

INTERNET SAFETY

To emphasize the essential role of technologies in the learning experiences of students, the Maggie L. Walker Governor's School Regional School Board is committed to developing and implementing internet safety policies and programs. Safeguarding students remains the utmost priority in education. Due to the ever-changing nature of internet technologies, it is important for all members of the community to actively address this imperative. In the learning environment, leaders allow for safe access to the internet, teachers design safe lessons, and students safely use technology.

PURPOSE

The Virginia Department of Education developed the "Model Policy Concerning Internet Safety" in response to Virginia Code § 22.1-24.1. along with the Internet Safety Advisory Council with input as required by the law from individuals and organizations throughout the Commonwealth and beyond. It represents the knowledge and perspectives of teachers, researchers, law enforcement, nonprofit organizations, as well as local, state, and federal representatives. The purpose of this council is to advance the goal of safe use of media and technology by students and teachers in public elementary and secondary schools in the Commonwealth. This policy has been developed for local school boards in the Commonwealth to enable such school boards to better ensure the internet safety of all students and teachers in the local school division. While this document offers recommendations, specific integration details are left to the discretion of the Regional School Board and the executive director.

GUIDING PRINCIPLES

- A. Maggie L. Walker Governor's School Regional School Board will direct the executive director to leverage security investments to focus on the most impactful steps.
- B. Maggie L. Walker Governor's School Regional School Board designates the executive director for the responsibility of protecting student privacy on school devices and networks by implementing appropriate security measures.
- C. Education is essential in supporting the safety of children. Educators integrate digital wellness skills into the core curriculum, teaching students to help navigate modern technology in a healthy and productive manner, including the most common online threats and ways to respond.
- D. Internet safety training at school may have a positive impact on a student's personal life in several ways, including enhanced awareness, more responsible behavior, improved cybersecurity practices, digital footprint management, collaboration with parents, and consideration of ethics. Law enforcement focuses on collaboration and information sharing with Maggie L. Walker Governor's School.
- E. Maggie L. Walker Governor's School Regional School Board will direct the executive director to establish safeguards for technology use including artificial intelligence, defining authorized AI tools, protecting student Personally Identifiable Information (PII), and integrating AI skills into content areas. The Maggie L. Walker

Governor's School Regional School Board will provide well-vetted professional development for educators on the use of AI tools.

- F. While no comprehensive list exists to cover all situations, appropriate safe, legal, and ethical online behavior should include the following:
- Protecting your personal information online.
 - Using strong, unique passwords for different accounts and enable two-factor authentication whenever possible. Refraining from clicking on suspicious links or downloading files from untrusted sources, especially in emails, as they may be phishing attempts designed to steal personal information or compromise security.
 - Treating others with respect in online interactions.
 - Obeying copyright laws.
 - Respecting intellectual property rights, defamation laws, and privacy regulations.
 - Following community guidelines on social media platforms, forums, and websites.
 - Curating reliable sources and fact-checking claims to promote accurate knowledge.
 - Reporting illegal content (such as child exploitation or hate speech) to the appropriate authorities.

I. Definitions:

- Digital Citizenship:** the responsible, ethical, and safe use of technology and the internet. It involves navigating the digital world with respect, integrity, and empathy towards others. At its core, digital citizenship emphasizes the importance of being mindful of one's online presence and interactions, just as one would be in the physical world. By promoting digital citizenship, educators and parents help equip children and young adults with the knowledge, skills, and attitudes needed to thrive in an increasingly interconnected and digital society while fostering a culture of respect, responsibility, and ethical behavior online.
- Digital Learning:** to empower students as learners by improving their functional literacy as digital citizens capable of constructing knowledge, designing innovative works, thinking computationally, creatively communicating, and collaborating with others locally, regionally, and globally.
- Digital Wellness:** a holistic approach to managing technology to ensure a healthy and fulfilling life. It involves being mindful of how technology impacts our physical and mental well-being and actively seeking a balance between the benefits and drawbacks of digital engagement. This includes healthy screen time limits, which encourage a balance between screen-based activities and other pursuits that promote activities that support emotional, physical, social, and cognitive development.
- Internet Safety:** the practice of following actionable guidelines, understanding modern technology, and protecting digital devices so users can defend against the malicious parts of the online world.
- Media Literacy:** the ability to access, curate, use, analyze, evaluate, create, and act using all forms of communication.
- Social Media:** websites and other online means of communication that are used by large groups of people to share information and to develop social and professional contacts.

