

Commissioner-Approved Authorizing Plan

Part A Measures: Authorizer Capacity and Infrastructure

The purpose of Part A is to provide authorizers an opportunity to demonstrate their capacity and commitment to fulfill the responsibilities of a charter school authorizer in Minnesota.

Measure A.1 - Authorizer Mission: *The authorizer has a clear and compelling mission for charter school authorizing.*

Essential Elements:

- The mission is stated and fully aligns with Minnesota charter school law
- The response includes a description of how the process of chartering schools is a way for the organization to carry out its mission

Mission for Authorizing Charter schools aligned with MN charter school law

Charter Authorizing Mission: Bethel's commitment to authorize charter schools is an outgrowth of its history and mission. Bethel Education sees charter authorization as strategically assisting in the positive growth of innovative education that contributes to the larger dialogue about quality teaching and learning with both proof of conceptual and scalable models.

The Bethel Charter Authorizing Mission is aligned with the Bethel Education Department's mission and vision which are both directly aligned with the intent and goals set forth in MN charter school law: 124E.01 The primary purpose of charter schools is to improve all pupil learning and all student achievement.

Chartering supports the organization's mission

As stated in the University's mission statement, "Bethel University educates and energizes men and women for excellence in leadership, scholarship, and service." Charter authorizing through the Education Department as a direct extension of those goals of leadership, scholarship, and service with a purposeful focus on education.

Related Documents

- Bethel Charter Handbook

Measure A.2 - Authorizer Vision and Organizational Goals: *The authorizer has a comprehensive vision for charter school authorizing with clear organizational goals and time frames for achievement that are aligned with the purposes of Minnesota law.*

Essential Elements:

- The authorizer's vision addresses, with specificity, the desired characteristics of the schools it will charter
- The authorizer's vision includes organization-specific purposes, if applicable
- The authorizer's organizational goals aligns with chartering vision and statutory purpose(s) per Minnesota Statutes, section 124E.01, Subdivision 1
- The organizational goals are measurable

Authorizer's vision for charter authorizing

Charter Authorizing Vision: The Education Department's vision for charter school authorizing is to serve innovative charters, committed to academic excellence for their students, and show proof of practice in alternative and scalable designs for education to our pre-service teachers, educational researchers, and the field of practice.

Bethel's vision of charter school authorizing is to oversee a network of charter schools, each with its own individual curricular focus, and all subscribing to an accountability model informed by current research and ensuring all children's success academically, socially, and civically.

Our goal is to visibly and intentionally encourage and collaborate with schools that are examples of unique models of education and demonstrate support of school choice, while providing direct learning opportunities for teacher candidates and faculty, in order to impact the learning of all students and improve achievement. See A2 Charter Authorizing Goals Benchmarks and Timeline document in the Bethel Charter Handbook.

Authorizer's vision for charter authorizing

As stated in the Chartering Authorizing vision statements, Bethel's goals align to statute: 124E.01 The primary purpose of charter schools is to improve all pupil learning and all student achievement.

Related Documents

- A2 Charter Authorizing Goals Benchmarks and Timelines

Measure A.3 - Authorizer Structure of Operations: The authorizer operates with a clear structure of duties and responsibilities sufficient to effectively oversee its portfolio of charter schools.

Essential Elements:

- Describe the capacity of the organization to serve as an authorizer, including the positions (e.g. employees, contractors, volunteers; both paid and unpaid positions) allocated to authorizing duties, the qualifications for those positions, the job descriptions of those positions, the full-time equivalencies of those positions, and the financial resources available to fund the positions.
- Describe a clear structure of duties and responsibilities that will be sufficient to effectively oversee and meet the needs of the portfolio of charter schools, including how the structure will be updated if and when necessary.
- Provide an organizational chart that shows clear lines of reporting and authority/decision-making and, if applicable, showing projected organizational changes due to proposed expansion over the next five years.
- Describe how the authorizer will appropriately manage, retain, and safeguard school and student information and records relating to authorizing.

Bethel as an authorizer, operates with a clear structure of duties and responsibilities sufficient to effectively oversee its portfolio of charter schools.

Organizational capacity

Bethel as an authorizer has the organizational capacity to oversee its portfolio of schools. The Charter Authorizing Org Chart illustrates where charter authorizing fits in with the overall Bethel University system. Additionally, the Charter Authorizing Org chart highlights the other positions allocated for charter authorizing.

The Bethel Education department's ratios are 1 Charter Liaison (part-time) and Education Department Representative for up to 4 schools. If there is an increase in the number of schools in the portfolio, the Bethel Education Department Charter Liaison will have an increase in time available for charter authorizing if needed.

Structure of duties and responsibilities

There are two primary positions with dedicated time for charter authorizing, the Education Department Charter Liaison and the Education Department Representative. The Education Department Charter Liaison is the primary staff position and assumes responsibilities for communication and coordination with staff and administrators at the schools and to facilitate oversight of schools authorized by Bethel University. The charter liaison role is supported directly by the Education Department Representative. Overall, charter authorizing is supported by the Bethel Charter Oversight Committee (BCOC).

The College of Arts and Sciences Education Department and Bethel Charter Oversight Committee (BCOC) are the decision-making bodies for charter authorizing, with oversight by the Associate Provost for the College of Arts & Sciences. The charter liaison works most directly with the Bethel College of Arts and Sciences Education Department representative.

Position	Qualifications	Job Descriptions	FTE	Funding
Education Dept Charter Liaison	Masters of Education and experience in the charter sector	Includes 80% of the duties and time dedicated to charter authorizing.	.79 FTE	Fees from authorized charter schools
Education Dept Representative		Includes 1.7 TEUs time for charter authorizing.		Paid for by Bethel University
Bethel Charter Oversight Committee Members		Individuals will attend quarterly meetings and provide advice and guidance as part of the decision making body.		Uncompensated roles, salaries paid for by Bethel University
Consultants	Determined case by case to meet the portfolio needs	Determined case by case to meet the portfolio needs	Determined case by case to meet the portfolio needs	Fees from authorized charter schools

Organizational charts

The Bethel Charter Oversight Committee, Bethel Education Department Representative, and the Bethel Education Department charter liaison are responsible for the leadership and management of the Charter School Authorizing Program, with oversight by the Associate Provost for the College of Arts & Sciences. The charter liaison works most directly with the Bethel College of Arts and Sciences Education Department representative. See the Education Department Charter Liaison Job Description, the A3 Duties and responsibilities for BCOC members and the A3 Charter Authorizing Org Chart listed in the appendix of the Bethel Charter Handbook.

