Medford Public Schools
Three Year Technology Plan
2010 – 2013

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EXECUTIVE SUMMARY

This document contains the Three-Year Technology Plan for the Medford Public Schools developed by the Technology Advisory Committee. In developing the plan, we established a vision of the future Medford school educational environment enhanced by technology. We then, through an iterative process, developed an implementation plan that will, over a period of time, bring that vision to fruition.

The Technology Advisory Committee of the Medford Public Schools is composed of teachers, librarians, technology specialists, network services personnel, administrative personnel, local business people and parents. The Superintendent charged the committee with creating a plan that would build upon the district's strong commitment to technology and help guide the integration of technology in the schools.

The plan developed by the Technology Advisory Committee will be implemented over a three-year period, and achievement of the plan's established goals will depend upon the resources available. Funding will be from a variety of sources including the school system's budget, building projects, grants, and capital expenditures.

The plan establishes a long-term vision for technology in Medford education: Medford Public Schools will be a leading community in the effective use of information technologies in education through our commitment to and achievement of technology integration.

The plan sets forth three major goals:

I. Improve the integration of technology in the curriculum and its effectiveness.

II. Maintain and further improve the technology infrastructure.

III. Maintain and improve support services.

Full implementation of the proposed plan will require additional personnel, hardware, materials, and professional development/training. The committee believes that the plan will enhance the district's instructional program and enhance student learning.

This is an annual issue of the Three-Year Plan; it will be reviewed and updated on a yearly basis. The current revision focuses on the 2010-2011 school year and the two following years.

Accomplishments for Last Year: 2009-2010

- Initiate a districtwide five year replacement technology Plan
- Provide students, faculty, staff with web based databases and other instructional resources
- Obtain grants to support instructional technology initiatives and professional development *Implement Moodle:online learning teaching/learning program to enhance instruction and professional development
- Maintain, develop support and enhance the district website that serves the greater school community and the City of Medford
- *Provide added stability to network with new switches and power protection in each data closet
- Increase network bandwidth
- Offer high quality professional development in technology to district faculty and staff
- Support a school technology environment in which all students have an opportunity to learn, using the essential technology tools needed to access, analyze and produce information
- Work with principals and academic administrators to align curriculum utilizing computer hardware and software to attain local, state and federal standards
- Serve as a liaison to the community regarding technology use in the district
- Assist school personnel in: purchasing, distributing, maintaining, and installing of hardware, software, and other technological materials
- Stay abreast of new developments in computer-based education through periodic review of the literature and attendance at professional meetings

- Implement, monitor and upgrade policies/procedures regarding the use of technology in schools to protect the network and meet all state and federal regulations
- Maintain and support hardware, software, network, upgrades and technical expertise throughout the system
- Implement and support the use of school email for district communication
- Train District Staff in using Rankbook
- Register parents in IPASS to access student information
- Coordinate the use of Data Warehouse
- Certify a teacher for Cisco Academt IT Essetials curriculum
- Share printers at all schools

Technology Vision, Goals and Strategies

Vision Statement

Medford Public Schools will be a leading community in the effective use of information technologies in education through our commitment to, and achievement of, technology integration.

Medford students will have the best educational experience with that experience enhanced by technology. In the Medford school system students will have technology integrated into their educational experiences and view technology as a means of acquiring and managing knowledge. Medford students will possess the necessary technology literacy needed to succeed in school as well those needed to succeed in an ever changing technology rich world.

To achieve this vision Medford will provide:

- access to information technology resources within or exceeding the ratio and computing power mandated by state and federal government guidelines.
- networked resources that enable student, teacher, staff, and administrator communication and interaction.
- sufficient current resources and support for the advanced use of technology, including leading edge operating systems, hardware, networking, and applications.
- innovative ways to fund and implement the new technologies needed for district and school success.
- relevant and ongoing professional development to keep teachers at the forefront of the technology curve.

The Medford Public Schools will utilize technology:

As a medium for learning by:

- making available on-line resources to students;
- integrating technology learning and standards in traditional lessons;
- broadening student learning experiences in the classroom;
- inspiring students to extend their work beyond what is presented by and to the teacher
- increasing creativity and imagination, by putting new skills and tools in the hands of students and educators and extending the bounds of what is possible within the curriculum.

