



Health and Safety at CRIA

Learning occurs when students have a safe and secure learning environment. The health and safety of our students is of utmost importance to CRIA. Therefore, this guide serves as a way to inform our community of our policies and procedures so that all faculty, students and parents are informed.

Part 1: Evacuations: Fire, Flood, Earthquake, Lock-down and Bomb Threat procedures

One of these procedures is practiced at least monthly on a rotating basis. Flood evacuation procedures are practiced in August and May, and the fire, earthquake, and lock-down procedures rotate throughout the remaining months. The time of day that each drill is practiced changes so that students know which evacuation location to go to depending on where on campus they are located during the drill or emergency.

CRIA has 5 evacuation meeting points throughout the campus which are marked with signs:

- Evacuation Point 1 - the field behind the Primary school building
- Evacuation Point 2 - the parking lot between the Primary and the cafeteria
- Evacuation Point 3 - the secondary parking lot
- Evacuation Point 4 - next to the gym on the field
- Evacuation Point 5 - the parking lot between the music room and Toddler House

Each classroom is equipped with an evacuation route map, indicating the evacuation route and meeting point for each location on campus.

Bomb Threat

Should the school be alerted to a bomb threat of the CRIA campus, the same procedures for the Fire Drill will be employed. Exit routes will be communicated at Evacuation Assembly points. Parents will be notified to collect students via our Whatsapp protocol. (See below)

In the case of an actual emergency and the main campus must be evacuated, two evacuation routes are established to take students to **The Village** which is the designated pick-up point for parents to collect their children. The safety of each route will be evaluated and selected.

Route 1: From the main soccer field to The Village across the bridge linking the two properties

Route 2: The main road from the campus to The Village.

Do NOT come collect your children from the campus in the case of an emergency until you are contacted and informed of when and where to collect your children. We must keep the campus accessible to emergency vehicles.

Contacting families in case of campus evacuation: **all parents must download WhatsApp to their smartphone and join the CRIA Families group.** This app is set to **no-reply mode**. We will use this App to communicate emergency evacuations or school cancellations only. Please follow the directions in the message.

<https://chat.whatsapp.com/ChjO8xs8QnW6PACuzb39t5>

Emails will also be sent, however, WhatsApp will be our primary mode of informing parents of evacuations and cancellations. It is each parent's responsibility to join this group.

Collection of children from The Village:

Once students have been evacuated to The Village and parents have been informed via the WhatsApp group, parents should come to collect their children immediately from The Village.

There are two collection points from The Village:

South parking lot (parallel to the dirt road) – Primary students AND their secondary siblings

West parking lot (parallel to the paved road) – Secondary students without Primary siblings

Students will be allowed to leave with another parent only if your child's homeroom teacher and Susy or Rebeca has been informed either by phone call or email. Students will remain at The Village until they are collected by a parent or we have received alternative instructions.

Part 2: Illness, medication and communicable diseases

All teachers and the Receptionist are trained in basic first aid and CPR every two years.

Accident Insurance

All students enrolled at CRIA are insured against accident and injury 24 hours per day, year round. At present, the policy covers medical expenses incurred from an accident with a 5% deductible. The current maximum coverage is USD 1000.00. Claim forms, as well as more information, are available in the Business Office, for reimbursement of expenses incurred for medical treatment.

Accidents and Emergencies

In the event of injury to a student, the School will render first aid as necessary and will notify the parent immediately. Should the student be seriously injured, requiring immediate transport to a hospital or clinic (Metropolitano Hospital or Beachside Clinic), the School will arrange for such transport by car or by ambulance and notify the parent immediately so they may proceed to the hospital. A student is never sent alone; he/she is always accompanied by a teacher, or an administrator according to availability. Should a student sustain a head injury of any significance, the parent will be notified via phone. If the parent cannot be reached via phone, an email will be sent.

Illness

Please do not send your child to school if your child has any of the following symptoms:

- Fever- Temperature of 100°F/ 38°C or higher. Child must be fever free for 24 hours before returning to class
- Vomiting, sickness or strong stomach ache
- Diarrhea
- Acute cold, sore throat, or strong cough
- Thick mucus in nose/eyes or inflamed eyes
- Head lice
- Suspicion of contagious infection (chicken pox, scarlet fever, skin rash, impetigo, etc.)

If your child is unwell (but does not have any of the symptoms or illnesses mentioned above) we ask that you do not send him/her to school until he/she is fit again. In assessing whether or not your child is well enough to be in school, please ask yourself if she is well enough to attend PE and play outside, as they will be expected to take part in these activities if they come to school. Students who vomit, have a temperature, have diarrhea or a rash at school will be sent home.

Lice

Students with head lice will be sent home and parents will need to treat their child's hair. Students who were sent home for lice may not return to the classroom until they have been checked by office personnel and given a clean bill of head health before they can return to class.