The Charter School Authorization: How Applications are Approved chart illustrates how decisions will be made regarding charter authorizing and the role and responsibilities for the Bethel Education Department Charter Liaison, the Education Department Chair, and the BCOC. This process will remain in place if the portfolio expands.

The Bethel Charter Oversight Committee (BCOC) completes a self-evaluation each spring along with developing a budget and setting the portfolio size for the next fiscal year. The charter authorizing duties and responsibilities may be reviewed and adjusted at this meeting.

Related documents

- Education Department Charter Liaison Job Description
- A3 Duties and responsibilities for BCOC members

- A3 Charter Authorizing Org Chart
- Bethel Charter Handbook

Safety and security of documents

Bethel University uses Google. For more on Google G suite security, see <https://gsuite.google.com/learn-more/security-google-apps.html>. The Education Department has contracted with Epicenter for document management and will use their safety procedures. Additionally, Bethel does not have data sharing agreements with any authorized schools.

Measure A.4 - Authorizing Staff Expertise: The authorizer has appropriate experience, expertise and skills to sufficiently oversee its portfolio of charter schools.

Definitions:

- “Expertise” is defined as having knowledge, education, training, etc. in the areas of charter school academics, finance, operations and law.
- “Experience” is defined as length of time working in the areas of charter school academics, finance, operations and law.
- “Skills” is defined as effective application of experience and expertise in the areas of charter school academics, finance, operations and law.
- “Credentials” is defined as degrees, certificates or other documentation awarded by a reputable external organization demonstrating a person’s expertise, experience, and/or skills.

Essential Element:

- Provide the background and experience of authorizing staff (such as through resumes and/or vitae), including individuals both paid (e.g., staff) and unpaid (e.g., board members) as well as contractors hired by the authorizer, necessary to demonstrate the authorizer has appropriate experience, expertise and skills to sufficiently oversee its portfolio of charter schools.

Advanced Elements:

- Identify how the authorizer’s staff experience, expertise and skills align with nationally recognized quality authorizing standards.
- Provide the credentials of authorizing staff demonstrating experience, expertise and skills in charter school academics, finance, operations and law.

Bethel, as an authorizer, has the appropriate experience, expertise, and skills to sufficiently oversee the portfolio of charter schools as aligned with nationally recognized quality authorizing standards.

Background and Experience

Overall, the members of the BCOC bring a wealth of expertise to the charter authorizing work. The positions of the Education Department charter liaison, Education Department Representative, and the Bethel Charter Oversight Committee (BCOC) members have a variety of experiences and expertise that fulfill the areas of academics, finance, and operations. The Bethel University legal counsel serves in the legal area. Additionally, the Education Department Charter Liaison may work with the BCOC and Education Department Chair to bring in additional resources and expertise as needed from within the Bethel University community and externally.

Alignment to National Standards

Bethel, as an higher education institution authorizer, has experience, expertise, and skills that are aligned with national standards (NACSA Essential Practices and NACSA Principles and Standards). The staff/faculty assigned to charter authorizing and this staff/faculty are supported at multiple levels from the University and are supported by professional development opportunities to maintain high authorizing standards.

Measure A.5 - Authorizer Knowledge and Skill Development of Authorizing Leadership and Staff: The authorizer has a plan to build the knowledge and skill base of its authorizing leadership and staff through professional development. The authorizer has a plan to provide professional development aligned with its operations, mission and goals for overseeing its portfolio of charter schools.

Essential Elements:

- Describe the authorizer's intentional plan to offer professional development to build the knowledge and skill base of authorizing leadership and staff.
- Describe the frequency and nature of potential professional development as well as personnel expected to attend.
- Describe how professional development will align with the authorizer's operations, mission and organizational goals for overseeing its portfolio of charter schools.

Advanced Element:

- Describe how professional development will be measured, evaluated and customized to meet the needs of authorizing leadership and staff.

Plan for Professional Development of Authorizer Leadership and Staff

Drawing on a multitude of organizations, Bethel has created a comprehensive professional development plan for charter authorizing staff and leadership documented in the Professional Development Plan for the Bethel Charter Oversight Committee and Charter Liaison that addresses the frequency and nature of the professional development.

The Bethel University Education Department Charter Liaison will engage regularly with the Minnesota Association of Charter School Authorizers (MACSA), annually attend the National Association of Charter School Authorizers (NACSA) Leadership Conference or National Charter School Conference, and MDE charter-related workshops and required training. The Charter Liaison and members of the BCOC may attend additional training.

Professional Development aligned with vision, goals and operations

The range of professional development content areas covers all aspects of charter authorizing operations. The professional development is aligned to NACSA standards and the needs of the leadership, staff, and portfolio.

Measure and Evaluation of professional development

The professional development opportunities will be customized to meet the needs of the leadership, staff, and portfolio. As new topics or themes emerge, these will be incorporated into the Professional Development plan and shared. Additionally, the external sessions attended will be measured and evaluated using a Google Form titled, Bethel Charter Authorizing Program - PD Documentation and Reflection and a corresponding spreadsheet.

Related documents

- Professional Development and Training Plan for the Bethel Charter Oversight Committee and Charter Liaison
- Bethel Charter Authorizing Program - PD Documentation and Reflection Google Form

Measure A.6 - Authorizer Operational Budget for Authorizing the Portfolio of Charter Schools: The authorizer has a plan to allocate resources commensurate with its stated budget, and the needs and responsibilities of authorizing the portfolio of charter schools.

Essential Elements:

- Include the authorizer's anticipated five-year budget (for example, FY 2021-FY 2025) outlining the following:
 - o Anticipated revenue sources such as fees collected annually from schools and additional funds from outside sources.
 - o Anticipated expenditures such as staff, travel, lease, consultants, office costs (e.g. equipment, supplies), etc.
 - o Anticipated staff expenditures and personnel budget increases in relation to portfolio growth.
 Authorizers that are school districts may satisfy this specific requirement by submitting a written assurance (Form 4) promising to comply with this specific requirement, per Minnesota Statutes, section 124E.05, subdivision 4(b).
- Provide the target number and size of schools for the portfolio of charter schools for a five-year period. (Important note: This establishes the maximum portfolio size for the next five years.)
- Authorizer demonstrates resource allocations are sufficient to fulfill authorizing responsibilities and are commensurate with the needs and scale of the anticipated portfolio of charter schools (e.g., income, expenditures, number and size of the charter schools in the portfolio).

