



2024-2025 annual report




Core Values




Community
Everyone has a place of belonging and promote acceptance of people with all abilities. Each of us is an amazing human being with gifts, talents, and skills to share. We support and challenge each other as we grow from our strengths to realize our potential.




Compassion
We appreciate and are sensitive to the difficulty of others and what they may be experiencing. We practice this through our expressions of kindness, caring and helpfulness, which creates greater trust and learning for all



Empowerment
We strive to empower learners by teaching self-advocacy skills and promoting independence. Through this, we hope to help them achieve their highest quality of life academically, emotionally, and socially and to celebrate their successes.



Preserverance
We recognize that change is hard, and growth comes slowly. We persist in our support of students and families, and may measure our results over months or years, not days or weeks. We challenge students to reflect on their own progress, step-by-step, and encourage them to value each accomplishment on their educational



Possibility
We believe that all students can learn and that high expectations for leaners and staff are key to develop a culture of excellence. Every day is a newchanceto make people's lives better.

Board of Directors

Full Circle Academy is governed by a Board of Directors who oversees all aspects of school business. The Board is aligned with the vision and mission of the school and exists to maintain the school's identity in light of its founding principles, ideas, and ideals.



**Samantha
Bachmeier**

CHAIRMAN

Samantha has been a board member since 2020. She is a former educator and works alongside her husband in their business, Bachmeier Custom Homes. Samantha resides in West Fargo, North Dakota with her family and enjoys traveling, attending various extracurriculars for her kids, and being at the lakes.



**Linzey
Erickson**

SECRETARY

Linzey has been a board member since Full Circle Academy's inception in 2020. She is a licensed attorney and partner in Accomplish Collective, a real estate investment company. She lives in West Fargo, North Dakota, with her family and enjoys chasing her four children to their many extracurricular events.



**Rachel
Haman**

TREASURER

Rachel has been a board member since 2020. She is a licensed and board-certified Speech-Language Pathologist in North Dakota and Minnesota. Rachel resides in Fargo, North Dakota, with her family and enjoys traveling and keeping up with her children's activities in the community.



**Jaclyn
Martinson**

DIRECTOR

Jaclyn is a co-founder of Full Circle Academy, a speech-language pathologist, and a co-owner of Full Circle Pediatric Solutions with her sisters. She lives and works in rural North Dakota and enjoys staying active in local events.



Principal Message

FULL CIRCLE ACADEMY IS A NONPROFIT 501(C)(3), PRIVATE SCHOOL APPROVED BY THE NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION.



**BRITNEY
BACHMEIER**
Principal

Full Circle Academy's building administrator is responsible for everyday operations of the school including education, personnel, school culture and all other details.

Childhood behavioral health needs are at an all-time high, and schools—particularly elementary schools—are directly and significantly impacted by those needs. Upon opening our pediatric therapy clinic in 2019, we received an overwhelming number of requests for contracted behavior support services. Through that contract work, we discovered that the community sought another option for students requiring more individualized support. We created Full Circle Academy ("FCA") to support students in the public school setting.

Throughout the 2024-2025 school year, the FCA team focused its efforts on breaking down barriers to its services. We launched fundraising events, wrote grant applications, and advocated at the state level for positive changes in insurance coverage and school choice. There is still much to do, but our efforts were quickly fruitful.

For example, we were successful in getting our families access to insurance coverage for therapy throughout the school day, regardless of whether our students' services were contracted by a public school. This change decreased the cost of tuition, making enrollment feasible for more families.

We are excited about this progress and hope to steadily increase this form of enrollment next school year.

With our new space and the addition of a special education teacher, we are excited about the growth potential of FCA in 2025 and beyond. We know the need for our services is great, and we continue to strive to make FCA accessible to as many families as possible.

What We Do



OUR MISSION: To empower our students and their families to achieve lasting, positive, change in each of their lives: socially, emotionally, physically, and intellectually.

Full Circle Academy is a 501(c)(3) nonprofit private elementary school in Fargo, North Dakota. It provides individualized education for students with special needs and is prepared for growth in 2025 and beyond.

With low student-to-teacher ratios, Full Circle Academy can tune into students' individual strengths and interests to help each child have a successful and meaningful life. Teachers and staff boost confidence, academic engagement, and progress.

