

Fairbanks North Star Borough School District
Charter Contract 2024 - 2025
Watershed Charter School

THIS AGREEMENT is made between Watershed Charter School, hereinafter "Charter School" and the Fairbanks North Star Borough School Board, hereinafter "School Board".

Fairbanks North Star Borough School District
520 - Fifth Avenue
Fairbanks, AK 99701

Watershed Charter School
4975 Decathlon Avenue
Fairbanks, AK 99709

WHEREAS, Charter School desires to operate within the Fairbanks North Star Borough School District (hereafter "School District") in conformance with Alaska Statutes 14.03.250 - 290 and School District policies and procedures; and

WHEREAS, the School Board reviewed and approved Charter School's charter renewal on January 15, for a period of ten years, including school years FY19 to FY29;

NOW THEREFORE, in consideration of the mutual covenants and agreements contained in this annual contract, the parties agree as follows:

Charter School shall provide an educational program in the School District subject to the terms and conditions of this Contract, commencing on the 1st day of July for school year 2024. Services will be provided in accordance with the Charter School Calendar identified herein.

Annually, any modifications to the approved Charter Renewal proposal will be submitted in writing to the School District by April 01 prior to the annual report to the school board.

Compliance with Regulatory Requirements:

The Charter School warrants that it will comply with all local, state, and federal laws and regulations applicable to public schools and all requirements imposed by School District policies and regulations.

1. **Description of Educational Program:**

The Charter School shall provide an education program that shall advance students' mastery of basic skill areas including mathematics, science, health, reading, language arts, and social studies, appropriate to the age of students in the program. Provision will also be made for physical education, music, art, and instructional technology within the education program. The educational program shall be designed utilizing the curricula as defined by the Charter School application.

a. Description of Program:

Describe charter program - This includes a statement of the mission of the charter school; the curriculum in each subject matter area of the charter school (including educational/academic goals, instructional methods and materials, and evaluation procedures); and scheduling requirements (length of the school day with start and end times and a calendar for the school year).

Mission Statement of Watershed Charter School

Watershed Charter School promotes the development of students with a strong sense of place who will be prepared to serve as stewards of their community. By gaining a working understanding of the history, government, people, places, and ecology of Alaska's interior, students will be able to expand their competency to the rest of the world. We will teach each child with care, encouraging imaginative work and play, analytical and critical thinking skills, and a sense of social and ecological responsibility. At every opportunity, we will provide students with meaningful explorations and activities outside the classroom that will motivate children toward academic excellence.

Place-Based Education at Watershed Charter School

Place-based education is a significantly different approach to teaching and learning from that offered in the Fairbanks North Star Borough School District (FNSBSD). It is an approach that aims to develop connections between students and their community. As a place-based charter school, we strive to help students come to know and care for the place in which they live and take fuller advantage of the unique characteristics of the Tanana Valley.

Place-based education involves using the local community and natural landscape as an ever-present theme to teach concepts in language arts, mathematics, social studies, science, and the arts. Place-based education relies heavily upon authentic real-world learning experiences to increase student engagement and achievement.

Relying on this philosophy of place-based education, our curriculum is multidisciplinary and thematic. It promotes team teaching among educators, parent volunteers, and community members. Learning for our children is largely experiential and community-based. This includes projects and service learning components that directly benefit our community. Students are motivated to learn as they see the obvious relevance of the curriculum, and this motivation leads to academic excellence.

Place-based education does not, by any means, promote the elimination of non-local knowledge or the creation of a provincial outlook. When children become intimately connected to and knowledgeable about their place, they can intelligently apply this understanding to the rest of the world. An understanding of self and community is the bedrock on which an in-depth understanding of the greater world is built.

Place-based education recognizes that cultural diversity is as important to human ecology

as biodiversity. It is the diversity of the human solutions in each terrestrial environment that has been the foundation of our success as a species. Within our community, we find a rich spectrum of unique individuals and racial, cultural, and ethnic groups. Diversity does not imply that a healthy community has no common cultural narratives. Rather, it is the shared experiences of a culturally diverse populace that paint a rich mosaic of life in the Tanana Valley. A curriculum of place provides children with a deep sense of the history of their home-place and an intricate understanding of the landscape and culture surrounding them.

Outdoor Learning Experiences

Watershed Charter Schools is dedicated to providing all students with experiences that enhance their outdoor survival and recreation skills and deepen connections to place that are the foundation of the school's academic program. Through ski outings, monthly treks on local trails, extended camping trips, regular walks in the woods, and other adventures, students also gain self-confidence, strengthen bonds with classmates, and engage in activities that promote healthy lifestyles.

