

Collaborative Digital Safety & Privacy Teams: A Guide to Roles & Responsibilities

Education Organizations need to engage diverse stakeholders to comprehensively and effectively evaluate their school's digital practices, move towards improvement, and prepare for digital incidents.



A Digital Safety & Privacy Team (eSafety Committee) nurtures wellness in the digital culture by holistically addressing safety, privacy, and physical, mental, and emotional health.

In the digital culture, online and offline worlds intersect across all areas of our lives. For kids, this means that what happens at school appears online, and what happens online appears at school.

Achieving and maintaining safety, health, and wellbeing requires that we utilize the expertise of various groups. A Digital Safety & Privacy Team nurtures wellness in the digital culture by holistically addressing safety, privacy, and physical, mental, and emotional health.



Build and maintain a healthy digital environment for your teachers and students with the [Digital Privacy, Safety & Security](#) module

A Privacy Lead & Point of Contact

The team should have a designated coordinator/officer in both the school and district with clear responsibilities, aligned with district and state guidelines. Their responsibilities are to:

- Own faculty/staff training and awareness
- Keep up to date on data privacy matters
- Be on hand to field questions from the wider community
- Champion and coordinate digital citizenship programming



School Principal

Priority: keep gears moving, ensure compliance:

- **Must deal with** digital incidents with little or no training. Mishandling digital evidence or unlawful search has criminal and civil implications.
- **Knows** the needs of staff and students, how to manage parent expectations, and how to discipline and respond to emotionally charged individuals.



Teachers

Priority: pedagogy

- **Must look for** and try a wide range of teaching methods and tools to engage students without violating child or student privacy laws and policies.
- **Knows** students' specific academic needs, goals, well being, and behavior.



School Nurse or Health Clerk

Priority: health and wellness of students

- **Must navigate** how sensitive information is gathered. Depressed, anxious or suicidal students often post their symptoms online. Dating violence, eating disorders, sexual abuse and domestic violence also are discussed and exposed through online communication.
- **Knows** immediate health needs of students, often engaging in public health campaigns or issues, particularly in high need communities where health service may be connected with schools.



School Counselor/ Wellbeing Staff

Priority: school completion, workforce readiness

- **Must** ensure confidentiality while using digital platforms. Confidentiality agreements and privacy training are needed for all individuals with access to the information.
- **Knows** how to work with students and parents to resolve a wide range of issues and obstacles a student may need to overcome to achieve academic and workforce readiness goals. In this process very confidential and sensitive information is shared. They are the most likely school official to hear about digital drama.



Parents

Priority: have a thriving child

- **Must protect** their children by advocating for digital privacy, safety, and wellness programming and infrastructure in schools. Must also reinforce students' academic and digital citizenship learning at home.
- **Knows** the culturally specific family priorities and expectations for education. Don't know the digital resources used at school, may not understand why digital learning supports college and career readiness.



Students

Priority: feel connected & learn

- **Must feel** valued, connected, inspired, protected, engaged, and supported in their school and at home, to the best possible degree.
- **Knows** relevant information about how technology is used, inside and outside the school community. They are likely the first to see incidents play out.



Media and/or Digital Literacy Specialist

Priority: pedagogy reflects recognized digital learning standards

- **Must consider** all BEaPRO™ foundational skills in pedagogy to model best practices and provide meaningful instruction for students. BEaPRO™ – Balance, Ethics, Privacy, Reputation, Relationships, Online Security.
- **Knows** the intent, purpose and meaning of electronic and traditionally distributed content.



School Resource Officer

Priority: safety

- **Must focus on** child safety and community safety. Technology provides opportunities for early student intervention but it also creates liability if digital investigation and fact finding is not done legally.
- **Knows** that drug dealers, human traffickers and gangs often recruit student through online social networks and games. Students on campus may be targeted or may target other students.



School Board Member

Priority: compliance

- **Must measure** and quantify the quality of their own school digital practices and policies. Focus is on resources management, liability and measurable academic goals.
- **Knows** how current digital related (data privacy, etc.) legislation impacts their school community, sets expectations and provides support for staff.



School Curriculum Director

Priority: hit specific pedagogy goals

- **Must communicate** with Technology Directors their pedagogy goals. Work together to resolve the capacity issues of broadband, wifi, and spectrum within the school, as well as online access in the students' homes.
- **Knows** what types of learning tools and resources are used on campus, and what content is taught and measured. They want to use the most effective tools and resources.



