Grand Coulee Dam School District

Board Meeting

School Board Meeting

Date and Time

Monday November 23, 2026 at 5:30 PM PST

Location

Jr./Sr. High Library
505 Crest Drive
Coulee Dam, WA 99116

Agenda

		Purpose
I.	**Opening Items**	
	A. Call the Meeting to Order	
	B. Pledge of Allegiance	
	C. Roll Call	
	D. Approval of Agenda	Vote
II.	**Approval of Minutes**	
	A. Oct 13, 2026 ~ Oct 26, 2026 ~ Nov 9, 2026	Vote
III.	**Approval of Expenditures**	
	A. Payroll Summary & AP Summary	Vote

		Purpose
IV.	**Budget Status**	
	A. Budget Status	FYI
V.	**Superintendent Report**	
VI.	**? Superintendent Award ?**	
VII.	**Public Comment**	
VIII.	**Student Rep.**	
IX.	**Board Comments**	
X.	**Enrollment**	
	A. November Enrollment	FYI
XI.	**Continuing Business**	
	A. Second & Final Reading of Policy 3424-Opioid Related Overdose Reversal	Vote
XII.	**New Business**	
	A. Initiative I-638 Discussion	Discuss
	B. First reading of Policy 3425-Accommodating Students with Adrenal Insufficiency	Vote
	C. December Board Meeting Date Discussion	Vote
XIII.	**Board Reports**	
	A. Elementary-Lisa Lakin	FYI
	B. Jr./Sr. High-Natalie Kontos	FYI
	C. Director of Support Services-Carrie Derr	FYI
	D. Athletic Director-Casey Brewster	FYI

		Purpose
E.	CTE Director-Susan Duclos	FYI
F.	Indian Education Director-Ashley Atkins	FYI

XIV. Executive Session

- Personnel Information Pursuant to RCW 42.30.110(1)(g)

XV. Open Session

XVI. Personnel Items

A. New Hire

XVII. Closing Items

A.	Adjourn Meeting	Vote

Grand Coulee Dam School District
Workshop/School Board Meeting
Minutes

October 13, 2026
5:30 p.m.
Jr./Sr. High Library
505 Crest Dr.
Coulee Dam, WA 99116

1. **Call Meeting to Order:** *Board Chair, Shannon Nicholson called the meeting to order at 5:30 p.m.*
2. **Pledge of Allegiance**
3. **Roll Call:** Present: *Shannon Nicholson, Rich Black, George LaPlace, Alex Tufts, Karen Wapato, Rod Broadnax*
4. **Approval of Agenda**: *M/s by George/Rich to approve the agenda with the correction of Retirement for Tammy Norris. (5-0) Motion Passed.*

I. **Public Comment:** *No public comment*

II. **Board Comments:** *No board comment*

III. **Personnel Items:** *M/s by Alex/George to approve the personnel as presented. (5-0) Motion Passed.*

Resignations/Retirement

a. *Tammy Norris-Jr./Sr. High Secretary (Retire)*
b. Alfredo Labro-Girls Wrestling Coach

New Hires

a. Victor Landeros-*MS/HS Head Girls Wrestling Coach*
b. Aneeka Wilson-Classified Substitute
c. Alissa Seaver-5th & 6th Grade Leadership Class

IV. **Board Workshop Begins:** *Board workshop began at 5:36 p.m.*

V. **Executive Session:** *The board went into executive session at 7:30 pm.*
- *Personnel Information Pursuant to RCW 42.30.110(1)(g)*

VI. **Open Session**: *The board came out of executive session and into open session at 8:15 p.m.*

VII. **Adjourn**: It was m/s by Alex/Karen to adjourn the meeting. (5-0) Motion Passed. Board Chair, Shannon Nicholson adjourned the meeting at 8:17 p.m.

Rod Broadnax
Board Secretary

Shannon Nicholson
Board Chair

Grand Coulee Dam School District

Minutes

Grand Coulee Dam School District

Date and Time
Monday October 26, 2026 at 5:30 PM

Location
Jr./Sr. High Library
505 Crest Drive
Coulee Dam, WA 99116

I. Opening Items

A. Call the Meeting to Order

Board Chair, Shannon Nicholson called the meeting to order at 5:30 p.m.

B. Pledge of Allegiance

C. Roll Call

Present: Shannon Nicholson, Rich Black, George LaPlace, Karen Wapato, Rod Broadnax
Absent: Karen Wapato.

D. Approval of Agenda

M/s by George/Rich to approve the agenda with the revisions off adding Cooper Benzing to New Hire and Tabling Item A Athletic Policy. (4-0) Motion Passed.

II. Approval of Minutes

A. Sep 28, 2026 ~ Oct 21, 2026

M/s by George/Rich to approve the minutes as presented. (4-0) Motion Passed.

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III. Approval of Expenditures

A. Payroll Summary & AP Summary

M/s by Rich/George to approve the expenditures as presented. (4-0) Motion Passed.

Payroll
Warrant # 311001264-311001280
$791,392.43

General Fund AP
Warrant # 311001281-311001335
$223,748.46

ASB Fund
Warrant # 314000128-314000140
$18,620.97

Transportation Vehicle Fund
Warrant # 319000003
$203,614.97

IV. Budget Status

A. Budget Status

Business Manager, Susie Marchand shared the budget status with the board.

V. Enrollment

A. October Enrollment

October FTE is 538.32

VI. Continuing Business

A. Student Rep Interviews

M/s by George/Karen to approve Clarie Nicholson as the new Junior Board Student Rep. (4-0) Motion Passed.

VII. New Business

A. Athletic Policy (Casey Brewster)

This item was tabled

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VIII. Board Reports

A. Elementary-Lisa Lakin

Elementary Principal, Lisa Lakin shared her report with the board. Some items she shared are:
-September was their best attendance month in the past three years. with several new school records.
-Are seeing very few disciplinary referrals and infrequent serious behavior incidents.
-Staff have recognized students with 270 positive referrals, and nearly every staff member has participated.
-Installation of the new playground equipment has begun.

B. Jr./Sr. High-Natalie Kontos

Jr./Sr. High Principal, Natalie Kontos shared her report with the board. Some items she shared are:
-Students grade 7-12 participated in the fall NWEA MAP Growth assessment during the October5-15th testing window.
-Staff Spotlight to High School advisors, Lacey Ward, and Laketha Jordan, Derek and Ashley Atkins and Rylee Pitner for their dedication to making Homecoming a success.
-Student-Led Conferences are on Oct 28th and 29th.
-Raider of the Week is Belle Langstaff.

C. Director of Support Services-Carrie Derr

Director of Support Services, Carrie Derr shared her report with the board. Some items she shared are:
LAP: Families have been notified of their students eligibility and available services.
Assessment: WIDA and state assessment results will be distributed to families during fall conferences.
HiCAP: New highly capable documentation form has been developed and shared with K-8 staff to support consistent documentation of services provided to identified students. Steve Files has developed an alternative documentation form better suited to the needs of students in grades 9-12.
Clock Hours: A new district-level system has been implemented that allows Grand Coulee Dam School District to award Washington State clock hours for professional development and training opportunities that meet the requirments established by OSPI and the Professional Educator Standards Board (PESB)

D. Athletic Director-Casey Brewster

Athletic Director, Casey Brewster shared his report with the board. Some items he shared are:

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-The athletic department is excited to report that they recently received $6,000 in financial support from T-Mobile. $5,000 was awarded to the Athletic Department after entering T-Mobile's contest and being selected as a drawing winner. $1,000 was received through a separate T-Mobile sponsorship.
-Weekly academic eligibility checks remain in place to help ensure student athletes are meeting district academic expectations.

E. CTE Director-Susan Duclos

CTE Director, Susan Duclos shared her report with the board. Some items she shared are:
-Would like to start advertising for Auto Shop/Woods.
-Student-Run Coffee Stand: FBLA ran the coffee stand at concession, again worked out the kinks, hoping to have it running at lunch soon.
-Grant Application: Progress continues with the Perkins Grant application.
-Field Trip took over 30 students to Okanogan College & Career Fair.

F. Indian Education Director-Ashley Atkins

Indian Ed Director, Ashley Atkins shared her report with the board. Some items she shared are:
-Title VI: Continue providing student check-ins, academic assistance, and attendance reengagement support.
-Red Ribbon Week: Indian Ed is partnering with Capstone, Lake Roosevelt Elementary and Jr./Sr. High School for Oct 26-28 activities promoting healthy choices and substance abuse prevention.
-JOM: Harvest night; GCDSD and Nespelem, partnered to host Harvest Night on October 21 at Nespelem School.
-Impact Aid: Preparing source-check documentation to verify eligible student residences and parent employment on qualifying federal property.

IX. Open Session

A. The board came into Open Session at 7:00 p.m.

X. Personnel Items

A. New Hire

It was m/s by George/Rich to approve the Personnel Items as presented with the addition of Cooper Benzing. (4-0) Motion Passed.

XI. Closing Items

A.

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Adjourn Meeting

It was m/s by Karen/George to adjourn the meeting. (4-0) Motion Passed. Board Chair, Shannon Nicholson adjourned the board meeting at 7:01 p.m.

Rod Broadnax
Board Secretary

Shannon Nicholson
Board Chair

Grand Coulee Dam School District

Minutes

School Board Meeting

Date and Time
Monday November 9, 2026 at 5:30 PM

Location
Jr./Sr. High Library
505 Crest Drive
Coulee Dam, WA 99116

I. Opening Items

A. Call the Meeting to Order

Board Chair, Shannon Nicholson called the meeting to order at 5:35 p.m.

B. Pledge of Allegiance

C. Roll Call

Present: Shannon Nicholson, Rich Black, Alex Tufts, George LaPlace, Karen Wapato, Rod Broadnax

D. Approval of Agenda

It was m/s by Rich/George to approve the agenda as presented. (5-0) Motion Passed.

II. Continuing Business

A.

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Athletic Policy Violation (Casey Brewster)

Athletic Director, Casey Brewster and the board had discussion about the Athletic Policy Violation.

III. New Business

A. Senior Trip Date Approval (Lacey Ward & Laketha Jordan~Senior Advisors)

M/s by Alex/Rich to approve the senior trip date (May 30th-June 2nd) they will be going to Hollywood. (5-0) Motion Passed.

B. First Reading of Policy 3424-Opioid Related Overdose Reversal

It was m/s by George/Alex to approve the first reading of Policy 3424-Opiod Related Overdose Reversal. (5-0) Motion Passed.

C. Approval of Tuition Contract Agreement with Keller

It was m/s by Alex/Rich to approve the tuition agreement with Keller school district. (5-0) Motion Passed.

D. Superintendent Evaluation Document Proposal

M/s by Rich/Alex to approve the proposed superintendent eval document as presented. (5-0) Motion Passed.

