1) Policy Statement:
   The intent of Facility Allocation (FA) Policy is to guide recommendation and decision-making regarding the assignment of DPS facilities for school occupancy, and clarify district support to be provided for school facilities requests. Denver Public Schools (the “District”) is a political subdivision of the State, organized for the purpose of maintaining a public K-12 educational program for all school-age children. The District is governed by a seven-member Board of Education. The Board’s primary functions are to provide for the general operations and personnel of the District, to oversee the property, facilities and financial affairs of the District, and to establish policies for the District. This FA Policy acknowledges that the District’s operations are governed by the Colorado Constitution, federal and state statutes, requirements of the State Board of Education, and certain prevailing practices that prescribe the form and substance of the District’s policies and practices.

   The FA Policy establishes expectations for the District to evaluate facility requests and advance recommendations to the Board concerning the allocation of District facilities and other support that may be provided to meet facility needs. It is understood that a perfect facility solution for all concerned stakeholders may not be possible, particularly in a resource-constrained environment. The language herein is to guide the processes leading to the Superintendent’s recommendation(s) to the Board and to ensure that subsequent action by the Board is prudent, demonstrates fiscal stewardship, is aligned to the mission of the District, furthers the District’s objectives of equity, innovation and choice, and aligns resources to advance achievement of the goals defined in the Denver Plan, most specifically Goal 1 calling for “Great Schools in Every Neighborhood”.

   The FA Policy should be read in its entirety and read in conjunction with other Policies adopted by the District, including Policy DB: Annual Budget and Policy AF: Charter Quality Authorizing Policy. The FA Policy provides the framework for facility and resource allocation decisions, provides criteria aligned to the educational priorities of the District, and clarifies expectations of schools receiving facility support. As contemplated by such other policies, the FA Policy evidences the District’s commitment to creating equitable opportunity, responsibility, access, and accountability for all schools, regardless of governance type.

2) Principles Guiding Facility Allocation and Support Decisions:
   a) The District holds all public schools accountable using multiple sources of student performance data and information – much of which is collected and reflected in the School Performance Framework.
   b) The District seeks to preserve all resources of the District – particularly but not exclusively public operating revenues including mill levy override monies, federal funds and general funds – to the direct benefit of students educated within the boundaries of the District and in further support of all public schools within the District.
   c) The District is committed to ensuring appropriate community engagement occurs in making school location decisions.
3) Criteria to Prioritize Placement and/or Investment:
The criteria outlined herein reflect the Principles above and place a premium upon student achievement. These criteria should be considered when prioritizing amongst potential facility allocation or investment choices. The criteria may be applied to new and existing schools that are seeking to locate within District facilities, or to inform assessment of acquisition of new district facilities, facility expansions, or capital plans. Consistent with C.R.S. 22-30.5-101..., the capital construction needs of all schools in the District are to be similarly assessed and prioritized in the development of the District’s capital improvement plans.

a) Criteria #1. Student Learning and Achievement:
The District shall evaluate each school that requests a district-managed facility or financial support for facilities needs based on its track record for maintaining high levels of student achievement, as measured by the School Performance Framework (SPF), or, in the case of new schools, the track record of operating other schools, demonstrated leadership capability and/or the quality of its application.

b) Criteria #2. Alignment to Priority District Needs:
The District shall evaluate each school that requests a district-managed facility or financial support for facilities needs based on its alignment with the needs and priorities identified in the District’s “Strategic Regional Analysis” and requested in the annual “Call for New Quality Schools” process. To demonstrate alignment with District needs, a school might be:
1. Providing opportunities directly targeted at meeting the needs of an underserved student population that has been identified as a priority for the District (e.g., intensive or alternative pathways schools in a specific area of the city);
2. Proposed as a solution in an area of the District that has been identified as needing a new school or expansion of existing capacity to meet student enrollment demand;
3. Proposed as a solution in an area of the District that has a significant academic performance gap, and supports an immediate need to replace a current low-performing program in the existing neighborhood;
4. Operating as a high-performing school in an area of the District that has been identified as having substantive performance gaps in the area’s existing schools.

