



Narragansett  
**SCHOOL SYSTEM**

**District Technology Plan 2022-2025**

**Mission:** The Narragansett School System’s Technology Plan fosters personalized and innovative learning of and through equitable technology and systems that promote student engagement, voice and choice.

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## Committee Members

Jim Bianco – High School Parent	Marianne Kirby – Middle School Principal
Jacob Bromberg – Technology Department	Jen Loiselle – Middle School Teacher
Emily Chartier – Middle School Dean	Giulio Lugini – Director of Technology
John Conroy – High School Parent	Liam Manchester - High School Student
Gail Dandurand – Curriculum Director	Alex Menzies – School Committee Member
Derek Emery – Assistant Director of Technology	Vanessa Miller - District Technology Coach
Jack Fernandes – Technology Department	Joan Mouradjian - Middle School Librarian
Jane Flood – Elementary School Speech Therapist	Lauren Ruggiero – Communications Specialist
Eric Gartner - High School Teacher	Pam Sherman – High School Parent
Chris Herz – High school Teacher	Justin Skenyon – School Committee Member
Alex Hoff - High School Student	Molly Sylvia - High School Teacher

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## Curriculum, Instruction and Assessment

**Goal 1:** Maintain and support personalized learning and assessment systems that support teaching and learning in the 21st century school environment.

Strategies	Action Step	Intended Outcome
<b>Year One</b>		
<b>1.1</b> Understand what students know and are able to do with the devices and software they use daily.	Conduct a K-12 survey of tech skills in NSS as compared to ISTE scope and sequence of tech skills.	Written scope and sequence of tech tools and skills introduced, reinforced and mastered at each grade level.
<b>1.2</b> Utilize K-12 Tech Skills Scope and Sequence.	Identify skills gaps to be addressed at each grade level and establish targeted skills for each grade to address.	Students are prepared with the tech skills necessary to be successful at each respective grade level.
<b>Year Two</b>		
<b>1.3</b> Create and maintain a tech-help website for faculty, students and families.	Build off the tech coach website to and include the technology department.	Multi-pathway access to tech support for students, staff and families.
<b>Yearly</b>		
<b>1.4</b> Provide learning management systems (LMS) that connect all digital learning.	Support understanding of Learning Management Systems through Onboarding PD August '22 for Schoology, utilization of LMS lead teachers and continuous support of all LMS throughout the school year.	All Narragansett teachers and staff and students utilize learning management systems to their fullest capacity to support personalized learning and assessment opportunities for all.
<b>1.5</b> List of current approved and unapproved tools available to teachers to support blended and personalized learning.	Continually maintain and update the list and make it widely available throughout the district.	Teachers regularly reference the sheet for making decisions on what technology to implement into the classroom.
<b>1.6</b> New students to the district are systematically onboarded to all relevant technology hardware & software.	Create a plan for onboarding new students and with a curated checklist of steps needed to fully satisfy the technology needs of new enrollees at each school.	Students new to the district have access to and ownership of the tools that best support them as learners at the NSS.

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## Robust Infrastructure

**Goal 2:** Maintain and upgrade a robust infrastructure that promotes an inclusive support environment for a modern teaching and learning culture.

Strategies	Action Step	Intended Outcome
<b>Year One</b>		
2.1 Coordinate and install a secondary/backup internet service provider (ISP).	Search and get quotes from various ISP companies to find the most appropriate secondary ISP for the district's needs.	Have a cost effective ISP installed and maintained as a secondary/backup to our primary ISP.
2.2 Support classroom use and accessibility of 3D modeling and extrusion manufacturing technology.	Replace older proprietary 3D printers and software with current and user-friendly versions.	Teachers and students have access and support for a simplified method of designing and manufacturing 3D models.
2.3 Support the addition of outdoor learning spaces.	Install access points to provide connectivity to outdoor learning spaces.	Students are empowered to use technology while working in an outdoor classroom.
2.4 Provide representation on the building committee for projects like the NHS auditorium upgrade.	Work with the building committee to provide guidance on any technology related projects.	Ensure that the technology included in building projects align with the district technology plan.
2.5 Use athletic camera systems that meet our data privacy standards to broadcast athletic events to NSS families.	Optimize and maintain our current system of Pixellot Athletic Cameras in combination with our secondary ISP.	Deploy athletic cameras in the High School gymnasium and athletic fields to automatically record and distribute athletic event footage to families.
<b>Year Two</b>		
2.6 Refresh the district website.	Work with our web design vendor to select and implement an updated design template and maintain updated content.	Present a modern and useful web presence to the NSS community and families considering enrollment.
2.7 Research and deploy a new district phone system to replace our 20 year old system that is facing end-of-life support discontinuation.	Compare products from various vendors and other school districts and deploy a system to fit our needs now and into the future.	Deploy a modern, easy to manage, scalable phone system to all administrators and classroom users and sites.
<b>Yearly</b>		
2.8 Ensure that each student has adequate access to appropriate technology and instructional resources.	Continue the 1-to-1 laptop/Chromebook/iPad program with new devices when students enter the 1st, 5th and 9th grades.	Students each have modern, up-to-date, dedicated devices for instructional purposes.

