

## **Specific Curricular Goals and Alignment with State Standards**

[http://www.michigan.gov/documents/Technology\\_11594\\_7.htm](http://www.michigan.gov/documents/Technology_11594_7.htm)

**Standard 1:** All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, and lifelong learner).

### **Strategies include:**

Students will analyze sources of information via technology, and use technology to communicate throughout various curricular areas, including language arts and social studies.

Students will use technology resources to explore career paths and evaluate various job opportunities, including those in technology fields.

Students will demonstrate proper care of technological systems and components.

**Standard 2:** All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

### **Strategies include:**

Students will input and retrieve information from technology sources; interpret and analyze that information, and apply it to problem solving techniques and situations.

Students will critically evaluate information gathered through technology sources.

**Standard 3:** All students will apply appropriate technologies to critical thinking, creative expression, and decision-making skills.

### **Strategies include:**

Students will use a variety of technologies to express ideas (voice, data, video, graphics, etc).

Students will use technologies to communicate for a variety of purposes and to a variety of audiences.

Students will use technology to organize thoughts in a logical process.

## **Section 5 – Student Achievement**

It is safe to say that all subjects, all classrooms, and every teacher uses technology to deliver educational content to their students in this school district. Technology is ubiquitous and familiar to all staff and students. Because Merrill's financial situation has meant that money is very tight, the school district has invested very wisely in the installation of technologies that allow teachers to seamlessly use technology to educate students.

### **Teacher Station**

Every teacher has access to a powerful technology configuration that is used daily to educate their students; this includes:

- Teacher Computer
- Microsoft Office Suite and other applications
- Ability to connect to and display streaming video
- High-speed Internet Access
- Ceiling-mounted dual-purpose monitor
- VCR mounted to monitor

The teacher computer is connected to the ceiling mounted monitor. This allows the teacher to share Internet content, PowerPoint lessons, CD-ROM instructional materials, streaming videos from service providers like United Streaming and our ISD's Video-On-Demand (VOD) server. In short, anything that the teacher can find on the Internet or on any type of computer friendly media can be shared with the students. Of course the VCR is also connected to the monitor; this allows the teacher to share off-air programming as well as video tapes with the students.

### **DVD Technology**

We currently have no way of displaying DVD content in most classrooms. We need to decide if we are going to replace the current VCR's with VCR/DVD combo players. If we cannot afford this for some time we need to consider providing more portable DVD players for each building.

### **Computer Labs**

Computer Labs provide a permanent setting where technology subjects can be taught and where research and creative exercises can be performed. Some labs are dedicated to computer specific subjects like CAD and business classes, while others are sign-out labs where any teacher can schedule time.

The labs in the school district include: one lab at Merrill Elementary School, two labs at Merrill Middle School, and two labs at Merrill High School, including the new Virtual School lab. An additional lab is available in the Middle/High School Media Center.

Labs equipment includes:

- Teacher computer connected to a LCD projector
- 28-30 student workstations
- Ceiling-mounted projector and screen
- High-speed Internet connection for all computers
- Lan-School software which allows teachers the ability to remote control the student workstations
- Network laser printer which allows everyone to print to one printer
- VCR/DVD player connected to the projector

### **Other Technologies Available**

A host of other technologies are available in this school district:

- Telephones in every classroom provide for better communication with parents.
- A district website using School Center's Content Management Server provides a way for teachers, administrators, secretaries and others to collaborate and easily publish important information.
- Follett library automation software is used by this school district's libraries to manage library assets and to provide a card catalog which is available via the Internet.
- Research resources are made available at the library and additional on-line resources are available.
- Study Island provides a way to measure student progress aligned with GLCE's and in preparation for MEAP at the elementary and middle school levels.
- STAR math and Accelerated Reader provide incentives for and encouragement of reading.

Even with the number of computers in operation, there is still no way to make sure that a computer is available to every student when it would be most advantageous. The only solution to this is a one-to-one computer to student ratio. Of course any product that is not a fully compatible, fully functional computer system running a Microsoft operating system and Microsoft Office provides a number of compatibility, resource and educational challenges for us.

