# Pathways to Progress: Responsible AI Implementation in Roanoke City Public Schools


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# Introduction

Artificial Intelligence (AI) is reshaping the future of education, offering tools that personalize learning, support educators, and streamline operations. For Roanoke City Public Schools (RCPS), AI represents an opportunity to enhance the overall educational experience by working smarted and preparing our studnets for the future. However, as with any powerful tool, its implementation must be guided by ethics, fairness, and transparency.

This document outlines RCPS's guiding principles, policies, and strategies for AI use, grounded in our mission to provide an inclusive, equitable, and high-quality learning environment for every student.

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# AI Principles and Policies

## Guiding Principles

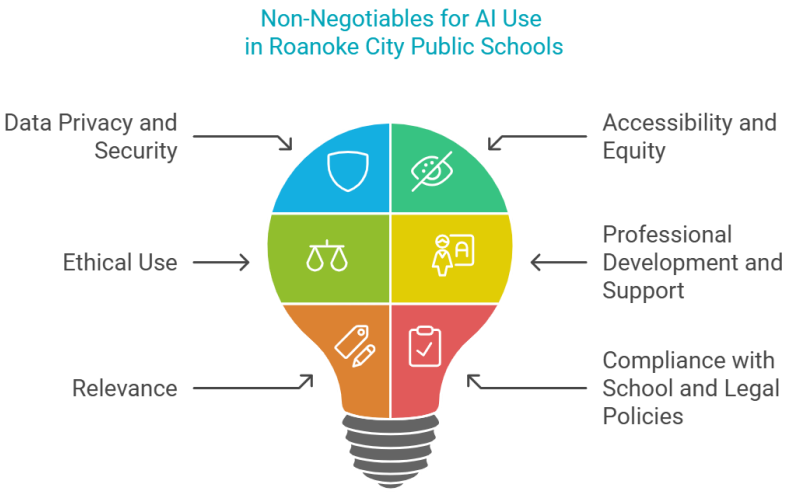
At Roanoke City Public Schools, our mission is to create an inclusive, equitable, and high-quality learning environment where every student can thrive. As generative artificial intelligence (AI) becomes an increasingly significant tool in education, we recognize its potential to personalize learning, enhance instructional practices, and optimize administrative efficiency. We also recognize that this rapidly changing technology can pose significant risks, including but not limited to bias, equity, and data privacy and security. RCPS seeks to mitigate those risks by establishing policies and procedures for the ethical and effective use of AI.

This document outlines RCPS's guiding principles for the responsible and intentional use of AI. Our goal is to harness AI as a tool to meet the diverse needs of our students, staff, and community, supporting their educational and personal growth while safeguarding ethical and equitable practices.

| Core Belief | Guiding Principle |
|---|---|
| We put students first. | Equip students and staff to use AI safely and effectively to enhance each student's educational experience. |
| We embrace equity and celebrate diversity. | Ensure equitable access to AI tools for all students and staff.<br><br>Ensure that AI tools are used to promote inclusivity, differentiate instruction, and eliminate bias. |
| We value effective, high-quality instruction. | Leverage AI to ensure all students have access to rigorous curriculum, high-quality instruction, and personalized learning experiences. |
| We value our community. | Foster understanding of AI throughout the RCPS community through training and transparent communication. |
| We value YOU! | Commit to a culture of perpetual growth and sustainability in AI use, assessing its impact and adapting over time. |

## Non-Negotiables for AI Use in Roanoke City Public Schools

RCPS is dedicated to fostering an inclusive, equitable, and high-quality learning environment that places students first. As Generative Artificial Intelligence (AI) continues to expand in education, we acknowledge its potential to enhance personalized learning, streamline administrative processes, and support instructional excellence. However, AI must supplement, not replace, teacher and staff roles. Critical aspects of education, including emotional, social, and behavioral support for students, must remain human-led.



The following non-negotiables ensure that AI use within RCPS aligns with our commitment to equity, safety, and educational integrity:

**1. Data Privacy and Security:** Students and employees' personally identifiable information (PII) will not be entered into AI systems.

**2. Accessibility and Equity:** Students and employees will not use AI systems to perpetuate biases or create inequities in access, content, or opportunities.

**3. Ethical Use:** AI outputs are advisory, not authoritative. All use of AI outputs must involve human review and approval and be aligned with existing RCPS policies and procedures, and state and federal laws.