Advanced Elements:

- Describe how the budget aligns with nationally recognized quality authorizing standards for financial resource commitments.
- Describe how the budget shows resource allocations dedicated to achieving nationally recognized quality authorizing standards for financial resource commitments, including how the budget will be revised as necessary to ensure such resource allocations.

The anticipated budget model including income, expenditures, and provisions for changes to the portfolio size is documented in the Bethel FY21-24 Charter Authorizing Budget.

The budget is based on balancing the resources generated by authorizing fees to meet program responsibilities such as the reporting requirements to MDE and fulfilling its regular authorizing duties.

The Bethel FY21-24 Charter Authorizing Budget is aligned with national standards and seeks to ensure that high stakes decisions are made based on merit and not on financial incentives or disincentives while relying primarily on fees and having staff dedicated to charter authorizing.

The budget process includes the creation of a five-year model. This model serves as a guide for annual budgets. During the spring quarter meeting, prior to the start of the next fiscal year, the Bethel Charter Oversight Committee (BCOC) reviews a proposed budget. This is the adopted budget that guides discretionary expenditures and may be adjusted throughout the year to meet the needs of charter authorizing and the portfolio.

Related documents

- Bethel FY21-24 Charter Authorizing Budget

Measure A.7 - Authorizer Operational Conflicts of Interest: The authorizer implements a clear policy to address conflicts of interest in all decision-making processes concerning the portfolio of charter schools.

Essential Elements:

- Include the authorizer's clear policy to address conflicts of interest in all decision-making processes concerning the portfolio of charter schools.
- Describe the process and procedures for intentionally implementing and executing the authorizer's conflict of interest policy to avoid conflicts of interest that might affect the authorizer's capacity to make objective, merit-based application, intervention, and renewal decisions that hold the charter school accountable for its performance.
- Describe how application review and decision-making processes are free of conflicts of interest, and require full disclosure of any potential or perceived conflicts of interest between reviewers, decision-makers and applicants.

Authorizers that are school districts may satisfy measure A.7 requirements by submitting a written assurance (Form 4) promising to comply with the requirements of this measure, per Minnesota Statutes, section 124E.05, subdivision 4(b).

Clear policy to address conflicts of interest

A comprehensive Charter School Authorization Conflict of Interest Policy has been established, implemented, and addresses concerns with regard to the authorizer's ability to make objective, merit based application, and renewal decisions. The policy and corresponding forms can be found in the Conflict of Interest Policy and Form document.

Process and procedures

The Bethel Charter Contract Articles II and XI address conflict of interest.

The Conflict of Interest policy is clearly stated and shared via the Bethel Charter Handbook. The handbook is linked on the Charter Authorizing webpage.

Annually, the policy is shared with the stakeholders (Bethel's Charter Oversight Committee, College of Art and Science (CAS) and College of Adult and Professional Studies (CAPS) - Graduate School (GS) Education departments, and site visit consultants) and signed forms are collected.

Application review

As stated in the Conflict of Interest policy, before Bethel will review any application, applicants and the members of the review team will complete a review of this policy and certify that there are no conflicts of interest. This information will be recorded as part of the application review documentation.

Related documents

- Conflict of Interest Policy and Form document
- Charter Contract Template

Measure A.8 - Ensuring Autonomy of the Schools in the Portfolio: The authorizer implements a policy to preserve and support the essential autonomies of the portfolio of charter schools.

Essential Elements:

- Include the authorizer's clear policy to ensure, preserve and support the essential autonomies of the portfolio of charter schools.
- Describe how the authorizer's policy on school autonomy establishes and recognizes the schools' authority over academics, financials and operations and respects the schools' authority over day-to-day operations.
- Describe the processes and procedures for implementing and executing the authorizer's policy to ensure school autonomy.
- Describe how the authorizer will hold charter schools accountable for performance outcomes and compliance with statute rather than on processes and inputs.

Advanced Element:

- The authorizer describes how its policy to ensure school autonomy aligns with nationally recognized quality authorizing standards.

Policy

The Charter Contract sections II and VI details the separation of the school and the authorizer.

The autonomy policy is stated in the Bethel Charter Handbook. The handbook is linked on the Charter Authorizing webpage. The policy states the processes in place to protect and preserve the autonomy of the authorized charter schools.

Processes and procedures

In addition to the articulation of school autonomy in the handbook and in the contract, Bethel implements this concept in practices, such as offering, but not requiring participation in areas of Support, Development, and Technical Assistance. Additionally, the Bethel Education Department Charter Liaison reaffirms this in school board meetings and meetings with school leaders if applicable.

Holding schools accountable to outcomes

As stated in the Charter Contract, schools are held accountable to the primary purpose (primary purpose of the School is to provide an educational program for its students in order to improve all pupil learning and all student achievement) and contract goals. Renewal decisions, as illustrated in the table, Charter School Authorization: How Applications are Approved, in the Bethel Charter Handbook are based on school performance.

Aligned with national standards

Bethel, as an authorizer, has policies aligned with national standards for quality authorizing including signing a contract with each school that articulates the rights and responsibilities of each party and addressing school autonomy.

Related documents

- Charter Contract Template
- Bethel Charter Handbook

Measure A.9 - Authorizer Self-Evaluation of Capacity, Infrastructure and Practices: The authorizer plans to self-evaluate its internal ability (capacity, infrastructure and practices) to oversee the portfolio of charter schools.

Essential Elements:

- Describe the authorizer's plan to regularly evaluate its internal ability to oversee the portfolio of charter schools.
- Describe how the authorizer's self-evaluations will be intentional and planned to build the authorizer's capacity, infrastructure and practices to oversee its portfolio of charter schools.

Advanced Elements:

- Describe the process the authorizer will use to develop and implement continuous improvement plans to address findings of self-evaluation.
- Describe how the authorizer will evaluate its work regularly against nationally recognized quality authorizing standards and implement continuous improvement plans that result in more effective authorizing practices.
- Describe how the authorizer will utilize reflective practices to maintain an organizational focus on purposeful improvement.

