



TRAIN_{THE} **TRAINER**

KICKOFF WORKSHOP

WELCOME



1. Sit at your color table
2. Please join the secure WiFi

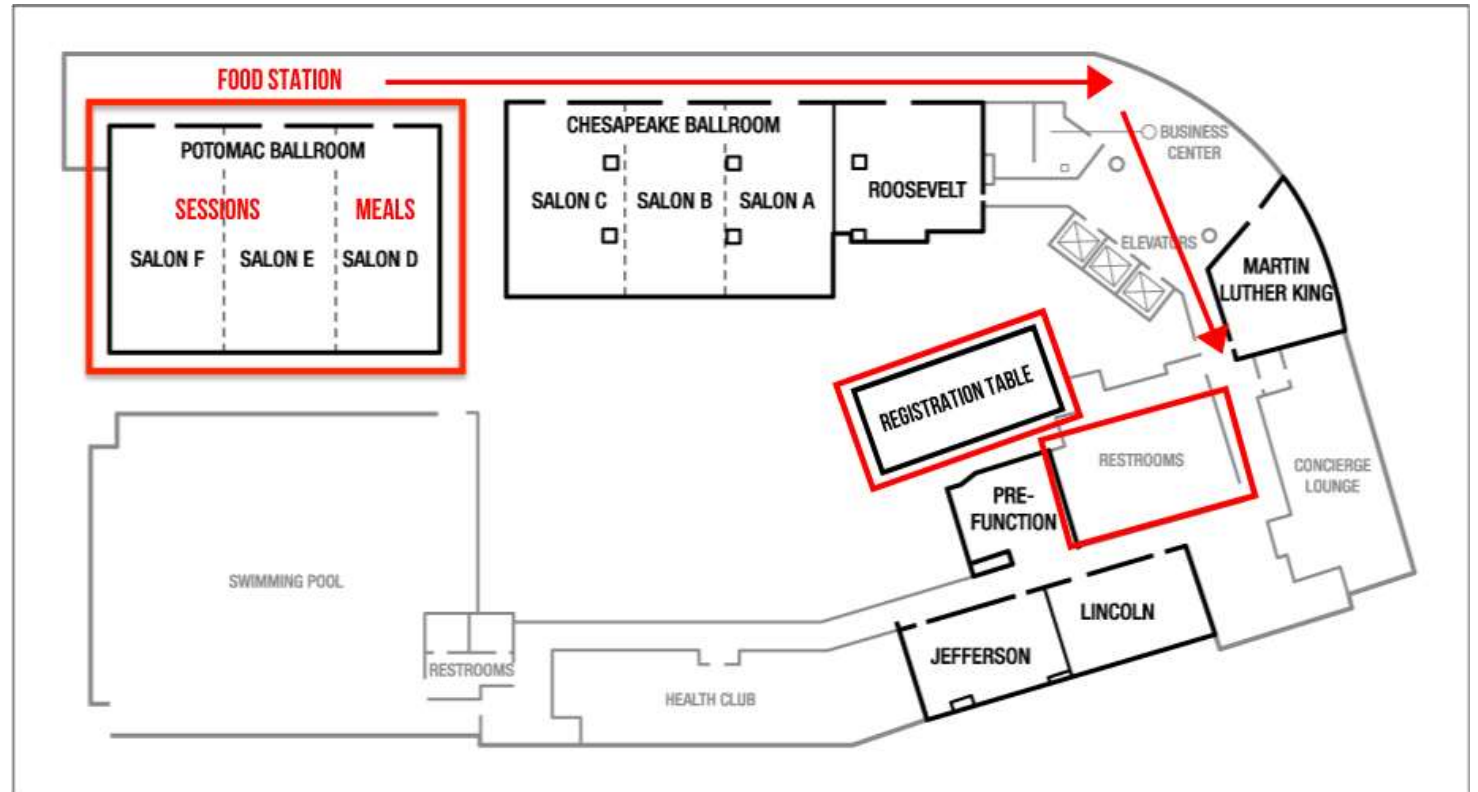
WiFi - Marriott_CONFERENCE PW - FPF2020

3. Please download the Slack App

WELCOME



- Introductions
- Table Introductions
- Directions & Facilities



PROGRAM OBJECTIVES



1. KNOWLEDGE: Expand and deepen your privacy and security knowledge
2. NETWORK: Establish ongoing relationships with a close cohort of student privacy professionals
3. TRAINING: Acquire resources and relationships needed to influence others

MODULE SCHEDULE



March Protecting Student Privacy

April Defining Data

May Sharing Data

June Using Data in Education

July Managing Third Parties

August Establishing Data Governance

September Practicing Transparency and Building Trust

October Safeguarding Data Security

UPCOMING DATES



- February 24 – Activities for March module delivered via Slack
- March 6 – Dates for April, May, June and July modules' webinars provided via Slack
- March 27
 - 12:00 p.m. EST – March module webinar for teacher-prep and SEA-LEA participants
 - 1:30 p.m. EST – March module webinar for lawyer participants

SLACK



We'll use slack as our communication tool for this program. Slack enables organized conversations and provides a searchable history.

Channels:

- Team conversations in Slack happen in channels –a single place for messaging, tools, and files related to that strand of conversation.
- Channels can be divvied up by team, project, or anything that is relevant to the group.
- Team members can join and leave channels as needed, unlike lengthy emails.
- Threads keep the conversation from derailing.

Direct Messages

- Direct messages allow for conversations outside a channel.



SLACK TUTORIAL



Accept an invitation

Workspace: 2020 Student Privacy Train-the-Trainer
URL: 2020studentprivacyttt.slack.com

To join a workspace you've been invited to, you'll need to accept the invitation and set up a Slack account for that workspace.

When you join a workspace, we'll guide you through the process of setting up your account. We'll ask you to enter your full name, a display name, and a password so you can sign in and out with ease.

What's next?

- In Slack, work happens in channels. [Find and join relevant channels](#) in your workspace to make sure you're getting all the info you need.
- Once you know how to find your channels, learn how to [send and read messages](#).
- Sometimes, direct messages are necessary to carry on a conversation outside of a channel. Learn how to [access and start direct messages](#) in your workspace.



WORKSHOP OBJECTIVES



1. Meet and begin to build relationships
2. Establish a clear understanding of the current student data privacy landscape and applicable laws
3. Explore how to create a culture of privacy
4. Create a foundation for adult learning best practices

AN IMPORTANT QUESTION & A GET TO KNOW YOU



- Take the next 3-4 minutes to write why you are here and what you hope to gain in the “My Why Journey” section of your workbook.
- Turn to the person next to you and share.



DEFINING OUR “WHY”



- To influence others we must clearly know our “why”.
- More specifically, if we are going to effectively influence others in the area of student privacy, we must clearly define our “why”.
- Take a moment to go deeper regarding why you are participating in this program. The easy answer is to learn more about student data privacy and to share with (or influence) others. However, that would be like Apple saying they want to create a computer that is easy to use. That wasn’t their “why”...

*“In everything we do, we believe in challenging the status quo.
We believe in thinking differently.”*

EXAMPLES



- Uber’s mission statement: “Transportation as reliable as running water, everywhere for everyone.”
 - Airbnb’s mission statement: to connect millions of people in real life all over the world, through a community marketplace– so that you can Belong Anywhere.
 - Warby Parker’s mission statement: a world where everyone can see clearly, stylishly, and at affordable prices.
-
1. ***Turn back to your partner and share your revised “why”. Help each other in firming up your “why”.***
 2. ***As we go through the day, continue to refine your “why”. Don’t forget to document the journey in your workbook.***

KEYNOTE



Jules Polonetsky
CEO

Future of Privacy Forum (FPF)



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PERSONAL DATA and the ORGANIZATION: STEWARDSHIP AND STRATEGY



DATA RISKS

With data being increasingly core to organizational success, managing data risk has become central to realizing its rewards. Current and emerging risks pose powerful and complex challenges to individuals, organizations and society.



DATA BENEFITS

Personal Data, processed lawfully, fairly and transparently, enables business, government, researchers, and NGOs to better serve their mission. Responsible uses of data benefit individuals and society across almost every sector of the economy.

THE EVER-EXPANDING DATA LANDSCAPE

Data is constantly generated across every aspect of our lives and our environment. The complexity of sources and types will continue to grow at an exponential rate, and as the variety of data produced expands, so will the types of data being used to support critical daily activities.

DATA RISKS & RESPONSIBILITIES

As more data is collected, connected, processed, and used, new risks emerge. Organizations should weigh these new costs, understand new responsibilities, and make benefit risk decisions consciously and fairly.