District Administrator

Priority: keep gears moving, ensure consistent compliance between schools

- **Must understand** and consistently implement district policies in all district schools, maintaining compliance to privacy laws (and in some states, security laws). Liability increases when all schools employees and volunteers do not keep and maintain data privacy policies, particularly when it comes to incident response and discipline.
- **Knows** how to create policies and programs, and manages contractual obligations. Districts qualify as “responsible party” for COPPA permissions for schools to use commercial sites that gather personal information from students under 13.



Technology Systems Director

Priority: capacity and security

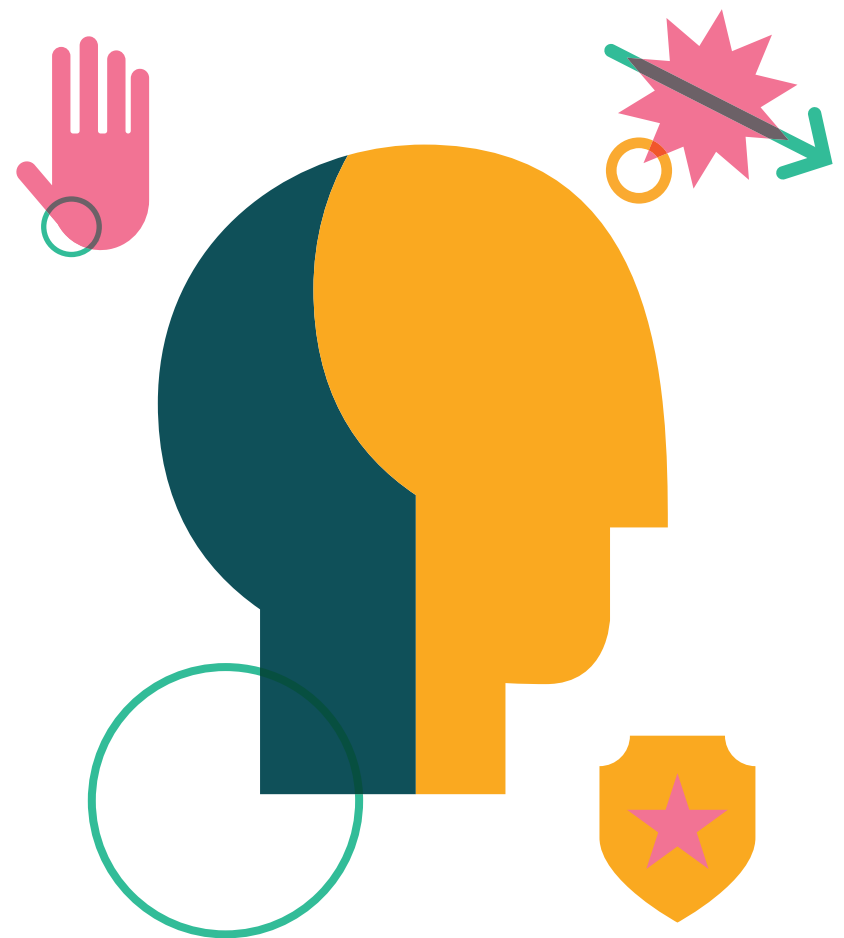
- **Must ensure** infrastructure effectively supports curricular goals and operational needs. Works with district administrators to create policies and programs, ensure Acceptable Use Policies are enforced, and manages contractual obligations related to technology and digital learning.
- **Knows** the capacity and security of technology systems (i.e. spectrum availability, school & home resources of students, etc).



Law Enforcement

Priority: safety, crime prevention, reduce victimization

- **Must foster** a relationship with school communities before incidents occur to ensure a plan is in place and stakeholders are prepared to respond.
- **Knows** what is happening, digital and non-digital, on the grounds in the community.



Juvenile Justice Representative

Priority: due diligence for juvenile rights & education

- **Must consider** the needs of students in the juvenile justice system.
- **Knows** juvenile criminal trends & risks, as well as community support needs. Own faculty/staff training and awareness



Mental Health & Wellness Professional

Priority: foster mental & physical health and wellness

- **Must consider** health and wellness of youth who are fully engaged in the digital culture.
- **Knows** public health paradigms for addressing root causes and change in behavior, identify and create support structures, case studies and research expertise.



Social Services Representative

Priority: improve quality of life & increase opportunity

- **Must connect** families and students in need with available resources.
- **Knows** in a practical capacity what resources and programs (financial, organizational, social) are available in the community.

