



GERBER ELEMENTARY

SAFETY HANDBOOK

2025-2026

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Gerber Elementary Crisis Response Team (CRT)

Superintendent/Principal	Jenny Montoya
Assistant Principal	Vanessa Ortiz
Office Business Manager	Pebbles Lomeli
Maintenance Supervisor	Jesse Johnson
Bilingual Liaisons	Ariana Crispin Hortensia Furbee

On Call

Transportation	Jesse Johnson
Teacher	Cort Mitchell
Behaviorist	Al Gomes
Nurse	Jenny Raschein
Psychologist/Counselors	Dale Cheatham Cori Dittner

**CRISIS RESPONSE TEAM
TELEPHONE TREE**

NAME	TELEPHONE	CALLED	ORDER
Superintendent Jenny Montoya Calls AP, CBO, Maintenance Supervisor, sheriff	Work: 385-1041 Cell: 570-0165		1
Assistant Principal (AP) Vanessa Ortiz Calls office staff, psychologist, behaviorist, counselor, teachers	Work: 385-1041 Cell: 321-7569		2
Office Business Officer Pebbles Lomeli Calls transportation lead bus driver, secretaries, nurse, TCDE, special education, preschool	Work: 385-1041 Cell: 591-3722		3
Maintenance Supervisor Jesse Johnson Transportation Supervisor Rhoda Helkey Calls custodians & bus drivers	Work: 385-1041 Cell: 366-4144 Work: 385-1041 Cell: 200-3771		4
Bilingual Liaison Arianna Crispin Calls Hispanic families if necessary, assists administration	Work: 385-1041 Cell: 321-5613		5

Bilingual Liaison	Work: 385-1041	6
Hortensia Furbee		
Calls Hispanic families if necessary, assists administration		

**CRISIS RESPONSE TEAM
ON CALL STAFF**

Counselor		8
Cori Dittner		
	Work: 385-1041	
	Cell: 945-6648	
Assists administration as assigned		
Nurse	Work: 385-1041	9
Jenny Raschein		
	Cell: 916-834-9001	
Calls appropriate outside agencies if necessary		
Psychologist	Work: 385-1041	10
Dale Cheatham		
	Cell: 354-8905	
Calls appropriate outside agencies if necessary		
Teacher	Work: 385-1041	11
Cort Mitchell		
	Cell: 514-2272	
Assists administration as assigned		
Behaviorist	Work: 385-1041	12
Al Gomes		
	Cell: 321-0464	
Assists administration as assigned		

CRISIS RESPONSE TEAM MEMBERS DUTIES

The SUPERINTENDENT/PRINCIPAL will be in charge at the site. Should the **Superintendent/Principal** be away from the school site, the **Assistant Principal** will assume all responsibilities until the **Superintendent/Principal** returns. The **Superintendent/Principal** will be responsible for rumor control and the dispensing of accurate information.

The SUPERINTENDENT/PRINCIPAL and ASSISTANT PRINCIPAL (Administration) will be the coordinators of disaster services and will be at the crisis site in radio contact with the office. The administration will coordinate staff members.

The OFFICE STAFF will be the filter to the **Administration**. The office staff will be in charge of contacting parents, the dispersal of supplies, and the coordination of **staff members** as assigned by the administration.

MAINTENANCE will coordinate any stoppage of electricity or gas to portions or all of the site buildings. They will also help with evacuation of the school site if needed.

The BILINGUAL LIAISONS will be used to communicate with our Hispanic families who have no or limited understanding of the English language.

The TRANSPORTATION LEAD BUS DRIVER will work with the bus drivers in arranging bus transportation for all students who are not picked up by parents.

The TEACHERS will help the **Administration and Office Staff** as needed. If the crisis occurs during the school day, teachers are to remain with their students until danger has passed, or all of their students left the campus.

The NURSE will be responsible for treating any individuals who may need medical care. They/them/theirs will also work with the **Administration** in coordinating disaster services if they/them/theirs is not treating individuals.

The COUNSELOR/PSYCHOLOGIST/BEHAVIORIST will act as a coordinator. Their duties include coordinating team members and other local, county and state agencies. The **Psychologist, Behaviorist and the Counselor** will also act at the Superintendent's request and be responsible for a debriefing plan.

Gerber Elementary School Emergency Preparedness Plan 2025-2026

The purpose of this School Safety Plan is to provide a comprehensive framework for maintaining a safe, secure, and supportive learning environment for all students, staff, and visitors. This plan is grounded in an ongoing assessment of the current status of school-related incidents, including crimes committed on school campuses and at school-sponsored or school-related functions. Through regular review of data, incident reports, and stakeholder input, the school works proactively to identify areas of risk and implement appropriate prevention and response strategies.

Equally important, this plan reflects the school's commitment to fostering a safe and orderly environment that is conducive to learning. A positive school climate—where students feel physically and emotionally safe, respected, and supported—is essential to academic success. By establishing clear expectations, consistent procedures, and collaborative partnerships with families and community agencies, the school promotes a culture of responsibility, prevention, and continuous improvement.

The school is also committed to providing a learning and working environment free from discrimination, harassment, intimidation, and bullying. Consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1, the school does not discriminate on the basis of actual or perceived protected characteristics in any educational program, activity, or employment practice. All students and staff are entitled to equal access to educational opportunities in a safe, respectful, and inclusive environment. Any form of discrimination or harassment is strictly prohibited and will be addressed promptly in accordance with applicable laws and district policies.

In accordance with **Education Code Section 49079**, the school has procedures in place to notify certificated and classified staff of students who have engaged in behavior that may pose a potential danger. Such notifications are limited to staff members who have direct responsibility for the supervision or instruction of the student and are shared in a timely and confidential manner. Information is provided solely for the purpose of protecting students and staff and ensuring appropriate supports and safety measures are in place, while maintaining student privacy as required by law.

This School Safety Plan shall be reviewed and updated at least annually to ensure continued relevance, compliance, and effectiveness. An updated file of all safety-related plans and materials will be maintained and made readily available for public inspection in accordance with applicable laws and regulations.

There are many emergency situations that have the potential to bring harm to students and staff at our school. Though we all hope that we never need to use emergency procedures, we also know that prompt, well organized responses can minimize injury or loss of life. We have established an Emergency Preparedness Plan that outlines our procedures in emergency situations.

Staff Responsibilities: Per California Government Code §3100, during a disaster, public employees become “Disaster Service Workers”. As Disaster Service Workers, school staff may be required to remain at school to assist in an emergency situation. Staff members may be assigned as teams to assist in the event of a disaster. Assigned teams shall receive training appropriate to their CRT role and shall participate in emergency readiness drills and activities before an actual disaster occurs. Any school employee, as a disaster services worker, may be asked to assist an CRT team whenever necessary.

