



2026
DIGITAL
LEAP
SUCCESS
MATRIX

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Digital Leap Success Matrix

CoSN's **Digital Leap Success Matrix** is a curated collection of best practices for school systems, and it outlines the essential areas that outline the practices needed in a successful digital school system.

CoSN's **Framework of Essential Skills** is a curated collection of best practices for school system technology leaders with a focus on best practices for the individual. In relevant areas, there is alignment between the two frameworks.

The **Digital Leap Success Matrix** contains ten specific skill areas:

1. Leadership and Vision
2. Strategic Planning
3. Ethics & Policies
4. Instructional Focus & Professional Development
5. Team Building & Staffing
6. Information Technology Management
7. Data Management
8. Communications Management
9. Business Management
10. Data Privacy and Security

1. Leadership and Vision

The executive team works together to develop a shared vision with all stakeholders for effective and

strategic technology use. The vision describes how technology-infused teaching and learning will support students in applying the skills and knowledge they will need for success in college and the modern workplace. The vision must also include a pathway for learning and developing the digital literacy skills needed to leverage technology for learning. Student achievement outcomes drive the educational vision, which describes how instructional technology will be used to support school system goals.

1A. Shared Vision – School system leaders have created a shared vision for creating and sustaining a digital environment that is aligned with the school system's strategic plan and goals.

Evidence:

- There is an approved digital vision for the school system.
- Stakeholders (administrators, teachers, students, parents, community members, etc.) were involved in the development, can articulate the vision in their own words, and describe how their work supports the vision.
- The vision encapsulates what students will need to know and be able to do on graduation and describes their path for reaching that milestone.

1B. Executive Leadership – A cross-functional executive leadership team meets periodically to monitor and communicate progress.

Evidence:

- There is evidence that this team meets regularly to monitor progress, prioritize resources, and actively communicate progress on the digital plan to stakeholders.
- The school system has a process in place to include the Technology Leader in cabinet level conversations.
- Executive leadership actively supports, participates in, and promotes interoperability initiatives. (i.e., the seamless exchange of information between software systems)

1C. Distributed Leadership – Decision-making is distributed to the school system staff who are closest to the day-to-day operations, information, and impact of specific decisions.

Evidence:

- School system staff report that decisions are made by those closest to the day-to-day operations and that they have the appropriate guidance and knowledge.
- Leaders report that they coordinate and work together toward common goals.

1D. Innovation and Experimentation – The school system supports action research, experimentation, and innovative practice.

Evidence:

- There is a process for initiating, collaboratively sharing, and reflecting on the results of promising innovative practices.
- School system leaders leverage opportunities to apply emerging technology resources to enhance the education process.
- Productive struggle or failure is recognized as progress and is encouraged.
- Innovative efforts are focused on addressing school system needs.
- Evidence of success of initiatives is collected to determine the value of the initiative and assess the opportunity to scale across the organization.

1E. Flexibility and Adaptability – The school system has an appropriate and quick response to changes in internal or external conditions.

Evidence:

- Leaders implement and articulate a collaborative approach for addressing unexpected circumstances.

- School system leadership is aligned to community needs allowing appropriate and quick response to changes in internal or external conditions.
- The school system demonstrates organizational resiliency and capacity to change.
- The school system collects metrics on system performance and has a process to evaluate the need for change.

1F. Data-Informed Decision Making – The school system uses evidence, data, and research in making educational and operational decisions.

Evidence:

- Leaders can articulate and provide examples of how data and research are used to guide school system decision making.
- Leaders can provide examples of key decisions that have been based on data.
- Leaders can evaluate the quality of the data used in decision making.
- Leaders leverage emerging technology tools to increase the efficiency of data collection and evaluation.

1G. Continuous Improvement & Change Management – The school system systematically evaluates its practices, measures impact, and makes strategic adjustments to improve outcomes.

Evidence:

- Initiatives are guided by clear goals, defined success measures, and regular progress monitoring to ensure intended impact. Any necessary changes are clearly documented and agreed upon by stakeholders.
- The evaluation process must include a feedback loop or post-implementation survey to ensure there is consensus on proper implementation or to decide if revisions are needed.