IV. Open Session

A. The board came out of executive session and into open session at 7:14 p.m.

It was m/s by George/Rich to approve the two secretaries to receive 13 holidays (that was discussed in the grievance) Per 8.1. (5-0) Motion Passed

V. Personnel Items

A. New Hires

It was m/s by George/Rich to approve the new hires as presented. (5-0) Motion Passed.

VI. Closing Items

A. Adjourn Meeting

It was m/s by Karen/George to adjourn the meeting. (5-0) Motiuon Passed. Board Chair, Shannon Nicholson adjourned the meeting at 8:00 p.m.

Rod Broadnax
Board Secretary

Shannon Nicholson
Board Chair

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STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION

SUMMARY OF FULL-TIME EQUIVALENT ENROLLMENT AS
REPORTED ON FORM P223 FOR SCHOOL YEAR ENDING 2027

Grand Coulee Dam School District - (13301)

Grant County No. 13

E.S.D 171

Total K-12 Basic Education Enrollment - including ALE

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	AVERAGE
KINDERGARTEN	29.12	27.16	26.16								27.48
FIRST	33.76	32.45	33.45								33.22
SECOND	32.02	31.02	31.00								31.35
THIRD	47.02	46.02	45.02								46.02
FOURTH	37.00	35.00	35.00								35.67
FIFTH	53.62	53.54	52.54								53.23
SIXTH	42.55	41.76	41.76								42.02
SEVENTH	38.00	37.00	38.00								37.67
EIGHTH	50.10	49.48	49.46								49.68
NINTH	33.66	35.66	36.66								35.33
TENTH	53.24	56.24	56.24								55.24
ELEVENTH	38.65	46.65	46.65								43.98
TWELFTH	34.06	46.34	47.34								42.58
*** TOTALS	522.80	538.32	539.28								533.47

Total K-12 Basic Education Enrollment - By Grade Span - including ALE

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	AVERAGE
KINDERGARTEN	29.12	27.16	26.16								27.48
GRADES 1-3	112.80	109.49	109.47								110.59
GRADE 4	37.00	35.00	35.00								35.67
GRADES 5-6	96.17	95.30	94.30								95.26
GRADES 7-8	88.10	86.48	87.46								87.35
GRADES 9-12	159.61	184.89	186.89								177.13
*** TOTALS	522.80	538.32	539.28								533.47

Grand Coulee Dam School District - Board Meeting - Agenda - Monday November 23, 2026 at 5:30 PM

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Title: **Opioid Related Overdose Reversal**
Code: 3424
Section: WSSDA Model Policies
Section: 3000 - Students

The board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. To assist a person at risk of experiencing an opioid-related overdose, the district will seek to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its schools.

The district must obtain and maintain opioid overdose reversal medication either through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources. The district will seek at least one set of opioid reversal medication doses for each of its schools. However, if the district documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the district is exempt from the obligation to have a set of opioid reversal medication doses for each school. Documentation of good faith effort must be kept on file.

The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- A school nurse,
- School personnel who become designated trained responders, or
- A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district.

Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in the statute and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction. The district shall identify at least one member of each school's personnel to become a designated trained responder who can distribute and administer opioid overdose reversal medication.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals and those who obtain opioid overdose reversal medication over-the-counter, must show proof of training as verified by a licensed registered professional nurse employed or contracted by the district or participate in district training as specified in the accompanying procedure.

Administration of the district's opioid overdose reversal medication will be performed by designated, trained, district personnel as needed. However, "RCW 69.41.095 allows for "any person" (including students) to lawfully possess, store, deliver, distribute, and administer an opioid overdose reversal medication that has been properly prescribed and/or authorized. The board further recognizes that:

- incidences of opioid overdoses are increasing in communities and schools,
- naloxone is highly unlikely to cause harm if administered when not needed,
- students may carry naloxone at school in order to have access to it outside of school, and
- delay in administering naloxone for suspected overdose or delay activating emergency medical services could cause severe harm.

Therefore, neither the district nor its schools will pursue disciplinary action for students or personnel solely for possession or good faith administration of naloxone. Naloxone will not be confiscated from students.

Students who exhibit concern for the risk of overdose for themselves or others shall be counseled on the availability of behavioral health supports and instructed of the district policy and procedure for opioid overdose response, and the importance of summoning adult help and emergency services for any suspected overdose.

If any type of overdose is suspected, including an opioid related overdose, district staff will call 9-1-1 and alert emergency services. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the school district will follow the Washington Department of Health steps for administering naloxone for a suspected opioid related overdose.

Adopted: **February 01, 2020**
Last Revised: **October 30, 2024**
Classification: **Critical**

Legal References:

- Chapter 69.50.315 RCW Drug-related overdose
- Chapter 69.50.315 RCW Health Screening and Requirements
- Chapter 28A.210 RCW Health Screening and Requirements
- RCW 28A.210.390 Opioid overdose reversal medication - Standing order - Administration.

Management Resources:

- 2024 - October Issue
- 2020 - February February Issue
- OSPI, January 2020, Opioid Related Overdose Policy Guidelines and Training in the School Setting

Cross References:

- 3416 - Medication at School
- 3418 - Response to Student Injury or Illness

OPIOID RELATED OVERDOSE REVERSAL

Prevention

The Grand Coulee Dam School District recognizes that preventative actions can prevent or reduce the incidence of overdose events and commits to:

- helping prevent opioid-related emergencies by reducing the incidence of behaviors that can contribute to crisis (e.g., substance abuse, violence, bullying, harassment).
- affecting the capacity of students and staff to prevent, respond to and recover from opioid-related emergencies.
- promoting student engagement in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report any potential opioid-related threats to trusted adults within the school.
- educating the educational community, with the support of trained professionals such as the school nurse, on-campus health providers, counselors, and community partners.