In the event of a serious emergency response situation all staff members are to remain on campus until

permission to leave is given by the superintendent or designee. Staff members will supervise students and operations in the following manner:

TEACHERS will stay with their classes until the danger has passed or until all students have left the campus. They will have their student roster; device; and red/green cards with them through-out the emergency. Teachers will be responsible for written records of the whereabouts of each child that is not with the group including those that are absent or have been taken by parents or relatives before the rest of the class has been evacuated. Teachers should apply first aid as necessary and notify the office if serious injury indicates removal to an emergency aid center in the multi-purpose room or other designated area.

INSTRUCTIONAL AIDES will stay with their classroom teachers and students. Aides may help calm students, apply first aid if needed, help teachers keep track of students, and act as messengers if it is safe to do so.

BUS DRIVERS will be called by the business office manager or office staff to get to the school if there is going to be an evacuation of students. Bus drivers will await instruction from administration , or maintenance director. If an evacuation is indicated, students will go home on the bus they came to school on as we do for minimum days. If a delay occurs before bus loading, drivers will help as needed and will be assigned by **Administration or Supervisor of Maintenance**; duties may include but are not limited to: surveying damage assessment, turning off utilities, traffic control, or first aid.

BILINGUAL RESOURCE PERSONNEL will be available to communicate with our Hispanic families who have no or limited understanding of the English language.

LIBRARIAN and other SUPPORT STAFF will report to the business office manager in the office as soon as it is safe to do so. Duties will be assigned as needed and may include: telephone communications, handling the counter, or helping to save important records.

COOKS will be available, if necessary, to help set up a first aid center in the multipurpose room, and assist as needed. If the emergency becomes extended, the cooks will be responsible for providing meals or beverages.

SUPERVISOR OF MAINTENANCE AND OPERATIONS will report to the office, get a walkie talkie, and remain in direct radio contact with the office. They will work with the bus drivers in arranging bus transportation for all students who are not picked up by parents if an evacuation is indicated. They will also call parents if necessary or perform other duties as needed.

A Crisis Response Team (CRT) has been created. The team will meet periodically and after any emergencies have occurred. The CRT members and primary responsibilities are: **SUPERINTENDENT** will be responsible for all decisions that need to be made as an emergency unfolds. They/them/theirs will make the decision to call for emergency assistance; police, fire, or ambulance. They/them/theirs will confer with emergency officials. **Superintendent** will be responsible for media relations which includes notifying the media of evacuation plans and for releasing information to the media. No other school personnel will talk to the media unless instructed to do so by the Superintendent.

ASSISTANT PRINCIPAL will oversee operations that take place on campus. In conjunction with the Superintendent, they/them/theirs will direct teachers and classes to remain where they are, where to move to, and how to prepare for an evacuation. They/them/theirs will oversee evacuation of students and staff if it becomes necessary. **Assistant Principal** will schedule and chair CRT meetings and be responsible for the

annual revision of the Emergency Preparedness Plan.

OFFICE STAFF will set the office up as the disaster communication center and be responsible for all incoming and outgoing calls. They will inform teachers if students leave with their parents or if students leave for any other reason. **Office Staff** will handle all telephone inquiries under **Superintendent** direction. They will endeavor to provide for the preservation of essential school records.

The **Business Office Manager** will work in conjunction with the Superintendent to release accurate information only to those people or organizations which need the information to do their job.

SCHOOL NURSE (if available) will set up a first aid center in the **multi-purpose room** if it is safe to do so. They/them/theirs will oversee all first aid treatment administered there and, if necessary, will help emergency response personnel get the most seriously injured to the hospital.

SUPERVISOR OF MAINTENANCE will turn off all water, electricity and propane that may pose a threat to safety. **The Supervisor of Maintenance** will then conduct a thorough assessment of damages. They will determine if it is safe to return to classrooms or other parts of the campus. If evacuation is called for, they will oversee the process as soon as they have completed their assessment of damages.

LEAD TEACHER will remain with they/them/theirs class until the danger has passed, or until all of they/them/theirs students have left the campus. They/them/theirs will then report to the Administration and assist in operations as needed.

EMERGENCY PROCEDURES

Outlined below is a general overview of how to respond in certain emergency situations. A more detailed emergency procedure has been created for certain circumstances, and can be found in the pages following this Plan. In progress: renumbering all classrooms for better flow, bigger plaques with class numbers, and roof tops will indicate with letter per wing. for example: Wing A class room # ___.

Safety backpack

In the case of an emergency where staff and students are required to evacuate, classroom teachers will have safety backpacks with medical supplies and necessary materials for the safety of staff and students.

Cardiac Arrest

Sudden cardiac arrest events can vary greatly. Faculty, staff and Safety Team members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped for advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

1. Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

2. Facilitate immediate access to professional medical help:

- Call 911 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 911. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving EMS personnel.
- Immediately contact the members of the Safety Team Members.
 - Give the exact location of the emergency. ("Mr./Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a Safety Team member, proceed immediately to the scene of the cardiac emergency. The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use. Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

3. Start CPR: Begin continuous chest compressions and have someone retrieve the AED. Press hard and fast in center of chest. Goal is 100 compressions per minute, (faster than once per second, but slower than twice per second). Follow the 911 dispatcher's instructions, if provided.

[Air Quality Emergency Action Plan](#)

Gerber Union Elementary School will monitor local air quality conditions using air quality tracking tools, such as U.S. EPA's air quality index (AQI) available at AirNow.gov. When air quality is unhealthy, schools can take the following actions to keep students and staff safe:

- **Stay indoors:** Close all doors, windows, and air vents.
- **Reduce physical activity:** Reduce or reschedule outdoor activities, especially for students with asthma or respiratory issues.
- **Provide indoor alternatives:** Offer indoor activities to replace physical activities.
- **Encourage hydration:** Encourage students to take more hydration breaks.
- **Monitor air quality:** Check local air quality at AirNow's website.
- **Improve ventilation:** Open windows and doors when weather and safety conditions allow. Use fans to exhaust room air to the outdoors.
- **Install and maintain HVAC systems:** Install and maintain HVAC systems with medium or high-efficiency filtration.
- **Educate students:** Educate students about air quality indoors and outdoors.
- **Have an emergency supply kit:** Have an emergency supply kit in an interior room with few windows.
- **Stay informed:** Watch TV, listen to the radio, or check the internet for official news and instructions.

Masks can exacerbate breathing difficulty for sensitive breathers and are not recommended for children.