Watershed Charter School consists of nine single-grade classrooms ranging from kindergarten to eighth grade serving 198 total students. Each classroom has a classroom teacher-to-student ratio of 1:22. In grades 1-6 a looping model is used where students spend two school years with their teacher before moving on to the next loop. Kindergarteners spend one year with their teacher and middle school students rotate between two teachers; one math/science and one language arts/social studies. Watershed teachers match curriculum and classroom structures with developmentally appropriate pedagogy. Children develop a core framework of understanding starting with themselves, their homes, and families and gradually expanding outward. Each layer of knowledge developed in this model of place-based education creates the basis and connections for expanded knowledge and understanding.

Kindergarten

- Students are provided time to participate in imaginative and cooperative play. Class meetings and outdoor time build a foundation and serve as an opportunity to reinforce the establishment of a kind, learning community inside and out of the classroom. Science and social studies topics are connected to students' lives, families, and immediate surroundings. Students develop connections to and learn about the life cycle of living things by caring for classroom pets and plants. The duration of direct instruction is limited to meet the student's developmental needs, and it generally occurs in a small group setting. Kindergarteners at Watershed engage in regular physical activity and the exploration of nature.

First and Second Grade

- First and second-grade classrooms at Watershed operate using mainly small group instruction to meet the needs of the diverse learning levels in the classroom. Whole class instruction is introduced to students during some portions of the day. These

primary classrooms have a strong focus on developing foundations of literacy and fostering engaged readers. Class meetings develop bonds between students and teachers, and help establish and maintain learning expectations. Science is hands-on and inquiry-based. For example, in their *Exploration of Light and Shadow* unit, they explore the characteristics of light, ask questions based on their observations, and then experiment and record data to make conclusions. Their social studies units focus on family traditions, civic responsibilities in the classroom, and a study of the school neighborhood. Students build a strong sense of place through the exploration of local trails. Second graders embark on their first Watershed camping trip on the school property.

Third and Fourth Grade

- The geographical scope of science and social studies instruction reaches the greater Tanana Valley and Alaska by fourth grade. For example, students learn about the salmon ecology of the Chena River in partnership with the Alaska Department of Fish and Game. They make connections to the cultural importance of salmon in the *Alaska Natives Cultures—Then and Now* unit while also learning about various facets of subsistence lifestyles of different Alaskan Native groups in the past and present. By this age, students are ready for more sustained direct instruction in whole class and small group settings. Therefore, students regularly work on multi-week independent and collaborative projects. Reading and writing lessons are typically thematically connected to science and social studies. Third and fourth graders participate in physical activities ranging from structured, daily physical activity classes to weekly hikes or skis on local trails. Longer, often day-long, treks occur monthly. Watershed third and fourth graders apply and further develop their outdoor recreation skills and wilderness ethic on a 3-day camping trip each spring.

Fifth and Sixth Grade

- Fifth and sixth graders continue the pattern of routine physical activity on daily, weekly, and monthly basis. Classes begin biking and are introduced to canoe paddling. Fifth graders embark on at least one camping trip each year, and sixth graders camp out twice a year. Students' increased maturity and academic skills allow for science units to simultaneously become more abstract (ex. *Chemistry of Interior Alaska*) and practical (*Building for the Subarctic*). Social studies instruction is typically thematically based and starts to address topics beyond Alaska. Multi-disciplinary research projects are regularly used to engage students in further developing their sense of place in Alaska and beyond. In addition, fifth and sixth graders often showcase their projects and provide opportunities for these students to share their learning with both younger and older students in the building. In sixth grade, advanced math students are invited to participate in an accelerated class that will prepare them to take Algebra in eighth grade.

Middle School

- As the oldest students in a K-8 school, seventh and eighth graders have the opportunity to serve as mentors and leaders within the school. Middle school

students coordinate events such as school spirit weeks, dances and other social events, and the annual talent show. They serve as daily classroom helpers for grades K-6. Students continue with daily outdoor physical activity, weekly excursions to the woods, and more involved multi-day camping trips. On these trips, students collaborate with teachers to prepare necessary gear, plan meals, and make other logistical decisions. Not only do students develop responsibility and independence on their excursions, but throughout their educational journey. Middle school instruction features a robust integration of math and science (ex. *Carbon in Our Forest*) and social studies and language arts (ex. *America's Relationship with the Environment – Natural Resource Allocation and Exploitation*). They routinely take part in projects that showcase their research and knowledge. Rotating between the two academic teachers for the math/science and English/social studies academics, students develop organizational methods and academic habits that prepare them for high school.

