Online Safety Seminar

Montessori School of McLean
18 October 2019
24 October 2019
It’s a big world out there...

Consider how these suggestions might fit into your family’s daily life, using your best judgment.
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MSM Obligations and Safeguards

- FERPA
- COPPA
- Firewalls
- Filtering

Consider how these suggestions might fit into your family's daily life, using your best judgment.
MSM Obligations and Safeguards

- Montessori School of McLean is governed by federal laws and local board policies including:
  - Family Educational Rights and Privacy Act (FERPA)
    - FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information but parents may request the school not disclose this information. Parents are provided the opportunity annually to opt out of disclosing their student’s directory information on the District’s Enrollment Form. --FERPA --

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Montessori School of McLean is governed by federal laws and local board policies including:

- **Children’s Online Privacy Protection Act (COPPA)**
  - COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is turned off for Montessori School of McLean’s presence in Google Apps for Education. No personal student information is collected by Google for commercial purposes. The permission form allows the school to act as an agent for parents in the collection of information within the school context. The school’s use of student information is solely for education purposes. Student information that is “collected” by Google is described as (projects, documents, email, files, username and password). --COPPA
    - [http://www.ftc.gov/privacy/coppafaqs.shtm](http://www.ftc.gov/privacy/coppafaqs.shtm)

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MSM Obligations and Safeguards

- **Firewalls**
  - **SonicWALL TZ500**
    - Blocks inappropriate sites (notice shown below)
    - SonicWALL is a Deep packet Inspection firewall that has many security functions
      - [https://www.sonicwall.com/SonicWall.com/files/2f/2fa6b2bd-edd9-4cc6-abe8-cebff90ed1.pdf](https://www.sonicwall.com/SonicWall.com/files/2f/2fa6b2bd-edd9-4cc6-abe8-cebff90ed1.pdf)

- **Geo-IP blocker**
  - Blocks connections to and from certain countries

- **The Aruba access points are also content filtering**

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MSM Obligations and Safeguards

Some Examples of Filtering of Blocked Categories

- Violence/Hate/Racism
- Weapons
- Adult/Mature Content
- Alcohol/Tobacco
- Drugs/Illegal Drugs
- Malware

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In the Classroom...

Mrs. Lindsay Long
Librarian

Consider how these suggestions might fit into your family’s daily life, using your best judgment.
Role of the Library

- The American Library Association’s Digital Literacy Task Force (2011) defines digital literacy as, “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”
Stanford History Education Group’s Civic Online Reasoning (COR):

- Who’s behind the information?
- What’s the evidence?
- What do other sources say?

https://sheg.stanford.edu/civic-online-reasoning

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Kindergarten

- Fiction and nonfiction
- Authorship
- Visual catalog searches

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Lower Elementary

- Reinforce fiction and nonfiction
- Enhance catalog searches
- Introduce concepts via picture books
  - *Chicken Clicking* / by Tony Ross
  - *But I Read It on the Internet!* / by Toni Buzzeo
  - *True Story of the Three Little Pigs* / by Jon Scieszka

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Upper Elementary

- Refine catalog searches
- Notetaking
- Source evaluation
- Online research skills (World Wide Web and online databases via Fairfax County Public Library)
  - Online databases
  - Internet searching
    - Evaluation: accuracy, source reliability, validity
    - Google Scholar
- Source citation

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Upper Elementary

- Evaluate Fact and Opinion
- Truth vs. Lies
  - Game and Book: *Two Truths and a Lie* / Ammi-Joan Paquette & Laurie Ann Thompson
  - Concepts via picture books: *Chicken Clicking* / by Tony Ross and *But I Read It on the Internet!* / by Toni Buzzeo

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At Home…

Dr. Janet Lee
Technology Teacher

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Transition from In the Classroom...

- Curriculum to foster critical thinking
- What are reliable sources on the Internet?
- Data searches and research
- Modeling best practices online with your child

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A lesson in Tech Lab for 3rd graders.

NetSmartz and AASL

To Online Safety at Home

- Means of Interacting Online
  - Mobile Phone
  - Laptop
  - Tablet
  - Computer
  - Gaming Console
  - Interactive Home Assistant

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Online Safety at Home

“5 Essential Facts of Digital Life

- Kids are the creators. It's all about participating, communicating, making music, images, videos, and posting written content. And the content that's there? Kids must be able to know if it's credible or not.
- Everything happens in front of a vast, invisible, and often anonymous audience.
- Once something is out there, it doesn't go away. Everything leaves a digital footprint.
- Information cannot be controlled. Anything can be copied, changed, and shared instantly.
- Distance and anonymity separate actions and consequences. Kids think they can get away with unethical or unacceptable behavior because they don't see immediate consequences.”