1H. Access – The school system ensures that all students have access to, and intentional use of, technology within school facilities and supports access outside of school facilities.

Evidence:

- All students have access to digital tools and content through a connected device at school, home, and elsewhere.
- All school facilities meet currently established minimum digital infrastructure standards. A structured review process ensures infrastructure is regularly assessed and a plan devised to update as needs change.
- School system leaders foster a culture of transparency, belonging, access, and use of technology resources for all stakeholders.
- The digital plan supports access to digital resources out of school access for all students.
- The school system has a robust digital literacy curriculum for students/learners and families that helps them maximize the use of the digital ecosystem.

The school system has a process for identifying gaps in digital access and literacy and supports programs designed to offer extra support to learners and their families who have been identified as experiencing digital gaps.

2. Strategic Planning

School system leaders possess a high-level view of the school system and work with educational partners to identify the steps needed to transform the vision into a strategic plan that aligns with the organization's mission, vision, and goals.

2A. Clear Goals – The school system's strategic plan has clear and aligned goals.

Evidence:

- The school system has approved goals and action steps articulated as part of its current strategic plan.
- Administrators and educators can clearly articulate the strategic plan goals pertaining to their roles in their own words.

- Established goals align with the school system's vision and are systematically reviewed.

2B. Measures and Metrics – The school system regularly measures progress towards goal achievement.

Evidence:

- The school system has established qualitative and quantitative measures to regularly assess progress against goals and to measure the effectiveness of technology for teaching and learning.
- The school system establishes a timeline for the regular review of established measures.
- Promote and lead the implementation of industry best practice methodologies, tools, and programs in support of technology.
- Articulate and fully leverage the value of investment (VOI) in technology to ensure effective delivery of services aligned to the organization's mission, vision, and goals. VOI is a methodology that allows K-12 districts to estimate the total costs and expected strategic benefits of proposed technology efforts.

2C. Governance – The school system has an effective governance process.

Evidence:

- School system leaders adhere to a governance process for managing their digital learning implementation.
- School system leaders maintain evidence that projects and initiatives are aligned to the established goals.

2D. Resource Alignment – Resources are aligned to build capacity according to defined school system priorities.

Evidence:

- Budgets, staffing, and other resources are allocated to meet school system goals.
- Establish a process for sunseting initiatives that no longer align to the strategic plan.

2E. Instructional Goals Precede Technology Goals – School system use of technology follows the goals and vision for teaching and learning.

Evidence:

- Align technology with curriculum and instruction to facilitate an appropriate teaching and learning environment.
- Education technology solutions are selected, configured, and implemented with teaching and learning as a primary consideration.

2F. Technology Planning – The school system plans for technology implementation, funding, and evaluation.

Evidence:

- There is a current technology plan.
- Planning reflects the input of all stakeholders, provides for instructional and operational technology needs, and has identified funding and reporting procedures.
- School system leaders develop practices that guide, articulate, and inform the organization of risk management strategies and risk mitigation in support of organizational initiatives.
- The plan includes strategies to consider project lifecycles.
- The school system achieves outcomes consistent with interoperability, including adhering to interoperability design principles and standards, and ensuring the project(s) are included and supported by the organization's enterprise architecture, strategic roadmap, and procurement processes.
- School system leaders develop, monitor, evaluate, and report on the organization's technology plan.

3. Ethics and Policies

The school system leadership team manages the creation and implementation of policies and

procedures relating to the social, legal, and ethical issues involving technology use throughout the organization and modeling responsible decision-making.

3A. Legal Compliance – The school system understands and adheres to applicable local, state and federal laws.

Evidence:

- School system leaders model and promote awareness of applicable local, state, and federal laws and can identify the processes and implement internal controls used to ensure compliance.
- School system leaders demonstrate high standards of integrity and professional conduct.
- The school system conducts a periodic review of processes and implements internal controls to provide proper public notice and communication to ensure local, state, and federal law adherence.

3B. Responsible Use – The school system maintains policies and guidelines for responsible and ethical use of technology and reviews them regularly.