### **Future Timeline for Technology Integration**

- 2009-2010
- Ensure accurate information on Parent View by having each teacher update grades at least twice per week
  - Transition from the use of Study Island in elementary and middle School to Compass Learning
  - Continue the implementation of TIES grading system into the elementary school
  - Prepare report card language for K-12 standards-based reporting
  - Add quarterly assessments in all subjects K-12
  - Deploy wireless access in all buildings
  - Require Laptop or other device for all incoming kindergarten students and sixth grade students

-Cyber Ethics course required in sixth grade

- 2010-2011
- Cyber Ethics curriculum infused in K-12 guidance curriculum
  - Implement K-12 standards-based reporting system
  - Data Warehousing tool fully integrated and operational K-12
  - Require Laptop or other device for all K-1 and 6-7 students
  - Plan for laptop deployment in high school
- 2011-2012
- Revise the K-12 standards-based reporting system as determined by evaluation
  - Require Laptop or other device for all K-2 and 6-8 students
  - Plan for laptop deployment in high school

## Section 6 – Technology Delivery

In cooperation with the Saginaw ISD, Merrill Community Schools is part of the Saginet consortium <http://www.saginet.org>. Saginet offers an array of distance learning and on-demand instructional services. The superintendents in Saginaw County have approved the expenditure of an additional one million dollars to fund the operation of Saginet for the next five years. This commitment is a large and tangible measure of these school districts' commitment to these technologies. When we talk about Technology Delivery for specialized or rigorous curricula we can divide this into four categories:

- Streaming Video or other on-line multimedia
- Virtual Field Trips
- Distance Learning Classes
- On-line Courses

### Streaming Video & VOD

Streaming Video or Video-On-Demand (VOD) is used now by teachers to provide students supplemental curricular information. The advantage of streaming video is that many titles may be researched and patched together to give students a broad and varied view of a subject. The limitation is the amount of content available.

VOD is streaming video but is a term that we've used to designate streaming video that is hosted locally and provides a greater amount of content than streaming video. For example, entire career explorations can be included on-line. The differences between streaming video and VOD content may blur over time as there is little real difference to the teacher and student.

### Virtual Field Trips

Virtual Field Trips (VFT's), like streaming video, are intended to supplement curriculum with high quality, high impact experiences. Each school has a "distance learning cart" which is designated for being used by teachers to take their students on virtual field trip. During a virtual file trip students can meet with students from other school districts to share projects. VFT's are also used to visit zoos and chat with astronauts. VFT's have been used so that students in biology classes can view open-heart and knee surgeries.

### Distance Learning

Distance Learning refers to the fully remote instruction of students and staff. In the future these classes may include advanced mathematics classes, advanced biology, and other subjects where our school district does not have the student interest or the staff expertise to offer these courses to a full classroom. In addition, numerous professional development opportunities exist to share content and costs among school districts.

### **On-line Courses**

On-line courses refer to complete course offerings over the Internet. Usually these are offered with some interaction with a live educator and can include chat rooms and other near real time communications like e-mail; however they may also be completely self-paced courses. With the launch of our new Virtual School, we offer on-line courses through Michigan Virtual High School and other on-line course providers such as Compass Learning. The Virtual School allows us to offer up to 28 students each hour the opportunity to take a class that meets their specific needs. Twenty-eight different courses can be delivered via the Internet to 28 different students simultaneously.

## **Section 7 – Parental Communications and Community Relations**

The District's website continues to grow as a resource for students, teachers, parents, and other community members. The Technology Plan will be published on the school districts website at:

<http://www.merrill.k12.mi.us/>

Notification of the plans posting and a description of the plan will be included in *The Communicator*, the district's printed newsletter.

### **District Website**

The District's website is updated daily with news articles and a calendar of events. Teachers maintain websites to let parents know what their expectations and classroom rules are. Board of Education meeting times and dates appear on the website.

### **Attendance and Grades Available from Home**

Our student package, TIES, has a component titled "Parent View". This product allows parents to log on to a website and view student grades and attendance. Parents are able to contact teachers via phone or e-mail with questions or concerns about their students.

## **Section 8 – Collaboration**

Merrill Community Schools currently has no adult education. In the 2005-2006 school year, we began offering community enrichment courses once again. The classes offered included workshops in the use of PowerPoint, Excel, and other Office components. In the future, such enrichment courses will be expanded.

The need for adult education and summer school courses has become apparent. With the launch of the new Virtual School, credit recovery classes as well as GED completion classes will be available on site as well as wherever a student has an internet connection.

