



BETHEL

UNIVERSITY

Bethel University
Education Department

CHARTER SCHOOL HANDBOOK

Handbook Drafted Fall 2016:

- Heather Ross
- Seann Dikkers
- Louise Wilson
- Sandra Horn
- Bethel Charter Oversight Committee

Bethel recognizes and kindly gives credit to the following organizations for the use of materials or assistance in creating this handbook:

- National Association Charter School Authorizers
- Minnesota Association of Charter Schools
- Minnesota Department of Education
- University of St. Thomas
- Friends of Education
- Audubon Center of the North Woods

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BETHEL UNIVERSITY

History of Bethel University

Bethel University is a private liberal arts institution located in Arden Hills, Minnesota, north of the city of Saint Paul. The college grew out of earlier educational institutions, including a seminary (established 1871) and an academy (established in 1905), founded to serve the sponsoring denomination, the Swedish Baptist General Conference, now known as Converge Worldwide. The institution reorganized as Bethel University in 2004 to reflect its broad scope of programs, including a traditional undergraduate liberal arts program, adult undergraduate degree completion programs, graduate and seminary degree programs.

Bethel University

Based in St. Paul, Minnesota, Bethel University offers bachelor's and advanced degrees in nearly 100 fields with approximately 6,300 students from 48 states and 32 countries. Bethel University is organized into four distinct schools, the College of Arts and Sciences, The College of Adult & Professional Studies, the Graduate School, and Bethel Seminary.

College of Arts & Sciences

The College of Arts & Sciences (CAS) is Bethel's undergraduate college for recent high school graduates and transfer students. Bethel takes a whole-person approach to education—encouraging each person to achieve academic goals, and engage in a lively community—Distinctives include more than 80 majors in inviting fields—such as the arts, humanities, business, natural sciences, and social sciences—small class sizes, and a robust study abroad program. Highly credentialed faculty is dedicated to teaching, integration of faith and learning, and the translation of personal calling-of Christian belief-into global service. The college consistently ranks among top Midwestern Universities in the “America's Best Colleges” issue of U.S. News & World Report, and is listed in “Top Colleges for Top Students” in Peterson's Competitive Colleges.

College of Adult & Professional Studies

For more than 25 years, the College of Adult & Professional Studies (CAPS) has helped adults beginning or returning to school to earn their bachelor's or associate's degrees. Bethel's academic programs are accessible and supportive for busy students and grounded in ethics and personal development. We offer six associate and bachelor's degree completion programs in the areas of business and leadership, communication, healthcare and human services, and Christian ministries, along with a General Studies program. Students are enrolled in convenient locations in the Twin Cities or online.

Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our adult students come from many backgrounds, experience levels, and career fields with the common goal of developing as whole professionals. Specialties include relevant degree programs in business and leadership, health and human services, and education. The school offers 13 graduate programs, including master's programs, a doctoral program in educational leadership with two majors, and numerous certificates and licensures. Courses are taught by experienced full-time faculty or working professionals, whose recent experience focuses on principles that students can apply directly to their careers. Students are enrolled in several locations in the Twin Cities, with class schedules convenient for working adults.

Bethel Seminary

Founded in 1871, Bethel Seminary is among the 15 largest accredited seminaries in the U.S. with approximately 1,000+ students from more than 70 denominations enrolled on campuses in St. Paul and San Diego and through the distance learning program, a blend of online and face-to-face coursework.

(Bethel Catalog, 2015-16)

Mission and Vision

For over 50 years, Bethel University has prepared many fine educators. As an academic institution, it is Bethel's mission to educate and energize men and women for excellence in leadership, scholarship, and service. In accord with its mission and vision, Bethel University supports school choice through its charter school authorizing efforts. The goal is to authorize a network of charter schools - each with its own individual curricular focus, and all subscribing to an accountability model informed by the most current research about ensuring children's success.

Bethel supports charter schools because they offer teachers, parents and community members the opportunity to create new public schools in response to community needs. Quality charter school authorizing is the foundation of the charter promise of accountability for results, supporting school innovation, and the creation of quality educational opportunities. While charter authorizers are not responsible for the ultimate success or failure of a charter school, they can have a major impact on that outcome by providing strong oversight and accountability. It is the intention of Bethel University that its network of charter schools represent a variety of instructional models, from which we can learn and with whom we can partner in innovative models that recognize student differentiation and support student achievement at the classroom, grade, subject area, school, and network levels.

Charter School Vision and Purpose

Bethel's charter school vision is in accordance with Minnesota Statute 124E.01 (2016) Charter Schools, which states:

"The primary purpose of charter schools is to improve all pupil learning and all student achievement. Additional purposes include to:

1. increase learning opportunities for all pupils;
2. encourage the use of different and innovative teaching methods;
3. measure learning outcomes and create different and innovative forms of measuring outcomes;
4. establish new forms of accountability for schools; or
5. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site."

World’s Best Workforce

Minnesota Statutes 124E.10, subdivision 1, related to charter school contracts was amended to include WBWF outcomes. A charter school must design its program to at least meet the outcomes adopted by the commissioner for public school students, including the WBWF goals under section 120B.11, subdivision 1.

Bethel adheres to Minnesota Statute 120B.11 School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce.

(a) "Instruction" means methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements including applied and experiential learning.

(b) "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.

(c) "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

(d) "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

Charter Mission and Vision

	Bethel University	Education Department	Charter Authorization
Mission	Boldly informed and motivated by the Christian faith, Bethel University educates and energizes men and women for excellence in leadership, scholarship, and service. We prepare graduates to serve in strategic capacities to renew minds, live out biblical truth, transform culture, and advance the gospel.	Bethel Education Department supports the university’s mission.	Bethel’s commitment to authorize charter schools is an outgrowth of its history and mission to educate and energize men and women for excellence in leadership, scholarship, and service. Bethel Education sees charter authorization as strategically assisting in the positive growth of innovative

			<p>education that contributes to the larger dialogue about quality teaching and learning with both proof of conceptual and scalable models.</p>
<p>Vision</p>	<p>Bethel will be the Christ-centered university of choice for this century. Rooted in faith. Committed to excellence. Bethel will become the leader in Christian higher education by building stronger communities, equipping confident leaders and gracious servants, and preparing passionate world-changers. Through our thoughts, words, and actions, we'll demonstrate what it means for a university to be centered on Jesus Christ.</p>	<p>The Department of Education at Bethel will guide candidates to become inspiring teachers through Christ-centered values. Learn how to work collaboratively and creatively so they can watch potential come to life in their classrooms.</p> <p>We go beyond books and theories to provide significant, real-world opportunities in a number of diverse settings to ensure success.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Organization and Capacity

Bethel is committed to supporting charter schools in Minnesota through its authorizing efforts. The Education department demonstrates this commitment through the Bethel Charter Oversight Committee (BCOC), the staff position of charter school liaison (titled Bethel Partnerships Coordinator), financial resources, and best practices. As illustrated in the chart above, the mission and vision of both Bethel University and the Education Department not only align with the spirit of MN charter school law, but with national standards, promoted by National Association Charter School Authorizers (NACSA), as well.