Evidence:

- There are written policies and guidelines that promote the responsible use of technology for staff and students. Policies are updated when needed.
- Establish a mechanism for providing relevant policy and guideline information to students and staff.

3C. Social-Media and Online Communication – The school system maintains policies for the use of social media and online communication such as email, phone calls, chats and SMS/Text communications.

Evidence:

- There are written policies that guide students and staff in the appropriate use of social media, email, phone calls, chats and SMS/Text communication in accordance with state laws.
- Policies are updated when needed. The school system has a defined time interval to review policies and adopt changes. Critical revisions can be adopted outside of the definite time interval.

- Education regarding the implementation of these policies is provided for all students and staff.

3D. Data Storage and Retention – The school system maintains policies for the storage and retention of data, and the disposal/deletion of records.

Evidence:

- There are written policies for how data is stored, how long it is held, and under what circumstances it is retained; these policies are fully followed.

3E. Disaster Recovery and Business Continuity – The school system maintains policies for disaster recovery and business continuity.

Evidence:

- There are written policies/plans regarding disaster recovery, and these policies are fully followed.
- There are written policies that outline planning, infrastructure, processes, and protections for disaster recovery.
- These plans are reviewed and practiced on a regular basis.

3F. Data Security – The school system maintains policies and internal controls for ensuring information and data security

Evidence:

- There are written policies and procedures for ensuring data security, and these policies are fully followed.
- These policies are compliant with local, state, and federal law and conform to industry practice.

There are systems and tools in place that provide data security mitigation. Tools and systems must be industry-accepted, specifically designed to protect information of educational nature.

There is a contingency plan in place to handle data breaches, communication and damage control.

Data security best practices are part of the digital literacy curriculum to ensure Educators and Students act as data security champions.

3G. Student Data Privacy – The school system maintains policies for assuring appropriate student data privacy, and such policies comply with local, state, and federal laws.

Evidence:

- There are written policies for ensuring student data privacy, and these policies are fully followed.
- Policies reflect both legal requirements and aspirational practice.
- School system leaders maintain systems that support the online safety of students and staff.

3H. Environmental Conservation – The school system maintains environmentally friendly policies for the purchasing, disposing, and responsible use of technology.

Evidence:

- There are written policies for purchasing and disposing of technology and these policies adhere to best practice for energy saving and environmental protection.
- School system leaders demonstrate a commitment to responsible environmental protection and energy-saving practices.
- School system leaders require written documentation from disposal companies to ensure their practices are in fact environmentally responsible.

3I. Access – The school system maintains policies ensuring access for all students, staff, and stakeholders.

Evidence:

- There are written policies regarding how all stakeholders are provided access to technology and the Internet.

- School system leaders advocate for policies and actions that support accessibility for individual students, staff, and stakeholders.
- Practices are consistent with requirements on training and ensuring ADA compliance.

3J. Policy Effectiveness – The school system reviews and improves policies relating to technology on a scheduled basis.

Evidence:

- There is a policy review process to monitor effectiveness and update as necessary, all existing policies.
- There is a policy review process to consider, adopt, vet, and approve new policies.
- These reviews take place at the highest appropriate levels in the organization.

4. Instructional Focus and Professional Development

School system leaders budget, plan, and coordinate ongoing, relevant professional development for all staff using technologies; ensure or recommend a sufficient budget through the implementation and assessment process of emerging technologies.

4A. Adaptation of Innovative Practices – The school system encourages staff to adopt proven instructional best practices and to explore new transformative approaches to teaching and learning.

Evidence:

- Educators can identify the resources, case studies, or research that have inspired classroom practices and can articulate how those practices are being adapted for classes.
- School system leaders identify and promote how technology can support educational best practices through communication and collaboration with instructional leadership.
- School system leaders stay current regarding applicable local, state and national standards,

benchmarks, best practices, and frameworks for digital literacy.

- School system leaders promote the application of technology to meet the individual needs of students.

4B. Student Ownership – school system encourages intentional use of technology to support student ownership of their learning.

Evidence:

- Administrators and educators leverage technology and digital resources to make teaching and learning more student-centric or personalized.

