



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/18/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-20.

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORKSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	<p>Public Prep Academies ensures we are recruiting and serving economically disadvantaged populations by:</p> <ul style="list-style-type: none"> - Marketing in New York City Housing Authority (NYCHA) developments and community centers, daycares, head start programs, free or low cost healthcare facilities (including urgent care offices) and local community-based organizations including after-school programs and social service agencies. - Developing partnerships with over 50 local community-based organizations and head start programs in the Lower East Side and the South Bronx to provide applications, marketing materials and hands-on support to families interested in applying. - Employing 3 part-time workers to canvass in blocks surrounding the Girls Prep and Boys Prep schools in the South Bronx and the Lower East Side, including going door-to-door in NYCHA developments. - Providing an enrollment priority to high-need populations via NYCHA preference, defined as Students who reside in selected 	<p>Public Prep Academies will continue to ensure we are recruiting and serving economically disadvantaged populations by:</p> <ul style="list-style-type: none"> - Continuing to market in New York City Housing Authority (NYCHA) developments and community centers, daycares, head start programs, free or low cost healthcare facilities (including urgent care offices) and local community-based organizations including after-school programs and social service agencies through door-to-door canvassing and mass flyering. - Maintaining partnerships with over 50 local community-based organizations and head start programs to provide applications, marketing materials and hands-on support to families interested in applying as well as creating partnerships with faith-based organizations and immigration agencies that may share our materials with families. - Expanding our canvass efforts in blocks surrounding the Girls Prep and Boys Prep schools in the South Bronx and the Lower East Side, including going door-to-door in NYCHA developments, handing out flyers at key subway and bus stations and dropping into local clinics and other community-based organizations. - Providing an enrollment priority to high-

	<p>NYCHA Housing Developments will be awarded “NYCHA” preference at the time of the lottery.</p> <ul style="list-style-type: none"> - Providing helpful services to this population such as free MetroCards, subsidized school uniforms and the opportunity to open a NYS 529 college saving account. 	<p>need populations via NYCHA preference, defined as Students who reside in selected NYCHA Housing Developments will be awarded “NYCHA” preference at the time of the lottery.</p> <ul style="list-style-type: none"> - Providing helpful services to this population such as free MetroCards, subsidized school uniforms, scholarships to enrichment programs and the opportunity to open a NYS 529 college saving account (with yearly contributions from the school).
<p>English Language Learners/Multilingual Learners</p>	<p>Public Prep Academies ensures we are recruiting and serving English Language Learners by:</p> <ul style="list-style-type: none"> - Producing all marketing materials (including our website), advertisements, applications, and presentations in both English and Spanish. - Ensuring our recruitment team includes 2 Spanish-speaking associates. - Marketing in neighborhoods that serve a large number of families who do not speak English as their first language. - Conducting Home Language surveys during orientation and planning for home visits by school-based support staff (including teachers). - Ensuring members of each school’s main office provide information in multiple languages. - Encouraging non-English speaking parents to volunteer to support student recruitment efforts including phone banks and canvassing. - Ensuring ELL staff were present at all new family orientations. 	<p>Public Prep Academies will continue to ensure we are recruiting and serving English Language Learners by:</p> <ul style="list-style-type: none"> - Producing all marketing materials (including our website), advertisements, applications, and presentations in both English and Spanish. - Expanding our recruitment team to include 3 Spanish-speaking associates. - Marketing in neighborhoods that serve a large number of families who do not speak English as their first language. - Conducting Home Language surveys during the application process and conducting home visits to all families before the end of the first trimester. - Ensuring members of each school’s main office provide information in multiple languages. - Encouraging non-English speaking parents to volunteer to support student recruitment efforts including phone banks and canvassing. - Targeting immigration agencies as partnerships where we can meet more non-English speaking families. - Ensuring ELL staff are present at all new family orientations.
<p>Students with</p>	<p>Public Prep Academies ensures we are recruiting and serving Students with Disabilities by:</p> <ul style="list-style-type: none"> - Including information about inclusive classrooms and our continuum of special education programs and related services in our marketing materials. - Coordinating recruitment and enrollment strategies with our Director of Student Support to ensure we are providing inclusive and accurate information to all families. 	<p>Public Prep Academies will continue to ensure we are recruiting and serving Students with Disabilities by:</p> <ul style="list-style-type: none"> - Including information about inclusive classrooms and our continuum of special education programs and related services in our marketing materials. - Coordinating recruitment and enrollment strategies with our Director of Student Support to ensure we are providing inclusive and accurate information to all families. - Continuing to ask about special education