The Bethel Charter School Oversight Committee (BCOC)

The Bethel Charter School Oversight Committee has been in place for over ten years and is made up of five full members. This committee works with the Bethel Partnerships Coordinator to provide regular, and ongoing oversight to each of the charter schools that the University authorizes.

Committee Membership	Education Department Partnerships Coordinator	Representative of the Education Department	Representative of the President’s Office	Dean Professional Programs	Ad Hoc Financial Expert
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Education Department - Charter School Authorizing Program

The Bethel Partnerships Coordinator, working with the Education Department Representative and BCOC, is responsible for the leadership and management of the Charter School Authorizing Program. The Bethel Partnerships Coordinator assumes responsibilities for communication and coordination with staff and administrators at the schools and to facilitate oversight of schools authorized by Bethel University.

Financial Capacity

It is the responsibility of Bethel University as an authorizer to ensure that our network of charter schools has meaningful and transparent oversight. Of particular importance is Bethel’s role in ensuring that its charter schools operate with a viable business model and the highest expectations for financial management. The BCOC will always include at least one member who is a financial expert to fully interpret financial data and to advise efficacy of financial models. The Bethel University attorney is also integrally involved in approving contracts and other legal documents. The President’s Representative, who sits on the BCOC, maintains contact with legal counsel as needed.

Authorizer Practices

Autonomy

In accordance with Minnesota law and the National Association of Charter School Authorizers Principles and Standards, Bethel University, as an authorizer, “engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible”

(<http://www.qualitycharters.org/>). This means that Bethel oversees the school board’s management and operation of the school through monitoring and evaluating fiscal, operational, and student performance.

- Bethel University does not manage or operate any charter school.
- Bethel monitors and evaluates school performance and is not responsible for school performance.
- No member of Bethel University may be on the board of a Bethel authorized charter school.
- Any technical assistance offered by Bethel University to its authorized schools is voluntary and not required.

Conflict of Interest

As a higher education authorizer, Bethel University strives to work in partnership with its member schools. Bethel seeks to give the charter schools access to university services and expertise, while performing its primary duty - the oversight of member schools. Bethel shall at all times seek to ensure that all of its actions are in furtherance of its charitable and educational purposes as an authorizer without any of its actions resulting in any impermissible benefit to individuals or organizations. At all times Bethel, as an authorizer, shall comply with the conflict of interest laws provided in Minnesota Statute 124E.14 and other applicable state and federal laws. See the [Charter School Authorization Conflict of Interest Policy \(link\)](#).

Charter Support, Development and Technical Assistance and Dissemination of Charter Schools’ Best Practices

Bethel will provide authorized charter schools with support, development, and technical assistance. The Bethel Partnerships Coordinator will create and send out a quarterly email newsletter to all schools in the portfolio that highlights charter school successes (development) and relevant charter school news (technical assistance). In addition, authorized charter schools may request assistance development or technical assistance on demand. Bethel will host an annual leadership meeting, available to all Bethel authorized charter school board of directors and administrators. Web-based resources and/or links to categories of areas for assistance (academic and instructional professional development and administrative support) can be found in the [Resources document \(link\)](#).

Bethel intends to actively participate in the broader charter community and will share best practices with schools and the charter community through:

- An annual survey of authorized charters.
- Annual Leadership meeting, available to all Bethel authorized charter school board of directors and administrators. An ongoing purpose of this meeting will be to discuss the best practices and model replication of high performing charter schools.
- Bethel will offer professional development and assistance where requested and as needed. Professional development may include options such as webinars, narrated PowerPoints, print materials, face-to-face workshops, graduate coursework, etc.

BCOC Professional Development

The Bethel Partnerships Coordinator and members of the BCOC will take part in annual training. Sessions will align with Bethel's mission and vision as an authorizer, as well with state standards set by the Minnesota Department of Education and national standards from the National Association of Charter School Authorizers to ensure that the Bethel Partnerships Coordinator and members of the BCOC are using current authorizing and educational best practices. See [Annual Professional Development and Training Plan \(link\)](#).

Self-Evaluation

The Bethel Charter Oversight Committee (BCOC) will complete the Charter School Authorization Self-Evaluation annually during the budget review cycle. The self-evaluation will focus on the five categories listed below and include a self-reflection narrative; thereby undertaking a full and comprehensive self-assessment of Bethel's charter school authorizing program in compliance and alignment with MN charter school statutes. See [Charter School Authorization Self-Evaluation \(link\)](#).

- Agency Capacity and Infrastructure
- Application Process
- Performance Contracting
- Ongoing Oversight and Evaluation
- Renewal Decision Making

Charter School Authorizing Program

Accountability - Overview

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel University holds the schools it authorizes accountable in four major areas: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

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. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil performance and student achievement for all students.

Bethel University believes in data-driven accountability and collects data in all areas with the goal of ensuring timely feedback and intervention to assure that all students learn at the highest possible level. Bethel uses documents such as charter contracts, annual reports, annual audits, and state academic assessments to measure the success of its authorized charter schools. In addition, Bethel also reviews unique school specific or other assessments implemented by the school; like affective student development, positive graduation rates, projects, individual student goals, or workforce engagement.

All currently authorized charter schools will participate in performance reviews. All reviews will follow a similar format. These completed Assessment Rubrics will be used as a tool for tracking and measuring contract goals across time and for identifying and addressing interventions, corrections, and termination. See the [Annual Review and Site Visit Cycle flow chart \(link\)](#).

Site Visits

One of the most important ways Bethel University gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. Bethel conducts three different types of site visits: annual, ongoing, and renewal.