BREAK



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STUDENT PRIVACY LAWS



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Amelia Vance

Moderator

*Director of Youth and Education Privacy
FPF*



Lori Chiu

Senior Associate

Fagen Friedman & Fulfroost LLP (F3)



Sean Cottrell

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Privacy Technical Assistance Center (PTAC)



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SCENARIO I



Students at Anywhere Elementary School (AES) are very excited to be getting ready for the opening night of their school's annual art exhibition. Every available inch of space showcases student work. Spaceship drawings are taped to the hallway ceilings, ceramic handprints line the top of the piano in the choir room, and self-portraits hang on every classroom wall.

This year, in addition to showing the work to proud parents and friends, the art teacher, Mr. Mather, has decided that his students will share their work online through Littlest Masters, a for-profit cloud-based company whose goal is to “discover and nurture tomorrow’s artistic leaders today.”

Mr. Mather has created an account for AES on Littlest Masters. To populate the account, he has already imported the name, date of birth, gender, home address, home phone number, and email address (or parent’s email address) of each of his students from AES’s LMS (Learning Management System). He has also included key demographic information about students’ disabilities, ethnic backgrounds, and household incomes. When members of the AES community and school (AES) will be visible, along with the art. But Littlest Masters will have full access to the detailed information that Mr. Mather has shared, as will Mr. Mather himself.

SCENARIO I CONTINUED



On opening night of the art show, he plans to hand out instructions to all parents and guardians in attendance that tell them how to take pictures of their child's work, upload them, and tag them with their child's name. If parents and guardians choose, they can create their own personal user account at Littlest Masters through which they can order products (mug, keychain, etc.) emblazoned with their child's artwork. These accounts are free, but the products cost money. All profits are retained by Littlest Masters. Littlest Masters claims that it will conduct a "machine-based review" of all the uploaded art to "identify nascent talent and connect this talent with scholarships and other rewarding opportunities, including to do drawing and design work for some of our country's leading businesses." For every student identified as talented by Littlest Masters, AES will win points that it can cash in for art and other curricular supplies.

*You are the head of the art department. **You find out about Mr. Mather's plan two hours before the opening night festivities start. What do you do?***

You are the attorney for the school system. What laws might be an issue? What would your legal recommendation be?

Adapted from Privacy & Student Data: Companion Learning Tools by the Berkman Klein Center for Internet & Society at Harvard University

ANOTHER QUESTION



The LEA superintendent and the staff responsible for public relations are made aware of the situation.

What do they do to manage the public perception? What steps do they take to ensure this doesn't happen again?



LUNCH



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ONLINE PRESENCE



1. Search for yourself online. Find out as much as you can.
2. Jot down in your workbook what information you feel is OK to be private and what information you feel should be private.
3. Pair with someone at your table with whom you have not already paired. Talk through the records you were able to find and any information that you were not aware was online.

THE JUSTICE SCALIA STORY



At your table, review the article and discuss.

- Do you think with more time you could find more information about yourself or someone else could find more information about you?
- Should the law protect easily available personal information? How does this compare to the earlier days of court records that required pouring through paper?
- What are your thoughts about the statement, “What is legal may also be irresponsible?” Does that mean that we are hoping that those that would do us harm are going to be “responsible”?

For more information or context about Professor Reidenberg’s assignment go to <http://tiny.cc/TTTOnline2>



BREAK



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PARENT & ADVOCATE PERSPECTIVES





Kim Nesmith

Moderator

*Data Governance, Privacy, and EdTech Director
Louisiana Department of Education*



Olga Garcia-Kaplan

Parent



Joseph Jerome

**Multistate Policy Director
Common Sense Media (CSM)**

E-HALLPASS



e-Hallpass allows teachers and administrators to provide hallway permissions to students, and to track **activity in a school's hallways**. The tool is intended to improve both the accountability of students and staff and school security. The product is available for purchase on a per-student, per-year basis.

Students access e-Hallpass via any web browser and write up a request to leave the classroom. This request includes both their intended destination and the reason they wish to leave. Students show the pass to their teacher, who approves it by entering their unique pin number. When the student arrives at their destination, the receiving teacher enters their pin, and the first teacher receives a notification that the student has arrived.

e-Hallpass also allows staff to track data on student hallway activity. A timer tracks how long the student spent in between being checked out and checked in, and this information is sent to both teachers. Additionally, the tool will manage an online queue for minor problems requiring visiting the nurse and allow librarians to send feedback on student behavior back to the classroom teacher. Finally, staff receive alerts for students who are not checked in to their final destination, improving school security.

E-HALLPASS CONTINUED



What are the benefits and drawbacks of e-hall passes?

What should and shouldn't be contained in an e-hall pass?

What are the legal implications?

ADDRESSING PRIVACY CONCERNS



1. In the “Impact of Parent and Advocate Perspectives” section of your workbook, list the top three concerns of parents and advocates that you feel you can address in your current role in your work or learning environment.
2. Using the loose paper on your table, write one of the concerns you listed and how you would begin to address the concerns.
3. Pass your paper to the right.
4. Review the plan of action on the paper that was handed to you and add your thoughts.
5. Pass the paper one more time.
6. Review what others added to your plan of action.
7. Discuss as a group the ideas that have been circulating. Summarize your thoughts on the wall post-it and elect a spokesperson.

WRAP UP



1. Using the “Impact of Parent and Student Concerns” section of your workbook, document plans of action for the concerns you listed.
2. Based on today’s conversations, solidify your “why” in the “My Why Journey” section of your workbook. Additionally, write your “why” on a medium sized post-it and place it on the “Why” chart.

TONIGHT AND TOMORROW



- Dinner – continue the conversation!
 - Reimbursement with receipts up to \$34 for food and non-alcoholic beverages
- Tomorrow
 - Check in begins at 7:45 a.m.
 - Continental breakfast at 8:00 a.m.
 - Don't forget to bring your badge and your workbook
 - See you then!!



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KICKOFF WORKSHOP DAY 2

GOOD MORNING!



1. You will be sitting at your number table.
2. Take a few moments to view other participants' "why". They are posted around the room.
 1. What are the commonalities?
 2. Are any surprising to you?
 3. Do any make you want to revise yours?
3. Be prepared to share with your table group.

PRIVACY LANDSCAPE



Amelia Vance

*Director of Youth and Education Privacy
FPF*

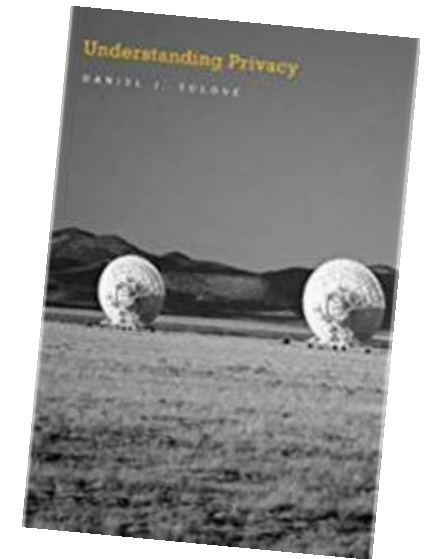


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“Computerized record-keeping systems by several school districts may make detection of errors somewhat more difficult unless extreme care is taken by school personnel... the more frequently that records are examined...the more likely it is that mistakes will be discovered and corrected. The eventual widespread use of computers in schools, therefore, should be accompanied by policies encouraging more frequent access to school records by parents, as well as school personnel.”

A Taxonomy of Privacy (compiled from Solove 2006)

Domain	Privacy breach	Description
Information	<i>Surveillance</i>	Watching, listening to, or recording of an individual's activities
Collection	<i>Interrogation</i>	Various forms of questioning or probing for information
Information	<i>Aggregation</i>	The combination of various pieces of data about a person
Processing	<i>Identification</i>	Linking information to particular individuals
	<i>Insecurity</i>	Carelessness in protecting stored information from leaks and improper access
	<i>Secondary Use</i>	Use of information collected for one purpose for a different purpose without the data subject's consent
	<i>Exclusion</i>	Failure to allow the data subject to know about the data that others have about her and participate in its handling and use, including being barred from being able to access and correct errors
Information	<i>Breach of Confidentiality</i>	Breaking a promise to keep a person's information confidential
Dissemination	<i>Disclosure</i>	Revelation of information about a person that impacts the way others judge her character
	<i>Exposure</i>	Revealing another's nudity, grief, or bodily functions
	<i>Increased Accessibility</i>	Amplifying the accessibility of information
	<i>Blackmail</i>	Threat to disclose personal information
	<i>Appropriation</i>	The use of the data subject's identity to serve the aims and interests of another
	<i>Distortion</i>	Dissemination of false or misleading information about individuals
Invasion	<i>Intrusion</i>	Invasive acts that disturb one's tranquillity or solitude
	<i>Decisional Interference</i>	Incursion into the data subject's decisions regarding her private affairs



https://www.researchgate.net/publication/293755608_Getting_smarter_about_smart_cities_Improving_data_privacy_and_data_security
<https://www.slideshare.net/robkitchin/privacy-maynooth>

IT'S NOT REALLY ABOUT PRIVACY



“Privacy was once misconstrued as being about hiding and secrecy. Now it’s understood to be something much more pressing: power dynamics between the individual, the state and the market. [Data protection] must seek to mitigate the inherent power imbalances between people — and those that collect, process and profit off their data.”

