

Gilmer County School System
Ellijay, Georgia

Three-Year Technology Plan
July 1, 2011 – June 30, 2014

Submitted to ETTC and the State DOE for approval – 04/15/2011

Superintendent

Dr. Bryan Dorsey

<i>Table of Contents</i>	
Vision for Technology Use	3
Current Reality	4
Data Sources	4
Access to Technology	4
Access to Technology – Gap Analysis	5
Instructional Technology Use	5
Instructional Technology Use – Gap Analysis	5
Administrative Technology Use	6
Administrative Technology Use – Gap Analysis	6
Parent/Community Technology Use	7
Parent/Community Technology Use – Gap Analysis	7
Goals, Benchmarks, and Strategies	8
Communication and Marketing	12
Professional Development	12
8 th Grade Technology Literacy	13
Appendices	14
Internet Acceptable Use Policy	14
Policies for ensuring interoperability and for redeploying equipment	15
CIPA Compliance	16
Children’s Internet Protection Act – Synopsis	17

I. Vision for Technology Use

Compose an overall mission and/or vision which describes the steps the LEA is taking to ensure all students/teachers have increased access to technology. Include a list of specific vision statements for system educational improvement over a three year period.

The mission of the Gilmer County School District Technology Department is to prepare students to achieve technology literacy and the highest learning standards by engaging a high quality staff, involved parents, and a supportive community.

The vision for technology use is to improve and extend teaching and learning through the meaningful use of technology in our schools. Through the support and training of our staff, Gilmer County students will be technologically empowered, life-long learners who will be prepared to enter the next phase of their education and become effective members of the workforce.

We will strive to provide our teachers and students with 21st Century instructional materials, equipment, sustained support, and training. We will utilize members of the Gilmer County Technology Services staff, local experts, and outside experts to provide technology related opportunities to improve student achievement and productivity.

The vision of the Gilmer County School System for technology use includes the desire to implement the following:

- Offer students, teachers, administrators, and parents mobile and high-speed access to current information to empower problem solving, decision making, and collaborative learning.
- Provide equal opportunities and assistive technologies for students with special needs or disadvantaged sub groups.
- Provide 21st Century standardized equipment and resources in all academic classrooms.
- Restructure classroom instruction to make it valid, goal-oriented, and connected to 21st Century technology.
- Engage in continuous evaluation of instructional practices and technology integration to monitor student and teacher technology literacy in accordance with National Technology Literacy standards.
- Create baseline standards for classroom technology and strive for system wide purchasing policies.
- Provide high performance, web-based software to administrative personnel that will allow easy data collection and distribution to school personnel.

Classrooms meeting the baseline standard for a 21st Century classroom had the following components:

- *Three to five modern computers (laptops or desktops)*
- *A data projector (ceiling-mounted or cart-mounted) with necessary cabling*
- *Interactive whiteboard (wall-mounted or hand-held) with accompanying software*
- *A visual presenter and/or student response system*

II. Current Reality

Identify your data sources. What data does your technology inventory survey tell you? Compose a narrative analyzing the gap in access to technology across the district. Address the following groups—instructional, administrative, parent/community, system readiness/system support—personnel/resources.

Schools Combining

Due to system restructuring the charts below will reflect our new school structure. The numbers for students and computers are estimates based on our current numbers. The estimates should be very close to reality for our new schools.

Data Sources

Gilmer County Schools utilizes the following data sources to collect valuable data for informed technology planning decisions.

- Annual technology budget which identifies:
 - Capital purchases, training, and support expenditures.
 - New and alternative funding sources.
- Annual software/technology utilization report that monitors school use of technology equipment.
- Ongoing gap analysis of equality of technology resources between schools.
- Annual technology inventory submitted to State Department of Education which includes:
 - Definition of “modern computer specifications” which leads to replacement of dated equipment.
 - Ratio of student to computers to ensure adequate technology access in all school settings.
- Annual technology literacy assessment to evaluate students.