Annual Site Visit - Conducted January - February each year to gauge the school's progress toward meeting academic, financial, governance, and operational goals. Annual Site Visits are typically conducted by the Bethel Partnerships Coordinator and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) who interview key stakeholders, conduct classroom observations, and attend a board meeting or meet with board members. Written feedback is provided to the charter school board of directors and school leadership using the [Current Charter Annual Assessment Rubric \(Link\)](#).

Ongoing Monitoring Site Visit - The Bethel Partnerships Coordinator and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) may conduct monitoring site visits at any time to fulfill its duties as an authorizer. Reasons for monitoring visits may include: determination of readiness to open, documentation of best practices, follow up on the implementation of improvement plans, investigation of a complaint, or an informal visit while at the school for another reason. These visits may be impromptu or without notice. The frequency, duration, and intensity of these visits vary. Written feedback is provided to the charter school board of directors and school leadership.

Renewal Site Visit - This visit replaces the Annual Site visit and is conducted by the Bethel Partnerships Coordinator and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) at least 6 months prior to the end of the school's contract term. This visit focuses on the school's performance over the entire term of the contract and compliance with state and federal regulations as well as authorizer standards and expectations. Written feedback is provided to the board of directors and school leadership using the [Renewal Assessment Rubric \(Link\)](#), which is used to determine contract renewal and application for a new contract.

Standards and Processes for Intervention, Correction, Complaints

Philosophy and Definition: Need for Intervention and Corrective Action

Bethel University holds the schools it authorizes accountable in four major areas: academic performance, fiscal management, governance, operations and legal compliance. Authorized schools are reviewed annually to assess performance in these areas. If issues arise, such as a violation of the charter contract, state or federal law, the following interventions (notice of violation) and corrections (improvement plans) may be administered. Bethel will follow a systematic and transparent system for addressing complaints. *Note: Authorized schools, working with Bethel, may initiate interventions and corrections.*

Interventions and Corrections Communications

- Bethel will contact the authorized school in writing to ask about the issue.
- A third-party maybe be engaged to assess the significance and impact of the issue.
- Bethel retains the sole discretion to determine the level and severity of the issue.

Interventions and Correction Actions

The guiding steps are not sequential and any step may be implemented at any time.

Level	Metric	Action
AUTHORIZED:	Signs of strong performance (improve all pupil learning and all student achievement) identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.	<ul style="list-style-type: none"> ● Letter from Bethel to the charter school’s Board of Directors detailing areas of achievement and performance indicators.
LEVEL ONE: Notice of Concern	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Repeated failure to submit required documents on a timely basis.</p>	<ul style="list-style-type: none"> ● Letter from Bethel to the charter school’s Board of Directors detailing areas of concern. ● Review and reconsideration of goals and performance targets in any of the Assessments (Annual, Renewal). ● Follow up within 1 year on areas of concern to adjust status AUTHORIZED or LEVEL TWO.
LEVEL TWO: Notice of Deficiency	Failure to meet multiple performance targets; or glaring or repeated failure to meet a single performance target.	<ul style="list-style-type: none"> ● Letter from Bethel to charter school Board of Directors detailing areas of deficiency. ● Bethel and the school develop a School Improvement and Corrective Action Plan —containing specific improvement objectives,

	Failure to comply with applicable law or significant failure to comply with condition(s) of the charter.	<p>technical assistance requirements, and schedule for remedial action as negotiated with authorizer.</p> <ul style="list-style-type: none"> ● Follow up within 1 year on areas of concern to adjust status AUTHORIZED or LEVEL THREE.
LEVEL THREE: Notice of Probationary Status	<p>Continued failure to meet performance targets; and failure to meet objectives of School Improvement and Corrective Action Plan.</p> <p>Continued failure to comply with applicable law or with the charter.</p>	<ul style="list-style-type: none"> ● School Improvement and Corrective Action Plan implemented. ● In certain cases, the authorizer may appoint an agent to monitor the implementation of the School Improvement and Corrective Action Plan and provide technical assistance. ● Follow up within 1 year on areas of concern to adjust status to LEVEL ONE or LEVEL FOUR.
LEVEL FOUR: Charter Review	Extended pattern of failure to comply or to meet performance targets; or failure to successfully address terms of probation (Level 3).	<ul style="list-style-type: none"> ● Recommendation to revoke, not to revoke, or to impose lesser sanctions. ● Decision to commence or not to commence revocation proceedings made by Bethel.
LEVEL FIVE: Charter Revocation	Charter Review results in recommendation to revoke.	<ul style="list-style-type: none"> ● Written notice from Bethel stating reasons for proposed revocation and informing charter school of right to an informal hearing. ● Record of informal hearing. ● Decision to revoke or not to revoke made by Bethel.