Response

The board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. To assist a person at risk of experiencing an opioid-related overdose, the district will seek to obtain and maintain at least one set of opioid overdose reversal medication doses in identified high risk school buildings (e.g., high schools, middle schools) at minimal as defined in RCW 28A.210.390.

The district has authority to obtain and maintain a supply of naloxone hydrochloride, an opioid overdose reversal medication. Medication can be obtained using a Washington State Department of Health standing order, prescribed and dispensed according to RCW 69.41.095(5), using a prescription obtained from a licensed and authorized medical provider, or through multiple donation sources. If the district documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the district is exempt from the obligation to have a set of opioid reversal medication doses for each high school as defined in RCW 28A.210.390.

The following personnel may distribute or administer an opioid overdose reversal medication (naloxone hydrochloride) in response to symptoms of an opioid-related overdose to the focus of their training (e.g., nasal route, injectable route, auto-injector, or multiple routes):

- A school nurse
- School personnel who become designated trained responders
- A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district

Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in RCW 28A.210.395 and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction. Responders also require the skills and ability to provide rescue breathing and cardiopulmonary resuscitation. At minimum, naloxone responder training must include:

- the identification of opioid-related overdose symptoms
- how to obtain and maintain opioid overdose reversal medication on school property issued through a standing order in accordance with RCW 28A.210.390
- how to obtain opioid overdose reversal medication through donation sources
- the distribution and administration of opioid overdose reversal medication by designated trained school personnel
- free online training resources that meet the training requirements in this section
- sample standing orders for opioid overdose reversal medication

- hands-on simulation of naloxone administration via district-approved route(s) (e.g., nasal, injectable, auto-injection)

The district will ensure that a trained responder, whether school nurse, trained school personnel, or trained health care clinic staff, is available to distribute and administer naloxone.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication may, on the basis of WA State law (RCW 69.41.095) and their personal prescription, lawfully possess and administer opioid overdose reversal medication. However, such "self-carrying" individuals must show proof of training as verified by a licensed registered professional nurse employed or contracted by the district or participate in district training.

If any type of overdose is suspected, including an opioid-related overdose, district staff will initiate the medical emergency response plan, including emergency medication response notification and naloxone administrator notification. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the school district will follow the district procedure (3424P) and WA State Department of Health (WA DOH) instructions for naloxone administration in response to a suspected opioid-related overdose and initiate rescue breathing and/or cardiopulmonary resuscitation as indicated while awaiting emergency response personnel.

Following the event, district administration and the school nurse will be notified to ensure a district debrief, required documentation, follow-up with the appropriate medical provider, and restocking naloxone doses.

Recovery

The Grand Coulee Dam School District recognizes the importance of social and emotional health and commits to supporting the recovery of all members of the school community following an opioid-related emergency, recognizing that individual needs will vary in a post-emergency situation.

Cross References:	3416 - Medication at School 3418 - Response to Student Injury or Illness
Legal References:	Chapter 69.41.100 RCW – Opioid overdose reversal medication – Standing order permitted. Chapter 69.50.315 RCW – Drug-related overdose Chapter 69.50.315 RCW – Health Screening and Requirements Chapter 28A.210.390 RCW – Health Screening and Requirements - Opioid overdose reversal medication—Standing order—Administration. Chapter 28A.210.395 RCW - Health Screening and Requirements - Opioid overdose reversal medication—Policy guidelines and treatment requirements--Grant program.
Management Resources:	OSPI, January 2020, Opioid Related Overdose Policy Guidelines and Training in the School Setting

Grand Coulee Dam School District
Adoption Date: **May 2021**

Title: **Accommodating Students with Adrenal Insufficiency**
Code: 3425
Section: WSSDA Model Policies

Individual Health Plans

The district will develop an individual health plan for each student with adrenal insufficiency. The plan will include emergency plans, be updated at least annually, and be distributed to the appropriate staff based on the student's needs and staff level of contact with the student.

In developing the individual health plan, the district will acquire parent requests and instructions, and orders from licensed health professionals prescribing within the scope of their prescriptive authority for monitoring and treating adrenal insufficiency at school.

The district may need to provide exceptions to school policies to implement a student's individual health plan. If that's necessary, the exceptions will be described in the health plan.

The district will follow Policy 3416 and 3416P in administering adrenal insufficiency medication, including the proper storage of medical equipment and medication provided by the parent.

Parent-Designated Adults

Parents may assign a parent-designated adult to care for their student.

A parent-designated adult means an adult who is authorized by the parents of a student with adrenal insufficiency to provide care for the child consistent with the student's individual health plan, volunteers to do so, receives additional training selected by the parents, and provides care to the student consistent with their individual health plan. A parent-designated adult may be a district employee.

A parent-designated adult must complete training selected by the student's parents in the proper procedures to care for the student, including administering an emergency injection of corticosteroid during an adrenal crisis, consistent with the student's individual health plan. The training may be provided by an organization that offers training for staff caring for students with adrenal insufficiency or for caretakers of children with adrenal insufficiency.

For a district employee who isn't licensed under chapter 18.79 RCW to be a parent-

designated adult, they must voluntarily file a written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. If an employee who isn't licensed under chapter 18.79 RCW chooses not to file such a letter, the employee may not be subject to reprisal or discipline for refusing to file it.

The district will collect and store legal documents for the parent-designated adult to provide care if necessary.

