajar con ésta durante el programa de SembrARTE con 27 víctimas y sus respectivos familiares o acudientes.

Convivir seis días con víctimas de diferentes incidentes trae a la mente diferentes pensamientos e ideas. Durante la entrevista a Deison Andrés Cantillo, nos dimos cuenta de la verdad que yace tras una mina anti persona. “Es cruel la muerte, pero se olvida. Una persona mutilada constantemente recuerda lo que pasó. Es doloroso pero cierto”, dice Deison Andrés. Este personaje sufrió un incidente con una granada lanzada por el ejército nacional en una vereda aledaña al municipio de Granada, Meta el 7 de junio de 1998. A los diez años de edad, Deison jugaba en el patio de su finca cuando sintió un sonido similar al que emite “un mango que cae del árbol”, el segundo después esta granada habría de dejarlo sin extremidad superior e inferior derecha. Es irónico que en este caso el culpable de su desmembración fuera el mismo que lo auxilió, y cómo muertes e incidentes vienen de ambos lados del conflicto: la guerrilla y el ejército.

Desde 1999 Deison ha estado vinculado a CIREC, quienes le subsidiaron una prótesis de pierna con un debido pago, pues éste no había sido víctima de una mina anti persona. Ve a CIREC más como un amigo que como una fundación, y hoy en día se encuentra en tercer semestre de Comunicación Social motivado a vivir la vida hasta la muerte pues nunca pensó que volvería a caminar. “Todas las cosas nos ayudan a bien, aunque nos duela”.

Cuando uno pisa una mina anti persona se abren las puertas a una nueva etapa en la vida. Etapas oscuras de impotencia, ganas de no vivir más, un sentimiento amargo de ¿por qué yo?, y en el fondo un vacío que perdurará por siempre. Este taller de SembrARTE los lleva a ver que el mundo no se acaba al pisar una mina. Que hay un mundo que conocer y pensar que si sobrevivió dicho incidente, puede sobrepasar cualquier obstáculo que le deparé la vida. Porque, hay que vivir para contarla.

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Una división de Laguna Records

**MUSICOS Y DJ'S EN VIVO**
LILIANA OBREGON ´82

Associate Professor of Law and Director of the International Law Program at Universidad de los Andes School of Law, leads group of international law students to bring home the Jessup Cup, the Stephen M. Schwebel Award for Best Oralist and the Alona Evans Award for the best written memorials in the international rounds, during the 2009 World Championship of the 50th Philip C. Jessup International Law Moot Court Competition.

This series of awards, largely unprecedented for a single team, was obtained within the celebration of the 50th anniversary of the Jessup competition, the largest, oldest, and most prestigious international law moot court competition in the world.

For the past three years the Jessup teams have been coached by Liliana Obregón, Associate Professor of Law and Director of the International Law Program at LaSalle. Though never a Jessup before, Obregón carefully studied why other teams have been successful at this competition and concluded that students must put in as much hard work into their written memorials as they do into practicing for their oral arguments.

Professor Obregón holds a Doctoral degree (SJD) from Harvard Law School and a Master’s Degree from the School of Advanced International Studies (SAIS) of the Johns Hopkins University. Liliana has written many articles related to International Law.

Source:
http://derechoadm.uniandes.edu.co/derecho_uniandes/opencms/derecho_uniandes/facultad/campeonesjesup2.html

Liliana, CNG is very proud of you!

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EDUARDO WIESNER ´82

Participated as a contender in 1988 and as a judge in this year’s competition, having the privilege to observe firsthand the victory of his Alma Mater’s team.

Eduardo, what an honor to have been a participant and later a judge in this prestigious contest, and firsthand observer in this year’s victory.

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LAURA SINISTERRA ´02

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MARIO OSORIO ´03


Mario’s team won the regional championships and classified to the final International round to be held in Taiwan.

Laura and Mario. Keep up the good work!!
IN SIGHTS
COLEGIO NUEVA GRANADA
JUNE 2009

ALUMNI

2008 OVERSEAS PRESS CLUB OF AMERICA AWARDS

MARCI GAVIRIA ´87

With her group Rain Media, wins the 2008 Overseas Press Club of America Citation for THE EDWARD R. MURROW AWARD, right after Ted Koppel! This award is given for Best TV interpretation or documentary on international affairs for their documentary ‘War Briefings’ for the PBS series Frontline.