**4. Professional Development and Support:** All staff must complete annual compliance training on responsible AI use, including understanding its limitations, ethical considerations, and appropriate applications. RCPS' Professional Learning Department will also provide regular and ongoing training and support related to the effective and ethical use of AI tools in alignment with RCPS' policies and procedures.

**5. Relevance:** AI must only be used for purposes directly related to instruction and administration for legitimate school business.

**6. Compliance with School and Legal Policies:** Only AI tools vetted and approved by the RCPS Technology Department may be used, in alignment with FERPA, COPPA, HIPAA, CIPA, and PPRA. Approved AI tools must undergo regular audits to ensure compliance with legal standards, privacy requirements, and district policies.

## Updated Acceptable Use Policies

The School Board has updated IIBEA/GAB-BR – Technology Use and GAAE-BR – Standards of Staff Conduct to address the use of artificial intelligence. In addition, 2025-2026 Student Code of Conduct included the addition of AI in relation to academic integrity.

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# Applications for AI in RCPS

Through RCPS' software approval process, a variety of AI-powered tools have been approved for use by students and/or staff. This guide provides an overview of each tool, its AI-driven

capabilities, and practical examples of its applications to empower educators and support student success.

# Getting Started with AI

Before diving in, it's important to understand how to approach AI responsibly and effectively. This section provides an overview to help educators, staff, and stakeholders begin their journey with AI.

## What is AI?

AI refers to technologies that simulate human intelligence, enabling machines to perform tasks such as understanding language, solving problems, and analyzing data. In education, AI can personalize learning, support teachers with time-saving tools, and improve decision-making processes.

## Why Use AI in Education?

AI can:

- Provide personalized learning experiences tailored to individual student needs.
- Offer tools for teacher productivity, like automating repetitive tasks or creating engaging materials.
- Support equity by offering accessible resources to students with diverse needs.

## Key Principles to Remember

- **Ethical Use**: Always use AI responsibly and with transparency.
- **Equity and Accessibility**: Ensure that AI tools are available to all students and staff, promoting inclusivity and removing barriers.
- **Privacy and Security**: Do not provide access to or input personally identifiable information (PII) of students or staff.
- **Collaboration**: Engage students, parents, and colleagues in understanding how AI enhances learning while addressing any concerns.

## Overview of Tools

**Office365**

Summary: Office365 includes AI features like predictive text, grammar checking, and data analysis tools in applications like Word, Excel, and Outlook.

AI Usage: AI is used for real-time collaboration, smart suggestions, and advanced data insights.

Examples:

- Writing assistance and error correction in Word.
- Data pattern recognition in Excel.
- Email prioritization and scheduling in Outlook.

**Adobe Express**

Summary: A graphic design tool that uses AI to simplify the creation of professional-quality visuals.

AI Usage: Smart cropping, image resizing, and content suggestions.

Examples:

- Designing classroom posters or social media graphics.
- Auto-generating templates for presentations or newsletters.

**BrainPOP**

Summary: An educational platform that uses AI to personalize interactive lessons for students.

AI Usage: Adaptive learning paths and custom quizzes based on student performance.

Examples:

- Engaging students with animated videos and tailored assessments.
- Monitoring student progress to identify areas for improvement.

**Canva**

Summary: A design platform featuring AI tools for creative projects, including presentations, posters, and videos.

AI Usage: Image enhancement, layout recommendations, and text-to-image generation.
Examples:

- Creating visually appealing classroom materials.
- Developing quick social media posts or flyers for school events.

**ChatGPT**

Summary: A conversational AI tool that generates text responses and assists with creative or research tasks.

AI Usage: Natural language processing to provide relevant and context-aware suggestions.

Examples:

- Drafting lesson plans or emails.
- Supporting students in brainstorming or writing assignments.

**Code.org**

Summary: A platform for teaching coding and computer science with AI-driven personalized feedback.

AI Usage: AI assesses student progress and provides hints or solutions in coding exercises.

Examples:

- Introducing students to block-based or text-based coding.
- Gamified activities that adapt to skill levels.

**Co-Pilot**

Summary: A Microsoft AI assistant for programming integrated into development environments.

AI Usage: Suggesting code snippets, debugging, and documentation generation.

Examples:

- Supporting coding courses with real-time AI assistance.
- Reducing time spent debugging student projects.

**Discovery Education (Discovery EDU)**

Summary: A digital resource platform that uses AI to deliver personalized and interactive learning experiences.