Place-based Science and Social Studies

Place-based curriculum at Watershed Charter School integrates elements from the disciplines of environmental, community-based, and outdoor education into curricular units based on Alaska Content Standards and GLEs in social studies and science respectively (see Appendix F for samples). These units establish learning themes that incorporate content and skills from other subject areas such as the creative arts, mathematics, and English Language Arts.

Language Arts:

Watershed Charter School's language arts program is directly based on Alaska State Standards. Teachers use a variety of resources relevant to science and social studies learning themes to develop units, projects, and individual lessons that support student learning of the Alaska English Language Arts standards. During the 2014-2015 school year Watershed teachers formally reviewed their instructional practices and teaching materials to ensure alignment and coverage of with ELA state standards and learning targets.

Mathematics:

Watershed Charter School primarily uses the Singapore Math program to address Alaska Mathematics Standards. Staff members have carefully reviewed the program and moved from the *California Standards* edition to the *Common Core* edition of Singapore Math because of its more complete alignment with the state standards most recently adopted in 2012. ALEKS, a computer-based program, is used to supplement and extend learning for students in grades 3-8. Mathematics is also meaningfully integrated into social studies and science units.

2. Specific Levels of Achievement:

The Charter School students participate in the State of Alaska-mandated assessments.

Describe other assessments used, proficiency rates, what you are doing to bridge any gaps, and what you are doing for enhancement, this includes the expected level of attainment of the educational/academic goals using the evaluation procedures described in time (1).

Watershed Charter School uses universal screening and progress monitoring assessments such as mClass (reading fluency for 1st-4th grade students), Measures of Academic Progress (reading comprehension and math for 3rd-8th grade students), and a kindergarten skills assessment to help measure student progress and identify areas where targeted intervention is required. Data from standardized assessments are viewed in conjunction with classroom-based assessments and teacher observation to guide instructional decision-making.

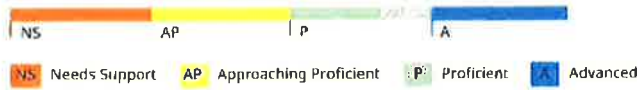
In addition to differentiated instruction by classroom teachers to support struggling learners, Watershed has an intervention program to provide additional targeted instruction, especially at the elementary level. Students needing extra support are identified through the process of combining teacher input and universal screening data described above. Reading intervention, whether delivered individually or in small groups, consumes the bulk of the morning schedule, especially in the primary grades. Support staff also help provide support and enrichment in math classes. Third through eighth-grade teachers use ALEKS, an online adaptive math program, to supplement general classroom instruction and provide both enrichment and remedial support for students. Middle school students receive study hall time during the week to practice skills, study concepts covered in class, and work on class projects. Teachers at every grade level communicate regularly and partner with parents to address academic concerns.

Schoolwide academic achievement results from the 2023 AK STAR and AK Science assessments are included below.

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
WATERSHED CHARTER SCHOOL	133	1609	1606	
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT	6,148	1591	1586	
ALASKA	55,941	1589	1583	

Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: education.alaska.gov/assessments/achievement



ELA Summary By Grade

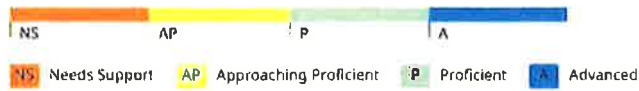
Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level	
3	22	1581	1588	NS: 32% AP: 14% P: 37% A: 22% 	
				District	
				State	
4	23	1596	1595	NS: 13% AP: 26% P: 39% A: 22% 	
				District	
				State	
5	22	1598	1591	NS: 27% AP: 27% P: 14% A: 32% 	
				District	
				State	
6	22	1619	1623	NS: 9% AP: 27% P: 27% A: 35% 	
				District	
				State	
7	22	1624	1626	NS: 0% AP: 23% P: 55% A: 22% 	
				District	
				State	
8	22	1634	1631	NS: 0% AP: 27% P: 36% A: 37% 	
				District	
				State	

Due to rounding, the sum of the percentage values may not equal 100%.

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
WATERSHED CHARTER SCHOOL	133	1573	1573	
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT	6,160	1544	1538	
ALASKA	55,950	1542	1537	

Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: education.alaska.gov/assessments/achievement.