Access to Technology

Hardware

Figures taken from latest data, 2010-2011 Hardware Survey

School	Number of Students	Modern Computers	Students per Modern Computer
EES/PreK	1314	584	2.25
MVE	560	249	2.25
GMS/CAS	775	344	2.25
CCM	712	316	2.25
GHS	1235	583	2.11

Technicians

Figures taken from latest data, 2010-2011 Hardware Survey

Technician	Technician to Total Computer Ratio
EES/PreK/MVE	876 to 1
GMS/CCM	660 to 1
GHS/MVE	875 to 1

Gap Analysis - Access to Technology

Review of our current inventories and compiled data shows that most schools have a good student to computer ratio. All schools should continually evaluate their usage to ensure that their existing systems are being used to their fullest extent. Our short term budgeting goals should include replacing all outdated equipment.

There are two parts to maintaining an effective computer ratio: a solid replacement plan and teacher laptops. Currently we try to maintain a five year replacement cycle. Five years is the maximum effectiveness for most computer equipment and is two years longer than an average business cycle.

Teacher laptops are limited to traveling teachers and teachers with special circumstances. As the need has grown for teachers to have their resources with them in and out of the classroom the need for laptops has grown. The system should look at three year lease possibilities. The lease cost can become a regular budget line item allowing effective equipment to be kept in the hands of all teachers.

Our current technician to computer ratio is very high. All technicians currently travel. The system should consider hiring Para-professionals who can handle low level technical issues freeing the technicians to work on more in-depth problems.

Technology Use

Instructional Use

All Schools

All schools in the system are networked internally with 100Mb connectivity. The WAN is fiber-based with speeds between schools of 1Gb. All school networks are maintained by the technology department. The WAN is leased through Ellijay Telephone Company. All schools should have full wireless coverage by the beginning of the 2011-2012 school year.

Some rooms still do not have installed projectors. It is a priority to finish installation of these for each classroom.

Gap Analysis – Instructional Technology

The most frequent request during sessions with each school's technology committees was access to 21st Century classroom equipment. The basic equipment would consist of a ceiling mounted projector and an

interactive board (or a hand-held pad). Additions to this would include document cameras and student response systems. The system should evaluate the need for this equipment and develop a plan for deployment.

Trends indicate that we will be moving towards more laptop use especially with mobile labs. Mobile lab equipment is used more often than individual classroom computers. It is a better ROI to have equipment used as much as possible. Netbooks are now more powerful and their lower prices make them an attractive replacement to traditional laptops in mobile labs. The additional of district-wide wireless will support this initiative.

While almost 100% of our teachers are In-Tech certified and they are excited about technology some of them lack the necessary skills to take full advantage of what is available. Access to technology is not measured by the presence of a computer. Faculty and students need to understand how to use the technology in their day-to-day activities. According to our staff surveys we will continue to need meaningful and comprehensive staff development in addition to modern equipment.

There is a need to develop clear software purchasing standards. This should logically flow from curriculum with technology evaluating the technical part of the proposal. This process should guarantee that software that fills a particular need is used for that same need throughout the school system instead of using competing software to fill the same need. No instructional software should be purchased without direct approval of curriculum and technology. If possible, only web-based software should be considered.

We currently have a policy in place concerning hardware purchases. To reiterate, no hardware should be purchased without direct approval of the technology department.

Administrative Technology Use

Administrative applications available to the district include e-mail, student information management, food services, and district financial and personnel information.

Currently, the Gilmer County School system uses PowerSchool for its SIS. PowerSchool is a web-based application that runs on a centralized server. Data is consolidated at the district level. PowerSchool also includes a web-based grade book that can be utilized from any Internet connected computer. Grade book student demographics and schedules are populated from data entered by each school scheduling staff. Grades are entered by the teachers and are stored at the district level allowing immediate access to teachers, administrators, district-level personnel, and parents.

PCGenesis is the district financial software package. PCGenesis is a client-server based DOS program written in COBOL. Access is available only to central office employees. All district financial, personnel, and purchasing information is controlled by PCGenesis.