AQI SCALE KEY:



Heat Wave

Administrators, coaches or other organizers should take measures to make sure participants **stay cool, stay hydrated, stay connected and stay informed**. Make sure water is available during outdoor activities, including water activities. Encourage regular breaks and hydration. Evaluate conditions regularly and make appropriate adjustments – for example, postpone or reschedule practices whenever possible to be held early in the morning or late in the evening to avoid times when heat is more severe.

Closely monitor participants and ask yourself these questions:

- Are they drinking enough water?*
- Do they have access to air conditioning?
- Do they need help keeping cool?
- Are they exhibiting signs and symptoms of heat-related illness (see above)?

Remind participants:

- Getting too hot can make them sick.
- Limit their outdoor activity, especially midday when the sun is hottest.
- Pace their activity. Start activities slowly and pick up the pace gradually.
- Drink more water than usual and don't wait until they're thirsty to drink more.*
- Muscle cramping may be an early sign of heat-related illness.
- Wear loose, lightweight, light-colored clothing.
- Use sunscreen and reapply as needed (follow package directions).

Take the following steps to prevent heat-related illnesses, injuries and death during hot weather:

- Stay in an air-conditioned indoor location as much as you can.
- Assess your hydration and be aware of your individual hydration needs (urine color, body mass changes, thirst).*
- Schedule outdoor activities carefully.
- Wear loose, lightweight, light-colored clothing and sunscreen.
- Pace yourself.
- Take cool showers or baths to cool down.
- Check on other participants or teammates and have someone do the same for you.
- Monitor the environmental conditions on site using a Wet Bulb Globe Temperature (WBGT) device**
- Check the local news for health and safety updates.
- Check the National Weather Service [Heat Risk Forecast](#).

HEAT WAVE TERMS

- **Heat Index or “Apparent Temperature”:** An estimate of the temperature that the body feels when the effects of heat and humidity are combined. Note that exposure to direct sunlight can increase the heat index by as much as 15° F.
- **Excessive Heat Outlook:** A heat wave may develop in the next three to seven days.
- **Excessive Heat Watch:** Conditions are favorable for a heat wave (high Heat Index) in the next 12 to 48 hours.
- **Heat Advisory:** An uncomfortable, potentially dangerous heat wave (daytime highs from 100-105° F) is forecast within the next 36 hours.
- **Excessive Heat Warning:** A dangerous heat wave (daytime highs from 105- 110° F) is forecast within the next 36 hours.

FIRE

When the fire alarm sounds, evacuate the building following the emergency routes that are posted in each room. Teachers should close all doors and windows and be sure to have their student rosters and red/green cards with them. Teachers and supervisors who do not have a regular class (ELD, RSP, library, etc.) are responsible for the students they have at the time of the emergency and should remain with those students until it is safe for students to join their regular class. Emergency personnel will extinguish the fire. Nobody will be allowed to re-enter the buildings until the all clear signal comes from the office.

Maintenance Supervisor will assess the damage and the superintendent, or designee, will decide to evacuate or not. If the superintendent orders evacuation, procedures outlined in the 'Staff Responsibility' and 'Crisis Response Team' sections of this plan will be initiated.

A Crisis Response Team (CRT) meeting will convene as soon as possible to review the effectiveness of the emergency response.

EMERGENCY RESPONSE FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed and lights turned off. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Buildings

SITE ADMINISTRATOR ACTIONS:

1. Sound the fire alarm to implement **EVACUATION** of the building.
2. Immediately **EVACUATE** the school using the fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left
5. the building.
6. Ensure that access roads are kept open for emergency vehicles.
7. Notify appropriate utility company of suspected breaks in utility lines or pipes.
8. If needed, notify bus dispatch for **OFF-SITE EVACUATION to Gerber Fire Station**
9. by **DIRECTED TRANSPORTATION**.
10. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

1. **EVACUATE** students from the building using fire routes
2. Mark students accounted/unaccounted for on emergency response system and a green/red card. Report missing students to the Principal/designee and/or emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

If it's only a drill, an all clear message will be announced and you may proceed back to your rooms. If it were a real fire, you will remain in your line and wait for instructions as to where to proceed.

BOMB THREAT

If a bomb threat is received, the employee receiving the call will try to keep the caller on the phone as long as possible; trying to note gender, age, speech patterns, who planted the bomb, why it is planted, where it is located and when it will explode. Try to identify any background sounds that are audible behind the caller. Immediately call 911.

If, in the superintendent's judgment, the threat warrants response, the fire alarm will sound and the buildings evacuated.

Only trained "bomb squad" personnel will be allowed to enter the building to search for the explosive device. If the superintendent orders an evacuation, the procedures outlined in the 'Staff Responsibility' and 'Crisis Response Team' sections of this plan will be initiated and the Bomb Threat Procedure should be followed. A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

EMERGENCY RESPONSE BOMB THREAT

In the event that the school receives a Bomb Threat by telephone, keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete your Bomb threat notes as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt the caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify the site administrator immediately after completing the call.
- Complete your Bomb Threat notes.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm and initiate evacuation on emergency response system.
- Notify the Superintendent/Principal of the situation.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (offices, bathrooms and), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If a suspicious item is found, make no attempt to investigate or examine the object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary routes.
- Upon arrival at the designated safe site, mark students accounted/unaccounted for on emergency response system.
- Do not return to the building until emergency response officials determine it is safe.

FIRE/BOMB THREAT PROCEDURE

An actual fire/bomb threat emergency or drill will be signaled by the FIRE ALARM. You will also receive a Catapult message that will provide a description of the situation. In the event of a fire/bomb threat, please initiate the following procedures:

1. Using evacuation routes, take your class to your designated area, and line up single file in front of your number.
2. Bring a CLASS ROSTER and RED/GREEN card with you to your designated area.
3. Close doors and turn off the lights. LOCK DOORS.
4. In the event that students are not with their homeroom teacher at the time of the drill, they need to walk to the designated area of their homeroom class and line up.
5. Take roll and use your GREEN/RED card to indicate if you have all of your students.
6. The end of the drill or emergency will be signaled by an ALL CLEAR message. Once the ALL CLEAR is given you may proceed back to your room and resume normal activities.
7. In the event that the ALL CLEAR is NOT given, wait in the designated area for further instructions.

EARTHQUAKE

In the event of an earthquake teachers will direct students to "Duck and Cover" until the shaking has stopped. If, in the **Superintendent's** judgment, the earthquake has been strong enough to cause structural damage, the fire alarm will sound to clear the buildings. If the electricity is out, the **Assistant Principal** will inform each classroom to evacuate.

