

Cassandra Barnett ([00:22](#)):

Welcome to season three of SMACtalk for Educators Podcast, part of the Social Media Advisory Committee's initiative sponsored by the Arkansas Division of Elementary and Secondary Education. On this podcast, we feature interviews with special guests on relevant topics surrounding social media and internet safety. I'm your host, Cassandra Barnett, Program Advisor for School Libraries and a member of the SMACtalk for Educators team.

Cassandra Barnett ([00:51](#)):

Joining me today is Dr. Robin Finley. Dr. Finley has started her 35th year in education and she joined the DESE Digital Learning Unit in 2021. Her experience in the K12 arena includes a variety of roles. She's been a teacher, a coach, a counselor, an assistant principal, an athletic director, a district administrator, federal programs, social media manager, students information systems and student management systems specialist, and an instructional technology specialist. Gosh, I'm tired just listening all of those, Robin.

Cassandra Barnett ([01:31](#)):

Dr. Finley was also an adjunct professor for several years in the area of educational technology and in the fall of 2018, she began researching and speaking on keeping students and teachers safe online as she was starting her dissertation on the topic. She completed her dissertation in December 2021 and continues to present her findings and recommendations as she is now considered a leading educator in this field of keeping students and teachers safe online.

Cassandra Barnett ([02:04](#)):

Welcome, Robin. I'm really happy to have you here. I think we've got a little bit different perspective this time. We've talked a lot in our past podcasts about how educators can help their students and you have good advice on that, but you're also focusing a lot more on us as educators and what kind of a presence we have. First of all, I'd like to just let you talk for a few minutes about how it is that you came to choose online safety as your dissertation topic.

Robin Finley ([02:37](#)):

I appreciate getting to talk about this today because this is, when we talk about life, what our why is about, this is what I think my why is about. I wasn't really sure what I wanted to do my dissertation topic on, and I was already taking some classes and we had to do research on a specific thing and I was pretty into school safety as far as the brick and mortar school safety. Our district had just got through doing some ALICE training. I was very interested in that. I was very interested in the research behind that. I started really researching that.

Robin Finley ([03:11](#)):

In the course of that, I had one of our technicians that was friends of mine and he came and sat down and he said, "Hey, Robin. Does the state have any kind of training that they're putting out there for teachers right now that helps them know how to keep kids safe online? Is there anything that's out there?" I said, "Well, I mean, there's not really anything that's specific that we're mandated to take or anything."

Robin Finley ([03:35](#)):

And so, then, he told me about a little girl that was a friend of their family that had ended up going into the school. She was homeschooled initially but went to school for part of her courses and she's 12 years old. She went and when she went to the school, one of the teachers ended up telling her about a cool app that all the kids were playing with. The name of it was Roblox. I know that the teacher didn't think anything about it. It was actually a media specialist, didn't think anything about it. The student went home and she had her geolocation on. She thought she was talking to another 12-year-old and she didn't. That predator ended up coming in assaulting her.

Robin Finley ([04:16](#)):

It jarred me. I mean, I was very just, "Oh my goodness, this is horrific." Then I went to, because I was instructional technology, the administrator over all of that. And so, I went, This could be any of our kids. This could be any kid that we have, and what are we going to do about that? How are we going to do something about that? What are we going to do?

Robin Finley ([04:42](#)):

And so, I went and started researching that. I started researching safety and what we're doing for safety. In the same time, we were building up our Chromebooks and we were planning on going one-to-one eventually. I ended up looking at a lot of research and there just wasn't a lot out there. There were some, you know what I mean? It was the information, but it wasn't about training the teachers.

Robin Finley ([05:07](#)):

One of my huge things is if we want our students to know about it, we've got to train our teachers because their teachers are the ones that have to be teaching that. That was really the initial thought for that. Then whenever I got into it, I was like, "Oh my goodness, we need to train our alma teachers." And so, then, I began doing that. The tech director and I did that.