Immunity

The district, a district employee, or a parent-designated adult shall not be liable in any criminal action or for civil damages for providing assistance or services to a student with adrenal insufficiency under this policy if they acted in good faith and substantially complied with the student's individual health plan and the instructions of the student's licensed health care professional.

Adopted: **October 02, 2025**
Classification: **Critical**

Legal References:

- RCW 28A.210.260 Public and private schools - Administration of medication - Conditions
- RCW 28A.210.350 Student with diabetes, epilepsy or other seizure disorders, or adrenal insufficiency - Compliance with individual health plan - Immunity
- RCW 28A.210.358 Students with adrenal insufficiency - Individual health plans - Parent-designated adult

Management Resources:

- 2025 - October Issue

Cross References:

- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3416 - Medication at School
- 5630 - Volunteers

LAKE ROOSEVELT ELEMENTARY

NOVEMBER 2026 | SCHOOL BOARD REPORT

RAIDER PRIDE • EVERY DAY MATTERS • ONCE A RAIDER, ALWAYS A RAIDER

ATTENDANCE | OUR BEST OCTOBER YET

At 90.21%, October attendance was the highest we've recorded for the month. It dipped just 0.14 percentage points from September, and we're celebrating our second straight month above 90%.

90.21%	61.5%	17.6%	20.9%	26%
Overall attendance	Green Zone	Yellow Zone	Red Zone	Perfect attendance

71 Raiders (26%) had perfect attendance, more than the number of students in the Red Zone. The Green Zone was down 8.8 percentage points from September, and the Red Zone was up 4.5 percentage points.

Many students on attendance contracts finished October in the Green Zone, and several had perfect attendance. Three students met the conditions of their contracts and are no longer on them.

TEACHING AND LEARNING | EARLY STAR GROWTH

Students are already showing encouraging growth in their STAR scores. Classroom observations are underway, and I'm seeing strong teaching and learning across the building.

STAFF LEARNING | DR. ANGELA BROOKS

Dr. Angela Brooks visited LRE to observe the strategies staff have been implementing and share feedback. She'll return in the spring to continue working with staff and lead another family night.

PLAYGROUND IMPROVEMENTS | INSTALLATION COMPLETE

Installation of our new playground equipment is complete. We'll conduct a final walkthrough and review safe-play expectations with students before they begin using it.

FAMILY ENGAGEMENT | CONFERENCES AND FAMILY LUNCH

- More than 90% attendance at parent-teacher conferences gave teachers and families a chance to celebrate student progress and talk about next steps.
- Tuesday, November 24 is our Thanksgiving Family Lunch. We look forward to welcoming families to LRE.

Board Report for 11/23/26 Meeting
LR Jr./Sr. High School
Natalie Kontos

Current Enrollment
Total students 7th-12th = 253 (10/26/26)
12th: 36
11th: 39
10th: 56
9th: 35
8th: 50
7th: 37
Total students 7th-12th = 253

Percentage in Attendance		
	September	**October**
12th	84%	86%
11th	87%	89%
10th	87%	89%
9th	85%	90%
8th	90%	87%
7th	88%	87%

Student-Led Conferences
70% of our students in grades 7-12 attended student-led conferences with their guardians on October 28th and 29th. These conferences gave students the opportunity to take ownership of their learning by sharing their progress, reflecting on challenges, and discussing goals. Thank you to our families and staff for supporting these important conversations and strengthening the partnership between home and school.

Weight Room Tour
Thank you to Shannon and Rich for taking time out of your busy schedules on November 9th to tour our newly renovated weight room alongside Serena Carlson, whose hard work and dedication made this incredible transformation possible!

Veterans Day Assembly
On November 10th, we once again hosted the district's Veterans Day Assembly. Special recognition goes to our student speakers and high school and junior high ASB officers, who guided the program with poise. Their preparation and thoughtful delivery helped create a meaningful tribute to our veterans.

This year, we moved the reception to the Hub before the assembly, giving our jr./sr. High ASB and Leadership students time to sit down with local veterans, hear their stories, and learn from their experiences. Feedback on the assembly has been overwhelmingly positive, with appreciation for our students' involvement and the care shown in honoring those who have served.

Field Trip
On November 19, Gretchen Whitelaw and Ethan Tatum accompanied 40 of our College in the Classroom students on a visit to Eastern Washington University. During their visit, students toured the campus, explored the EWU Eagle Store, and participated in a mock college class led by an EWU faculty member.

Professional Development
Dr. Brooks was on campus November 19 and 20 to work with teachers, leadership teams, and administrators. The professional development focused on strengthening instructional leadership, improving Tier 1 instructional practices, and supporting the integration of social-emotional learning (SEL) across the Grand Coulee Dam School District.

Raiders of the Week: Mackenzie Cox, Jesse Avey, Bella Vinciguerra, and X'Zavior Clark



October senior "Accountability" award recipients. Staff select two students from each grade level who demonstrate accountability.



Rich, Serena, and Shannon in the much improved weight room.



October Green Zone attendance raffle winners, each receiving a $10 Cafe Espresso gift card.



Serena with her boys, Jett and Ryze.



Junior High ASB hosted their first dance of the year for 7th and 8th graders on November 6th.



Students welcoming and meeting with veterans.