Mechanism in place for students to provide feedback to better understand learner’s needs, preference and experiences.

4C. Balanced Outcomes – The school system values and uses multiple metrics of student success, including content area mastery, as well as 21st century skills.

Evidence:

- Balanced priority is given to cognitive skills, content knowledge, 21st century skills (e.g. creativity, communication, collaboration, critical thinking), and non-cognitive skills.

4D. Data-Informed Instruction – Teachers use formative and summative assessment data to customize their instruction.

Evidence:

- Assessments are integrated into instructional content and practice.
- Educators meet on a regular basis to discuss student assessment data as a way to revise and personalize instruction.

4E. Data-Informed Learning – The school system uses technology and data metrics to help meet the learning needs of all students.

Evidence:

- Learning is customized to each student’s level, pace, interests, and needs.
- School system leaders promote standards for innovative teaching and learning.
- Students demonstrate content mastery and options reflect student voice and choice.

4F. Professional Development – Professional Development is experiential, ongoing and job embedded. School system leaders plan for and coordinate ongoing, purposeful professional development.

Evidence:

- Teachers gain familiarity with technology tools and content through student-centered practice, rather than lecture, whenever possible.
- School system leaders provide resources and tools to empower staff to successfully meet the demands of their job responsibilities.
- Stakeholders are given training in the use of data reporting and administrative systems and education technology tools.
- Educators have access to peer coaching.
- Student Data Privacy best practices are part of the digital literacy curriculum to ensure Educators and Students act as student data privacy champions.

4G. Collaborative Professional Development – Professional development is collaborative, with teachers advancing their practice together.

Evidence:

- Teachers have opportunities to participate in sharing and reflecting on their practice with other educators.
- Teachers teach other teachers the successful tools and approaches they have discovered in their own practice.
- Delivery of professional development reflects a job-embedded, personalized learning environment

(online modules, collaboration spaces, etc.).

4H. Continual Improvement – The school system is continually improving its processes and educational practices.

Evidence:

- There are processes in place for frequently reflecting on, evaluating, and improving current instructional practices.
- The school system can provide examples of such improvements.

4I. Privacy and Security – The school system trains staff to effectively protect student data privacy and operate systems in a secure manner.

Evidence:

- Professional development practices in all areas of school operations and academics embed privacy and security of student data.
- Teachers infuse their curriculum with best practices of student privacy and security.

5. Team Building and Staffing

School system leaders create and support collaborative teams for decision-making, technology support and professional learning in support of the organization's mission, vision, and goals.

5A. Organizational Structure – The school system has an effective, functional, streamlined organizational structure.

Evidence:

- There are documented lines of authority, clear organizational charts, documented spans of control,

and streamlined operations.

5B. Cross-functional Structures – school system operations are cross-functional, not siloed.

Evidence:

- School system and project organizational charts show teams that include representatives from appropriate stakeholder functions.
- Leaders across functions come together to plan and implement change.

5C. Enabling Environment – The school system fosters an environment that supports intrinsic motivation for all staff.

Evidence:

- The work environment supports autonomy, mastery, and purpose.

Actively monitors and listens to stakeholders to foster a culture of improvement.

5D. Functional Alignment – Functions are clearly aligned to the school system goals.

Evidence:

- School system organizational charts show functions that are aligned with evolving goals and the vision for a digital environment.
- School system leaders continually identify and analyze individual and team strengths, areas for growth, and how team members are being utilized.
- School system leaders make effective staffing decisions using quantitative and qualitative data.

5E. Human Resources – The school system allocates the human resources required to support all functions.

Evidence:

- School system organizational charts show resources adequate to support the evolving needs.
- There is sufficient staff to support functions.

5F. Communication Transparency – The school system communicates, in a timely and clear fashion, information that impacts stakeholders.

Evidence:

- The school system implements a pathway to ensure that all stakeholders have information in a timely manner.
- School system leaders build an environment of trust through communication and transparency.

5G. Job Descriptions – The school system has job descriptions and evaluations for all staff.