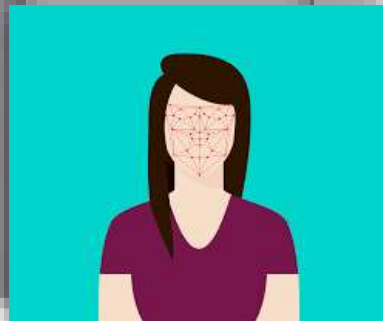
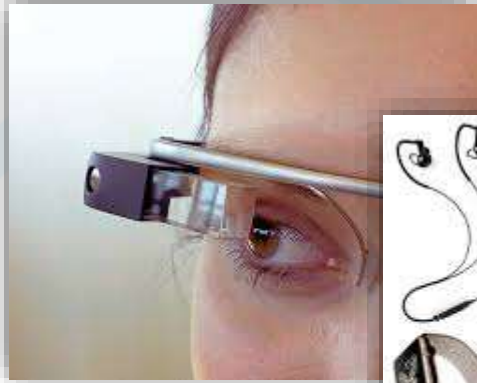
—Frederike Kaltheuner



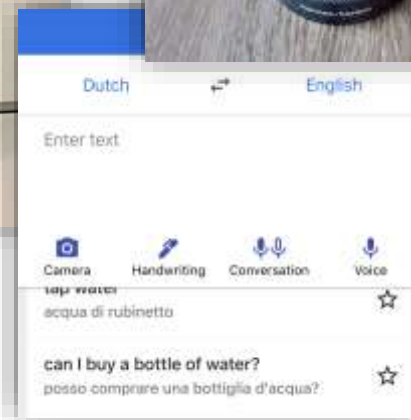
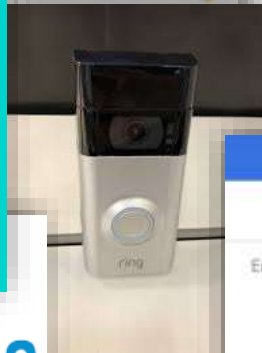
LET'S ZOOM OUT...

IN THE PAST 10 YEARS...

MOOC



e-ha|pass

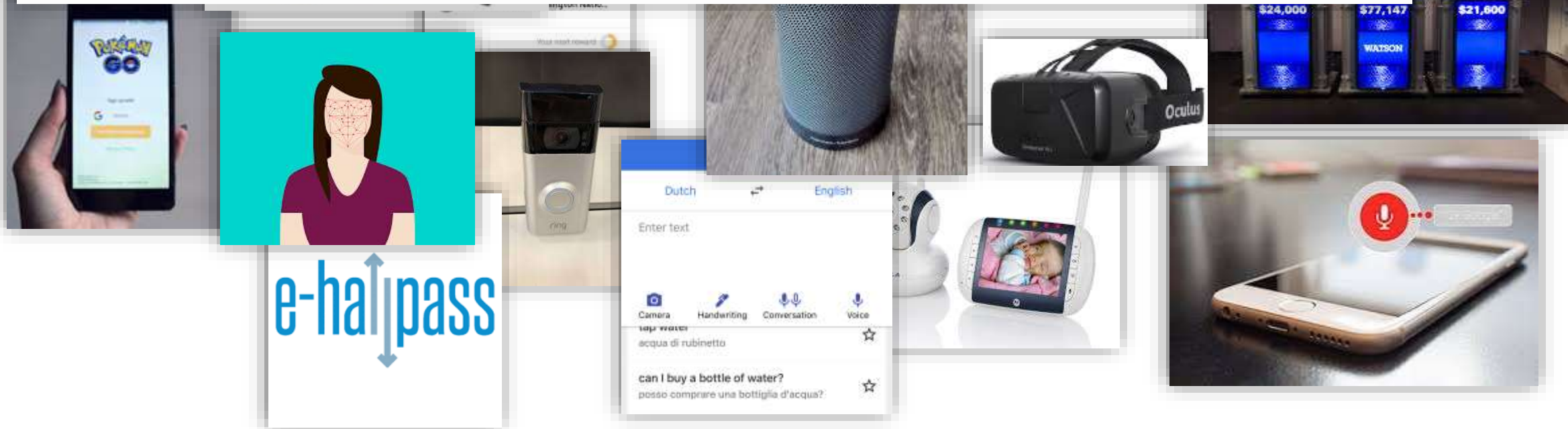


IN THE PAST 10 YEARS...

MOOC



This is the decade that computers became the boss of you.



e-halpass



TECH CAN CONTRIBUTE TO PRIVACY

- How do you know if you're pregnant|
- how do you know if you're pregnant **with twins**
 - how do you know if you're pregnant **with a boy**
 - how do you know if you're pregnant **early**
 - how do you know if you're pregnant **on depo**
 - how do you know if you're pregnant
 - how do you know if you're pregnant **on birth control shot**
 - how do you know if you're pregnant **while on the pill**
 - how do you know if you're pregnant **or not**
 - how do you know if you're pregnant **after 2 weeks**
 - how do you know if you're pregnant **if your period is irregular**

Report inappropriate predictions

I feel so|

i feel so **alone**

i feel so **sad**





Netflix US 

@netflix

Follow



To the 53 people who've watched A Christmas Prince every day for the past 18 days: Who hurt you?

6:52 PM - 10 Dec 2017

110,348 Retweets **442,580** Likes



8.3K



110K



443K



Netflix US 

The Switch

Netflix's 'creepy' tweet reminds us all how closely it's watching us



8.3K



110K



443K

SO HOW DID WE GET HERE?

TECH IS BEING USED TO MAKE BIG DECISIONS



MENU MARKETS BUSINESS NEWS INVESTING TECH POLITICS CN

PERSONAL FINANCE

CAREERS COLLEGE DEBT RETIREMENT SAVINGS TAX PLANNING

Robots are reading your resume, so here are 5 tips to meet their approval

- Companies are increasingly using AI to take the guesswork out of job applications and find the candidates whose resumes match what they are looking for.
- The first step to a successful job hunt is knowing how the algorithms work. Tailor your resume to use AI to your advantage.

Jill Cornfield | @jill_cornfield

Published 9:02 AM ET Tue, 2 Oct 2018 | Updated 1:41 PM ET Tue, 2 Oct 2018



Business

Student tracking, secret scores: How college admissions offices rank prospects before they apply

Before many schools even look at an application, they comb through prospective students' personal data, such as web-browsing habits and financial history

INSIDE
HIGHER ED

#News

Are At-Risk Students Bunnies to Be Drowned?

President's plan to weed out some students soon after they arrive – and his alleged metaphor for the plan – set off furor at Mount St. Mary's U.

By Scott Jaschik // January 20, 2016

127 COMMENTS

Tech is being used to make big decisions, with no respect for context

The Secretive Company That Might End Privacy as We Know It

A little-known start-up helps law enforcement match photos of unknown people to their online images — and “might lead to a dystopian future or something,” a backer says.

“...a tool that could end your ability to walk down the street anonymously, and provided it to hundreds of law enforcement agencies, ranging from local cops in Florida to the F.B.I. and the Department of Homeland Security...”



USES BEYOND ORIGINAL INTENT

**Allow "Angie's List" to access
your location?**

We'd like to use your current location
to show you relevant Offers to your
area!

Allow While Using App

Allow Once

Don't Allow

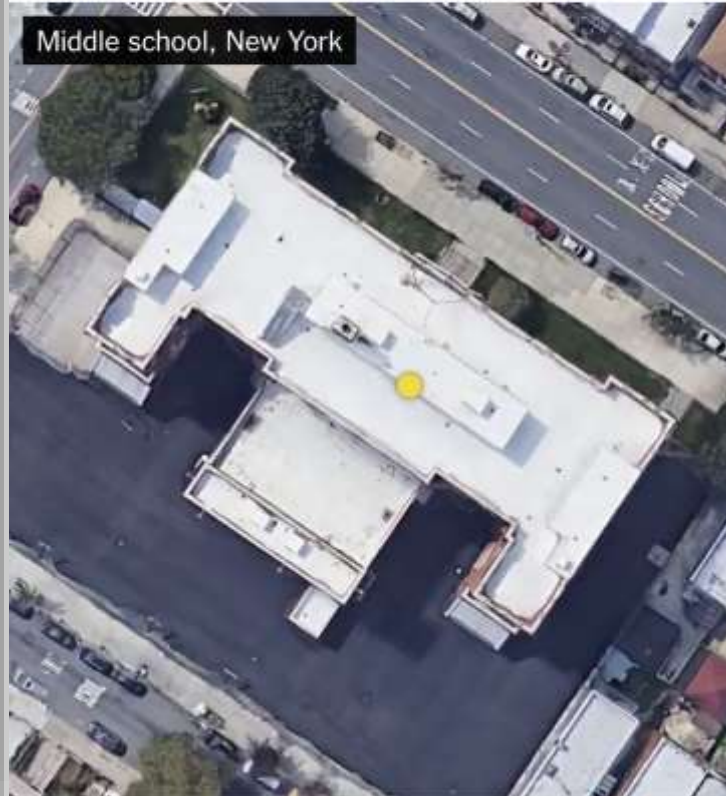
to see featured deals for your area.