The Supervisor of Maintenance will assess the damages and the Superintendent will order either evacuation of the school grounds or re-entry into the buildings. If the Superintendent orders evacuation, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

EMERGENCY RESPONSE EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

Inside Building

SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Notify TCDE of school and personnel status. Determine who will inform the public information media as appropriate.
- Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under the table or other sturdy furniture with back to windows.
- Check for injuries. Render First Aid, if necessary.
- After shaking stops, listen for **EVACUATE** procedures. Do not return to the building. Bring attendance roster (green/red card).
- Check attendance at the assembly area. Report any missing students to the site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter the building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students to designated areas.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to the principal/site administrator.
- Stay alert for aftershocks.
- Do NOT re-enter the building until it is determined to be safe.
- Follow instructions of the site administrator.

EARTHQUAKE PROCEDURE

Teachers: close all doors and turn off the lights

Teachers and Students:

- Move away from all windows
- Drop
- Duck under a desk or table
- Cover your head
- Stay still until the earthquake is over
- Once the earthquake ends, classrooms are to follow fire drill procedures and line up on the track in order of the fire drill.

When we have an EARTHQUAKE drill, I will use the all-call and announce “**This is an earthquake drill**” twice to let you know the drill has started. You will also receive a Catapult message that will provide a description of the situation. After the rooms have been checked, we will sound the fire alarm and all classes are to follow our fire drill procedure.

The students are to line up on the track, if possible students should sit, you need to take roll on emergency response system and use your green and red room number card to indicate if you have all of your students with you. If it’s only a drill, the all clear bell will be used and you may proceed back to your room. If it were a real EARTHQUAKE, you will remain in your line and wait for instructions as to where to proceed.

SEVERE WINDSTORM/TORNADO

In the event of severe winds that have the potential to tear materials from the buildings, an all call message will be announced for students and staff to return to class.

If damage begins to occur, such as windows breaking or materials flying against walls or windows, teachers should order students to "Duck and Cover", facing away from walls that have the most windows. When winds have subsided, **the Superintendent** will assess the damages and **Superintendent** will decide to either resume class or evacuate. If the Superintendent orders evacuation, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

Tornado PROCEDURE

Teachers: close all doors and turn off the lights

Teachers and Students:

- Move away from all windows
- Drop
- Duck under a desk or table
- Cover your head
- Stay still until the tornado is over
- Once the tornado ends, classrooms are to follow fire drill procedures and line up on the track.

Staff/Students in portables need to go to the nearest permanent building, or cafeteria for coverage. Students outside would need to refer to an adult in the area for directions on where to go.

When we have a TORNADO drill, the administration will use the all-call and announce "**This is a tornado drill**" twice to let you know the drill has started. You will also receive a Catapult message that will provide a description of the situation. After the rooms have been checked, we will sound the fire alarm and all classes are to follow our fire drill procedure.

The students are to line up on the track, you need to take roll and use your green and red room number card to indicate if you have all of your students with you. If it's only a drill, the all clear bell will be used and you may proceed back to your room. If it were a real TORNADO, you will remain in your designated safe area and wait for instructions as to where to proceed.

CHEMICAL SPILL

In the event of a potentially dangerous toxic chemical spill, the local emergency response officials will tell the **Superintendent** how to respond. If it is important to act quickly to avoid airborne toxins, an all call message will be announced for students and staff to return to class. All windows and doors need to be closed and air conditioner/heating units need to be turned off. Teachers are to remain in classrooms while awaiting further instructions from the office.

If the **Superintendent** orders an evacuation, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents may result from a transportation accident or an industrial spill, involving large quantities of toxic material.

SITE ADMINISTRATOR ACTIONS:

- Notify TCDE, the Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- Notify the Maintenance Supervisor.
- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.

STAFF ACTIONS:

- If **SHELTER-IN-PLACE**, close all doors and windows.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to designated areas.
- Upon arrival at the safe site, take attendance (green/red card) to be sure all students have been evacuated and accounted for.

CIVIL DISTURBANCE ON CAMPUS

If a disturbance occurs on campus that has the potential to cause harm to students or staff, a code red alert will be initiated on the emergency response system. The Code Red Procedure should be followed, and immediate dispersal of those causing the disturbance will be ordered by Administration. If the dispersal does not take place immediately, either more staff will be asked to respond or law enforcement will be summoned. Once the disturbance has been quelled, code red alert on the emergency response system will be updated to include further instructions or an all clear will be indicated on the emergency response system.

If law enforcement is called, they will take control of the situation and make the decisions as to how to proceed. Students who do not disperse when told to do so will be punished with suspension or possible expulsion depending on the severity of the disturbance and their past behavior record.

If the situation is so serious that law enforcement or the superintendent orders evacuation of the site, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

Procedures for Handling Immigration Enforcement Activity

This policy establishes the required procedures for all district staff when responding to immigration enforcement activity and protecting the confidentiality of student, family, and employee information under AB 49. Site administrators are responsible for ensuring all staff are trained annually on these procedures.

Initial Response to Immigration Enforcement Officers

When any individual identifying as an immigration enforcement officer approaches a school site:

1. **Remain calm and professional.**
2. Immediately **notify the superintendent or designee.**
3. **Do not grant access** unless an administrator has reviewed documentation as described below.
4. **Request valid identification**, including agency, full name, and badge/credential and document.
5. **Request the purpose of the visit** and the area the officer seeks to access.

No employee other than the administrator or superintendent may authorize access, unless authorized.

Verification of Documents: The administrator or designee must examine and verify the following **before granting access**:

- **Judicial warrant** issued by a federal or state judge
- **Court order** specifically identifying the person, records, or location

If documentation is unclear, incomplete, or invalid:

1. Politely decline access.
2. Inform the officer that the district requires valid judicial documentation.
3. Contact the superintendent or designee immediately.
4. Document the interaction (see section 5)

Access may only be granted when:

- Documentation is legally valid and verified, **and** The superintendent or designee authorizes entry.

A staff member must remain with the officer at all times while they are on campus, unless legally prohibited.

Procedures for Requests for Student, Family, or Staff Information

Prohibited Actions: District employees **shall not**:

- Disclose immigration, citizenship, or personal information of any student, family member, teacher, or staff
- Confirm verbally whether a student or staff member is present on campus
- Provide access to education records without proper authorization

These protections apply to all forms of data: verbal, written, electronic, directory information, and third-party databases.

Required Review Process

When an immigration officer requests records or information:

1. Politely decline and refer the individual to the **superintendent or designee.**
2. The superintendent or designee shall:
 - Review the **judicial warrant, subpoena, or court order**
 - Consult legal counsel as necessary
 - Determine whether parental/guardian **written consent** is required
3. Records may only be released following legal review and approval.