Evidence:

- Every position has an up-to-date job description.
- Evaluation instruments and processes align with job descriptions.

5H. Professional Growth – The school system supports and implements professional growth plans for each staff member.

Evidence:

- Every staff member has a documented plan for multi-year, relevant professional growth.
- The school system allocates appropriate funds to support professional growth.

6. Information Technology Management

The school system maintains a robust information technology infrastructure that aligns with industry standards and adequately meets the needs of the educational institution.

6A. Security – The school system has effective architecture, design, and maintenance to

Identify and detect current and emerging security threats or vulnerabilities, including virus/malware protection, intrusion detection, patch management, and application controls.

Evidence:

- The school system maintains documentation of the technology procedures to standardize workflows, reviewed and updated systematically.
- The school system regularly conducts a technology infrastructure security audit (including passwords, data hygiene and role-based permissions) and promptly addresses concerns.
- The school system reviews and modifies network security protocols, policies and access to protect critical data and mitigate risk.
- The school system ensures the security of data and digital communications.
- The school system has established and maintains comprehensive general controls in areas of access, systems development and maintenance, documentation, operations, and security.
- School system leaders direct, coordinate and support the integration and interoperability of operational and instructional technology.

6B. Network Standards – The school system uses industry-accepted standards for network infrastructure hardware, architecture, and configuration.

Evidence:

- The school system has established and enforces a set of published hardware standards, including Internal Network, Devices, LAN, Primary Network, WAN, Security Cameras, Phones/VOIP, and wireless.
- The school system conducts regular audits of the network architecture to ensure it meets the industry standards and addresses concerns promptly.

6C. Connectivity – The school system network supports current capacity needs and can be expanded to meet future needs.

Evidence:

- The school system has established annual goals to meet or exceed bandwidth capacity as identified by the FCC for LAN, WAN, and Internet.
- Network coverage and density are adequate to meet user needs as evidenced by specific data such as heat maps and bandwidth utilization.
- The school system has an effective process to address issues when wireless coverage issues are reported.
- The school system has realistic projections for future Internet usage/capacity needs.
- School system leaders utilize a continuous improvement cycle to make adjustments to technical systems, network infrastructure, and technology device management.
- The school system regularly evaluates the cost-benefit of on-premise architecture versus cloud architecture – Platform as a Service (PaaS) or outsourcing Managed Services (MSPs) architecture that best fits the needs of the organization.

6D. Software and Device Management – The school system has the tools and processes to effectively manage school system software and devices.

Evidence:

- The school system is utilizing tools and systems that allow for effective management of devices and software.
- The school system selects and employs tools that allow for the evolving use and management of mobile devices.
- Standards and processes are in place for inventory and replacement of computing devices based on the needs of the evolving business functions and learning environments.

6E. Business Continuity – The school system has developed a business continuity plan for critical systems.

Evidence:

- The school system has evidence of regular testing of business continuity and recovery procedures.
- The school system ensures that vendors and cloud hosting providers describe the backup and recovery procedures within the service contract.

7. Data Management

The school system manages the data systems needed for operations and instruction. There are internal controls in the areas of access, system development and maintenance, documentation, operations, and physical security. To the extent possible, systems are integrated and interoperable, providing each user with a simple interface to the functionality he/she needs. The school system maintains appropriate internal controls and safeguards for both student and staff personal information.

7A. Comprehensive Education Architecture – The school system provides data systems configured to provide the information the school system needs while also meeting the needs of all end users in systems such as:

- SIS
- Parent / community portals
- Finance
- Human Resources
- Health
- Special Education
- Mass Notification Systems
- Data and Analytic Systems
- Content Management
- Assessment

- Security and camera systems
- HVAC and operation systems
- SSO / Identity Management
- Learning Management Systems

7B. Data Systems Access – The school system has appropriate, well-designed secure systems readily available to stakeholders.

Evidence:

- The schools system has written documentation on access level based on staff roles or group access and adheres to applicable laws.
- The school system tracks and reports on system access and reliability to meet stakeholder expectations and service level agreements.
- The school system implements an authentication and authorization interoperability standard, including having a system in place to identify a person every time they log on, with records of the tools, resources, and data they are allowed to access.
- The school system minimizes the number of obstacles to system access through reducing the number of unique usernames and password sign-ons.
- The school system had documentation with timelines for account provisioning, account deprovisioning, and/or access expiration.

7C. Data Integration – The school system has a data architecture plan that integrates systems and data that support a streamlined workflow

Evidence:

- Disparate data systems are connected in a way that automates and efficiently transfers data following interoperability standards.
- The school system maintains appropriate memorandums of understanding (MOUs) for

interoperability project(s) including formal documentation with goals, intended outcomes, and expected actions between two or more organizations.

- The school system collaborates with leaders and stakeholders regarding the use of governance of student data to inform instruction.
- The school system has a written formal process in place to enforce acquisition vetting processes and contracts that, at a minimum, address applicable compliance laws while supporting innovation, transparency, internal controls and curricular goals.
- The school system maintains systems and tools for effective data analytics and data visualization.

7D. Workflow – The school system has implemented, automated and documented workflow efficiencies throughout the organization. When necessary, the documented workflows are communicated and distributed with the relevant stakeholders.

Evidence:

- The school system can demonstrate that it has reduced inefficiencies in systems and data entry through workflows that automate data routing and approval processes that streamline information sharing.
- The school system builds feedback loops to ensure users are satisfied and systems meet their business and learning needs.

7E. Effective Data Reporting – The school system establishes best practices for data collection followed by accurate, appropriate, and timely reporting of data.

Evidence:

- The school system has documented processes to ensure data integrity.
- The school system provides reports and data to key stakeholders in a timely manner.
- The school system is able to assess and respond to information reporting requirements related to government mandates

- The school system audits the reports repository regularly to ensure the available options are relevant and removes/hides obsolete reports.

7F. Standardized Assessment – The school system provides a technology environment that supports the requirements of standardized assessment.

Evidence:

- The school system meets infrastructure and device standards for its state and local testing needs.
- Bandwidth is sized to manage the online testing requirements while not impacting other instruction or school system functions.
- The school system has a centralized system to store the students' testing results for analysis.
- The school system makes an effort to share and distribute the testing results with families digitally.

7G. Data System Performance – The school system is constantly improving the effectiveness and efficiency of enterprise IT systems.

Evidence:

- A process exists for reporting, tracking, and resolving problems and technical issues specific to improving individual system performance, efficiency, and effectiveness.
- IT leadership meets regularly with stakeholders and implements processes to gather feedback and consider stakeholder requests.

8. Communications Management

The school system manages the platforms and messages used to communicate transparently with internal and external stakeholders, effectively using both emerging and mature technologies as appropriate.

8A. Communications Systems – The school system maintains effective communications systems to communicate with stakeholders.

Evidence:

- The school system effectively uses a variety of digital technologies to improve and enhance communication.
- The school system has multi-lingual communications systems where needed.
- The school system reviews existing software to look for tools or features that provide communication tools as a way to maximize the use of existing software licenses.
- The school system seeks to secure communication tools that offer a multitude of delivery methods, such as phone calls/robo calls, email, chat, text messages, and mobile notifications.
- The school's system ensures the communication system offers features for data integration with the SIS and HR systems to provide real-time and accurate contact information and increase the success of message delivery.

8B: Marketing – The school system effectively markets its vision for the effective, ethical, and safe use of technology to all stakeholders.

Evidence:

- The initiative has a compelling name, a brand, and a rationale that is understood by families, students, staff and shared with the press and community.

8C: Mobile Communications – The school system provides access to communication tools via mobile devices.

Evidence:

- The school system seeks to ensure that digital content and communications are supported broadly across common modern browsers, operating systems, and device types.
- The school system creates content for email communications, webpages, and web forms with a responsive design that can be viewed on a range of mobile devices.
- The school system ensures that third-party software graphic user interfaces (GUIs) use a

responsive design that can be viewed on a range of mobile devices.

8D: Accessibility – The school system ensures that all communication systems are accessible and inclusive for all stakeholders.