During the 2005 Overseas Press Club of America Marci and Martin Smith won Citation for this same award for their documentary ‘Private Warriors’ for the PBS series Frontline

ROBERT SCHMIDT ´85

Won the JOHN FABER AWARD for Best Photographic Reporting from Abroad in newspapers or news services during the 2008 Overseas Press Club of America Awards.

He shared the award with Agence France-Presse photographers Tony Karumba, Simon Maina, Yasuyoshi Chiba, and Walter Astrada, for their photographic report ‘Kenya Vote Violence’.

These AFP reporters depicted the violent reaction in Nairobi to the presidential elections in Kenya.

For more information and to see the photo gallery with the winning pictures, visit the Overseas Press Club site: http://www.opcofamerica.org/200904224837/2008-opc-awards/2008-opc-award-winners.html.

Refer to Award # 5

PROMOTING ENVIRONMENTAL MANAGEMENT

DIANA GAVIRIA ´85

Given the increasing importance of involving the private sector in generating solutions to the world’s environmental challenges, and improving the management skills of environmental leaders and organizations, Diana Gaviria, designed and launched a regional Master’s Degree in Environmental Management at Universidad de los Andes’ School of Management in July 2008. Diana also manages the New Ventures program, a collaborative effort with the World Resources Institute, which promotes sustainable entrepreneurship in Colombia by supporting small and medium enterprises (SMEs) that produce environmental and social benefits.

Congratulations to the Gaviria sisters!

ANDREE SALOM ´93

MPS, Received her Masters degree in Art Therapy and Creativity Development from Pratt Institute, NY in 2001, after finishing her B.A. in architecture from Universidad de los Andes. She co-started the first educational courses about Art Therapy in Colombia and is a founding member and vice president of the Colombian Art Therapy Association. She runs art therapy sessions for groups and individuals with a wide range of populations. This therapy has been especially helpful for children and adults who are going through a difficult or important moment in their lives. She has authored two children’s books: “Todos dejamos los Pañales” and “Conociendo a Bebe”. She enjoys and promotes scribbling.

‘Art therapy is a mental health profession that uses the creative process of art making to improve and enhance the physical, mental and emotional well-being of individuals of all ages. It is based on the belief that the creative process involved in artistic self-expression helps people to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem and self-awareness, and achieve insight.’ American Art Therapy Association.

ALFONSO CUELLAR ´83

Editor-in-chief for Semana magazine, was awarded the John S. Knight Fellowship for the 2009-10 academic year at Stanford.

During this year at Stanford, the Knight Fellows choose independent courses of study. Alfonso will study how the journalists in other post-conflict countries make the transition from covering national crises to ‘everyday’ news.

Alfonso is the sixth proud Colombian to have been awarded this prestigious Fellowship.
WINNER OF STANFORD’S 2009 ASC NATIONAL GRADUATE CONSTRUCTION MANAGEMENT COMPETITION, AND FEATURED AS HENAAAC “ROLE MODEL OF THE WEEK”.

JORGE R. CUADROS ’85

Navy Commander in the US Army was part of Stanford’s CEM (Construction Engineering and Management Program) Team #1, winner of Stanford’s 2009 Associated Schools of Construction (ASC) National Graduate Construction Management Competition, held in Reno, Nevada on February 14th, 2009.

This competition had over 1,000 students from around the country, in front of about 100 of the nation’s top contractors of all types.

Jorge was also featured on HENAAAC’s (gateway for Hispanics in Science, Technology, Engineering and Mathematics -STEM) webpage as “Role Model of the Week” starting April 26th.

LCDR Cuadros and his wife Claudia are the proud parents to two sons: Julian, 13 years old and Diego, 11 years old. They currently live in Stanford until Jorge graduates on June 14th, 2009.