Robin Finley ([05:29](#)):

It's kind of a funny story, sort of. We started in 2019 and we put a specific amount of training that the teachers had to do. At each building, I had tech teams in those buildings of groups of teachers who taught their peers. I would teach them and then they would teach their peers. Of course, again, I had to get this approved to do this for my dissertation for us to be able to look at the data, look to see if they were learning from the things that we were teaching them, then moving beyond that of the initiative of now you got to teach the kids about this, you got to teach the kids about passwords, you got to teach the kids about this.

Robin Finley ([06:09](#)):

And so, I had a person that was on our tech team. We have about 30 teachers total on our tech team. She got really mad at me and she was like, "I cannot believe you of all people would make us do this. We have so much on our plate as a teacher, I just can't believe that you would add one more thing for us to do." I was like, "Well, I'm sorry, but we are going to do this. I have a real passion about why it is." I told her about the passion. She didn't really want to hear me. Well, that was the fall of 2019.

Robin Finley ([06:40](#)):

Now, I would love to go that I was psychic and knew that we were going to go out for a pandemic and all that in March, but I didn't know any of that, but I did know that we were fixing to be one-to-one with our Chromebooks. And so, we had all of that trained and that teacher ended up, and it's funny, this is the part that's funny. She ended up, because again, with my research, I had to send them Likert scales and all this kind of stuff, and did you feel like the training you learned how to teach FERPA? She'd give me a one. She'd give me a one out of five. She'd give me a one on everything. She just was hacked at me and it was okay, you know what I mean? I didn't know who had done it, but I had a pretty good idea who was giving me the one.

Robin Finley ([07:25](#)):

Anyway, after that, she ended up having her own children at home with their own Chromebooks and she had never allowed her own children because they were younger to have Chromebooks at home or had the internet at home. She ended up coming back to me and she said, "I am so sorry. Now that I've had my own children and we had to go home one to one and I looked at all the safety and then it shocked me, oh my goodness, we could be inviting somebody into our home that we would never invite into our home." Then she said, "And I'm really sorry because I gave you ones on everything." It's okay. You got to have those outliers on your research. It's okay. That's really how I got started with it.

Robin Finley ([08:05](#)):

Then, initially, there was just a small amount of research about all of it. Then, of course, before I was done, there was this massive amount, my resources went over the top because there were so many breaches that happened with K12. There was just a lot of stuff that happened that, again, I would've liked to have been a psychic, but it really made me go, "We've got to make a difference." That's part of how we started SMACtalk in general.

Cassandra Barnett ([08:33](#)):

Sure.

Robin Finley ([08:34](#)):

Because I went to Ray and said, "Hey, Ray. This has happened and there's a legislator that came into my office and they're pretty upset that we're not teaching teachers about stuff." And so, that was kind of where we got going. They kind of coincided what I was doing in my dissertation and then what I was doing with the teachers and then what we needed to be doing statewide of providing information out there.

Cassandra Barnett ([08:56](#)):

I know that you really focused on one school district because that's where you were working, but I'm willing to believe that most, if not all, of our school districts are in that same situation and have those same issues. What recommendations did you suggest in your dissertation that other school districts could do to help fix this?

Robin Finley ([09:21](#)):

I started with the basis of knowing the laws, because the teachers had to learn it for themselves. Then, they had to think about the appropriate age level for them to teach that to the students. There were

some data privacy components that we had inside of ArkansasIDEAS that were modules 1 through 12. It was real basic stuff, teaching them about passwords, teaching them about Wi-Fi. There were some very, very basic things about that. But in looking at that, my project was to build a plan, to look at the results, and then build a sustainable plan for that school district.

Robin Finley ([09:58](#)):

And so, in looking at that, one of the things for that plan is how you're going to reteach that each year, how that's going to be relevant each year, and then how are you going to bring in the new teachers who have not had any of this training to begin with. That was really important in the plan that I built for them, but it started off with very basic stuff. What do you know about FERPA? What do you know about COPPA? What do you know about CIPA? What do you know about these things? Then how does that apply to you as a student?