AI Usage: AI-driven search for relevant content, quizzes, and resources.

Examples:

- Curating multimedia content for science or history lessons.
- Assigning tailored learning modules to students.

**EMediaVA**

Summary: An educational media platform powered by AI for discovering and managing educational resources.

AI Usage: Recommends content based on teaching standards and user preferences.

Examples:

- Finding age-appropriate videos and activities for classroom use.
- Aligning resources with specific curriculum goals.

**Formative**

Summary: A tool for creating real-time formative assessments with AI to analyze student performance.

AI Usage: Identifies trends and offers actionable insights on student understanding.

Examples:

- Delivering quizzes and receiving instant feedback.
- Tracking student progress over time.

**Glowforge App**

Summary: A design and printing tool for laser cutting, using AI to optimize designs for fabrication.

AI Usage: Simplifies design adjustments and ensures precise cutting parameters.

Examples:

- Creating custom classroom tools or decorations.
- Supporting STEM projects like model-building or prototyping.

**Lightburn**

Summary: A design software for laser cutting and engraving, with AI features for image tracing and layout optimization.

AI Usage: Processes images and suggests engraving settings for specific materials.

Examples:

- Crafting awards, signs, or classroom decorations.
- Designing intricate projects for art or engineering classes.

**MyViewBoard**

Summary: An interactive whiteboard software enhanced with AI for collaboration and presentation.

AI Usage: Supports live annotations, handwriting recognition, and screen sharing.

Examples:

- Engaging students in collaborative problem-solving.
- Recording lessons for later review.

**Nearpod**

Summary: An interactive learning platform with AI-powered formative assessments and immersive tools.

AI Usage: Analyzes student engagement and provides real-time feedback.

Examples:

- Conducting polls, quizzes, or virtual field trips.
- Tailoring lessons based on student responses.

**Quizizz**

Summary: A gamified quiz platform using AI to analyze performance and suggest areas for improvement.

AI Usage: Customizes quizzes and provides detailed performance analytics.

Examples:

- Engaging students with competitive review games.
- Generating personalized quizzes to reinforce key concepts.

**Sway**

Summary: A presentation tool that uses AI to suggest layouts and design elements.

AI Usage: Automatically adjusts content to fit the selected design for an engaging visual experience.

Examples:

- Creating dynamic presentations for lessons or professional development.
- Showcasing student projects or reports

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# Challenges & Considerations

RCPS recognizes the potential risks of AI, including:

1. Equity of Access: Ensuring all students, regardless of socioeconomic status, have access to AI tools.
2. Data Privacy and Security: Adhering to FERPA, COPPA, and CIPA standards to protect student data.
3. Ethical Implications: Addressing biases in AI algorithms and fostering responsible use.

## AI Use Agreement (for companies)

This AI Use Agreement outlines the terms and conditions for utilizing the AI functionalities within this software. By agreeing to these terms, RCPS and the seller commit to responsible and lawful use of the software's AI capabilities, ensuring data privacy, regulatory compliance, and alignment with best practices.

**AI Use Agreement**

By purchasing this software, the buyer agrees to the following terms regarding the use of artificial intelligence features within the software:

1. Permitted Use: The AI features of this software are licensed for use solely for the buyer's internal business purposes. The buyer agrees not to use the AI functionalities for any unlawful activities or to generate content that violates any applicable laws or regulations.
2. Data Privacy: The buyer acknowledges and agrees that any data input into the software may be processed by the AI algorithms. The buyer is responsible for ensuring that all data shared with the software complies with relevant data protection and privacy laws.

3. Limitations of Liability: The seller shall not be liable for any damages resulting from the use of the AI features, including but not limited to any inaccuracies in the output, data loss, or any consequential damages.
4. Updates and Modifications: The seller reserves the right to modify, update, or discontinue the AI functionalities of the software at any time, with or without notice.
5. Compliance: The buyer agrees to use the AI features in compliance with all applicable laws, regulations, and industry standards.

By proceeding with the purchase, the buyer acknowledges that they have read, understood, and agree to abide by these terms.

# Accessibility and Usability Guidelines for AI Tools

Purpose: To ensure AI tools are accessible to all students and to promote an inclusive educational environment.