<b>2.9</b> Ensure that all staff and administrators have adequate access to appropriate technology and instructional resources.	Continue the 4-year laptop review and replacement cycle for administrator and staff laptops.	Staff and administrators always have a dedicated device for instructional purposes.
<b>2.10</b> Ensure that each student's device has the appropriate hardware and software to access all digital instructional resources necessary.	Review and assess 1-to-1 device choice on a yearly basis.	Acquisition of devices that are cost effective and have all necessary requirements.
<b>2.11</b> Appropriate broadband access and security to the Internet both in and out of school for students and educators.	Continue to keep the district's firewall updated for performance and security as bandwidth and device connections increase.	Enable all student and educator devices to securely connect and easily use our network infrastructure.
<b>2.12</b> Ensure all devices are running supported, up-to-date operating systems.	Decommission and replace hardware that is incompatible with Windows 11 and upgrade all other devices to Windows 11.	Ensure that devices will receive security updates and vendor support by using the latest operating system.
<b>2.13</b> Take advantage of Erate (federal funds) to upgrade applicable aging infrastructure.	Apply for Erate category 2 funding to replace aging / expiring wireless access points and network firewall.	Reduce district infrastructure upgrade costs by leveraging Erate funding.
<b>2.14</b> Continue to infuse interactive technologies into the classroom to enhance delivery of instruction.	Follow the 10 year replacement cycle developed for interactive display boards in the classroom.	Every classroom will be equipped with an interactive panel allowing for projection, device control, whiteboard capability and interactive lessons.
<b>2.15</b> Continue to expand the network in order to support additional devices needed by all departments in the system.	Continue installing category 6 wiring in the buildings to support cameras, access points and other new devices.	New devices will be connected with category 6 wiring drops with speeds up to 10Gb/s.
<b>2.16</b> Protect our network against cyber threats.	Purchase penetration testing software/subscription to test the network against cyber threats on a regular basis.	Ensure that our network is safe against cyber threats.
<b>2.17</b> Maintain accurate hardware inventory and repair records that help to guide future purchasing and service decisions.	Purchase and implement modern inventory and repair tracking software.	Minimize device loss and leverage repair tracking data to inform replacement part purchases.
<b>2.18</b> Maintain a video security system at our buildings.	Keep our video security cameras and NVR system effective and up to date.	Ensure safety at our buildings with security cameras at all entry points.

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## Data and Privacy

**Goal 3:** Establish data and privacy protocols to ensure security and privacy in our network, systems and third-party applications used by our students and staff.