c) Criteria #3. Enrollment Demand
Strong enrollment demand and community support. Without regard to status as a new or existing school, demand beyond capacity may be evidenced by:
   (i) Extensive student wait lists or “intent to enroll” lists
   (ii) Petitions and/or other forms or testimony.

d) Criteria #4. Providing the “Best Available Option”:
Schools approved for opening or seeking expansion that meet Criteria #1 (Student Learning and Achievement), but do not clearly meet Criteria #2 and/or Criteria #3, have the opportunity to request a district facility or facility financial assistance based upon being the best available option to meet a priority need of the District (Note: other measures beyond the SPF may be used in evaluating the level of academic performance for schools in Criteria #2, point 1 above (meeting the academic needs of an underserved student population that is a priority of the District)).

Schools may enhance their ability as the best available option by working collaboratively with the District to meet one or more priority needs. Examples could include:
1. Willingness and ability to meet an immediate need for improved academic options in a region of the district by replacing an existing, low-performing school in its current location.
2. Willingness to (re)locate to another region in the District from their approved location in order to meet a priority need.
3. Adjusting program and/or operational offerings as needed to more closely align with the District/community needs. Examples may include:
   (a) Increased enrollment priority for students qualifying for free-and-reduced lunch
   (b) Offering ECE services
   (c) Offering increased services for off-track students
   (d) Providing opportunity for socio-economic diversity desired by the community.

e) Supplemental Considerations:
The District may also utilize the following considerations in providing facility and financial resource allocation recommendations to the Board:
   1. The program’s commitment and ability to provide equity of access and opportunity through socio-economic integration within the targeted community;
   2. Existing commitments made by the Board to specific schools or school communities;
   3. Current/potential availability of district facilities and the availability of other options to meet the requested need in the geographic area;
   4. Availability of General Obligation Bond (GOB) funds, which are the primary source for funding large capital purchases/improvements such as facilities;
   5. The district financial status, including balance sheet capacity to finance capital expenditures.
   6. Overall economic/market conditions, including access to capital markets;
   7. The school’s willingness and ability to contribute either upfront or ongoing funding towards the financial need;
   8. The school’s ability to meet ongoing financial obligations including new debt service and/or facility-use fees, and assessment of any consequential risk to the District based upon school non-payment against obligations;
   9. Property/facility desirability (for acquisition/lease of existing facility or land) including location, demographics, condition and ownership structure;

In each case, these criteria will be evaluated in aggregate in evaluating the priority and ability to meet the facility need relative to available resources and other needs, and making recommendations to the Board of Education.

f) Expectations of Schools Receiving DPS Facilities or Facility Support:
All schools within the District, regardless of governance structure, have committed to providing equity of access, opportunity and responsibility for all students. As a part of this shared commitment, schools may be asked to collaborate with the District to best meet the needs of all students. Schools locating in a district facility or facility financial support from the District may be required to meet specific conditions aligned to meeting our collective equity commitments including:
1. Participation in a regional enrollment program (e.g., enrollment or access zone, dedicated or shared boundary,...) designed to ensure the school enrollment opportunities are made available first to intended students, and which may be required to provide shared responsibilities amongst multiple schools in meeting the needs of students in a specific region;
   (i) Shared responsibility for enrolling mid-year entry students is a high priority for all schools
   (ii) Potential participation in a shared transportation zone, including sharing in the cost of this service
2. Willingness and ability to serve students with special needs, where needed. This could include, but is not limited to:
   (i) Hosting one or more special education center programs;
   (ii) Providing appropriate services for English Language Learners (ELLs);
   (iii) Closing the opportunity gap by serving an economically, culturally, gender and/or racially underserved student population and community.
3. Payment of an annual, cost-based, per pupil facility-use fee

4) Policy Implementation
The Board of Education directs the Superintendent or the Superintendent’s designee to implement this FA Policy. It is the Board’s intent that this FA Policy be informed in part by “best practices and advisories” developed by the District’s Collaborative Council (“CC”). At least once every four years, the Superintendent is expected to attest to the BoE that the Collaborative Council has been consulted and the FA Policy is current.

The Superintendent may develop, refine and promulgate separate processes to effectively and efficiently implement this Policy.

LEGAL REFS.: C.R.S. xx-yy-zz

CROSS REFS.: BoE Policies