Self-evaluation plan

The Charter Authorizing Program at Bethel will use an annual self-evaluation tool as part of the budgeting process to be completed by the members of the BCOC. The self-evaluation tool focuses on five areas including: agency capacity and infrastructure, application process, performance contracting, ongoing oversight and evaluation, and renewal decision making. The self-evaluation tool is robust and comprehensive and allows for the BCOC to assess its capacity against the department's mission and vision for charter authorizing. Additionally, it provides the opportunity for reflection and the space to identify plans for areas that need improvement. See the Charter School Authorization Self-evaluation in the Bethel Charter Handbook appendix.

Continuous Improvement

The self-evaluation tool allows for the identification of areas that need improvement and the steps needed for improvement.

The self-evaluation tool reflects national standards in charter authorizing, is used annually, while reflective practices are used to maintain focus on improvement.

Related documents

- Charter School Authorization Self-evaluation

Measure A.10 - Authorizer High Quality Authorizing Dissemination: The authorizer plans to disseminate best authorizing practices and/or assist other authorizers in high quality authorizing.

Essential Elements:

- Describe the authorizer's plan and process to share and disseminate best authorizing practices and/or provide technical assistance to other authorizers to promote high quality authorizing.
- Describe the authorizer's intent to engage with other professionals (such as state or national associations) in order to improve the authorizing community of practice, including sharing of best practices and/or providing technical assistance to other authorizers.

Sharing of best practices

The Bethel Education Department Charter Liaison's attendance at, and participation in, the Minnesota Association of Charter Schools (MACSA) monthly meetings is the primary method for sharing best practices and providing assistance to other authorizers.

Intent to engage to promote high quality authorizing

The Bethel Education Department Charter Liaison is the primary contact for the charter authorizing program for Bethel. In this capacity, the liaison's role includes engaging with other authorizers at the state and national level.

Measure A.11 - Authorizer Compliance to Responsibilities Stated in Statute: The authorizer intends to comply with reporting, submissions and deadlines set forth in Minnesota Statutes.

Essential Element:

- Describe the authorizer's internal process to ensure compliance with reporting, submissions and deadlines set forth in Minnesota Statutes.

Authorizer Compliance to Responsibilities in Statute

The Bethel Charter Oversight Committee (BCOC) working with the Education Department Charter Liaison, is responsible for complying with reporting, submissions, and deadlines set forth in statute. The annual reports, submissions, and deadlines are captured in a workflow calendar based on the Authorizer Due Dates published by the Minnesota Department of Education.

Part B Measures: Authorizer Processes and Decision Making

The purpose of Part B is for the authorizer to describe its standards, practices and processes for determining high stakes decisions regarding a school's academic, operational and financial performance. This portion of the AAP directly aligns with Part B performance measures in MAPES.

Measure B.1 - New Charter School Decisions: The authorizer has clear and comprehensive approval criteria and process standards to rigorously evaluate new charter school proposals. The authorizer outlines new charter school decision-making standards and processes that will promote the growth of high-quality charter schools.

Definitions:

- "Need" means the reasons the proposed school is necessary in the community to be served. Need can be demonstrated by, for example, describing why existing school options in the community are insufficient or inadequate.
- "Demand" means the desire of prospective families to enroll their children in the proposed school's education program. Demand can be evidenced by, for example, feedback from listening sessions or survey results from prospective families.

Essential Elements:

- Submit transparent, rigorous and comprehensive new charter school application instructions and questions, evaluative criteria, procedures, timelines, review standards and processes, and applicant guidance that are aligned with statute and address the following elements:
 - Demonstration of need for the proposed school in the community to be served.
 - Evidence of demand for the proposed school in the community to be served.
 - The school's broadly inclusive mission statement.
 - The statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1.
 - Grade levels to be served.
 - Academic plan: description of the school's educational program based on the need and demand in the community to be served, specific academic and nonacademic outcomes that students must achieve, educational philosophy and approach, daily schedule, school culture, curriculum and instruction, assessment, and services for special populations.
 - A charter school must design its programs to at least meet the outcomes adopted by the commissioner for public school students, including world's best workforce goals under section 120B.11, subdivision 1. In the absence of the commissioner's requirements governing state standards and benchmarks, the school must meet the outcomes contained in the contract with the authorizer. The achievement levels of the outcomes contained in the contract may exceed the achievement levels of any outcomes adopted by the commissioner for public school students (Minnesota Statutes, section 124E.10, subdivision 1(c)).
 - Operational plan: governance and management structure, administration, human resource recruitment and development, student recruitment and enrollment, lottery and admissions policy, school calendar, parent and community involvement, compliance with applicable laws and regulations, facility planning and location.

- Financial plan to start up school operations and sustain the school's finances after opening: short and long-term financial projections, budget(s), and business management procedures.
 - If the school intends to apply for federal Charter Schools Program (CSP) grant funds, the financial plan should include contingencies if CSP funds are not awarded.
- Background and experience of the school's founders, developers and applicant team.
- A "statement of assurances" of legal compliance prescribed by the commissioner.
- Any other information the authorizer requests.

Advanced Element: Identify how the authorizer's new charter school application and decision process aligns with nationally recognized quality authorizing standards and reflects a clear strategy to promote high-quality charter schools.

To promote the growth of high quality charter schools, the New Charter School process includes transparent, rigorous and comprehensive instructions, evaluation criteria, procedures, timelines, review standards and processes and guidance aligned with statute.

New Charter School Application Instructions

The process for applying to become a new charter school under Bethel University is explained in the Bethel Charter Handbook. The handbook is linked on the Charter Authorizing webpage and also includes the formal application. See the New Charter School Application in the Bethel Charter Handbook appendix.

New Charter School Evaluative Criteria

The New Charter School Assessment Rubric is the evaluation tool used to evaluate and score new charter proposals and is consistent with the authorizer's performance standards/framework as described in B.4: Performance Standards. The evaluation assesses four major areas when considering new charter schools: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. Additional requirements for new charters include completion of the Ready-to-Open checklist and Ready-to-Open meeting. See the New Charter School Assessment Rubric in the Bethel Charter Handbook appendix.

New Charter School Procedures

The process and procedures for applying to become a new charter school under Bethel University is explained in the Bethel Charter Handbook.

New Charter School Timelines

The timelines for a new charter school application are listed in the Bethel Charter Handbook and in accord with Minnesota Statutes, section 124E.06.