Strategies	Action Step	Intended Outcome
<b>Year One</b>		
<b>3.1</b> Create a district policy directing the use of monitoring systems.	Tech team members will be involved in the creation of student device monitoring / filtering policy.	Students and Guardians will have an informed understanding of our monitoring/filtering policy.
<b>3.2</b> Formalized process or pathway to deploying new products within the district for teachers and administrators.	Continue to deploy new and updated hardware for district teachers and administrators.	Decisions are made holistically when purchasing new tech or tech-based curriculum.
<b>3.3</b> Work with the school district's insurance provider to build on and implement safety initiatives and security measures.	Research and deploy 2 factor authentication into appropriate systems.	All systems will be secured and fortified to prevent breaches.
<b>3.4</b> Complete the school district's insurance provider needs assessment based on cyber security and safety.	Students and Educators will complete and submit the questionnaire.	A documented step plan to increase cyber security and safety.
<b>3.5</b> Create a comprehensive network map documenting fiber, category 5 and category 6 connections. Include all network equipment in the map, ie HP switch gear and all Access Points.	Meet with the tech team to document our organization's network.	A digital diagram of the organization's network that is filed with the director and not posted to the internet.
<b>3.6</b> Work on creating a business continuity and disaster recovery plan.	Draft and file a formal business continuity and disaster recovery plan.	Provide training and testing of the plan.
<b>Year Two</b>		
<b>3.7</b> Research and deploy a protective Domain Name Service (DNS) system to protect the overall security of our network.	Meet with vendors to choose a DNS protective service.	Deploy a DNS protective service covering all subnets in the district's network.
<b>Yearly</b>		
<b>3.8</b> Effectively meet the needs of Narragansett addressed through policy, technology and/or effective practice sharing around effective privacy management.	Continue our relationship with SDPC (Student Data Privacy Consortium) to vet third-party applications.	Policy, technology and/or effective practice sharing around effective privacy management is on a continuous cycle of improvement for NSS.

<b>3.9</b> Ensure Teachers, Staff and administrators are kept informed of Privacy and Security Measures (Cyber Security Training).	Schedule Staff Meetings alongside yearly training starting at the beginning of the school year and District Professional Development.	Teachers, Staff and administrators who understand and practice safe measures around technology use.
<b>3.10</b> Partner with educators, leaders, students and families to foster a culture of respectful online interactions and a healthy balance in their use of technology. (ISTE 4.7.b)	Curriculum Investigation to embed digital citizenship lessons as an extension of the library media curriculum, professional development and communication with parents.	Embedded processes and procedures in the classroom and school that support a media / digital healthy and mindful community. (i.e. Netiquette, citations, etc.)
<b>3.11</b> Support educators and students to critically examine the sources of online media and identify underlying assumptions. (ISTE 4.7.c)	Curriculum Investigation to embed digital citizenship lessons around the issue of bias as an extension of the library media curriculum, professional development.	Students and educators who demonstrate the ability to evaluate the credibility, accuracy and relevance of data, multimedia and online sources and recognize the perspective of the author and purpose or bias of the information sources.
<b>3.12</b> Empower educators, leaders and students to make informed decisions to protect their personal data and curate the digital profile they intend to reflect. (ISTE 4.7.d)	Staff meetings focused on student data privacy, embedded as part of the library curriculum and embedded in the CS curriculum.	Educators and students will have a deeper understanding of their online presence and make qualitative decisions with what they share online.

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## Community Partnerships

**Goal 4:** The Narragansett School Technology department will utilize community resources and local partnerships to support high-quality academic opportunities. Community based interactions and local expertise will be leveraged to help expand the experiences that are offered to our students.

Strategies	Action Step	Intended Outcome
<b>Yearly</b>		
4.1 Learning opportunities will be explored both on and off school sites by leveraging corporate sponsorship.	Continue High School computer science relationship with Epic Games Inc.	Use community partnership to enhance our computer science curriculum and maintain a connection to modern industry standards.
4.2 Learning opportunities will be explored both on and off school sites by leveraging relationships with higher education.	Continue High School Cisco Networking relationship with Rensselaer Polytechnic Institute.	Work with Rensselaer contacts to continue to build and update the Cisco Networking Academy.
4.3 Learning opportunities will be explored both on and off school sites by leveraging relationships with higher education.	Continue High School computer science relationship with the University of Rhode Island.	Work with University of Rhode Island contacts to continue to build and update the computer science curriculum at NHS and NPS.
4.4 Explore funding opportunities by leveraging local funding resources with community based organizations.	Maintain a relationship with the Narragansett Education Foundation and PTO groups.	Use the foundation and groups to enhance and support K-12 educational programs.
4.5 Explore professional development and purchasing opportunities by working with local technology societies.	Continue affiliation with the Rhode Island Society of Technology Educators (RISTE).	Attend RISTE events to stay current with state technology initiatives, professional learning workshops, and purchasing agreements.
4.6 Continue involvement with and membership in local technology associations.	SDPC (Student Data Privacy Consortium), RISTE (Rhode Island Society of Technology Educators), CSTA-RI (Computer Science Teachers Association of Rhode Island), URI (University of Rhode Island), CS4RI (Computer Science for Rhode Island).	Members of our team stay informed and up-to-date on local technology information and trends.

