

INSTRUCTION

Digital Literacy and Internet Safety Regulation

This School Division's Internet Safety Regulation is developed to comply with the Virginia Department of Education's *Model Policy Concerning Internet Safety* and other applicable law. The guidelines set forth below are designed to emphasize digital citizenship, digital wellness, media literacy and internet safety.

A. Definitions

- 1. Artificial Intelligence (AI):** refers to the ability of computer systems to perform tasks that typically require human intelligence, such as reasoning, problem-solving, and decision-making. AI encompasses various technologies, including machine learning, deep learning, and natural language processing, enabling machines to analyze data, recognize patterns, and make informed decisions. AI literacy is becoming essential for students, preparing them for future careers in an increasingly digital world.
- 2. 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.
- 3. 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. By emphasizing digital fluency, critical thinking, and ethical technology use, students will be equipped with the foundational digital citizenship skills necessary to thrive in the modern workforce, compete globally, and pursue careers that require responsible and proficient engagement in digital technologies.
- 4. 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.

5. Internet Safety: the practice of following actionable guidelines, understanding modern technology, and protecting digital devices so users can defend against malicious parts of the online world.
6. Media Literacy: the ability to access, curate, use, analyze, evaluate, create, and act using all forms of communication.
7. 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.

B. Access to Educational Technology

1. Schools shall use tools and technologies to monitor, filter, and limit use in accordance with the law. Internet filters shall be used to block or filter inappropriate information. 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.
2. It shall be the responsibility of all members of the staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this Policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.
3. Prevent students from accessing social media platforms, unapproved artificial intelligence tools, and other non-instructional applications through the use of internet access provided by the school. In order to be approved, instructional applications must be vetted for curricular appropriateness and to validate compliance with security, network, and data privacy protection requirements.
4. After completing introductory and age-appropriate training, students will be provided internet access. The training provided will be designed to promote the school’s commitment to:
 - a. The standards and acceptable use of internet services as set forth in the Acceptable Use Policy, regulation and guidelines.
 - b. Student safety with regard to digital citizenship.
 - c. Compliance with the E-rate requirements of the CIPA.
 - d. The student will acknowledge receipt and understanding of this training and will follow the provisions of the Acceptable Use Policy, regulation and

guidelines. Student acknowledgment should be provided in plain language that is age-appropriate for the student.

C. Use of Educational Technology

1. **Acceptable Internet Use Policy, Regulation and Guidelines.** Update existing Acceptable Use Policy, regulations and guidelines (as required by Code of Virginia § 22.1-70.2, as amended or other applicable law), that builds skills in internet safety, media literacy, and digital citizenship through access to the resources available on digital platforms that support high-quality education. The policy, regulation or guidance should be available in age-appropriate formats, written in plain language, and easily accessible to students, educators, and families.
2. **Advisory Group.** Formal designation of a school board advisory group, composed of parents, students, community members, educators, 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, AI use, and internet safety.

D. Instructional Design

1. Strategic planning shall include incorporating digital citizenship into the School Division's broader goals, especially in the areas of:
 - a. The risks of transmitting personal information on the internet and the importance of privacy protection.
 - b. The enforcement of copyright laws on written materials, photographs, music, and videos posted or shared online.
 - c. The importance of establishing open communication with responsible adults about any online communications or activities.
 - d. How to recognize, avoid, and report suspicious, potentially dangerous, or illegal online communications or activities, including:
 - 1) potential solicitation by sexual predators;
 - 2) unsolicited or deceptive communications; and
 - 3) harassment and cyberbullying.
 - e. Safe and responsible use of social networking websites, including the advantages of social media use, as well as the potential harms, including addiction, publication of misinformation, negative effects on mental health, and the permanent nature of content created on social media.

2. Educators should be mindful when using technology to ensure activities provide empowered learning, creative communication, global collaboration, knowledge construction, innovative design, computational thinking, and digital citizenship. Emphasize digital wellness by establishing healthy screen time limits, encouraging educators to find a balance between screen-based activities and other pursuits, and promoting activities that support emotional, physical, social, and cognitive development. Consider factors such as physical health, sleep disruption, social and emotional development, cognitive development, and academic performance. Create learning spaces in the classroom that support physical, emotional, social, and cognitive development to increase engagement, physical movement, and collaboration.
3. Provide internet safety and digital citizenship resources to the community, including online courses, in-person programs, resource hubs, and digital guides.
4. 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 Division policies, regulations or guidelines. The School Division shall provide ongoing support to ensure compliance and effectiveness in the integration of digital learning standards while fostering skill development for high-demand careers in fields that will require digital citizenship skills. By emphasizing digital fluency, critical thinking and ethical technology use, students will be equipped with the foundational digital citizenship skills necessary to thrive in the modern workforce, compete globally, and pursue careers that require responsible and proficient engagement with digital technologies.
5. Digital citizenship skills include:
 - a. Respect: Treating others with kindness and dignity online, refraining from cyberbullying or harassment, and valuing diverse perspectives.
 - b. 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.
 - c. Critical Thinking: Developing the ability to evaluate information critically and distinguish between reliable sources and misleading or inaccurate content.-- misinformation.
 - d. 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.