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Online Safety at Home

“It’s all about mentoring

Put the headlines aside and approach these issues as a guide. The devices and apps and games are not the important part — your child’s growth is. You don’t need to know everything about every app. You just need to know enough to help you make parenting decisions.

Here are some ways to help your child:

- Model a thoughtful relationship with devices, and recognize that your behavior sets the tone. No distracted conversations with your child while you’re texting or checking Instagram. No smartphones at the dinner table. These are cues that they will follow.

- Set clear boundaries and adhere to them. If checking the news before bed was wrecking your sleep, share the fact that you’ve curtailed this practice — and the results.

- Teach them to use technology to make a positive difference in the world, rather than for navel-gazing, self-promotion or obsessing about other people.

- Have these discussions with your children and let them be a part of the conversation. They are smart and savvy, and can teach you new skills, too.”


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Online Safety at Home

- Parents and Guardians can discuss with family:
  - Access to online information through devices is a right (for adults) that is tempered with responsibilities.
    - Have age-appropriate conversations about
      - Clear expectations of usage
      - Consequences for misuse
  - Right vs. Privilege
    - Express the concept that broadband internet access is provided as a constructive tool for students for educational means and ends. (as a right).
    - Access for minors could be curtailed for social media activities (as a privilege).


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Starting as soon as mobile technology is introduced to the family setting

- **Set time and content limits** on usage.
- Be firm and review for adjustments as the child grows.

- Collect all mobile devices by a certain time at the end of the day.
  - Some families use a dedicated, centrally located charging station for all family members’ devices.

- Consider managing the **household server** to limit Internet usage in the overnight hours.
  - Sound sleep habits are crucial to learning.

- **Discuss** with students that they should never give out personal information of any sort online.

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- **Check age limits** on social media accounts.
  - **Talk** with your student and let them know that you are to be **friend**ed by them and that you will be a follower on their accounts.
  - **Monitor** your students’ accounts frequently.
  - **Review** content and their friends and followers.

- **Keep all students’ accounts** **private with location OFF**.
  - Be aware of social media accounts where content is fleeting or short-lived (deleted after 24 hours); these types of accounts have **untraceable** content flow.
  - Have a discussion with students about the fact that there is a lot of information on the Internet and not everyone is trustworthy or honest.

- Parents and guardians should be consulted **and present for account instantiation** for minors.
  - Choose neutral, low-information-content usernames and password.
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Online Safety at Home

- YouTube and Google restrictions:
  - Safety Center Tools for Parents
  - Content Restriction Tools Help Protect Your Kids on Google and YouTube
    - [https://support.google.com/websearch/answer/510?co=GENIE.Platform%3DDesktop&hl=en](https://support.google.com/websearch/answer/510?co=GENIE.Platform%3DDesktop&hl=en)

- Facebook resources
  - [https://www.facebook.com/safety/parents](https://www.facebook.com/safety/parents)

- Interactive Home Assistants

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- Gaming Consoles
  - Physically locate the gaming center in an area of the house that has a fair amount of foot traffic. Screen should be visible to you.
  - Consider enabling parental controls on consoles or through Microsoft Family Safety, for example.
  - Have frequent recurring conversation with kids about
    - When and amount of time gaming
    - Not sharing personal information online
    - Not everyone is who they say they are online (be aware of “grooming”)
    - Do not arrange meeting other players in person
    - Have their passwords to monitor
  - Go online with them and share the experience with them.

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“IT’S ALL ABOUT MENTORING

Put the headlines aside and approach these issues as a guide. The devices and apps and games are not the important part – your child’s growth is. You don’t need to know everything about every app. You just need to know enough to help you make parenting decisions.

“The education of even a small child, therefore, does not aim at preparing him[her] for school, but for life.”
--Dr. Maria Montessori


Consider how these suggestions might fit into your family’s daily life, using your best judgment.
Bibliography and Quick Reference


Consider how these suggestions might fit into your family's daily life, using your best judgment.
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Suggested Reading

- **Screenwise** by Devorah Heitner
- **Disconnected** by Thomas Kersting
- **Raising Humans in a Digital World** by Diana Graber

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Let’s go explore...

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