KEY CONTRACT TERMS

For Master Agreement WRESA-36-2025-2026-03

Contract Between: Wayne RESA and Jigsaw Learning LLC, dba TeachTown

Contract Purpose: Master Agreement for Pre-K to Adulthood Special Education Training & Curriculum for Wayne RESA and authorized CoPro+ Members

Contract Number: WRESA-36-2025-2026-03

RFP Number: WRESA-36-2025-2026-03

Contractor Name: Jigsaw Learning LLC, dba TeachTown

Contractor Address: 2 Constitution Way
Woburn, MA 01801

Contractor Telephone: (800) 283-0165

Contract Administrator: Wayne RESA Designee/CoPro+

Base Contract Years: June 18, 2025 – June 17, 2028

Option Years: June 18, 2028 – June 17, 2029
(Option Year 1)
June 18, 2029 – June 17, 2030
(Option Year 2)

Delivery/Shipment: N/A

Pricing: Refer to Section 2.1 and Attachment A

Administrative Fee: 2.0%

Terms & Conditions: Refer to Section 3

F.O.B.: Destination

Service Ordering Options: Kimberly Johnson, contracts@teachtown.com

Payment Options: Purchase Order or Direct Voucher

Miscellaneous Information: THIS AGREEMENT IS EXTENDED TO AUTHORIZED COPRO+ MEMBERS

Signature of Contractor's Duly Authorized Representative

THIS CONTRACT MUST BE SIGNED BY AN AUTHORIZED REPRESENTATIVE OF THE CONTRACTOR; ANY ALTERATIONS OR ERASURES TO THE OFFER MUST BE INITIALED BY THE UNDERSIGNED AUTHORIZED REPRESENTATIVE.

The undersigned acknowledges, attests and certifies individually an on behalf of the Contractor that:

(1) He/she is an Authorized Representative of the Contractor, has been authorized by Contractor to make all representations, attestations, and certifications contained in this Contract, if any, issued, and to execute this Contract on behalf of Contractor; (2) Contractor is bound by and will comply with all requirements, specifications, and terms and conditions contained in this Contract (including all listed attachments and Addenda, if any, issued; (3) Contractor will furnish the designated Goods in accordance with the Contract specifications and requirements, and will comply in all respects with the terms of the resulting Contract upon award; and (4) All affirmations contained in the RFP are true and correct.

CONTRACTOR:

Jigsaw Learning LLC, dba TeachTown
_____
Firm Name

DocuSigned by:

Ashley B. Wall
—FC5EBC36AD5D48E...
_____
Authorized Representative Signature

Ashley Wall   Chief Financial Officer
_____
 Print Name/Title

6/19/2025
_____
Date

WAYNE RESA:

Jen Taiariol   Assistant Superintendent of SE
_____
Name/Title

Signed by:

Jen Taiariol
—A193835BF9934AC...
_____
Authorized Signature

6/22/2025
_____
Date

SECTION 1.0: SCOPE OF WORK - CONTRACT REQUIREMENTS

Wayne RESA ("WRESA") Educational Services Department, in partnership with the Michigan Association of Counties ("MAC") CoPro+ Program, has awarded this Master Agreement ("Contract") for Pre-K to Adulthood Special Education Training & Curriculum.

For additional requirements and scope of work detailed responses, see RFP and the awarded proposal response provided as Attachment C.

This Contract establishes the terms and conditions for the provision of Pre-K to Adulthood Special Education Training & Curriculum by the Contractor. The following requirements shall govern the scope of work, responsibilities, and expectations between WRESA and the Contractor, ensuring the efficient and reliable procuring of Pre-K to Adulthood Special Education Training & Curriculum.

1.1 <u>Scope of Work</u>

The purpose of this project is to provide comprehensive training including virtual and onsite instructional coaching, teacher training, curriculum and intervention resources to special educators who teach students on an adapted core curriculum in grades Pre-K through transition to adulthood. This content should include online/technology-based materials, print and physical classroom materials (including reading libraries, bound teacher-guides, and consumable workbooks), comprehensive and ongoing training, and access to data reports to assist with monitoring implementation and impacts.

A. <u>General Requirements</u>

The program must meet the following requirements across key areas:

1. **Student Experience**

<u>Engagement:</u>

a. Content must be age-appropriate and adaptable to different proficiency levels.
b. Materials must be culturally diverse, covering multiple ethnic backgrounds and historical periods.
c. Content and lessons must provide real-life images and examples.
d. Instruction must incorporate varied, evidence-based teaching strategies tailored to different learning modalities.

e. Both students and teachers should have access to real-time progress tracking and targeted learning activities.
f. K-5 curriculum content must be available in Spanish for dually identified students.

Individualization:

a. The program should allow customized learning paths based on individual student progress and deficits.
b. Lessons should align with Individualized Education Plan (IEP) goals and include data tracking, reporting, and progress visualization.
c. Content must accommodate students with intellectual disabilities, developmental delays, autism, orthopedic impairments, and visual impairments, featuring structured lessons, predictable formats, and accessibility tools.

2. Content & Curriculum

The curriculum must be comprehensive, aligned with Michigan's Common Core and Alternate Content Expectations/Essential Elements, and differentiated for diverse learners.

Standards Alignment:

a. Content must align with Michigan's Common Core Standards and Michigan's Alternate Content Expectations/Essential Elements.

Comprehensive Approach:

a. Program must cover preschool through transition age (up to 26 years old) with a blended, adaptive core curriculum.
b. All four core subjects (ELA, Math, Science, Social Studies) must have equal, standalone content without requiring supplemental material.
c. Early childhood curriculum should be adapted for students with developmental delays and disabilities.
d. Adaptive/Daily Living, Vocational/Transition, and Social/Emotional skills must be embedded.
e. ELA curriculum must support the Science of Reading framework (phonemic awareness, phonics, vocabulary, fluency, comprehension).

f. Content must be available in both digital and physical formats, incorporating high-quality fiction and non-fiction literature and incorporating texts with varying reading levels.

g. Math instruction must be aligned with Michigan state standards and include real-life applications.

h. Science and Social Studies must include both digital and hands-on experiential learning.

i. Supplemental materials (e.g., lab printouts, manipulatives, study guides) must be easily accessible.

j. Benchmark assessments should be embedded with continuous progress monitoring.

k. Program must integrate Social-Emotional Learning fundamentals.

Instructional Methodology

a. Predictable instructional routines tied to Michigan's Common Core and Alternate Content Expectations/Essential Elements.

b. Based on Universal Design for Learning (UDL) principles.

c. Uses evidence-based instructional strategies for students with intellectual disabilities and developmental delays.

d. Incorporates explicit, systematic word recognition and reading comprehension instruction.

e. Supports students using Augmentative and Alternative Communication (AAC) devices.

f. Provides a built-in prompt hierarchy to guide instruction.

g. Includes a framework for instructional technology, data collection, positive behavior support, and classroom management.

h. Incorporates a wide range of culturally diverse content and cultural perspectives that ensures all voices are heard, represented, and respected.

3. Program Design & Implementation

District Monitoring & Fidelity of Implementation:

a. Includes tools for district-level tracking (e.g., walkthrough checklists, student data monitoring systems).

b. Enables home access for students and parents (e.g., homework, extension activities).

c. Digital materials must support rostering and single sign-on (SSO) integration with Clever and ClassLink.

Data Accessibility:

a. Allows real-time data tracking at the district, campus, and individual student levels.
b. Provides customizable reporting options by district, school, grade level, teacher, student, and skill area.
c. Offers role-based dashboard access for teachers, schools, and administrators.
d. Creation of Data Reports that are appropriate to be shared with parents or guardians at meetings related to progress/data discussion (e.g., Conferences, Progress Reports, Report Cards, and IEP meetings).

4. Teacher Experience & Usability

User-Friendly Design:

a. Materials should be easily navigable with built-in guides for lesson planning.
b. Includes scripted lesson plans for every K-12 unit.
c. Provides curriculum mapping and pacing guides.
d. Lessons must include explicit guidance for differentiated instruction and student grouping.
e. Built-in accessibility features should support students requiring AAC/Assistive Technology and be compatible with single-switch devices across all operating systems.