As a way of extending the learning community by:

- providing a medium for more flexible communication throughout the learning community;
- facilitating communication between individuals and groups (teachers, students, parents, and administrators);
- increasing communication with and interaction in learning environments beyond Medford;
- increasing the sharing of learning where students can post or otherwise present their work; and enabling collaboration between and among groups of colleagues (teachers, students, and staff) as they learn and benefit from the capabilities of others.

As a means of transforming the learning environment by:

- facilitating opportunities to use new modalities and media to stimulate learning;
- providing an infrastructure that supports and extends the learning environment;
- encouraging experimentation, simulation, and exposure to new opportunities.

As a forum for enhancing the capabilities of our professionals by:

- accessing distance/virtual learning and attending workshops;
- providing resources for self-paced and just-in-time learning of technology and/or other curriculum topics; and
- collaborating with others to provide "classroom-ready" resource templates and technology-enriched project based units.

Goals and Strategies to Achieve Them

It is understood that individual schools may meet these goals at different times. Factors such as building projects, enrollment, funding, hardware, staffing, and networking issues will influence these accomplishments.

Technology Plan Goals

I.	Improve the integration of technology in the curriculum and its effectiveness
II.	Maintain and improve existing infrastructure
III.	Maintain and improve support services

Specifically, Medford will utilize the following strategies to accomplish its three goals.

I. Improve the integration of technology in the curriculum and its effectiveness.

Strategy

Further incorporate technology into the curriculum

This will be accomplished by:

- Developing a project-based curriculum.

- Creating new technology elective courses for students.
- Participating in the effective use of Moodle.
- Maintaining web-based connection between home, school, and community.
- Locating creative financing via grants and federal resources.
- Utilizing cloud computing.

Complete Standards-Based Education Project

The technology integration specialists will continue to help teachers develop lessons that incorporate the technology standards into other content areas. This will need to be an ongoing process as new technologies arise and content area curricula change.

Broaden professional development opportunities in technology

Professional development will be broadened by:

- Providing professional development in the area of project-based learning and integration of classroom technology.
- Developing new/advanced technology workshops/courses for the curriculum.
- Providing training and support for teachers to become lead technology teachers in their academic specialty.
- Creating technology study groups to develop teacher guides for integrating technology in the classroom.
- Providing and encouraging more online training .

Please also see the section on professional development.

Utilize school-based technology committees

Evaluation of school technology needs is well served when originating from a broad-based consensus of the school's teachers, the principal, and the technology

department. With impending budget shortfalls, these committees are reassessing the allocation of technology tools within their schools. For example, one middle school decided to reallocate classroom computers to create a new lab. Another example was the establishment of centralized printing locations within certain schools to offset our current inability to replace broken printers.

II. Maintain and further improve the technology infrastructure.

Strategy

Address problems of limited technology in some areas

Although in general, Medford enjoys very favorable students to computer ratios, there are some sites and some programmatic areas that must be addressed:

- Design and install computer labs for academic classes where needed, including a language lab in the high school.
- To upgrade computer hardware and network infrastructure
- Establish benchmarks for technology replacement

It is time to assess the replacement of equipment that no longer meets school needs. Our plan is to emulate the State guideline that, on average, places a computer in a category for three years and then is moved down to the next category. This will create a six year classroom life span for technology replacement. *(Note: Industry standard in business is normally a three year life cycle). At that time many of our existing computers will be either "B" or "C" computers, so our student-to-computer ratio will dramatically increase.

While a majority of these computers will still function at that time, some will have outlived their useful life as a classroom computer. Over eighteen hundred of these are currently four years old or older. Most of the machines will not be able to handle a more current operating system (OS). Security, virus protection, software,

USB support, and even hard drive space are all becoming issues with the equipment and OS currently in place.

Our plan is to start replacing the computers that are more than 5 years old, with the goal of maintaining the existing infrastructure. It will be incumbent upon us to carefully examine specific uses and locations for technology as replacement recommendations are made. The replacement plan calls for a five year replacement cycle for technology depending on the recommendations of the Technology Advisory Committee and a bond amount.