Veterans Day Assembly



Charisma and Haddie speaking at the Veterans Day Assembly

Grand Coulee Dam School District
Counseling & Student Support Team – Capstone Behavioral Health
Casey Clark, Counselor

Student Well-Being, Prevention & School Community Initiatives
The Grand Coulee Dam School District Counseling and Student Support Team continues to promote student well-being through engaging, prevention-focused activities that strengthen emotional awareness, healthy coping skills, positive decision-making, and a supportive school community.
Our goal is to provide meaningful opportunities throughout the school year for students and staff to connect with our team, learn new skills, and build positive relationships.

October Highlights – Building Connections and Prevention

Nespelem Harvest Festival – Emotion Lab
The Emotion Lab was a tremendous success at the Nespelem Harvest Festival on October 21! Students enjoyed participating in the interactive, Halloween-themed mystery activities while exploring emotions, identifying how feelings show up in our bodies and thoughts, and learning practical coping strategies. The event provided a fun and engaging way to introduce emotional awareness and healthy ways to manage challenging feelings.

Red Ribbon Week | October 26–28
Red Ribbon Week was also a big hit! Our students did a wonderful job actively participating in the daily activities centered around the theme **"Be Your Own Hero."**The activities reinforced the importance of making healthy, drug-free choices, recognizing personal strengths, and understanding how today's decisions can positively impact their future.

November Focus – Problem Solving
This month, our elementary Counseling Corner, featured in Mr. Phillips' newsletter, will focus on

Problem Solving and Different Ways to Work Through Challenges.
Students will be introduced to the C.A.L.M. problem-solving strategy:

- **C – Calm Down:** Take a moment to regulate emotions so you can think clearly.
- **A – Ask Yourself:** What is the problem that needs to be solved?
- **L – Look for Multiple Ways:** Think about all the possible options and solutions.
- **M – Make the Best Choice:** Choose the solution that will best help resolve the problem.

Families are encouraged to reinforce these skills at home through reading, conversations, and everyday problem-solving opportunities. Recommended children's books include *Stuck* by Oliver Jeffers, *Jabari Jumps* by Gaia Cornwall, and *Enemy Pie*by Derek Munson.

Our goal is to help children recognize that problems are a normal part of life and that learning to pause, think, consider options, and make positive choices builds confidence and resilience.

Staff Appreciation & Morale – "Thanks a Latte"
In addition to our student-focused prevention activities, we are continuing to look for simple and meaningful ways to support staff well-being and strengthen our school community.

At the end of October, we partnered with the school administrators and launched our first staff appreciation station with a **Caramel Apple Bar**, providing staff with a fun seasonal treat and an opportunity to pause and enjoy a little appreciation.

Building on that idea, we are collaborating with the administrative team to introduce **"Thanks a Latte"** next week! This complimentary coffee and tea bar will be available to all staff members as a small gesture of gratitude and appreciation for the hard work and dedication they bring to our students and schools each day.

These appreciation stations are intended to create moments of connection, encourage positive staff morale, and remind our school employees that their contributions matter.

Moving Forward
The Counseling and Student Support Team remains committed to providing accessible, schoolwide prevention activities, strengthening social-emotional learning, supporting staff well-being, and building positive relationships with students, families, and school personnel. Through small, intentional opportunities for connection and growth, we continue working toward a school community where students and staff feel valued, supported, and empowered.

Small Steps. Big Growth.
Capstone Behavioral Health – Counseling & Student Support Team

The topic for this November is **Problem solving** and different ways to work out the problem!

Below are ways to educate and practice problem solving skills with your kids at home to support our learning here at school!

Thank you and we look forward to being here!

Capstone Crew- Casey Clark, Lura Brown, Danielle McCollum

Read about it



Stuck
by Oliver Jeffers

Illustrates trial-and-error problem solving and creative thinking skills



Jabari Jumps
by Gaia Cornwall

Focuses on overcoming fear and self-doubt, and how to approach challenges with confidence



Enemy Pie
by Derek Munson

Teaches children how to resolve conflicts and build friendships through understanding and cooperation

Practice it

C.A.L.M

C — Calm Down
- Make sure you are calm it will help you think clearly

A — Ask Yourself What the Problem is
- What is the problem you need to solve?

L — Look for Multiple Ways to Solve it
- Think about ALL of your options for a solution

M — Make the Best Choice
- Choose the option that will best help you solve the problem

Talk about it

Questions to ask your children about problem solving

- Why do you think problem solving is important?
- What are two ways you can calm down if you are feeling upset?
- Who can you talk to if you are having a problem?
- Is it easy or difficult to identify the problem?

Small steps. Big growth.

CAPSTONE COUNSELING CREW

Carrie Derr, Executive Director of Support Services

Board Report – November 2026

Title I/LAP

- Students in grades 7–8 have been identified for LAP services.
- Title I and LAP services are running smoothly at both the elementary and secondary levels. Staff continue to provide academic interventions and support to students.
- New curriculum resources have been purchased for the elementary Title I/LAP program to enhance instructional support and provide additional resources for targeted student interventions.

Migrant Education Program

- Migrant recruitment efforts are ongoing.
- The program continues to explore additional ways to support students academically, including opportunities for credit retrieval and academic assistance.

Budget and Grant Management

- Budget revisions have been approved.
- Met with Susie to review program budgets and expenditures. All budgets are sound and continue to align with program needs and allowable expenditures.
- Ongoing budget monitoring will continue to ensure effective use of available resources.

Human Resources

- A districtwide survey was distributed to staff to gather feedback on their onboarding experiences and identify opportunities for improvement. Results are pending, but it is encouraging that several anticipated suggestions are already in place or being planned for implementation, including the development of a new employee binder to provide consistent information, resources, and guidance for new staff.
- Recruitment and hiring efforts remain ongoing to support district staffing needs.

