| Charter School Recruitment and Retention Plan Template |
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As defined in MGL c. 71 § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department of Elementary and Secondary Education (Department) for a recruitment and retention plan which is updated annually. After the 1st year of operation, new charter schools submit the school’s recruitment and retention plan for approval, and report on its implementation within the school’s annual report. In developing the recruitment and retention plan, please review the charter school regulations governing student recruitment, enrollment, and retention, found at [603 CMR 1.05](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=05).

“A charter school must develop a plan that includes deliberate, specific strategies the school will use to attract, to enroll, and to retain a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Charter schools shall submit recruitment and retention plans for approval by the Department that meet the requirements of M.G.L. c. 71, § 89; 603 CMR 1.05; and any guidelines issued by the Department” (603 CMR 1.05(1)).” The charter school statute outlines certain demographic groups that must be included in all recruitment and retention plans, including: limited English proficient, special education, economically disadvantaged, as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed and updated its recruitment and retention plan as one of the factors in making a renewal decision (Chapter 71, § 89(i)).

Furthermore, as specified in M.G.L. c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent languages of the district.

The Department encourages schools to use the Charter Analysis and Review Tool ([CHART tool](http://www.doe.mass.edu/charter/finance/chart/)) to access district specific demographic data for a sub-set of the categories.

**Provide a draft plan using the template below. Please follow the directions for each element of the plan.**

| **Draft Recruitment Plan**  |
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| Proposed School Name: |
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| **Describe the proposed school’s general recruitment activities, i.e. those intended to reach all students.** |
| **General Recruitment Activities:** |

**Do not repeat strategies.** Each group should have its own set of specific and deliberate strategies.

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| **Recruitment Plan –Strategies** **List strategies for recruitment activities for each demographic group.** |
| **Demographic Group** | **Strategies** |
| Special education students |  |
| English learners |  |
| Economically disadvantaged |  |
| Students who are sub-proficient |  |
| Students at risk of dropping out of school |  |
| Students who have dropped out of school |  |
| Other subgroups of students who should be targeted to eliminate the achievement gap |  |

| **Draft Retention Plan**  |
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For the purposes of a Recruitment and Retention plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=02)).

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| Overall Student Retention Goal |
| **Annual goal for student retention (percentage):** |  |

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| **Retention Plan –Strategies** **List strategies for retention activities for each demographic group.** |
| **Demographic Group** | **Strategies** |
| Special education students |  |
| English learners |  |
| Economically disadvantaged |  |
| Students who are sub-proficient |  |
| Students at risk of dropping out of school |  |
| Students who have dropped out of school |  |
| Other subgroups of students who should be targeted to eliminate the achievement gap |  |