<p>Disabilities</p>	<ul style="list-style-type: none"> - Asking about special education services and IEPs during the enrollment process and making special education support staff available during family orientations. - Providing special events for families with IEPs hosted by Learning Services Coordinators to guide parents through the evaluation and identification process. - Seeking out partnerships with head starts and local organizations that serve students with disabilities for recruitment purposes. 	<p>services, evaluations and IEPs during the enrollment process and making special education support staff available during family orientations.</p> <ul style="list-style-type: none"> - Continuing to provide opportunities for families with IEPs to meet our Learning Services Coordinators and discuss the evaluation and identification process. - Seeking out partnerships with head starts and local organizations that serve students with disabilities for recruitment purposes.
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018-19	Describe Retention Plans in 2019-20
<p>Economically Disadvantaged</p>	<p>Public Prep Academies ensures we are retaining students who are economically disadvantaged by:</p> <ul style="list-style-type: none"> - Providing all families with free and reduced price lunch applications and ensuring 100% return the required documents. - Providing opportunities for families to receive a free backpack before school starts via partnerships with STATE bags, ShopBop and Barclay's. 	<p>Public Prep Academies will continue to ensure we are retaining students who are economically disadvantaged by:</p> <ul style="list-style-type: none"> - Continuing efforts to provide families with free and reduced price applications and ensuring 100% return the required documents. - Providing free backpacks to all students on the first day of school. - Providing support for purchasing uniforms as needed, including raffling gift cards during family events.
<p>English Language Learners/Multilingual Learners</p>	<p>Public Prep Academies ensures we are retaining students who are English Language Learners by:</p> <ul style="list-style-type: none"> - Providing ELL services to students who require that support, including instruction to develop their speaking, listening, reading and writing skills along with frequent feedback. Some of these services take place in the classroom with access to traditional reading/writing workshops and when required, we will also pull ELL students out of the classroom to strengthen foundational language skills and vocabulary. - Providing both teachers and families with ELL resources/strategies to support students. - Creating language-rich classrooms that enhance vocabularies and immerse students in language. 	<p>Public Prep Academies will continue to ensure we are retaining students who are English Language Learners by:</p> <ul style="list-style-type: none"> - Continuing to provide high-quality, intensive support services to ELL students in both push-in and pull-out settings. - Providing professional development to staff who support ELL students. - Making resources and assistance available to teachers and families who are looking for strategies to better support ELL students.
	<p>Public Prep Academies ensures we are retaining Students with Disabilities by:</p> <ul style="list-style-type: none"> - Employing staff, including coaches and learning specialists, who can monitor and 	<p>Public Prep Academies will continue to</p>

Students with Disabilities

support services provided to students with Individualized Education Plans (IEPs). Also adding a network-wide Director of Student Support to standardize these efforts and ensure we are delivering high-quality support.

- Adding professional development opportunities for all staff to increase our capacity to serve students with disabilities.
- Using the Integrated Co-Teaching (ICT) model, where students with disabilities are taught in a general education classroom alongside their peers without disabilities.
- Differentiating instruction and using flexible grouping so that students receive more individualized support.
- Participating in the NYC Charter School Special Education Collaborative, where staff members can access professional development and resources for supporting students with disabilities.

ensure we are retaining Students with Disabilities by:

- Continuing to build a staff that monitors and supports services provided to students with IEPs. We will also add a network-wide Director of Student Support to standardize these efforts and ensure we are delivering high-quality support.
- Continuing professional development opportunities for all staff to increase our capacity to serve students with disabilities.
- Continuing to utilize our ICT model in classrooms.
- Continuing to differentiate instruction and use flexible grouping for individualized support.
- Continuing to participate in the NYC Charter School Special Education Collaborative