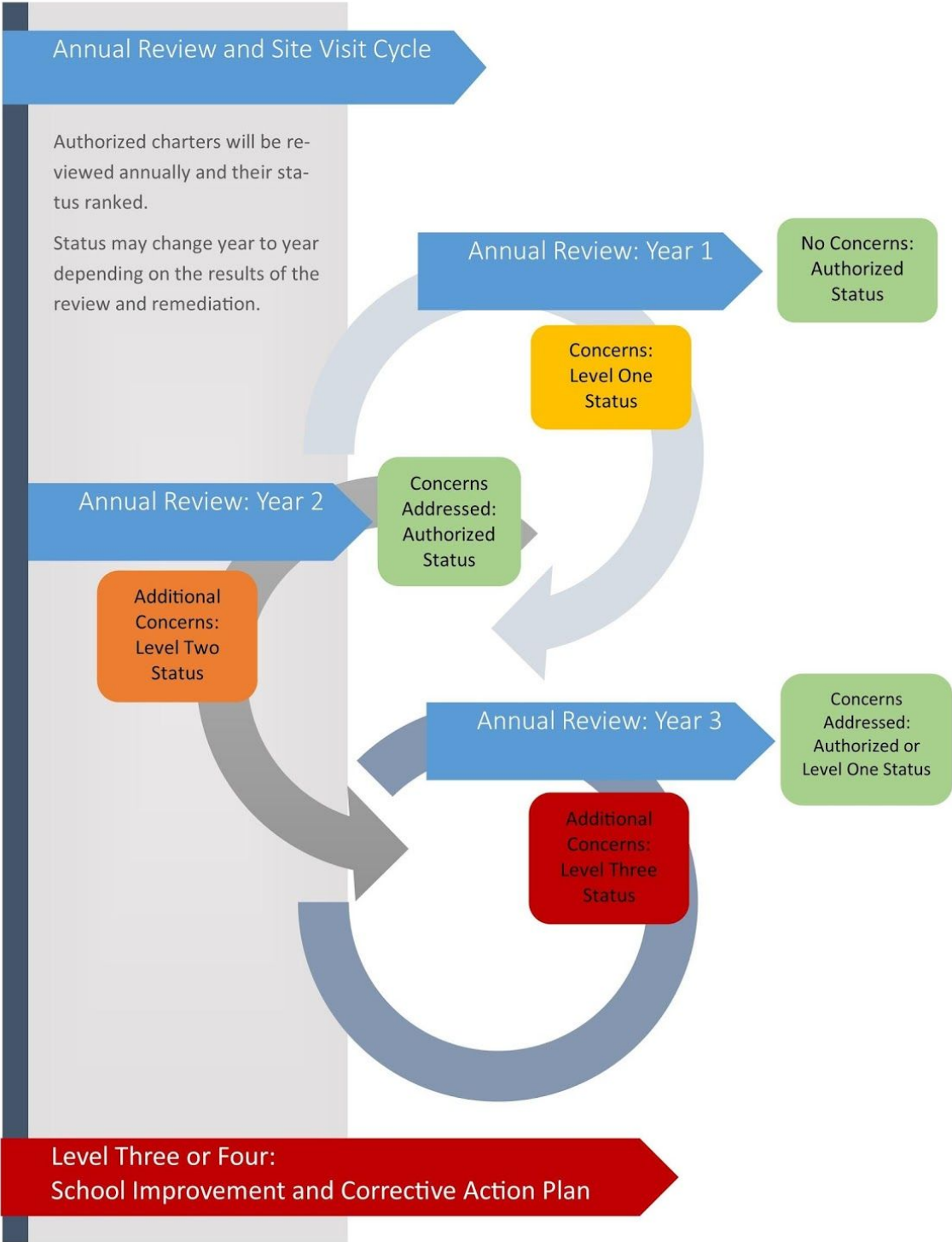
Also, see the [Annual Review and Site Visit Cycle flow chart \(link\)](#).

Complaint Actions

Bethel will address complaints regarding authorized schools in a timely and factual manner, following the process described below:

- The complaint must identify the complainant and provide a method of contact. (Oral or anonymous complaints will not be considered.) Bethel will acknowledge receipt of the complaint with an email from the Bethel Partnerships Coordinator.
- Bethel will conduct a reasonable inquiry for the purpose of verifying whether the allegations provide sufficient evidence to establish the alleged violation(s) of law or fiscal mismanagement at the discretion of Bethel’s Education Department and the Bethel Partnerships Coordinator.
- If the inquiry provides sufficient evidence to establish the alleged violation(s) of law or fiscal management, Bethel, at the discretion of the Education Department and Bethel Partnerships Coordinator, will notify the school and require action as necessary and

appropriate and will strive to respond within thirty days recognizing that additional time may be necessary.



Bethel University Charter School Authorization

How Charter Applications are Approved or Denied

	New Charter School	Change in Authorizer	Renewal of Bethel Authorized Charters	Early Learning/ Expansion of Bethel Authorized Charters
Charter Board or Development Team	<i>Pre-Application Exploration</i>	<i>Letter of Intent</i>	<i>Letter of Intent</i>	<i>Letter of Intent</i>
	<i>Application</i>	<i>Application</i>	<i>Application</i>	<i>Application</i>
Initial Review (15 Days)	Initial Review by Partnerships Coordinator			
	Not applicable	Academic Performance Review (rubrics)		
	Full Review (rubrics)			
Departmental Review (15 Days)	Departmental Review by Department Representative (capacity)			
Charter Board or Development Team Revisions (30 Days)	<i>Charter Leadership can revise and update elements (if applicable)</i>			
Institutional Review (30 Days)	Site Visit and Interview	Site Visit and Interview	Site Visit and Interview	Possible Site Visit
Approve or Deny	BCOC Vote (Based on Application, Revisions, and Recommendation)		Bethel Education Department Representative Approval (Based on Application, Revisions, and Recommendation)	

Pre-Application Exploration (For New Charter Applications only)

The Bethel Partnerships Coordinator will screen potential applicants for mission “fit”, and validate the founder credentials, and potentially request a meeting. Mission fit includes alignment with Bethel’s charter school mission and vision and a determination if the school would diversify Bethel's portfolio of charter schools in terms of the student population, pedagogical approach, or organizational design. If deemed credible and aligned with Bethel’s charter school mission, the application process may begin.

Letter of Intent

The charter school board or development team must submit a letter to Bethel University stating the group's intentions regarding an application. This allows the Bethel Partnerships Coordinator and the Education Department to allocate time and resources for meetings, site visits, and a review team.

Application

Charter school boards or development teams are invited to apply for a new charter, a change in authorizer, the early learning program, an expansion, or renewal.

Initial Review

The Bethel Partnerships Coordinator will initially review the application for content and completeness. The review will be based on the applicable rubrics for [New Charter School Assessment \(link\)](#), [Change in Authorizer Assessment \(link\)](#), [Early Learning Assessment \(link\)](#), [Expansion Assessment \(link\)](#), and the [Renewal Assessment \(link\)](#). Successful applications must first meet academic performance requirements (applications for New Charters do not have this data and this requirement is waived). Applications passing the academic performance section of the assessment will then be reviewed based on the remainder of the assessment items, including fiscal management, governance and leadership, operations and legal compliance. Written feedback is provided to the charter school board or development team in the form of the completed rubric. The Bethel Partnerships Coordinator will make a recommendation for Departmental review based on the completed rubric.

Departmental Review

The Bethel Education Department Representative will review the application and determine if there is appropriate capacity, both fiscal and human capital, to support the application. To be considered for an Institutional review the application must meet 90% of all rubric items. Those applications not meeting this requirement may be allowed 30 days to make revisions. The Bethel Partnerships Coordinator will communicate in writing the determination of the Bethel Education Department Representative to the charter school board or development team. The Bethel Education Department Representative will make a recommendation for an Institutional review based on the completed rubric.