Handling of Education Records

If a valid order requires disclosure:

1. Notify the parent/guardian **unless prohibited by law**.
2. Provide only the specific information listed in the order.
3. Document the release, including:
 - Date and time, Type of documents released, Name and badge of receiving officer, Copy of the warrant/order
4. Maintain records in a secure district file.

Student and Family Safety Procedures: Staff must follow these procedures when immigration enforcement activity occurs near or on campus:

1. If students witness the presence of immigration officers, reassure them calmly and direct them to class or a safe area.
2. Notify the superintendent or designee for districtwide communication guidance.
3. School will be placed on a code yellow if immigration enforcement is attempting to come on campus.

Required Reporting to the Governing Board

The superintendent or designee shall provide a written report to the governing board whenever:

- Immigration enforcement officers request access to campus, or
- Immigration enforcement officers request student, family, staff, or teacher information

The report shall include:

- Date/time of the request, Name and agency of the officer, Documentation presented, Action taken by staff, Any records disclosed (if applicable)

Reports must be kept in district files.

District Policy Updates and Compliance with AG Guidance

1. The district shall revise BP/AR policies to reflect these updates by **March 1, 2026**.
2. Updated policies must be:
 - Posted on the district website
 - Provided to CDE upon request
3. Administrators shall review the updated AR with staff during annual training.

Staff Training Requirements: Annual training for all district employees must include procedures outlined in this policy.

Communication With Families

The district will annually distribute parent/guardian notices regarding:

- Student privacy rights
- Limitations on immigration enforcement at schools
- The district's non-collection of citizenship/immigration information
- Notice of any immigration enforcement on campus

Recordkeeping

The superintendent or designee shall maintain:

- Copies of all warrants, subpoenas, or orders presented
- Reports submitted to the governing board
- Staff training records
- Updates to district policies related to AB 49

THREAT OF VIOLENCE OR ACTUAL VIOLENCE BY AN AGGRESSIVE OR ARMED INDIVIDUAL

If an overly aggressive or armed individual poses a threat to students or staff, law enforcement will be called immediately. A code red alert will be initiated on the emergency response system and the Code Red Procedure will be followed. At that time law enforcement is in charge and dictates actions from then on. The emergency response system will inform teachers when danger has passed. If the superintendent orders evacuation through the emergency response system, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

AFTER THE DISASTER:

In any disaster situation or a situation where life is lost, including accidental death away from school or suicide, there will be grieving. To respond to that grief, be it an individual or many people, the CRT will meet as soon as possible to plan for providing grief support. Once the CRT has devised a plan, it will be shared in a meeting with all involved staff members. The goals of these meetings are to provide staff with methods to help the students with their grief and to determine the scope of the counseling that will be made available to those who want it. A team of counselors from other districts and County Mental Health is available upon request. Counseling will be provided on site for as long as it is feasible. If recommended by school counselors, individuals will be referred for further counseling to private or public providers.

EVACUATION PLAN FOR PARENT PICK UP ON CAMPUS AND OFF CAMPUS:

ON CAMPUS--- Parents will be directed by school personnel to use the school parking lot to pass through when picking up their child. A school staff member will direct traffic and radio staff members to release students from their locations to the front of the school to be picked up by their parent/guardian. Parents or Guardians or emergency contact must be identified by staff.

STUDENTS USING THE BUS--- Students who use the bus to be transported home, will be directed to the bus barn where they will be loaded on the bus and transported home.

OFF CAMPUS--- If Gerber students have to be evacuated from school to one of our designated off campus evacuation sites, they will be kept in one area. As their parents arrive to pick them up, parents will ask a school staff member for their child. The parent or emergency contact must be identified by staff prior to release. The staff member will retrieve their child from the secure area and release the child to the parent. A list will be kept of children being released.

EMERGENCY RESPONSE TO WEAPON

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect
- and/or area. Move others to a safe area to protect them from danger.
- Alert administration.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- If possible, provide first aid for victims, if needed.
- Account for all students.
- Assist police officers – provide identity, location and description of individuals and weapons.

SITE ADMINISTRATOR ACTIONS:

- Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- Identify command post for police to respond. Assist police to enter the school.
- Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If the suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
 - Name of student with weapon.
 - Location of witness when weapon was seen.
 - What did the student do with the weapon after it was displayed?
 - What is the current location of the student with the weapon?
 - Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search the student with another adult witness present. Police officers should take possession of and secure any weapon located.
 - Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick up or carry his own belongings.

Student based threat of significant violence

1. Secure safety of child and others
2. Contact law enforcement
3. Administer a [threat assessment checklist](#) with SEB team and administrators
4. Conduct a student and [parent interview](#) (separately)
5. Meet with SEB team and administrators to complete [determination form](#)

CODE Yellow Procedure

Superintendent or designee: Announcement over the loudspeaker **“Attention staff we are going into a Code Yellow please check your emergency response system message.”** The catapult message will provide a description of the situation and you are to shelter in place”.

Hold and Secure-

A code yellow is a situation in which students need to stay in their rooms with their teachers. Normal classroom activity continues. Students and staff remain in a code yellow until it is resolved on catapult or elevated and additional instructions are given.

EMERGENCY CODE YELLOW PROCEDURES

- Lock doors but admit students assigned to that class.
- Students in the bathroom or hallway need to return to class.
- Do not leave the classroom or allow students to leave. Continue instruction.*** If a student or adult has an urgent bathroom need, please contact the safety team using Catapult safety system or call the main office at 1552 or 1554. If the situation is safe, someone will come to escort the person to the bathroom.
- If outside, gather students and head to your classroom or library.
- Learning Center/ELD/RSP students stay where they are until “all clear” is given and they can return to their home classroom.
- Close blinds to keep unnecessary distractions away while instruction continues.
- Call front office only in the case of an emergency.
- DO NOT MAKE ANY PHONE CALLS. (This includes both school phones and cellular phones.)
- When the “all clear” is given please resume your regular schedule.

CODE RED Procedure

Run - Hide - Fight

Implement ALICE (Alert, Lockdown, Inform, Counter, Evacuate)

**ALICE is not designed to be sequential*

Alert

Staff Member: Announcement over the loudspeaker **“Attention staff we are going into a code RED please check your catapult message.”** The catapult message will provide a description of the intruder, their location on campus and any additionally known information and/or directions”. Notify authorities and send school messenger notice to parents regarding the situation and instructing them to stay away from campus until all clear has been given.