Gap Analysis – Administrative Technology

PCGenesis is our oldest administrative system in terms of years of use and its technology. Only central office staff has access. All POs must be processed on paper and most information must be entered on the requisition and then reentered into PCGenesis. An evaluation should be performed with the finance department to look at the long-term viability of this program.

Improvement in our student data entry and procedures is necessary. This includes common procedures for data entry, data maintenance, training of data staff, and reporting (FTE and Student Record). Students rely on accurate student data for grades and attendance, transfers, and transcripts. Besides these, our system is allotted funds from the state through the FTE process.

As with our teachers, our building-level and central office administrators have a growing need for technology literacy. As state and federal programs move to more data driven models our administrators need to be able to gather data and manipulate it as needed. Common administrative technology issues should be evaluated and a training program implemented to meet their needs.

Parent/Community Technology Use

Gilmer County Schools utilizes e-mail, websites and other social media to promote better communication between schools, staff, parents and community members. Student attendance, demographic information, and grade book files are available through PowerSchool Parent. Using an encrypted connection parents and guardians can access available information on their own children. The Gilmer County school system has taken measures to accommodate parents with limited English skills by providing documents in Spanish as well as English. An automated phone calling system allows schools and district administrators to relay attendance, school event notices and emergency information.

Gap Analysis – Parent/Community Technology

Access to PowerSchool Parent is available to parents of K-12 students. All grades can access attendance. Grades 1-12 can access grades. Kindergarten uses a standards-based report card and currently this data is not easily reported through the PowerSchool grade book.

While the system website features upcoming events, school calendar, lunch menus, and special pages for clubs and sports there is a need for more up to date information. The intent is that schools and teachers will post information specific to their classroom, club, or other school-sponsored activities but some teachers are not comfortable with web page management. Increased training and assistance is needed to eliminate this issue.

Goals, Benchmarks, and Strategies

Access to Technology Goals

Goal 1:	Replace computers in a timely manner.				
Strategies	Benchmark	Evaluation Method	Funding Source/Estimated Budget	Responsibility List	Notes
Continue the 5-year replacement cycle for computers.	All students will have access to appropriate computers.	Annual Technology Inventory	Local Funds SPLOST 2012: \$280,000 2013: \$285,000 2014: \$290,000	Director of Technology	This is an ongoing strategy.
Explore a 3-year lease for teacher laptops	All teachers will have access to appropriate computers and will have the ability to work in a mobile environment.	Annual Technology Inventory	Local Funds SPLOST 2012: \$275,000 2013: \$275,000 2014: \$275,000	Director of Technology	This was considered but not funded. We will continue to explore this option.
Explore virtual desktops (VDI) as a desktop replacement strategy	All student and faculty will have access to appropriate computer resources.	Annual Technology Survey	Local Funds SPLOST 2012: \$30,000 2013: \$30,000 2014: \$30,000	Director of Technology	VDI continues to improve. We will evaluate solutions as the technology matures.

Goal 2:	Each school will have timely access to technical support.				
Strategies	Benchmark	Evaluation Method	Funding Source/Estimated Budget	Responsibility List	Notes
Maintain a technician to computer ratio no higher than 200-to-1 by hiring two additional Para-	Students and staff will have timely access to technical support.	Annual Technology Inventory Online Help Desk	Local Funds 2012: \$45,000 2013: \$45,000 2014: \$45,000	Director of Technology	This is an ongoing strategy.

professional level technicians.					
---------------------------------	--	--	--	--	--

Instructional Goals

Goal 3:	Continually update and improve 21 st Century technology access.				
Strategies	Benchmark	Evaluation Method	Funding Source/Estimated Budget	Responsibility List	Notes
Provide LAN/WAN and wireless access robust enough to handle streaming video, voice over IP, and distance learning applications.	All classrooms will have high speed access to online resources and all schools will be wireless by school year 2011-2012.	Annual Technology Inventory	Local Funds SPLOST E-rate WAN: 2012: \$96,000 2013: \$96,000 2014: \$96,000 Wireless Install: 2012: \$175,000 2013: \$10,000 2014: \$10,000	Director of Technology Network Administrator	We will continue to pursue a robust network with upgrades performed as often as possible.
E-rate applications will be filed to apply for discounted rates for leased lines, Internet connectivity, and the district's phone system.	E-rate applications will be filed annually for any eligible services	Annual technology budget Telecommunication bills	E-rate Local Funds Amount: Contingent upon USAC awards.	Director of Technology	This is an ongoing strategy.