II. Access to Educational Technology:

- a. As Maggie L. Walker Governor's School Regional School Board provides technology for student use, Maggie L. Walker Governor's School will use tools and technologies to monitor, filter, and limit use as part of the training and in accordance with the law. This is required by the Children's Internet Protection Act (CIPA), whereby blocking shall be applied to visual depictions of material deemed obscene, child pornography, or any material deemed harmful to minors. As required by the CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
- b. Data Privacy Agreements (DPA) are utilized to protect student data, including when procuring AI-driven products.
- c. Instruction in internet safety shall be collaboratively designed and delivered by classroom teachers, school librarians, or Instructional Technology Resource Teachers (ITRTs). Grade-band specific outcomes shall guide instructional scope and sequence
- d. Maggie L. Walker Governor's School Regional School Board will direct the executive director to provide introductory training to students before or at the time of internet access. The training provided will be designed to promote the school's commitment to:
 - i. The standards and acceptable use of internet services as set forth in the acceptable use policy.
 - ii. Compliance with the E-Rate requirements of the CIPA.
 - iii. Student safety with regard to digital citizenship.
- b. The student will acknowledge receipt and understanding of this training and will follow the provisions of the acceptable use policies. Student acknowledgement should be provided in plain language that is age-appropriate for the student.

III. Use of Educational Technology:

- a. Acceptable Use Policy: Policy 2065 will build on skills in internet safety, media literacy and digital citizenship through access to the resources available on digital platforms that support inquiry-based education. The policy is available and easily accessible to students, educators, and families.
- b. School Advisory Committee (SAC) Group: Formal designation of a local school board advisory group, composed of parents, students, community members, educators, school librarians, administrators, and law enforcement who are responsible for reviewing the code of conduct, acceptable use policy, and community resources to ensure a set of principles, expectations, rules, and communication clarifies the expectations of digital citizenship, media literacy, and internet safety.
- c. Internet safety practices incorporate and reference applicable state and local policies, including but not limited to those addressing anti-bullying, anti-discrimination, and

other related matters as determined by the Maggie L. Walker Governor's School Regional Board.

IV. Guidance on Accessibility and Generative AI:

Understanding Accessibility:

Accessibility in education means ensuring that all learning and teaching resources are designed to accommodate the needs of all students, including those with disabilities. This encompasses the availability of materials in various formats that are perceivable, operable, understandable, and robust.

Using Generative AI to Create More Accessible Content:

Generative AI should be employed to enhance the accessibility of educational materials. This includes creating alternative text for images, generating simplified text versions for complex documents, or translating materials into multiple languages automatically.

Adhering to Accessibility Guidelines:

All AI-generated content must comply with established accessibility standards such as the Web Content Accessibility Guidelines (WCAG). These guidelines ensure that content is accessible to everyone, including people with visual, auditory, motor, or cognitive disabilities.

Reviewing AI-Generated Content:

Educators and staff should rigorously review all AI-generated content to confirm it meets accessibility and educational standards before it is used in the classroom. This includes checking for accuracy, appropriateness, and accessibility compliance.

Using Generative AI to Expand Opportunities:

Generative AI should be utilized to expand learning opportunities and not to restrict them. It should support diverse learning methods and styles, providing customized learning enhancements that make education more inclusive.

This guidance aims to ensure that Maggie Walker Governor's School leverages generative AI technologies to foster an inclusive and accessible learning environment for all students.