Lockdown

Lockdown and barricade entry points (making yourself a hard target) lights off, stay still and quiet. Keep yourself out of view from intruder. **Go onto Catapult and identify yourself, account for kids present and send a message if you have any additional students and/or adults in your classroom. Continue to check catapult messages until the all clear has been lifted.**

Inform

Superintendent or designee will give real-time updates over the emergency response system. Updates during a violent intruder incident allow you to make sound decisions about how to react and what steps, if any, to take next. They can also act as good distractors for the intruder. **If law enforcement gives commands follow them immediately**

Counter

Counter the attacker as a last resort. In the event that evacuation is not an option because the intruder is too close in proximity, the area cannot be secured, and/or the barricade has been breached, countering the intruder is essential. Use any objects available, spread out, yell, and be ready to use confusion to make yourself a difficult target.

Evacuate

Evacuate, or get out! Goal is to put as much time and distance as possible between you and the attacker. Don't use the same rally point as with a fire or earthquake drill, you will want to move much further away from this danger zone. a) orchard b) slu c) safe house near by school d)use best personal judgment for evacuation point. Try to make sure you have your phone or device with you so that you can communicate with the school and have Aeries access for student information.

EMERGENCY ACTION - ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude an emergency.

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system: **“Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”**
2. Use Catapult, if appropriate.

SITE ADMINISTRATOR ACTIONS:

1. Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
2. Make the **ALL CLEAR** announcement.
3. Depending on the severity of the emergency, use Catapult or send a brief written note home with a description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.

Child Abuse Reporting Policy

Reporting Procedures

1. Initial Telephone Report: Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department, sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166). Such reports shall also be made to the following agency(ies): Child Protective Service 310 S Main St, Red Bluff, CA 96080 (530) 527-1911

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report: Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardian.
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting: The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

SUICIDE PROTOCOL STEPS

Below are the basic steps to follow in any crisis situation, involving a student.

1. **Immediately contact SEB team or other mental health professional to interview student who made crisis outcry to identify crisis type and severity.**
2. **Notify parent/guardian or child protective services and campus admin of crisis.**
3. **Assist family or school/community personnel with crisis intervention (e.g., providing outside counseling referrals).**
4. **Submit a crisis report to the admin. for documentation purposes.**
5. **Follow-up with the student within 48 hours after crisis intervention.**

In addition...

The school has a role to ensure all staff have information about the common warning signs of suicide and know that someone who is experiencing one or more of these warning signs is very likely to need support.

Any disclosure about wanting to die or thoughts about or actual self-harm or harming others (including in the abstract) or disclosures from friends, requires serious attention and this information needs to be communicated to trained staff designated to address situations such as at-risk behaviors; trained staff defined below.

Trained staff available to address at-risk behaviors:

- The school needs to identify school staff who are trained and can be available to respond to a referral and attend support and planning meetings with mental health services.
- The staff member in this role would facilitate contact with the student, their family and mental health services. Mental health services can then provide a clinical risk assessment of the student and put a support plan in place in collaboration with the family and the school.
- For Gerber School, this includes: school counselor, psychologist, behavior coordinator, mental health professionals, and/or admin.

Teachers are not expected to be counselors. If a teacher has seen some warning signs of a student feeling suicidal, they can let the student know they are concerned about them and are willing to help. It is important that all concerns are responded to. Once a teacher becomes aware of a concern, he or she must refer to the counselor or other designated person, *no matter how uncertain they are of the seriousness of the risk.*

Suicide Risk Assessment:

Suicide risk assessment should only be carried out by the counselor or designated staff member. However, if no suitably trained person is available within the school at the time, and the situation is concerning, then contact should be made with the family, expressing these concerns and suggesting the student should be referred to a local Crisis Center, youth service, or their doctor. The school should follow up with the student to see what outside support has been established. If no support has been identified, then the school may need to contact the student's family and provide support.

Referring the at-risk student:

- If a teacher is concerned about a student's behavior, or what they have been saying or writing about, the teacher needs to tell the student about their concerns and that they can assist them to talk with someone who will help them.
- If the student does not want to receive any help, the teacher should refer the student on to the school's support services (for example, to the school counselor).
- Even after referring on, a teacher should continue to support the student, for example, by asking about how they're going and reminding them that there are supports available.
- Any actions taken by the teacher should be in the context and parameters of the safety plan for the individual student.

How teachers respond to imminent suicide

When there is imminent risk of suicide, it will be necessary for any adult present to supervise the student and

arrange a clear transfer of responsibility to another professional or the family. This may mean informing parents or significant others even if the student does not agree.

If a teacher is in a situation where it is clear a student is about to take their own life and immediate help is not available, the teacher needs to:

- Tell the student that you care and you want to help them
- Listen to them and express empathy for what they are going through
- Tell the person that thoughts of suicide are common and do not have to be acted on.

If the student has a method and a plan this means he or she is actively suicidal and should not be left alone.

- If the student has contacted you by phone, text, email or similar, establish where the student is and ask if anyone is with them or nearby.
- Get the student to think about people or things that have supported them in the past and find out if these supports are still available. If they are, encourage the student to access them.
- Call or have someone else call emergency services 911. Tell the operator there is a young person who is suicidal (give address or location). Provide other relevant information, such as whether the person has been drinking. Give your name and contact details.
- Call the student back or stay with them and remove access to means of suicide until emergency services arrive. Do not use guilt or threats to prevent suicide, such as telling them they will ruin other people's lives if they die by suicide as this may further exacerbate the situation.

Handing over responsibility

As soon as possible, teachers must involve the school counselor who will inform the school principal. The counselor, school psychologist, behavior coordinator, or mental health professional will immediately contact the local mental health service or (after hours) the Tehama County Health Services Agency, Mental Health department's 24-hour Crisis Unit. The counselor, school psychologist, behavior coordinator, or mental health professional will also let the principal know that the crisis team has been contacted and that a referral is to be made to mental health services. The counselor, school psychologist, behavior coordinator, or mental health professional and principal should discuss what information will be shared with staff and when and how this will happen.

School management should follow up with mental health services to discuss the actions taken and the welfare of the student. Social-emotional, behavior team (SEB) staff should follow up with the student on the next school day. Teachers should seek help and support from their friends, work colleagues, family and others as needed. They may need to take time to look after their own support needs and to remember that despite their best efforts, some people will still attempt or carry out suicide.

Teachers and Confidentiality

Teachers and others involved with a threatened suicide should never agree to keep a plan for suicide confidential. If there is a risk to a student's life, immediate action is needed and this may mean informing parents or others even if the student does not agree. Teachers can talk to the student about their respect for the student's right to privacy and to their future involvement in any decisions about who needs to know what has happened.