Provide access to data projectors, interactive wireless pads, and other 21st Century classroom equipment.	Schools in the system will review and acquire, as appropriate, 21 st Century equipment for each classroom by 2012.	Annual Technology Inventory Annual gap analysis	Title I SPLOST Local Funds Contingent upon start date: \$150,000	Director of Technology Curriculum Director School Technicians	This goal was mostly met during our last 3-year plan but some classrooms remain.
Goal 4:	Improve student academic performance, technology literacy, and motivation.				
Strategies	Benchmark	Evaluation Method	Funding Source/Estimated Budget	Responsibility List	Notes
Utilize motivational, instant feedback test practice materials both in print and online to assist students in preparation for state testing.	Students passing the CRCT and GHSGT will increase 5% in all subject areas over the next three years.	Software / technology utilization report	Title I Local Funds 2012: \$20,000 2013: \$20,000 2014: \$20,000	Curriculum Director Math Coaches and other Instructional Leaders Instructional Technology Specialists	This is an ongoing strategy.
Utilize software to disaggregate data for the purpose of differentiating instruction and increasing student achievement in all subgroups including special education.	The District will evaluate available software and implement by 2014.	Annual gap analysis	Title I Title II Local Funds 2012: \$30,000 2013: \$15,000 2014: \$15,000	Curriculum Director Instructional Technology Specialists Director of Technology	Software was evaluated but with the addition of the State LDS we have put this on hold. We will continue to monitor this goal.
Ensure that	Schools in	Annual	Title I	Curriculum	This is an

technology is an integral component of the instructional program and assess student technology achievement	the system will update technology curriculum and assess technology literacy in relation to NETS technology standards.	technology literacy survey	Local Funds 2012: \$7,500 2013: \$7,500 2014: \$7,500	Director Instructional Technology Specialists Director of Technology	ongoing strategy.
Evaluate student desktop distribution and usage to determine if it would be more effective to purchase stationary and/or mobile labs.	The district will evaluate distribution and implement by 2014.	Annual hardware survey. Annual technology literacy survey.	Local Funds SPLOST Funds 2012: \$20,000 2013: \$10,000 2014: \$10,000	Director of Technology Curriculum Director	We are evaluating the effectiveness of netbooks/tablet vs. desktops.

Goal 5:	Utilize technology to support the professional growth of all staff to maximize student learning.				
Strategies	Benchmark	Evaluation Method	Funding Source/Estimated Budget	Responsibility List	Notes
Develop technology training courses that align with technology goals and teacher requests	Evaluate the level of technology integration with the LOTI evaluation instrument	Training needs survey LOTI Report	Local Funds 2012: \$5,000 2013: \$5,000 2014: \$5,000	Curriculum Director Instructional Technology Specialists Director of Technology	This is an ongoing strategy.

Administrative Goals

Goal 6:	Increase the application and use of technology to enhance job performance and productivity.				
Strategies	Benchmark	Evaluation Method	Funding Source/Estimated Budget	Responsibility List	Notes
Provide in-	All faculty and	LOTI	Local Funds	Curriculum	This is an

depth training for all staff involved with administrative software and evaluate administrative staff proficiency through a “train the trainer” model.	staff will attain intermediate proficiency levels in job related technology applications by 2014.	Training survey needs	2012: \$15,000 2013: \$15,000 2014: \$15,000	Director Instructional Technology Specialists Director of Technology	ongoing strategy.
Evaluate replacements for PCGenesis	Evaluate performance of PCGenesis with desired goals	Survey of central office financial staff and building level administrators	Local Funds One time cost: \$200,000 (approximate for replacement of software)	Finance Director Finance Staff Technology Director	PCGenesis currently meets our needs. If this changes we will revisit this goal.