Revisions

Successful applications must meet 90% of all rubric items. Those applications not meeting this requirement may be allowed 30 days to make revisions.

Institutional Review

As part of the Institutional Review, Bethel may conduct a site visit and interview. The Bethel Partnerships Coordinator and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) will conduct the site visit and interview. The visit and interview will focus on the school's plan and/or performance in the areas of: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. Interviews may be conducted with, but not limited to, the following: school director, board chair, leaders of school divisions (such as principals), directors of finance, curriculum and other areas of the school, representative teachers and parents. Written feedback is provided to the charter school board or development team in the form of the completed rubric.

Final Determination

The Bethel Education Department Representative or the Bethel Charter Oversight Committee will make the final determination to approve or deny an application based on the application, revisions, recommendations, and rubrics.

Bethel University Charter School Authorization Appeal Process

(for more information see the Bethel Charter School Contract)

Denial of Application for New Charter	
Notice of Intent	Bethel will notify the new charter school applicant in writing.
School Board Response	The applicant may be able to submit a revised application at a later date to the same authorizer (Bethel University) or a different authorizer.

Non-renewal or Termination	
Notice of Intent	Bethel will notify, in writing, a currently authorized charter School Board of non-renewal or termination by issuing the School Board a notice of intent to revoke/terminate or not renew at least sixty (60) business days before not renewing or terminating a contract.
School Board Response	The School Board may request in writing, within fifteen (15) business days of receiving the notice, an informal hearing before Bethel.
Informal Hearing	Upon receiving a timely written request for an informal hearing, Bethel shall give ten (10) business days notice to the School Board of the hearing date and time, and Bethel shall conduct such hearing.
Plan of Correction	The Bethel Charter Oversight Committee shall review the School Board's response and may, in its sole discretion, determine whether a reasonable plan for correcting the deficiencies may be formulated. Bethel is not obligated to offer a Plan of Correction to the School.
Withdrawal of Notice	Bethel may withdraw its notice if it determines any of the following: (i) the School Board's denial of non-compliance is persuasive; (ii) the non-compliance has been corrected by the School Board; or (iii) the School Board has successfully completed the Plan of Correction.
Effective Date	If Bethel decides to revoke/terminate or not renew the contract, the revocation/termination or nonrenewal shall be effective on the date of Bethel's act of revocation/termination or nonrenewal, or at a later date as determined by Bethel, such date specified by Bethel in its determination of revocation/termination or nonrenewal. Bethel must take final action regarding revocation/termination or nonrenewal no later than twenty (20) business days: (i) before the specified date for revocation/termination or non-renewal of the contract, or (ii) the Contract's termination date.

Please contact the Partnerships Coordinator with any questions.

Charter School Authorizing Program

New Charter School

Applicants

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel is committed to supporting charter schools in Minnesota through its authorizing efforts.

The Bethel University Authorizing Program will:

- Visibly and intentionally encourage and collaborate with schools that are examples of unique models of education and support the concept of school choice as it exists in Minnesota.
- Provide direct learning opportunities for our teacher candidates and faculty in innovative models of education.
- Collaborate with the schools to impact the learning of all students and improve achievement through carefully implemented and measured approaches to teaching and learning.

New Charter School Application Process

An individual or group of individuals interested in starting a charter school are invited to apply to Bethel University for authorization per Minnesota Statute 124E.06.

All new charter applications shall use the following process over the course of a three-year cycle (see [Timeline \(link\)](#)). The application process is as follows (see the [Bethel University Charter School Authorization \(link\)](#)):

- Pre-Application Exploration
- Application for New Charters (Note: Early Learning programs complete the Early Learning Application in addition to the New Charter Application)
- Initial Review
- Departmental Review
- Revisions (if applicable)
- Institutional Review
- Final Determination

Pre-Application Exploration (First year in development cycle)

As a first step, an individual or group of individuals interested in starting a charter school should contact the Bethel Partnerships Coordinator by email, indicating an interest in applying

for authorization. The Bethel Partnerships Coordinator will share the Bethel Charter School Handbook, New Charter Application, and Rubric. Additionally, the Bethel Partnerships Coordinator will screen potential applicants for mission “fit”, and validate the founder credentials, and potentially request a meeting. Mission fit includes alignment with Bethel’s charter school mission and vision and a determination if the school would diversify Bethel's portfolio of charter schools in terms of the student population, pedagogical approach, or organizational design. If deemed credible and aligned with Bethel’s charter school mission, the application process may begin.

Application for New Charters (First year in development cycle)

Developers must submit an application to Bethel at least three months prior to the charter school affidavit deadline outlined in MN Statute. One hard copy and one electronic copy should be sent to the Bethel Partnerships Coordinator. As recommended by The Minnesota Association of Charter Schools, Bethel will require a completed [Conflict of Interest \(link\)](#) statement and completed criminal background check (submitted by the individual applicants) and reference check of all potential school developers/leadership. As part of the application process, potential school developers/leadership will incur the costs of the background check. See the [New Charter School Application \(link\)](#).

Initial Review (Second year in development cycle)

The Bethel Partnerships Coordinator will initially review the application for content and completeness. The review will be based on the [New Charter School Assessment \(link\)](#). Written feedback is provided to the charter school board or development team in the form of the completed rubric.

Departmental Review

The Bethel Education Department Representative will review the application and determine if there is appropriate capacity, both fiscal and human capital, to support the application. To be considered for an Institutional review the application must meet 90% of all rubric items. Those applications not meeting this requirement may be allowed 30 days to make revisions. The Bethel Partnerships Coordinator will communicate in writing the determination of the Bethel Education Department Representative to the charter school board or development team.

Revisions

Successful applications must meet 90% of all rubric items. Those applications not meeting this requirement may be allowed 30 days to make revisions.

Institutional Review

As part of the Institutional Review, Bethel will conduct a site visit and interview. The Bethel Partnerships Coordinator and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) will conduct the site visit and interview. The visit and interview will focus on the school’s plan and/or

performance in the areas of: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. The interview will also address alignment with Bethel’s Charter School Authorizing Program mission and criteria, the educational and financial viability of the proposal, and the developers/leadership’s capacity to implement an idea into a reality. Interviews may be conducted with, but not limited to, the following: school director, board chair, leaders of school divisions (such as principals), directors of finance, curriculum and other areas of the school, representative teachers and parents. Written feedback is provided to the charter school board or development team in the form of the completed rubric.