New Charter School Review Process

The review process for New Charter School applications is detailed in the Decision making section of the Bethel Charter Handbook in the table, Bethel University Charter School Authorization: How Charter Applications are Approved or Denied, which specifically addresses the steps in the review process.

Advanced Element - High Quality Charter Schools and Aligns with National Standards

The New Charter School application process and evaluation was modeled after The Charter School Quality Consortium and National Consensus Panel on Charter School Academic Quality. Additionally, the application process and evaluation include best practices from the Minnesota Association of Charter School Authorizers (MACSA) and the National Association of Charter School Authorizers (NACSA).

Related documents

- Bethel Charter Handbook, New Charter School pages
- New Charter School Application
- New Charter School Assessment Rubric

Measure B.2 - Interim Accountability Decisions (i.e. site/grade level/early learning expansions, ready to open, and change in authorizer): The authorizer has clear and comprehensive approval criteria and process standards to rigorously evaluate school opening decisions as well as proposals of existing charter school expansion requests and other interim changes. The authorizer outlines interim accountability decision-making standards and processes that will promote the growth of high-quality charter schools.

Essential Elements:

- For each interim accountability decision below, submit transparent, rigorous and comprehensive application instructions and questions, evaluative criteria, procedures, timelines, review standards and processes, and applicant guidance that are aligned with statute and include academic, operational and financial conditions upon which the authorizer approves or denies:
 - Adding grades or sites per Minnesota Statutes, section 124E.06, subdivision 5, including early learning programs per Minnesota Statutes, section 124E.06, subdivision 3(b) and Minnesota Statutes, sections 124E.03, subdivision 7(b)
 - Change in authorizer requests per Minnesota Statutes, section 124E.10, subdivision 5
 - Ready to open per Minnesota Statutes, section 124E.06, subdivision 3(h)

Note: Please provide a response for each accountability decision above that reflects its unique requirements.

Advanced Element:

- Identify how the interim accountability processes align with nationally recognized quality authorizing standards and reflect a clear strategy to promote high-quality charter schools.

To promote the growth of high quality charter schools, the *Interim Accountability Decisions (i.e. grade level/early learning/site expansions, ready to open, and change in authorizer)* processes includes transparent, rigorous and comprehensive instructions, evaluation criteria, procedures, timelines, review standards and processes and guidance aligned with statute.

Grade level/Site Expansions

Bethel University authorized charter schools which are looking to add grades or sites beyond those defined in the original affidavit approved by the commissioner must be able to demonstrate a record of strong academic success, fiscal responsibility, and a significant and justifiable need.

Expansion (Early Learning/Grades/Site) Application Instructions

The process for applying for a Grade level/Site Expansions is explained in the Bethel Charter Handbook. The handbook is linked on the Charter Authorizing webpage and also includes links to the formal application. See the Expansion (Early Learning/Grades/Site) Application in the Bethel Charter Handbook appendix.

Expansion (Early Learning/Grades/Site) Evaluative Criteria

The Expansion (Early Learning/Grades/Site) Assessment Rubric is the evaluation tool used to evaluate and score expansion applications and is consistent with the authorizer's performance standards/framework as described in B.4: Performance Standards. See the Expansion (Early Learning/Grades/Site) Assessment Rubric in the Bethel Charter Handbook appendix. The evaluation assesses four major areas: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

Expansion (Early Learning/Grades/Site) Procedures

The process and procedures for applying for an expansion (Early Learning/Grades/Site) is explained in the Bethel Charter Handbook.

Expansion (Early Learning/Grades/Site) Timelines

The timelines for an expansion (Early Learning/Grades/Site) is listed in the Bethel Charter Handbook and in accord with Minnesota Statutes, section 124E.06.

Expansion (Early Learning/Grades/Site) Review Process

The review process for Expansion (Early Learning/Grades/Site) applications is detailed in the Decision making section of the Bethel Charter Handbook in the table, Bethel University Charter School Authorization: How Charter Applications are Approved or Denied, which specifically addresses the steps in the review process.

Early Learning Programs

Bethel University authorized charter schools which are looking to add an early learning program beyond those defined in the original affidavit approved by the commissioner must be able to demonstrate a record of strong academic success, fiscal responsibility, and a significant and justifiable need.

- Early Learning programs (Instructional preschool or Prekindergarten) are addressed in Expansions. See the Early Learning section in the Bethel Charter Handbook and the Expansion Application.
- Early Childhood Health and Developmental Screening Programs (only) are addressed in the Bethel Charter Handbook and a separate application. See the Early Childhood Health and Developmental Screening Program Application.

Ready to Open

Bethel University authorized new charter schools must complete the Ready to Open Task List and Site Visit in order to open. The process and procedures are listed in the Bethel Charter Handbook.

Change in Authorizer

Change in Authorizer applies in two settings:

- 1) ***If the currently Bethel authorized charter school and Bethel University, as authorizer, mutually agree to not renew the contract, a request for a change of authorizer would be implemented.***
- 2) ***If the currently authorized charter school seeks a change in authorizer and is moving from another authorizer to Bethel University, a request for a change of authorizer would be implemented.***

Change in Authorizer (Transfer) Application Instructions

The process for applying for a Change in Authorizer (Transfer) is explained in the Bethel Charter Handbook. The handbook is linked on the Charter Authorizing webpage and also includes links to the formal application. See the Change in Authorizer (Transfer) Application in the Bethel Charter Handbook appendix.

Change in Authorizer (Transfer) Evaluative Criteria

The Change in Authorizer (Transfer) Assessment Rubric is the evaluation tool used to evaluate and score the school's application and is consistent with the authorizer's performance standards/framework as described in B.4: Performance Standards. See the Change in Authorizer (Transfer) Assessment Rubric in the Bethel Charter Handbook appendix. The evaluation assesses four major areas: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

Change in Authorizer (Transfer) Procedures

The process and procedures for applying for a Change in Authorizer (Transfer) is explained in the Bethel Charter Handbook.

Change in Authorizer (Transfer) Timelines

The timelines for a Change in Authorizer (Transfer) is listed in the Bethel Charter Handbook and in accord with Minnesota Statutes, section 124E.06.

Change in Authorizer (Transfer) Review Process

The review process for Change in Authorizer (Transfer) applications is detailed in the Decision making section of the Bethel Charter Handbook in the table, Bethel University Charter School Authorization: How Charter Applications are Approved or Denied, which specifically addresses the steps in the review process.