USES BEYOND ORIGINAL INTENT

Data reviewed by The Times includes dozens of schools. Here a device ●, most likely a child's, is tracked from a home to school.



The device spends time at the playground before entering the school just before 8 a.m., where it remains until 3 p.m.



More than 40 other devices ● appear in the school during the day. Many are traceable to nearby homes.



<https://www.nytimes.com/interactive/2018/12/10/business/location-data-privacy-apps.html>

BIG DATA AND DATA AS A COMMODITY



The Incredible Story Of How Target Exposed A Teen Girl's Pregnancy

Fitness tracking app Strava gives away location of secret US army bases

Data about exercise routes shared online by soldiers can be used to pinpoint overseas facilities

- **Latest: Strava suggests military users 'opt out' of heatmap as row deepens**

Twitter Apologizes for Using Your Phone Number for Advertising

By [Sergiu Gatlan](#)

October 8, 2019 05:05 PM 2



How Photos of Your Kids Are Powering Surveillance Technology

Millions of Flickr images were sucked into a database called MegaFace. Now some of those faces may have the ability to sue.

By [Kashmir Hill](#) and [Aaron Krolik](#)

USES BEYOND ORIGINAL INTENT



Facebook and Cambridge Analytica: What You Need to Know as Fallout Widens

Leer en español

AOL "screw up" releases data 650k users, searches and hits

Aug 08, 2006 5:02pm EDT by suskind, [Community](#)

23 ★ 15

EMILY DREYFUSS SCIENCE 07.24.2018 08:24 PM

Was It Ethical for Dropbox to Share Customer Data with Scientists?

The data was anonymized, but academics are still concerned

Researchers just released profile data on 70,000 OkCupid users without permission

By Brian Resnick | [@B_resnick](#) | brian@vox.com | May 12, 2016, 6:00pm EDT

f   SHARE

BREACHES AND BAD ACTORS

Sections

The Washington Post
Democracy Dies in Darkness

Technology

Data of 143 million Americans exposed in hack of credit reporting agency Equifax

TELEPHONE TERRORISM

'Dark Overlord' Hackers Text Death Threats to Students, Then Dump Voicemails From Victims

CNBC

Danaher agrees to
\$55...

Buffett: I was close to making a 'very
large' acquisition in the...

Prosecutors charge Patriots
Robert Kraft in prostitution...

CYBERSECURITY

Adultery site Ashley Madison hacked, user data leaked

PUBLISHED MON, JUL 20 2015 • 2:42 PM EDT UPDATED MON, JUL 20 2015 • 2:42 PM EDT

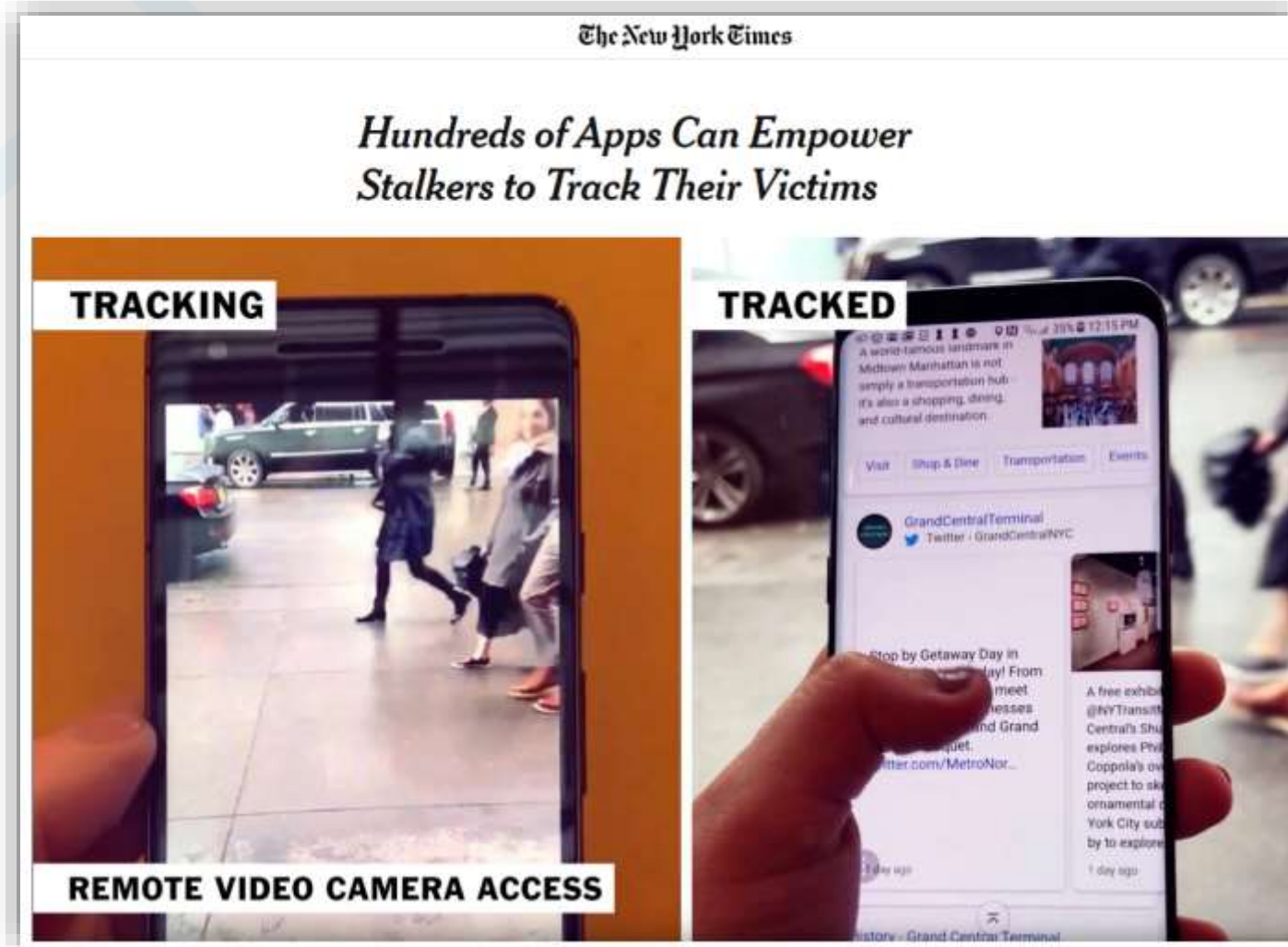
Arjun Khanna

EXCLUSIVE WATCHDOG

Dozens of Norfolk students' private health information posted online by school system

By Sara Gregory
The Virginian-Pilot
Aug 13, 2018

...INCLUDING BAD ACTORS USING TECH IN WAYS NEVER INTENDED



<https://www.nytimes.com/2018/05/19/technology/phone-apps-stalking.html>

HOW MIGHT THE TECH MY SCHOOL HAS ADOPTED BE USED TO HARM ME?



AGEMENT CURRICULUM & INSTRUCTION FACILITIES & SECURITY STUDENT SUCCESS

How far should facial recognition technology go in K-12?

Schools enhance security with this controversial technology as research grapples with human rights concerns

By: **Steven Blackburn** | December 13, 2019



<https://districtadministration.com/facial-recognition-in-schools-debate-facial-recognition-software/>

Washington Schools' Mental Health Survey Puts Student Gender and Sexuality Data at Risk

Digital mental wellness surveys could be the future of school scre experts warn they could expose students' private information



Dave Gershgorin [Follow](#)

Jan 8 · 8 min read ★



<https://onezero.medium.com/washington-schools-mental-health-survey-puts-student-gender-and-sexuality-data-at-risk-38f58328df34>

HOW MIGHT THE TECH MY SCHOOL HAS ADOPTED BE USED TO HARM ME?



Not Sure If They're Invading My Privacy or Just Really Interested in Me

by **Joseph Galanek** and **Ben Shulman**

Wednesday, December 11, 2019 **Data Bytes**

An analysis of 2019 ECAR student and faculty data reveals that neither faculty nor students have a strong understanding of how their institution uses their personal data; faculty have less confidence in their institutions' abilities to safeguard private data than students do.

