

The
Watershed



S·c·h·o·o·l

2024-2025 Parent - Student Handbook

Last revised May 2024

**4975 Decathlon Ave
Fairbanks, AK 99709
(907) 374 - 9350**

www.k12northstar.org/watershed

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Watershed Charter School is a free K-8 public charter school open to students in the Fairbanks North Star Borough School District

MISSION STATEMENT

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 the children towards academic excellence.

PLACE-BASED EDUCATION

Our Approach to Teaching and Learning

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.

Place-based education does not 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.

EDUCATIONAL PROGRAM

Watershed Charter School consists of nine single-grade classrooms ranging from kindergarten to eighth grade. 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. Middle school students rotate between two teachers; one math/science and one language arts/social studies. One of the benefits of the looping model used at Watershed

Charter School is the development of strong relationships between individual teachers and students over a two-year period.

Other staff members also play an integral role in providing a family-like atmosphere in which the needs of students are met. Watershed has maintained a steady enrollment with a teacher-student ratio of 1:22 in each classroom and a staff-student ratio of 1:12 schoolwide. Class-size limits are only exceeded when permanent staff members, per FEA and ESSA negotiated agreements, elect to enroll their children in the school. Kindergarten is the only classroom with a full-time aide. A separate aide spends three hours every morning in the first and second-grade classrooms supporting literacy instruction. Watershed Charter School also employs special education aides to provide additional support to students in accordance with their Individualized Education Program (IEP).

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 the foundations of literacy and fostering engaged readers. Class meetings develop bonds between students and teachers and they 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 of the classroom, and a study of the school neighborhood. Students build a strong sense of place through 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 to the greater Tanana Valley and Alaska by third and fourth grade. For example, students learn about 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 walks, 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 ethics 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 bases. 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.

CURRICULUM

A unique aspect of Watershed Charter School is its approach to science and social studies instruction. Other content areas are drawn upon to enhance and strengthen student understanding. This approach emphasizes our commitment to depth over breadth.

This depth of instruction at Watershed Charter School is also evident in the thematic integration of language arts, fine arts, social studies, and science. The academic advisory board of Watershed Charter School has adopted the FNSBSD language arts curriculum. The materials used to teach this curriculum will employ locally relevant materials at every opportunity.

All units of study are developed to meet the Alaska State Content and Performance Standards. Like all other public school students, Watershed Charter School students take the following assessments required by the State of Alaska:

- AK STAR (grades 3-8)
- AK Science (grades 5 and 8)
- mClass Reading (grades K-3)

Watershed Charter School also uses universal screening and progress monitoring assessments such as DIBELS (reading fluency), Measures of Academic Progress (reading comprehension, language usage 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 is viewed in conjunction with classroom-based assessments and teacher observation to guide instructional decision-making.

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 Social Studies and the Science Standards for Alaska. 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.

Mathematics

Watershed Charter School has adopted Singapore Math as its K-8 math program. This program emphasizes the development of problem-solving strategies and a deep understanding of concepts before moving on to other areas. Watershed Charter School uses FNSBSD's adopted series for any 8th-grade students who take Algebra for high school credit.

OUTDOOR EDUCATION AND RECREATION

Watershed Charter School is dedicated to providing all students with experiences that enhance their outdoor survival and recreation skills, and deepen connections to place, which is 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.

Content Areas

A significant curricular component that distinguishes Watershed Charter School from other schools in the FNSBSD is its commitment to connecting students to their community and natural environment. Teachers design instruction to emphasize combining stimulating classroom lessons with outdoor explorations and studies. It is essential that parents and students understand that learning will regularly occur outside of the classroom. Students are expected to be prepared and willing to go outside, even in inclement weather, to complete curricular studies.

Physical Education

Watershed Charter School has doubled the elementary FNSBSD physical education requirement from one hour to two hours per week. Additionally, at least 75% of all physical education takes

place outdoors. Students are required to be prepared and willing to go outside every day, in all weather conditions. The only exception to outdoor expectation is when temperatures fall below -20°F with windchill when the students will be provided with indoor options for physical activity.

Lack of student compliance or parental support of the out-of-doors components of Watershed Charter School may result in withdrawal from Watershed the following year.