## **Section 9 – Professional Development**

### **Professional Development Goals**

1. Create a learning community with respect to technology and education
2. Improve staff competence with technology
3. Implement technology tools into new and existing curriculum and instruction
4. Create pilots and model projects for utilization of technology in learning.

### **Expectations for Staff and Administrators**

1. Teachers will be able to integrate specific technology-based lessons into their subject areas
2. All teachers will receive on-going training in the use of current software and equipment
3. Teachers will be encouraged to develop and implement lesson plans that use multimedia resources existing in their classrooms (e.g., scanners, video projectors), and
4. Administrators will be competent technology role models.

Due to ongoing technology training within the District, our teachers currently display their technology proficiency on a daily basis using their classroom computers for tasks such as attendance, student management, grade reporting and communication.

### **Our technology goals are based on state and national standards!**

-We have relied heavily on the Michigan Department of Education's website when reviewing and establishing our technology goals.

-Other web-based resources include: NCES Report - Internet Access in U.S. Public Schools <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002018>

-Guiding Questions for Technology Planning  
<http://www.ncrtec.org/capacity/guidewww/gqhome.htm>

-National Center for Technology Planning  
<http://www.nctp.com/>

-Technology Plan Assessment Instrument  
<http://www.wmich.edu/techcorps/assess.html>

## **Section 10 – Supporting Resources**

The District will also utilize students, teachers, community members, and staff members with specialized technology skills as trainers. These resources will also be shared with other districts within our county just as we would utilize the like resources of other county districts.

Training and dollars for training are currently coming from and will continue to come from:

- The general budget - \$20,000
- Title I
- Title II Part A
- Other funding sources as appropriate

### **District Policies& Procedures**

The Acceptable Use Policy provides a working outline for how technology is to be used responsibly by the users of this school district.

We have a number of procedures that require the use of technology on a daily basis. For example each teacher is to have and maintain their own website. This initiative was started in 2005 and continues to grow. Teachers receive school announcement through email only. Regular correspondence between the administration and the staff is accomplished using email.

### **VOD Server**

Training materials are available on a video on demand server available at the Saginaw ISD.

### **School Center Website**

The support staff maintains a website that provides support materials like training videos and documentation for how to use our technology resources.

### **ISD Support**

The Saginaw ISD provides a training specialist and several other support specialists who provide training and other support.

### **Staffing**

Our staffing structure includes a Technology Director and a technical support specialist.

## **Section 11 – Infrastructure Needs, Technical Specification and Design**

A description of the current status of hardware, software, network infrastructure, telecommunications, and other technology services in the district is provided. The plan includes a description of the hardware, software, network infrastructure, telecommunications, and other services that will need to be acquired to improve instruction and student learning.

### **Network**

Merrill Community Schools physical network delivers 100mbps service to each desktop computer system and has a backbone which provides 1gbps service. Each building is connected with one or more 1gbps links to the server room located in Merrill High School. Connections to the Internet and other services (video streaming, student packages, accounting packages etc.) are provided through a 1gbps connection to the Saginaw ISD.

### **Assessment and Evaluation**

Assessment of hardware, software, network infrastructure is done on an on-going basis. The District Technology Director on a daily basis monitors it with a complete evaluation done at the end of each school year. The evaluation components are:

- Evaluating how many breakdowns occur, and what is the "down" time of computer systems
- Determining if the software we have meet requirements of the articulation agreements with Post-secondary institution
- Determining if the bandwidth available is sufficient for our use
- Determining the number of working network drops we have in each classroom, lab, etc; and if this number meets the needs of students and teachers
- Determining the ability to recover lost data successfully for users
- Determining the ease of use for users-access to data, server space available to them, etc; is this adequate for their educational needs
- Determining the capability of our machines to run the latest software
- Determining how updated is our software
- Evaluating the replacement plan for network components
- For the WAN, there is a monitoring system in place at the SISD.

### **Technical Support**

The roles and responsibilities for the management and coordination of technology resources throughout each building level are:

- The IT members who are identified individual teachers trained in the differing aspects of technology, integrating them with the core curriculum.
- A peer network of other teachers who share their technology knowledge.
- A working relationship with the representatives from the hardware and software vendors.