Schools' Mental Health Student Gender and Data at Risk

Surveys could be the future of school screening but could expose students' private information

Now



Who can access K-12 students' personal data? No one really knows

MICHELLE MALKIN
Look who's data-mining your toddlers


The New York Times

With Tech Taking Over in Schools, Worries Rise

Teachers use behavior management systems to dole out positive and negative feedback in real time. Each child's story is tracked in the classroom. Be

student IDs, can make it possible to track students' movements on and off the bus and in school. potentially sensitive information.

Data analytics programs record every key stroke, and parents make while digital materials. used to create weaknesses that can be tailored learning to individualized needs.



Common Core: Data Collection from Cradle to Adulthood

Data mining your children

School discipline
MODEL VIEW CULTURE
Technology, culture and diversity media.
Grooming Students for A Lifetime of Surveillance

HUFF POST EDUCATION

Student Privacy in Peril: Massive Data Inadequate Privacy and Security

The New York Times

Student Data Collection Is Out of Control

The Washington Post
Democracy Dies in Darkness

Technology

School apps track students from classroom to bathroom, and parents are struggling to keep up

A digital hall-pass app that tracks bathroom trips is the latest school software to raise privacy concerns

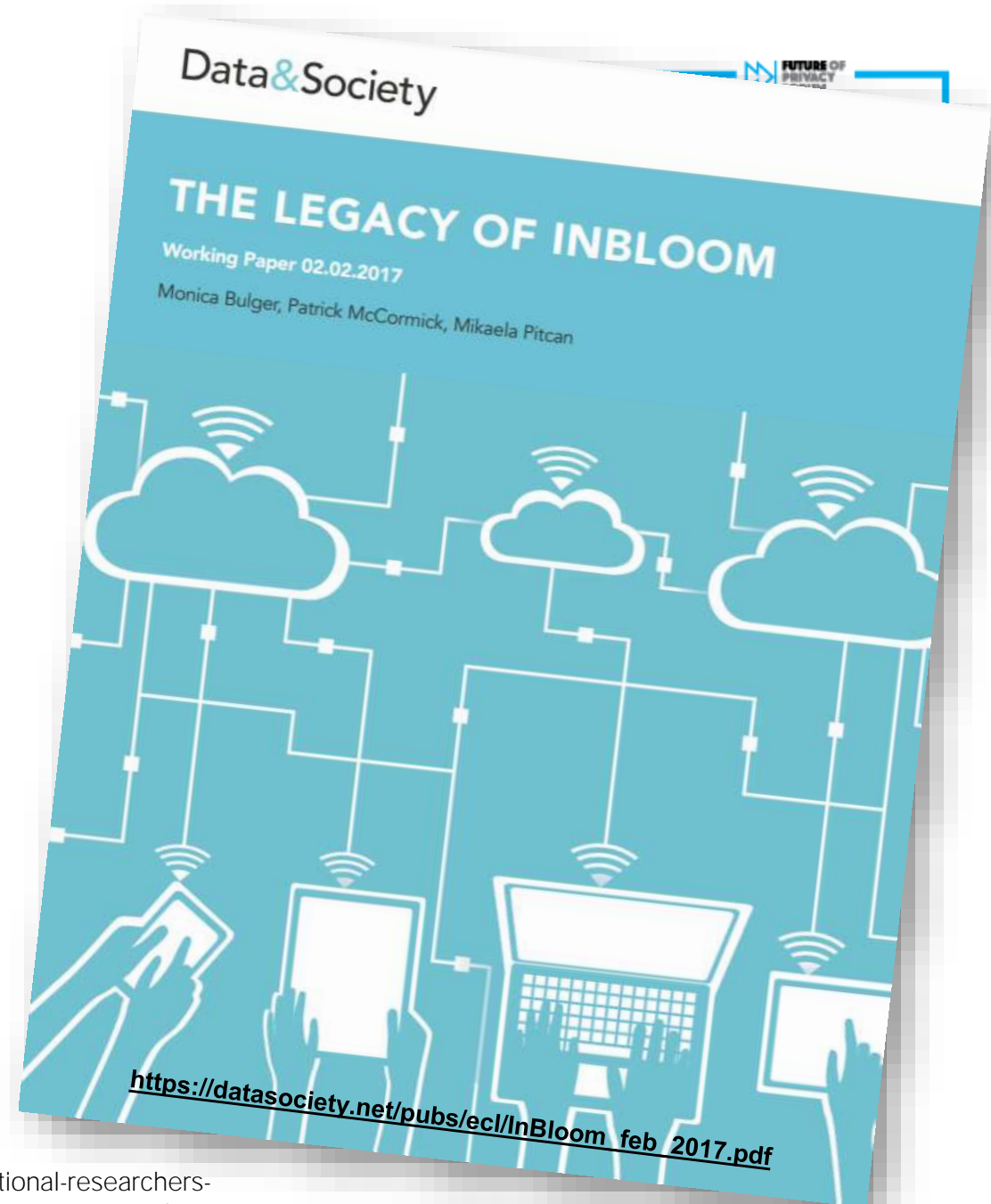
POLITICO

School-issued devices like laptops

Big Brother: Meet the Parents

“A lack of transparency breeds mistrust and misinformation.”

- MONICA BULGER



<https://medium.com/enabling-connected-learning/how-can-educational-researchers-better-communicate-the-value-of-our-work-to-the-people-we-study-c81c7759e5de>

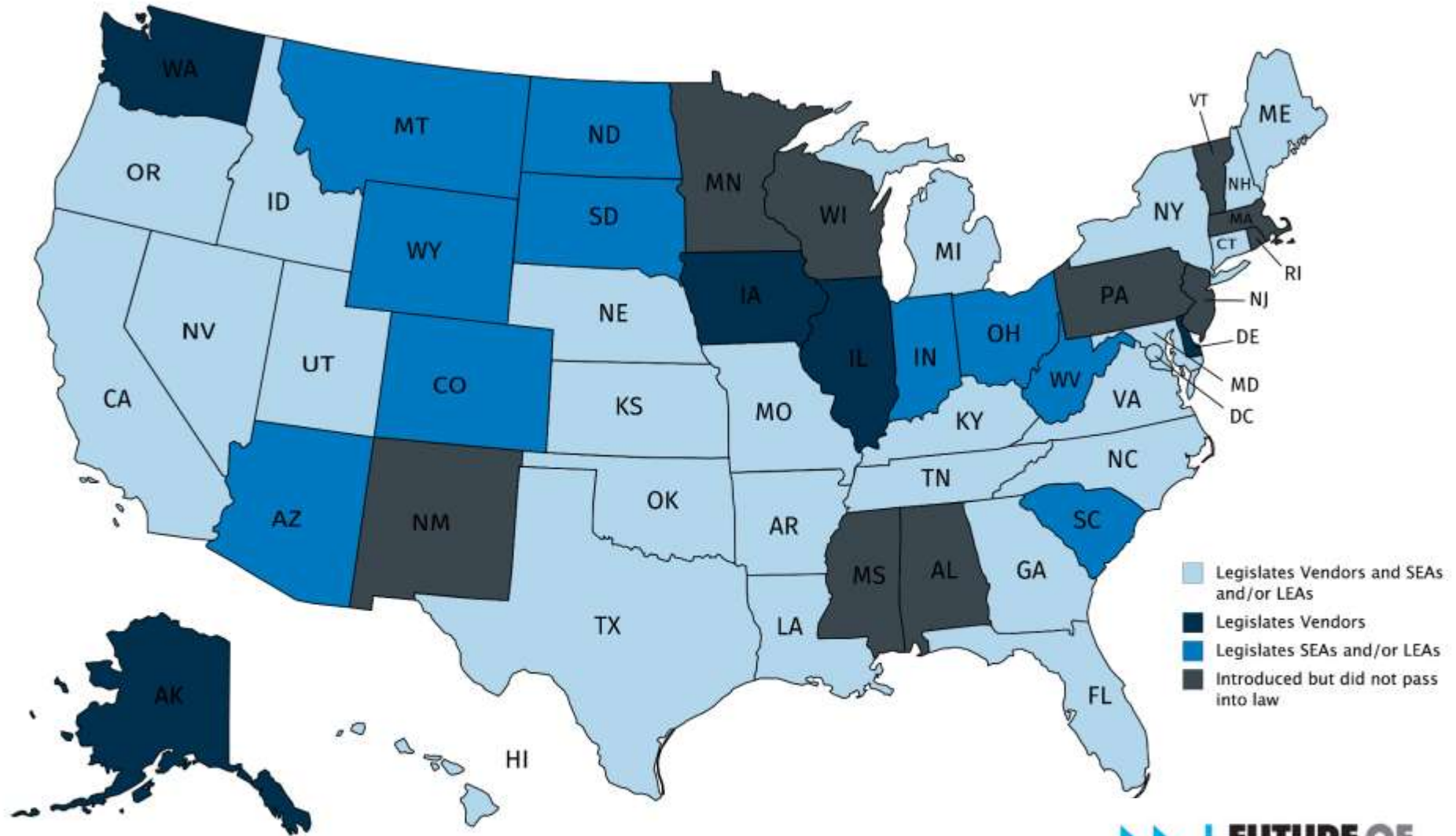
CORE CONCERNS: STUDENT PRIVACY



- Commercialism
- Putting students on “tracks”
 - Historical Discrimination
- Security breaches feel inevitable
- What aren't they telling me?
 - Jargon
 - Underlying fears based on fundamental beliefs/concerns
- Divergent Interests
 - Not everyone supports what we many people for granted



