

LINKPROGRAM

LINKS

“Nurturing Reciprocal Partnerships which Promote Academic Success”

A course designed for middle and high school students



Curriculum outline provided through the cooperation of Clarkston Community Schools, Farmington Public Schools, Michigan Department of Education, Oakland Schools, Grand Valley State University, and the Oakland County Autism Network.

Credit: One-half credit (elective)
Prerequisites: None
Requirements: Active participation, regular attendance, successful completion of assessments.

Diversity is present in every public school district in our nation. We support and celebrate diversity through a variety of instructional support programs, including specialized programs for students with disabilities.

IDEIA (2004) requires that local school districts consider ‘portability of supports and services’ that appropriately and routinely support individual students with disabilities in less restrictive environments. This mandate does not minimize the need for individual educational plans or supports required by students with disabilities to meet goals and objectives. It does recognize that exposure to legitimate curriculum enhances learning for all students. A commitment to implement this law requires a fresh look at how *placement* decisions for students with disabilities are made.

The LINK program focuses on the development of reciprocal experiences that facilitate previously unforeseen educational growth. Students with disabilities learn best in integrated settings with positive peers modeling desirable social behaviors and independent living skills. Opportunities for relationship building, self-advocacy, and positive behavior are supported in academic areas.

Students enrolled in the LINK program work collaboratively with a student (or students) with disabilities on common goals. LINK students act as peer advocates and mentors for students who require this type of support. They practice communication and problem-solving skills that will be required in post-school experiences. The curriculum, applied in this manner, provides opportunity for the learning and application of skills that promote development of healthy individuals, knowledgeable thinkers, life-long learners, and quality producers.

LINK students benefit in a reciprocal manner as they become ‘connected’ to individuals who require their support. They may re-teach academic lessons, becoming more proficient in the academic area as they learn how sequential learning must be broken down for mastery. Increased contact with a positive environment influences larger numbers of students to attend and complete school. Learning is enhanced by exposure to responsibility, leadership, and the need to communicate effectively. LINK students gain empathy – an identified attribute in the required functions of collaboration and teamwork.

The role of the LINK student is not caregiver, teacher, or substitute paraprofessional. The planned sequence of activities in this curriculum will support LINK students in becoming thinkers, problem solvers, and communicators who are able to successfully interact with a wide variety of human beings.

Course Description

The *Michigan Curriculum Framework* forms the academic foundation of planned student-to-student interactions in the LINK curriculum. Acquisition and implementation of specific skills (defined as Content Standards) in the areas of English Language Arts and Social Studies have been used to develop a sequence of instructional strategies. The LINK curriculum benefits typical students and students with a disability in a reciprocal manner.

The LINK student learns, through participation in the curriculum, to act as an advocate and mentor for a student with a disability as they master content standards. The interactive nature of instruction enables the LINK student to consistently broaden the range of opportunities for the student who has a disability. LINK students are engaged with students who have disabilities in a special education classroom or environments outside of the classroom.

Three Units of Study are presented in this semester course. Each Unit of Study is comprised of key concepts, benchmarks, assessment tasks, opportunities for integration (related units or disciplines), authentic application, and examination of instructional resources.

Special education teaching and support staff members may help LINK students understand issues related to a specific disability, the goals for the student (to which they will be assigned) and how to assist the student in school environments.

Outcomes

Resources for individuals with disabilities cannot be relegated to paid positions. Communities (and our society in general) become increasingly responsive when education is provided about *abilities* as well as the special support individuals with disabilities may need.

The number of students identified with Autism Spectrum Disorder continues to grow throughout our state and nation. The LINK program has demonstrated, in local school districts within Oakland County, that the development of opportunities for students to be together for purposeful activity increases community support for students with ASD.

Acknowledgements

Developed by students and staff members from Clarkston Community Schools and Farmington Public Schools with vision, leadership, and direction from Maureen Ziegler, Ed.S. and David Schoemer, Ed.S.

CONTENT STANDARDS FOR THE LINK PROGRAM

K-12 EDUCATION IN PHILANTHROPY CONTENT STANDARDS

(Taken from *Council of Michigan Foundations K-12 Education in Philanthropy Project*)

Theme I: Philanthropy and Civil Society
Students will be able to describe the relationship between private voluntary action intended for the common good and democracy, community, and civil society.

Theme II: Philanthropy and the Individual
Students will be able to analyze and describe the benefits to individuals from participating in the nonprofit sector.

Theme III: Volunteering and Service
Students will be able to demonstrate skills in volunteerism and will have authentic learning experiences in service.

ENGLISH LANGUAGE ARTS CONTENT STANDARDS

(Taken from *Michigan Curriculum Framework*)

Meaning and Communication

- Content Standard 1: All students will read and comprehend general and technical material.
- Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and composition.
- Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational and civic contexts.

Depth of Understanding

- Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Ideas in Action

- Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and to the lives of others.

Inquiry and Research

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

SOCIAL STUDENTS CONTENT STANDARDS (from *Michigan Curriculum Framework*)

Historical Perspective

Content Standard 1: All students will sequence chronologically the eras of American history and key events with these eras in order to examine relationships and to explain cause and effect.

Content Standard 2: All students will understand narratives about major eras of American history and world history by identifying the people involved, describing the setting, and sequencing the events.

Civil Perspective

Content Standard 2: All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.

Inquiry

Content Standard 1: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

Citizen Involvement

Content Standard 1: All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule or law, and how one acts in a virtuous and ethically responsible way as a member of society.

UNITS OF STUDY

Three units of study will be presented:

Unit 1: Creative Communication and Problem Solving

Unit 2: Leadership, Teaching, and Modeling

Unit 3: Thoughtful, Contributing Citizenship

Student attitudes that will be promoted within these units:

- appreciation of diverse participants, experiences and outcome of both the academic and social components;
- communication and interaction with staff and peers;
- involvement in tasks with clear goals that have consequences for themselves and others;
- trustworthiness and responsibility to a commitment;
- collaboration and team building; and
- development of sound ethical principals

Each unit of study is composed of:

Key Concepts – state the major ideas students are expected to comprehend;

Benchmarks for each Key concept – state what students will know or are able to do if they are making progress towards the standards;

Assessment Tasks – suggest ways students can demonstrate the degree to which they have reached the Benchmarks;

Opportunities for Integration – connect concepts with the unit and subject matter from the related units or disciplines;

Authentic Application – describe how learning within this unit is used in the world outside of school;

Instructional Resources – list the materials that support the teaching of this unit.

Unit 1: Creative Communication and Problem-Solving

Key Concepts:

- ◆ Good communication skills are essential in helping to achieve community improvement and reform.

- ◆ The use of effective problem-solving skills by both LINK students and students with disabilities facilitate the learning processes for all students.

Benchmarks

LINK Students will:

1. Formulate and express ideas effectively in a variety of situations including student/teacher, student/class, student/parent, and student/community (this will be achieved through communication during class, parent/student meetings, and monthly case conferences).
2. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively.
3. Provide reflective listening for the student with a disability who is expressing difficulties dealing with educational personal situations.
4. Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect themselves and others.
5. Consistently and comfortably use appropriate vocabulary in all situations.
6. Reinforce with positive feedback and appropriate use of constructive criticism with peers, teachers, and the community.
7. Demonstrate an understanding of communication charts and supported communication.
8. Successfully participate in a case conference.
9. Write effective behavioral descriptive statements.
10. Demonstrate effective group process skills such as providing feedback and process summaries, and seeking support.
11. Apply the elements of a problem-solving model.
12. Journal on a regular basis.

Assessment Tasks

A variety of methods can be used to demonstrate student progress or to measure knowledge and skills acquired. Evidence can be noted by quality of participation in class activities. Written assignments can be assessed against a rubric, as can class participation. Required journal reflections of the student's activities will further provide depth of understanding in a real world context.

(Examples):

- ◆ Written papers including:
 1. A daily log summarizing and reflecting on the daily activities of the student with disabilities.
 2. A weekly journal that reflects LINK student's learning/insights/growth during that week.
 3. Summative paper at the end of the semester, reflecting the larger perspective of growth/learning that has taken place over the semester including a summary of how that learning will affect the LINK student in the future.
- ◆ Additional documentation will include progress reports, A-B-C charts, interval charts, assessment scales, and other data collection and charting procedures.
- ◆ Group Presentations – Daily/weekly conferences with classmates and caseload teachers, monthly case conference including group problem solving, and IEP attendance/participation.

Integration Opportunities (Examples):

- ◆ English Language – Students will keep daily, weekly logs, and participate in monthly case conferences. Students will use oral communication with the classroom teacher, caseload teacher, and student with a disability. Students will write a summative paper at the end of the semester.
- ◆ Social Studies – Students will apply the principles of psychology and social skills in their interactions with teachers and with students who have disabilities.
- ◆ Math – Students will use daily, weekly and monthly documentation, including charts, graphs, and other data collection systems, to analyze behavior/academic patterns.
- ◆ Science – Students will apply the scientific method and problem solving strategies in order to formulate appropriate programming for individual students with disabilities.

Authentic Applications (Examples):

- ◆ Communication skills and problem solving skills are fundamental and embedded in many careers, among them teaching, social work, counseling, and other professions.
- ◆ Data collection is used by realtors, pollsters, business, research and development, the media, government, scientists and engineers.

Resources:

Council for Exceptional Children

Durand, V.M. & Crimmins, D.B. The Motivation Assessment Scale: An Administrative Manual. Topeka, KS. (1990).

Goldstein, Arnold, The Prepared Curriculum, Teaching Prosocial Competencies, Research Press. (1999).

Jensen, William, The Tough Kid Tool Kit. Sopris West.

Lovett, Herbert, Cognitive Counseling and Persons with Special Needs. Praeger Publishers, New York. (1985).

Shinski, John, E., Resource Guide for Teachers, Shinski Seminars, Inc. Lansing, MI.

Michigan Department of Education. Michigan Curriculum Framework. Link at web address: www.michigan.gov

Unit 2: Leadership, Teaching, and Modeling

Key Concepts:

- ◆ A general understanding of various disabilities is foundational to successful working relationships with students who have disabilities.
- ◆ Successful school participation for students with disabilities requires flexibility and individualization.
- ◆ The acquisition of basic teaching skills can significantly improve the academic outcomes for peer tutoring.
- ◆ Modeling is a powerful strategy to teach appropriate academic and social skills.
- ◆ The collaborative involvement of students, parents, and school personnel is critical to successful planning of a student program that meets his/her needs.

Benchmarks

LINK Students will:

1. Understand some of the characteristics of various disabilities and the effect such disabilities have on a person's life functions.
2. Increase vocabulary and terminology regarding successful work with students with disabilities.
3. Explain the "rules" which guide the LINK learning relationship.
4. Acquire basic teaching skills to support the peer tutoring process.
5. Demonstrate the appropriate application of accommodations and modifications.
6. Model age-appropriate, responsible behavior.
7. Explain how a behavior management plan works.
8. Consult with parents, teachers, administrators, student services, and community agencies regarding strategies to help students.
9. Analyze and evaluate the ability, interests, skills and achievement of students with special education needs.
10. Help determine which resources are most appropriate and readily available for helping students with disabilities.
11. Understand the relationship between assessment information and the process for assisting students to develop immediate and long-range plans.
12. Work with the student who has a disability, using personal, social, and educational information in planning goals.
13. Make decisions, set goals for self, involve the student with disabilities in setting goals, and take appropriate action to achieve these goals. Students will specify goals and constraints, generate alternative, consider risks, and choose the best options for action.
14. Evaluate and use resources that are most appropriate and readily available for supporting the student with a disability.

15. Provide model and feedback by editing assignments with student who has a disability
16. Reflect upon the LINK program and how it relates to classroom studies.
17. Evaluate progress of self and student before, during, and after the bulk of LINK activities occur.
18. Celebrate the learning experience.

Assessment Tasks

A variety of methods can be used to demonstrate student progress or measure knowledge and skills acquired. Evidence can be noted by quality of participation in class activities. Written assignments can be assessed against a rubric, as can class participation. Required journal reflections of the student's activities will further provide depth of understanding in a real world context.

- ◆ Class participation – Documentation of advocating for students who have a disability through teacher-to-teacher report, input into case conference, attendance and participation in the IEP. The LINK student will be able to identify the components of the various systems (data collection and manipulation, positive behavioral support, modifications and accommodations) necessary to support the student who has a disability.

Integration Opportunities (Example):

- ◆ Social Studies – Students will apply the principles of psychology to social interactions.
- ◆ English Language – Students will use written and oral communication with all students and staff in order to teach, model and model appropriate positive programming for students with disabilities.
- ◆ Math – LINK Students will collect data to analyze past student behavior and predict future outcomes.

Authentic Application (Examples):

- ◆ The enrichment and support that is available when working together in a diverse environment is supported as individuals come together in service opportunities.
- ◆ Hospitals and other service oriented professions.
- ◆ Lawyers, politicians, special interest groups, lobbyists.
- ◆ Advertising, public relations.

Resources:

Council for Exceptional Children

Goldstein, Arnold, *The Prepare Curriculum, Teaching Prosocial Competencies*, Research Press. (1999).

Jensen, William, *The Tough Kid Tool Kit*.

Lovett, Herbert, *Cognitive Counseling and Persons with Special needs*. Praeger Publishers, New York. (1985).

Shinkski, John, E., Resource Guide for Teachers, Shinski Seminars, Inc. Lansing, MI.

Unit 3: Thoughtful, Contributing Citizenship

Key Concepts:

- ◆ Service and Responsible Citizenship are valued in our society today and have been throughout our history.
- ◆ Understanding the cause and effect relationship between one's behaviors and the outcomes is essential to ethical living.
- ◆ Successful individuals choose to act as Responsible Citizens.

Benchmarks

LINK Students will:

1. Give examples of various incidences in which intolerance has contributed to social disintegration.
2. Describe the procedures for and importance of sensitivity to people with whom the LINK student is working.
3. Discuss the concept of stereotyping and judgmental behavior through identification of various groups who benefit from service.
4. Contribute to and work cooperatively in diverse groups to achieve common goals.
5. Recognize and build on individual and team limitations and strengths.
6. Identify and utilize the skills needed to work cooperatively and recognize the importance of these skills in the home, school, and workplace.
7. Write a personal mission statement citing his/her charitable outlook and goals as a Responsible Citizen.
8. Consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.
9. Explain how an individual or group can act for the common good.
10. Consider how one acts in a virtuous and ethically responsible way as a member of society.
11. Identify and explain how individuals in history demonstrated good character and personal virtue.

Assessment Tasks

A variety of methods can be used to demonstrate student progress or measure knowledge and skills acquired. Evidence can be noted by quality of participation in class activities. Written assignments can be assessed against a rubric, as can class participation. Required journal reflections of the student's activities will further provide depth of understanding in a real world context.

(Examples):

- ◆ Writing – Students will write a paper defending youth involvement in service and will support their statements by citing contributions made by young people noting their impact on society.
- ◆ Speaking – Students will advocate for individuals with disabilities with classroom teachers and peer students.
- ◆ Teacher-to-Teacher reports.
- ◆ Research – LINK Students will collect and analyze data to find effective ways to accommodate, modify, advocate and include the student with disabilities in the everyday mainstream.

Integration Opportunities (Examples):

- ◆ Language Arts – Students will advocate for individuals with disabilities through written and spoken communication as well as other media.
- ◆ Math – Students will collect and analyze data, in order to facilitate positive programming for students with disabilities and to facilitate social awareness, understanding and acceptance of all students in the general community.
- ◆ Social Studies – LINK Students will apply the principles of communication and social skills to affect positive change for the individual with disabilities.

Authentic Applications (Examples):

- ◆ It is understood that service to one's community will always be an ongoing responsibility as a Responsible Citizen.
- ◆ Many levels of government – from avenues of reform, to the support during election campaigns – rely on volunteer efforts.
- ◆ Many consumer/advocacy/special interest groups, from cancer or HIV/AIDS research to environmental groups rely on volunteer efforts.

Resources:

Council for Exceptional Children

Goldstein, Arnold, *The Prepare Curriculum, Teaching Prosocial Competencies*, Research Press. (1999).

Jensen, William, *The Tough Kid Tool Kit*.

Lovett, Herbert, *Cognitive Counseling and Persons with Special needs*. Praeger Publishers, New York. (1985).

Shinkski, John, E., *Resource Guide for Teachers*, Shinski Seminars, Inc. Lansing, MI.

LINKS / Peer to Peer Support Course Outline

Week One:

LINK Students will develop a general knowledge of various disabilities. LINK Students will:

1. Compare and contrast the differences and similarities among disability areas
 - 1.1 State the general attributes of a person with a developmental disability, cognitive disability, physical disability, learning disability, autism spectrum disorder, or an emotional impairment.
 - 1.2 Describe the effect such disabilities may have on life functions such as cognitive tasks, behavior, motor ability, social/emotional responses.
2. Identify the supports already present, and needed in the future for individuals with disabilities.
3. Meet students identified as having a disability and receiving special education services.
4. View appropriate behavior, modeled by staff, as they interact with students who have disabilities.

LINK Students will become aware of appropriate communication styles between two or more LINK Students, students in various school environments, staff, and parents.

1. Communication charts regarding daily work will be distributed and explained.
2. Data collection and management will be introduced.

All rules for LINK Students will be explained. LINK Students will sign an agreement of acceptance.

1. Admission forms (parental agreement)
2. Permission forms
3. Confidentiality
4. Learning and support responsibilities
5. Attendance
6. Case conferences
7. Hall passes
8. Emergency procedures

Weeks Two and Three:

LINK Students will become familiar with (support) systems that are used to provide organization for students with disabilities during daily activities. LINK Students will be able to:

1. Describe and explain various systems, including communication, behavior, and learning supports.
 - 1.1 Describe the general attributes of the systems used to support individuals with disabilities in the school environment.
 - 1.2 Recognize that the ability to organize information has an effect on the success of students with disabilities in learning environments.
 - 1.3 Recognize the usefulness of providing planned opportunities for individuals with disabilities in typical (less restrictive) environments.
 - 1.4 Understand communication systems such as oral language, supported communication, augmented communication, picture schedules, etc.
 - 1.5 Understand assistive technology (devices) such as lap top computers, picture systems, Alpha Smart, etc.

LINK Students will become aware of effective written statements to describe behavior. LINK Students will be able to:

1. Review exemplary descriptive statements, modeled by staff that effectively describes behavior and events in observable, measurable terms.
2. Choose the most appropriate written statement to describe behavior.
3. Following a model provided by staff, write statements describing assignments, events, and behavior.

LINK Students will become aware of behavior plans. They will be able to explain:

1. Elements of Positive Behavior Support
2. Token Systems
3. Precedent and antecedent behavior
4. Cost-response systems
5. Self-monitoring behavior

LINK Students will be assigned to work with one student who has a disability.

1. Match will be initiated by students and approved by the teaching staff.
2. Goals and objectives will be discussed.
3. Confidentiality will be discussed.
4. Systems specific to the individual with disabilities will be explained and discussed.
5. Schedule of interaction will be developed.

LINK Students will receive instruction in supported communication, if required. Supported communication will be modeled. LINK Students will:

1. Practice supported communication, while being monitored by the staff.
2. Keep a record of progress regarding supported communication attempts.
3. Understand the function of supported communication as an academic tool.
 - 3.1 Question and answer model(s).
 - 3.2 Reading the message for the individual with a disability.
 - 3.3 Learn and use the most effective communication system for the individual with a disability.

Weeks Three and Four

LINK Students will become aware of the academic supports and strategies available for students with disabilities.