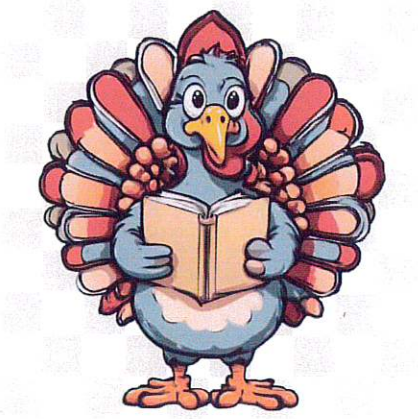
- Continue to meet with staff regarding a wide range of topics, providing guidance, addressing concerns, and supporting effective communication and problem-solving.

Food Services

- The district hosted Washington State University (WSU) for ServSafe training on November 20, 2026. All four kitchen staff members
- participated in the training to strengthen food safety knowledge and practices.
- The Maintenance Department is exploring options for a service provider that can maintain all kitchen equipment and conduct routine inspections and preventative maintenance checks to ensure equipment remains in good working condition.

Professional Development and Clock Hours

- Clock hours were successfully awarded for two professional development events held on October 30, 2026 and Dr. Brooks on November 20, 2026, utilizing the district's newly implemented clock hour system,
- While the process is detailed and involves several steps, all necessary procedures are now in place, including committee approval, documentation, and uploading clock hours into eCertification.
- Establishing this process allows the district to provide clock hour opportunities directly to staff and support continued professional growth.



Wishing our Board, staff, students, and families a wonderful Thanksgiving!

LAKE ROOSEVELT ATHLETICS

Athletic Director's Board Report

November 2026 | 2026–2027 School Year

Winter Sports Participation

The Lake Roosevelt Athletic Department has transitioned into the winter sports season. High school basketball, wrestling, and winter cheerleading officially began on November 16. Middle school boys basketball and girls wrestling began on October 26, with middle school girls basketball and boys wrestling scheduled to begin on January 4.

Current winter sports registration numbers through FinalForms are as follows:

Athletic Program	**Registered**
HS Boys Basketball	22
HS Girls Basketball	20
HS Boys Wrestling	21
HS Girls Wrestling	10
Winter Cheerleading	12
High School Total (including Cheer)	**85**
MS Boys Basketball	22
MS Girls Basketball	13
MS Boys Wrestling	8
MS Girls Wrestling	13
Middle School Total	**56**
Total Winter Sports Registrations	**141**

Registration numbers may continue to increase as the remaining middle school winter sports programs begin in January.

Upcoming High School Winter Sports Events

Date	Sport	Event	Location
November 28	Boys & Girls Basketball	Basketball Jamboree	HOME
December 4	Girls Basketball	Manson – 6:00 PM	HOME
December 4	Boys Basketball	Manson – 7:30 PM	HOME
December 5	Boys Wrestling	Omak Pit Tournament	Omak
December 5	Girls Wrestling	Eastmont Tournament	Eastmont
December 19	Boys & Girls Wrestling	Powerhouse Tournament	HOME

The Athletic Department looks forward to hosting our annual basketball jamboree and Powerhouse Wrestling Tournament, providing opportunities for our student-athletes to compete in front of their families and community.

Fall Sports All-League Honors

The Athletic Department would like to recognize and congratulate the following student-athletes for their individual accomplishments during the 2026 fall athletic season.

Volleyball – Honorable Mention

- Charisma Holt – Freshman

Cross Country – Honorable Mention

- Micah Northrup – Junior

Girls Soccer – Second Team All-League

- Paisley Fury Smith – Goalkeeper
- Claire Nicholson – Defense
- Cambry Brown – Midfield
- Shae Crollard – Forward
- Kenzie Portch – Forward

Girls Soccer – Honorable Mention

- Kenzie Brown – Midfield

Football Postseason Honors

As Lake Roosevelt competed as an independent football program this season, the Athletic Department recognized the following student-athletes based on their individual performances.

First Team Offense	First Team Defense
Hoss Lauseng	Terrell Bush
Terrell Bush	SJ Gorr
SJ Gorr	Jayden Zaugg
Dasyn Abrahamson	Kaden Christman
Carter Marconi	Jace Lewis
	Colin Chaney

Second Team Offense	Second Team Defense
Colin Chaney	Dasyn Abrahamson
Dustin Duville	Frank Louie
DC Atkins	Carter Marconi
	Collin Christman
	Dredian Vallee

Additional Fall Sports Accomplishments

- **Cross Country:** Micah Northrup qualified for the WIAA State Cross Country Championships.
- **Girls Soccer:** The Lady Raiders finished third in the regular-season league standings and advanced further into the postseason than any previous girls soccer team in program history.

Closing Remarks

The Athletic Department is proud of the accomplishments of our fall student-athletes and looks forward to a successful winter sports season. We continue to emphasize academic accountability, sportsmanship, student participation, and the development of a positive athletic culture.

Thank you to the School Board, administration, coaches, parents, guardians, and community members for their continued support of Lake Roosevelt Athletics.

Respectfully submitted,

Casey Brewster, M.Ed., CAA
Athletic Director
Grand Coulee Dam School District

GO RAIDERS!

Go Raiders!

LAKE ROOSEVELT JR/SR HIGH SCHOOL
CAREER & TECHNICAL EDUCATION

• Susan Duclos- Director • sduclos@gcdsd.org

AT A GLANCE	• Lake Roosvelt's CTE Program

What's New

November 2026 CTE School Board Report

Career & Technical Education (CTE) Board Report

· **Culinary Instructor Interview** on November 23rd.

