

# Checklist for Developing an Academic Plan for Student Success

This checklist provides guidance to support charter school applicants in developing a thorough academic plan to demonstrate how the school's academics will lead to student success. The checklist focuses on nine critical components of the academic plan:

- 1) Establishing the mission and vision for the school
- 2) Determining the key educational philosophies and approaches to education
- 3) Selecting high-quality curricula that supports the school's mission and vision
- 4) Establishing an aligned assessment system and planning for use of data
- 5) Ensuring equity and access to rigorous instruction
- 6) Creating a learning environment for all: hiring, retaining, and developing staff
- 7) Scheduling
- 8) Developing a plan for engaging and communicating with key stakeholders
- 9) Budgeting for academic programming

## **To complete the checklist:**

1. For each component, review the tasks listed and the resources provided to support task completion. After completing the task, record any budget implications for implementation of your academic plan. This ongoing data gathering on budget implications will support you in developing the final budget for school launch.
2. The tasks for each component are listed in the order they should be completed. Though completion of each of the individual components can be accomplished using a variety of sequences, the components are listed using a sequence for completion that is likely to be efficient.

## Establishing the Vision and Mission for the School

The mission and vision statements serve as the guidepost, North Star, or anchor point for your school. Every aspect of your school will need to have the mission and vision clear and alive in it. To establish the vision and mission for the school, you will want to engage key stakeholders in a process to get their buy-in and ideas. Your application will require clear statements of the school’s planned vision and mission. In the sections of your application where you state the vision and mission statements, you will make a compelling case for the ways your school will positively impact the students and families who will make up your school community. Years after the founding school leaders are gone, the mission and vision should help future generations determine whether decisions would fall in line or out of scope of the school's purpose.

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>• Is your vision statement clearly stated?</li> <li>• Is your mission statement clearly stated and aligned with your vision statement?</li> <li>• Do you have consensus across your community of stakeholders (e.g., board members, parents, educators) to support the vision and mission as they are stated?</li> <li>• Have you explained why the students and larger community will benefit from your new school?</li> <li>• Do the mission and vision communicate what graduates of your school will know and be able to do?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vision-mission-statements/main">https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vision-mission-statements/main</a> - Guidance for organizations on how to create mission and vision statements.</li> <li>• <a href="https://www.rickmaurer.com/wp/wp-content/uploads/2011/01/CreatingVision.pdf">https://www.rickmaurer.com/wp/wp-content/uploads/2011/01/CreatingVision.pdf</a> - Directions on how to craft a vision statement.</li> <li>• <a href="http://www.jeffersonawards.org/wp-content/uploads/2016/10/Mission-Statement-Exercise.pdf">http://www.jeffersonawards.org/wp-content/uploads/2016/10/Mission-Statement-Exercise.pdf</a> - Step-by-step directions for creating a mission statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-launch funds to convene stakeholders to develop the vision and mission statements.</li> <li>• Launch funds to develop materials to communicate the vision and mission to prospective board members, teachers, students, parents, etc.</li> </ul>

## Determining the Key Educational Philosophies and Approaches to Education

New schools are frequently initiated to allow for innovations in educational philosophy and approaches to education. For example, schools may be formed to provide students with greater opportunities for personalized learning, use of new technologies in learning, increased real world connections to learning, etc. For each educational philosophy and/or approach, the academic plan requires a narrative that describes in detail the history of the philosophy and/or approach and the research that shows the likelihood of success for schools using this philosophy or approach. The academic plan must explain why any proposed philosophy or approach is needed for the proposed student population to be successful. Most critically, if the academic plan proposes more than a single educational philosophy or approach, the academic plan must make clear how any educational philosophies or approaches work together to create a coherence in educational philosophy and approach to education for the school.

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>• Is there clear coherence in the proposed educational philosophy and/or approach for the school?</li> <li>• Does the academic plan demonstrate clearly how the proposed educational philosophies or approaches to education will benefit the students and families of the school?</li> <li>• Are any proposed educational philosophies or approaches to education firmly grounded in research?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.thoughtco.com/teaching-philosophy-examples-2081517">https://www.thoughtco.com/teaching-philosophy-examples-2081517</a> - Provides examples of how to develop personal philosophy statements that can inform writing of a school philosophy statement.</li> <li>• <a href="https://ies.ed.gov/">https://ies.ed.gov/</a> - Provides summaries of critical research in education that may be useful in explaining selected philosophies or approaches.</li> <li>• <a href="https://www.data.gov/">https://www.data.gov/</a> - Government data that may be useful in justifying choices in educational philosophies or approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• What funding will be needed to provide staff with sufficient expertise to enact proposed philosophies/approaches?</li> <li>• Are there certifications or licenses that require funding to enact selected philosophies or approaches?</li> </ul>