REQUIRED OUTDOOR GEAR

Rain boots	Fleece/wool jacket	Hiking shoes
Rain jacket/pants	Long underwear (non-cotton)	Running shoes
Winter coat	Hats, gloves, mitts	Backpack
Winter boots	Snow pants or coveralls	Water bottle
Neck warmer	Cross-country ski equipment (skis and boots)	

The Watershed School - Outdoor Skills Curriculum

K	1	2	3	4	5	6	7	8
SAFETY AND SURVIVAL								
Follow Watershed "No Child Left In the Woods" procedures								
Wear appropriate clothing for the conditions and activity following with adult guidance.		Develop preventative habits and awareness of: frost nip/frostbite, hypothermia, blisters, dehydration, fatigue, etc.		Develop independence in preparing for outings by wearing/packing appropriate clothing and gear for the conditions and activity.		Independently generate gear, dress, and pack according to conditions and activity		
Moose/wasp safety, stay in a group and on developed path	Moose safety drills, recognize signs of wildlife, stay in a group, whistle use		Preventing encounters with wildlife; behavior in case of encounter; recognizing signs of wildlife/maintaining alertness		Wildlife safety: bears, moose, etc.			
Campfire safety (marshmallows, distance, flammable clothing, speed, sticks in fire)			Fire safety, start a fire, build a fire to perform a task, properly extinguish campfire			Build one match fire		
			Cold Water Safety			Start fire with flint and steel		
			Cold Water Safety			Cold Water Safety refresher		
			First Aid and CPR certification and refresher			Build snow shelters with supervision and understand the benefits and dangers of emergency shelters.		
						Hunter Education certification		

LAND ETHIC/RESPECT/LEAVE NO TRACE

Respect of flora and fauna: leave live trees/plants alone, only pick up fallen trees/plants unless for science study/teacher guidance, keeping proper distance from wildlife, food storage/disposal		Leave no trace: toilet paper/cat holes, picking up trash, (pack it in, pack it out) etc.		Stay on the trail: no cutting switchbacks, etc.		Minimize campfire impact	
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CAMPING

Duration: 1 night in schoolyard	Duration: 2 nights	Duration: 2 nights	Duration: 2-6 nights (includes winter camping)
Use school tents	Properly set up, take down, and care for school tents	Pack according to gear list and make safe/smart clothing decisions.	Pick a safe and appropriate camp site location, string a tarp
Pack according to gear list		Start fire, campfire safety	
Campfire safety		Lead/perform camp duties and chores	
Develop and practice camp duties/chores: preparing food, cooking, cleaning, etc.		Properly filter safe drinking water	

The Watershed School - Outdoor Skills Curriculum

K	1	2	3	4	5	6	7	8
SKIING								
Classic Technique, gaining familiarity and confidence with skiing.								
Distance: 2+ miles School provides fish scale skis	Distance: 3+ miles Adults/older students apply kick wax to skis for students	Distance: 5+ miles Students learn to apply kick wax to their skis	Distance: 7+ miles Students independently wax their own skis	Distance: 12+ miles (backcountry)				
Falling and getting back up, developing balance, athletic position, classic stride, herringbone (uphill) and snowplow (downhill); No poles.	Continue development and refinement of classic stride, herring bone, step turns, hockey stop, stepping out of tracks. Poles used: proper grip/technique, double pole, kick double pole							
Put on/take off gear (with some help)	Independently put on ski boots and skis		Independently dress for the weather conditions and activity					

HIKING	
Progressive development of stamina, safety/awareness, and ability navigate increasingly challenging terrain	
Distance: 3+ miles	Distance: 8+ miles
Be able to follow guidelines to pack day packs/camping packs appropriately: water, food, layers, etc.	
Distance: 10+miles Independently pack a daypack appropriately: water, food, layers, etc.	

BIKING	
Skills: Braking, riding in a group, helmet use/fit, basic bike maintenance and repair (change/patch tire, lube chain, adjusting seat height). Traffic safety	
Distance: 8-16 miles (Ester, Tanana Lakes)	Distance: 32 miles (Polychrome Pass) Apply skills learned in 5 th and 6 th grade on class biking field trips.