While we regret any inconvenience that this may cause since keeping sick children at home may mean lost work days/ school days, for parents, teachers, and children; however it also means less illnesses for everyone. In the case of serious childhood disease or highly contagious disease, please bring a certificate of harmlessness from your attending physician before returning to school.

Medication

If a student needs to take medicine during school hours, the preparation must be left with the Administrative Assistant in the Main Office. The container must be clearly labeled with your child's name. Students who require emergency/ occasional medicines for headaches, asthma, etc., should leave a supply in the Main Office. All medication must be left in the Main Office. A written explanation from a parent/guardian should also be submitted for non-prescribed medicine. Parents should discuss with the Receptionist and the child's classroom teacher the use of long-term medication and emergency medication for certain conditions such as asthma. Parents are requested to go to the Main Office to discuss the necessary information regarding the dispensing of prescribed medication. No prescribed medication will be given to children without written permission of the parent. **Students may not self-medicate.**

Allergies and Medical Conditions

An updated health form is required to be submitted at the beginning of each school year. Should life-threatening allergies or severe medical conditions (hemophilia, severe asthma, seizures condition, etc.) be indicated on this form, the School will contact the parents for further information, instructions and medication. Epi-pens must be provided to the school by the family if required as part of treatment. A photo of each student with a severe allergy or medical condition is included in a poster which includes the child's contact information, details of the condition, and an explanation of the treatment. These are posted in all Faculty lounges and in the cafeteria. All CRIA faculty are made aware of these students, their conditions and the interventions necessary.

Should a student have an allergy that prevents them from participating in an activity (ie – allergic to chlorine so cannot participate in swimming), a doctor's note is required to be presented. Until the note of non-participation is produced from a doctor, the student will be required to participate in all activities. We are unable to provide alternative classes for a student in these instances so the child will be expected to sit on the sidelines and watch the activity without participating.

Part 3: Harassment and Bullying

Costa Rica International Academy is committed to making our school a safe and caring environment for all students. We will treat each other with respect and refuse to tolerate bullying of any kind. The School Counselor actively engages with classes regarding social-emotional topics, including bullying. The Counseling program is designed to prevent bullying behaviors and to give students the tools to react to behaviors in a proactive way.

Definition: Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Bullying behaviors include the following:

- Hurting someone physically by hitting, kicking, tripping, or pushing
- Stealing or damaging another person's things
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or a girl
- Touching or showing private body parts
- Spreading rumors or untruths about someone
- Leaving someone out on purpose, or trying to get other kids not to play with someone
- Cyberbullying is bullying that includes the sending of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students at CRIA will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Try to include everyone in play, especially those who are often left out
- Report bullying to an adult.

Teachers and staff at CRIA will do the following things to prevent bullying and help children feel safe at school: Closely supervise students in all areas of the school and playground.

Watch for signs of bullying and stop it when it happens.

Respond quickly and sensitively to bullying reports using the Four-A-Response process (**A**ffirm Feelings, **A**sk Questions, **A**ssess Safety, and **A**ct by coaching child on what to do in the future).

If warranted, fill-out Bullying Incident Report and submit to the Division Principal.

Consequences for Violation of the Anti-Bullying Policy

Depending on the severity and nature of the incident, CRIA will take one or more of the following steps when bullying occurs:

Intervention, Warning, and Redirection

The victim and/or witness to the incident will make a report to the Division Principal. The Principal will examine the report and will investigate the validity of the claim. The Principal will ensure that the immediate behavior stops and will reinforce to the student that bullying will not be tolerated. During this meeting with the student, the Principal will redirect the student to come up with a plan to prevent similar behaviors in the future. The Principal will ensure that proper documentation is made. This will be the only warning that a student receives about bullying behavior.

Notification of Parents

School staff will notify the parents of involved students. The parents might be asked to meet with the Division Principal or other members of the school staff, including the student's teacher.

Resolution with the Target of the Bullying

The student may be required to write a letter of apology to the student who was bullied. Depending upon the nature of the incident, the students involved may meet to help resolve the problem and ensure it does not happen again.

Referral to Professional School Support Staff

The student may meet with the Division Principal and/or School Counselor to help prevent future violations.

Consequences

The student may serve one or more days of detention during recess, or lose school privileges.

Suspension

In cases of severe or repeated bullying, the student may be suspended under school policies.

Part 4: Access to CRIA Campus

The CRIA campus is a closed campus, meaning that once students are on campus for the day, they may not depart without a parent accompanying them. Parents must get an Exit Slip from the Receptionist and present it to the guard. Students will not be allowed to leave the campus without this Exit Slip.

All CRIA parents are required to collect and display a Car Pass. The parent's name and license plate is recorded and the numbered Car Pass is given. This Car Pass allows parents access to the campus without further ID required.