## Selecting High-Quality Written Curriculum

The charter application requires applicants to describe clearly both the process for selecting curriculum and evidence that the curriculum in each content offered will be high quality. Quality written curriculum include several key components, including but not limited to:

- A clear scope and sequence for standards and learning objectives to be taught throughout the course of study, with horizontal and vertical alignment;
- Embedded formative assessments to inform instructional decisions; and
- Unit plans, lesson plans, and teacher and student resources designed to help students meet rigorous expectations, with clarity for teachers on how to scaffold learning for diverse learner populations (including students who are ELLs and have identified special needs) and how to enrich learning for advanced students.

In addition, quality written curriculum show evidence they are:

- Anchored in research, and promote best practices in the content;
- Aligned to state standards;
- Culturally responsive;
- Equitable and accessible to all students (including use of universal design features); and
- Organized to support multiple opportunities for students to learn new content.

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>• Do all proposed curricula align with your mission, vision, philosophy, and instructional approach?                             <ul style="list-style-type: none"> <li>○ Are the connections of mission, vision, philosophy, and instructional approach clear in the curricula selected?</li> </ul> </li> <li>• Do all proposed curricula include the following key components?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.EdReports.org">www.EdReports.org</a> - A site that provides third-party reviews of curriculum materials.</li> <li>• <a href="http://www.Louisianabelieves.com">www.Louisianabelieves.com</a> - A site that provides third-party reviews of curriculum materials.</li> <li>• <a href="http://www.Cast.org">www.Cast.org</a> - A site that provides extensive information on universal design for learning and selection of materials that meet UDL standards.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the per teacher cost for written curricular materials?</li> <li>• What is the per student cost for written curricular materials?</li> <li>• Do per teacher and per student costs include digital access to materials, including delivery of assessments?</li> </ul>

<ul style="list-style-type: none"> <li>○ A clear scope and sequence for standards and learning objectives to be taught throughout the course of study, with horizontal and vertical alignment;</li> <li>○ Embedded formative assessments to inform instructional decisions;</li> <li>○ Unit plans, lesson plans, and teacher and student resources (including models for use of these materials); and</li> <li>○ Instructional resources and clarity of use to support diverse learner populations (including students who are ELLs and have identified special needs) and how to enrich learning for advanced students.</li> <li>● Does your academic plan include examples/models, explanations and evidence to show that it is: <ul style="list-style-type: none"> <li>○ Research-based,</li> <li>○ Aligned to state standards,</li> <li>○ Culturally responsive,</li> <li>○ Equitable and accessible for all students, and</li> <li>○ Organized to support multiple opportunities for all students to learn new content?</li> </ul> </li> <li>● If your school will add students in grade levels not planned for instruction currently, will the curricula selected allow for addition of vertically aligned curriculum for those next grade-levels planned? (e.g., if you start in grades K-5, does the curriculum offer grades 6-8?)</li> </ul>		<ul style="list-style-type: none"> <li>● Does the publisher of the written curricular materials include any professional learning supports/onboarding for use of the materials as part of the initial costs of purchase?</li> <li>● What are replacement copy costs for lost or damaged curricular materials?</li> <li>● If your school will add grade-levels, do the curricular materials to be purchased allow for near future purchases at a discounted rate?</li> </ul>
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## Establishing an Aligned Assessment System and Planning for Use of Data

All stakeholders have a need for data to make informed decisions. Classroom educators need data to determine next steps in instruction. School and network leaders need data to make decisions on next steps for curriculum, professional learning, and talent management. Parents and students need data to determine goals and opportunities for next steps in a student’s academic path. Board members need data to determine strategic plans for sustainability of strong programming for a school. The charter authorizer, state accountability, and federal accountability policies and regulations require that board and school leaders collect and provide data. Since the purposes for data and the end users of data vary, typically multiple assessments are needed to give a fuller picture of student performance. Schools must plan for formative, diagnostic, interim or benchmark, and summative assessments to allow for data collection and analyses. Schools should develop an assessment plan (a list of all of the data needs, which assessments fill which needs for which stakeholders, and norms for analyzing and using the data).