5. Assessments

Comprehensive Assessments:

a. Includes diagnostic, formative, and summative assessments to track student progress and inform instruction.
b. Offers skill-based assessments in Reading and Math, including decoding, sight words, comprehension, and math facts.
c. Accommodates students with severe/profound disabilities who cannot access digital assessments.
d. Monitors weekly student progress with adaptive recommendations.
e. Aligns IEP objectives with progress monitoring tools.

f. Provides grading guidance for assignments and assessments.
g. Supports individualized pacing based on mastery.

6. Support & Professional Learning

The Contractor must provide ongoing professional development and support to ensure successful implementation:

Ongoing Support:

a. 24-hour customer support via phone and email.
b. Dedicated onboarding and support personnel for the Contract term.
c. Bi-weekly meetings with a customer success manager.
d. Weekly virtual office hours for instructional staff.

Professional Learning:

a. Modular, interactive training throughout the school year.
b. Guidance on using the program for both core and specialized instruction.
c. Training in identifying student deficits and setting instructional focus areas.
d. On-site and virtual training for teachers, paraprofessionals, and administrators.
e. Job-embedded instructional coaching throughout the contract.
f. Online tools such as asynchronous training modules, user guides, and video tutorials.
g. Sustainability options, including a train-the-trainer model.
h. Advanced training for paraprofessionals, administrators, and special education topics (e.g., behavior management, assistive technology).

B. Criminal Background Check

WRESA is committed to providing a safe and secure environment for all staff, students, and clients that conduct business or visit any WRESA operated campus. Prior to any individual servicing WRESA operated campuses, a criminal history records check shall be conducted in accordance with state law. Individuals seeking access to WRESA operated campuses will be held to a similar standard of review as WRESA employees and contractors, including the requirement that any criminal conviction will require the individual to provide requested documentation so that WRESA can conduct a targeted

review and individualized assessment. Background checks must be fully completed prior to starting work on any WRESA campus, and only individuals authorized in writing by Wayne RESA utilizing a DETERMINATION FOR ASSIGNMENT form will be accepted as qualified for placement.

Contractor will be responsible for working with WRESA to run proper background checks. WRESA will process background checks for a fee of seventy-five dollars ($75.00) for each CHRI record initiated by the Contractor. The Contractor is responsible for all processing costs and fees associated with background checks, including WRESA processing fees. Wayne RESA shall issue an invoice to the Contractor detailing the fees owed to Wayne RESA during each month of the Term. The Contractor must remit payment within thirty (30) days of receipt of such invoice. Any invoices unpaid after that thirty (30) day period shall be deducted from amounts due from WRESA to the Contractor.

C. Subcontracting

Any person or vendor undertaking a part of the work under the terms of the contract, by virtue of an agreement with the Contractor, must receive the approval of the designated WRESA staff prior to any such undertaking. WRESA may terminate the contract if the subcontracting is done without this approval.

WRESA has approved subcontractor Victoria Aragon to provide training and coaching support.

1.2   Statewide Cooperative Contract

All pricing submitted to Wayne RESA and its participating entities shall include a 2% administrative fee to be remitted to CoPro+ by the contractor on a quarterly basis. Administrative fees will be paid against actual sales volume for each quarter. It is the contractor's responsibility to keep all pricing up to date and on file with Wayne RESA/CoPro+. All price changes shall be presented to Wayne RESA/CoPro+ for acceptance, using the same format as was accepted in the original contract.

1.3   Product/Service Specifications

All products/services furnished must be in conformity with the participating agency requirements and specifications and will be subject to inspection and acceptance by the individual customers. The right is reserved to reject and return at the risk and expense of the Contractor.

1.4   Service Capabilities

1.4.1   Communication Plan/Contract Management

Please see Contractor's proposal (Attachment C) for a description of the following:

Contractor has identified their company standards of communication as they relate to contract performance, issue management, and change management. An issue is an identified event that, if not addressed, may affect schedule, scope, service, delivery, quality, or budget. A change is identified as a change in corporate leadership, structure, merger or acquisition.

1.4.2   Primary Account Representative
Contractor has identified their primary account representatives who will be responsible for the performance of a resulting contract, as well as contact persons for reports and bid documents.

Primary Account Representative:

Contract Performance and Reports:
Meg Tucker, mtucker@teachtown.com, 858-952-4438

Contract Documents:
Ashley Wall, awall@teachtown.com, 800-283-0165

1.5   Customer Service

The Contractor must have an accessible customer service department with an individual specifically assigned to Wayne RESA. Customer inquiries should be responded to with forty-eight (48) hours or two (2) business days unless it is an emergency issue.