<p><b>4.7</b> Continue involvement with and membership in national technology associations.</p>	<p>ISTE (International Society for Technology in Education), MS-ISAC (Multi-State Information Sharing and Analysis Center), K12Six (K12 Security Information Exchange).</p>	<p>Members of our team stay informed and up-to-date on local technology information and trends.</p>
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## Personalized Professional Learning

**Goal 5:** Educators will be committed to and engaged in collaborative, goal oriented approaches to evaluation and learning in order to serve as a model for students and to provide effective strategies for student learning. Teachers will be trained to use the tools and resources integrated within the district and within the curriculum. Targeted professional development will be tied to their individual needs and the goals of the district so that teachers are prepared to implement and manage a blended learning environment to personalize learning for students.

Strategies	Action Step	Intended Outcome
<b>Year One</b>		
5.1 Model the use of instructional design principles with educators to create effective digital learning environments. (ISTE 4.4d)	Support understanding of Learning Management Systems through Onboarding PD August '22 for Schoology, utilization of LMS lead teachers and continuous support of all LMS throughout the school year.	All Narragansett teachers and staff and students utilize learning management systems to their fullest capacity to support personalized learning and assessment opportunities for all.
<b>Year Two</b>		
5.2 Continuous Coaching Cycles.	Targeted Coaching cycles will help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning. (ISTE 4.4b)	A culture of continuous improvement around blended and personalized learning.
5.3 Partner with educators to empower students to use learning data to set their own goals and measure their progress (ISTE 4.6.c).	PD on Student Agency, Data Chats during advisory (NPS).	All students feel a sense of agency over their learning.
<b>Yearly</b>		
5.4 Professional Development focused on blended and personalized learning Strategies and tools.	Opportunities offered at BOY PD, Choice PD Sessions, Staff Meetings, District PD Days, PD Choice Board.	A common understanding of blended and personalized learning that leads to classroom practices that develop student engagement, identity, voice, and choice.
5.5 Curriculum Academy offers opportunity for teachers to dive deeper into Personalized Learning concepts, strategies and tools.	Blended Learning Curriculum Academy offered each year.	Written curriculum incorporating Blended and Personalized Learning strategies.

<b>5.6</b> Recognize educators across the organization who use technology effectively to enable high-impact teaching and learning. (ISTE 4.1.d)	Feature teachers in district and curriculum newsletters.	Empowered Educators and a community of learners.
<b>5.7</b> Continually make improvements in order to meet the schoolwide vision for using technology for high-impact teaching and learning. (ISTE 4.5.c)	Evaluating Impact of Professional Learning through staff surveys and feedback on PD sessions and their needs for future PD.	A personalized professional development program that meets educators where they are and guides them towards district goals.
<b>5.8</b> Inspire and encourage educators and students to use technology for civic engagement and to address challenges to improve their communities. (ISTE 4.7a)	Support tech help desk powered by students at Narragansett High School. Investigation of curriculum for uses of tech for civic engagement.	Worked-based learning hours for the students, hands-on experience for students and additional support provided to the technology department for the benefit of all students and staff at NHS.
<b>5.9</b> Build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback. (ISTE 4.5.b)	Tech Coach enrolled in ISTE certified educator program.	PD aligned to ISTE standards and an increased awareness of ISTE standards throughout the district.
<b>5.10</b> Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption. (ISTE 4.3.c)	Survey teachers at the end of each year for technology being used and in what capacity Coaching and PD offered focused on the efficacy of digital learning tools. Discussions of apps/software used at VAT team meetings.	PD focused on the efficacy of apps used so educators have the tools to choose tools that best enhance learning.
<b>5.11</b> Assist educators and leaders in securely collecting and analyzing student data. (ISTE 4.6.a)	Formative assessment tools and PD to assist in the use of these tools offered to all teachers. Instructional coaching support of data analyzation.	Formative assessment used daily in the classroom and data analyzed to inform instruction.
<b>5.12</b> Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning (ISTE 4.6.b).	PD, Instructional Coaching, Surveying of students.	Data is an embedded and valued component of teaching and learning. Personalized learning practices are frequently employed and based on data (for ex. Station Rotation).