Math Summary By Grade

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
3	22	1532	1536	School: NS: 23%, AP: 14%, P: 36%, A: 27%
				District: NS: 47%, AP: 22%, P: 24%, A: 7%
				State: NS: 47%, AP: 20%, P: 25%, A: 8%
4	23	1558	1556	School: NS: 4%, AP: 13%, P: 55%, A: 28%
				District: NS: 51%, AP: 20%, P: 20%, A: 9%
				State: NS: 49%, AP: 18%, P: 21%, A: 11%
5	22	1561	1569	School: NS: 14%, AP: 14%, P: 36%, A: 36%
				District: NS: 44%, AP: 17%, P: 30%, A: 9%
				State: NS: 46%, AP: 15%, P: 28%, A: 9%
6	22	1580	1582	School: NS: 14%, AP: 14%, P: 41%, A: 31%
				District: NS: 49%, AP: 21%, P: 24%, A: 6%
				State: NS: 47%, AP: 21%, P: 24%, A: 9%
7	22	1602	1607	School: NS: 9%, AP: 5%, P: 45%, A: 41%
				District: NS: 45%, AP: 18%, P: 25%, A: 12%
				State: NS: 52%, AP: 15%, P: 24%, A: 9%
8	22	1605	1609	School: NS: 5%, AP: 14%, P: 64%, A: 17%
				District: NS: 42%, AP: 22%, P: 28%, A: 9%
				State: NS: 50%, AP: 18%, P: 25%, A: 8%

Due to rounding, the sum of the percentage values may not equal 100%.



Science Assessment

Alaska Department of Education
& Early Development

School Summary Report

District Name: Fairbanks North Star Borough School District
School Name: Watershed Charter School

Subject: Science
Test Date: Spring 2023

Achievement Level Summary

Group	# Tested	% in Each Level			
School	44	6.8	20.5	47.7	25.0
District	2,452	32.0	24.9	30.8	12.0
State	22,382	39.1	24.0	26.7	10.2

Achievement Level Summary — By Grade

Grade	Group	# Tested	% in Each Level			
5	School	22	13.6	27.3	36.4	22.7
	District	878	21.4	29.5	35.8	13.3
	State	8,269	30.8	27.0	31.5	10.7
8	School	22	0.0	13.6	59.1	27.3
	District	840	39.4	20.6	26.4	13.6
	State	7,783	44.6	20.9	23.5	11.0

3. Admission Policy and Procedures:

Describe your admission policy - this includes specific criteria for eligibility of students, lottery process if applicable, including dates of the application period, exemptions to the lottery (sibling preference, staff's children, currently enrolled students), include a copy of the application if used.

Watershed Charter Application and Lottery Process

1. The application window opened on January 9 and closed on April 12.
2. During the application process, parents and guardians were strongly encouraged to attend the informational meeting on March 27 at 6:00 PM to learn about the philosophy, curriculum, daily operation, and unique requirements of the school.
3. If more students apply than can be accommodated (class sizes are set at 22), applicants will be drawn by lottery for admission. The lottery was held on April 16.
4. Results of the lottery were made public on April 17.

Admission Criteria:

The Watershed Charter School is a school of choice within the Fairbanks North Star Borough School District. A student enrolling at The Watershed School must be between the ages of five and fourteen. In order to be eligible to apply to attend kindergarten, children must be five years

old on or before September 1. Children must be 6 years old on or before September 1 to attend first grade. A copy of the child's birth certificate is required for each pupil entering kindergarten or first grade. All new students must submit proof of immunization or a waiver before being admitted into the school. At least one parent, or legal guardian, must be a resident of the Fairbanks North Star Borough.

Selection Process

Enrollment at The Watershed School is voluntary. As per AS 14.03.265 (b) the school shall strive to enroll all eligible students who submit a timely and accurate application. In the event of too many eligible applicants, a lottery will be held. The lottery will be held for enrollment for the following fall and will be conducted in accordance with district policy. The lottery determines the waiting list for the following school year.

The Watershed School keeps a waitlist of students who have applied but were unsuccessful in being chosen through the lottery. When there are openings in the school between the annual lotteries, the waitlist is used to fill the vacancies. Waitlists do not carry over to next year's lottery. All unsuccessful applicants are welcome to reapply the following year.