Customer Service Contact: support@teachtown.com
Dedicated Customer Success Manager: Kelly Oglesby, (800) 283-0165 Press 4
Hours of Operations: Monday - Friday, 8am - 7pm ET
Address: 2 Constitution Way, Woburn, MA 01801
Regular Response Times: 1 business day
Emergency Response Times: 2 hours

1.6   Purchase Orders

Requests for quotes will be initiated by participating agencies as specific needs arise. Participating agencies will issue individual detailed specifications to the pre-qualified vendor pool along with specific response information required, deliverables, and any special terms and conditions. The vendors will respond directly to the requesting

agency within the timeframe specified in the request for quote. The participating agency will evaluate the responses and determine the vendor that will be awarded a purchase order (PO). Resulting orders are to be shipped and billed directly to these institutions.

1.7   Delivery and Acceptance

The Contractor shall deliver all materials, products, and services per the agreed schedule. Physical materials must be securely packaged and shipped FOB destination, while digital resources must be provided via secure electronic transfer. The Contractor bears all shipping, handling, and packaging costs. Risk of loss remains with the Contractor until final acceptance by WRESA.

Acceptance is contingent upon:

- Conformance to requirements (materials, software, and services meet standards).
- Successful training and implementation as per the Contract.
- Functionality of digital components and system integrations.

If deficiencies are found, the Contractor must correct them within five (5) business days at no additional cost. Non-compliance may result in rejection, withheld payment, or Contract termination if unresolved.

1.7.1   Invoice and Payments

All pricing must reflect net 30 payment terms.

SECTION 2.0 – PRICING REQUIREMENTS & SCHEDULE

2.1   Pricing Schedule

2.1.1   Pricing Schedule Worksheets

See Pricing Attachment A.

2.1.2   Tax Excluded from Price

(a) Sales Tax: Wayne RESA and local units of government are exempt from sales tax for direct purchases. The contractor's prices must not include sales tax.

(b) Federal Excise Tax: Governmental entities may be exempt from Federal Excise Tax, or the taxes may be reimbursable, if articles purchased under any resulting Contract are used for the State's exclusive use. Certificates showing exclusive use for the purposes of substantiating a tax-free, or tax-reimbursable sale will be sent upon request. If a sale is tax exempt or tax reimbursable under the Internal Revenue Code, the contractor's prices must not include the Federal Excise Tax.

The contractor agrees to provide pricing to Wayne RESA and its participating entities that are the lowest pricing available and the pricing shall remain so throughout the duration of the contract. The Contractor agrees to promptly lower the cost of any product purchased through Wayne RESA and its participating entities following a reduction in the manufacturer or publisher's direct cost. Price increases must be approved by Wayne RESA. However, the Contractor must honor previous prices for thirty (30) days after approval and written notification from Wayne RESA if requested. If Contractor has existing cooperative contracts in place, Wayne RESA requests equal or better than pricing to be submitted.

2.2   Administrative Fee

All pricing submitted to Wayne RESA and its participating entities shall include 2.0% remittance fee to be remitted to CoPro+ by the contractor on a quarterly basis. Administrative fees will be paid against actual sales volume for each quarter. It is the contractor's responsibility to keep all pricing up to date and on file with Wayne RESA/CoPro+. All price changes shall be presented to Wayne RESA for acceptance, using the same format as was accepted in the original contract.

SECTION 3.0 - TERMS AND CONDITIONS

1.   **Reserved**

2.   **Conflict of Interest**

No Wayne RESA employee or agent whose position in Wayne RESA enables him/her to influence the selection of a Contractor for the Solicitation, or any competing solicitation, nor any spouse of economic dependent of such employees, shall be employed in any capacity by a Proposer or have any other direct or indirect financial interest in the selection of a Contractor.

3.   **Gratuities**

It is improper for any Wayne RESA officer, employee or agent to solicit consideration, in any form, from a Proposer with the implication, suggestion or statement that the Proposer's provision of the consideration may secure more favorable treatment for the Proposer in the award of the Master Agreement or that the Proposer's failure to provide such consideration may negatively affect Wayne RESA's consideration of the Proposer's submission.