SWIMMING	
Pool setting to pass swim team test: tread water; 50m swim, back float, PFD use	
Swimming skills applied outdoors	

BOATING (Canoe and Kayak)	
Paddling strokes, steering, getting in/out of a canoe, navigating a body of water, PFD use	

HOMEWORK POLICY

Homework Definition

Any task assigned by teachers intended for students to carry out during non-instructional hours (from Canadian Council on Learning as seen in *Rethinking Homework*, 2018)

Any activity related to classroom curriculum and school learning which is completed outside of the classroom and regular school hours without the immediate and direct supervision of the teacher, but presumably under the jurisdiction of the home. Assignments should complement school instruction, reinforce the learning which takes place during school hours, and build effective study and work habits. (from *South Bend Community School Corporation, Administrative Rules, 2000*)

Guiding Principles

- Appropriately designed homework is an essential component of our students' educational experience which aims to strengthen academic skills and develop critical work and study habits.
- Homework should be planned and assigned in a manner that respects the balance between student learning and family life.

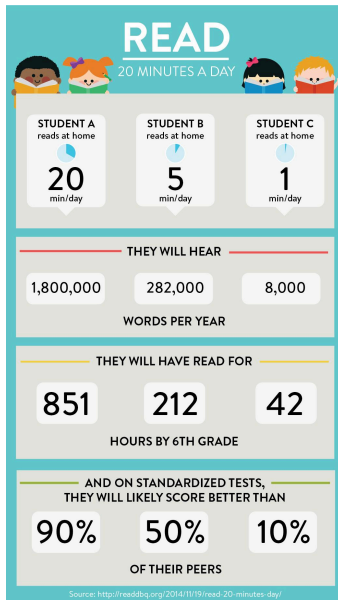
Types of Homework

- PRACTICE: Students practice to build mastery of skills and concepts covered during instructional time. Examples of practice homework include math problems, spelling/grammar work, and studying for tests.
- PROJECTS: Students apply in-class learning to projects for which additional time outside the school day is required. Examples of projects include Moon Journals (4th grade), Element Project (5th Grade), Sub-Arctic Home Design (6th grade), cellular models (middle school), and independent reading projects (middle school).
- COMPLETION: students complete work assigned during the school day that was not finished in a reasonable amount of time.

Grading/Accountability

- Timely feedback given by teachers
- Practice Homework: (no more than 10%) of overall grade
- Projects (graded as class assignments since students will be given in-class time and support to complete work)

Recommended Times and Nightly Reading



Kindergarten: Occasional reading of leveled “take-home” books
 Grades 1-2: Maximum of 15 minutes per school night
 Grades 3-4: Maximum of 30 minutes per school night
 Grades 5-6: Maximum of 45 minutes per school night
 Grades 7-8: Maximum of 60 minutes per school night

**The guidelines for recommended time spent on homework below do not include nightly reading. All students are encouraged and expected to read outside of school - at least 20 minutes/night or 100 minutes/week. Reading practice (we encourage enjoyable practice) is critically important in the development of happy, healthy, successful, literate students.*

Holidays and Weekends

- Homework *will not* be assigned over holidays or weekends, but students and families may elect to use weekends for study and homework completion in order to balance busy weeknight obligations with homework responsibilities.

Roles and Responsibilities

- Parents
 - Support students as needed (providing reminders, help, etc.).
 - Discuss the importance of *practice* in mastering new concepts, and the development of essential study and work habits (responsibility, organization, time management, etc.) applied on larger scale *projects*.
 - Communicate concerns and successes with teachers.
- Teachers
 - Monitor homework load.
 - Provide feedback.
 - Communicate expectations, differentiating as necessary, with parents and students.
- Students
 - Do their best to complete assignments on time.
 - Communicate concerns and successes with the teacher.
- Principal/Head Teacher
 - Review and share the homework policy with students, parents, and staff.
 - Support students, families, and teachers in finding solutions to homework issues.