 25-26 Gerber School Youth Suicide Prevention Policy

BULLYING POLICY

Gerber Elementary School recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Bullying of students by other students or staff members will not be tolerated. Instances of bullying will be investigated and students will be disciplined according to Ca. Ed. Code 48900 R (1), (2). This includes cyberbullying. Cyberbullying includes the creation or transmission 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. Gerber Elementary School reserves the right to collect information from social media and electronic devices to aid in investigations of cyberbullying involving our students.

Gerber Union Elementary School District Naloxone Policy

For use in for persons without individual physician written orders: The Gerber Union Elementary School District recognizes that deaths from prescription painkillers (opioid or narcotic pain relievers) have reached epidemic levels, and that a crucial mitigating factor involves the nonmedical use of prescription painkillers. Many of these deaths are preventable through the timely provision of an inexpensive, safe and effective drug, an opioid antagonist, along with the summoning of emergency responders.

The School District recognizes that school districts, county offices of education or charter schools may provide naloxone hydrochloride or another opioid antagonist to school nurses and trained personnel who have volunteered and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

The School District recognizes that the naloxone hydrochloride or another opioid antagonist is to be furnished exclusively for use at the school district school site, county office of education school site, or charter school, and that the qualified supervisor of health (or administrator if there is no qualified supervisor of health) shall obtain from an authorizing physician and surgeon a prescription specifying the quantity of naloxone hydrochloride or another opioid antagonist to be furnished.

Pursuant to California Education Code 49414.3, any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains a description of the training that the volunteer will receive, and the right of an employee to rescind his or her officer to volunteer. Trained volunteer personnel shall be provided with defense and indemnification for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) or Title 1 of the Government Code. This information shall be reduced to writing, provided to the volunteer and retained in the volunteer's personnel file.

Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

- I. Training: Each staff authorized to administer naloxone nasal spray shall be trained with the specified type/dose of naloxone nasal spray that they will be required to use. The training will include :
 1. Techniques for recognizing the signs and symptoms of a suspected overdose
 2. Emergency response and procedures for an unresponsive person.
 3. Training no how to administer Naloxone.

- II. Storage: Naloxone will be clearly marked and stored in an accessible place at the discretion of the school nurse. The school nurse will ensure that all other relevant staff are aware of the naloxone storage location. Naloxone will be stored in accordance with manufacturer's instructions to avoid

extreme cold, heat, and direct sunlight. Inspection of the naloxone shall be conducted regularly.. Check the expiration date found on box.

- III. Understanding and Recognizing Opioid Overdoses: An overdose is an injury to the body that happens when a drug is taken in excessive amounts. An overdose can be fatal or nonfatal. During an opioid overdose there are so much opioid or combination of opioids and other drugs in the body that the victim becomes unresponsive to stimulation and /or breathing becomes suppressed and inadequate. The lack of oxygen eventually affects other vital organs including the heart and brain, leading to unconsciousness, coma and death.

Opioid Prevention and Life-Saving Response Procedures

Signs of an Opioid Overdose:

- Pale, blue, or cold skin
- Small, constricted pinpoint pupils
- Limp body response
- Slow, erratic or undetectable pulse
- Drowsiness or loss of consciousness
- Choking sounds or a gurgling/snoring noise
- Slow, erratic or ceased breathing
- Nonresponsiveness

- IV. Use of Naloxone: In case of a suspected opioid overdose, the school nurse or other trained staff shall follow the protocols outlined in the naloxone training:

1. Call 911
2. Administer rescue breathing as needed
3. Remove naloxone nasal spray from box by peeling back the tab with the circle to open the spray.
4. Hold the naloxone nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.
5. Tilt the head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into either nostril until your finger are against the bottom of the person's nose.
6. Press the plunger firmly to give the dose of naloxone nasal spray.
7. Continue rescue breathing and remain with individual until he or she is under the care of medical professional. Start CPR if needed.
8. Give another dose of naloxone with new nasal spray in 3 minutes if no response or minimal breathing or responsiveness
9. Naloxone wears off in 30-90 minutes, which necessitates definitive medical care

V. Follow –Up:

1. After administration of naloxone, the school nurse or other trained staff will follow reporting protocols/Incident Report Form.
2. Ensure that the overdose victim was transported to the Emergency Room and notify parents/guardians.
3. Notify appropriate student services and consider a plan of care for the individual's safe return to school.
4. Provide substance abuse prevention resources to the overdose victim and family, as appropriate.

[Concussion Emergency Action Plan](#)

Concussion Emergency Action Plan

A concussion is caused by a direct blow to the head, face, neck or elsewhere on the body that causes the head and brain to move rapidly back and forth. Concussions are a traumatic brain injury that can range from mild to severe and can disrupt the way the brain normally works. Concussions occur with or without loss of consciousness, but the vast majority of concussions occur without loss of consciousness. A concussion should be suspected if any of the following symptoms are present.

Observed Signs	Physical Symptoms	Cognitive Symptoms	Emotional Symptoms
Appears dazed/stunned	Headache or pressure in head	Difficulty thinking clearly	Irritable
Confusion about events	Nausea or vomiting	Difficulty concentrating	Sad
Repeats questions	Balance problems or dizziness	Difficulty remembering	More emotional than usual
Answers questions slowly	Fatigue to feeling tired	Feeling more slowed down	Nervous
Can't recall events prior to the hit	Blurry or double vision	Feeling sluggish, hazy, foggy or groggy	
Can't recall events after the hit	Sensitivity to light		
Loses consciousness (even briefly)	Sensitivity to noise		
Shows behavior or personality changes	Numbness or tingling		
Forget class schedule or assignments	Doesn't "feel right"		

The person should be seen in an Emergency Room right away if they have:

One pupil larger than the other	Convulsions or seizures
Drowsiness or cannot be awakened	Unusual behavior
Headaches that get worse and won't go away	Difficulty recognizing people or places
Weakness, numbness or decreased coordination	Repeated vomiting or nausea
Slurred Speech	Loss of consciousness
Increasing confusion, restlessness or agitation	

1. Check for signs or symptoms when student or staff first arrives at office.
2. Students or staff who experience one or more of the signs or symptoms of concussion after a bump, blow, or jolt to the head should be referred to a health care professional.
3. If a parent is coming to take the student to a health care professional, provide a list of symptoms to the parent.
4. Have the health care professional provide a letter to the school outlining Return to Play and Return to Learn Protocols.

Anaphylaxis Emergency Action Plan

Anaphylaxis is a severe life threatening allergic reaction. It can occur seconds to a couple hours after exposure to an allergen.