- e. Digital Literacy: Acquiring the necessary skills to effectively navigate the digital landscape, including understanding how to responsibly 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.
 - f. Responsible Communication: Communicating online and with AI with honesty, integrity, and civility and considering the potential impact of one's words and actions on others.
6. In alignment with state requirements, staff will integrate the Computer Science Standards of Learning into a comprehensive, locally designed curriculum that fosters computational thinking, problem-solving, and responsible digital engagement. Staff are encouraged to document and implement lessons that explicitly incorporate computer science standards, with a particular emphasis on ethical computing practices and digital citizenship. All instructional materials, activities, and approved technologies used in the implementation of these standards must adhere to School Board policy, School Division regulation or guidance, including those related to acceptable use, student conduct, and cybersecurity guidelines. The School Division shall provide ongoing support to ensure compliance and effectiveness in the integration of computer science education. Key components of computer science education include:
- a. Computer Systems: Students will understand the ethical use of computing systems, fostering responsible digital interactions and inclusive technology practices.
 - b. Data: Emphasizing data security, students will learn how to protect personal information, understand encryption, and navigate cybersecurity best practices.
 - c. Algorithms & Critical Thinking: Students will develop computational thinking skills, applying algorithms to analyze information, identify misinformation and evaluate AI-generated content.
 - d. Cybersecurity & Digital Protection: Students will explore cybersecurity principles, including secure coding, encryption, and strategies to defend against cyber threats.
 - e. Programming & Digital Literacy: Students will gain proficiency in coding, algorithmic reasoning, and responsible technology use, recognizing risks such as AI-generated fraud and deceptive online tactics.
 - f. Networking & Responsible Communication: Students will learn about digital networks, ethical online interactions, and the impact of responsible communication in programming collaborations and AI interactions.

E. Instructional Staff Professional Learning

Professional learning may include working with local law enforcement and recognized educational organizations to inform instructional staff of the latest developments in the safe and effective use of media and technology with students. The School Division shall partner with experts to inform internet safety best practices that evolve alongside technological advancements.

F. Resources and assistance programs for online solicitation or illegal online communications

School leaders shall inform instructional staff of reporting procedures should they suspect that a student has encountered online solicitation by sexual predators or other illegal online communications or activities. Instructional staff shall report suspicions to the school principal and the school resource officer. Age-appropriate resources and assistance programs will be made available.

Related links:

Policy 6-62 Computer systems

Policy 6-64 Acceptable Use Policy

Legal References:

Code of Virginia § 22.1-24.2, as amended. Internet Safety Advisory Council.

Virginia Board of Education *Model Policy Concerning Internet Safety*, as amended.

Children's Online Privacy Protection Act of 1998, 18 U.S.C. §§ 6501-6505, as amended.

Children's Internet Protection Act 2002, 47 U.S.C. § 151, *et seq.*, as amended.

Protecting Children in the 21st Century Act, 15 U.S.C. § 6552-6553, as amended.

Computer Literacy: Objectives

~~The following objectives have been developed to provide a framework for teaching computer literacy. The objectives represent competencies which students should achieve by graduation from high school.~~

- ~~1. The student will define selected computer terminology. Descriptive statement: Such terminology will include the proper names of computer components and terms which indicate procedures and functions, e.g., byte, menu, load, interface, RAM, ROM.~~
- ~~2. The student will identify the basic components of a computer and describe the function of each. Descriptive statement: Emphasis will be on the functional component systems, e.g., central processing unit, input/output devices, memory.~~

3. ~~The student will load and run a prepared program. Descriptive statement: Skills emphasized are turning on the computer and appropriate peripherals, inserting the appropriate software and following instructions to complete the program.~~
4. ~~The student will use the keyboard to interact with the computer. Descriptive statement: These skills will include the use of special function and alphanumeric keys.~~
5. ~~The student will select and use an appropriate program to accomplish a given task. Descriptive statement: This involves task analysis, selection and use of compatible software packages.~~
6. ~~The student will describe a computer program. Descriptive statement: Emphasis will be on understanding that a program is a series of logical, sequential statements which instruct the computer to perform the operations necessary to solve a problem or complete a task.~~
7. ~~The student will analyze a simple problem and describe procedures to solve that problem. Descriptive statement: Emphasis is on the use of logical thinking and problem-solving skills. This does not require, but may include, the use of a computer and the writing of a simple program.~~
8. ~~The student will describe the recent development of computer technology and its applications in daily living. Descriptive statement: Emphasis will be on computer applications in the home, school and community. This may include the history of computer technology.~~
9. ~~The student will describe the potential and limitations of the computer. Descriptive statement: Emphasis will be on understanding the current and possible future capabilities of computers.~~
10. ~~The student will identify and evaluate major ethical, social and economic issues which relate to the use of computers. Descriptive statement: Emphasis will be on the broad influence of computers upon the many facets of society and resultant changes in patterns of thought and action.~~
11. ~~The student will explore computer-related careers and recognize the value of computer skills for future education and employment. Descriptive statement: Emphasis will be on the future use of computers in a variety of occupations and prerequisite skills needed for career planning.~~
12. ~~The student will describe electronic data bases as information sources. Descriptive statement: Emphasis is on information found in data bases and methods of information retrieval.~~

Regulatory Authority

Virginia Board of Education Regulations, Accreditation of Public Schools in Virginia (January 1993)

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APPROVED AS TO
LEGAL SUFFICIENCY

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