1. Supports may include, but are not limited to:
 - 1.1 Tests and assignments read orally.
 - 1.2 Reduced length or breadth of assignment.
 - 1.3 Extended time for assignments and tests.
 - 1.4 Tests and assignments may be taken in an alternate environment.
 - 1.5 Modified tests (i.e. limited choices, word bank, multiple choice versus fill in the blank, prompts, etc.)
 - 1.6 Modified grading
 - 1.7 Alternative forms for speech and/or writing, as appropriate.
 - 1.8 Use of technology such as calculators, word processors, Alpha Smart, spelling and/or grammar check, etc., when appropriate.
 - 1.9 Oral re-statement of test item or question.
2. Student specific supports will be described. LINK Students will become familiar with the use of specific academic supports that assist students with disabilities. Information about IEP (required accommodations) will be discussed.
3. LINK Students will become aware that supports are used in many venues.

LINK Students will become familiar with the case conference model to analyze interactions, problem-solve and work proactively on behalf of the student with a disability. LINK Students will:

1. Discuss the elements of a case conference.
2. Identify the objectives of a case conference.

Weeks Five and Six

LINK Students will implement communication and behavior systems, and appropriate academic supports for students with disabilities. LINK Students will:

1. Review proposed plans with the staff.
2. Participate in a “touch-back” loop with the staff following implementation.
3. Review curricular supports, communication and behavior systems, and data collection.

LINK Students will demonstrate appropriate written communication.

1. Written comments will be reviewed by staff.
2. Reinforcement (and re-teaching) will be provided for clear statements.

Weeks Seven and Eight

LINK Students will demonstrate competence in written communication.

1. Written communication supports will be monitored by the staff.
2. Appropriate comments will be modeled for LINK Students.
3. LINK Students will demonstrate how to check for understanding.

LINK Students will become aware of group process skills.

1. LINK Students will participate in case conference activities for his/her assigned student.
 - 1.1 LINK Students will demonstrate providing appropriate verbal feedback.
 - 1.2 LINK Students will actively seek support on behalf of their student.
 - 1.3 LINK Students will provide verbal feedback regarding this process.

LINK Students will become aware of collaborative problem-solving skills.

1. Collaborative problem-solving skills will be regularly modeled by staff.
2. Elements of collaborative problem-solving skills will be discussed.
3. The following model will be used to problem solve:
 - 3.1 Identify the problem
 - 3.2 Clarification
 - 3.3 Brainstorm
 - 3.4 Sift (solution that best meets needs of student)
 - 3.5 Clarification
 - 3.6 Select response
 - 3.7 Schedule Implementation
 - 3.8 Evaluate
 - 3.9 Journal entry

Weeks Nine and Ten

LINK Students will demonstrate competence in critical thinking skills

1. LINK Students will analyze situations and behaviors
2. LINK Students will report need for adjustment to staff

Weeks Eleven through Thirteen

LINK Students will demonstrate collaborative problem-skills

1. LINK Students will keep a journal during the report card marking period describing problem-solving opportunities (situations).
2. Collaborative problem-solving situations will be prepared for discussion at case conferences.

Weeks Fourteen through Fifteen

LINK Students will demonstrate collaborative problem-solving skills at case conferences.

1. LINK Students will use information from their journals to discuss problem-solving situations.

Weeks Sixteen through Eighteen

LINK Students will complete evaluation process with staff member.

1. Project participation, journaling, and input from the student with a disability will be reviewed to determine the grade.

LINK Student Feedback/Evaluation Form (Example)

LINK Student Name: _____ **Date:** _____

Name of student with disability: _____

Teacher: _____

Class: _____ **Hour:** _____

Please return to: _____ **By:** _____

Please use the following scale to rate the LINK Student's performance:

1 = unsatisfactory, 2 = below average, 3 = average, 4 = above average, 5 = excellent

LINK Student attends class regularly and on time. 1 2 3 4 5

LINK Student models appropriate behavior. 1 2 3 4 5

LINK Student maintains a positive relationship with assigned student. 1 2 3 4 5

LINK Student communicates effectively with assigned student. 1 2 3 4 5

LINK Student communicates effectively with classroom teacher. 1 2 3 4 5

LINK Student suggests instructional adaptations for student. 1 2 3 4 5

LINK Student conveys need for curriculum modifications for student. 1 2 3 4 5

Comments: _____

Shared with LINK Student on _____ . Shared by: _____ .
Date Name of staff member

Resource:
Michigan Curriculum Framework

Notes