Severe Symptoms

Lungs: Shortness of breath, wheezing, repetitive cough

Heart: Pale or bluish skin, faintness, weak pulse, dizziness

Throat: tightness, trouble breathing or swallowing

Mouth: Significant swelling of the tongue or lips

Skin: many hives over body, widespread redness

Gut: Repetitive vomiting, severe diarrhea

Other: Feeling something bad is about to happen, anxiety, confusion.

For any Severe Symptoms or a combination of symptoms from different body areas:

1. Inject Epinephrine Immediately.
2. Call 911.
3. Consider giving additional medications if ordered (antihistamine or bronchodilator)
4. Lay person flat, raise legs and keep warm. If breathing is difficult or they are vomiting, let them sit up or lie on their side.
5. If symptoms do not improve or return, more doses of epinephrine can be given about 5 or more minutes after the last dose
6. Alert emergency contacts
7. Transport patient to ER, even if symptoms resolve.

Mild symptoms

(For mild symptoms from more than one system area, give Epinephrine)

Nose: Itchy or runny nose, sneezing

Mouth: Itchy mouth

Skin: a few hives, mild itch

Gut: mild nausea or discomfort.

For Mild Symptoms from a single system area:

1. Administer antihistamines if ordered by MD
2. Stay with person, alert emergency contacts.
3. Watch closely for changes. If symptoms worsen, give epinephrine.

Administrations of Epinephrine:

1. Remove Blue safety cap.
2. Place orange tip on thigh.
3. Press hard in to thigh under mechanism functions (clicks) and hold in place for 10 seconds.
4. Remove from thigh and massage area for 10 seconds.

GERBER SCHOOL STAFF ROSTER 2025 - 2026

Classroom Teachers

Melanie Nolan	TK	Room 26	Extension 1526
Teresa Manning	TK	Room 28	Extension 1528
Valeria Miranda	Kindergarten-DI	Room 27	Extension 1527
Todd Bateman	Kindergarten	Room 25	Extension 1525
Renee Thornhill	First Grade	Room 17	Extension 1517
Lupe Cuin	First Grade-DI	Room 18	Extension 1518
Courtney Smith	Second Grade	Room 19	Extension 1519
Rocio Perez	Second Grade-DI	Room 20	Extension 1520
Maria Chavez	Third Grade	Room 15	Extension 1515
Joana Campos	Third Grade-DI	Room 23	Extension 1523
Chasity Lewis	Fourth Grade	Room 13	Extension 1513
Lupe Maldonado	Fourth Grade	Room 14	Extension 1514
Jacky Carrillo	Fifth Grade	Room 16	Extension 1516
Lori Dye	5th/6th Grade	Room 8	Extension 1508
Eduardo Garcia	Sixth Grade	Room 7	Extension 1507
Kishi Smith	Seventh Grade	Room 9	Extension 1509
Kaitlyn Mattson	Seventh/Eighth Grade	Room 5	Extension 1505
Cort Mitchell	Eighth Grade	Room 10	Extension 1510

Specialized Staff Support

Al Gomes	Behavior Coordinator	Room 35	Extension 1535
Elizabeth Cross	Resource Specialist 6-8	Room 4	Extension 1504
Mark Kitchen	Resource Specialist Tk-5	Room 22	Extension 1522
Annaluz Rockefeller	Resource Specialist	Room 12	Extension 1412
Speech	Speech	Room 12	Extension 1512
Delana Button	WIN	Room 24	Extension 1524
Maria Tadeo	ELD Teacher	Room 32	Extension 1532
Marci Spencer	ELD Teacher	Room 32	Extension 1532
Stephanie Rogers	Music Teacher	Room 2	Extension 1502
Michelle Bloxham	Media Resource Aide	Media Res.	Extension 1511
Dale Cheatham	Psychologist	Media Res.	Extension 1558
Cori Dittner	School/Resource Counselor	Room 34	Extension 1534
Jenny Raschein	Nurse (T/W)	Room 1	Extension 1501
Leo Morlet	PE Teacher	Room 3	Extension 1503
Tina Fleischer	Reading Specialist	Media Res.	Extension 1524
Alisia Meza	Family Engagement Partner	Room 21	Extension 1521
Sensory Room		Room 33	Extension 1533

Office Staff

Jenny Montoya	Superintendent/Principal	Office	Extension 1551
Vanessa Ortiz	Asst. Principal	Office	Extension 1550
Carrie Perea	CBO	Office	Extension 1543
Pebbles Lomeli	Business Office Manager	Office	Extension 1553
Amber Van Ornum	Account Clerk	Office	Extension 1554
Arianna Crispin	Bilingual Dist. Secretary	Office	Extension 1552
Hortensia Furbee	Office/Cafe Asst.	Office	Extension 1559

Instructional &/or Student Support

Beth Young	Paraprofessional/Cafe
Ronda Dimitriadis	Behavior Support/Bus
Cindy Santos	Supervision/Cafe/YD/PE
Tracy King	Behavior Support
Yarisbel Ramirez	Paraprofessional
Yasmin Chavez	Paraprofessional
Megan Johnson	Paraprofessional
Ashley Marin	Paraprofessional
Valeria Garnica	Paraprofessional
Miriam Avalos	Paraprofessional
Courtney Schaubroeck	Paraprofessional
Janet Anaya	Paraprofessional
Araceli Medrano	Paraprofessional
Carolina Estrada	Paraprofessional
Azucena Rosales	Paraprofessional
Lucero Cayetano	Paraprofessional
Briana Cervantes	Paraprofessional
Nayeli Romero	Paraprofessional

Cafeteria/Maintenance/Transportation

Julie Matlock	Cook	Cafeteria	Extension 1544
Jessenia Palafox	Cook Assistant	Cafeteria	Extension 1544
Jesse Johnson	Supervisor of Maintenance & Operations	Shop	Extension 1556
Rhoda Helkey	Transportation Supervisor	Stage Room	Extension 1555
Mike McCarty	Custodian	Shop	Extension 1556
Albert Hale	Custodian	Shop	Extension 1556
Alvaro Gamboa	Maint, Grounds, Bus Driver	Shop	Extension 1556
Alfonso Diaz	Custodian	Shop	Extension 1556
Cathy Goodin	Maintenance/Cafe/Bus	Shop	Extension 1556
James Brooksher	Cafe/Maintenance	Cafeteria	Extension 1544

Afterschool & Preschool Staff

Sean Acevedo	SERRF	Room 30	Extension 1530
SERRF	SERRF	Room 31	Extension 1531
Maria Soria	State Preschool	Preschool	385-1537

Gerber School Campus Map 25/26