All programs are designed using the theory of applied behavior analysis (ABA) from a trauma-informed perspective. This approach is especially effective in helping kids with challenging behaviors who may have had difficulties in other settings, such as the classroom or daycare.

While all ABA is designed to teach new skills and reduce maladaptive and unsafe behaviors, ABA from a trauma-informed perspective takes a deeper approach.

The evidence-based treatment considers the whole child, including the personal experiences that have shaped their behavioral and emotional responses. Therapy becomes more effective and comfortable by understanding and addressing the root of the behavior. Children can relax and learn new, appropriate behaviors that make sense to them.

With new coping and behavioral skills come more independence and confidence, which helps lead to healthier relationships with parents, caregivers, teachers, and others.

Academics

A student's course of education is determined by their individualized education program (IEP), which focuses on each student's unique needs.

Behavioral Support

Full Circle Academy has skilled and energetic board-certified behavior analysts (BCBAs) and registered behavior technicians (RBTs) who utilize student motivation and interests to deliver intensive behavior support.

Speech-Language

Speech-language services aim to improve students' overall communication skills. Speech-language pathologists (SLPs) focus on developing language and communication skills.



Operation Cooperation

Full Circle Academy works with community partners to bridge academics with life skills.

How is my child going to adapt to an ever changing world? It's a thought confronting all parents as their child's world expands beyond the home to the school and beyond. For the families of neurodivergent children where typical interactions, sounds, and actions can be overwhelming, the concerns can be overwhelming when the growth of their child is bound to traditional learning facilities.

Full Circle team members seek to bridge this divide by meeting students where they are and providing opportunities to interact with the world beyond the school. Students regularly take field trips through Full Circle to local grocery stores as they gather items to make a recipe back at school - bridging the real world experience of measurement, arithmetic, and interpersonal skills in a sensory experience tailored to build long term success.

Partnerships are a balance of academic and treatment related goals tailored for each student while also meeting North Dakota learning standards. For example, Adapt Music hosts weekly music classes and activities to enhance an appreciation of the arts while Code Ninja provides digital learning lessons to enhance student knowledge about safe technology practices in alignment with North Dakota cybersecurity standards. Additionally, the Plains Art Museum regularly provides adaptive art lessons. Each of these types of education are regularly found in a typical school environment, but through both partnerships, FCA students have a tailored opportunity for academic growth.

Safety can be an especially challenging concept for neurodivergent students and the YMCA has partnered with FCA to provide a number of opportunities, but one of the most beneficial according to FCA families, have been swimming lessons. Students have the opportunity to take swimming lessons at the Y; a vital skill for students living and recreating near the water. This partnership continues to flourish with the Y providing adaptive physical education, arts/crafting opportunities, and recreational activities.

FCA students and team members can be seen throughout the community and this doesn't happen without the care and compassion of a community supporting neurodivergent students. The impact of supporting organizations previously mentioned and We Rock the Spectrum, Fargo All Star Gym, West Fargo Fire Department, Court's Plus, Rustad Rec Center, Fargo Play Museum, and KidCo continue to make a measurable difference in the lives of students and their families.



Occupational Therapy

Occupational Therapy promotes functional participation in activities, including handwriting, manipulating objects with one and two hands, doing puzzles, catching, throwing, and caring for oneself.

Music Education

Full Circle Academy partners with licensed music educator Bridgette Bitzegaio, founder of Adapt Music, Inc., so students can benefit from the power of music to address cognitive, social, emotional, and physical needs.

Mental Health

If a student's team determines this service is necessary, a licensed mental health therapist will visit the school to complete a diagnostic assessment, make recommendations, and provide ongoing therapy sessions.



WORTH *the* EFFORT

A FAMILY'S JOURNEY TO SUPPORT THEIR CHILD

Quinn bounds through the front doors of Full Circle Academy, accompanied by the exuberance that comes from one of the youth's great experiences. Today is field trip day, and the students of Full Circle Academy are swimming at the local YMCA. Her presence is self-assured as she greets the staff at the front door and asks who she is with today.

For anyone waiting in the lobby, Quinns' interactions in this short period may seem trivial. Still, they demonstrate the growth of a child on a unique journey where traditional norms are meeting societal recognition of neurodiversity and how to support autistic children.

