

Please note that this report is reflective of the merged entity that includes The Mastery School. The Mastery School merged with HBA on July 1, 2021, for financial reasons.

Mastery School remained in Distance Learning for the entire year of the 20-21 school year. HBA was in Distance Learning for grades 1-8 until January 2021 when they began to slowly come back if the families chose to. There were NO suspensions or expulsions during this time period for either school.

Introduction

Best Academy Charter School has made significant steps to address the significantly high number of suspensions and expulsions that have happened at Best Academy over the past five years. On November 2, 2017, the MN Department of Human Rights in collaboration with the Best Academy staff met to review suspension and expulsion data and create a plan for how the district would address this need. This report is to address the stated objectives and tasks that are outlined in the Suspension Reduction Plan, which was attached to the agreement between the MN Department of Human Rights and the Best Academy that was signed, on March 27 by Best Academy and March 28 by Commissioner Lindsey of the MN Department of Human Rights. As outlined in the report, this semi-annual summary will include, but not be limited to:

Philosophy Statement

Best Academy has the following objectives as outlined in its Suspension Reduction Plan.

Objectives

- Maintain authorizer standards for overall school attendance.
- Decrease the number of office referrals for negative behavior by 10%.
- Decrease the number of suspensions by 30%.
- To increase positive student behavioral choices and reduce negative behavior.
- To provide a positive academic environment which is safe, orderly, and conducive to learning.

1. Maintain authorizer standards for overall school attendance.

HBA's attendance average was 95%. Mastery's attendance average was 87%

2. Decrease the number of office referrals for negative behavior by 10%.

Both schools achieved this from September 2019 until March 13, 2020.

3. Decrease the number of suspensions by 30%

This has been achieved during the 2019-2020 school year by both schools.

4. Increase positive student behavior choices and reduce negative behavior.

See below.

5. Provide a positive academic environment that is safe, orderly, and conducive to learning.

The environment for learning has become more conducive for learning and more inclusive. Children have spent more time in class, learning and less time in settings that remove them from the learning environment such as suspension, behavior rooms, or other locations.

Professional Development for Staff

Best Academy has worked to ensure that staff had professional development in de-escalation skills, positive interventions, assertions, problem-solving, cultural competency, conflict resolution, and responses to behavior that are age-appropriate. The school has engaged Project Diva as well as the PBIS Model. Staff was trained this year on PBIS and this approach has been implemented since September 2018.

Professional Development

Staff will engage in mandatory professional development opportunities focused of student discipline. These will occur both before the school year and throughout the school year.

- Professional development activities will present information on de-escalation skills, positive intervention, assertion, problem solving, implicit bias, cultural competency, conflict resolution, and age-appropriate responses to behavior,
- Best Academy school staff will continue to receive training from the Wilder Center on Trauma Informed Education.
- Professional development activities will also include high quality classroom management, organization and instructional strategies to be used

Best Academy will also track trainings completed by staff and measure the effectiveness of all training identified above consistent with identified metrics.

Training Title	Date	% of Staff in Attendance
School-Wide Behavior Management Process	8/2/20	100%

(Introducing BMC)		
Referral Process	7/31/20	100%
PBIS	Mastery was part of the MN PBIS Cohort. Mastery School had continual ongoing training as a result of this, even though the instructional model remained online.	

Policy and Language Alignment

Policy and Language Alignment

Before the end of the 2017-2018 school year, the Principal and all relevant personnel shall ensure that there is consistency concerning:

- The language, terms, and definitions used by school personnel to determine when students engage in identified removal behavior;
- When school personnel may remove a student from class;
- When a student may be suspended or expelled for engaging in identified removal behavior; and
- The length of time a student may be suspended or expelled for engaging in identified removal behavior;
- School Bullying Policy and the Parent & Scholar Code of Conduct.

In the above-mentioned area, the Student Code of Conduct was redone, with the dissolution of The Harvest Network of Schools. There is consistency with the above-mentioned areas including;

1. Language and terms for removing a student from class.
2. Clarification on when a student may be removed..
3. Clarification on suspension and expulsion criteria.
4. Clarification of the School Bullying Policy.

It has now become apparent that there needs to be more emphasis on these policies, catering them to the unique needs of the school. There has been a review committee established to look at these policies and how they might be revised to meet the student and family needs. There were no suspensions or expulsions due to school being in Distance Learning and Hybrid.

School-Wide Initiatives

School wide Initiatives

- Distribution of Parent & Scholar Code of Conduct to parents and staff.
- Orientation for parents and student assemblies at the beginning of the year.
- Rules and procedures are posted throughout the school.
- Daily announcements and newsletters serve as reminders.
- All personnel model desired behavior.
- All adults in the building actively monitor students' behavior rewarding with verbal praise or redirecting student behavior as needed.
- Students exhibiting positive behavior will;
 - Attend Fun Friday events
 - Attend field trips.
 - Receive citizenship awards.
- Emphasis on Character Education and Character Building
 - Curriculum is taught at each grade level.
 - The staff models appropriate character traits.
 - Incentives are provided for students who exhibit positive character traits (see above list).

Classroom Initiatives

- Teachers directly instruct and model behavior expectations and rules.
- Rules and expectations are posted in the classroom.
- Teachers establish routines and procedures.
- Teachers use 'Morning Meetings' to establish a climate of trust, safety, and respect.
- Active monitoring of rule following behavior.
- Classroom management will include plans for transitioning from one activity to another, as well as the organization and cleanliness of the learning environment.