A computer is considered viable in Type A (currently 1 GB RAM, 2.0 GHZ) for three years. It is then moved to Type B (currently 256 MB – 1 GB RAM, 1.0 – 2.0 MHZ) for three years after which it is not considered by the Department of Education's guidelines as viable for classroom use. This will create a six year classroom life span for technology replacement. *(Note: Industry standard in business is normally a three year life cycle). It is important to note that each year the Type A and Type B definitions are upgraded to account for new and faster processors and the Department of Education recommends that districts allow for continuous upgrades in their budgets. If not, they caution districts that their student-to-computer ratio will increase which in turn will eventually place students at a "disadvantage."

III. Maintain and improve support services.

Strategy

Enhance capacity for identifying and addressing problems

This will be accomplished by:

- The continuation of a web-based help desk for prioritizing and tracking inventory/problems.
- Providing telephone and Email support
- Building based technical personnel

- District-wide technical support personnel
- Students trained in technical coursed
- Identifying technology staff training needs through a self-assessment instrument.
- Providing supplemental training for technology staff.
- Expanding technical expertise through training and mentoring.
- Increasing technology support staff.

Simplify support by preventing problems

This will be accomplished by:

- Installation of new computer labs, classroom clusters, and computer stations.
- Upgrade memory and operating systems.
- Upgrade virus protection on all systems.
- Maintain adequate spares for hardware.
- Enforce technology acquisition policies and standards.
- Implement district-wide a centralized system to manage desktops.
- Training of faculty and staff in troubleshooting technology related problems.

Establish staffing and support benchmarks

While support levels will never be that of industry, Medford needs to adequately support its investment in technology. While the schools have not suffered from inadequate support, many systems in the district have only been maintained and not advanced. Sophos is currently our anti-virus software program. We must continue to monitor the support ratio we offer our users and recommend any changes in the annual review of the technology plan.

Medford Public Schools has become increasingly dependent upon its technology system, which is constructed by intricate relationships among hardware, software, networks, and people. This complex technology system is simply referred to as "the network." With this in mind, the technology staff does an annual "needs assessment" for the district. This includes, but is not limited to: faculty and staff surveys, analysis of Help Desk data, research and other information gained from professional conferences and periodicals, input from the tech Advisory Committee,etc.

Instruction and administration are impacted if the network is unreliable or users cannot accomplish their tasks. Potential new users will be reluctant to take the effort to incorporate technology into instruction if they hear the technology is unreliable.

MPS currently uses the Internet, a network connecting district buildings (intranet), and building level networks extensively for:

- Internet Access
  - web browsing
  - email
  - student and teacher research
  - creation and maintenance of IEP plans (EasyIEP)
  - updates for antivirus software and operating systems
  - report student data to Massachusetts Department of Education

- District Wide Network (Intranet)
  - creating purchase orders
  - consolidating student data from different schools
  - central management of antivirus software
  - common user account database (except high school)
  - district data entry and reporting of payroll and financial information
  - student health information

- access to Internet for some schools
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- Building level networks (local area networks)
  - access to Internet and intranet
  - file sharing/print sharing
  - instructional applications
  - presentations and video projections
  - access to library system (Winnebago Spectrum)

Additional application for the intranet include:

- food service management and reporting
- access to longitudinal student test data analysis
- streaming video for science, social studies, and math
- sharing of social studies resources housed at the high school.

Good reliability and performance of the technology system is now essential for the daily operation of the schools.

Workstations

Current Resources

Overall, the district has an excellent ratio of students per workstation, showing an enviable availability of technology for students.

District Ratio of students per computer 2.01

Workstations at each school:

Location	*Workstations*
Brooks	278
Columbus	257
Curtis-Tufts	18
McGlynn Elementary	341
McGlynn Middle	337
Andrews Middle	391
Medford High	350
Medford Vocational	100
Roberts	272

The workstations in the Phase I schools were installed with Windows 2000 Professional. When the district purchased the computers for the Phase II schools, they came with Windows XP licenses. The Phase II computers were installed with Windows 2000 to retain consistency with the Phase I schools. In all, 1,780 workstations in the Phase I and II schools currently have Windows 2000 Professional.

The vast majority of workstations in the High School, Voc Tech, and District Headquarters use Windows 2000 Professional. An upgrade of technology at the High School and Vocational School included 170 new workstations with MS OS XP.