Since the age of three, Quinn has required extensive support for speech therapy, occupational therapy, and applied behavioral analysis (ABA) to support her autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), anxiety, depression, and hyperlexia. Community services for families with children facing similar obstacles is to work with health care and local schools to provide appropriate support for children like Quinn.

Enrolled in a local school district and participating in early childhood interventions, Quinn would see periods of growth before a changing environment could provoke overstimulation in learning environments where neurologically different students can have impulsive reactions to stimuli. The subtle rumble of third graders talking all at once while moving from table activity to table activity can profoundly impact a child with autism. The experience is akin to putting on headphones with metal music volume set to 110% and the listener without

the verbal development to ask to have the music turned down.

"I want to equip her; she's completely intelligent.," shares Brenda Weisner, Quinn's mother. "I believe every child has their gifts in the world, but how do we equip her to be as successful as we can be."

Working with Quinn's medical and school teams, it was noted that her time in a traditional school setting was not working. Her behaviors were becoming more disruptive to the classroom, something Quinn and her family did not find fair to the other students. This meant being isolated in alternative classrooms with older kids whose behaviors were not conducive to her growth.

"We have seen an evolution in the needs of students," says Full Circle Principal Britney Bachmeier. "The new style of applied behavioral assessment (ABA) focuses on skill building and proactive strategies, preventative actions, and teaching skills."

Seeking this type of approach, in August of 2023, Quinn enrolled as a Full Circle Academy (FCA) student. She began receiving educational ABA services to support behavior reduction and skill acquisition that impeded her academic progress. In addition to her academic ABA, she received behavior rehabilitation services, skilled occupational therapy, and SLP. In the private school setting, Quinn's special education teacher (SPED-T) and her Board-Certified Behavioral Analyst (BCBA) work together to conduct functional behavior assessments to identify the underlying causes of Quinn's problem behaviors.



FULL CIRCLE ACADEMY 2024-2025 ANNUAL REPORT

Together, they create an individualized behavior intervention plan (BIP) that outlines strategies and techniques to address and reduce problem behaviors, promote positive behavior, and enhance learning outcomes. Quinn's BCBA works directly with her in the private school setting for three hours weekly with one-to-one interaction, which helps her BCBA to develop targeted interventions that reduce problem behavior and promote skill acquisition and learning.

"Kids don't learn in isolation," says Bachmeier. "Every student is assigned a special education teacher and a behavior analyst, and the teacher takes the lead on all the academics while our behavior analyst support the behavior plan, social skills, potentially any leisure or life skills in support of those goals."

Since attending FCA, Quinn has thrived in an environment where her behavioral intervention plan and curriculum are tailored to her specific needs. Her problem behaviors have decreased to less than 10% of her day, and she can now engage in adult-led instruction for longer periods. She recently completed her first standardized testing, showing she is about a full grade behind but has demonstrated measurable academic gains.

"Full Circle Academy is uniquely equipped to help Quinn develop social skills and apply them in community settings," shares Quinn's mother, Brenda. "Unlike her time in public education, where she was restricted to a single SLC room for safety reasons, FCA offers access to a shared classroom, individualized instruction, and participation in daily community outings. Quinn has practiced her social skills in various environments, including music classes, art, swimming, Taekwondo, and equine-assisted learning."

A van pulls up to the front door of Full Circle. Quinn and a friend talk together, listen to the adults who will lead them through the trip, and head towards the van together. The day is radiant and bright as the dream Quinn's parents, health, and team members have worked to make happen. Quinn is a gift - a spark that has brought a group of people together to find solutions for the small moments in search of a bright future. Today, she gets to be a kid at the pool with her friend, which makes it all worth it.



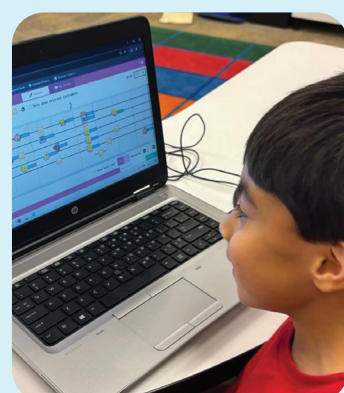
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Enrollment



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Student to Staff



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Enrollment Goal





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