Advanced Element - High Quality Charter Schools and Aligns with National Standards

The interim decision processes and procedures reflect national best practices, including having published application materials and timelines and established evaluation criteria, in order to ensure and promote high quality charter schools.

Related documents

- Bethel Charter Handbook, Expansion (Early Learning/Grades/Site) pages
- Expansion (Early Learning/Grades/Site) Application
- Expansion (Early Learning/Grades/Site) Assessment Rubric

- Bethel Charter Handbook, Early Learning pages

- Early Childhood Health and Developmental Screening Program Application
- Early Childhood Health and Developmental Screening Program Assessment Rubric

- Bethel Charter Handbook, New Charter School Ready to Open pages
- Ready to Open Task List
- Ready to Open Site Visit

- Bethel Charter Handbook, Change in Authorizer (Transfer) pages
- Change in Authorizer (Transfer) Application
- Change in Authorizer (Transfer) Assessment Rubric

Measure B.3 - Contract Term, Negotiation and Execution: The authorizer executes contracts that clearly define material terms and rights and responsibilities of the school and the authorizer.

Essential Elements:

- Provide a charter contract template that meets the following elements:
 - All current statutory requirements per Minnesota Statutes, section 124E.10, subdivision 1(a-b) and 3(c). (See MDE's Charter Contract Guidance document for additional guidance.)
 - Clearly states the rights and responsibilities of the school and the authorizer.
 - Defines any other material terms.
- Describe how renewal and change in authorizer contracts will be fully executed no later than the first day of the renewal period.

Advanced Element:

- Describe how the authorizer will execute contract amendments for material changes to current school plans when necessary (not in lieu of conducting renewal evaluations) and submitted to the commissioner within 10 business days of execution.

Bethel, as an authorizer, executes contracts that define material terms, rights, responsibilities of the school and the authorizer with the intent of promoting the growth of high-quality charter schools in Minnesota.

Example Charter Contract

The Bethel University Charter Contract template meets statutory requirements.

The Bethel Charter Contract template defines the material terms of the contract including recitals, the establishment of the school, operation of the school, school finance, charter term, renewal and revocation, and operation of the contract.

The Bethel Charter Contract template states the rights and responsibilities of the school and authorizer in Articles II and III (authorizer) and Articles VI, VII, and VIII (school).

The Bethel University Charter School Contract Template addresses the establishment of goals that are strategic, specific, measurable and time-bound in Article XI and are captured in Exhibit F.

Compliance with Statutory Timelines

Timelines are indicated for each application a charter would complete. These timelines are listed in the Bethel Charter Handbook and often reference statute.

The due dates for all authorizer compliance responsibilities are captured in an annual workflow.

Advanced element: Contract Amendments

Article IX in the Bethel University Charter School Contract Template addresses amendments. Amendments are to address material changes to current school plans when necessary and not in place of renewal evaluations. In accord with statute, executed amended contracts will be submitted to the commissioner within 10 business days of execution.

Related documents

- Bethel Charter Contract Template
- Bethel Charter Handbook

Measure B.4 - Performance Outcomes and Standards: The authorizer has a performance framework under which it executes contracts with clear, measurable and attainable performance outcomes and standards. The authorizer has established processes designed to hold charter schools in its portfolio accountable to its academic, financial and operational performance outcomes and standards.

Essential Elements:

- Provide a comprehensive performance framework addressing the following elements:
 - The performance framework identifies the primary purpose of the charter schools in its portfolio is to improve all pupil learning and all student achievement and identifies additional purposes per Minnesota Statutes, section 124E.01, subdivision 1, and Minnesota Statutes, section 124E.10, subdivisions 1(a)(1) and 1(a)(2).
 - The performance framework defines clear, measurable and attainable academic, operational and financial performance outcomes and standards for all schools in its portfolio per Minnesota Statutes, section 124E.10, and consequences to hold charter schools accountable for meeting or not meeting performance outcomes and standards.
 - The performance framework is designed to at least meet the outcomes adopted by the commissioner for public school students, including world's best workforce goals under section 120B.11, subdivision 1 per Minnesota Statutes, section 124E.10, subdivision 1(c).
 - The commissioner's outcomes for public school students are the five aspirational goals of World's Best Workforce (WBWF):
 - All children are ready for school.
 - All third-graders can read at grade level.
 - All racial and economic achievement gaps between students are closed.
 - All students are ready for career and college.
 - All students graduate from high school.

- o The performance framework is included in the charter contracts the authorizer executes with schools.
- If the comprehensive performance framework allows for flexibility in negotiating performance outcomes with schools individually, describe a plan to establish contract outcomes/goals that are specific and strategic, measurable, attainable, results-based, and time-bound. (See the Setting Useful Goals Guide on the MDE WBWF webpage for additional guidance.)

Advanced Element:

- Identify how the performance framework aligns with nationally recognized quality performance standards and reflects a clear strategy to promote high-quality charter schools.

Bethel as an authorizer supports the development of high quality charter schools through *the use of performance frameworks with clear, measurable and attainable performance outcomes and standards. The authorized charter schools are accountable for their academic, financial, and operational performance.*

Performance Frameworks - Primary Purpose

The primary purpose of charter schools (to improve all pupil learning and all student achievement) and additional purposes are listed on the first page of the Bethel Charter Contract Template, in the Bethel Charter Handbook, and on the first page of each assessment rubric (performance framework).

Performance Framework Performance Standards

The Charter Authorizing Assessment Rubrics (performance frameworks), address standards in four areas: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. The assessment rubrics include measures aligned with MN Charter Statute, Northstar (ESSA), and World's Best Workforce (WBWF), and capture contract goal attainment and/or target performance for the measures.

Performance frameworks - Commissioner's Expectations

The assessment rubrics state "as an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract renewal and will be based substantially on the school's attainment of its contract academic outcomes and goals." on the first page. Additionally, the first page of the charter contract directs attention to the primary and secondary purposes for a school and the commissioner's outcomes.

Performance framework - Goals

Contract Negotiations and goal development are addressed in Article XI in the Bethel Charter School Contract Template and in the Bethel Charter Handbook. Contract goals must be in the areas of academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance, in SMART format, and aligned with the primary and additional purposes in statute (Minnesota Statutes, section 124E.01, subdivision 1, subdivisions 1(a)(1) and 1(a)(2)).