Limitations of Current Resources

The workstations in the Phase I and II schools are adequate for now. The district needs to begin replacement of workstations in all K – 8 schools. The Tech Advisory Committee will submit a proposal for a bond to replace K – 8 technology equipment.

Hardware and software in Phase I schools is considered inadequate. They are inadequate now at Curtis/Tufts. The workstations in McGlynn Elementary/Middle and Andrews Middle (the Phase I schools) are 10 years old. Companies usually refresh their computers on a three year cycle.

Curtis/Tufts Alternative School has 13 Pentium 3 computers running Windows 2000. They are connected to the Internet via wireless access. The principal, secretary, and guidance counselor have more recent PCs, and there is a PC in the library used to access EasyIEP.

The district has 90% of its workstations running Windows 2000 and 10% running Windows XP.

Approach to Meet Needs

Although the district has adequate resources for 2010-2011,The Tech Advisory Committee is reviewing needs to develop a bond proposal for 2011 and beyond.

Internet Access and District Wide Area Network

Current Resources

All MPS schools can access the Internet. Curtis/Tufts Alternative School is connected via Comcast cable. The remaining schools have a fiber optic connection to the Internet through a partnership between MEC and Verizon.

Limitations of Current Resources

Connecting all elementary and middle schools together led to slowdowns of Internet and internal network traffic to the Phase I schools and, to some extent, to the Phase II schools. The McGlynn/Andrews Phase I complex houses two middle schools and one elementary school. Partly because of the large number of workstations in each school, browsing the Internet is frustratingly slow for users at most sites. Current bandwidth was upgraded from 8 MGs to 20 MGs.

Demands to current bandwidth include:

- online student access to a repository of history resources (10 GB) for high school and middle school classes (located in high school)

- use of streaming video over the Internet for enhancing instruction in science, social studies, and math classes
- a student information system for teachers, principals, district administrators, guidance counselors, nurses, and special education that will be hosted outside the district
- access to and analysis of longitudinal student test data in the new student information system
- enhanced problem reporting software hosted outside the district

Additional applications will be added including the addition of a parent portal to the student information system where teachers can post homework assignments, etc, food service point of sale applications, and additional online resources for use by students in other subject areas.

Approach to Meet Needs

To address the district's needs for higher speed Internet access and communications among district sites at improved reliability we have implemented a new network technology that uses Ethernet over fiber optic cable to connect locations in the city.

The new fiber-based switched Ethernet service has the following benefits:

- immediate 3 times increase in speed among schools, making administrative programs more responsive
- allows 10 times growth (from 100 mbps to 1,000 mbps)
- inherently more reliable than the current copper-based networks
- access to the Internet from one school will not be impeded by network problems in another

The network connecting the district buildings is created by the telecommunications service provider (Merrimack Education Center-MEC) as a virtual local area network (VLAN). It is as if the district had a private network connecting all sites. The Internet service provider connects to the district VLAN. The MEC network will interface to the site networks through one or more Ethernet cables.

Telecommunications Services

Current Resources

The district currently receives its phone service from Verizon, its long distance service from AT&T, and its cell phone service from Nextel.

Limitations of Current Resources

The current local and long distance services are largely meeting district needs. The district does not expect the number of phone lines to increase significantly over the next few years nor the quantity of long distance calls to significantly increase.

The need for additional cell phones has been increasing over the last few years and this trend is expected to continue.

Approach to Meet Needs

Only minor cost adjustments in the range of 2-3% are anticipated for local and long distance service.

At best, competition will keep total expenditure increases for cell phones to around 10%.

Projections must be reevaluated on an annual basis based on prior year expenditures and any major programmatic changes.

Professional Development

The Medford Public Schools already offers its teachers a wide variety of technology workshops through its Professional Development Academy..Medford will provide professional development that:

- targets critical applications (e.g., the district's new student information system) and delivers professional development and mentoring on:
- features and functionality (e.g., attendance, gradebook, discipline, etc.)

  analysis capabilities (e.g., using data from the gradebook and assessment results to inform instruction);
- addresses advancements with technology with appropriate and timely training (K-3 training, SIMS, electronic grade books, etc.);
- broadens teachers' abilities to address a variety of student learning styles through universal design for learning;
- enhances appreciation/understanding/knowledge of technology;
- encourages creative integration of technology in the curriculum;
- increases teacher technology competence;
- increases teachers opportunities to broaden experiences of students;
- introduces cutting edge technologies to teachers; and
- increases teachers skills and techniques to improve instruction
- encourages the use of online learning

Budget

The following table shows the current year's budget for Medford's technology program, its proposed budget for 2006-2007 and the projected expenditures for 2007-2008 and 2008-2009.

