

**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 management 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.

**Self-study Team Level:**

**Visiting Team Level:**

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

**Visiting Team:** Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Facilities, equipment and technology plan documents		
<input type="checkbox"/>	School mission and vision statements		
<input type="checkbox"/>	Educational delivery plans and documents, including current and planned future curriculum maps		
<input type="checkbox"/>	Student accessibility needs assessments		
<input type="checkbox"/>	School financial need assessments and actual aid program documents		
<input type="checkbox"/>	<i>Budget</i>		
<input type="checkbox"/>	<i>Strategic plan</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

**Required Comments/Concerns/Conclusions:**

Self Study:

Visiting Team:

**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 an expected cost 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.

Self-study Team Level:

Visiting Team Level:

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

**Visiting Team:** Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	School budgets, current and recent past		
<input type="checkbox"/>	School financial plans, including projected budget		
<input type="checkbox"/>	Facilities, equipment and technology plan		
<input type="checkbox"/>	Current asset assessments (value, ages, deferred maintenance, etc.)		
<input type="checkbox"/>	Comparison to best practices in other similar institutions		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

**Required Comments/Concerns/Conclusions:**

Self Study:

Visiting Team:

**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 school’s mission or environmental stewardship is not considered in decision-making.

Self-study Team Level:

Visiting Team Level:

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

**Visiting Team:** Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	School mission and vision statements		
<input type="checkbox"/>	Planning and policy documents, particularly the facilities, equipment and technology plans		
<input type="checkbox"/>	Records of planning meetings indicating impact of environmental consciousness on decision making		
<input type="checkbox"/>	Records of recent purchasing decisions, including environmental impact analysis (if any)		
<input type="checkbox"/>	Copy of energy audit/records of energy savings initiatives		
<input type="checkbox"/>	Professional development records for all staff and school leadership		
<input type="checkbox"/>	Records or notices of professional growth opportunities offered		
<input type="checkbox"/>	Public school, other Catholic school and educational nonprofit benchmark data related to salary, benefits and professional development		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

**Required Comments/Concerns/Conclusions:**

Self Study:

Visiting Team: