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Student Data Privacy

RI Legal Summit



October 5, 2018

HOPE



Agenda

- Introductions
- Legal Landscape, 10 minutes
- Panel Discussion, 25 minutes
- Q & A, 10 minutes



Erik Erickson

The Education Cooperative

Erik Erickson is the Director of Innovative Learning for The Education Cooperative and a grant funded researcher pursuing a Ph.D in learning sciences and technology at Worcester Polytechnic Institute. He is a certified Google trainer and a former director of curriculum, instruction and assessment, vice principal and teacher. He partners with Pk-12 public school districts to provide leadership in various areas such as professional development, blended-, online- and personalized- learning for educators and for students. He also works to develop tools to help teachers visualize data for reflective practice. He conducts research around promoting grit in student online learning, and explores the use of natural language processing and keystroke data to expose the student writing process to teachers.



Don Langenhorst, Ed.D.

Dedham Public Schools

Don Langenhorst, Ed.D. is the Technology Director for the Dedham Public Schools. His over 30 years of teaching and administrative experiences include working for private and public K-12 schools in Alaska, Oregon, The Netherlands and for the past 20 years in Massachusetts. He has successfully planned, implemented and sustained a number of educational technology improvement initiatives. His doctoral thesis studied the effectiveness of online instruction at the high school level. Additionally, he has taught for the Master of Education Educational Technology programs at Framingham State University since 1997.

B.A. Business Administration, Washington State University; M.S.T. Business Education, Portland State University, M.S. Computer Science, Northeastern University, Ed.D., Northeastern University. @dlangenhorst



Leisha Simon

Wayland Public Schools

Leisha Simon is Technology Director for Wayland Public Schools. She works closely with the District Leadership Team to craft a vision and integrate technology-rich instructional methodologies to support teaching and learning K-12. Responsibilities include supporting the network infrastructure, hardware and software resources; delivering professional development; and managing information and instructional support for all staff and students. Accomplishments include a move to an LMS for online, blended and flipped classroom instruction; Google Email and Apps for communication and collaboration; 1:1 initiatives for teachers and students in 4th through 12th grade; and integrating numerous online resources for remediation and assessment to personalize learning and meet the needs of all learners. Prior to her work in Wayland Public Schools, Leisha was a Business Teacher at Marlborough High School and worked in the high-tech software industry as an entrepreneur and corporate trainer.



Steve Ouellette



Westwood Public Schools

Steve has been the Director of Technology, Learning, and Innovation for Westwood Public Schools since 2010. Before that, he held the position of Math Department Chair in the Walpole and Westwood school districts. Prior to entering the education field, Steve worked as an electrical engineer for Otis Elevator Corp. In his current role, Steve oversees a staff of 13 people with responsibilities that range from maintaining the district's technology infrastructure to working with staff to leverage technology in meaningful ways to empower students to be the best learners possible. Accomplishments include the development of Westwood's *Guiding Principles for Instructional Technology*, the implementation of a grade 3 - 12 one-to-one Chromebook program, a focus on comprehensive responsible use instruction for all students, and the acquisition of Category 2 Erate monies to fund the recent installation of a robust wired/wireless network.

B.S. Electrical Engineering, Worcester Polytechnic Institute; M.A.T. Mathematics, Boston University

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Rose Muller

Bristol Warren Regional School District, RI

Rose is a veteran educator who is an experienced Technology Director in the state of RI. She has served as the RISTE Treasurer and President for a number of years. She was honored with receiving the ISTE “Making IT Happen award, RI Department of Education Data Quality Award, Tech10 Intrapreneur award and has work that has been the subject of many professional educational technology journals. She is well known for her leadership skills specifically in the areas of collaboration, planning, and practical methods.

B.S. Criminal Justice, Northeastern University; Edu. Cert. Lafayette College; M.Ed Computers in Education, DeSales University; CAGS Educational Leadership, Bridgewater State University

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Legal Landscape

A quick look at the applicable federal laws around student privacy and protection.

-FERPA

-COPPA

-PPRA



FERPA

Information in a student's education record is governed by the Family Educational Rights and Privacy Act, a federal law enacted in 1974 that guarantees that parents have access to their child's education record and restricts who can access and use student information.

FERPA protects the access to and sharing of a student's education record, which is all information directly related to a particular student as part of his or her education. FERPA gives parents specific rights to their child's education records and when a child turns 18, the rights belong directly to him or her.



COPPA

The Children's Online Privacy Protection Act - controls what information is collected from young children by companies operating websites, games, and mobile applications directed toward children under 13.

COPPA requires **companies** to have a privacy policy, provide direct notice to parents, and obtain parental consent before collecting information from children under 13.

Teachers and school officials are authorized to provide consent on behalf of parents for use of an educational program, but only for use in the educational context. Many schools have practices and policies that require school administrator approval before teachers can allow use of certain apps/services to ensure COPPA compliance. ([COPPA FAQ's](#))

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PPRA

The Protection of Pupil Rights Amendment outlines restrictions for the process when students might be asked for information as part of federally funded surveys or evaluations.

For example, surveys may be used to better understand the effects on students of drug and alcohol use, or sexual conduct or to seek to understand the impact on students with family backgrounds that include violence, or variations in home life such as family makeup or income levels.

In order to administer such surveys, schools must be able to show parents any of the survey materials used, and provide parents with choices for any surveys that deal with certain sensitive categories.



Why is student data privacy important?

- Staff and teachers must comply with FERPA, COPPA and PPRA.
- Technology tools provide more people with greater access to student data and information.
- Students are using a wide variety of online tools and services, some that store data off school premises “in the cloud”
- Care needs to be taken regarding student data that is provided to vendors by teachers and students themselves.

[Student Data Privacy - Resources & Communication for Families](#)

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Why is student data privacy important?

- It is quick and easy for a staff member to “Agree” to the Terms of Service of an online app or service without necessarily knowing the full ramifications to student privacy.
- Staff members are entering into a contract on behalf of the district when they click on the “I Accept” button. Many do not have the authority to enter into contracts on behalf of the district.
- Many online apps and services operate on a freemium model that leverage user information as a currency to subsidize the free version of the product.
- Some online apps and services actually claim a license and “ownership” of teacher and student data and content.



Panel Discussion

Exploration of the successes and challenges of deploying a student data privacy program in three schools districts.



Q1:

How did you learn about the importance of student data privacy?



Q2:

What steps did your district take to start securing their data?



Q3:

What are some notable successes of deploying a data privacy program?



Q4:

What were the biggest challenges to implementing a student data privacy program in your district?



Q5:

How did you ascertain a list of apps in use in the district (anything that has a privacy concern)?



Q6:

How do you handle a ‘new app’ request in your district?



Q7:

How did you:

- build awareness of need
- communicate
- manage professional development



Question & Answers



Thank you.

Would like more information?

Please contact:

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