42 States Have Passed **130** Laws Since 2013*



*160+ laws mentioning student privacy have been passed since 2013, but the map above only includes laws that are primarily about student privacy or had significant student privacy provisions

<https://ferpasherpa.org/state-laws>

STATE LAWS PASSED SINCE 2013

[HTTPS://FERPASHERPA.ORG/STATE-LAWS/](https://ferpasherpa.org/state-laws/)



The Education Privacy Resource Center

for STUDENTS *for* PARENTS *for* EDUCATORS *for* LEAS *for* SEAS *for* HIGHER ED *for* ED TECH *for* POLICYMAKERS BLOG RESOURCES

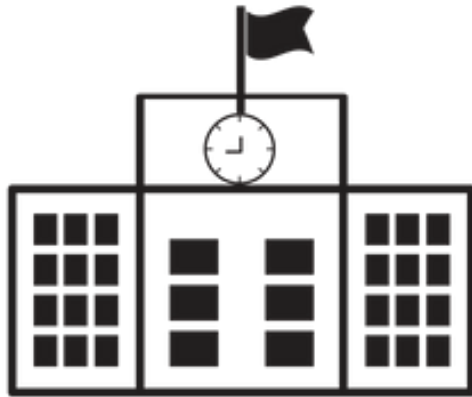
State Student Privacy Laws

Passed 2013-2017

Year Passed	State	BILL NUMBER	High Level Summary	Early Ed (Y/N)	K-12 (Y/N)	Higher Ed (Y/N)	Legislating Vendors (Y/N)	Legislating SEAs (Y/N)	Legislating LEAs (Y/N)
2013	Arizona	SB 1450	For school districts that release directory information to educational and occupational/military recruiters, they must provide students with the opportunity to opt-out of that release. Student transcripts can't be released unless the student consents in writing.	N	Y	N	N	Y	Y
2016	Arizona	SB1430	An Act Relating to School Accountability: Requires the Department to compile an annual achievement profile – any disclosure of educational records compiled by the department of education must comply with FERPA.	N	Y	N	N	Y	N
	Arizona	HB2088	HB 2088 prohibits public schools from administering specified assessments or surveys to students without notifying and obtaining written informed consent from parents and prescribes penalties for	Y	Y	N	N	N	Y



TWO TYPES OF LAWS

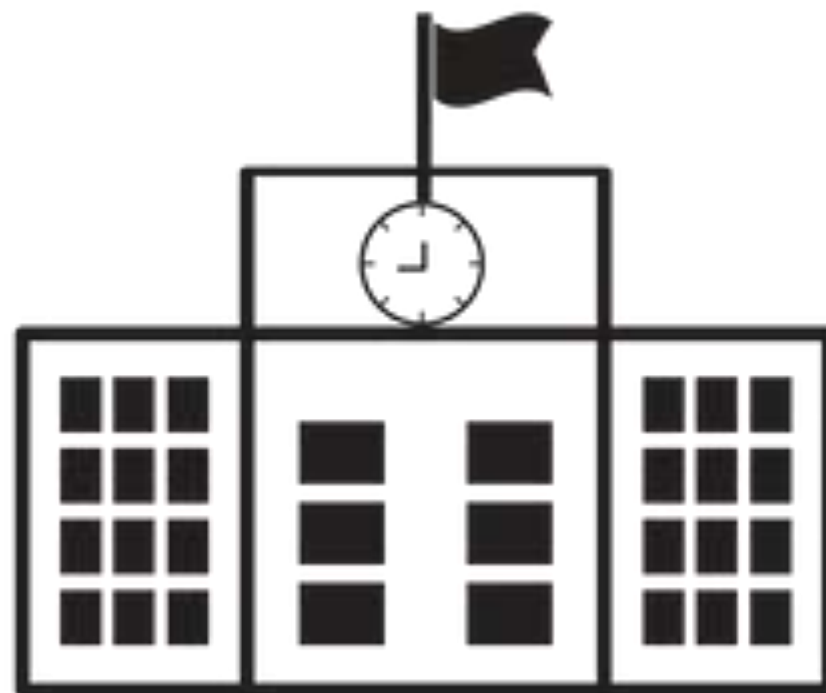


based on FERPA

VS



based on SOPIPA



based on FERPA

LAWS AIMED AT VENDORS



based on SOPIPA

Unintended Consequences



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Louisiana schools struggle with strict privacy law

In Louisiana, a new law bars school districts from sharing personally identifiable information without parental consent. But administrators say the bill goes too far.



By Corinne Lestch

MARCH 2, 2015 11:15 AM

BIO

nhpr

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Transparency advocates say Colorado hides too much data on school performance in name of student privacy

State education officials say they're just following the requirements of the law



The Denver Post
3, 2019 at 9:11 am

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DATA PRIVACY

States Issue Privacy Ultimatums to Education Technology Vendors

Unintended Consequences



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To Stop School Shootings, Fla. Will Merge Government Data, Social Media Posts



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Coming To Texas: Special-Ed Cams To Protect Students From Their Own

Tallahassee Democrat.

PART OF THE USA TODAY NETWORK

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Florida law requiring schools inquire about student mental health raises privacy concerns

Ashley White, Tallahassee Democrat Published 4:17 p.m. ET Aug. 19, 2018 | Updated 9:17 p.m. ET Aug. 19, 2018



TRENDS TO WATCH



- Contracts
- Specified Security Standards
- Training
- Enforcement
- Consumer Privacy Laws

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About SDPC



The Student Data Privacy Consortium (SDPC) is an unique collaborative of schools, districts, regional,

territories and state agencies, policy makers, trade organizations and marketplace providers addressing real-world,

State Alliances



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of Countries Participating: 2

of States Participating: 20

of Districts Participating: 7002

of Vendors Participating: 23

<https://sdpc.a4l.org/>

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New York State
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Student Data Privacy

NYSED is committed to promoting sound information practices and policies that will ensure the security and privacy of student data, improve academic achievement, empower parents with information, and advance efficient and effective school operations.



Ed Law 2-d Regulations



Informational Resources



Improper Disclosures



<http://www.nysed.gov/student-data-privacy>



TELEPHONE TERRORISM

'Dark Overlord' Hackers Text Death Threats to Students, Then Dump Voicemails From Victims

The same hackers who tried to extort Netflix have moved onto another target: schools.



JOSEPH COX 10.05.17 12:18 PM ET

Earlier this week, the Johnston Community School District in Iowa closed several of its schools, after parents received text messages threatening to harm or kill their children, according to multiple local media reports. Now, a group of hackers, who have traditionally tried to extort money from targets through blackmail or intimidation, has claimed sending the messages and has