Robin Finley ([10:30](#)):

A huge thing that we did in Alamo School District was that we took the guidance that's there on the department's website about vetting out apps and trying to figure that out, because we as teachers, we hear wonderful things. We may go hear something great at the co-op or somewhere else, but we haven't gone to look to see, "Hey, is that CIPA compliant? Is that something I could actually do? Do they have a privacy policy? Is there something in place to do?"

Robin Finley ([11:01](#)):

And so, we used that form and developed our own form so that we could teach teachers how to vet that out, because once again, they didn't even know how to just vet that out for school. They needed to know how to vet that out privately and with their own students. That's part of the recommendations is what are you doing to vet things out? What are you doing for your knowledge base? Then you need to develop a plan to sustain that and then produce that with not just your kids, with your teachers. Starts with the teachers.

Cassandra Barnett ([11:33](#)):

Sure. I would venture to say that most of us have some kind of an online presence, whether it's through Facebook, Instagram, even TikTok, some of our teachers are starting to use TikTok. What are some of the things that you recommend that we do to vet these apps and then to be safe when we're using them?

Robin Finley ([11:55](#)):

Well, you really need to look at those privacy policies. That's the very first thing that anybody needs to do whenever you're talking about using an app, is you need to go see what they're going to do with the data. How are they going to use that?

Cassandra Barnett ([12:08](#)):

That long thing that's on there?

Robin Finley ([12:11](#)):

Yes.

Cassandra Barnett ([12:12](#)):

That we all just click on as soon as we get there so we can move on to what we need to do. We actually need to stop and read it.

Robin Finley ([12:19](#)):

We actually need to do that. I realize that because anything, your phone service, your whatever, you get that huge long thing. Again, that's part of it because if you read in that little bitty fine line in there that they're going to sell the student's data, you're actually putting yourself in violation of some of the federal laws that are meant to protect kids. And so, we've got to be responsible to do that, to at least be able to bring that. Again, that's one of the things I've done is bring up a privacy search and do a control find on that and start finding some keywords throughout those things. Then, if you get a group of teachers, you take paragraph one, you take paragraph two, those types of things, but it's huge. It really is huge because it's what's happening with that data. Then for us in schools, what's happening with that data that when that student leaves, what kind of privacy policy is in place?

Robin Finley ([13:13](#)):

We had a situation where you had a company that wanted to provide a library actually that wanted to provide eBooks to the students. I held really hard on that because they didn't have a privacy policy. They had all these outside vendors and they didn't have a privacy policy about what was going to happen when they provided those email addresses to the vendors. I said, "Till they develop their own privacy policy about how they're handling data, I'm all for books." I got a media specialist certification too. I'm all about it, but we've protected those kids' emails. And as a parent, as an educator, but as a parent, I don't want my child to get a bunch of junk email that's inappropriate or it's been sold to something else. We've got to pay attention to that.

Robin Finley ([14:02](#)):

One of the things for us as teachers or as educators is this is a little bit extra. This is going in a little bit more information, but the public licensure Board recommends for us what we can do and what we cannot do or what we're supposed to be doing online. Up until, I think it was 2015 when they changed it, and then there was another one that was changed in 2018 and now there's the revision of it in 2020, but there was nothing you could do in social media. I mean, initially, and we've talked about this in our group quite a bit, but we want to talk about the positives because there's so many positives of things that you can do about social media. There are and I'm all for those, 100%.

Robin Finley ([14:48](#)):

But as an educator, we've got to know what the negatives are so we can help prevent that and help educate our students, ourself, keep ourself from getting in trouble. We got to figure that out. One of the things that public licensure board says, one of their recommendations, it's number four on their documentation is not to be friends with your students and parents on any kind of social media and unless you're using a professional account. And so, that's a really big thing for teachers to begin to learn. What's the difference between our private accounts that we have on social media and what's the difference in our public accounts on social media?