Parent/Community Uses of Technology Goals

Goal 7:	Utilize technology to enhance communications with the community.				
Strategies	Benchmark	Evaluation Method	Funding Source/Estimated Budget	Responsibility List	Notes
Provide parents access to assigned materials and assistance through teacher and school sponsored websites	Monitor teacher website updates and parent use of school sponsored websites	Quality website rubric	E-rate Local Funds 2012: \$15,000 2013: \$15,000 2014: \$15,000	Instructional Technology Specialists Director of Technology	This is an ongoing strategy. As the online world changes the strategies we use to interface with the public change as well.

III. *Communication and Marketing*

Describe strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways. How are we sharing what we are doing? How can we show that the way we are sharing is meeting our needs? How are we encouraging more people to be actively involved with the system?

The Gilmer County School System uses press releases, web sites, and social media to keep the community informed about school activities and progress. System, school, and teacher websites are used extensively to communicate with parents and the community. The websites contain school start and release times, assignments, course syllabi, and announcements among other information. The system website features upcoming events, recent school news, the school calendar, lunch menus, a message board and special pages with links and information for parents, students, and community members.

The parent portal allows parents and guardians to view academic progress, and attendance. Test results and progress within schools and the system are also presented on the system website, in the local newspaper and in newsletters sent out monthly.

All Gilmer County schools maintain an automated phone system that calls the home telephone of students who are absent from school. The same system is used to alert parents of emergencies, announcements, changes of schedule, or other important information.

School related articles regularly appear in the local town newspaper, *The Times-Courier*, which also includes a section written by the students in the Gilmer County High School Journalism Class.

Because of the large Hispanic population in Gilmer County, much of the written information is presented in Spanish as well as English. Most phone announcements are also bilingual in an effort to involve as many families as possible.

IV. *Professional Development*

Describe how the local educational agency will provide professional development and ensure that specific funds like E-Rate and other sources are spent on scientifically and/or evidence based practices in relation to the purchase of technology and technology tools.

The bodies of research on technology integration should be disaggregated to allow policy makers, school administrators, and classroom teachers access to the most consistent data to make informed decisions. These decisions should revolve around two critical components, (1) the type of technology-focused professional development needed for classroom practitioners to integrate technology in a manner that would result in increased student achievement and (2) the type of hardware and software needed to maximize achievement.

Gilmer County School System seeks to provide high-quality professional development programs with follow-up and support that promotes knowledge and enhances skills related to the use of technology for productivity, teaching, and learning. To accomplish these goals, courses, conferences, workshops, site visitations and other related activities are results-driven, standards-based, job-embedded, and aligned with system level goals.

In addition, any school or group (and even an individual) within a school can request specific training on any and all technology applications available within the classroom. Professional learning courses are offered that promote current system initiatives, increase skill and productivity in specific applications, provide strategies for using technology to enable or enhance learning, and provide hands-on training of emerging technologies in accordance with the Georgia Performance Standards.

Funding for technology equipment, software, and training comes from a variety of sources including Title program funding and local funds. Using best practices research, curriculum standards, technology plan documentation, and recommendations from technology department members, school personnel make decisions about system-level equipment purchasing that will maximize student achievement.

V. 8th Grade Technology Literacy

Evidence of the tools and strategies defining technology literacy are clearly outlined. An estimation of the students' school-based experiences with developing technology skills and technology literacy at all grade levels. Evidence of the tools and strategies the LEA is implementing to ensure that all students are technologically literate by end of 8th grade.

The Gilmer County School District is currently using an in house strategy to develop technology literacy. Students are tested yearly using the Technology Literacy Assessment tool through OAS. The assessment is administered to all 8th grade students each year. The district will be evaluating other strategies to increase development of our students technology literacy skills.

8 th Grade Technology Assessment	2010
Number of Students Assessed	183
Number of students who achieved mastery	153
Percentage achieving mastery	83.6%

2011-2012	2012-2013	2013-2014
Assess literacy strategies for grades 5-8.	Implement mandatory technology literacy strategies for grades 5-8.	Extend the strategies from year 2.
Continue 8 th grade TLA	Assess all middle school students on the 8 th grade TLA.	Create National Education Technology Standards (NETS) campaign for all employees.