References

Hopkins, G. (2012, June 11). How does your school handle the homework dilemma? [Blog post]. Retrieved from https://www.educationworld.com/a_admin/admin/admin432.shtml

Vatterott, C (2018). Rethinking homework: *Best practices that support diverse needs* (2nd ed.). Alexandria, VA: ASCD

PARENT INVOLVEMENT

All parents who enroll students in Watershed Charter School are expected to volunteer at least 20 hours per year. Parents may choose from a wide array of opportunities to contribute to the day-to-day operation of the school as well as special events (PTSA events, classroom outings, fundraising events, etc.). All parents must complete a [district volunteer application](#) (Track A) and **be approved to volunteer** prior to chaperoning trips or working with students. The volunteer approval process can take up to three weeks, so parents are encouraged to complete the application as early as possible. Volunteer approvals are valid for two years from the date of approval. Volunteers are required to self-report any convictions that occur in the intervening time between background checks.

ARRIVAL AND DEPARTURE

School begins promptly at 8:40 a.m. for all students. Watershed Charter School will open its doors for early student drop-off by 8:00 as a courtesy to parents who need to get to work. Students will be expected to wait on the playground or in the multi-purpose room until 8:30. Students who cannot behave appropriately during this early drop-off time will lose this privilege. School ends for all students at 3:10. Parents are expected to arrive between 3:10 and 3:20 for pickup. **Only students riding buses or participating in after-school clubs should remain at school after 3:20.**

ATTENDANCE POLICY

Children will attend school in accordance with the Watershed Charter School Attendance Policy, which states:

A student is considered in violation of the attendance policy when absences exceed 25 total school days. Students who are late will be marked as tardy. Four tardies will count as one half-day absence and will count towards the 25-day absence limit.

Parents/Guardians of a student with an attendance policy violation may submit a written appeal to be considered by the APC. If an appeal is filed and approved, the student will be placed on a probationary attendance year for the following school year. If the student violates the attendance policy during their probationary year, they will be removed from

Watershed at the end of that school year and default to the Parent Student Handbook Attendance policy for readmittance, if so desired.

CELL PHONES and ELECTRONIC DEVICES

Personal electronic devices (including cell phones, tablets, mp3 players, etc.) may be brought to school, but must remain turned off and kept out of sight. Students may only use personal electronic devices with permission and supervision of school staff members.

DRESS CODE

Approved by the Watershed Academic Policy Committee on April 20, 2015

Headwear

Hats and other headwear are permitted in the classroom according to teacher discretion.

Clothes Depicting Inappropriate Topics:

Clothes depicting drugs, violence, profanity, sexual innuendo, suicide, or gang relations are prohibited. Clothes will be considered gang-related if they show affiliation with a known gang, as verified by local authorities.

Shirts

Shirts that show your midriff or lower back when standing, sitting, or crouching are prohibited. The bottom of the shirt should overlap when sitting or standing. Shirts must be completely opaque. Shirts should not hang over the shoulder and shirts must have a strap for each shoulder. One's shirt must not dip so low in the front as to reveal one's bra. When wearing a shirt with a low back, it must dip no lower than mid-shoulder blade.

Pants

All pants must be completely opaque. They should rest no lower than the upper hips and must fully cover your underwear. Shirts should overlap or be tucked into pants. Shorts should be no shorter than mid-thigh. Leggings should not show the outline of undergarments.

Skirts And Dresses

When wearing a skirt or dress without additional layers underneath, it should reach down to just above the knee when sitting or standing. If this is worn with shorts that cover undergarments, it can reach mid-thigh.

Lounge Wear

Clothes deemed to be loungewear or pajamas are prohibited.

Offensive Or Disparaging Articles Of Clothing

Articles of clothing that disparage any group or individual are banned. This includes (but is not limited to) clothes that belittle people because of their nationality, gender, race, religion, sexual orientation, gender identity, or disability.

Hazardous Accessories

All jewelry or accessories that pose a safety hazard to the school are prohibited.

Sunglasses

Wearing sunglasses indoors is not permitted.

Consequences for violating the dress code are:

- 1) Requirement for the student to change into appropriate garments and/or
- 2) Parental contact. Repeated infractions may be considered insubordination resulting in appropriate disciplinary consequences.

Exceptions for these rules for religious, medical, or cultural reasons will be taken on a case-by-case basis.

The building principal may approve exceptions to these rules for special event days.

BUSING

Due to districtwide driver shortages, Watershed families need to provide their own daily transportation for students to and from school for the foreseeable future. Watershed will promptly notify parents when before and/or after-school busing becomes available again.