V. Instructional Design:

- a. Strategic Planning includes digital citizenship in the school's broader goals.
- b. Educators are mindful when using technology to ensure activities provide empowered learning, creative communication, global collaboration, knowledge constructing, innovative design, computational thinking, and digital citizenship.
- c. Instruction is designed with digital wellness by establishing healthy screen time limits, encouraging a balance between screen-based activities and other pursuits, and promoting activities that support emotional, physical, social, and cognitive development. Practices should align with child wellness standards from state and

- national medical authorities. Maggie L. Walker Governor's School will consider factors such as physical health, sleep disruption, social and emotional development, cognitive development, and academic performance. Maggie L. Walker Governor's School will create common blended learning spaces in the classroom that support physical, emotional, social, and cognitive development to increase engagement, physical movement, and collaboration.
- d. Maggie L. Walker Governor's School Regional School Board provides internet safety and digital citizenship resources to the community including online courses, in-person programs, resource hubs, and digital guides.
 - e. Maggie L. Walker Governor's School is required to integrate the Digital Learning Integration (DLI) Standards of Learning into a broader, locally designed curriculum. Educators are encouraged to document lessons that explicitly integrate the DLI into the curriculum, especially in the content strand of "Digital Citizenship." All companion documents, activities performed, and approved technologies used in implementing the DLI should fall within the acceptable use, student conduct, and all other school policies.
 - i. Respect: Treating others with kindness and dignity online, refraining from cyberbullying or harassment, and valuing diverse perspectives.
 - ii. Privacy: Understanding the importance of safeguarding personal information and being cautious about what is shared online to protect oneself and others from potential risks such as identity theft or cyberstalking.
 - iii. Critical Thinking: Developing the ability to evaluate information critically and discern between reliable sources and misinformation or fake news.
 - iv. Cybersecurity: Taking measures to protect digital devices and accounts from unauthorized access or cyber threats, such as using strong passwords and being cautious of phishing scams.
 - v. Digital Literacy: Acquiring the necessary skills to effectively navigate the digital landscape, including understanding how to use technology tools and platforms responsibly for communication, research, and creative expression. Educate students on recognizing phishing scams, AI-generated fraud, and deceptive online tactics.
 - vi. Responsible Communication: Communicating online with honesty, integrity, and civility, and considering the potential impact of one's words and actions on others.
 - f. Professional development may include working with local law enforcement and recognized educational organizations to inform teachers of the latest developments in the safe and effective use of media and technology with students and partnering with experts to inform internet safety best practices that evolve alongside technological advancements.
 - g. School leaders shall provide teachers with a disclosure plan with age-appropriate resources and assistance programs to share with any child or parent who may have encountered online solicitation by sexual predators or other illegal online communications or activities, including the National Center for Missing and Exploited Children's Cyber Tipline.

Adopted: September 17, 2026

Legal Refs:

Federal Laws:

- i. Family Educational Rights and Privacy Act (FERPA) <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- ii. Children's Online Privacy Protection Act (COPPA) <https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa>
- iii. Protection of Pupil Rights Amendment (PPRA) <https://studentprivacy.ed.gov/>
- iv. Individuals with Disabilities Education Act (IDEA) <https://www2.ed.gov/programs/oseptms/index.html>
- v. Rehabilitation Act: Section 504 <https://www.hhs.gov/sites/default/files/ocr/civilrights/resources/factsheets/504.pdf>
- vi. Children Internet Protection Act (CIPA) <https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>
- vii. Take It Down <https://www.congress.gov/bill/119th-congress/senate-bill/146>

Cross Refs:	Pol 5020	Professional Staff Discipline
	Pol 8002	Student Conduct
	Pol 5011/8000	Prohibition Against Harassment and Retaliation
	Pol 6020	Reproduction and Use of Copyrighted Materials
	Pol 5080	Staff Research and Publishing
	Pol 8032	Vandalism
	Pol 2065	Acceptable Computer System
	Pol 2065-R	Reg: Technology Use Guidelines
	Pol 2070	Internet Privacy
	Pol 2055	Artificial Intelligence Acceptable Use