

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.

At MSM

At
HOME

In the
Classroom

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

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 -
 - ▶ <http://www.ed.gov/policy/gen/guid/fpco/ferpa>

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:
 - ▶ **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>

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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

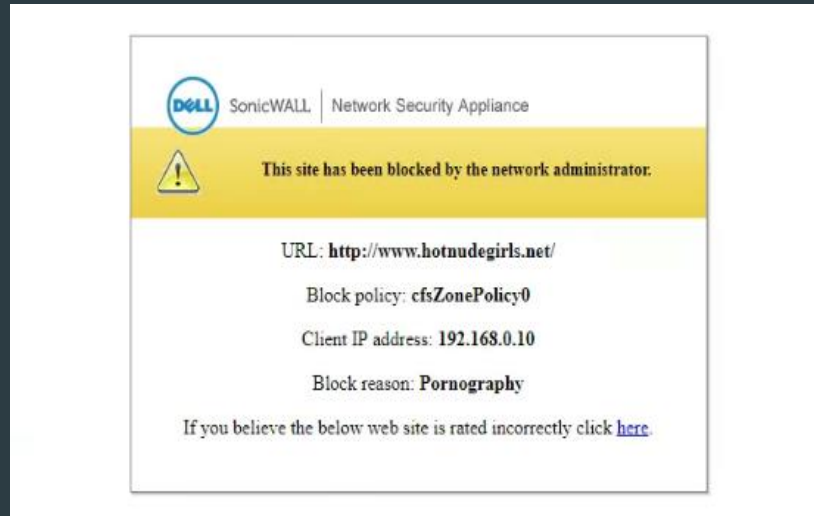
▶ <https://www.sonicwall.com/SonicWall.com/files/2f/2fa6b2bd-edd9-4cc6-abe8-cebff2f90ed1.pdf>

▶ Geo-IP blocker

- ▶ Blocks connections to and from certain countries

▶ The Aruba access points are also content filtering

Metrodatacom.com



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

MSM Obligations and Safeguards

- ▶ Some Examples of Filtering of Blocked Categories
 - ▶ Violence/Hate/Racism
 - ▶ Weapons
 - ▶ Adult/Mature Content
 - ▶ Alcohol/Tobacco
 - ▶ Drugs/Illegal Drugs
 - ▶ Malware

Metrodatacom.com

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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.”

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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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EVALUATING INTERNET SOURCES

Not everything you see online is true. That's why it's so important to screen websites before you use them to help with homework or for information in a school report.

Use this checklist to figure out if the online source you're using is reliable.

Evaluate the WEBSITE

What is the domain? Look at the Web address for clues about what kind of website you're using.

Reliable

.edu: a school, college, or university
.gov: a government agency

Check carefully

.com: a commercial business
.net: a network
.org: an advocacy group

Is it easy to navigate? A reliable website will make it easy to find what you need.

Are there a lot of errors? Spelling and grammar mistakes probably mean it's not trustworthy.

Evaluate the AUTHOR

Is there an author listed? The author should be easy to identify and contact.

Is he/she an expert? The author should be qualified to write on this subject.

What else has he/she published? An author is more reliable if he or she has published other works.

Evaluate the INFORMATION

Is it current and accurate? The information should be up to date and include references.

Can you find it on other sites? Make sure the information appears in other reliable sources, including websites, books, and articles.

Is it fact or opinion? Be sure to note when you're using someone's opinion and when you're using proven facts.

Hint

Trust your gut! If something doesn't seem right, it probably isn't.

NetSmartz.org/TipSheets

NetSmartz Workshop
A PROGRAM OF THE
NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

AASL
AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS

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A lesson in Tech Lab for 3rd graders.

NetSmartz and AASL

<http://origin.www.netsmartz.org/TipSheets>

Consider how th

... 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.”

▶ <http://www.pbs.org/parents/childrenandmedia/article-kids-digital-life.html>

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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.”

- ▶ https://www.washingtonpost.com/news/parenting/wp/2018/03/27/take-heart-parents-screens-arent-necessarily-destroying-your-kids/?noredirect=on&utm_term=.bc8a118e2a26

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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).

<https://www.wired.com/2011/06/internet-a-human-right/>

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INTERNET SAFETY: Summertime! A Time to Reboot, Recharge, and Restore

Written by Dr. Janet Lee, Technology Teacher

Clean waves roll ashore and the seagulls' cries pierce the salty air laden with summer fun. Homework is a distant memory and adults strive to keep their mobiles dry and sand-free. Summertime, a wonderful season to refresh and reflect on where we've been and where we hope to go. Also, an opportune time to review and reiterate best practices for our students and their families regarding academic and personal technology.

Dr. Maria Montessori once said her method is "an education for independence, preparing not just for school, but for life." And here at MSM, our students use collaborative, technological tools to complete not only their assignments but to prepare for life after several graduations as they grow older. Ideally, technology serves our needs, plans, and dreams, to that end, let us consider some suggestions to help our students be productive and aware of safe online practices.