In keeping with the Watershed School's philosophy of long-term connection to family, community, and geographical place, in subsequent years all students who have previously attended The Watershed School are automatically re-enrolled in the program. Siblings are admitted as a unit so that families can attend the same school (ie: when one child in a family is admitted through the lottery, the other siblings will move up to the next available spot in their respective grade). Although all new applicants must meet application requirements, future students who already have siblings enrolled in the school are given priority to enroll in the Watershed School, given that space is available at the sibling's grade level. Siblings are defined as permanent, immediate family members.

In order to accommodate children from the Smith Ranch Subdivision area, when openings arise in a grade level, we will allow preference to Smith Ranch children. This preference will be closed when Smith Ranch children occupy two seats in a classroom.

Once enrolled at The Watershed School, parents or guardians will complete an "Intent to Reenroll" form in February for the following school year and are expected to notify the school of any change in plans.

If students withdraw from The Watershed School to attend another school, they are required to complete the application and lottery process again before readmission to the school. If a parent pulls a student mid-year and puts them in a different school or homeschool and later on reapplies to Watershed School, the ability to use sibling preference cannot be used. They must

go back into the lottery. If a student is withdrawn due to attendance violations, they are put back in the lottery and lose the ability to use sibling preference to get back into Watershed.

Nondiscrimination Disclosure

The Watershed School does not discriminate towards any individual as defined in District Policy 1011 nor does it require any student to attend the program. The Watershed School will not discriminate by race or special needs or other inappropriate criteria. No student shall be denied participation because of a learning disability, handicapping condition, or special need.

4. Administrative Policies:

- a. Academic Policy Committee (*describe make-up of APC, APC election process*)

The APC consists of nine voting members. Five of the members are permanent staff members, at least three of whom must be certified teachers. Four of the members are parents, who are not permanent Watershed Charter School staff members, of the students currently enrolled in the school. The principal is a non-voting ex officio member of the APC, except in the case of a tie vote.

Watershed Charter APC Members	
Jason Gillam (Chair)	Parent
Larissa Sommer (Vice-Chair)	Parent
Sacha Layos	Parent
Sean Walklin	Parent
Erin Otness	Staff
Dave Merrill	Teacher
Becky Hansen	Teacher
Abigail Paul (Secretary)	Teacher
Chasity Perez	Teacher
Jarrode Decker (ex-officio)	Principal

4. Administrative Policies:

- a. Academic Policy Committee (*describe the make-up of APC, APC election process*)
- b. Administrator (*evaluation of, qualifications, hiring process, termination process*)
- c. Students (*grade levels served*)
- d. School Calendar and Times of Operation (*attach calendar and hours of operation*)
- e. School Board Report (*attach board report per AR*)

- 1. Administrator (*evaluation of, qualifications, hiring process, termination process*)

The Charter School Principal Evaluation Process

The annual Principal evaluation is an essential tool used to ensure a communication link between the responsibility of the school APC and its one direct employee, the Principal. The annual summative evaluation is designed to evaluate the progress and leadership of the Principal with regard to the APC's vision and goals each year. The following list provides the APC with a step-by-step checklist:

- All APC members will participate in the evaluation process.
- The APC will execute the evaluation process utilizing:
 - the APC adopted evaluation instrument,
 - the Principal job description,
 - the Principal contract; and,
 - Principal/school performance goals.
- The APC will periodically review, amend and adopt a job description and the evaluation instrument for the Principal, aligning the evaluation instrument with the job duties.
- The APC will adopt a timeline for conducting the Principal evaluation.
 - The Principal will complete a self-evaluation and provide a copy of his/her completed evaluation to the APC president.
 - The APC president will distribute the Principal's self-evaluation, evaluation instrument, job description, contract, and goals to all APC members. Prior to the evaluation meeting, all APC members will complete the evaluation instrument and return to the APC president by the stated deadline so he/she may compile the results.

2. Students

1. 198 students currently enrolled in kindergarten through 8th-grade

3. School Calendar and Times of Operation

1. School hours 8:40-3:10
2. Approved 2024-25 School Calendar:

2024-2025 Watershed Charter School Calendar

July 2024							August 2024							September 2024							October 2024							November 2024							December 2024						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
28	29	30	31				29	30	31					29	30						29	30						29	30						29	30					

January 2025							February 2025							March 2025							April 2025							May 2025							June 2025						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30	31					29	30						29	30						29	30					