Cassandra Barnett ([15:29](#)):

Well, and there's a problem with that because when I first set up a Facebook page, I tried to have a personal one and a professional one, but so many of the professional people found my personal one instead of my professional and personal people found my professional one instead of my personal one. And so, eventually, I gave up and basically what I do is lurk. I don't post anything because that was the only way I could figure out how to protect myself without getting into those sticky situations. And so, I don't post a thing.

Robin Finley ([16:10](#)):

Well, and that's one of the things that I talk about because again, I did a lot of social media managing and creating that and now I'm even helping schools learn how to do that. I've done several presentations on that, how to tell your story, how to get that out there. That's extremely important to do that. But we also have to understand that as teachers, if you look at the court cases, and again, that's a big component of some of the things that I talk about with teachers. If you look at the court cases out there, a court case that talks about matters of public concern are things that we can talk about, which that means that's political, social stuff. We can talk about those things, but just because we can talk about those things may not mean that we should be talking about those things. If we want to keep ourselves from being intertwined with some things that we might not want to be involved in, and so, we have to think about that.

Robin Finley ([17:06](#)):

Then, there's another court case that's kind of was applied to what involves the educational purpose of what we're doing. Teachers, if you look at the court cases, the court for the majority of the time believes that a teacher's held to a higher moral standard and because of the influence that they have on kids. And so, we've got to be really cautious about what our speech is. Believe it or not, our speech now involves our social media presence, what we like, pictures that we post. Those can get us into some situations that we're stunned about. Stunned that how is that not private, but it's like I tell teachers about their email, you know that little disclosure that is at the bottom that we can put that says, "This is meant for only this person and it's not meant for anybody else for distribution, blah, blah, blah, all that kind of stuff."

Robin Finley ([18:02](#)):

That may be wonderful as far as a legal, that may be wonderful. I'm not a lawyer, but that doesn't mean that I can't just go copy what was in that email right there and I can go paste that and put that wherever. I may get a repercussion of that. But if I go push that on social media or go post that in another email that I send it out to everybody else to, the damage has already been done. It's already been done. There may be a disclaimer on some things, but it may not really help protect you in the repercussions of what happens.

Cassandra Barnett ([18:35](#)):

I noticed in your presentation that you talked a lot about, or you gave some statistics on a school intruder versus an online intruder. I think a lot of people would be surprised to find out that an online intruder poses a much greater threat to our students than the possibility that we might have a shooter come into our building. I'd like you to talk a little bit about what you found and what some of the precautions we need to take with ourselves and our students.

Robin Finley ([19:08](#)):

Prior to the Uvalde incident, I had computed that out with some math people. I'm not a math person, but a child's about 300% more likely to be violated online than they are from intruder coming in the building. Don't get me wrong, I'm absolutely 100% for us protecting our students in brick and mortar. I really am. One of those things might be said, "Well, you're talking about the difference of a weapon," but how many stories have we heard about where the predator ended up being able to find the child and it did end in situations that were very detrimental to the child if not death.

Robin Finley ([19:49](#)):

We have to think about those. We have to think about what the statistics say about that. If we look at some of the statistics again, these include the Uvalde incident as far as what's happening in a building. There were 27 school shootings with injuries or deaths since 2018 and 83 people were killed or injured during that. Then out of those 83 that were killed or injured, 27 of them were actually killed. But when you look at what's happening online, as many as 500,000 predators are on the internet, they pose a threat to kids daily. Daily. To me, that's an overwhelming statistic. One in 25 children will be manipulated into physical contact within a year. That's huge.

Robin Finley ([20:36](#)):

Part of the statistics that was just startling to me was that only 15% of parents are aware what their kids are doing online. When we think about the safety of would we allow a stranger to know the information about our child? Would we allow a stranger to know the first and last name of our child, the birthday of our child, their favorite colors? Would we do that? We would not do that in person, but many times, that's what's happening whenever students are online. We as parents and we as educators have got to do better to making sure that we know what's going on with our students online because the statistics are big. I mean, they really are. I believe that teachers are the key. Teachers are the key in helping to protect students online because they're the key in also communicating that to parents and saying, "Hey, do you know about this? Do you know about whatever that is?" Just helping them do a password.