## Key Principles

Learner Agency: AI tools should support meaningful and engaging learning experiences

1. Multiple Means of Engagement:
    a. Encourage student choice and autonomy.
    b. Make learning relevant and enjoyable.
    c. Address biases and distractions.
    d. Foster collaboration and community.
2. Multiple Means of Representation:
    a. Customize how information is displayed.
    b. Use diverse perspectives and authentic representations.
    c. Clarify language and symbols.
    d. Connect new learning to prior knowledge.
3. Multiple Means of Action & Expression:
    a. Provide various ways for students to respond and navigate.
    b. Use multiple media for communication.
    c. Support different methods of expression and creativity.
    d. Set meaningful goals and plan for challenges.

## Accessibility and Usability Considerations

- Equitable Access: Ensure AI tools are accessible to all students, considering differences in socioeconomic status, disabilities, and diverse abilities.

- Equality vs. Equity: Bridge access gaps by providing additional supports and services as needed.
- Usability: Ensure AI tools meet accessibility standards and are usable by all, considering auditory, visual, physical, and mobility differences, as well as diverse languages, backgrounds, and algorithmic biases.
- Socioeconomic Considerations: Address barriers to AI tool access to ensure equitable opportunities for all students.
- Supportive Documentation and Training: Provide clear, regularly updated resources and training.
- Community Involvement: Engage parents, caregivers, and local communities in the AI integration process.
- Intuitive Interface Design: Choose AI tools with user-friendly interfaces.
- AI in Classroom Culture: Incorporate digital literacy and AI use into classroom culture.
- AI Literacy: Enhance AI literacy among all district employees.
- Holistic Accessibility Training: Provide training for the entire educational community.
- Accessible Customer Support: Ensure AI tools offer prompt and accessible support services.
- Ethical AI Maintenance Support: Provide ongoing technical support for safe and ethical AI use.

This overview ensures that AI tools are accessible and beneficial to all students, fostering an inclusive and supportive educational environment.

# AI Use Transparency & Tracking

| Name of Resource/Law | What does the law/resource provide? | What considerations should be applied to AI use? | RCPS Principles, Policies or Guidance | Location for more information on connections to AI | Current Status |
|---|---|---|---|---|---|
| FERPA | Provides families protections regarding student educational records. | Schools must have written procedures in place to ensure the privacy of education records. Schools should also provide notice to parents and eligible students annually of their rights under FERPA. Schools must limit access to student records to only those with a legitimate educational interest. This includes limiting the disclosure of directory information and any surveillance data to protect the privacy of students. | -JO - Student Records | - US Department of Education<br><br>- Laws & Guidance | Current Pol... |
| COPPA | Protects the privacy of children under 13 online. | AI tools used in schools must comply with COPPA by obtaining verifiable parental consent before collecting personal information from children under 13. | - GAB/IIBEA - Acceptable Computer System Use - GAB-R/IIBEA-R - Technology Use Guidelines | - US Department of Education<br><br>- Laws & Guidance | Current Pol... |

| | | | | | |
|---|---|---|---|---|---|
| Executive Order 13960 | Promotes the use of trustworthy AI in government. | AI systems in education should adhere to principles of transparency, fairness, and accountability. | - GAB/IIBEA - Acceptable Computer System Use - GAB-R/IIBEA-R - Technology Use Guidelines | - US Department of Education<br><br>- Laws & Guidance | Executive O... |
| Virginia Executive Order 30 (2024) | Establishes safety standards for AI use in state government and education. | Emphasizes responsible and ethical implementation of AI, including the development of AI Education Guidelines for K-12 and postsecondary institutions. | - GAB/IIBEA - Acceptable Computer System Use - GAB-R/IIBEA-R - Technology Use Guidelines | - Virginia Legislative Information System | Executive O... |
| Virginia Senate Bill 385 | Mandates the creation of guidelines for AI use in public schools and higher education. | The workgroup must present findings and recommendations on AI use in education by November 1, 2024. | - GAB/IIBEA - Acceptable Computer System Use - GAB-R/IIBEA-R - Technology Use Guidelines | - Virginia Legislative Information System | Current Pol... |

# Implementation Strategy

The phased implementation of AI at Roanoke City Public Schools ensures a thoughtful and strategic rollout that prioritizes staff training, clear communication, and effective integration of AI tools into daily operations. By the end of these phases, all staff will understand why to use AI, what to use, how to use it, and when to use it.