Advanced Element - High Quality Charter Schools and Aligns with National Standards

The performance standards reflect national best practices to promote high quality charter schools. This starts with having contracts that respect school autonomy, define the rights and responsibilities of each party, and include established renewal criteria while “fulfilling fundamental public education obligations to all students.” Additionally, the performance frameworks were updated in 2021 and modeled after NACA’S Core Performance Framework and Guidance 2013, the New Jersey Department of Education Office of Charter and Renaissance Schools Performance Framework 2017, and the Rhode Island Charter School Performance Review System 2018.

Related documents

- Charter Contract Template
- Bethel Charter Handbook
- Annual Assessment Rubric
- Renewal Assessment Rubric

Measure B.5 - Authorizer’s Processes for Ongoing Oversight of the Portfolio of Charter Schools: The authorizer has processes to monitor and oversee charter schools in the areas of academics, operations and finances.

Essential Elements:

- Describe the criteria, processes and procedures the authorizer will use to monitor and evaluate the fiscal, operational and the academic performance of charter schools in the portfolio, consistent with subdivision 3, paragraphs (a) and (b) per Minnesota Statutes, section 124E.10, subdivision 1(a)(7).
- Describe the charter schools’ required academic, financial, operational and legal reporting to the authorizer.
- Describe an oversight plan that clearly establishes the criteria, processes and procedures the authorizer will use to competently evaluate academic, financial and operational performance and monitor compliance with applicable law.
- Describe how the authorizer’s ongoing oversight informs its standards and processes for intervention, termination and renewal decisions for its portfolio of charter schools (i.e. performance measures B.6 and B.9).

Advanced Element:

- Identify how the authorizer’s processes for ongoing oversight of the portfolio of charter schools align with nationally recognized quality authorizing standards and reflect a clear strategy to promote high-quality charter schools.

Bethel as an authorizer, monitors and provides oversight in the areas of academics, operations, and finances with the intent of promoting the growth of high-quality charter schools in Minnesota.

Criteria, Processes, and Procedures

The Bethel Charter Contract addresses the criteria, processes and procedures for oversight in Articles III, VI, and the related exhibit M. Supplemental Continuing Oversight Criteria, Processes, Procedures.

The Bethel Charter Handbook details ongoing oversight in accord with MN Statute, section 124E.10, subdivision 1(a)(7). Bethel authorized charter schools are evaluated each year using the Annual Assessment Rubric. Embedded in the performance frameworks are the four areas in which charter schools are evaluated: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

Required reporting

The annual required academic, financial, operational, and legal reporting is aligned with MN Charter school law and captured in the Bethel Charter Contract Article VI. Additionally, Bethel provides school users with an Epicenter account for meeting reporting obligations.

Oversight Plan

The Bethel Charter Contract addresses the criteria, processes and procedures for oversight in Articles III, VI, and the related exhibit M. The Bethel Charter Handbook details ongoing oversight in accord with MN Statute, section 124E.10, subdivision 1(a)(7).

Overall, oversight is guided by these fundamental questions:

Academic and Education Program	Is the academic program a success?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?

Bethel authorized charter schools are evaluated each year during an annual site visit using the Annual Assessment Rubric. Embedded in the performance frameworks are the four areas in which charter schools are evaluated: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

Alignment with Intervention, Termination and Renewal Decisions

The standards and processes for intervention, termination, and renewal are documented in the Bethel Charter Handbook. Information gathered as part of ongoing oversight informs all decision making, intervention/renewal/termination.

Advanced Element - High Quality Charter Schools and Aligns with National Standards

Bethel as an authorizer monitors and provides oversight in the areas of academics, operations, and finances with the intent of promoting the growth of high-quality charter schools in Minnesota. Oversight is aligned with national standards including conducting an annual assessment of the school and reporting on its performance to the school's governing board and leadership.

Measure B.6 - Authorizer's Standards and Processes for Interventions, Corrective Action and Response to Complaints: The authorizer has clear and comprehensive standards and processes to address complaints, intervention and corrective action.

Essential Elements:

- Describe clear and comprehensive standards, procedures and processes to address and resolve complaints, including forms if applicable.
- Describe clear and comprehensive standards, procedures and processes for intervention and corrective action.
- Describe how the authorizer's standards and processes for intervention, corrective action and response to complaints align with its ongoing oversight of the portfolio of charter schools (i.e. performance measure B.5).

Advanced Element:

- Identify how the authorizer's standards and processes for interventions, corrective action and response to complaints align with nationally recognized quality authorizing standards.

Complaints

The Charter Authorizing Program addresses complaints in the Bethel Charter Handbook. The Bethel Charter Handbook is linked on the Charter Authorizing webpage.

Interventions

Article VI in the Bethel Charter Contract Template addresses interventions. Additionally, the Bethel Charter Handbook details interventions and corrective actions and the related metrics and potential actions. The Bethel Charter Handbook is linked on the Charter Authorizing webpage.

Alignment of Ongoing Oversight with Intervention and Correction Action

Bethel's plan for oversight aligns with the standards and processes for intervention, corrective action, and response to complaints. This alignment is illustrated in part with the Annual Review and Site Visit Cycle flow chart included in the Bethel Charter Handbook. The flowchart shows the annual review cycle of the oversight process and how a school could move through evaluations, either making corrections, or failing to do so, and incurring additional corrections. Additionally, the information gathered through the oversight plan (Measure B.5) may determine if the charter school is issued an intervention notice or placed in corrective action.

Measure B.7 - Charter School Support, Development and Technical Assistance: The authorizer has a plan to support its portfolio of charter schools through intentional assistance and development offerings.

Essential Elements:

- Describe the intentional plan to provide proactive support, development and technical assistance to the portfolio of charter schools.
- Describe how support, development and technical assistance will be provided in a variety of areas and in a manner to preserve school autonomy.

Advanced Elements:

- Describe how support, development and technical assistance will be regularly offered, based on demonstrated need, and designed to prevent future problems.
- Describe how the plan to provide support, development and technical assistance is designed to promote high-quality charter schools.

Charter School Support, Development and Technical Assistance:

The Bethel Charter School Handbook details the plan and process to support schools within the portfolio. Support, development and technical assistance efforts acknowledge school autonomy and seek to preserve it. Support, development and technical assistance efforts will try to be proactive and will reflect a variety of topics including those included in Minnesota Charter School Law and the annual assessment: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

Measure B.8 – High-Quality Charter School Replication and Dissemination of Best School Practices: The authorizer has a plan to promote model replication and dissemination of best practices of high-quality charter schools.