WAY TO GO, CLASS OF 2004

Three alumni from CNG Class of 2004 ranked in the top 10 National scores of their schools in the ECAES exams (“Examenes de Calidad de la Educacion Superior”):

ALEJANDRO VERGARA - Industrial Engineering – Universidad de los Andes - 5th place

JUAN ORTIZ - Architecture - Universidad de los Andes – Eighth Place. Juan is the son of Helga Lopez, Class of ’68

CARLOS NAVARRO – Business Administration - Universidad de los Andes- Ninth Place

These exams are used to assess the academic level of ALL university students at a National level.

All university students must take these exams during their last semester. The Colombian Government publicly recognizes the TOP TEN scores by awarding them a Certificate of Achievement.

What are the benefits of being in the top 10 ranking?

• Better job opportunities.
• Higher probability of obtaining national and international scholarships, as well as financial aid for post graduate studies here and abroad.

CARLA (CAMACHO) DU MANOIR, ’85

ALWAYS DEMONSTRATING HER GENEROSITY WITH CNG.

Every time Carla comes to visit CNG, she leaves a generous donation behind. In February, Carla donated 3 full Plan Padrino full Scholarships to the Hogar Nueva Granada.

In May she came for her nephew’s first Communion, she attended the Alumni Association’s Assembly, and the Hogar Nueva Granada Noche Cubana.

Thank you Carla for remaining so close to CNG!
On Friday May 15th THE CNG CLASS OF ’79 had their 30 YEAR REUNION!! It started with a flag raising ceremony with Dr. McCombs, a CNG tour and then lunch at Gaira Café. For pictures visit their ALUMNI REUNION webpage at www.cng79.com

CNG CLASS OF 1984 - 25 year reunion
Friday June 5th- 11:00 am – 2:00pm
Meet at CNG’s main gate by 11:00 am – CNG Tour - Hogar Nueva Granada tour - Lunch at Snack Shack - Dr. McCombs’ address - Coffee and dessert with former teachers. For more information, contact:
Liliana Pacheco at meripa@hotmail.com
Santiago Zapata at szapata@hi-cue.com
Anastasia Chaparro at anastasia.chaparro@gmail.com

CNG CLASS OF 1989 - 20 year reunion
Friday June 5th- 11:00 am – 5:00pm
Meet at CNG’s main gate by 11:00 am – CNG Tour - Hogar Nueva Granada tour - Lunch at Cafeteria - Dr. McCombs’ address - Coffee and dessert with former teachers - Class photo at the Primary Elephant - Athletic skills competition.
For more information, contact:
Maria Isabel Carrillo, Susane Levy, and Alejandra Torres at cng_classof89reunion@yahoo.com

CNG 2009 50’S THRU 70’S DALLAS RECONNECT-REUNION
WHEN: Friday, August 7th thru Sunday August 9th, 2009
WHERE: Dallas, Texas
WHO TO CONTACT IF INTERESTED IN ATTENDING:
Curt Ward at curt_sw@yahoo.com
Kathy Lyles at klyles@beecreek.net
Adriana Perez at cngmailtoalumni@cng.edu
HOTEL INFO: OMNI DALLAS PARK WEST HOTEL
1590 LBJ Freeway (on I635 just west of I35)
Dallas, Texas 75234
(just 12 minutes from DFW International Airport)

START PLANNING!!

Start planning your 30, 25, 20, 15 and 10 year reunions now!!!
The Alumni Relations Office is here to help you plan it.
Just contact us at cngmailtoalumni@cng.edu, or call us at 212 3511, ext. 213.
SILVIA TAKAHASHI ’82

Is currently Associate Professor of Computer Science at Universidad de los Andes School of Engineering - Systems and Computing Engineering Department.

Silvia obtained her degree in Systems and Computing Engineering from Universidad de los Andes. In 1989, she was awarded a Fulbright Scholarship and admitted to Tulane University in the Computer Science Department where she obtained her Master’s of Science Degree in Computer Science. She then returned to Colombia where she was hired as a professor at Universidad de los Andes and continued working on her research project for her Ph.D. thesis. Silvia was awarded with a Colciencias-BID scholarship to conclude her graduate studies and obtained her Ph.D in Computer Science in 1994 while working at los Andes. In 1999, she was promoted to Associate professor, and is currently the Coordinator of Graduate Affairs.

