

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 12: An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

Benchmark: 12.1

The school’s facilities, equipment, and technology management plan includes objectives to support 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. 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.
Level 3 Fully Meets Benchmark	The school’s facilities, equipment, and technology management plan includes objectives to support 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. 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) related to educational delivery and accessibility, or the school’s plan is only partially aligned to supporting the delivery of the school’s educational programs.
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.

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Possible Sources of Evidence	<ul style="list-style-type: none">• 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
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Benchmark: 12.2

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

Level 4 Exceeds Benchmark	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 are compared to facilities, equipment and technology plans at other similar schools in order to incorporate best practices and ensure completeness.
Level 3 Fully Meets Benchmark	The school's budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.
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 formal budget, or the budget does not include line items to support facilities, equipment and technology, or the budget does not include funds for capital improvements, depreciation, or equipment replacement.
Possible Sources of Evidence	<ul style="list-style-type: none">• School budgets, current and recent past• School financial plans, including projected budget• Facilities, equipment and technology plan• Current asset assessments (value, ages, deferred maintenance, etc.)• Comparison to best practices in other similar institutions



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Benchmark: 12.3

The school’s purchasing and physical and technological improvements are by design, done in alignment with the mission and the school’s planning and curricular goals and consistent with environmental stewardship.

Level 4 Exceeds Benchmark	Purchasing and physical/technological improvements are 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 as part of all major decisions, including those listed above, and is addressed coherently in the school’s mission and vision. 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, and physical and technological improvements are by design, done in alignment with the mission and the school’s planning and curricular goals and consistent with environmental stewardship.
Level 2 Partially Meets Benchmark	The school’s purchasing, and physical and technological improvements are, sometimes intentionally 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 schools mission, or environmental stewardship is not considered in decision-making.
Possible Sources of Evidence	<ul style="list-style-type: none">• School mission and vision statements• Planning and policy documents, particularly the facilities, equipment and technology plans• Records of planning meetings indicating impact of environmental

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	<p>consciousness on decision making</p> <ul style="list-style-type: none">• Records of recent purchasing decisions, including environmental impact analysis (if any)• Copy of energy audit/records of energy savings initiatives
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