· **Auto shop/woods**- I sent a proposed advertisemment for trades to Natalie and Carrie.

· **Framework Development:** Continuing to update curriculum for next semester teachers' aides. Hoping to get all the kinks out completely for next year's students.

· **Student-Run Coffee Stand:** Coffee stand was opened at Veterans day, run by students and during lunch. Making good progress.

· **CTSOW (FBLA & SkillsUSA):** We registered 12 students for this years FBLA and brought in approx $1000 - our expenses of $260.

· **Grant Applications:** Perkins Grant has been completed and approved for just under $10,000. I continue to reach out to the American Indian College funds corporation as they have had a change in administration.

.**High School and Beyond** scope & sequence reporting is being updated as indicated by the states requirements.

.**Board Policy needs to be updated** see attached recommendation, more update maybe needed.

HIGH SCHOOL GRADUATION REQUIREMENT

A. The board shall award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. Only one diploma shall be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

The board shall establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education:

	Class of 2019-2021	Class of 2022 and Beyond
English (reading, writing and communications)	4	4
Mathematics	3	3
Science (physical, life and earth; one laboratory credit)	3	3
Social Studies (US History, CWP, Social Studies elective, Civics (~~Civics content may be embedded in other courses per State Board of Education~~)	3.5	3
Health and Fitness (.5 Health, 1.5 Fitness)	2	2
Occupational Education	1	2
Arts	2**	2
World Language	2**	2
Electives	3.5**	4
Total	**24 Credits**	**24 Credits**

Stand alone

Financial Lit College - Career Readiness

2030

Non-credit requirements: Culminating Project, High School and Beyond Plan, and Washington State History and Government.

* At least one laboratory credit for class of 2013-2018. At least two laboratory credits for class of 2019 and beyond.

** Flexible Requirements – 1 Arts credit, two world language credits, and electives may be substituted according to a student's High School and Beyond Plan

A credit is defined as 150 hours of planned instructional activities excluding passing time. The board shall approve additional graduation requirements as recommended by the superintendent.

In addition to the minimum credit requirements, to earn a diploma each student must:

- Complete a High School and Beyond Plan: Within the first year of high school enrollment, each student shall develop a plan for satisfying the state and district's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and district staff. The

plan should include how the student will satisfy the district's academic credit requirements, preparation for successfully completing the statewide assessment, a description of the student's culminating project and the student's goals for the year following graduation. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan;

- Complete a Culminating Project: During the course of their high school career each student shall complete a culminating project. The project shall demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities; Grad Boards = Project Overview

- Students in the Class of 2015 and 2016 must pass the reading and writing portions of the HSPE, the English/Language Arts (ELA) portion of the Smarter Balanced Assessment Consortium (SBAC) assessment, or the 10th grade ELA Exit Exam. Students in the Class of 2017 and beyond bust pass the ELA SBAC or ELA Exit Exam or other state approved alternative.

- Complete math requirements: For the Class of 2015-2018, students must pass one EOC in Algebra I, Geometry, or the math portion of the SBAC Assessment or other state approved alternative assessment. Students in the class of 2019 and beyond must pass the math portion of the SBAC Assessment or other state approved alternative assessment.

- Complete science requirements: Students in the class of 2015-2017 must pass one science EOC in Biology, or other state approved alternative assessment. Students in the class of 2018 and beyond must pass the Next Generation Science Assessment or the Biology EOC, or other state approved alternative assessment, as determined by the state.

- Complete Community Service ~~requirements~~ recommended of 25 hours during the freshman year, 10 hours during the sophomore year, 10 hours during the junior year, and ~~25~~ 15 hours during the senior year. Students entering the district after their freshman year will be required to complete a prorate number of hours based upon their class standing at the time of enrollment

Community Service 50 hrs required

B. Students, in the Class of 2013 and beyond, must complete mathematics courses in one of the following progressive sequences.

   a. Algebra I, Geometry, and Algebra II; or

   b. Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or

   c. Any combination of (a) and (b) in progressive sequence.

In lieu of a third credit of mathematics students may choose an alternative mathematics course, if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit a meeting will be held with the student, the parent/guardian and the

A

Project Overview: The Senior Board / Exit Interview is a mandatory graduation requirement designed to help high school seniors consolidate their learning. It evaluates post-secondary readiness by giving students real-world formal interview experience, allowing them to showcase cross-curricular skills, fostering pride in their accomplishments, and actively engaging local community members in supporting and assessing student success.

COMMUNITY SERVICE

The board recognizes that volunteering connects students to their communities and provides an opportunity for students to practice and apply their academic and social skills in preparation for entering the workforce. The board further recognizes that community service is associated with increased civic awareness and participation by students, and can inspire students to continue their education and skill development beyond high school. Students are ~~encouraged~~ required to participate in community service activities as a part of their high school graduation requirements. The board will implement an incentive program to recognize students for achievement in community service and may, in its discretion, include community service in the district's high school graduation /diploma requirements.

Cross References: 2410 - High School Graduation Requirements

Legal References: RCW 28A.320 Provisions applicable to all districts
ESSB 1412 Community Service

Management Resources: 2013 - June Issue

Grand Coulee Dam School District
Adoption Date: **June, 2017**

Personnel Recommendations

November 23, 2026

Resignation

New Hires

Tyler Jordan	M.S. Girls Basketball Head Coach	Approve
Kesha One Owl	Classified Sub	Approve