Evidence:

- The school system seeks to secure communication tools that have robust features to support accessibility features such as screen reader compatibility, captioning, alternative text, and adjustable display settings.
- The school system ensures digital communication tools meet established accessibility standards to support individuals with disabilities (e.g. WCAG)
- The school system provides multi-language translation capabilities within communication platforms to support families and stakeholders
- The school system designs and delivers communication in formats that are clear, readable, and accessible across varying literacy levels and reading abilities
- The school system evaluates communication tools and practices regularly to ensure equitable access for all users.

9. Business Management

The school system manages budget, financial operations, disaster recovery, cyber insurance, and business continuity effectively. The school system determines the return on investment for all technology implementations. School system leaders foster good relationships with vendors, potential funders, and other key groups. School systems include the voice of the CTO at the cabinet level for business management decisions.

9A. Sustainability – The school system has funding plans and approaches that assure the long-term sustainability of school system technology resources.

Evidence:

- The district demonstrates sound financial management, including planning for disaster recovery and continuity of operations. It regularly evaluates the return on its technology investments and cultivates strong partnerships with vendors, community members, and other key stakeholders.
- The school system has a comprehensive budget plan that reflects the needs of financial resources for device and system refresh, network expansion, digital instructional resources, and staff.
- The school system provides evidence that cost analysis models (total cost of ownership, value of investment, purchasing or leasing devices/network services, outsourcing for expertise not on staff) are frequently used and updated.
- The CTO advocates for adequate budget allocation for technology needs, which are informed by the district's strategic priorities.

9B. Road Mapping – The school system is prepared for future systems, devices and network demands.

Evidence:

- The school system maintains a multi-year 'roadmap' technology plan that starts with the end-user in mind (teachers, administrators, students, support staff, etc).
- This plan has realistic assumptions about the growth in demands based on end-user needs (e.g. internet bandwidth and wide area network bandwidth (if appropriate), network architecture, cybersecurity, capacity, reliability, industry standard, flexibility for growth).
- The school system has a documented roadmap for enterprise interoperability.
- The plan includes appropriate device allocation based on identified purposes.
- Appropriate databases, repositories, and functional data systems are included in the plan.
- The implementation plan (roadmap) has identified budgets that support that growth.
- The school system publishes progress on project implementation and service level agreements to stakeholders.

- The school system regularly reviews technologies no longer aligned with the roadmap and creates a phase-out plan for obsolete technology.

9C. Funding – The school system secures appropriate annual funding to meet the needs of the school system technology plan and staffing.

Evidence:

- The school system maintains an approved budget that shows sources of funding and expenditures for infrastructure, safety and security, storage and backup, devices, tools, digital content, internet access, and professional development.
- The school system has a long-term funding model to appropriately staff operational and instructional needs to achieve its technology plan.
- The school system fosters good relationships with the community and potential partners to secure additional funding.
- The school system has aligned capital, categorical and operational funding sources to adequately address planned expenditures.

9D. Resources – The school system allocates resources to align with program goals and priorities.

Evidence:

- The school system has a comprehensive funding model that directly supports the technology plan (roadmap).

9E. Federal Funds – The school system makes effective use of eRate, Title, and other funding programs as appropriate.

Evidence:

- The school system conducts an annual application for maximum, timely, and appropriate federal funding (e.g. eRate, Title I, Title II, etc).
- The school system follows relevant rules and regulations to procure hardware and services

- The school system follows USAC and other applicable rules and regulations to archive records of transactions, and to track purchased assets.

9F. Purchasing – The school system employs effective purchasing practices and follows internal controls.

Evidence:

- The school system follows federal, state, and local regulations in expending dollars to implement the technology plan.
- The school system has defined standards for purchasing hardware and designing the network.
- Best practices should be in place to secure competitive pricing.
- Technology leadership demonstrates successful partnerships with vendors to meet the school system's needs.
- The school system evaluates usage of software licenses annually to determine if any licensing or contract needs to be terminated. The contract's notice period or termination notice requirement must be considered and planned ahead.

9G. Disaster Recovery – The school system has effective disaster recovery processes in place.