Final Determination:

The Bethel Education Department Representative or the Bethel Charter Oversight Committee will make the final determination to approve or deny an application based on the application, revisions, recommendations, and rubrics.

If Bethel approves a charter school application, the Bethel Partnerships Coordinator will work with the developing team to prepare and submit its affidavit to the Minnesota Department of Education for approval.

Bethel reserves the right to suspend the acceptance of new applications if at any time it determines, in its sole discretion, that it does not have sufficient resources to authorize additional charter schools. In that event, prospective applicants will be advised accordingly at the earliest possible date.

Timeline - Three calendar year cycle

Process Step	Applicant Action Dates	Bethel Action Timeframe
Pre-Application Exploration	July - October	July - October
Application	Due to Bethel Dec 1	
Initial Review		15 days
Departmental Review		15 days
Revisions	30 days (if applicable)	30 days (if applicable)
Institutional Review		30 days
Final Determination	No later than April 1	March

Notification letter(s) from the charter school developer or authorizer sent to the school district(s) in which the new charter school proposes to locate (please note this requirement is not outlined in statute)	At least 15 business days before submitting the NSA to MDE	Approximately by April 10
MDE affidavit approval process	<i>(by May 1, needs at least 14 months before July 1 of the year the new charter school plans to serve students)</i>	May - July 14+ mos ready to open

Per Minnesota Statutes, section 124E.06, subdivision 4:

(a) Before an operator may establish and operate a school, the authorizer must file an affidavit with the commissioner stating its intent to charter a school. An authorizer must file a separate affidavit for each school it intends to charter. An authorizer must file an affidavit at least 14 months before July 1 of the year the new charter school plans to serve students. The affidavit must state:

(1) the terms and conditions under which the authorizer would charter a school; and

(2) how the authorizer intends to oversee:

(i) the fiscal and student performance of the charter school; and

(ii) compliance with the terms of the written contract between the authorizer and the charter school board of directors under section 124E.10, subdivision 1.

(b) The commissioner must approve or disapprove the authorizer's affidavit within 60 business days of receiving the affidavit. If the commissioner disapproves the affidavit, the commissioner shall notify the authorizer of the deficiencies in the affidavit and the authorizer then has 20 business days to address the deficiencies. The commissioner must notify the authorizer of the commissioner's final approval or final disapproval within 15 business days after receiving the authorizer's response to the deficiencies in the affidavit. If the authorizer does not address deficiencies to the commissioner's satisfaction, the commissioner's disapproval is final. An authorizer who fails to obtain the commissioner's approval is precluded from chartering the school that is the subject of this affidavit.

Start-up and Oversight (Third year in development cycle)

A charter school's ability to successfully fulfill the primary components of its contractual agreement with its authorizer (Academic and Education Program, Budget and Finances, Governance, Operations and Legal Compliance) depends a great deal on what happens before the school opens.

The third year in the development cycle focuses on Ready to Open. These are the most complicated tasks, critical timelines, and demanding commitments of a charter schools' pre-operational year. Therefore, in addition to hired staff, it is expected that the school leadership absorb much of the work of start-up including: grant writing, curriculum design, facilities designation, and hiring. Additionally, the Bethel Partnerships Coordinator will work closely with the leadership to complete the broad scope of activities necessary to open the school.

Ready to Open

- Progress and completion of start-up activities are recorded and reviewed at all interim board meetings
- The applicant's Start-up coordinator/school director will have monthly update meetings with the Bethel Partnerships Coordinator
- [Ready to Open Task List \(link\)](#) items must be completed before the school may open
- [Ready to Open Site Visit \(link\)](#) must be completed before the school may open

Note: The opening of the school will be postponed by one year in accordance with Minnesota Statute 124E.06, subdivision 3(h): (h) The authorizer may prevent an approved charter school from opening for operation if, among other grounds, the charter school violates this chapter or does not meet the ready to open standards that are part of (1) the authorizer's oversight and evaluation process or (2) stipulated in the charter school contract.

Charter School Authorizing Program

Expansion - Grades/Sites

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel is committed to supporting charter schools in Minnesota through its authorizing efforts.

Bethel’s authorized charter schools which are looking to add grades or primary enrollment 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 Process

All Expansion applications shall use the following process (see [Bethel University Charter Authorization chart \(link\)](#)):

- Letter of Intent
- Application ([Expansion Application \(link\)](#))
- Initial Review
- Departmental Review
- Revisions (if applicable)
- Institutional Review
- Final Determination

As a note, the Charter School Expansion - Supplemental affidavit consists of:

- Part A – Forms and Assurances:
 - Supplemental Affidavit Cover Sheet – Form 1 ([link](#))
 - Supplemental Affidavit Assurance and Certification – Form 2 ([link](#))
- Part B: School Expansion Documentation
- Part C – Authorizer’s Review Process
- Part D – Authorizer Monitoring and Oversight
- Part E – Early Learning Programs (Instructional Preschool or Prekindergarten; if applicable)

Timeline

Process Step	Applicant Action Dates	Bethel Action Dates
Letter of Intent	Open due date	
Application	Open due date, but no later than May 1	

Initial Review		15 days
Departmental Review		15 days
Revisions	30 days provided (if applicable)	30 days (if applicable)
Institutional Review		30 days
Final Determination		August - September
MDE affidavit approval process		<i>Filing of affidavit by Oct 1 is required in order to complete the expansion by the following academic year.</i>

124E.06 Minn. Stat. Subd. 5. Adding grades or sites. (a) A charter school may apply to the authorizer to amend the school charter to add grades or primary enrollment sites beyond those defined in the original affidavit approved by the commissioner. After approving the school's application, the authorizer shall submit a supplemental affidavit in the form and manner prescribed by the commissioner. The authorizer must file a supplemental affidavit to the commissioner by October 1 to be eligible to add grades or sites in the next school year. The supplemental affidavit must document to the authorizer's satisfaction:

(1) the need for the additional grades or sites with supporting long-range enrollment projections;

(2) a longitudinal record of student academic performance and growth on statewide assessments under chapter 120B or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the authorizer;

(3) a history of sound school finances and a plan to add grades or sites that sustains the school's finances; and

(4) board capacity to administer and manage the additional grades or sites.