Her work at los Andes combines teaching and research in the field of Computer Science. She has participated in Research Projects and advises undergraduate and graduate students on their Senior Projects, and Master’s Thesis. The results of some of these projects have been published in National and International Conferences.

DIANA PINTO ’83

She obtained her Medical Doctor degree at Pontifica Universidad Javeriana, but decided to not follow the clinical path. Instead, she obtained a Master of Science Degree in Health Administration at the Pontificia Universidad Javeriana’s School of Interdisciplinary Studies, and then a Doctor of Science Degree in Population and International Health Policy and Economics with a Major in International Health Policy and Economics at Harvard’s School of Public Health.

Diana is currently Associate Professor at Universidad Javeriana School of Medicine in the Clinical Epidemiology Department, as well as a Research Associate in Health Policy and Economics at Fedesarrollo.

Her research focuses on assessing the impact of policies and interventions in the health field, the key quality issues in health service, and on evaluating the performance of health systems.

HELENA ALVIAR GARCÍA ’83

Is Associate Professor of Law and Director of the Master’s and Doctoral Degrees at Universidad de los Andes School of Law.

Helena has a law degree from Universidad de los Andes and holds a Master’s and Doctoral degree (SJD) from Harvard Law School.


She has published articles, books, and chapters on Economic Law, and Law and Gender.

LILIANA OBREGÓN ’82

Is currently Associate Professor of Law and Director of the International Law Program at Universidad de los Andes’s School of Law.

Liliana holds a Doctoral degree (SJD) from Harvard Law School and a Master’s Degree from the School of Advanced International Studies (SAIS) of Johns Hopkins University. Liliana has written many articles related to International Law.

Liliana just led a group of international law students to bring home the Jessup Cup, the Stephen M. Schwebel Award for Best Oralist, and the Alona Evans Award for the best written memorials in the international rounds, during the 2009 World Championship of the 50th Philip C. Jessup International Law Moot Court Competition. See related article in this magazine.
PATRICIA PLANA ’85

Desde vestirse como un astronauta, con trajes especiales con máscaras de oxígeno, gafas industriales y botas pesadas, hasta accidentes propios del oficio, como la caída de la cámara del trípode desde una plataforma, debido afrontar la fotografía Patricia Plana para dar vida a Cerro Matoso 1982-2008.

Fueron dos años de trabajo, cuyo resultado final recoge la evolución de una de las minas de níquel más importantes del mundo, ubicada en la localidad de Montelíbano departamento de Córdoba.

Patricia Woodard and Dot Onuf, Middle School teachers between 1975 and 1976, visited CNG this past February. Dot wanted to come back and visit CNG and Bogota. She called Patricia, her roommate and friend while at CNG, to see if Patricia would step up to the challenge and Patricia accepted. It happens that Patricia is writing a book on her Memoirs, including her years in Colombia.

They spent one day at CNG touring the campus and reuniting with Charlotte Samper, Isabella Delgado, Gustavo Vega, Guillermo Hernandez, and other staff members.

Dot and Patricia also spent some time shopping and visiting museums and other sites. They enjoyed seeing how things have grown. Patricia and Dot found Bogota full of pleasant surprises, from the modern larger city it has become to the warmer weather.

Dot said: “If only I had the stamina to keep up with teenagers everyday again, I could come back and teach. I loved the ‘In Sights’ magazines you gave us; lots of good reading and I was impressed to see how many dynamic programs are going on at CNG. Of all three schools we visited, (CNG, Col. Bolivar, and COJOWA), you could tell CNG is still the leader of the ten schools in the Colombian group.”

Patricia said: “It was a very special treat to see CNG again and Isabella, Charlotte, and Gustavo. I remember my relationship with Colombia fondly and if my book is ever published I’ll send you a copy so you can see what it means to me.”
As mentioned in a previous article for Insights, we all have goals and dreams to pursue in our life. The most important of all, besides reaching these goals or dreams, is never give up, no matter how long you take to accomplish each one of them.