July 2024							August 2024							September 2024							October 2024							November 2024							December 2024						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7	8	9	10	11	12	13	7	8	9	10	11	12	13	7	8	9	10	11	12	13	7	8	9	10	11	12	13	7	8	9	10	11	12	13	7	8	9	10	11	12	13
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21	22	23	24	25	26	27	21	22	23	24	25	26	27	21	22	23	24	25	26	27	21	22	23	24	25	26	27	21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30	31				28	29	30	31				28	29	30					28	29	30					28	29	30					28	29	30				

Key

- Staff Work Day (no school for students)
- Holiday (no school)
- Professional Development (no school for students)
- Early Dismissal (1:40)
- Parent Teacher Conference (no school for students)
- Allor-School Conferences (school in session)

August

- 8-14 Staff Work Days & Professional Development
- 15 First Day for Students!
- 30 No School: Professional Development

September

- 2-3 No School: Extended Labor Day Break
- 26 Early Dismissal
- 27 No School: Professional Development

October

- 18 Early Dismissal - End of 1st Quarter
- 28-31 After-School Conferences

November

- 1 No School: Parent-Teacher Conferences
- 27-29 No School: Extended Thanksgiving Break

December

- 18-20 Early Dismissal: End of Semester
- 23 Start of Winter Break

January

- 1-3 No School: Winter Break
- 8 No School: Staff Work Day
- 7 First Day of 2nd Semester for Students
- 20 No School: Martin Luther King Jr. Holiday
- 27 Early Dismissal

February

- 10-13 After-school Conferences
- 14 No school: Parent-Teacher Conferences
- 17 No School: Professional Development

March

- 7 Early Dismissal: Last Day of Quarter 3
- 10-14 No School: Spring Break

April

- 1-30 Tentative Testing Window
- 25 Early Dismissal

May

- 14-16 Early Dismissal: End of Semester
- 19 Staff Work Day
- 21-22 Tentative Make-up Days for Bad Weather



4. School Board Report (attach board report per AR)

WATERSHED CHARTER SCHOOL

BY THE NUMBERS 2023-2024

An abbreviated annual report to the Fairbanks North Star Borough School Board

*Demographic information based on October 31, 2023 PowerSchool Enrollment Summary

199
TOTAL
STUDENT
ENROLLMENT

13
NEW STUDENTS
ENROLLED THROUGH
THE LOTTERY

97.7%
STUDENTS RETURNED
FROM 2022-23
SCHOOL YEAR

360+
LOTTERY
APPLICATIONS FOR
2024-2025



55%
STUDENTS MET
PROJECTED MAP
READING GOALS IN
2022-2023

84%
STUDENTS MET
PROJECTED MAP
MATH GOALS IN
2022-2023

72.7%
STUDENTS PROFICIENT/ADVANCE ON 2023
AK SCIENCE ASSESSMENT

COUNTLESS

MILES BIKED SKIED KAYAKED HIKED AND
CANOEED WHILE LEARNING ABOUT THE
WONDERFUL PLACE IN WHICH WE LIVE.

YEAR in REVIEW

1st Quarter

- 8th-graders engaged in a week-long learning adventure to Kachemak Bay
- 42% of K-3 students tested at/above grade level according to the mClass reading assessment
- 7th-graders honed canoeing and camping skills on a 3-day trip to Quartz Lake
- Watershed hosted district elementary and middle school cross-country races
- 6th-graders attended Denali Science School

2nd Quarter

- 7th-graders completed the Alaska Hunter Education certification course
- All staff received First Aid/CPR training
- 7th-graders spent a day of service at Stone Soup Cafe
- 59.3% of K-3 students tested at/above grade level on the mid-year mClass reading assessment

3rd Quarter

- Students, staff, parents, alumni, and community organizations participated in the Strategic Plan Survey developed by Watershed's APC
- 77 students completed the Battle of the Books season, including two teams (3/4, 5/6) who won at the district level and then competed at state
- We all celebrated spring and skiing at Watershed's annual All School Ski Day

4th Quarter

- Our 4th-grade teacher created a new entryway mural with student volunteers
- 8th-graders earned CPR/First Aid and Food Worker certifications and then spent a day of service at Stone Soup Cafe
- 7th-graders partnered with BLM for a 3-day winter camping trip in the White Mountains
- The middle school debate team traveled to Anchorage to compete in the state contest

5. Funding:

The School District allocates funding in accordance with State Law, less administrative costs determined by applying the Department of Education and Early Development approved 4% indirect cost. An annual budget is submitted according to schedules established by the School District. The Charter School's program budget is used for operating expenses of the school's educational program, including the purchase of textbooks, classroom materials, and instructional aids, as well as student allotments.