## Timeline

| Phase | Date | Focus | Tasks | School Board Engagement |
|---|---|---|---|---|
| **Phase 1** | Dec. 19, 2024 | Laying the Foundation | - Establish SOPs and Strategic Plan.<br>- Begin Professional Development (PD) sessions.<br>- Launch Communication Plan.<br>- Form Software Review Committee.<br>- Develop Feedback Form. | Prepare initial update to be presented on Jan. 28 |
| **Phase 2** | Spring Break | Expanding Understanding and Adoption | - Launch Intranet page with AI resources.<br>- Evaluate and revise AI guidelines.<br>- Update Acceptable Use Policy (AUP).<br>- Update DLT on progress.<br>- Refine Feedback Form. | Present Phase 2 progress and evaluations in Spring 2025. |
| **Phase 3** | Aug. 22, 2025 | Full Implementation and Staff Mastery | - Train staff on why, what, how, and when to use AI.<br>- Finalize PD sessions and updated guidelines.<br>- Deploy full AI Toolkit on Intranet page.<br>- Script training plans. | Deliver final Board presentation in July/August summarizing outcomes. |

# Academic Integrity/Citations

## Student Code of Conduct

### Cheating/Dishonesty

Students are expected to perform honestly by producing their own work and demonstrating respect for the intellectual property of others.

The following acts are prohibited:

A. Cheating: Cheating includes the giving, receiving, or use of unauthorized aid or assistance and the giving or receiving of unfair advantage on academic work. This includes the unauthorized use of technology, the internet, or artificial intelligence (AI) tools.

B. Plagiarism: Plagiarism is using or copying the language, structure, idea, or thought of another and representing it as one's own work. This includes copying material from the internet or AI tools, like ChatGPT or other generative programs, without proper citation or permission.

### Responsible Use of Artificial Intelligence

Students are encouraged to use AI tools responsibly and ethically as part of their academic work. Responsible use includes:

1. Authorization: Students must receive teacher approval before using AI tools for assignments, projects, or research.
2. Citation: AI-generated content must be appropriately cited, acknowledging the tool used and the date it was accessed. For example:
    - *Generated by ChatGPT, OpenAI, December 2024.*
3. Demonstrating Learning: The use of AI tools is not a substitute for understanding the material. While AI can assist in research or brainstorming, it does not provide verifiable sources for its responses, nor can it guarantee the accuracy or reliability of its information. Students must demonstrate their own understanding of the topic through analysis, synthesis, and personal reflection in their submitted work.

4. Research Limitations: AI tools do not disclose how or where the information they generate is sourced. For this reason, students must verify any information obtained from AI tools using credible, teacher-approved resources.
5. Prohibited Uses: AI tools must not be used to:
    - Complete assignments intended to assess personal knowledge or skills.
    - Evade academic responsibilities by submitting AI-generated work as original content.
    - Misrepresent understanding by solely relying on AI tools without additional research or personal input.

**Integrity and Accountability**

While AI tools can be a valuable resource for exploring ideas, they cannot replace the learning process or personal effort required to master academic material. Students must prioritize developing their own understanding and demonstrating their knowledge in a clear and authentic way.

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## Be SMART When Using AI!

**S – Seek Approval**
Before using AI tools for assignments, always get permission from your teacher to ensure proper use.

**M – Mark Your Sources**
Cite AI tools and other sources clearly, acknowledging where the information or ideas come from.

**A – Analyze and Verify**
Double-check the information provided by AI tools using credible resources. Don't rely solely on AI-generated content for accuracy.

**R – Reflect and Demonstrate Learning**
Show evidence of your understanding by analyzing, synthesizing, and building upon the information. AI can assist, but your work must demonstrate your personal insights and effort.

**T – Think Before You Submit**
Avoid using AI to complete tasks meant to measure your knowledge or skills. Always ask: *Am I showing what I have learned?*

# Conclusion

RCPS is committed to leveraging AI responsibly to support the diverse needs of our students, staff, and community. By integrating AI into our educational framework, we aim to provide equitable opportunities and prepare students for success in an AI-driven world.

Call to Action:

- Educators: Embrace AI as a tool to enhance teaching and learning.
- Families: Partner with us to understand and support the use of AI in education.
- Community: Join us in fostering a culture of innovation, equity, and responsibility.

# Appendix A: Glossary of Generative AI Terms

**Algorithm**
A set of instructions or rules designed to solve a problem or perform a task. In generative AI, algorithms are used to train models and generate new data, such as text, images, or audio.