Robin Finley ([21:32](#)):

Again, I hang out with some of the younger kids at church and stuff and it's apparently a cool thing to share your password with people. Maybe in our old days, we shared lockers is what we did. But nowadays, apparently it's a cool thing if you know your best friend's password or your girlfriend, your boyfriend, and those are just things that are going to get us into some issues. They really are. They have that potential.

Cassandra Barnett ([21:59](#)):

Well, for me, when I was looking at your presentation and thinking about this, it isn't so much that we need to minimize the idea of what we need to do in case there's a school intruder, but we need to up our game on how much emphasis we put on teachers and students for that online safety. And so, we need to be doing drills, we need to be doing whatever-

Robin Finley ([22:24](#)):

Absolutely.

Cassandra Barnett ([22:25](#)):

... to protect our kids from that. I mean, I personally had a great niece who got herself mixed up with a predator and she was gone for two days before the police found her. I'd be willing to bet that everybody knows somebody that had an issue. You're saying 1 out of 25, well that's a lot of kids.

Robin Finley ([22:49](#)):

Yes, it is. I'm glad you're agreeing with me on this Cassandra, because since I've been doing the research on this, I've been trying to tell everybody who'll listen to me. I've had some people that have gone, "Okay, I'm with you," and have said, "Come and talk to my teachers because I am with you on all of this." I do believe that we do know those things. I do believe that we all know somebody. What was that book study, Cassandra, that we did in the spring?

Cassandra Barnett ([23:16](#)):

Just a minute I can tell you because I've got it right here. It is What They Don't Teach Teens.

Robin Finley ([23:22](#)):

Yes. When we were doing that book study about What They Don't Teach Teens, one of the things that was so startling in there that I already knew about were the things about the kids getting involved in sextortion. That's happened even at the collegiate level. I personally had parents or students contact me last year that were like, "What can we do? What can we do about this?" Because one of them, a student had been threatened on Instagram and said, "We're going to show all the nude pictures to everybody that you have in your friend's list and all that kind of stuff, if you don't give us this amount of Bitcoin." Well, most of us are not going to know whether that's really that person or not, that kid or not, because we might not ever seen that nude picture of them. You know what I mean? Most of the pictures end up being without their head involved. You could do that to every kid.

Robin Finley ([24:20](#)):

If we're teaching the teachers and if the teachers are teaching the kids, then we're going to have a greater delivery level of that. And so, for me, I think we learn all of these procedures at the beginning of school. This is me talking here. We learn all these procedures. If we're in elementary, how we're supposed to walk to the water fountain, what we're supposed to do when we need to go to the bathroom, what we're supposed to do. To me, this safety stuff should be just as embedded with every single thing that we do because we have opened the door. We had it a little bit cracked before the pandemic. We did and we had some digital stuff in there and it was cool and it was kind of a... Now, we have opened the door and we as educators have got to be the ones that make sure that we are teaching the kids about all of this.

Cassandra Barnett ([25:11](#)):

You and I have talked about this before, even the most educated people can do some pretty stupid things. Can you give us some specifics about what teachers should be thinking about when they have an online presence?

Robin Finley ([25:26](#)):

Yes. Let me talk about online presence, but let me just say safety in general, whatever you've got, if it's got two factor authentication on it, you need to enable that immediately. That's going to help prevent somebody coming and getting a hold of your information and posting as you but your online presence, one of the biggest things I say is whatever you're about to say, whatever you're about to post on social media, how would that sound as the headline on the news tomorrow? Let that soak in for just a minute and then decide whether that's really worth it of what you're about to put in line or not.

Robin Finley ([26:06](#)):

Again, if you look at our ethics for the state of Arkansas, there's some situations there of inappropriate relationships that start online and that's all over everywhere. But if you went and read ours for the state of Arkansas, you would see a good amount of those that start with innocent teacher being online, student wants to talk to them, then goes to messaging, then it may go to text messaging, those types of things.