Funds are made available on July 1 of each year and will continue under this Agreement. The amount of the budget will be adjusted following the ADM count period as established by the State of Alaska.

The Charter School may choose to carry over up to ten percent (10%) of the current, annual expenditures into a Charter School designated ending fund balance to be available for expending the following school year.

The Charter School may also receive revenues from grants and special revenue funds (beyond the per-pupil allocation) approved by the School District. Grants and special revenue funds received by the Charter School from the School District will pass directly into the operating fund and will be used as specified in grant requirements. All donations, gifts, and grants will be utilized to help accomplish the mission and goals of the school.

6. School District Charges:

The Charter School shall account for receipts and expenditures and comply with the FNSBSD's purchasing and accounting systems. The charter school agrees that it shall comply with all state and federal requirements for the receipt and use of public money. The Charter School will comply with all District, state, and federal audit requests.

7. Student Fees and Charges:

The Charter School shall not charge tuition to students who reside within the District. Any fees charged to students by the Charter School, including but not limited to supply and activity fees, shall be retained by the Charter School and included in the Charter School program budget. Charter fees must be clearly outlined in their school's charter

8. Method of Accountability for Receipts and Expenditures:

Between December and March, the Charter School liaison will work with the School District Business Manager to develop a budget for the next school year. This will include the salaries of all staff at the Charter School. At this time a "projected" student count for the following year will be given. The estimate may be finalized at the May School Board meeting.

The Charter School acknowledges that adjustment to the Charter School budget may be necessary if the estimated revenues are revised due to School Board, legislative, and/or Borough Assembly action.

All funds will run through the normal School District financial process. The Charter School agrees that it shall comply with all State of Alaska and Federal requirements for the receipt and use of public funds.

9. Location and Description of Facility:

4975 Decathlon Avenue, Fairbanks, AK 99709

The facility is 14,000 square feet in size, containing 9 classrooms, administrative offices, and other facilities as described as follows:

Description of facility

Watershed Charter School is located at 4975 Decathlon Avenue, Fairbanks, AK 99709.

The school building is positioned less than a mile away from the Fairbanks International Airport to the south and the Chena River to the north. The school borders a residential subdivision called Smith Ranch, and commercial properties occupied by a car rental agency and a hotel. Students at Watershed Charter School have access to natural areas of boreal forest, muskeg, and seasonal ponds by walking less than half a mile (approximately two city blocks) to a series of trails that wind through nearly 100 acres of Department of Natural Resources and Bureau of Land Management public lands. As a school of choice, it is open to and draws students from a variety of locations across the borough, including distant neighborhoods and communities (over 15 miles from school) such as North Pole and Two Rivers. The school occupies a single-story building of approximately 14,000 square feet with nine classrooms, a special education resource room, library, staff work room, multi-purpose room, and office space.

10. Teachers and Support Staff: (fill in with names of staff)

1. Administrator
2. Teachers
3. Secretary
4. Custodial Staff
5. Other staff as required

Shannon Trizzino	Kindergarten
Moira O'Malley	First Grade
Peggy Haas	Second Grade
Dave Merrill	Third Grade
Amy Arneson	Fourth Grade
Chasity Perez	Fifth Grade

Jarrold Decker	Principal
April George	Administrative Assistant
Gideon Wood	Kindergarten Aide
Britan Wallace	Charter School Assistant
Amy Kulp	Library Media Associate
Jeff Misel	Aide

Erin Otness	Sixth Grade
Jaliah Roberts	Math/Science
Becky Hansen	ELA/Soc. Studies
Abigail Paul	Special Education
Briana Martinez	Speech Language Pathologist

Danielle Flaherty	Lunch/Breakfast Aide
Lynn Malzahn	Recess/Lunch Duty
Jessica Dixon	Educational Diagnostician
Heidi Kubichek	Occupational Therapist
Tina Fitzpatrick	ELL Tutor/Instructor

The Charter School shall promptly provide the School District with written notice of any permanent changes to staff. It is agreed and understood that all employees will be recruited and employed through School District processes and that teachers must sign a written contract with the School District before providing services. Unless the School District and any association representing a teacher or support employee agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to employees shall remain in effect while the employee provides services at Charter School.

11. Retirement:

In accordance with and subject to the requirements of state law, eligible employees of the Charter School shall be members of the Teachers' Retirement System and eligible support employees shall be members of the Public Employees' Retirement System.