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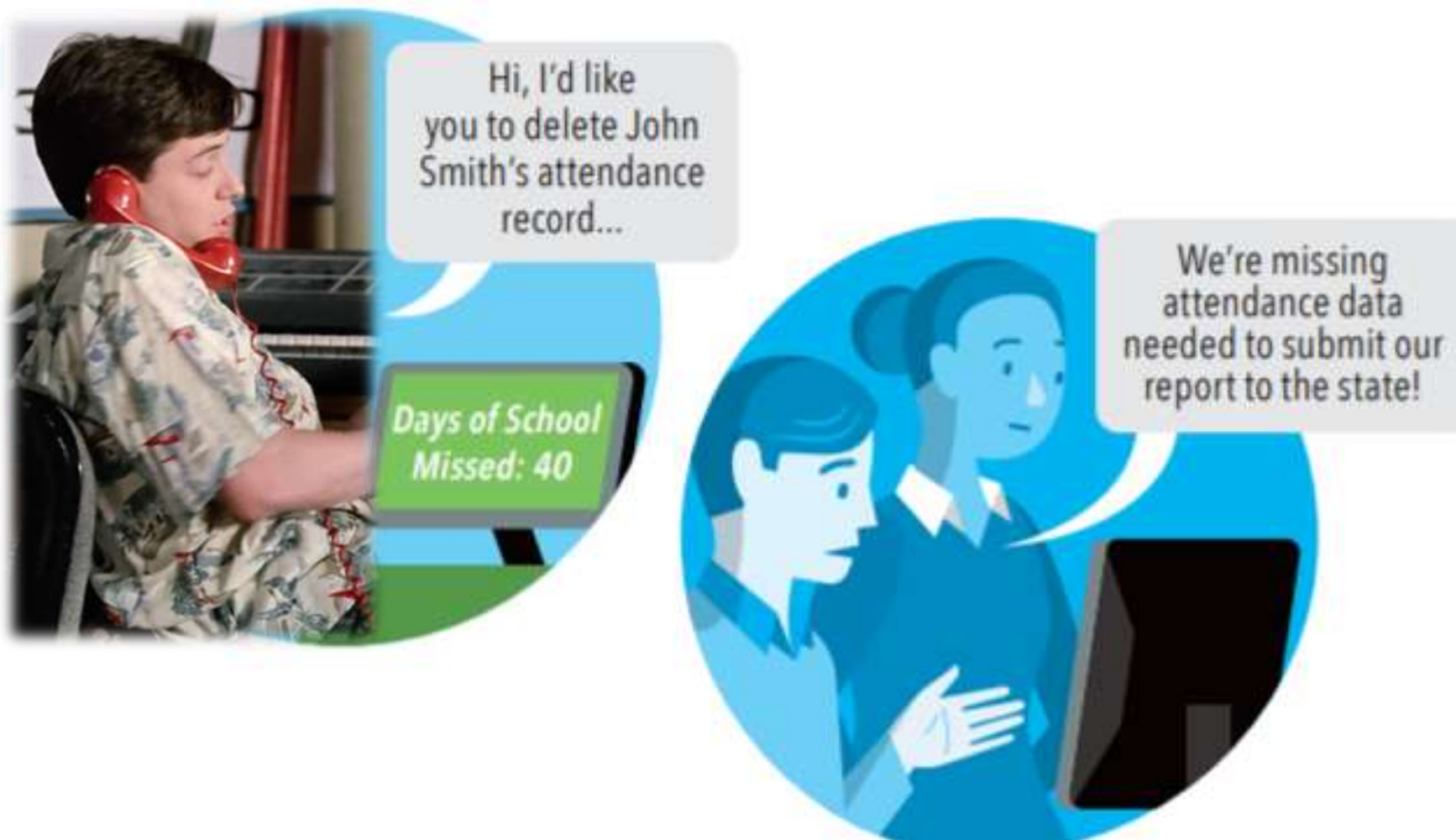
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TRENDS TO WATCH



- Contracts
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- Training
- Enforcement
- **Consumer Privacy Laws**

The Latest Unintended Consequence



TECHNOLOGICAL CHANGES AND PLATFORM INCENTIVES ARE A MORE EFFECTIVE DETERMINANT OF PRIVACY THAN LAW



Jules Polonetsky ✓

@JulesPolonetsky

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Privacy2020 Prediction #1: Browser and OS changes will do more in 2020 to limit tracking than GDPR, CCPA or any other legislation.

5:35 AM - 27 Nov 2019 from [Washington, DC](#)

YOUR ROLE

Fair Information Practice Principles

Principle	Description
Notice	Individuals are informed that data are being generated and the purpose to which the data will be put
Choice	Individuals have the choice to opt-in or opt-out as to whether and how their data will be used or disclosed
Consent	Data are only generated and disclosed with the consent of individuals
Security	Data are protected from loss, misuse, unauthorized access, disclosure, alteration and destruction
Integrity	Data are reliable, accurate, complete and current
Access	Individuals can access, check and verify data about themselves
Accountability	The data holder is accountable for ensuring the above principles and has mechanisms in place to assure compliance

PRIVACY NORMS ARE DIFFERENT IN
EVERY COMMUNITY, CONTINUALLY
CHANGE, AND ARE CONTEXTUAL

ESSENTIAL QUESTIONS



- ▶ What questions are you trying to answer or what problem are you trying to solve?
- ▶ **Where's your community's "creepy line"?**
- ▶ What are the privacy risks posed by how you are collecting, using, storing, or sharing data? The key benefits?
- ▶ What governance structures, policies, and procedures do you have in place?
- ▶ How can you be proactive about public communication and engagement around privacy?

AND YOUR MOST IMPORTANT ROLE:
MAKING PEOPLE CARE

MAKING PRIVACY IMPORTANT



- ▶ Make it personal: what do you keep private?
- ▶ Make it what they care about - whether their personal politics and beliefs or your institution's reputation, legal liability, and ability to be a leader on this issue
- ▶ This isn't just "privacy" - it's your whole life, online and offline, everywhere you are, everything you do, everything you think.

QUESTIONS?



Amelia Vance
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Future of Privacy Forum
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PRIVACY LANDSCAPE IN MY BACKYARD



1. With your table group, discuss and compare each individual's personal experience using the "Privacy Landscape in My Backyard" section of your workbook.
2. Using wall post-it make a list of the most common privacy experiences and the least common privacy experiences.
3. Elect a spokesperson for the group.



BREAK



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SCENARIO II



Ms. Spano, the coach of Anywhere High School (AHS) has a big problem. She's been hearing rumors that her student-athletes are "body-shaming" each other on social media. She hasn't seen it, but parents have reported that certain team members are taking indecent pictures of other team members in the locker room and posting them on various social media sites with derogatory hashtags, like #fatslut or #movefatass.

This kind of behavior is bad for morale, as well as a flagrant violation of the AHS code of student conduct that bans hazing and harassment in all its forms. Ms. Spano believes that disciplinary action needs to be taken, but she has no proof of wrongdoing and no knowledge of the wrongdoers' identities.

Eager for more information—but wanting to avoid actually seeing any of the pictures themselves, even if they're publicly available—Ms. Spano does some online research of her own. She learns about a company called "Eyesback" with the motto, "We have eyes in the back of our head—and everywhere—so you don't have to." Eyesback is designed for use by schools. It promises to monitor publicly available social media accounts related to a given school for evidence of undesirable activity. It also says it can monitor the content of all Internet traffic over all AHS issued devices (laptops, iPads, etc.) from any location so that it can mine even privately available posts from those sources for inappropriate content. Eyesback is free for schools to use for the first six months, then carries a small fee. Eyesback will notify school administrators via email or text if inappropriate content is detected.

Adapted from Privacy & Student Data: Companion Learning Tools by the Berkman Klein Center for Internet & Society at Harvard University

SCENARIO II CONTINUED



*You are the head of the AHS IT Department. Ms. Spano approaches you to propose that AHS start using the free trial of Eyesback. **What's your response?***

You are the attorney for the school system. What concerns do you have? How do you advise the department head?

SCENARIO II CONTINUED



A year has passed and you are now the superintendent of this district.

A neighboring school district just experienced a school shooting where three students were killed. Parents, students teachers, and the public are terrified that a shooting could happen in their community. Ms. Spano is best friends with the president of the school board and has shared with the president the perceived benefits of Eyesback. The school board determines that all schools in your school district will begin using Eyesback.

How do you work with Eyesback, the school board, the parents, the students, and the public to implement the program?

You are the attorney for the school system. How do you advise your client?



CULTURE OF PRIVACY



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Kim Nesmith

Moderator

*Data Governance, Privacy, and EdTech Director
Louisiana Department of Education*



Ray Girdler

Director of Data Use & Privacy
Arkansas Department of Education



Whitney Phillips

Chief Privacy Officer
Utah State Board of Education



Jim Siegl

Technology Architect
Fairfax County Public Schools



Steve Smith

Chief Information Officer
Cambridge Public Schools

LUNCH

Please sit at your color table



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ESSENTIALS FOR CREATING A CULTURE OF PRIVACY



- Using your “Creating a Culture of Privacy Essentials” notes, determine what policies, trainings, or communications already exist in your current work or learning environment and which you could influence. Complete that section in your workbook.
- Share your ideas with the person next to you.
- Talk with your table group. **Are there similarities? Are there ideas that you think won't work in your environment? Why? Any new ideas for your work?**

SCENARIO III

7th grade math teacher Ms. Q has decided to use an online tool called RockIt!. RockIt! tracks student mastery and ways to improve by allowing teachers to create quizzes, problem sets, and games, as well as track her students' performance. The teacher has an administrative account that can download and export all records regarding her students' performance.

Teachers must create accounts for each student. The teacher is responsible for creating student usernames and initial passwords, and then can input students' age, gender, home address, race, religious affiliation, and any other information the teacher would like to record.

RockIt! promises in its privacy policy that it will not share student PII with anyone except with its third-party vendors that help RockIt! deliver the services. However, RockIt! does reserve the right to share aggregated de-identified demographic information with third parties—including researchers, investors, schools, superintendents, and any other third party they believe would find this information useful—though RockIt! claims it would never sell this information to anyone.