- An up-to-date access to our SISD and SVOL hotlines via phone/e-mail
- Obtained the services of a technology coordinator/technician for the K-12 LAN.
- Designed a maintenance plan for the updating and replacement of network system hardware and software.
- Coordinating EMERGENCY technical assistance plan for each building level in the district.
- Using students as technology aides, if qualified under the district's criteria.
- Adult volunteers which have technical support knowledge aiding the classroom teachers.
- Maintaining an up-to-date inventory of its voice-video-data network and its resources.
  - The district's inventory includes all software, hardware, print and non-print media.
  - All resources and equipment are marked and documented.
  - An electronic data base serves as a management system of the resources.
- An adequate budget providing for acquisition of new resources, replacement/upgrading of equipment and materials and emergency assistance for its information technology.
- The district's media personnel roles and responsibilities are coordinated with the technology coordinator, teachers and the WAN supervisor from the SISD.

## **Section 12 – Increase Access**

We recognize the importance of meeting the diverse technological needs of all students and staff. We also recognize the need to involve people from many diverse groups; especially those generally underrepresented such as handicapped, women, and members of racial or ethnic minority groups. All appropriate groups will be included and involved in the professional development as well as support and learning activities that will be offered using technology. We also recognize the importance of providing staff with professional development that offers opportunities for all staff to integrate technology across many different contents whenever possible or appropriate.

A needs assessment is given to both staff and students every two years to determine if the needs of all are being met. Through this tool we implemented another computer lab in the MS/HS media center providing both staff and students with technological support and increasing the student to computer ratio. We have also been able to upgrade and purchase new software based on information from the needs assessment.

Professional development is offered both during and after school as well as opportunities throughout the summer locally and through our ISD. Staff is informed of PD opportunities via e-mail, voice-mail and hard copy flyers.

The District School Improvement Plan contains a component dealing strictly with technology under the Professional Development category. Each building's (elementary, middle and high school) school improvement plan contains a goal concerning providing students with the skills needed to work within a technologically literate society.

## Section 13 – Budget and Timetable

Because of Merrill’s current financial condition, we have maintained spending over the past two years. We have also subcontracted our Director of Technology, who retired last year, and plan to continue to do so. Over the course of the next five years, the district is committed to do as much as possible with our technology dollars, without either increasing or decreasing the amount spent.

### Technology Budget for 2009-2012

	General Fund	Federal	Others
Salaries/Benefits	\$12,000		
Maintenance/Service	\$20,000		
Network Cost	\$30,000		
Desktop Hardware	\$20,000		\$750
Desktop Software	\$5,000		\$750
Professional Dev.	\$1,500	\$6,800	
Technical Assistance	\$3,500		
Engineering (Contracted) Support	\$5,000		
	Budget Process will reflect 4-5 year cycle of replacement/ upgrades	Title II A Title II D	REMC Grant

## Section 14 – Coordination of Resources

It is one of the responsibilities of the Technology Director to coordinate state and local resources to implement activities and acquisitions as prescribed in this technology plan.

- The funding strategies for implementation of the district technology plan involves:
  - various sources of resources (i.e. public versus private)
  - various types of resources (i.e. monies versus in-kind)
  - relationships with the resource community
  
- The following factors in the establishment of a line-item budget design are:
  - upgrades/maintenance of a proper infrastructure
  - desktop hardware/software
  - technical assistance
  - engineering (contracted) support
  - professional development
  
- Further resource acquisition will be provided by:
  - reallocation of the general fund budget
  - federal/state grants of in-kind or monies
  - local gifts, either in-kind or funds
  - grants received from business, foundations or school community groups
  - fee-based community technology seminars/or courses
  - partnerships with other school districts for curriculum/technology integration
  - acquisition of resources will also seek more private technology initiatives to promote a broader base of resources for technology/curriculum integration

### **Additional technology Funding**

#### **Title I - Part A** - Building level expenditures for improving basic programs

- These funds may be used by a school, in part, to educate the targeted Title I students. Some the funds may be used to purchase technology to help meet this objective.

#### **Title II - Part A** – Teacher and Principal Training

- This program was created as a combination of the former Eisenhower and Class Size Reduction programs. The Title II, Part A program is focused on recruiting, training and retraining highly qualified staff, as well as recruiting and hiring supplementary staff.