Appendices

GILMER COUNTY SCHOOL SYSTEM

Internet Acceptable Use Policy

Internet users are expected to use the Internet as an educational resource. The following procedures and guidelines are used to help ensure appropriate use of the Internet at the Gilmer County School System.

Student Expectations in Use of the Internet

- a. Students shall not access material that is obscene, pornographic, child pornography, "harmful to minors", or otherwise inappropriate for educational uses.
- b. Students shall not use school resources to engage in "hacking" or attempts to otherwise compromise system security.
- c. Students shall not engage in any illegal or unethical activities on the Internet.
- d. Students shall only use electronic mail, chat rooms, and other forms of direct electronic communications for school-related purposes.
- e. Students shall not disclose personal information, such as name, school, address, and telephone number outside of the school network.

Any violation of school policy and rules may result in loss of school-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Enforcement of policy

- a. The Gilmer County School System uses a technology protection measure that blocks or filters Internet access to block access to some Internet sites that are not in accordance with the policy of the Gilmer County School System.
- b. The technology protection measure that blocks or filters Internet access may be disabled by a Gilmer County School System staff member for bona fide research purposes by an adult.
- c. A Gilmer County School System staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.
- d. The Gilmer County School System staff will monitor students' use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure enforcement of the policy.

The Gilmer County School System Internet Acceptable Use Policy, Approved by the Gilmer County Board of Education, 02/12/2002.

Approved 02/12/2002 Gilmer County Board of Education

The signature(s) on the attached agreement and application is (are) legally binding and indicate(s) that the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Student

I have read the terms and conditions of the *Gilmer County School System Internet Acceptable Use Agreement*. I understand and will abide by the stated terms and conditions. I further understand that any violation of these regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be pursued.

Parents are notified that filtering technology does not block access to all inappropriate sites one hundred percent of the time. Due to the nature of the Internet, it is neither practical nor possible for the Board of Education to enforce compliance with user rules at all times. Since the Internet opens up the world to unrestricted access, teachers cannot assume the responsibility for monitoring every document to which a student may gain access. Therefore, teachers are not to be held accountable for what the student may access through the Internet beyond instructional directives. All users are fully responsible for their own actions, including legal, financial, or otherwise. All users are responsible for reporting inappropriate materials and location to the teacher in charge immediately.

Accordingly, parents and students must recognize that students will be required to make independent decisions and use good judgment in their use of the Internet. Therefore, parents must participate in the decision whether to allow their children access to the Internet and must communicate their own expectations to their children regarding its use.

Student Name: _____

(Please Print) (Last) (First) (MI)

Student Signature: _____ Date: _____

Student Date of Birth: _____

Parent Signature: _____ Date: _____

If the applicant is under the age of 18, a parent or guardian must also read and sign this agreement and application.

Policies for ensuring interoperability and for redeploying equipment

The Technology Director must approve new hardware and software purchases. This ensures that all schools purchase hardware and software that is compatible with all other schools.

Older equipment is redeployed to areas that can make use of it. If no instructional use for the equipment is found the equipment is used for parts.

As older equipment reaches the end of its life cycle and no other use can be found the equipment is put into surplus according to state guidelines.

CIPA Compliance

1. Technology Protection Measure

The system has installed a specific technology that filters Internet access. The purpose of this system is to protect against access to visual depictions that are obscene, child pornography, or items that are harmful to minors.

2. Internet Safety Policy

Our Internet Acceptable Use Policy is included in this document. Please see the index.

The board minutes referencing approval for the Gilmer County School System:

February 12, 2002
Gilmer County, Georgia

The Gilmer County Board of Education met on the above date with all members present.

10. Mr. Talbot made a motion to approve the Internet Safety Policy and Acceptable Use Policy with the proposed amendment to add staff and students shall not engage in any illegal or unethical activities on the Internet. Second by Mr. Pritchett. All voting for.

