

Global Academy
Semi-Annual Report to the Minnesota Department of Human Rights (MDHR)
Due by August 1, 2020
Case # 68110

Global Academy is submitting this semi-annual report to the MDHR per the agreement signed between MDHR and the school on October 1, 2018.

PART I

The agreement stipulates that at minimum the report shall included the following:

- a. The Charter School’s intended outcomes for its Plan;
- b. Specific steps the Charter School took to implement its Plan;
- c. Metrics the Charter School developed to measure the effectiveness of its Plan; and
- d. Any changes implemented by the Charter School in light of results in the reporting period.

Each requested area of information is reported below.

A. The Charter School’s intended out for its Plan.

Global Academy’s intended outcome is to reduce suspensions to meet the target goals established in the agreement. The school met its goal for the 2019-2020.

OSS	16-17	17-18	18-19	19-20		20-21
	Actual	Actual	Actual	Target	Actual	Target
Subjective as defined by MDHR	94	34	14	45	13	35
Other	15	15	12	15	21	15
TOTAL	109	49	26	60	34	

B. Specific steps the Charter School took to implement its Plan

Below is the activities checklist that is part of our agreement. The agreement was signed on October 1, 2018. Activities shown are the ones that fell within this reporting period (1/1/20 through 7/31/20). All required activities have been completed. Comments about each activity are shown beneath it.

II. Activities Checklist (Check indicates activity completed on time)

- Board review of pertinent policies completed by January 30
The school board reviewed policies 413: Harassment and Violence, 506: Student Discipline, and 514: Bullying at its January 15, 2020 meeting. No changes in policy were made.

- ☒ Review of Trimester 2 discipline data completed by March 30
The administrative team reviewed the process for collecting discipline data as well as the discipline log entries at a meeting on February 3, 2020.
- ☒ Plan reviewed for budget for next fiscal year by March 30
The administrative team recommended continuing funding for our PBIS program.
- ☒ Administrative team recommendations created by June 15
The team recommended implementation of the Miss Kendra trauma program for the fall of FY21 to continue trauma work started in FY20.
- ☒ Review of Trimester 3 discipline data completed by June 15
The team reviewed the Trimester 3 discipline data on June 4, 2020. The school met its goal for discipline referrals as set forth in our strategic plan.
- ☒ Review of OSS data and analysis of metric goals; establish new protocols if not met by June 30
The goal was met.
- ☒ OSS guidelines developed for Family Handbook by July 1
No change recommended for current guidelines.
- ☒ Semi-annual data report sent to MDHR by this date August 1
The report was submitted by August 1, 2020.
- ☒ OSS data information systems in place by August 1
The school will continue to use the systems in place during FY20.

C. Metrics the Charter School developed to measure the effectiveness of its Plan

The only metric in this plan that is measured is out-of-school suspensions. As shown above, the school met its targets for the FY20 school year.

D. Any changes implemented by the Charter School in light of results in the reporting period.

The need for additional training regarding social emotional aspects of discipline continues to be our primary focus.

PART II

The agreement also stipulates that the semi- annual report will include:

- a. Number of suspensions, exclusions, and expulsions during the reporting period;
- b. A brief description of the reason for each suspension, exclusion, and expulsion; and
- c. Disaggregated data showing the breakdown of each disciplinary incident identified in the report by race, ethnicity, national origin, gender, and disability status.

A. Number of suspensions, exclusions, and expulsions during the reporting period

Below is a chart that shows the number of suspensions by category compared to the previous school year. Blue highlighting indicates a “subjective” category as identified by MDHR.

OFFENSE TYPE	2017-2018	2018-2019	2019-2020
Alcohol			
Arson			
Assault	1		
Attendance			
Bomb			
Bomb Threat			
Bullying	2	10	0
Cyber Bullying			
Computer			
Disruptive Behavior	24	10	10
Extortion			
Fighting	12	12	17
Gang Activity			
Harassment		1	
Hazing			
Homicide			
Illegal Drugs			
Over the counter medicine			
Controlled Substances			
Pyrotechnics			
Robbery			
Terrorism			
Theft			
Threats/Intimidation	1	1	2
Tobacco			
Vandalism	2		3
Verbal Abuse	6	1	
Weapons	1		1
Other	1		
TOTAL	50	26	33

B. A brief description of the reason for each suspension, exclusion, and expulsion

Incident #1: Students fighting over a game in PE class.

Incident #2: Students fighting as a result of basketball incident.

Incident #3: Students fighting at recess

Incident #4: Student disrupted entire class, teacher was unable to teach, student would not follow any adult directives.

Incident #5: Students fighting at recess over a game.

Incident #6: Student fight in hallway after name calling.

Incident #7: Student would not stop shouting across the classroom, other students could not learn.

Incident #8: Student urinated on bathroom walls. Several offenses during the week.

Incident #9: Playfighting turned into real fighting.

Incident #10: Hallway fight after name calling.

Incident #11: Student repeated would not follow teacher requests, disrupted classroom and was unsafe.

Incident #12: Student maliciously targeted another student and vandalized the student's locker.

Incident #13: Student refused to follow any adult directions; unsafe behavior.

Incident #14: Student physically threatened another student.

Incident #15: Disrupted standardized testing by throwing things at others in the classroom.

Incident #16: Repeated disruption of class; parent withdrew student from school.

Incident #17: Repeated disruption of class; would not follow any teacher directives.

Incident #18: Brought nerf gun to school and threatened other students

C. Disaggregated data showing the breakdown of each disciplinary incident identified in the report by race, ethnicity, national origin, gender, and disability status.

Below is disaggregated data by race, ethnicity, gender and disability status. The school does not have data on national origin. DIRS category labels are indicated.

RACE	American Indian	Asian	Black	Hispanic	White	Pac Islander	Multi Rae
Suspensions	0	0	24	0	2	0	0

GENDER	Male	Female
Suspensions	15	11

DISABILITY STATUS	Disabled	Not Disabled
Suspensions	3	23



Submitted by:
Helen M. Fisk, Director
7/29/20