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>• What data and assessments do teachers need to determine next steps for instruction (e.g., reteaching or differentiated instruction) and to complete required evaluations of students?</li> <li>• What data and assessments do school and network leaders need to make decisions on next steps for curriculum, professional learning, and talent management?</li> <li>• What data and reports are needed to inform parents and students and to allow for effective goal setting?</li> <li>• What data and assessments do board members need to determine strategic plans for sustainability of the school and for overall governance of the school?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://ccsso.org/taxonomy/term/7">https://ccsso.org/taxonomy/term/7</a> - A site that provides an extensive set of articles and tools to help educational leaders understand systemic assessment design.</li> <li>• <a href="https://achievethecore.org/">https://achievethecore.org/</a> - A site with a variety of tools to support implementation of college- and career-ready standards, including assessments aligned to these standards.</li> <li>• <a href="https://cdn2.hubspot.net/hubfs/2992254/Assessment%20System%20slide.pptx">https://cdn2.hubspot.net/hubfs/2992254/Assessment%20System%20slide.pptx</a> - A slide that describes a process for developing a systemic assessment plan.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the total funding available for all assessments combined?</li> <li>• What is the per student cost for assessment?</li> </ul>

<ul style="list-style-type: none"><li>• What data and assessments are requisite to meet authorizer, state, and federal accountability guidelines and regulations?</li><li>• How do SMART goals and other strategic planning metrics reflect the use of data for decision-making?</li></ul>		
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## Ensuring Equity and Access to Rigorous Instruction

While not all students enter the classroom with the same knowledge and experiences, it is essential that all students meet or exceed state standards by the end of the academic course of study. Educators provide all students with access to core instruction while simultaneously providing interventions and extensions (tiered instruction) as needed. The academic plan must describe how course schedules, multi-tiered systems of support, supplemental resources, etc. will ensure that all students, including those with identified special needs and students for whom English is a second language, will have equitable access to the core curriculum and any needed supports to meet or exceed state standards.

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>• How does the school schedule design allow multi-tiered systems of support for students? For example, when will students participate in core, intervention, and extension instruction?</li> <li>• Are there sufficient offerings for students with the variety of identified special needs expected? What are these offerings?</li> <li>• Are there sufficient offerings for students for whom English is a second language? What are these offerings?</li> <li>• Have you fully described the relationship between any core offerings and any interventions and extensions planned? Have you demonstrated how these distinct offerings are designed to promote student success while simultaneously ensuring all students have access to rigorous instruction that will lead to all</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://files.eric.ed.gov/fulltext/ED502201.pdf">https://files.eric.ed.gov/fulltext/ED502201.pdf</a> - This Maryland State DOE framework for MTSS provides a strong foundation in helping people see how the tiers fit together with identification of students with special needs.</li> <li>• <a href="http://www.florida-rti.org/educatorresources/mtss_book_implcomp_012612.pdf">http://www.florida-rti.org/educatorresources/mtss_book_implcomp_012612.pdf</a> - Florida State DOE provides some great language and clarity on the different tiers of instruction.</li> <li>• <a href="https://www.edutopia.org/practice/improving-learning-all-students-multi-tiered-approach">https://www.edutopia.org/practice/improving-learning-all-students-multi-tiered-approach</a> - An article which outlines components of putting together a strong MTSS.</li> <li>• <a href="https://backend.edutopia.org/sites/default/files/resources/stw-pk-yonge-k-12_rti_flowchart_draft_.pdf">https://backend.edutopia.org/sites/default/files/resources/stw-pk-yonge-k-12_rti_flowchart_draft_.pdf</a> - A flowchart sample that shows what a strong systemic process looks like where MTSS works. The key to making this work is having very clear decision rules at each "hand off" point. (e.g., what specific scores for universal</li> </ul>	<ul style="list-style-type: none"> <li>• How does the schedule design impact facilities requirements (e.g., how many separate rooms are required to implement the proposed schedule)?</li> <li>• How does the schedule design impact staffing requirements (e.g., how many staff members are required to implement the proposed schedule)?</li> <li>• What is the cost of supplemental materials (both technology-based and print) required to support students with identified special needs?</li> <li>• What is the cost of supplemental materials (both</li> </ul>