Robin Finley ([26:33](#)):

I would tell you, you need to protect yourself. And so, if there's no oversight, if what you're doing in your communication doesn't provide oversight for an administrator to see that, then it's likely you don't need to be doing that. If you're not in a group text, but even in a group text, you need to be very, very careful if you're in a group text with your teacher and the students are in that because what if students begin to say things that are inappropriate in that?

Robin Finley ([27:00](#)):

One of the court cases that I talk about and talk to teachers about, this teacher ends up, I want to say this one was probably about 2015, maybe 2016, this teacher ended up creating a homework help page, a social media page. And so, she would provide help in the evenings and the kids had started talking about this party that they'd gone to. Well then, as they began to talk about it, then they began to talk about sex. Then the teacher made a comment back to who's getting any. Again, goes back to our common sense thing of, "Oh my gosh, why would you say that?" Well, that teacher got fired.

Robin Finley ([27:38](#)):

We've got to think about the things that we set ourselves up for. Unless your schools are proving of a professional page for you to do some of that communicating, which is going to be okayed by the school, okayed maybe by your principal, whatever you're going to do, because again, I'm all for that. I'm 100% for that and have done a lot of training for that. But what's your protection on place and your school's policy is what actually is the law technically of what does your school say about what you can do in your online presence? That's the professional side of it.

Robin Finley ([28:15](#)):

Your personal side of that is going to be, one huge thing is posting pictures. If you're out at an athletic event or you're at a choir thing or something like that, that is a public venue. That's a public thing where you can go and you can't prevent people from taking pictures, but your classroom is not a public venue. You've got to be very, very careful about what restrictions are in place about who can be on social media and who can't be on social media. One of the things I've seen people do is put a little smiley face over the kids who can't be in the picture. I would say don't do that because you've identified them. You've

identified something is wrong with them. I would never post it on my own personal page, never post something like that on my own personal page. Again, I'm giving you recommendations from me.

Robin Finley ([29:08](#)):

If it's a cool thing that's going on in your classroom, go give it to the social media person that posts it, or if you have a public page that's been available that's made available to you and the school allows you to do that, then do that on your public page. But don't do it on your private page, because here's the other thing. Here's the other thing. You end up posting this picture and then you tag little Johnny's mom and you tag little Johnny's mom and say, "Hey, he was so cute today in class." Then everybody else's mom in the class wants to know how come, one, you're not friends with them on Facebook and how come you hadn't started tagging them too? You've created your own, well, she loves little Johnny because she's friends with little Johnny's mom. Look back here, we've got 20 pictures back here where they went on vacation together. You just started something thinking innocently about it.

Robin Finley ([30:02](#)):

Protect yourself. We are all about relationships in today's society as far as education where we've learned that being connected to students, it's a huge piece to helping them. But now, we're talking about two different things, connecting. Oh, okay. We're supposed to connect with them, we're not supposed to connect with them. What are we supposed to do in this situation? You want to make sure that you're following your school's policy and you're protecting yourself.

Robin Finley ([30:29](#)):

Have you ever been in a situation where you see a couple of teachers or couple of people, whoever they are, and they're talking over there and they're just having a really good conversation and then you walk up into that conversation and you're like, "Oh gosh, this is not something I want to be talking about. I don't actually want to be involved in this." You back out of that, but then all of a sudden, all these people saw you go and be involved in that conversation or at least just step up there and be in that and they know what they're talking about. Now, you were part of that.

Robin Finley ([31:00](#)):

Think about that from an online presence. Think about that. Be careful about what you're liking. One of the court cases that I go over with the teachers is this innocent teacher. She's holding a glass of wine and she didn't actually post that glass of wine on social media. Somebody else tagged her in that picture. And so, she has that glass of wine out there and ended up being fired for that. She appealed and the court said, "No, she is setting an inappropriate example for her students." She was on vacation. She had a glass of wine and was on vacation. She wasn't friends with people. Somebody else tagged her in the picture. I think that's bar county versus Payne, I think is what that lawsuit is. But you don't know what's going to happen, you don't know. If you're protecting yourself, pay attention to what you're saying, what you're doing, what pictures you're taking, that type of stuff.