(b) The commissioner shall have 30 business days to review and comment on the supplemental affidavit. The commissioner shall notify the authorizer in writing of any deficiencies in the supplemental affidavit and the authorizer then has 20 business days to address any deficiencies in the supplemental affidavit to the commissioner's satisfaction. The commissioner must notify the authorizer of final approval or final disapproval within 15 business days after receiving the authorizer's response to the deficiencies in the affidavit. The school may not add grades or sites until the commissioner has approved the

supplemental affidavit. The commissioner's approval or disapproval of a supplemental affidavit is final.

Charter School Authorizing Program

Early Learning Program

Charter schools may offer a free or fee-based preschool or prekindergarten that meets high-quality early learning instructional program standards that are aligned with Minnesota's early learning standards for children per Minnesota Statutes, section 124E.06 Subdivision 3(a). *Minnesota Statutes, section 124E.06, Subdivision 3(a): The primary focus of a charter school must be to provide a comprehensive program of instruction for at least one grade or age group from five through 18 years of age. Instruction may be provided to people older than 18 years of age. A charter school may offer a free or fee-based preschool or prekindergarten that meets high-quality early learning instructional program standards that are aligned with Minnesota's early learning standards for children.*

Charter schools that elect to provide an early learning health and development screening must comply with the requirements of Minnesota Statutes, sections 121A.16 to 121A.19

Early Learning Process

All early learning applications shall use the following process (see [Bethel University Charter Authorization chart \(link\)](#)):

- Letter of Intent
- Application ([Early Learning Application \(link\)](#))
- Initial Review
- Departmental Review
- Revisions (if applicable)
- Institutional Review
- Final Determination

As a note, the early learning application consists of:

- Part A – Forms and Assurances:
 - Supplemental Affidavit Cover Sheet – Form 1 ([link](#))
 - Supplemental Affidavit Assurance and Certification – Form 2 ([link](#))
- Part B: School Expansion Documentation
- Part C – Authorizer's Review Process
- Part D – Authorizer Monitoring and Oversight
- Part E – Early Learning Programs (Instructional Preschool or Prekindergarten; if applicable)

Timeline

Process Step	Applicant Action Dates	Bethel Action Dates
Letter of Intent	Open due date	
Application	due no later than March 1 <i>(18 mos prior to program start)</i>	
Initial Review		15 days
Departmental Review		15 days
Revisions	30 days provided (if applicable)	30 days (if applicable)
Institutional Review		30 days
Final Determination		August - September
MDE affidavit approval process		Filing of affidavit by Oct 1 is required in order to complete the expansion by the following academic year.

Charter School Authorizing Program

Renewal

Bethel views renewal as an ongoing process, engaged in by the school leadership, the board of directors, and the authorizer, throughout the entire life of the school’s contract. Annual site visits inform the authorizer that the school is operating as designed and expected and is meeting its goals. The formal contract renewal process begins with the school submitting a Letter of Intent.

All renewal applications shall use the following process (see [Bethel University Charter Authorization chart \(link\)](#)):

- Letter of Intent
- Application ([Renewal Application \(link\)](#))
- Initial Review
- Departmental Review
- Revisions (if applicable)
- Institutional Review
- Final Determination

Overall, the Renewal Application should address and provide evidence for the following:

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?
Reflection	Does the school recognize where growth is most essential? Does the school have realistic and attainable goals for the future?

Timeline

Process Step	Applicant Action Dates	Bethel Action Timeframe
Letter of Intent	Open due date	
Application	Due no later than Aug 1 the year prior to the end of the contract	
Initial Review		15 days
Departmental Review		15 days
Revisions	30 days provided (if applicable)	30 days (if applicable)
Institutional Review		30 days
Final Determination		January <i>(submit within 10 business days of execution)</i>

Renewal Guidelines

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. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil learning and student achievement for all students.

Number of Years *	School Performance Measure
5	School is authorized due to: <ul style="list-style-type: none"> ● Successfully demonstrating improving all pupil learning and all student achievement as related to contract goals and MN Statute ● Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, but does not outweigh improving pupil learning and student achievement for all students.
3	School is on Level 1 Notice of Concern or Level 2 Notice of Deficiency due to: <ul style="list-style-type: none"> ● Failure to meet multiple performance targets; or glaring or repeated failure to meet a single performance target. ● Failure to comply with applicable law or significant failure to comply with condition(s) of the charter.
1	School is on Level 3 Notice of Probationary Status due to: <ul style="list-style-type: none"> ● Continued failure to meet performance targets; and failure to meet objectives of School Improvement and Corrective Action Plan. ● Continued failure to comply with applicable law or with the charter.
Possible Non-renewal or Closure	School is on Level 4 Charter Review due to: <ul style="list-style-type: none"> ● Failure to successfully address terms of probationary status (Level 3). ● Continued and extended pattern of failure to comply or to meet performance targets

* Schools meeting contract goals, statutory requirements, and passing the academic performance section in addition to the remainder of the assessment items, such as fiscal

management, governance and leadership, operations and legal compliance may be eligible for the recommended number of renewal years.

Charter School Authorizing Program

Change in Authorizer (Mutual Non-renewal)

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.

The process for Change in Authorizer would follow *MN Statute 124E.10, subd.5. Mutual non-renewal.*

If the authorizer and the charter school board of directors mutually agree not to renew the contract, or if the governing board of an approved authorizer votes to withdraw as an approved authorizer for a reason unrelated to any cause under subdivision 4, a change in authorizers is allowed. The authorizer and the school board must jointly submit a written and signed letter of their intent to the commissioner to mutually not renew the contract. The authorizer that is a party to the existing contract must inform the proposed authorizer about the fiscal, operational, and student performance status of the school, including unmet contract outcomes and other outstanding contractual obligations. The charter contract between the proposed authorizer and the school must identify and provide a plan to address any outstanding obligations from the previous contract. The proposed authorizer must submit the proposed contract at least 105 business days before the end of the existing charter contract. The commissioner has 30 business days to review and make a determination on the change in authorizer. The proposed authorizer and the school have 15 business days to respond to the determination and address any issues identified by the commissioner. The commissioner must make a final determination no later than 45 business days before the end of the current charter contract. If the commissioner does not approve a change in authorizer, the school and the current authorizer may withdraw their letter of nonrenewal and enter into a new contract. If the commissioner does not approve a change in authorizer and the current authorizer and the school do not withdraw their letter and enter into a new contract, the school must be dissolved according to applicable law and the terms of the contract.