<p>students meeting or exceeding state standards by the end of the academic course of study?</p> <ul style="list-style-type: none"> <li>• Have you connected the strategies for ensuring all students have access to rigorous instruction with the data you will collect from planned assessments? Does your plan clearly show how data will be used to inform decision-making on entrance and exit criteria for any intervention or extension programming planned?</li> <li>• Have you made clear how your school will directly address focused work to ensure culturally-responsive academic programming with a diversity, equity, and inclusion lens, including but not limited to eliminating gaps in access to rigorous curricular materials and programming for traditionally underserved students?</li> </ul>	<p>screeners tell one that a student needs a Tier 2 support and what specific scores tell one that the student can be exited from that support? For each support that a district identifies as "an approved Tier 2 support," what are the "non-negotiables" or "what is meant by fidelity?")</p> <ul style="list-style-type: none"> <li>• <a href="https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_good_practice_guide.pdf">https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_good_practice_guide.pdf</a> - A guide to support thinking re: the selection of MTSS for literacy.</li> <li>• <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a> - A U.S. Department of Education-sponsored site that shares the latest information on which programs show real evidence for changing student outcomes. When selecting programs/materials for intervention, districts should select from those programs that show moderate to strong evidence and should avoid programs that show no or limited evidence.</li> <li>• <a href="https://www.nsgt.org/">https://www.nsgt.org/</a> - An organization website that provides extensive information and guidance on programming options to support gifted and talented students.</li> </ul>	<p>technology-based and print) required to support students for whom English is a second language?</p>
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## Creating a Learning Environment for All: Hiring, Retaining, and Developing Staff

At the heart of the education process is the building and sustaining of relationships. Staff members must be knowledgeable, caring, and dedicated to the students, the school community, and to creating a learning environment. Hiring of strong, qualified staff who believe in your school’s mission and vision and then retaining and developing them individually and as a team is a primary means to produce an excellent school experience for all students.

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>• What staff will be needed to deliver the academic programming designed for the school? What are the required and preferred skills and capacities needed for each job/staff member needed?</li> <li>• What is the hiring plan for staffing the school in the initial year? For future years?</li> <li>• What will encourage high-quality, dynamic teachers apply for teaching positions at your school over any other and what will get them to stay? What design elements in the programming for the school will help in the hiring and retention of quality staff for each required position?</li> <li>• What professional development will be provided to onboard new staff members?</li> <li>• What is the professional development plan for opening the school (including topics for development and a high-level timeline)?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://learningforward.org/">https://learningforward.org/</a> - Learning Forward is the premier organization devoted to professional development of educators and provides an abundance of tools and resources for staff development.</li> <li>• <a href="http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2016/11/National-Best-Practices-Teacher-Recruitment-and-Pipelines.pdf">http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2016/11/National-Best-Practices-Teacher-Recruitment-and-Pipelines.pdf</a> - A report from the Illinois Network of Charter Schools and the National Alliance for Public Charter Schools that describes best practices and provides tools for the hiring and retention of teachers.</li> <li>• <a href="https://resources.workable.com/tutorial/teacher-job-boards">https://resources.workable.com/tutorial/teacher-job-boards</a> - Provides a list of teacher recruitment job boards.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the total allocation for staffing the school in year one? In subsequent years? How will current and future funding allow for this level of staffing?</li> <li>• What is the total budget allocated for hiring of staff?</li> <li>• What is the total budget allocated for professional development in year 1? In subsequent years?</li> <li>• What percentage of the total school budget is allocated for staffing?</li> </ul>

<ul style="list-style-type: none"><li>• What is the cycle for development of ongoing professional learning in subsequent years for the school (beyond year 1)?</li></ul>		
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## Scheduling

The schedule is one of the most important tools in creating a successful learning environment and should reflect your school’s mission and vision. The allocation of varying times for activities helps set the teaching and learning priorities. Schedules must allow for sufficient time to deliver selected core curriculum, interventions, extensions, and other academic programs and for all students to eat meals, arrive to and depart from school safely, and to engage in other programming designed to fully educate each child. The schedule must also allow for clarity in staffing needs and facilities use.

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>• What is the total length of the school day?</li> <li>• When will students arrive to school daily? When will students depart school daily?</li> <li>• When will staff arrive to school daily? When will staff depart school daily?</li> <li>• What is the time allocated for meals each day? When will each group of students eat these meals?</li> <li>• For each core curriculum selected, what is the total instructional time to be allocated for study daily?</li> <li>• For each intervention, extension, or other programming beyond the core curriculum, what is the time allocated daily?</li> <li>• How can schedules be staggered to allow for maximum efficiencies in staffing and facilities use?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.erstrategies.org/news/three_step_strategic_schedule">https://www.erstrategies.org/news/three_step_strategic_schedule</a> - A website that provides an array of ideas and resources to support initial design of an effective school schedule.</li> <li>• <a href="https://entangledvelocity.com/wp-content/uploads/2019/06/Unlocking-Time-v4-Web.pdf">https://entangledvelocity.com/wp-content/uploads/2019/06/Unlocking-Time-v4-Web.pdf</a> - Provides both research and a variety of free tools that can be useful in making decisions regarding efficient use of time to increase learning opportunities for students via a well-designed school schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• How do staffing budget allocations impact scheduling options? Can the schedule be refined to reduce the cost of staffing?</li> <li>• How does the number of rooms in proposed facilities impact scheduling options? Can the schedule be refined to reduce the cost of facilities?</li> </ul>