MSM takes its responsibility for the care and safety of students seriously. MSM follows governing federal laws and local board policies that include: the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). MSM Upper Elementary students and parents agree to practice and to follow the Internet Usage Policy when using their school accounts. Lessons and review are given on safe Internet practices and evaluating Internet sources while conducting research in the Lower and Upper Elementary. Kindergarten's technology use is limited and sites are carefully curated for content, presentation, and curriculum integration.

At home, parents and guardians can periodically review expectations and guidelines regarding screen time and technology use. Some helpful suggestions that foster balance and mindfulness are:

- **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.**
- **Check age limits on social media accounts.**

Talk with your student and let them know that you are to be friended by them and that you will be a follower on their accounts. Monitor your students' accounts frequently, reviewing 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.**
- **Discuss with students that they should never give out personal information of any sort online. Parents and guardians should be consulted and present for account instantiation for minors.**

The American Association of School Librarians (AASL) produced a checklist for evaluating Internet sources (<https://www.aasli.org/7to9sheet>). The hint that was given and reiterated with the Elementary students is, "Trust your gut! If something doesn't seem right, it probably isn't." Encourage your students to speak up and ask a trusted adult (you, their teacher, or MSM faculty and staff) if they're online and something seems "off." Not only is information on the Internet copious and available almost instantaneously, Internet content is "free" and more accessible to other (and sometimes, unintended) audiences. It is a powerful communication and information engine, but in this day and age of rapidly changing landscapes and governing protocols and rules, we need to be mindful of the technological environment.

Generally speaking, as parents and caretakers, staying involved and setting expectations from the start are strong ways to help our students become "independent, preparing them for life" at school, at home, and in the greater world. Enjoy a restorative and safe summer!

If the goal is a happy, well-adjusted, and academically successful child, the sometimes overlooked answer is strong parent involvement. Luckily, that is within your reach! It is truly a beautiful thing to see your child flourish and blossom in a learning environment, and to know that not only are they a part of a wonderful environment, but that your involvement in their education made a huge impact.



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Martlet Special Supplement, Issue 6, May 2018
by Dr. Janet K. Lee

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Martlet Special Supplement, Issue 6, May 2018
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 - 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.

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

A graphic of a smartphone with a white screen. The screen displays the title 'PARENTS' GUIDE TO SMARTPHONE SAFETY' in large, colorful, stacked letters. Below the title is the question 'SMART OR SCARY?' and a short paragraph of text. At the bottom of the screen is a small icon of a person with a speech bubble.

PARENTS' GUIDE TO SMART PHONE SAFETY

SMART OR SCARY?

Smartphones are essentially little computers, so you might be a little worried when handing one over to your child. Take some time to understand the risks and implement a few safeguards so that you can help your child use smartphones safely.

THE RISKS

▪ CYBERBULLYING

With the constant connectivity of smartphones, your child may be more susceptible to cyberbullying or have more opportunities to cyberbully others.

▪ GEOLOCATION

A GPS-enabled smartphone can reveal your child's location through online posts and uploaded photos.

▪ INAPPROPRIATE CONTENT

With smartphones, your child has mobile access to content you may consider inappropriate, such as pornography or violent videos.

▪ SEXTING

Your child may use the Internet and social apps to send, receive, or forward revealing photos.

▪ VIRUSES & MALWARE

Just like a computer, a smartphone is vulnerable to security attacks if your child accesses unsecured websites and apps.

5 WAYS TO BE SMARTER THAN THE SMARTPHONE!

1. Be a parent and a resource.

Establish clear guidelines, including time limits and consequences for inappropriate behavior, but be open so your child will come to you with any problems.

2. Set up password protection.

This will keep everyone but you and your child from accessing personal information stored on the phone.

3. Update the operating system.

New versions often contain important security fixes.

4. Approve apps before they are downloaded.

Make sure you understand their capabilities and approve their content.

5. Understand location services.

GPS features are useful when using maps, but you'll want to disable location-tagging when your child posts anything online.

For more resources visit NetSmartz.org/TipSheets

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A program of the

NetSmartz Workshop

NATIONAL
CENTER FOR
**MISSING &
EXPLOITED
CHILDREN**

https://cdn.net-smartz.org/tipsheets/smartphone_safety.pdf

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

Online Safety at Home

- ▶ YouTube and Google restrictions:
 - ▶ <https://www.lifewire.com/googles-safety-center-tools-can-help-protect-your-kids-online-3952182>
 - ▶ 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>
- ▶ Facebook resources
 - ▶ <https://www.facebook.com/safety/parents>
- ▶ Interactive Home Assistants
 - ▶ <https://www.usatoday.com/story/tech/news/2017/02/03/amazon-alexa-echo-parenting-fails/97395138/>

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Online Safety at Home

▶ 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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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.