## Budget and Resources

**Goal 6:** Budget to support administrative systems, instructional systems, networking, hardware, and staffing.

Strategies	Action Step	Intended Outcome
<b>Year Three</b>		
<b>6.1</b> Align the District Technology Plan to other school plans and Narragansett School System goals.	Review district plans and goals to align with new 2024-2025 district technology plan.	Budget for additional technology and resources needed to support district goals and plans.
<b>Yearly</b>		
<b>6.2</b> Constantly maintain and upgrade technology systems and hardware throughout the district.	Continue to support adequate funding based on the District Technology Plan through the annual budget.	Funding will be available through the budget to maintain and upgrade technology systems and hardware.
<b>6.3</b> Annually review the district budget to ensure appropriate and cost-effective systems and devices are purchased for the district.	Continue to explore new hardware, software, systems and support to ensure efficiency and cost savings.	Budget for the most appropriate hardware, software and systems in a fiscally responsible and prudent manner.
<b>6.4</b> Provide adequate staffing to support a 1:1 environment, expanding technology and systems in the district.	Continue to budget for staffing necessary to support technology in our educational environment.	Provide a high level of technological service and support to students, educators, and parents to ensure successful use of technology in the district.
<b>6.5</b> Continue to use the ERATE program to help offset and additionally fund the technology budget.	Use the ERATE subsidies to help offset the costs of district-wide internet bandwidth and supplement other eligible technology purchases (firewall, access points) in the district.	Supplement existing budget with ERATE funding to maximize Internet bandwidth and eligible hardware.
<b>6.6</b> Continue monitoring teacher use of software as compared to cost.	Complete a cost analysis of teacher used software to determine the best distribution of funds.	Teachers use the best software available for the most reasonable cost.
<b>6.7</b> Consolidating and streamlining existing systems and tools (applications).	Evaluate which applications and systems educators are using and consolidate them into a more streamlined and nuanced paradigm.	Educators will be using the best available teaching tools without unnecessary overlap of technology.
<b>6.9</b> Acquire and support student and teacher laptops and other hardware as necessary.	Continue acquisition and rotation cycle of student and teacher laptops.	Budget accordingly for the continued purchase and rotation of student and teacher laptops.

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## Digital Equity

**Goal 7:** Ensure all student have access to and ownership of the tools that best support them as learners, help students develop the skills and competencies they require in order to best take advantage of these digital resources, and communicate the value of using these tools to engage with learning experiences that are targeted, authentic, relevant, socially connected, and growth-oriented.

Strategies	Action Step	Intended Outcome
<b>Year One</b>		
7.1 Establish a Digital Equity Sub-Committee.	Recruit students, teachers, school and academic leaders, parents and community members.	A committed group of individuals will bring to the table a diversity of perspectives, ideas, and experiences pertaining to digital equity.
7.2 A shared understanding of digital equity.	Committee will examine foundations of digital equity and the digital equity guide.	Create an operational definition of digital equity for Narragansett.
7.3 Examine existing practices, resources, and needs in Narragansett.	Begin a digital equity audit utilizing TLA's <a href="#">Digital Equity Audit - Self-Assessment Tool</a> and <a href="#">Digital Equity Audit: Companion Workbook</a> .	Foster productive dialogue within leadership teams to clarify a vision and strategy, articulate needs, and identify areas for improvement.
7.4 Vision Statement	Draft a vision for digital equity that is grounded in the student experience.	Create a concrete vision for teaching and learning with technology so that educators, students, and broader community members understand the greater purpose behind digital equity efforts.
<b>Year Two</b>		
7.5 A shared understanding of digital equity.	Communicate to the teachers, parents, students and community plan for digital equity.	Increase awareness of and commitment to Digital Equity as a district.
7.6 Provide every student with high quality learning experiences through technology.	Investigate considerations to support digital equity in the classroom to build critical competencies for the digital world.	Focus on the areas that are identified.
7.7 Create a plan for staff professional development around digital equity.	Specific PD days planned. Establish coaching cycles to support digital equity efforts in the classroom.	Create a curriculum that is targeted and relevant, offering experiences that are actively engaging, socially connected and growth-oriented.
7.8 Implement a shift in teacher practice.	Coaching cycles focused on equitable use of digital learning tools.	Teachers will facilitate equitable use of digital learning tools and content that meet the needs of each learner. (ISTE 4.1b)