12. Teacher to Student Ratio:

The Charter School shall maintain the following pupil-teacher ratios:

- *The pupil-teacher ratio shall be 22: 1 in all grade levels.*
- *Pupil-teacher ratio may increase to accommodate newly hired staff with school-aged children per FEA and ESSA negotiated agreements.*
- *Pupil-teacher ratio may increase in classes to make up for vacancies in other classes where there are no students on the waitlist to meet the target school enrollment of 198 students.*

13. Enrollment:

The Charter School shall enroll a minimum of 150 students and a maximum number of 210 students at all times.

14. Risk Management:

The Charter School agrees to provide liability and risk insurance through the insurance program with Fairbanks North Star Borough. The Charter School agrees that it will coordinate all risk management activities through the Borough's risk management office. The Charter School shall not compromise, settle, negotiate, or otherwise affect any disposition of any actual or potential demands, claims, lawsuits, fines, judgments, or liabilities without first consulting with the School District and receiving the School District's written approval.

The Charter School agrees to operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. The Charter School shall comply with all School Board policies and regulations, and comply with all applicable federal and state laws, concerning student welfare, safety, and health including, without limitation, School Board policies addressing the reporting of child abuse, accident prevention, and disaster response, and any state regulations governing the operation of school facilities.

15. Term:

The term of this Agreement shall be one year, effective upon complete execution by the School Board. The School Board will review this Agreement every year.

16. Program Evaluation:

Each year, the school administrator shall oversee the preparation of an annual written report that provides an assessment of the Charter School program. The report will include information about:

- a. Student achievement assessment results
- b. Recommendation for remediation of poor student performance
- c. School goal attainment
- d. Student enrollment
- e. Description of charter school activities
- f. Meeting minutes
- g. List of Academic Policy Committee officers and members
- h. List of officers in any PTA/PTO or other parent organization
- i. Changes planned including changes to the contract and modifications to the charter

The Charter School will make a presentation to the School Board and the public annually each spring. Written reports will be received by the district prior to the Charter School's presentation to the School Board. The presentation will include student achievement results, highlights of the year, and any changes being requested to the contract or charter.

17. Termination:

During the Charter Schools annual review with the School Board, compliance with the provisions of this Agreement will be reviewed. If any allegations of noncompliance with this Agreement are presented either during the annual review or at any other time, then the School Board, through the Superintendent or designee, shall investigate the allegations to determine what remedy is warranted for the alleged noncompliance

The School Board may terminate this Agreement for:

- a. Failure by the Charter School to meet the educational achievement goals;
- b. Failure by the Charter School to meet fiscal management standards;

- c. Failure by the Charter School to abide by the Board Policies and Administrative Regulations of the School District;
- d. Default by the Charter School in any material provision in this agreement, or
- e. Other good cause as proven by the School Board.

The School Board shall provide ninety (90) days' written notice to the Charter School of its intent to terminate this Agreement. The notice shall include the reasons for its action and the specified time allotted for the situation to be remedied. If the Charter School fails to remedy the cause for termination within the time specified, this Agreement shall automatically terminate at the end of the specified time. The Charter School has thirty (30) days to appeal the School Board's decision to terminate this Agreement.

Upon termination, the Charter School has until a new semester starts which is not less than forty-five (45) contact days from the date of termination, to close the Charter School. For the welfare of the students, the School District shall work with the Charter School's staff and Academic Policy Committee to provide a smooth transition for all students into the appropriate School District schools.

At the close of the Charter School, any unused funds remaining and/or assets shall immediately be returned to the School District.

The Charter School may terminate this Agreement for the following school year by giving written notice to the School District on or before February 1 of a given school year of its intent to cease operations for the following year.

18. Federal and State Use of Public Money:

The Charter School agrees to comply with all state and federal requirements for the receipt and use of public money.

The Charter School shall comply with all applicable federal, state, and local laws, rules, and regulations including without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, color, gender, national origin, or religion. The Charter School agrees that it shall operate as a nonsectarian public school.

19. Exemptions or Requirements Included in this Agreement (Waivers):

Waivers from FNSBSD Board Policy:

- | | |
|---|---|
| • 310 Administrative Organization | • 341 Handbooks (Superintendent's approval) |
| • 325 Line and Staff Relations (Superintendent) | • 1143 Principal's Advisory Committee |
| • 330 Administrative Committees (Superintendent's approval) | • 900 Curriculum and Instruction Philosophy |
| • 340 Principals (Policy Implementation) | • 921 School Calendar |