**Artificial Intelligence (AI)**
The simulation of human intelligence in machines, enabling them to perform tasks like learning, reasoning, problem-solving, and understanding language.

**Dataset**
A structured collection of data used to train AI models. In generative AI, datasets provide examples the model learns from to generate new outputs.

**Deep Learning**
A subset of machine learning that uses neural networks with multiple layers to analyze data. It's the foundation of many generative AI models.

**Fine-Tuning**
The process of adapting a pre-trained AI model to perform specific tasks by training it further on a smaller, specialized dataset.

**Generative AI**
A type of AI that creates new content, such as text, images, music, or videos, by learning patterns from existing data.

**Language Model**
An AI system trained to understand and generate human language. Examples include GPT (Generative Pre-trained Transformer) and BERT (Bidirectional Encoder Representations from Transformers).

**Machine Learning (ML)**
A field of AI focused on creating systems that can learn and improve from experience without being explicitly programmed.

**Model**
The mathematical representation of a generative AI system. A model is trained on data to learn patterns and generate new content.

**Natural Language Processing (NLP)**
A field of AI that enables machines to understand, interpret, and generate human language.

**Neural Network**
A computing system inspired by the structure of the human brain, consisting of layers of interconnected nodes (neurons) that process data.

**Overfitting**
A problem in AI training where a model performs well on its training data but poorly on new, unseen data, due to being too specialized.

**Prompt**
The input or instruction given to a generative AI system to guide its output. For example, typing "Write a poem about autumn" into a text generator.

**Token**
A unit of data, such as a word or character, used by language models to process and generate text.

**Transformer**
A type of deep learning model architecture that processes data in parallel, making it highly effective for NLP tasks. Transformers are the foundation of models like GPT and BERT.

**Training**
The process of teaching an AI model to recognize patterns by exposing it to large datasets and adjusting its parameters.

**Zero-Shot Learning**
The ability of an AI model to perform tasks it has not been explicitly trained on, based on its understanding of related concepts.\

# Appendix B: Revisions to IIBEA-BR

The School Board provides a Roanoke City Public Schools (RCPS) computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation, and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD, cabling, and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, desk phones, cell phones, cameras, projectors, multimedia devices, workstations, the internet, Artificial Intelligence (AI) systems, and other electronic services, and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.

Thesesis regulationspolicy applyies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this policy which serves as and the Technology Use Guidelines established by the superintendent.

The superintendent is responsible for establishing Technology Use Guidelines containing the appropriate uses, ethics, and protocols for use of the computer system. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines. Users are responsible for being knowledgeable about online safety issues and are required to participate in division-endorsed online safety courses. It is the responsibility of all users to report any misuse of RCPS computer systems or security problems with RCPS computer systems.

All use of AI-generated outputs must involve human review and approval and be aligned with existing RCPS policies and procedures, and state and federal laws.

Technology UseThe Guidelines include:

1. a prohibition against use by Division employees and students of the division's computer equipment and communications services for sending, receiving, viewing, or downloading illegal material via the internet;

2. provisions, including the selection and operation of a technology protection measure for the Division's computers having internet access to filter or block Internet access through such computers, that seek to prevent access to:
   child pornography as set out in Virginia Code §18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
   obscenity as defined by Virginia Code §18.2-372 or 18U.S.C. § 1460; and
   material that the school division deems to be harmful to juveniles as defined in Virginia Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
3. provisions establishing that technology protection measures are enforced during use of the Division's computers;
4. provisions establishing that all usage of the computer system will be monitored;
5. provisions designed to educate students about appropriate online behavior, including interacting with students and other individuals on social networking websites, in chat rooms, and cyberbullying awareness and response;
6. provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities;
7. provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
8. provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors and employees;
9. a prohibition against use of the division's computer equipment and communications services for posting or using electronic mail to distribute personally identifiable information or other confidential information unless measures are taken to ensure confidentiality. RCPS may review all email sent, received, and deleted by any user;
10. a prohibition against interfering with the daily operation of RCPS computer systems, including knowingly placing computer malware on or within any computer;
11. a~~A~~ prohibition against entering Students and employees' personally identifiable information (PII) or other confidential data ~~will not be entered~~ into AI systems;~~.~~
12. a prohibition against using computer systems to perpetuate biases or create inequities in access, content, or opportunities;
13. a prohibition against engaging in any commercial or fundraising purpose, furthering any political or religious purpose, or offering goods or services for personal use;
14. a prohibition against installing software (~~including~~ to include free downloads from ~~free~~ websites), utilizing online web applications (to include AI systems) or hardware (to include cabling) without approval by the Department of Technology.
15. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other potentially offensive media. Parents are responsible for monitoring their students' uses of the school division systems and of the Internet from home or non-school locations.

