



Frequently asked questions

MORE DETAILS ABOUT OUR ADMISSIONS PROCESS

Days will be special and unique for your children, in a protective and stimulating environment.

Is the admissions process open for children of any specific ages?

Registration is open for children born between October 1, 2019, and September 30, 2021.

- Kinder 4 (starting in August 2025)
- Kinder 5 (starting in August 2026)

When is the admissions information session?

- Information sessions would start on August 30, 2024. Check all the available session dates and sign up for any of them at the webpage: <https://glm.edu.co/en/admissions/>
- Or ask Juliana Molina Urdinola, Director of Admissions for an appointment at 302 215 6616, or the e-mail admisiones@glm.edu.co
- In case the admissions process is for applicants from Transition to Tenth Grade, sign up from January 2025 for an information session on March 21, 2025 at the following link: <https://v2.mi.glm.edu.co/admisiones/formulario/t11>

Our daily schedule

8:45 a.m. to 3:45 p.m.

Extracurricular Activities

Practice in the morning from 6:40 a.m. to 8:40 a.m.

Activities in the afternoon from 3:45 p.m. to 5:30 p.m.

For no additional fees, except for *PECA*

Sports

Basketball – volleyball – soccer – gymnastics – athletics – chess

Recreational activities

Chess – magic – elite choir – Fanzaquia – media club – cooking – politics club – fashion club – *PECA* (for an additional fee)



Arts

School of Rock – elite choir – drama and dancing – marching band– musical education

Languages

Spanish – English – French

At the end of their school life, students reach a C1 English level. Moreover, they learn French from 8th grade on to finish with a B2 level.

Steps in the Admissions Process



For more information click [here](#)

How would you describe the Preschool section at Gimnasio La Montaña?

The Preschool section at GLM's promotes the development of boys' and girls' skills, and basic competences required for formal education. The methodology is based on projects arising from questions asked by the children, promoting critical thinking, respect for others and for their environment, pleasure for learning, permanent questioning of everything that surrounds them, and the strengthening of their emotional and social health in their immediate



context. This falls within four frameworks guiding the process: belonging and contribution; self-regulation and well-being; literacy behaviors, mathematical behaviors; and innovation and problem solving. Moreover, we provide a friendly and safe environment guiding emotional literacy to identify, validate, and transit through these within the program of Conscious Discipline, allowing self-regulation and the development of social and emotional skills inside and outside the classroom.



Do you follow any International Program?

The educational proposal of Gimnasio La Montaña has one international recognition: the APR Capstone Diploma. This program, at different institutions would correspond to the IB, Cambridge International, or many others.

This program is governed by curricula and examinations of the College Board, an entity that leads the SAT and ACT processes which can also be taken at our school.

This diploma, along with the offer of AP® Courses (Advanced Placement) provides our students with the flexibility to develop a high-quality academic program, by choosing subjects of their greatest interest and certifications, beneficial for their academic and/or professional future. Furthermore, the school can keep main pillars from its pedagogic model, like the development of philosophical, aesthetic, and socio-emotional fundamentals, as an integral part of the curriculum.

The school offers four Advanced Placement Courses that must be taken between ninth and eleventh grade (they do not necessarily need to be certified with international tests.) Between tenth and eleventh grades, students must choose and complete four AP programs, choosing between 12 options.



How would you describe Gimnasio La Montaña's values and formative program?



Is there a homework policy?

Yes, we have a homework policy for each section. At Gimnasio La Montaña, the purpose of homework is to reinforce each subject developing individual study strategies, and habits of work and organization at home.

Alternatively, the school's objective is to train students in the responsible fulfillment of duties, which includes, among other matters, the complete development and timely submission of the homework assigned for each subject.

For the accomplishment of these two purposes, Gimnasio La Montaña has established a homework policy.

Objectives:

Define conditions for homework assignment to Gimnasio La Montaña's students, considering the type of activity, level, and subject.

- Determine the pedagogical approach for students to organize the time for these assignments.

Types of homework



Depending on the characteristics of the subject and the type of learning it requires, homework would belong to any of these 4 types:

Practice	Complete regular exercises to strengthen strategies, competencies, and skills.
Reading	Approach written texts to motivate reading, awaken sensibility, acquire knowledge, develop textual structures, generate questions, or develop critical thinking.
Study	Review activities of a knowledge, skill, or strategy to formally acquire them and account for them in a subsequent assignment.
Corrections	Make corrections to assignments, tests, and/or homework. Solely for the Spanish area. Corrections for all other subjects must be done in the classroom within a differentiation framework.

Amount of time by grades

1st and 2nd: two hours of homework a week.

3rd and 4th: three hours a week.

5th and 6th: No more than 8 hours a week, and never exceeding 60 minutes/day from Monday to Thursday, and 4 hours from Friday to Sunday. This time must be distributed assigning a 40% for reading and a 60% for other activities.

Seventh, Eighth, and Ninth: No more than 10 hours/week, and never exceeding 90 minutes/day from Monday to Thursday, and 4 hours from Friday to Sunday.

This time must be distributed assigning a 50% for reading and a 50% for other activities.

During the week, students should have practice, memorization, execution, and reading homework in a balanced manner.

- No homework can take longer than 60 minutes.
- During the weekend, reading is the only assignment allowed, following the protocols established for each class.

Tenth and Eleventh: Students will have a weekly assignment of 12 hours.

Do you have differentiation programs?

Yes, we have an inclusion program for neurodiverse children, or children with a diagnosis that shows a significant delay in development or that affects their ability to acquire learning. We have a differentiation program that is not only designed for children in the inclusion



program, but for our entire student community, where we develop the talents and support the challenges of each of our students.

The Gimnasio La Montaña has developed its pedagogical approach from the principle that each person is unique, and, in this sense, their learning has different structures, shapes, and characteristics.

From this perspective, a classroom in the Gimnasio La Montaña is a differentiated classroom designed to address the diversity experienced there, with the aim that all students reach the goals proposed in the curriculum, and that those with a particular strength can enhance their development.

In this context, the following strategies to develop the differentiation process are proposed:

Differentiated classroom: Universal Design for Learning (UDL)

Gimnasio La Montaña's classroom is understood as a differentiated space that addresses neurodiversity from the proposed structure in the Universal Design for Learning model created by CAST. The differentiation is done in terms of how a student engages with, processes, and expresses their learning as they access, construct, and internalize it.

Multi-Tiered Support System (MSST)

It applies for Mathematic areas from 1st to 4th, English from K5 to 8th, and Spanish from K5 to 9th. Through the evaluation, key skills that require support for a group of students are identified. This group will be working inside the classroom in an explicit differentiation context named Tier 1. Once this cycle is finished, the students are reevaluated and those that still show difficulties in the established skill are referred to Tier 2. In this context, students leave the classroom four times a week for 20 minutes to work on the skill with a teacher different from their classroom teacher. Those students that, having finished this process, still have not reached the established goals, will be referred to a final Tier (3) of intervention.

Inclusion

The school has designed an inclusion model to approach students with learning conditions. In this context, adjustments or modifications are proposed according to the needs of each case.