Budget Item	
Staffing	**1,050,000**
Network & Technical Support	240,000
Computer Teachers and Librarians	560,000
Administrative Applications Support	100,000
Technicians/webmaster	150,000
Workstations and Servers	
New File Servers	30,000
Hardware Maintenance and Supply Budget	40,000
Software	
IPASS	27,000
Tech support	7,000
Sophos Anti-Virus	16,500
MEC	45,000
Altiris	3,000
Telecommunications	**178,657**
Local Telephone Service	108,853
Long Distance Service	22,291
Cell Phones	26,000
Estimated E-Rate Reimbursements	**-132,918**
Total Cost	**1,783,408**

Evaluation Process to Monitor Progress

The district utilizes the Massachusetts Department of Education's annual Mass DOE Tech Plan Implementation Report (http://www.doe.mass.edu/edtech/techplan/) as its principal evaluation process to monitor progress in implementing its technology plan. Medford submits its implementation report annually using the Department's online electronic forms.

The Technology Advisory Committee understands that achievement of the proposed plan is an ongoing process and is subject to modification in the context of an ever-changing technology landscape. In order to assess progress toward attaining the technology goals, the Committee will develop a set of metrics for each strategy per goal and then conduct a yearly evaluation. The Committee will meet annually to review the results of the evaluation and report on the current status of the goals and to recommend adjustments to the three-year plan. It is understood that individual schools may meet these goals at different times. Factors such as building projects, enrollment, funding, hardware, staffing, and networking issues will influence these accomplishments.

Appendix A:
INSTRUCTIONAL TECHNOLOGY STANDARDS:
PROPOSED For
Medford Public Schools

Recommended Instructional Technology Standards
Grades K-12

The Recommended Instructional Technology Standards for Medford Public Schools were developed with reference to the Massachusetts Recommended PreK – 12 Instructional Technology Standards (October 2001) and the National Educational Technology Standards Project (NETS 2000) of the International Society for Technology in Education (*ISTE*).

Standard 1: Students will understand the terminology for, and demonstrate effective use of, computers and related technologies as learning tools.

Standard 2: Students will understand and demonstrate safe and responsible use of computers and related technologies.

Standard 3: Students will develop strategies and locate, identify, select, and evaluate information using computers and related technologies.

Standard 4: Students will explore ideas, solve problems, and derive meaning using appropriate software and related technologies.

Standard 5: Students will communicate facts, express ideas, and exchange information using computers and related technologies.

Appendix B:

THE COMMONWEALTH OF MASSACHUSETTS

Local Technology Plan Guidelines

In order to be eligible for E-Rate discounts, as well as federal and state technology funding, every school district is required to have a long-range strategic technology plan approved by the Department of Education. School districts must have their plans on file locally, including a full description of their implementation strategies. Each year, to approve school districts' technology plans, the Department asks districts to report on the progress they have made in implementing their plans through the Department's secure web portal.

The Department of Education has developed this new set of guidelines for schools to use in technology planning. These guidelines are not mandated but rather recommended benchmarks for districts to meet. The Department will use these guidelines to gauge the progress of districts' implementation in order to approve their technology plans annually.

Benchmark 1
Commitment to a Clear Vision and Mission Statement

A. The district's technology plan contains a realistic and clearly stated set of goals and strategies that align with the district-wide school improvement plan. It is committed to achieving its vision by the end of the school year 2011 -2012.

B. The district has a technology team with representatives from a variety of stakeholder groups. The technology team has the support of the district leadership team.

C. Budget

    1. The district has a budget for its local technology plan with line items for technology in its operational budget.

    2. The budget includes staffing, hardware, software, professional development, support, and contracted services.

    3. The district leverages the use of federal, state, and private resources.

D. Evaluation

    1. The district evaluates the effectiveness of technology resources toward attainment of educational goals on a regular basis. Prior to purchasing the district assesses the products and services that are needed to improve teaching and learning.

