

STANDARD

# 12

An excellent Catholic school develops, implements, and monitors a facilities, equipment, and technology management plan, which is consistent with Catholic social teaching regarding the environment, and that continuously supports the implementation and sustainability of the educational mission of the school.

**Benchmark 12.1:** The school's facilities, equipment, and technology management plan includes measurable objectives to support the school's mission, the delivery of the educational program of the school, and accessibility for all students.

**LEVEL 4**  
Exceeds  
Benchmark

The school has an integrated set of asset planning documents, **covering all aspects of facilities**, equipment, and technology to support the school's mission.

The plan is **comprehensive**, and is **integrated** with all other aspects of school planning (financial, academic, spiritual, operational, etc.).

Objectives supporting the delivery of the educational program are **forward-looking**, and account for the school's **expected future needs** as well as current priorities.

**Accessibility** objectives include a variety of approaches to accessibility, including academic, physical, social, and financial to follow the Catholic social teaching of the Dignity of the Human Person.

**LEVEL 3**  
Fully Meets  
Benchmark

The school's facilities, equipment, and technology management plan includes measurable objectives to support the school's mission, the delivery of the educational program of the school, and accessibility for all students.

Objectives in these areas are **aligned to the mission** of the school and Catholic social teaching.

This plan could be a single document or three interrelated documents.

**LEVEL 2**  
Partially Meets  
Benchmark

The school's facilities, equipment, and technology plan is **partial, incomplete**, or has objectives related to **only one or two of the three major areas** (facilities, equipment and technology).

OR

The school's **plan is only partially aligned** to supporting the delivery of the school's educational programs and/or accessibility in keeping with the school's mission and Catholic school teaching.

**LEVEL 1**  
Does Not Meet  
Benchmark

The school **does not** have a plan that addresses facilities, equipment, and technology management, or the plan does not specify, or is not aligned to, supporting the delivery of the educational program of the school, and/or accessibility needs of the students in keeping with the school's mission and Catholic social teaching.

Possible Sources  
of Evidence

- Facilities, equipment, and technology plan documents
- School mission and vision statements
- Educational delivery plans and documents, including current and planned future curriculum maps
- Student accessibility needs assessments
- School financial need assessments and actual aid program documents
- Catholic social teaching



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# 12

An excellent Catholic school develops, implements, and monitors a facilities, equipment, and technology management plan, which is consistent with Catholic social teaching regarding the environment, and that continuously supports the implementation and sustainability of the educational mission of the school.

**Benchmark 12.2:** The school's budget supports facilities, equipment, and technology management with specific funds for maintenance, capital improvements, depreciation, and replacement.

**LEVEL 4**  
Exceeds  
Benchmark

The school's budget supports facilities, equipment, and technology management with specific funds for maintenance, capital improvements, depreciation, and replacement.

The school's budget presents an **integrated and detailed approach** to accounting for facilities, equipment, and technology spending, following **generally accepted accounting principles (GAAP)**. Appropriate use of depreciation and equipment cost projection gives stakeholders and school leaders a **realistic understanding of current values and expected costs** associated with school assets, enables effective long-term planning and prevents sudden, unexpected expenses.

Plans and budgeted allocations are benchmarked to facilities, equipment, and technology plans at other similar schools to incorporate best practices and ensure completeness.

Plans are **fully aligned** with the school's mission and Catholic Social Teaching.

**LEVEL 3**  
Fully Meets  
Benchmark

The school's budget supports facilities, equipment, and technology management with specific funds for maintenance, capital improvements, depreciation, and replacement.

Budgets provide for unexpected costs and costs aligned to specific capital improvements and other expected replacement costs.

Plans are **aligned** with the school's mission and Catholic social teaching.

**LEVEL 2**  
Partially Meets  
Benchmark

The school's budget supports facilities, equipment, and technology management **in a general way**, providing something for unexpected costs but **not aligning those funds** to specific capital improvements or expected replacement costs.

**LEVEL 1**  
Does Not Meet  
Benchmark

**The school does not have a budget that includes line items to support facilities, equipment, and technology**, including funds for capital improvements, depreciation, or equipment replacement.

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- Possible Sources of Evidence
- School budgets, current and recent past
  - School financial plans, including projected budget
  - Facilities, equipment, and technology plan(s)
  - Current asset assessments (value, ages, deferred maintenance, etc.)
  - Evidence of benchmarking to best practices in other similar institutions
  - School's mission
  - Catholic social teaching



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12

An excellent Catholic school develops, implements, and monitors a facilities, equipment, and technology management plan, which is consistent with Catholic social teaching regarding the environment, and that continuously supports the implementation and sustainability of the educational mission of the school.

**Benchmark 12.3:** The school’s purchasing, physical, and technological improvements are, by design, done in alignment with the mission, with budget funds and appropriate external revenue sources.

**LEVEL 4**  
Exceeds  
Benchmark

Purchasing and physical/technological improvements are intentionally part of a larger integrated system and plan by which mission- and curricular-driven decisions are made in all areas of school life.

**Environmental stewardship is considered part of all major decisions.**

Environmental stewardship follows **published best practices** and may incorporate external independent review (e.g. LEED certification).

**LEVEL 3**  
Fully Meets  
Benchmark

The school’s purchasing, physical, and technological improvements are, by design, done in alignment with the mission, with budget funds and appropriate external revenue sources.

Decisions made **are consistent** with environmental stewardship.

**LEVEL 2**  
Partially Meets  
Benchmark

The school’s purchasing and physical and technological improvements are **sometimes aligned** with the mission and the school’s planning and curricular goals.

Decisions are made with some conscious understanding of environmental impact, consistent with environmental stewardship.

**LEVEL 1**  
Does Not Meet  
Benchmark

Purchasing and improvements are done in a **reactionary** manner **without regard to established plans** or alignment with the school’s mission; or environmental stewardship is not considered in decision-making.

Possible Sources  
of Evidence

- School mission and vision statements
- Planning and policy documents, particularly the facilities, equipment and technology plans
- Records of planning meetings indicating impact of environmental consciousness on decision-making
- Records of recent purchasing decisions, including environmental impact analysis (if any)
- Copy of energy audit/records of energy savings initiatives
- *Laudato Sí* and other Church documents regarding environmental sustainability and stewardship