CRIA has one entry access to the campus. An additional exit gate on the secondary side of campus is opened between 7:40 – 8:00 am and again from 2:55-3:15 pm for exiting vehicles only. This gate is manned by CRIA staff. Pedestrians are not allowed to enter or exit from this exit gate.

Visitors and non-CRIA personnel

Any visitor to our campus, including potential families attending tours, suppliers, contractors, etc. must leave an ID card with the security guard in exchange for a Visitor Pass. This Visitor Pass must be worn around the neck at all times while on campus. Once the visitor departs the campus, they will exchange their ID for the Visitor Pass.

Part 5: Child Protection Policy

Costa Rica International Academy has produced this policy with the assistance of materials from other international school policies around the world (particularly the Association of International Schools in Africa), information from the Council of International Schools, the laws of Costa Rica, and the United Nations. We give thanks to the hard work of colleagues around the globe so that CRIA has in place a strong policy for protection for the children in our care.

Policy Statement: Costa Rica International Academy is committed to safeguarding and promoting the welfare of all of our students. CRIA expects all staff and volunteers to share this commitment by demonstrating their understanding of how each adult working on behalf of the school has an active part to play in protecting students from harm and promoting their welfare.

Schools fulfill a unique role in society to protect children. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at Costa Rica International Academy must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of

suffering abuse or neglect. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations set out in this policy. Furthermore, cases of suspected child abuse or neglect may be reported to social services in Costa Rica (PANI).

Child abuse and neglect are violations of the laws of the Republic of Costa Rica as well as the [UN Convention on the Rights of the Child](#), of which Costa Rica is a signatory as well as applicable Costa Rican legislation such as, but not limited to, “Código de la Niñez y Adolescencia”.

Article 19 of the UN Convention on the Rights of the Child: Protection from abuse and neglect: The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the preventions of abuse and the treatment of victims.

Costa Rica International Academy has responsibility to provide a safe environment in which children can learn. CRIA does this by:

- Evaluating risks that exist;
- Promoting a positive school atmosphere that offers pastoral support to students;
- Training employees/volunteers and students about the difference between appropriate and inappropriate behavior;
- Ensuring that CRIA personnel are trained to identify signs of child abuse and subsequently follow policies and procedures as a duty to report;
- Providing support for students who may have been abused, or who have been abused;
- Ensuring that allegations of sexual abuse are handled in a sensitive, timely and effective manner and in accordance to all applicable laws
- Addressing the legal obligations of each employee to report abuse and/or suspected abuse;
- Preventing child abuse through increased, constant, awareness and education;
- Implementing a specific curriculum that addresses issues related to the prevention and/or identification of child abuse

Costa Rica International Academy will ensure that this policy is available to all parents via the website and communicate this policy to students and to all CRIA employees. The school will make every effort to implement hiring practices to ensure the safety of children. In the event that allegations of abuse are made against a member of staff, Costa Rica International Academy will conduct a full confidential investigation as per Costa Rican regulations.

Safe Recruitment

CRIA’s Board of Directors and administration are responsible for ensuring that the school follows safe recruitment processes. As part of the school’s recruitment and vetting process, police and criminal background checks are sought on all staff. Where available, Sex Offender Registries are consulted and an Internet search conducted. As part of the interview process, teacher candidates are questioned about their motivations for working in education and asked to describe their personal and professional backgrounds. Three references are required and work history is verified.

Responsibilities to Accrediting Agencies

Costa Rica International Academy is accredited by the Middle States Association. The following standards are required as an accredited school:

- 6.12 Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.
- 6.13 Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.
- 6.14 Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.
- 6.16 Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting.
- 7.1 Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.
- 7.2 Regularly reviews and updates its plans for responding to emergencies and crises.
- 7.6 Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.
- 7.10 Provides staff with up-to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff.
- 7.11 Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.
- 7.13 Has an effective system to control access to the school by visitors and other non-school personnel.
- 7.14 Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.

Myths, Definitions and Possible Signs of Child Abuse and Neglect

The following are commonly held myths vs the realities about child abuse and neglect:

1. Myth: Child abuse is carried out by strangers.

Fact: Research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient life-style then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

2. Myth: Learning about child protection is harmful to your children.

Fact: Research indicates that developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behavior.

3. Myth: Abuse education is sex education.

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviors that include bullying, harassment and other forms of exploitation.

4. Myth: Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.

Fact: The reality is that there no excuse for child abuse! No culture supports harming children.

5. Myth: Child abuse is a result of poverty and happens in low socioeconomic circumstances. Fact: Research indicates that child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

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Definition of Terms and Possible Signs of Abuse

To increase the CRIA community awareness, this policy focuses on four main categories of abuse and provides basic information about the physical and behavioral signs associated with each type.

I. Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as, cutting and suicide ideation).