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



- ▶ https://www.washingtonpost.com/news/parenting/wp/2018/03/27/take-heart-parents-screens-arent-necessarily-destroying-your-kids/?noredirect=on&utm_term=.bc8a118e2a26

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- ▶ <http://www.pbs.org/parents/childrenandmedia/article-kids-digital-life.html>
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- ▶ <http://origin.www.netsmartz.org/Home>
- ▶ <http://origin.www.netsmartz.org/TipSheets>
- ▶ https://cdn.netsmartz.org/tipsheets/smartphone_safety.pdf

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- ▶ https://www.washingtonpost.com/news/parenting/wp/2018/03/27/take-heart-parents-screens-arent-necessarily-destroying-your-kids/?noredirect=on&utm_term=.bc8a118e2a26
- ▶ <https://www.facebook.com/safety/parents>
- ▶ <https://inthemoment.io/>
- ▶ <https://www.wired.com/2011/06/internet-a-human-right/>
- ▶ <https://www.usatoday.com/story/tech/news/2017/02/03/amazon-alexa-echo-parenting-fails/97395138/>
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- ▶ Stanford History Education Group. "Civic Online Reasoning." <<https://sheg.stanford.edu/civic-online-reasoning>>.

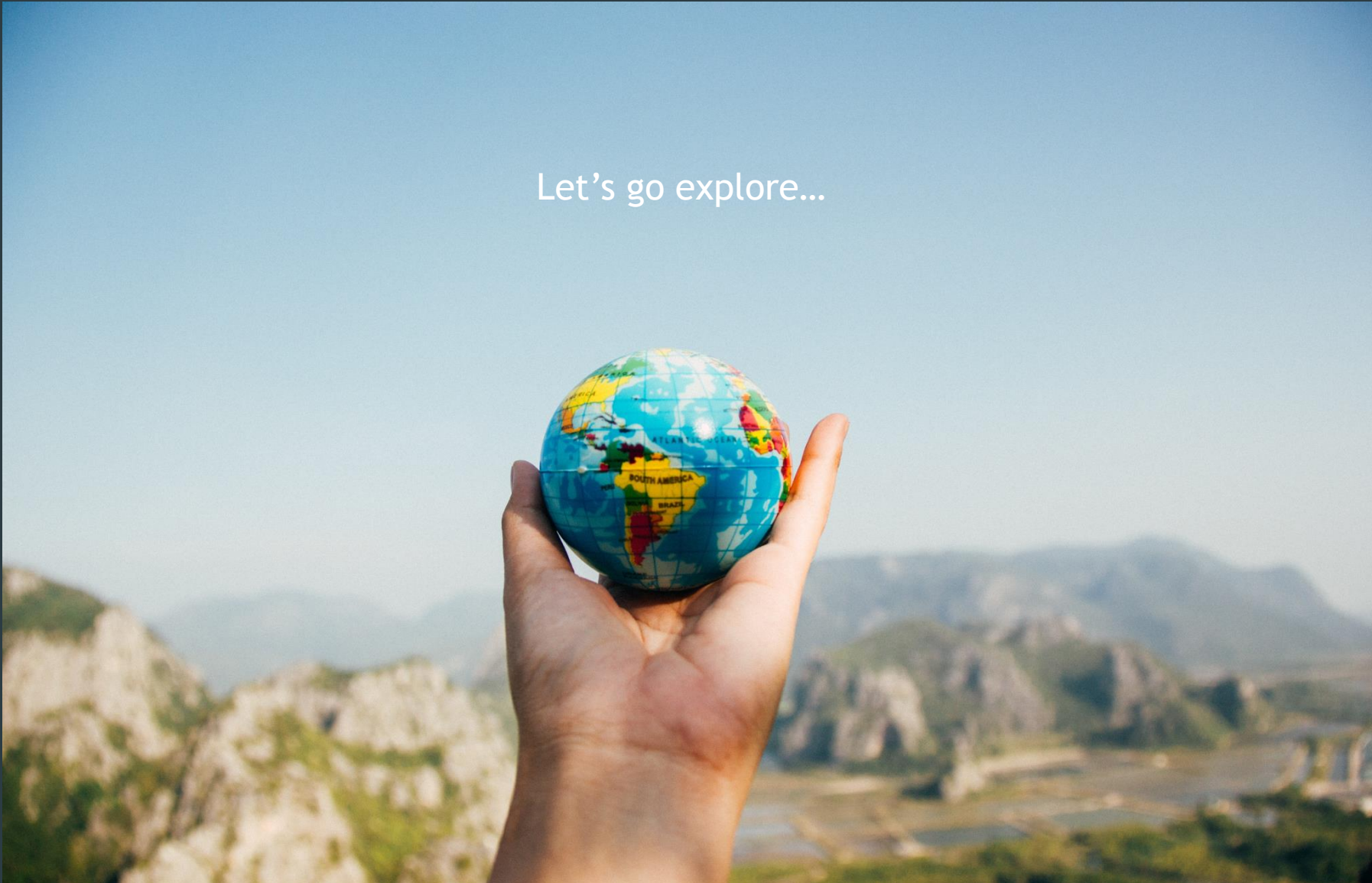
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Suggested Reading

- ▶ Screenwise by Devorah Heitner
- ▶ Disconnected by Thomas Kersting
- ▶ Raising Humans in a Digital World by Diana Graber
 - ▶ <https://www.cybercivics.com/cybercivics-book>

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Let's go explore...



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