The Change in Authorizer must address the requirements listed below to submit a request to the Minnesota Department of Education. Requests must contain four parts:

- Part A - [Forms and Assurances \(link\)](#)
- Part B - Authorizer Summary
- Part C - Attachments

- Part D - Proposed Contract

Change in Authorizer Process

Setting 1 Process to be followed:	Setting 2 Process to be followed:
<i>currently Bethel authorized charter school and Bethel University, as authorizer, mutually agree to not renew the contract</i>	<i>currently authorized charter school seeks a change in authorizer and is moving from another authorizer to Bethel University</i>
<ul style="list-style-type: none"> ● Letter of Intent ● Institutional Review ● Final Determination 	<ul style="list-style-type: none"> ● Letter of Intent ● Application Change in Authorizer (link) ● Initial Review ● Departmental Review ● Revisions ● Institutional Review ● Final Determination

Bethel University, in its sole discretion, reserves the right at any point in the application process to deny the charter school’s Change of Authorizer application with or without providing a rationale.

Setting 1 Process

Letter of Intent

The charter school board must submit a letter to Bethel University stating the reason for the request to submit an application for a change in authorizer.

Institutional Review - As part of the Institutional Review, Bethel will conduct a site visit and interview (this will replace the Annual Site visit and follows the Renewal Site visit format). The Bethel Partnerships Coordinator and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) will conduct the site visit and interview at least 6 months prior to the end of the school’s contract term or upon request as indicated in the Letter of Intent. This visit focuses on the school’s performance over the entire term of the contract and compliance with state and federal regulations as well as authorizer standards and expectations. Written feedback is provided to the board of directors and school leadership using the [Renewal Assessment Rubrics \(link\)](#), which will be shared with the future authorizer.

Final Determination:

The Bethel Education Department Representative or the Bethel Charter Oversight Committee will make the final determination to approve or deny an application based on the application, revisions, recommendations, and rubrics.

Setting 2 Process

Letter of Intent

The charter school board must submit a letter to Bethel University stating the reason for the request to submit an application for a change in authorizer. This letter should state how the school's mission aligns with Bethel's authorizing mission and why the school believes Bethel would be an appropriate authorizer for the school. The Bethel Partnerships Coordinator will initially review the Letter of Intent for content and completeness.

Institutional Review

As part of the Institutional Review, Bethel will conduct a site visit and interview. The Bethel Partnerships Coordinator and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) will conduct the site visit and interview. The visit and interview will focus on the school's plan and/or performance in the areas of: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. Additionally, the site visit and interview is to observe the learning program and may include meeting with key stakeholders including families, teachers, school staff, business office personnel, school leadership, and board members. Finally, the site visit and observations will be used to assess the school's performance, alignment with Bethel's Charter School Authorizing Program mission and criteria, and the educational and financial viability of the school.

Final Determination:

The Bethel Charter Oversight Committee will make the final determination to approve or deny an application based on the application, revisions, recommendations, and rubrics.

Timeline

	Setting 1		Setting 2	
Process Step	Applicant Action Dates	Bethel Action Dates	Applicant Action Dates	Bethel Action Dates
Letter of Intent	Open due date, no later than September 1		Open due date	
Application	Not applicable	Not applicable	Due no later than July 1 the year prior to the end of the contract	
Initial Review	Not applicable	Not applicable		15 days
Departmental Review	Not applicable	Not applicable		15 days
Revisions	Not applicable	Not applicable	30 days (if applicable)	30 days (if applicable)
Institutional Review		30 days <i>at least 6 months prior to the end of the school's contract term</i>		30 days
Final Determination				November - December
MDE affidavit approval process		<i>at least 105 business days before the end of existing contract ending on June 30</i>		<i>at least 105 business days before the end of existing contract ending on June 30</i>

Charter School Authorizing Program

Termination

Causes for nonrenewal or termination of a charter school contract are spelled out in *Minnesota Statute 124E.10 CHARTER CONTRACT. Subd. 4. Causes for nonrenewal or termination of charter school contract. (a) The duration of the contract with an authorizer must be for the term contained in the contract according to subdivision 1, paragraph (a). The authorizer may or may not renew a contract at the end of the term for any ground listed in paragraph (b). An authorizer may unilaterally terminate a contract during the term of the contract for any ground listed in paragraph (b). At least 60 business days before not renewing or terminating a contract, the authorizer shall notify the board of directors of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and describe the informal hearing process, consistent with this paragraph. The charter school's board of directors may request in writing an informal hearing before the authorizer within 15 business days after receiving notice of nonrenewal or termination of the contract. Failure by the board of directors to make a written request for an informal hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the authorizer shall give ten business days' notice to the charter school's board of directors of the hearing date. The authorizer shall conduct an informal hearing before taking final action. The authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.*

(b) An authorizer may terminate or not renew a contract upon any of the following grounds:

(1) failure to demonstrate satisfactory academic achievement for all students, including the requirements for pupil performance contained in the contract;

(2) failure to meet generally accepted standards of fiscal management;

(3) violations of law; or

(4) other good cause shown.

If the authorizer terminates or does not renew a contract under this paragraph, the school must be dissolved according to the applicable provisions of chapter 317A.

The BCOC follows guidelines and Minnesota statutes for termination or revocation of charter school authorization. It is the intent of Bethel University that every effort will be made for its charter schools to improve and become effective learning environments. A chart outlining the range of authorizer interventions may be found under Interventions, Corrections, Complaints section of this document. Charter revocation is the final step in a long process of improvement.

Charter School Authorizing Program

Charter School Closure Plan

Should charter closure need to take place, a timeline and procedures are identified and will be followed. See the [Charter School Closure Plan \(link\)](#).

Note: This procedure follows Minnesota Statute 124E.10 (b) In addition to the requirements of paragraph (a), the charter contract must contain the plan for an orderly closing of the school under chapter 317A, that establishes the responsibilities of the school board of directors and the authorizer, whether the closure is a termination for cause, a voluntary termination, or a non-renewal of the contract. The plan must establish who is responsible for:

(1) notifying the commissioner, school district in which the charter school is located, and parents of enrolled students about the closure;

(2) providing parents of enrolled students information and assistance to enable the student to re-enroll in another school;

(3) transferring student records under section 124E.03, subdivision 5, paragraph (b), to the student's resident school district; and

(4) closing financial operations.