*You are the head of curriculum instruction. **You find out about Mr. Q's plan. What do you do? What are your concerns?***

You are the attorney for the school system. What laws might be an issue? What would your legal recommendation be?



BREAK



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SCENARIO I (SUMMARY)



The elementary school art teacher, Mr. Mather, has subscribed to Littlest Masters, a for-profit cloud-based company whose goal is to “discover and nurture tomorrow’s artistic leaders today.”

Mr. Mather has created an account for the school (and each student) on Littlest Masters with name, date of birth, gender, home address, home phone number, and email address (or parent’s email address) of each of his students from AES’s LMS (Learning Management System). He has also included key demographic information about students’ disabilities, ethnic backgrounds, and household incomes.

On opening night of the art show, he plans to hand out instructions to all parents and guardians in attendance that tell them how to take pictures of their child’s work, upload them, and tag them with their child’s name, and parents could order products with their child’s artwork. These accounts are free, but the products cost money. All profits are retained by Littlest Masters. Littlest Masters claims that it will conduct a “machine-based review” of all the uploaded art to identify talent and connect students with potential scholarships.

SCENARIO I REFLECTION: NEW LENS



Reflect on your team's hypothetical roles as LEA, superintendent, and staff in Scenario I, and the answer to, "What steps do they take to ensure this doesn't happen again?"

Now shift your roles to the teachers, including Mr. Mather. You have been called together following the event for a full day professional development session on the steps you designed to prevent this in the future.

As our next speaker presents, review those steps with your new knowledge and what you're about to hear about adult learning theory. Complete the chart in your workbook with the measures that address the six assumptions. If those assumptions are not explicitly a part of the steps, how would you modify them to be inclusive of these assumptions?

ENGAGING ADULT LEARNERS



Pamela Hampton-Garland
Assistant Professor of Adult Education
University of the District of Columbia



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WHAT DOES IT MEAN TO ENGAGE ADULT LEARNERS?



What do we mean by “engaging” adult learners?

Seriously....Ponder the Thought ...

Write a few of those ideas on your group’s wall post-it.

ANDRAGOGY



Malcolm Knowles (1984) coined the term andragogy: the art and science of teaching adults.

He developed six assumptions of adult learners that must be understood to engage adults in meaningful learning experiences.

SIX ASSUMPTIONS



1. Need to Know

Adults need to know WHY they are learning something.

2. Self-Directed (Concept)

Adults resist being imposed upon, we desire autonomous decision-making opportunities...even if that includes asking for help.

SIX ASSUMPTIONS



3. Prior Knowledge

Adults enter the learning environment with a wealth of experiences that should be a catalyst for new knowledge.

4. Readiness to Learn

When adults choose to enter a learning environment, they need the knowledge and the ability to reflect on biases.

SIX ASSUMPTIONS



5. Orientation to Learning

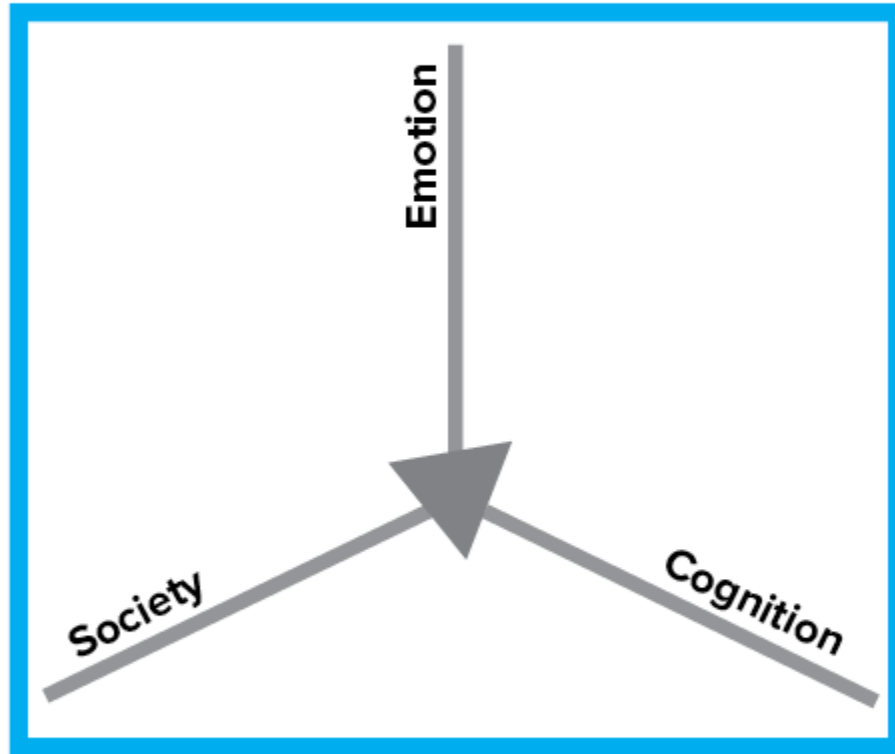
Adults are life tasks-centered or problem-centered; therefore, seek information that

- applies to life, or
- a task they need to perform, or
- a problem they have.

6. **Motivation to Learn**

- Adults' internal priorities are more important than external motivation.
- Goal oriented assignments help adult learners remain invested.
- When possible, providing opportunities for student input into assignments is helpful.

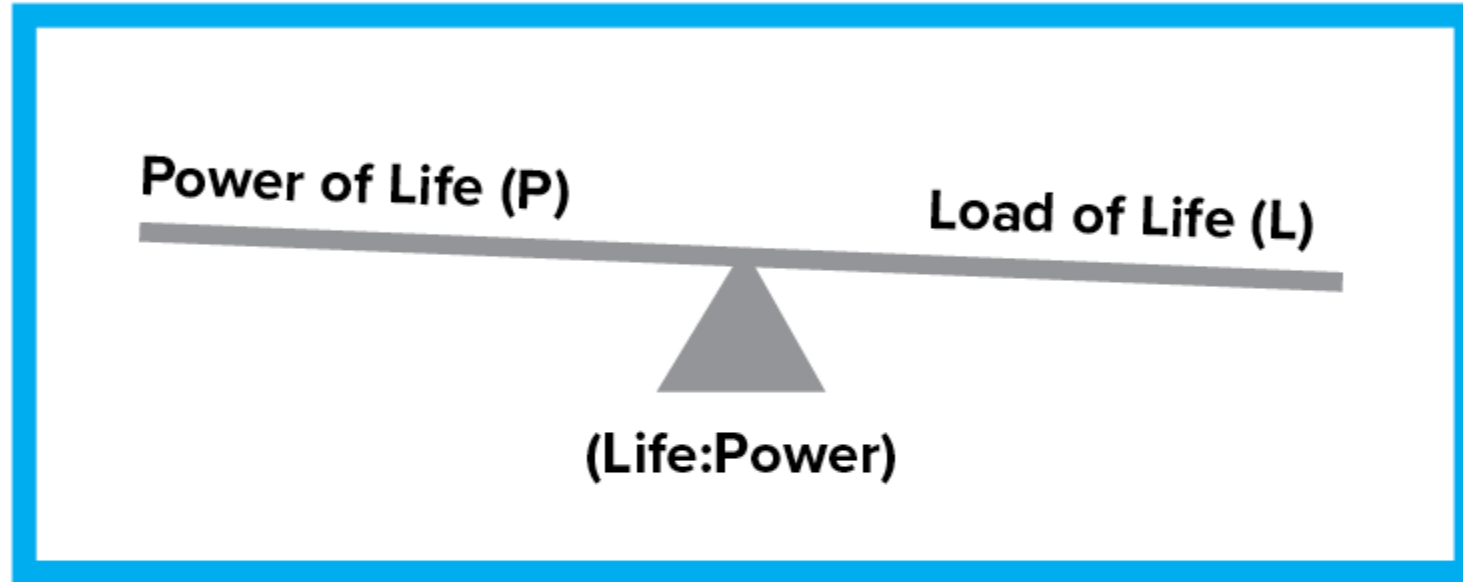
ILLERIS' THREE DIMENSIONAL LEARNING MODEL



The adult seeks to strike a balance (C:E:S) between:

- **Cognition** — The ability to understand
- **Emotion** — The ability to maintain balance with personal issues
- **Social** — The ability to ping ideas against cultural norms and mores and reconcile them.
 - **Impact 1:** Adults need to understand the WHY of learning
 - **Impact 2:** Adults need to understand HOW it will impact THEIR world

MCCLUSKY'S THEORY OF MARGIN



The adult seeks to strike a balance (L:P) between:

- The Load of Life (L) which acts like an independent variable
- The Power of Life (P) which is the power to manage L
- Impact: Education becomes a load that can be dispensable if it becomes overwhelming to the power to perform.

WRAP UP & CONCLUDING REMARKS