## Developing a Plan for Engaging and Communicating with Key Stakeholders

For a school to launch successfully, a wide range of stakeholders are needed, including but not limited to: staff, family members of the students who will attend the school, school board members, the larger community in which the school will be located, local business people and merchants, and the students themselves. Engaging these various stakeholders in launching and then sustaining the school plus supporting your school’s mission and vision is therefore a critical step in the school launch process.

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>• Who are the critical stakeholders for our school? Does the academic plan spell out clearly the anticipated stakeholder groups, how to engage these stakeholders authentically, and how to retain their engagement in the launch and then subsequent school years?</li> <li>• Does the academic plan describe clearly the communication strategies for sharing key messages with each of the identified and critical stakeholder groups?               <ul style="list-style-type: none"> <li>○ staff</li> <li>○ family members</li> <li>○ school board members</li> <li>○ business leaders</li> <li>○ community leaders</li> </ul> </li> <li>• Does the academic plan include potential activities that can help support engagement and communication with key stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://entangledvelocity.com/wp-content/uploads/2019/06/Unlocking-Time-v4-Web.pdf">https://entangledvelocity.com/wp-content/uploads/2019/06/Unlocking-Time-v4-Web.pdf</a> - Ideas for developing a strong communication plan.</li> <li>• <a href="https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf">https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf</a> - Resource describing means to engage stakeholders in education, with a focus on literacy programming.</li> <li>• <a href="https://www.thoughtexchange.com/wp-content/uploads/2018/02/five-criteria-for-effective-se-education.pdf">https://www.thoughtexchange.com/wp-content/uploads/2018/02/five-criteria-for-effective-se-education.pdf</a> - White paper describing key elements for stakeholder engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the total allocation for marketing of the school to engage and retain all identified stakeholders?</li> <li>• What funds are needed to pay for stipends, honorarium, or other fees associated with engagement and communication of stakeholders?</li> <li>• What funds are needed for parent and community outreach?</li> </ul>

## Budgeting for Academic Programming

For schools to be both approved by the authorizer and to be successful, they must have the financial resources and a well-designed strategic plan for ongoing financial stability. Each aspect of the academic plan contributes to the costs and options for budgeting. In reviewing the budget considerations listed for all other aspects of the academic plan, one can begin to develop an efficient and realistic budget to include in the academic plan. All plans should include both a well-defined budget (with all component costs and funds designed to pay for those costs) as well as a narrative to explain the proposed financials for the school.

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>• Does the academic plan provide a narrative explanation for all proposed expenditures related to academic programming?</li> <li>• Does the academic plan account for all budget considerations and rely on known, sustainable external funding? If some aspects of the budget are as yet unclear, what mitigating strategies can reduce financial risks for the school?</li> <li>• Does the plan adequately describe how available funding will allow for year one operations of the school? If not, what mitigating strategies are described to reduce financial risks for any proposed funders or investors?</li> <li>• Does the plan adequately describe how the school will acquire sufficient funds for sustainable operation of the school beyond the launch year? If not, what mitigating strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.renniecenter.org/sites/default/files/2017-01/SmartSchoolBudgeting.pdf">https://www.renniecenter.org/sites/default/files/2017-01/SmartSchoolBudgeting.pdf</a> An online whitepaper and toolkit with extensive information on school budgeting and links to many additional budgeting resources</li> <li>• <a href="https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/TFP_Revenue_Tool_0.pdf">https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/TFP_Revenue_Tool_0.pdf</a> 2009 publication from the National Resource Center on Charter School Finance and Governance with narrative and tools to support budget development and monitoring for charter schools</li> </ul>	<ul style="list-style-type: none"> <li>• Using all of the information gathered, what is the total budget required for academics in the pre-launch year?</li> <li>• What is the total budget required for academics for the school in year one?</li> <li>• What is the total budget required for the ongoing operation of academics beyond year one? (i.e., what is the rate of increase for academic costs?)</li> <li>• What are the funding sources to offset costs required for academics each budget year?</li> </ul>

are described to reduce financial risks that would cause closure of the school?		
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