    2. The district's technology plan includes an evaluation process that enables the district to monitor its progress in achieving its technology goals and to make mid-course corrections in response to new developments and opportunities as they arise.

Benchmark 2
Technology Integration

A. Teacher and Student Use of Technology

1. (a) Outside the Classroom
   100% of teachers use technology everyday, including some of the following areas: lesson planning, administrative tasks, communications, and collaboration. Teachers share information about technology uses with their colleagues.
   (b) Within the Classroom
   100% of teachers use technology appropriately with students each week, including some of the following areas: research, multimedia, simulations, data interpretation, communications, and collaboration.

2. At least 95% of students from grades 5 to 8 show proficiency in all the Massachusetts Recommended PreK-12 Instructional Technology Standards for Grades 5 to 8.

3. 100% of teachers are beyond the Early level in technology, and 60% of teachers are at the Developing or Proficiency level, 40% are at the Advanced level as defined by the Massachusetts Technology Self-Assessment Tool.

4. 100% of schools have an Internet filter that is in compliance with CIPA.

5. 100% of schools have an Acceptable Use Policy for their students.

6. 100% of schools have an Acceptable Use Policy for their staff.

7. 100% of schools provide instruction to students and staff about the responsible use of technology, ethics, and safety issues.

8. 100% of schools educate students about appropriate online behavior, interacting in chat rooms, cyberbulling and responding to cyberbullying.

C. Staffing

a. The district provides 2 full-time equivalent (FTE) district-level technology director/coordinator.

b. The district provides 1 full-time equivalent (FTE) district-level Network administrator.

c. The district provides one FTE instructional technology teacher per 70 instructional staff.

d. The district has 1 FTE person dedicated to data management and assessment.

e. The district has 1 FTE person dedicated to web management.

Benchmark 3
Technology Professional Development

A. By the end of the school year 2009 -2010 at least 80% of district staff has participated in high-quality technology professional development covering technology skills and the integration of technology into instruction.

B. The district provided 4000 staff-hours of formal technology professional development activities.

C. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, and study groups. The professional development includes concepts of universal design and scientifically based, researched models.

D. Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool. The Department, the Educational Technology Advisory Council and stakeholders will review the levels of competencies in the Massachusetts Technology Self-Assessment Tool on an annual basis.

Benchmark 4
Accessibility of Technology

A. Students per Instructional Computer

1. The district has an average ratio of 19 students per Type A high-capacity, 2 per Type B Internet-connected computer for an average of 2.01 students per any type computer. The Department will work with stakeholders to review the capacity of the computer on an annual basis. (The ultimate goal is to have a one-to-one, high-capacity, Internet-connected computer ratio.)

2. The district considers students' access to portable and/or handheld electronic devices appropriate to their grade level.

3. The district has established a computer replacement cycle of five years or less.

B. Technical Support

1. The district makes a commitment to provide timely in-classroom technical support with clear information on how to access the support, so that technical problems will not cause major disruptions to curriculum delivery.

2. The district provides a FTE network administrator.

3. The district provides technical support with a help desk, online self-help, email support, building-based support and district-wide support.

Benchmark 5
Infrastructure for Connectivity

A. Internet Access

1. The district provides connectivity to the Internet in all classrooms in all schools including wireless connectivity, if appropriate.
2. The district provides bandwidth of at least 100 MB to each classroom.
3. The district provides a minimum 100 MB Cat 5 switched network and/or 802.11b/g/n wireless network.
4. The district provides services for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.

B. Distance Learning Activities

1. The district encourages the development and use of innovative strategies for delivering specialized courses through the use of technology.
2. The district deploys IP-based connections for access to web-based and/or interactive video learning on the local, state, regional, national, and international level.
3. Classroom applications of e-learning include courses, cultural projects, virtual field trips, etc.
4. Approximately 10% of staff took courses or workshops via distance learning during the 2009 – 2010 school year.
5. The district encourages the use and purchase of curriculum materials in digital formats.

Benchmark 6
Access to the Internet outside the School Day

A. The district maintains an up-to-date web site that includes information for parents.

B. 100% of schools allow the students to use computers before or after school.

C. The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.

D. The district web site includes an up-to-date list of places where students and staff can access the Internet after school hours.