That is why we are here in Kampala, Uganda, as a family, living, learning, experiencing, and enjoying the multicultural activities that this great continent can offer to us. My goal was to live and work in an International School in Africa, and here we are working and studying at The International School of Uganda (ISU). ISU is an International School that offers the International Baccalaureate Program for Primary Years (1-5), Middle Years (6-10), and the Diploma Program (11-12). ISU is accredited by the Middle States Association of Colleges and Schools in the United States and the Council of International Schools. Currently ISU has 520 students from 62 different countries around the globe. Maria José, my wife, is teaching Technology for 6, 7, and 8th graders; Diana, our youngest daughter, is in 6th grade; Laura, our oldest daughter, is in 9th grade, and I am teaching Spanish for the Senior School (grades 6 to 12).

Africa has 53 countries and Uganda is one more of the other 11 landlocked countries you can find in this continent. Kampala, the capital of Uganda, is a city with 2 million people, while the population of Uganda is near to 26 million inhabitants.

We teachers, learn every single day from our students. No exception in my case, the only great difference is that I am working in a school where we have students from 62 different nationalities, and the experience of sharing with them about their cultural traits from their home countries is just amazing. Additional to this “on the job” cultural learning, every day I go from school to my home or go for an errand downtown or go to play squash with my UK friends or go to visit other African countries, I always “pick up” a new cultural trait related to clothes, food, transportation, greetings, work habits, publicity, events, language, dialects, etc. There is no doubt that I have enriched my cultural background, not only as a teacher, but also as a world citizen. It is awesome all the great things we can learn from an astonishing, growing, and suffered but hard working continent like Africa.
“My experience here in Uganda has been very fun. I have met a lot of new people who come from many another places of the world. I enjoy every day at school because I learn new things about my friends and countries that I never knew about. I also like to learn about the African things like places were the kings lived and how they lived. I hope this experience helps me in my future”.

Diana Vargas- 6th grade

“Meeting new people and learning about different cultures has been a really fun and interesting experience. After 14 years of living in Colombia I didn’t realize how much of the rest of the world I was missing and now I know that learning about other places and changing directions in life brings good experiences and new knowledge about everything. The people here are very welcoming and I enjoy every day of my life living in Uganda. Even though I didn’t really know where I was coming to I liked the fact that everything is so different and unique in its own way. I’m also glad that I started to know more of the world at my age and now I can apply my new knowledge to discover other parts of the world and enjoy changes like these even more”.

Laura Vargas- 9th grade

“Although it was not an easy decision to leave my family, friends, and job, after almost one year of living in Uganda, I find that the decision was the correct one. Sometimes we are afraid of changes, (moving us from our comfort zone), so I was always thinking of how my life was going to be, facing many new aspects and circumstances. Today the balance is totally positive, both as a teacher and the most important of all, as a family member. Everything has been a challenge, but the fact of having the opportunity to live and share with a different culture and surrounded by huge social, economic, and political diversity of factors, has been rewarding. I would like to say that this would have not been possible, if Hector had not thought about this idea. Now I feel that I can move and settle to any other place in the world, without thinking it twice”.

Maria José Mora
CLASSES 1950’s TO 1970’s
There will be a CNG ALUMNI CONNECTIONS REUNION in Dallas, Texas, this coming August 7th-9th. The Alumni Office will be there and will bring you all the latest updates.

CLASS OF 79
This class held their 30 year reunion on Friday, May 15th. For all the latest information on these class members, visit www.cng79.com and click on the “Classmate News Wiki” option.

CLASS OF 91
Jaime Andrés Colmenares
Obtained his Business Administration Undergraduate degree at University of Southern California. Will obtain his M.B.A from University of California at Berkley this May and will be working as a Consultant for “Bain Consulting” in Sao Paulo starting August, 2009

CLASS OF 95
Mauricio Colmenares
Obtained his undergraduate degree in Business Administration at Bentley College- Works for AFIN as a broker.