#### **Title II - Part D** – Enhancing Education Through Technology

- This program consolidates the current Technology Literacy Challenge Fund (TLCF) and Technology Innovation Grant programs in a single state formula grant program to support the integration of educational technology into classrooms to improve teaching and learning.

#### Title V - Innovative Education Program Strategies

- This program is designed to support local innovation and reform by providing supplementary funds to be used in one or more of the following target areas:
  - Technology related to school-based reform programs, including professional development on the effective uses of technology
  - Instructional material and computer hardware and software used to improve student achievement as part of an overall reform program

#### Universal Service Funds Grant

Money from this grant is currently used to defray costs in the areas listed below. This makes acquiring many of these capabilities possible. It also generates funds for supporting district technology goals. Currently dollars are used for the following:

- Internet Service Provider
- Point to Point T-1 lines connecting school and the school district to each other and the Internet
- Telecommunications
  - Local Phone Service
  - Long Distance
  - Cellular

Other Grants and Donations as applicable

## Section 15 – Evaluation

Evaluation of the Merrill Community Schools' District Technology Plan will be carried out using a variety of criteria. Administrative and instructional technology will be measured by the completion of goals in a timely efficient and cost effective manner. Comparisons using past years' data will be used to extrapolate percentages and establish benchmarks. Staff development activities will be evaluated using:

- Course evaluation sheets completed by participants
- Contact hours of staff development instruction type of course offerings
- Total participants by group completing training
- Needs assessment done at the beginning and ending of each school year
- Use of multi media and other technologies in instruction
- Tech As A Tool curriculum monitoring
- Degree of tech integration
- Monitoring improvement in assessment

### Evaluation Criteria

- Pre and Post student usage/knowledge inventory
- Maintaining an annual computer/peripheral inventory by room, building and system level
- Comparison of needs-assessment requests by school
- Tech Department operates within budget constraints
- Maintain weekly/monthly time logs for the tech department
- Maintain daily/monthly troubleshooting records by school
- Maintain records of contact hours for staff development by group course school
- Maintain records of facilitation of development of teachers' instructional skills
- Staff development evaluation through use of participant completed surveys
- Use of teacher curriculum monitoring process to monitor the integration of technology into the curriculum
- Impact on student learning as seen in the comparison of the change in grade level equivalents through the use of teacher designed assessments, text assessments, teacher observation and MEAP testing.

## Section 16 – Acceptable Use Policy

### MERRILL COMMUNITY SCHOOLS 2009-2010 SCHOOL YEAR NETWORK/INTERNET ACCEPTABLE USE POLICY

*Use of the Merrill Community School District's educational technology, including student access and use of the Internet through the MCS/Net (Merrill Community School Network) is strictly limited to legitimate educational purposes. It is to be used solely to support and enhance the School District's curriculum in a manner, which is consistent with the Merrill Community School District's mission statement.*

Merrill Community Schools recognizes the value of the Internet, as well as its inherent dangers. In accordance with the Children's Internet Protection Act (CIPA), the school district has instituted policies and procedures to facilitate student safety while on-line.

#### **Filtering**

The school district participates in a county wide consortium known as Saginet, through which the district receives Internet access, as well as content filtering services. Its content filter makes it possible to identify and block access to Internet sites containing sexually explicit content or other material inappropriate for the school district.

#### **Technology Protection Measures and Internet Safety Policy**

Student use of the Internet at Merrill Community Schools will be monitored by staff in a manner which is appropriate to the age of the students and circumstances of use. As stated in the Acceptable Use Policy (AUP), students shall not access material which is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational use. Students shall not use school resources to engage in so-called "hacking" or other unlawful activities. Furthermore, students shall not disclose, use, or disseminate personal information about themselves or regarding other minors.

Access to the MCS/Net includes an individual directory as well as Internet privileges. The network administrator reserves the right to monitor ALL activity on the system. Network storage areas are subject to inspection without notice at the request of any staff member. This is necessary to maintain system integrity and to insure that users are using the system responsibly. Users should not expect that files stored on district servers will be private. This storage space, like the whole system, should be used exclusively to store files that are directly related to course work.