Evidence:

- The school system has a documented, comprehensive disaster recovery plan that is routinely practiced and updated.
- The school system has evaluated whether the use of cyber insurance is fiscally viable as a risk management tool to protect its assets.

9H. Business Continuity – The school system has effective business continuity processes in place to ensure the ability to quickly resume operations including alternative connections, software, hardware, communications, etc.

Evidence:

- The school system has implemented a documented business continuity plan that is updated regularly as appropriate and practiced/tested by the appropriate departments.
- The school system builds a culture of business continuity by educating relevant staff on the importance of documenting processes on an ongoing basis. Documentation is in a centralized, easy-to-access location and all involved parties are aware and cross-trained.

9I. Key Performance Indicators – The school system maintains and acts on Key Performance Indicators (KPI’s) including, but not limited to, effectively managing budget and financial operations, and ensuring robust disaster recovery, appropriate cyber liability insurance coverage, and comprehensive business continuity planning.

Evidence:

- The school system has and acts on key performance indicators to evaluate their success in reaching key project and cost objectives.
- These indicators are publicly available. In technology, these indicators include support metrics (e.g. support, network service, database service).
- The indicators are adequate, useful, updated often, and based on stakeholder feedback.

10. Data Privacy and Security

The school system implements protocols to ensure privacy and security of organizational data.

10A. Compliance – The school system ensures compliance with federal and state laws, board policy, and contracts relating to organization data privacy and security.

Evidence:

- The school system has implemented policies and procedures demonstrating compliance with applicable federal and state laws relating to data privacy and security.
- Use an established framework to evaluate student data privacy, such as CoSN’s TLE Framework

- The school system ensures purposeful engagement with vendors, external and internal organizations as agreements are reached on data collection and dissemination.
- The school system has a well-documented plan for securing networks and systems.

10B. Privacy and Security Protection – The school system maintains processes and systems to protect student and staff personal information.

Evidence:

- The school system limits and delimits the collection, sharing, and storage of data to those data necessary to perform the school system’s functions.
- There is evidence that the school system is in full compliance with federal, state, and local laws.
- The school system has a plan in place to communicate their privacy efforts to stakeholders.
- The school system protects access to systems and data, granting access only to authorized individuals, devices and systems (zero-trust).
- The school system requires all staff to attend privacy and security training and offers instruction to all stakeholders on an annual basis.
- The school system minimally conducts a bi-annual security audit of its systems, unless specified differently by district or cyber insurance policy.
- The school system uses rostering interoperability standards and automated processes to enroll groups of students into software solutions to create their IDs and passwords.
- The school system ensures that state and local data retention policies are followed.

10C. Prevention/Mitigation– The school system prevents and/or mitigates data breaches and harm to the security of the organization resulting from a breach.

Evidence:

- The school system has a well-documented plan in place that outlines the processes and

mechanisms that reflect a commitment to ensuring community-wide security of organizational systems and data.

- The school system has real-time monitoring tools that provide immediate alerts on suspicious patterns and activity.
- Incident response plans have been developed to address attacks on organizational systems and/or data privacy.
- The incident response plan includes scenario-based protocols (e.g., ransomware, data breach, phishing compromise, and system outage) with defined roles, clear lines of responsibility and communication, and recovery procedures for each.
- Business practices of the school system include a process for vetting third-party vendors' data privacy and security practices.
- The school system implements security measures across all layers of the technology infrastructure, such as multi-factor authentication, software patching, strict access controls, network segmentation, and secure data transfers.
- The school system builds a culture of data privacy protection through regular staff training and the student digital literacy curriculum.

10D. Communication

The school system establishes and maintains communication practices that support data privacy and security by ensuring stakeholders are informed, prepared, and able to respond appropriately.

Evidence:

- Communication practices reflect clear expectations for protecting and handling sensitive data.
- Processes are in place to communicate requirements for vetting and approving digital tools and services for data privacy and security.
- Communication protocols related to data privacy and security are documented, implemented,

and updated as needed.

- The incident response plan includes defined communication procedures, including timelines and responsible roles, to ensure timely and appropriate stakeholder notification.

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