These records are on file at the Gilmer County Board of Education office.

3. Public Notice and Hearing

I have included a copy of our Children’s Internet Protection Act Synopsis. This document was used to outline our responsibilities under CIPA and the steps we would need to take to comply.

Children's Internet Protection Act

Synopsis

- CIPA now affects our relationship with the E-rate program. We must comply with CIPA to receive our Internet funds and possibly our Internal Connections funds.
- Listed below are the basics of what we will be required to do:
 - 1) Most likely we will have to re-write our Acceptable Use Policy to meet the new guidelines.
 - 2) We must hold a public meeting addressing Internet safety policy and technology protection measures. We must give reasonable notice that the meeting is being held (time and place).
 - 3) We must filter (for minors) (1) visual depictions of obscenity, (2) visual depictions of child pornography, and (3) materials harmful to minors. For adults (1) visual depictions of obscenity and (2) visual depictions of child pornography. We may also additionally filter anything which our community decides upon.
 - 4) Only a person authorized by the certifying authority may disable the filter for an adult (17 years old and above) to allow research or other lawful use. Filters may never be disabled for minors.
 - 5) You have to be able to state that you either are in compliance or are undertaking actions to be in compliance by the time you begin receiving funding for Internet Access and/or Internal Connections for Year 4 (probably July 1, 2001). "Undertaking actions" must be some POSITIVE ACTION taken before July 1, such as a meeting, appointing a lead staff member, attending training, making inquiries for information, etc. You should document the date and action and retain it for your records. Even though the certification deadline is not until October 28, 2001, certification must be made before services will be allowed after July 1, 2001.
 - 6) How must we "monitor" the online activities of minors?
 - a) Your safety policy should indicate how you plan to do this, which may be electronic, physical or both. Only schools have to monitor minors, libraries are not required to do so.
 - 7) You cannot guarantee the efficacy of your filter, but if you are acting in good faith and in a reasonable manner, the FCC presumes that you will not be penalized if it fails. Your handling of webmail is a local matter to be decided by your staff, administration and at your public meeting.
 - 8) Every computer which has Internet access. Staff, public, student, everyone must be filtered.
 - 9) Erate will not pay for filtering.
 - 10) Those who fail to submit certifications are not eligible for services until certifications are submitted.

- 11) The relevant school, school board, local education agency, or other authority responsible for the administration of the school. Certifications will be accepted from the Billed Entity on behalf of its component members.
- 12) A modified FCC Form 486 for Year 4. If necessary to amend an already submitted 486, you may submit a Modified Form 486, no later than October 28, 2001. For Year 5, you will use the 471.
- 13) Does the Internet Safety Policy have to be adopted by the Board in authority over the organization or can it be constructed as an Administrative policy of a district or library?
 - a) The ultimate authority in an organization needs to adopt a policy which indicates that the organization will be complying with CIPA requirements. This policy can be worded in such a manner as to allow the details to be written as an administrative policy and can include references to an Acceptable Use Policy which may already be in use.
- 14) I do think it is reasonably certain that if a school or library doesn't submit its CIPA certification on a Form 486 by October 28, 2001, they will not be eligible for USF discounts on Internet access or internal connections during the first part of funding Year 4 which starts on July 1, 2001.
- 15) What Will I Be Certifying To?
 - a) Affected applicants will be certifying that they are in compliance with the CIPA regulations, which basically means two things:
- 16) After at least one public hearing they have adopted an Internet Safety Policy (ISP) that addresses a number of issues, including:
- 17) hacking, (2) the unauthorized disclosure, use or dissemination of personal information regarding minors, (3) and the safety and security of minors when using electronic mail, chat rooms, etc, (4) the technology protection measure that is or will be in place
- 18) The school is operating a 'technology protection measure' with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are: obscene, child pornographic, harmful to minors. In the rules, the FCC provided no further guidance on how a "technology protection measure" should be defined. If schools and libraries have already adopted an Internet Safety Policy that complies with the law, including the public hearing requirement, they would not be required to adopt a new one.