Cassandra Barnett ([32:01](#)):

Earlier you talked about that there are positive things to social media and using it. Just give us some examples of what would be an appropriate use of social media for us as teachers.

Robin Finley (32:15):

I'm all for you having a public page. I mean, if your school approves that, I don't like what Facebook calls, because at our elementary level we have some, they're called secret Facebook pages. I don't like that. That's what they call them, but you can just connect your own parents or grandparents into those classes. Those are the only people that are seeing those things. Those are wonderful things in telling your school story, because that's one of the things that we want to make sure that gets out there, because if our parents don't know and the public doesn't know about all the wonderful things that are happening in our school, what better way to do that than for that to be out on social media. We just have to look at the parameters of what's right about that and how to do that in the right way.

Robin Finley (32:58):

I love doing Twitter stuff. Now, the majority of our parents and grandparents are not really on Twitter. They're on Facebook. But the reason that I like Twitter is because you can give a very short amount, it's 240 characters and you can embed that feed on whatever website or webpage or teacher page that you have. You can do all of those things. I love that you're able to do that with Twitter. Typically, that's more of our older kids and maybe our alumni, but because you can embed that, it's a really good thing. Instagram is where about 5th grade through about 10th grade, they're going to be on there. And so, if you're wanting to deliver something out there, a reminder, don't forget we're going on this field trip tomorrow, you're probably going to hit those kids on Instagram. They're very positive things to do that.

Robin Finley (33:44):

Then you have Snapchat and you have TikTok. They still can be used for the positive. They can be, but we have to think about what our audience is and are we really wanting to invite our audience into our personal life. We need to have a professional one, a public professional one. We have to look at what the parameters are about people that can comment on things and not, because there's some pretty strong guidelines about that. If you have a public page that's meant for the public, you really are not supposed to delete comments and things like that. What happens if you start having situations? Again, I really go into detail of that because I had some of those. I had some of those situations in managing social media that were not good. Although the good really outweighed it. It really, really outweighed.

Robin Finley (34:38):

We would do a hashtag at the beginning of the school year, first day pictures. At first, I don't know if we really want people sending us the first day pictures and stuff. I'm not sure that that's what we want to do. Now, you can see, I've done a lot of teaching. I'm not saying that this is all because of me, but I've done a lot of teaching in schools how to do this, how to get your parents to do that and everything. Before I wasn't in the school district anymore, the last time that we did that, we had grandparents that were posting their first day from school. They had dragged out their pictures, taking pictures of it. I loved that. That meant I was engaging them. You know what I mean? Those are wonderful things that when you get a community that comes around, when you got your prom picture nights, you got all those things, those are wonderful things about telling your community and your school story. Protect yourself. Make sure that what your personal account and professional account, they're kept separate in what you're doing on the both of those.

Cassandra Barnett (35:40):

Robin, thank you so much for joining us today. I really appreciate it and you've given me some food for thought, so I'm sure you've given our audience a lot of things to think about. I also want to thank our audience for actually coming and listening to our conversation. We hope that if you are interested in more information, that you would go to SMACtalk. That's S-M-A-C-T-A-L-K page on the DESE website and the DESE website, if you type in dese.ade.arkansas.gov and put in SMACtalk in the search bar, you'll get to it. There are so many resources and a lot of things that I think you can use as educators to work with your students. Again, Robin, thank you so much. I really think that this is an important issue and we need to just keep pushing it and pushing it and pushing it. I'm glad to see that you're going out to school districts and pushing it and pushing it.

Robin Finley ([36:45](#)):

Well, thank you for giving me the opportunity to talk about it because it's something I'm really passionate about and it's something that I think it's important, think it's very important.