Use of the MCS/Net and stand-alone computers is governed by the following rules:

1. Students may use the network only after the school has received the "Network Access Agreement", signed by the student and parent.
2. Students are solely responsible for their own user-ID and passwords. Sharing passwords or using another's password is prohibited. Students are accountable for any misuse of the systems done under their login. If you suspect your password has been compromised, see the network administrator immediately to change it.

3. As stated earlier, the MCS/Net and Internet access are intended for educational purposes only. This prohibits actions such as: using chat rooms, using e-mail, playing games, etc. and downloading and/or storing any data in your network drive which is not directly related to coursework.
4. Vandalism to a computer system can take many forms, and is prohibited by this policy. Vandalism might include, but is not limited to:
  - installing or removing software from a computer or network drive
  - downloading or storing any data on the computer
  - storing data on the network other than in your assigned network drive
  - damaging the computer and its peripherals (monitor, keyboard, mouse, scanner, mouse pad, etc) in any way
  - removing any items from the computer or its peripherals
  - rendering the computer or the network inoperable
  - performing any act that diminishes the performance of the computer or the network
  - gaining unauthorized entry into a file for any purpose
  - introducing a virus, either intentionally or through irresponsible handling of data and telecommunications resources.

The network administrator may define additional areas of vandalism.
5. The purchase, sale, and/or advertisement of goods or services via the Internet is prohibited.
6. Violation of copyright, trademark, trade secrets, or licensing agreements is prohibited.
7. Users of the MCS/Net must not use the system to access information or communications that are indecent, profane, vulgar, threatening, defamatory, or an invasion of privacy. A user who unknowingly does this should inform a staff member immediately. The network must not be used for anything other than teacher supervised, course related work.
8. Users of the MCS/Net are responsible for respecting and adhering to local, state, federal, and international laws.
9. The superintendent is responsible for directing appropriate District technology staff to bring all computers used by children and adults into full compliance with all federal requirements regarding Internet filtering software to assure that District discounts for Internet access and internal connections under the federal E-rate program are not jeopardized.
10. Student Internet activities will be monitored by the District to ensure that students are not accessing inappropriate sites. Each District computer with Internet access has a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors.
11. The MSC/Net is a monitored network and not stated or implied guarantee is made regarding the privacy of any communications, or storage space.
12. The District does not guarantee that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted.
13. The District shall not be liable for any direct or indirect, incidental or consequential damages (including, but not limited to, lost data , information, time, or any harm caused by exposure to offensive material) sustained or incurred in connection with the

- use and operation of the system or the inability to use the system.
14. The user may be required to make full financial restitution for unauthorized expenses incurred through the use of educational technology inconsistent with the agreement.
  15. The use of the MCS/Net is a privilege, not a right, and inappropriate use will result in disciplinary action. In the event a violation of this agreement occurs, the following procedure is followed:
    - the staff member observing the violation fills out the AUP violation form
    - the form is turned in to the network administrator
    - the personal directory is inspected and the account is locked
    - a review committee meets to decide what, if any, punishment is warranted
    - the user and parent are notified of the committee's decision
    - if the user feels the punishment is unfair or unwarranted, he/she is given an opportunity to address the committeeCopies of the AUP violation form, as well as the guidelines used for discipline, may be obtained by request from the technology office.
  16. A user's access to the MCS/Net will be terminated thirty days after the user leaves the Merrill Community School District.

**MERRILL COMMUNITY SCHOOLS  
2009-2010 SCHOOL YEAR  
NETWORK ACCESS AGREEMENT**

Student's Full Name \_\_\_\_\_

*I understand and will abide by the District Network/Internet Acceptable Use Policy. I further understand that if I violate any of its provisions, my access to and/or use of the computer network and other technologies may be terminated, and I may face other school disciplinary measures as well as appropriate legal action.*

STUDENT'S  
SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**PARENT OR GUARDIAN SECTION**

I have read the District Network/Internet Acceptable Use Policy. I hereby release the District, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of or inability to use the District system. This includes, but is not limited to, claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding the restrictions set forth by the Merrill Community School District Network/Internet Acceptable Use Policy. I understand that his/her access may be terminated in the event of any violation of this policy, and I will emphasize to my child the importance of following the guidelines.

I give permission to issue access to my child and certify that the information contained in this form is correct.

PARENT'S PRINTED NAME \_\_\_\_\_

PARENT'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

\_\_\_\_\_