Possible Signs of physical abuse:

- Bruises, burns, sprains, dislocations, bites, cuts; covering arms and legs with long clothing, despite weather that calls for cooler types of clothing
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others

II. Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Possible Signs of emotional abuse:

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior
- Persistent tiredness
- Lying

III. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Possible Signs of sexual abuse:

- Pain or irritation to the genital area
- Difficulty with urination
- Infection, bleeding
- Fear of people or places
- Aggression
- Regressive behaviors, bed wetting or stranger anxiety
- Excessive masturbation
- Sexually provocative
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Refusal to continue with school or usual social activities
- Age inappropriate sexualized behavior or language

IV. Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Possible indicators of neglect:

- Medical needs unattended
- Lack of supervision
- Consistent hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Fatigue or listlessness
- Self-destructive
- Extreme loneliness
- Extreme need for affection
- Failure to grow
- Poor personal hygiene
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

Long term impact of unmitigated child abuse

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and life-time health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.

The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

Long term impact of child abuse

- Poor educational achievement
- Inability to complete responsibilities
- Inability to live according to plan/ability
- Inability to care for self
- Inability to coexist, cooperate or work with others
- Lack of self-confidence, prone to addiction
- Inability to express love / or accept love
- Inability to lead family, constant health problems
- Prone to mental health problems
- Low self-esteem, depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations, self-injurious behavior (e.g. suicide attempts)

In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential offenders:

Signs of offenders (students)

- Unusual interest in sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehavior when told to stop
- Uses force and coercion in social situations
- Unusual intensity when discussing sex and sexuality
- Socializes with children much younger
- Gives gifts, requires secrecy in relationships

Signs of offenders (adults)

- Has “favorite” student or child
- Attempts to find ways to be alone with children
- Inappropriate language, jokes and discussions about students/children
- Sexualized talk in the presence of students/children
- Gives private gifts or has private chats on Facebook/Social Media/internet

What happens when a teacher has reasonable cause to believe that a child is being abused?

These indicators of abuse and neglect will be used by the staff member as a guideline for reporting to the team, who will determine if the case needs further attention. A report must be made within 24 hours when a staff member has reasonable cause to believe that a child has suffered abuse or neglect. All reports are confidential.

What happens after suspected abuse or neglect is reported?

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the Division Principal and the School Counselor. All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All Costa Rica International Academy employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the Principal and Counselor within 24 hours for immediate response.

Procedures for reporting suspected cases of child abuse or neglect:

Step 1

When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher will seek advice from the counselor within 24 hours. The counselor will take initial steps to gather information regarding the reported incident and in cases of serious physical or sexual abuse or neglect, will immediately inform the Division Principal and Director and together they will set up a school-based response team to address the allegation. The response team will include the School Counselor, Division Principal, Director and other individuals as the Director sees fit. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

The following procedure will be used:

- 1). Interview staff members as necessary and document information relative to the case. 2). Consult with school personnel to review the child’s history in the school.
- 3). Determine the course of follow-up actions.

Step 2

a) Minor Cases

Most minor cases of suspected abuse or neglect will be handled by the school counselor, such as those involving:

- § Student relationships with peers
- § Mental health issues such as depression, low self-esteem, grieving

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

- Mental health issues such as depression, psychosis, dissociation, suicidal thoughts.

Based on acquired information, a plan of action will be developed to assist the child and family. Appropriate actions would include:

- § Discussions between the child and counselor in order to gain more information. Depending upon the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred.
- § In-class observations of the child by the teacher, counselor, or administrator.
- § Meetings with the family to present the School's concerns.
- § Referral of the student and family to external professional counseling.

b) Serious Allegations (see diagram below for visual)

More serious allegations will involve reporting to outside resources:

- § Severe depression
- § Severe and/or ongoing physical abuse or neglect
- § Sexual abuse and/or incest.

The following actions will be taken:

- § Reporting to the social services (PANI) where the law requires it.
- § Reporting to the police authorities (OIJ) where the law requires it.
- § Consultation with the school's attorney or another attorney

Subsequent to a reported and/or substantiated case of child abuse or neglect:

- § The counselor will maintain contact with the child and family to provide support and guidance as appropriate.
- § The counselor will provide the child's teachers and the Principals and Director with ongoing support.
- § The counselor will provide resource materials and strategies for teacher use.
- § The counselor will maintain contact with outside therapists to monitor the child's progress.

All documentation of the investigation will be kept in the child's school confidential records file. Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the child. CRIA will make every attempt to share this information to protect the child.

In the event that the abuse or neglect allegation involves a staff or faculty member of Costa Rica International Academy, the Director will follow board policy pursuant to ethical professional behavior, in particular by starting a confidential investigation.

Steps Following Disclosure of Serious Allegations (Step 1 and 2B)