Essential Element:

- Describe an intentional plan for successful model replication and dissemination of best practices of high-quality charter schools, including how models/practices will be identified.

High Quality Charter School Replication and Dissemination of Best School Practices:

The Bethel University Charter Authorizing Program promotes model replication and dissemination of best practices as a routine part of the oversight duties. This is documented in the Bethel Charter Handbook.

The Bethel Charter Handbook has a list of resources for schools including books and charter organizations and their websites.

Models that exemplify innovation and a commitment to academic excellence are preferred, ie . individualized learning, montessori, or project based learning.

Measure B.9 - Charter School Renewal or Termination Decisions: The authorizer has clear and comprehensive standards and processes to make high stakes renewal and termination decisions. The authorizer outlines charter school renewal and termination decision standards and processes that will promote the growth of high-quality charter schools.

Essential Elements:

- Describe transparent and rigorous standards, procedures, timelines and review processes designed to use comprehensive academic, financial, operational and student performance data to make high stakes merit-based renewal decisions and terminate charters when necessary to protect student and public interests, consistent with Minnesota Statutes, section 124E.10, subdivisions 1(a)(7), 1(a)(8), 1(a)(13), 1(a)(14), 1(c) and subdivision 3(a). Be sure to address the following:
 - The criteria, processes, and procedures the authorizer will use to monitor and evaluate the schools fiscal, operational, and academic performance, consistent with subdivision 3, paragraphs (a) and (b) per Minnesota Statutes, section 124E.10, subdivision 1(a)(7).
 - The formal written performance evaluation that is a prerequisite for reviewing a charter contract under subdivision 3 per Minnesota Statutes, section 124E.10, subdivision 1(a)(8). The authorizer shall provide a formal written evaluation of the school's performance before the authorizer renews the charter contract per Minnesota Statutes, section 124E.10, subdivision 3(a).
 - The specific conditions for contract renewal that identify the performance of all students under the primary purpose of section 124E.01, subdivision 1, as the most important factor in determining whether to renew the contract per Minnesota Statutes, section 124E.10, subdivision 1(a)(13).
 - The additional purposes under section 124E.01, subdivision 1, and related performance obligations under clause (7) contained in the charter contract as additional factors in determining whether to renew the contract per Minnesota Statutes, section 124E.10, subdivision 1(a)(14).
 - Standards and process to evaluate the school's performance to at least meet the outcomes adopted by the commissioner for public school students, including world's best workforce goals under section 120B.11, subdivision 1 per Minnesota Statutes, section 124E.10, subdivision 1(c).
 - Standards for determining consequences for meeting or not meeting performance standards.
- Describe the school closure plan, including the authorizer's role in the orderly closure of a school in the event of termination, revocation, nonrenewal or voluntary relinquishment of the charter per Minnesota Statutes, section 124E.10, subdivision 1(b), subdivision 4 and subdivision 6.

Advanced Element:

- Identify how the authorizer's charter school renewal standards and processes align with nationally recognized quality authorizing standards and reflect a clear strategy to promote high-quality charter schools.

Charter School Renewal or Termination

Comprehensive Evaluation Standards, Procedures, Timelines, and Review Process

The Bethel Charter Contract Template addresses contract renewal in Article XI. The Bethel Charter Handbook addresses renewal and termination process and procedures and the table, Bethel University Charter School Authorization: How Charter Applications are Approved or Denied and details how those decisions are made.

Renewal Application Instructions

The process for applying for Renewal is explained in the Bethel Charter Handbook. The handbook is linked on the Charter Authorizing webpage and also includes links to the formal application. See the Renewal Application in the Bethel Charter Handbook appendix.

Renewal Evaluative Criteria

The Renewal Assessment Rubric is the evaluation tool used to evaluate and score the school's application and is consistent with the authorizer's performance standards/framework as described in B.4: Performance Standards. See the Renewal Assessment Rubric in the Bethel Charter Handbook appendix. The evaluation assesses four major areas: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

Renewal Conditions

The Bethel Charter Contract Template indicates in Article XI that, while "improving all pupil learning and all student achievement is the most important factor Bethel will consider in determining Contract renewal," Bethel will consider other measures. For example, Exhibit F addresses the additional purposes under section 124E.01, subdiv 1 and those adopted by the commissioner for public school students, including world's best workforce goals under section 120B.11, subdivision 1 per Minnesota Statutes, section 124E.10, subdivision 1(c). Termination is addressed in Article X in the Bethel Charter Contract Template.

Renewal Procedures

The process and procedures for applying for renewal is explained in the Bethel Charter Handbook. The Bethel Charter Handbook is posted on the Charter Authorizing website.

Renewal Timelines

The timeline for contract renewal is listed in the Bethel Charter Handbook and in accord with Minnesota Statutes, section 124E.06.

Renewal Review Process

The review process for Renewal applications is detailed in the decision making section of the Bethel Charter Handbook and in the table, Bethel University Charter School Authorization: How Charter Applications are Approved or Denied, which specifically addresses the steps in the review process.

Formal written performance

Bethel authorized charter schools are assessed annually (see B4) and the process for renewal is viewed as ongoing and encompasses performance data collected over the duration of the contract. Formal written performance evaluations are an integral part of the charter oversight program and shared with the schools annually. Cumulatively, these completed annual rubrics help to create an informed data point for decision making.

Clear Standards for Not Meeting Performance Standards

The Bethel Charter Contract Template addresses contract performance and conditions for nonrenewal in Article XI and termination in Article X. The Bethel Charter Handbook describes the consequences for not meeting performance standards in the section on contract guidelines. The Bethel Charter Handbook is linked on the Charter Authorizing webpage.

School closure plan

The Bethel Charter Contract Template includes the closure plan as Exhibit L. The closure plan is also described in the Charter School Handbook in accord with MN Statutes, section 124E.10, Subdivision 1(b), Subdivision 4 and Subdivision 6. The closure plan identifies the responsibilities of the authorizer and charter school.

Advanced element

Bethel University as an authorizer, seeks to promote high-quality charter schools. The renewal standards align with the national standards, including: having publicly accessible program documents, having established renewal criteria, and basing renewal/termination decisions on thorough analyses of a comprehensive body of evidence defined by the charter contract.

Related documents

- Charter School Closure Plan