LUNCH PROGRAM

Watershed Charter School offers meals through the FNSBSD school lunch program.

SchoolCafe.com is your one-stop shop for all school meal-related information and tasks: breakfast and lunch menus, **free & reduced meal applications**, online payments, and purchase history.

- **Breakfast: \$2.00**
- **Lunch price: \$3.50**
- **Milk purchased separately: \$1.00**

Students eating a school breakfast should enter through the MPR door. Breakfast is served from 8:10 to 8:30.

Classes will occasionally be away from the school building during lunch periods. It is our recommendation that students do not bring lunches to school that need to be heated. Students are strongly encouraged to bring healthy lunches and snacks to school to support active lifestyles. Watershed Charter School follows the guidelines set by the FNSBSD Wellness Policy.

LOTTERY AND ENROLLMENT

In keeping with the Watershed's School 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 two seats in a classroom are occupied by Smith Ranch children.

Once enrolled at The Watershed School, parents or guardians will complete an "Intent to Reenroll" form in February for succeeding school years 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.

Additional information on [Watershed's lottery and application process](#) can be found on the school's website.

DISCIPLINE AND DISTRICT POLICIES

As members of the Fairbanks North Star Borough School District, Watershed students and families are strongly encouraged to review the [Students' Rights, Responsibilities, and Behavioral Consequences Handbook](#). All other [FNSBSD Board Policies and Administrative Regulations](#) are on the district website under the school board tab.

WATERSHED SCHOOL STAFF

Shannon Trizzino	Kindergarten
Peggy Haas	First Grade
Moira O'Malley	Second Grade
Jaliah Roberts	Third Grade
Dave Merrill	Fourth Grade
Erin Otness	Fifth Grade
Chasity Perez	Sixth Grade
	Math/Science
Becky Hansen	English and Social Studies
Abigail Paul	Special Education
Briana Martinez	Speech/Lang. Pathologist
Tina Fitzpatrick	ELL Tutor/ Instructor

Jarrod Decker	Principal
April Reischke	Administrative Assistant
Gideon Wood	Kindergarten Aide
Amy Kulp	Library Media Associate
Jeffrey Misel	Classroom/Special Education Aide
Christina Pierson	Classroom Tutor
Lynn Malzahn	Recess/Lunch Duty
Jackie Oakes	Break Aide/Tutor
Danielle Flaherty	Breakfast/Lunch Manager
Jessica Dixon	School Psychologist
	Occupational Therapist

ACADEMIC POLICY COMMITTEE

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/head teacher is a non-voting ex officio member of the APC, except in the case of a tie vote.

Watershed Charter APC Members	
Jason Gillam	Parent
Melissa Clemente	Parent
Abigail Paul	Teacher
Sean Walklin	Parent
Chasity Perez	Teacher
Dave Merrill	Teacher
Becky Hansen	Teacher
Sena Gilbert	Parent
Erin Otness	Teacher
Jarrod Decker (ex-officio)	Principal

2024-2025 Watershed Charter School Calendar

2024-2025 SCHOOL CALENDAR

July 2024							January 2025						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31				26	27	28	29	30	31	

August 2024							February 2025						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3							
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30	31	23	24	25	26	27	28	

September 2024							March 2025						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7	2	3	4	5	6	7	8
8	9	10	11	12	13	14	9	10	11	12	13	14	15
15	16	17	18	19	20	21	16	17	18	19	20	21	22
22	23	24	25	26	27	28	23	24	25	26	27	28	29
29	30						30	31					

October 2024							April 2025						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7	6	7	8	9	10	11	12
8	9	10	11	12	13	14	13	14	15	16	17	18	19
15	16	17	18	19	20	21	20	21	22	23	24	25	26
22	23	24	25	26	27	28	27	28	29	30			
29	30												

November 2024							May 2025						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
3	4	5	6	7	8	9	4	5	6	7	8	9	10
10	11	12	13	14	15	16	11	12	13	14	15	16	17
17	18	19	20	21	22	23	18	19	20	21	22	23	24
24	25	26	27	28	29	30	25	26	27	28	29	30	31

December 2024							June 2025						
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
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
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					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)					
 	After-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					
15	No School: Professional Development					
27-29	No School: Extended Thanksgiving Break					

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