7.9 Create a culture of Digital Equity.	Engage leadership and the greater community with digital equity efforts.	A diverse committee of stakeholders will meet regularly to support digital equity efforts in Narragansett.
7.10 Leadership will support digital equity efforts.	Onboard any new leadership.	Create a common understanding of digital equity throughout the district.
<b>Year Three</b>		
7.11 Examine existing practices, resources, and needs in Narragansett.	Revisit Audit <a href="#">Digital Equity Audit - Self-Assessment Tool</a> and <a href="#">Digital Equity Audit: Companion Workbook</a> .	Systemic changes will be acknowledged and new focus areas identified.
7.12 Create a plan for staff professional development around digital equity.	Specific PD days planned, coaching cycles established to support digital equity efforts in the classroom.	Create a curriculum that is targeted and relevant, offering experiences that are actively engaging, socially connected and growth-oriented.
7.13 Implement a shift in teacher practice.	Coaching cycles focused on equitable use of digital learning tools.	Teachers will facilitate equitable use of digital learning tools and content that meet the needs of each learner. (ISTE 4.1b)
7.14 Establish systems, supports and practices to sustain digital equity.	Establish a culture of continuous improvement of digital equity, enabling systems and structures that remove barriers to digital equity and maintain essential, aligned supports for teachers.	Technology policies will be developed with digital equity in mind, multiple-access tech support, learning materials and tools for teachers and students that are universally accessible as well as culturally responsive.
7.15 Explore resources to take digital equity forward in Narragansett.	Expand our toolbox of strategies around digital equity through research from various sources.	Create resources and support for teachers and staff.
7.16 Digital Equity will be part of the greater equity efforts in the district.	Report out to the equity committee to bridge the gap.	Digital Equity will be written into the equity mission statement for the district.
7.17 Digital Equity is never done.	Investigate practices on handling change management processes that cycle.	Update or revise practices to support continual change.

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## Appendix A:

### District Technology Profile

The Narragansett School District serves the communities of Narragansett and Saunderstown. The district contains four buildings connected by local fiber. One elementary school, one middle school, one high school, and a central administration building make up the four connected sites.

Narragansett is a beach town community with a commitment to the highest standard of education.

<b>SCHOOL NAME</b>	<b>Enrollment 2021-22</b>	<b>Total Users 2021-22</b>
Narragansett Elementary School	383	468
Narragansett Pier Middle School	315	388
Narragansett High School	492	577
Central Office and Transportation		51
	Total: 1,190	Total: 1,484

Current Staffing Technology Department:

- Director of Technology (1)
- Technology Coordinator (1)
- Technology Specialists (2)
- Data Specialist (.75)
- Technology Integration Coach (1)

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## **Appendix B:**

### **1 to 1 Computing Profile**

Narragansett School System has made a commitment to ensure staff and students are using the most reliable state of the art technology.

#### **Current 1:1 Devices In Use:**

Faculty and Staff: Dell Latitude Windows 10 Laptops

Grade PK: Ipads (6 per Classroom)

Grade K: 1 to 1 Ipads

Grades 1 – 4: 1 to 1 Dell Chromebooks

Grades 5-8: 1 to 1 Dell Latitude 3310, 3340 and 3380

Grades 9 – 12: 1 to 1 Dell Latitude 3300, 3310 and 3380

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## **Appendix C:**

### **Network Infrastructure**

Narragansett School District's network consists of four sites connected with 24 Strand, 10GB Fiber Optics. All buildings are connected (10 Gbps) back to the data center located at the high school, which is the hub for the district.

Main distribution frames (MDF) and intermediate distribution frames (IDF) are needed in all sites. Every IDF is connected to the MDF with fiber (10 Gbps). Additionally, all classrooms and most other rooms are equipped with a wireless access point (WAP) and at least one wired Ethernet connection, providing network access in every building across the district. All buildings access the Internet through a 500 Mbps connection provided by OSHEAN.

As the hub of the district, the main data center located on the high school campus houses the bulk of the server infrastructure. To reduce the number of physical servers needed, the district uses a virtualized server environment. All systems, data storage and telephone communication is processed at this site. A battery backup unit and generator maintain almost 100% up time.

### **BUILDING MDF/IDF WAP**

NHS: 5 Network distribution frames and 49 Aps

NPS: 3 Network distribution frames and 51 Aps

NES: 4 Network distribution frames and 46 Aps

CO: 1 Network distribution frame and 3 Aps

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