CLASS OF 96
Class Correpondent- Diana Perez- dinaperez44@hotmail.com
Diana Colmenares- Obtained her undergraduate degree in Marketing and Advertising at Universidad Politécnico GranColombiano. Is now the General Manager and owner of “Japi Monkis”- Children’s clothing which won first place in the “Creative Industries” area in the “National Entrepreneurs Contest”, sponsored by the Business In Development, Universidad de los Andres and the Ministry of Foreign Affairs. Her son was accepted to K4 for the school year 2009 - 2010

CLASS OF 98
Alejandro Colmenares
CESA – Business Administration - Manager of Special Projects and Budget at FEMSA/Coca-Cola - Will start his MBA at Chicago University in September 2009

CLASS OF 03
María Paula Robledo
Will graduate this year from Los Andes in Economics

WE NEED CLASS CORRESPONDENTS TO KEEP US ABDREAST OF ALUMNI NEWS!
If you are organized and interested in hearing and writing about your classmate’s pursuits and whereabouts, please contact the Alumni Relations Office at cngalumni@cng.edu, or call us at 212 9978.
CNG created the Alumni Relations Office in February of this year. As a result of our 70 year celebration last June, and to commemorate our Alumni Association’s 35 years of existence, CNG evidenced the desire of CNG alumni to maintain and strengthen their ties with our school.

What are our main Projects?

1. Build a comprehensive Alumni and former teacher database to be used as a valuable resource for all Alumni Relations Office events.
2. Create “CNG Mail to Alumni”, the official communication channel between Alumni and CNG.
3. Create synergies between the Alumni Relations Office and CNG Alumni Association to offer CNG services to its affiliates and to generate funds for CNG.
4. Provide support to Class reunion organizers with events held on CNG Campus and abroad.
5. Keep the Alumni Web page updated with Alumni and Teacher news, and CNG current events.
6. Further develop the alumni section of Insights magazine.
7. Invite alumni to attend and help with PTA sponsored events.
8. Invite “seniors” to join our Alumni Association to keep it in tune with the younger generations.
9. Fundraising - Reach out to our committed alumni so they can help CNG Build Community by supporting the school’s programs, and contributing to the continued development of our school programs and infrastructure.

Adriana Perez´81 - Alumni Director
ICONTEC Certifica que el Sistema de Gestión de la Calidad de:
ICONTEC Certifies that the Quality Management System of:

COLEGIO NUEVA GRANADA
Carrera 2 Este 70-20, Bogotá D.C. (Colombia)

ha sido evaluado y aprobado con respecto a los requisitos especificados en:
has been assessed and approved based on the specified requirements of:

Este Certificado es aplicable a las siguientes actividades:
This certificate is applicable to the following activities:

Diseño, desarrollo y prestación del servicio de educación integral bilingüe
(inglés-español) en los niveles de primaria, elemental, escuela media y
escuela superior, incluyendo el desarrollo físico, los servicios de apoyo
estudiantiles, el servicio de transporte escolar y la gestión financiera.
The design, development and delivery of a holistic, bilingual (English-
Spanish), educational service in the primary, elementary, middle, and high
school grades, including physical development, student support services,
school transportation services and the financial management of the school.

Esta aprobación está sujeta a que el sistema de gestión se mantenga de acuerdo con los
requisitos especificados, lo cual será verificado por ICONTEC.
This approval is subject to the maintenance of the management system according to the
specified requirements, which will be verified by ICONTEC.

Fecha de Aprobación: 2009 01 21
Fecha Última Modificación:  
Fecha de Renovación:  
Fecha de Vencimiento: 2012 01 20
Certificado SC 5896-1
Certificante

IconTEC is an accredited certification body accredited by:  

Director Ejecutivo
Executive Director
IQNet and ICONTEC hereby certify that the organization

COLEGIO NUEVA GRANADA
Carrera 2 Este 70-20, Bogotá D.C. (Colombia)
for the following field of activities:

Diseño, desarrollo y prestación del servicio de educación integral bilingüe (inglés-español) en los niveles de primaria, elemental, escuela media y escuela superior, incluyendo el desarrollo físico, los servicios de apoyo estudiantiles, el servicio de transporte escolar y la gestión financiera

The design, development and delivery of a holistic, bilingual (English-Spanish), educational service in the primary, elementary, middle, and high school grades, including physical development, student support services, school transportation services and the financial management of the school

has implemented and maintains a

Quality Management System
which fulfills the requirements of the following standard

ISO 9001:2000

Issued on: 2009 01 21
Validity date: 2012 01 20

Registration Number: CO-SC 5898-1

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Our mission:

To prepare tomorrow’s leaders by educating the mind, nurturing the spirit, and strengthening the body.