16. a component of internet safety for students that is integrated in the Division's instructional program; and
17. Bring your own Device (BYOD) is prohibited except in cases where the device is being used for authentication and for communication in an emergency. There should be no expectation that these devices will work or be supported for use on RCPS networks, nor should they be used to view, transmit, or store Division Data. The Division has made devices available to staff and students, if you need a device, please see your supervisor. Exceptions may only be approved by the Technology Department.

Use of the School Division's computer system must be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. The Division's computer system is not a public forum.

Users of the division's computer system have no expectation of privacy for use of the division's resources or electronic devices including non-division-owned devices while connected to division networks or computer resources. Only RCPS-supported networks should be used within the Division.

Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify administration and/or Technology immediately. All users shall keep their passwords confidential and shall follow the Standard Operating Procedures outlined by Technology. In compliance with Va. Code § 2.2-03, § 2.2-2009, § 2.2-5514 we will comply with the reporting requirements.

Roanoke City Public Schools ~~Division~~ solely and exclusively owns and retains all rights, title, and interests, whether express or implied, in and to any and all Division data. Employees and contractors have no and acquire no right, title, or interest, whether express or implied, in and to Division data. School division employees should be aware that any data on the school division's computer systems may be subject to review, disclosure, or discovery under federal and state statutes, Family Educational Rights and Privacy Act of 1974 (FERPA), § 2.1-342 Code of Virginia (Inspection of Official Records) and School Division Policy JFG and KBE.

Prior to the creation or utilization of any web applications, websites, or webpages within~~g~~ the RCPS network, individuals or departments must submit a formal request to the Technology and/or Communications & Marketing Department(s). Any web applications, websites, or webpages outside the RCPS network, that will utilize RCPS student/staff data in any manner must be pre-approved by the Technology Department before use.

RCPS strictly prohibits the unauthorized use of student and staff data to be used for the creation, access, or usage of web applications, websites, or webpages by students, faculty, staff, and any other individuals associated with the district.

Unauthorized student use of any type of electronic device is prohibited during instructional time unless it is being used for instructional purposes at the discretion of the student's teacher. Students are not permitted to use any communication device to record another student or school staff member without permission from the principal. The Division is not liable for devices brought to school or school activities. If a student possesses or uses such devices, other than as permitted by policy, disciplinary sanctions may be imposed. The device may be confiscated from the student by the school administration and returned only to the student's parent or authorized representative. Virginia Code § 221-279.6 authorizes a school board "to regulate the use or possession of beepers or other portable communication devices."

The failure of any user to follow the terms of this policy, or the Technology Use Guidelines may result in loss of computer system privileges, monetary reimbursement, disciplinary action, and/or appropriate legal action. Administration may request that the Department of Technology deny, revoke, or suspend specific user access in the event of a violation or known breach of division computer systems.

Roanoke City Public Schools and the Virginia Department of Education make no warranties of any kind, either expressed or implied, for RCPS computers systems. Use of the school division's computer systems is at the user's own risk. The systems are provided on an "as is, as available" basis. RCPS and the Virginia Department of Education are not responsible for any damages incurred, including but not limited to loss of data resulting from delays or interruption of service, damage to personal property used to access RCPS resources; for the accuracy, nature, or quality of information stored on RCPS resources or gathered through RCPS Intranet or the Internet; or for unauthorized financial obligations incurred through RCPS-provided access. All provisions of this agreement are subordinate to local, state, and federal statutes. The School Board is not responsible for any information that may be lost, damaged, or unavailable when using the computer system or for any information retrieved via the internet. Furthermore, the School Board is not responsible for any unauthorized charges or fees resulting from access to the computer system. The Superintendent is responsible for ensuring that the Executive Director of Technology reviews and makes recommendations, if necessary, to this Board Regulation every two years.

Legal Refs:
18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.
Code of Virginia, 1950, as amended, § 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-78, 22.1- 279.6 and 22.1-70.2.
Cross Ref.:
Refs:
IIBEA-Acceptable Computer System Use JFC-Student Conduct