Community Engagement

Best Academy will focus on improving dialog among students, parents, teachers and administrators on topics regarding discipline

- There will be consistent application, by personnel, as to when to involve parents in attempts to improve a student's behavior; training provided to personnel on when and how best to involve parents; and consistency of feedback provided to personnel when deviations occur in the implementation of policy.
- During the school's annual meeting Best Academy will report on discipline initiatives, the MDHR Plan, as well as review the discipline policy. During this time parents and community members will have the opportunity to raise concerns and share suggestions.
- Best Academy will ask discipline specific questions on its Parent Survey in order to assess the effectiveness of charter school strategies that seek to increase engagement and policy clarity.
- Before the start of the School Year copies of the school's Parent & Scholar Code of Conduct will be distributed to staff and parents whether electronically or in a hard copy. A copy of the Parent & Scholar Code of Conduct will remain in the school's front office at all time.

Community Engagement continues to be an area that Best Academy is addressing. The scholar and Parent Code of Conduct were distributed to each parent. There is a copy available in the front office as well as one on the website.

Discipline Committee

The discipline committee will meet every two weeks and review all suspensions that have taken place. They will review the antecedents for the behavior, any other circumstances that may fall into the behavior and will create a plan to address the behavior with the scholar. The committee is made up of the:

1. School Principal/ Assistant Principal
2. Special Education Coordinator
3. School Board Member and
4. Behavior Interventionist.

Other members may join the committee if they would like or if they are asked by a school administrator.

The purpose of the committee is to help with alternate behavioral resources. This team reviewed what training the staff were in need of as well to ensure that everyone had the resource to work effectively with student behaviors. The team also served as a resource for staff and administrators to come to when they had questions about behaviors or determining consequences. The team was noticing a very positive impact prior to the school's closing and had planned to expand the team to be more involved in deciding what the consequences should be for a student. This was going to include social workers and other team members that would meet with the student and the staff involved and then make recommendations.

The Discipline Committee meets every other Friday at 9:00. Averaging 83% attendance at these committee meetings. Attendance and minutes are taken at these meetings. The information from these meetings is included in the board report of the school principal at the monthly board of directors meeting.

The school is also utilizing the Student Support Team (SST). This group meets weekly and reviews scholars who are referred to SST for continued struggles with academics or behavior. The purpose of the SST is to create high-quality, research-based interventions that will allow students to access education and in an effort to decrease the number of special education evaluations that are taking place. The SST team tracks data and meets again at 6 weeks and at 12 weeks to ensure that interventions are being implemented with fidelity and effective in reducing student behaviors.

The district also utilized ADSIS funding to monitor and track student behaviors. In this program, the ADSIS team utilized check-in/ check-out and behavior plans to support students identified as needing tier two behavior support. The behavior intervention and middle school assistant principal worked on teaching social skills and behavior regulation skills to small groups of students that were frequently in the behavior intervention room.

Discipline Committee

Best Academy will create a Discipline Committee to meet every two weeks and to focus on analyzing and creating solutions for behavior issues. The committee is also charged with creating intervention plans designed for students with at-risk behaviors, as well as monitoring and adjusting school action plans as needed. This committee will be comprised of a representative of the school faculty and includes an administrator.

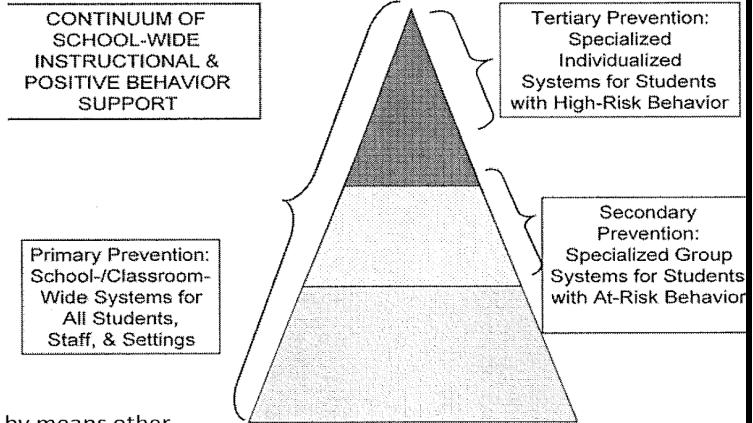
Key staff on the discipline committee shall include but is not limited to...

- School principal
- Behavior Interventionist
- Director of SPED
- Board member

Additional duties the Discipline Committee is tasked with...

- Providing input to personnel, on strategies to:
 - Improve student behavior;
 - Address student behavior by means other than disciplinary action through corrective action practices such as de-escalation and restorative justice;
 - Ensure that referrals for discipline are not impacted by explicit or implicit bias; and
 - Ensure that discipline actions are effective in addressing student behavior and are not punitive.
- Providing best practices to:
 - Prevent school bullying;
 - Address explicit and implicit bias in the classroom;
 - Develop cultural competency; and
 - Interact with students experiencing trauma,
- Providing input to the school community to:
 - Ensure school personnel are aware and have access to available resources to assist them in being successful in the classroom;
 - Identify new practices to more effectively implement identified strategies;
 - Raise awareness of challenges personnel face when implementing identified strategies; and
 - Identify policy and scheduling changes, including but not limited to, those that may minimize interactions that could result in a suspension such as changing the time of passing period between classes, changing lunch periods, and alternating bus routes.

Discipline Data will be shared at grade level meetings to address teachers' needs and students' needs more specifically and promptly. Discipline data will be presented at the board meetings and the board will receive an update on the school's performance in regards to its plan for monitoring purposes.



Best Academy looks forward to continued participation and partnership with the Minnesota Department of Human Rights.

In Partnership,

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