A Proposer shall not offer or give either directly or through an intermediary, consideration, in any form, to a Wayne RESA officer, employee or agent for the purpose of securing favorable treatment with respect to the award of the Master Agreement.

4.   **Laws**

4.1   General Authority
This Contract is governed by, and construed according to, the substantive laws of the State of Michigan without regard to any Michigan choice of law rules that would apply the substantive law of another jurisdiction to the extent not inconsistent with or preempted by federal law.

4.2   Compliance with Laws
The Contractor must comply with all applicable federal, state, and local laws and ordinances in providing the products and services.

4.3   Jurisdiction
Any dispute arising from the Contract must be resolved in the State of Michigan. With respect to any claim between the parties, the Contractor consents to venue in Wayne County, Michigan, and irrevocably waives any objections to this venue that it may have, such as lack of personal jurisdiction or forum non-conveniens. The

Contractor must appoint agents in the State of Michigan to receive service of process.

4.4   Nondiscrimination

In the performance of the Contract, the Contractor agrees not to discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, religion, national origin, ancestry, age, sex, height, weight, marital status, or physical or mental disability. The Contractor further agrees that every subcontract entered into for the performance of this Contract will contain a provision requiring non-discrimination in employment, as specified here, binding upon each Subcontractor. This covenant is required under the Elliott-Larsen Civil Rights Act, 1976 PA 453, MCL 37.2101, et seq., and the Persons with Disabilities Civil Rights Act, 1976 PA 220, MCL 37.1101, et seq., and any breach of this provision may be regarded as a material breach of the Contract.

4.5   Unfair Labor Practices

Under 1980 PA 278, MCL 423.321, et seq., Wayne RESA must not award a Contract or subcontract to an employer whose name appears in the current register of employers failing to correct an unfair labor practice compiled under MCL 423.322. This information is compiled by the United States National Labor Relations Board. A Contractor of Wayne RESA, in relation to the Contract, must not enter into a contract with a Subcontractor, manufacturer, or supplier whose name appears in this register. Under MCL 423.324, Wayne RESA may void any Contract if, after award of the Contract, the name of the Contractor as an employer or the name of the Subcontractor, manufacturer or supplier of the Contractor appears in the register.

4.6   Environmental Provision

For the purposes of this section, "Hazardous Materials" include asbestos, ACBMs, PCBs, petroleum products, construction materials including paint thinners, solvents, gasoline, oil, and any other material the manufacture, use, treatment, storage, transportation or disposal of which is regulated by the federal, state, or local laws governing the protection of the public health, natural resources, or the environment:

> (a) The Contractor must use, handle, store, dispose of, process, transport, and transfer any Hazardous Material according to all federal, State, and local laws. Wayne RESA must immediately advise the Contractor of the presence of any known Hazardous Material at the work site. If the Contractor encounters material reasonably believed to be Hazardous Material that may present a substantial danger, the Contractor must: (i) immediately stop all affected work; (ii) notify Wayne RESA; (iii) notify any

entities required by law; and (iv) take appropriate health and safety precautions.

(b) Wayne RESA may issue a Stop Work Order if the material is a Hazardous Material that may present a substantial danger and the Hazardous Material was not brought to the site by the Contractor, or does not wholly or partially result from any violation by the Contractor of any laws covering the use, handling, storage, disposal of, processing, transport and transfer of Hazardous Materials. Wayne RESA may remove the Hazardous Material, render it harmless, or terminate the affected work for Wayne RESA's convenience.

(c) If the Hazardous Material was brought to the site by the Contractor, or wholly or partially results from any violation by the Contractor of any laws covering the use, handling, storage, disposal of, processing, transport and transfer of Hazardous Material, or from any other act or omission within the control of the Contractor, the Contractor must bear its proportionate share of the delay and costs involved in cleaning up the site and removing and rendering harmless the Hazardous Material according to applicable laws.

The Contractor must comply with all applicable federal, state, and local laws and ordinances in providing the products and services.

4.7   Freedom of Information

This Contract and all information submitted to Wayne RESA by the Contractor is subject to the Michigan Freedom of Information Act (FOIA), 1976 PA 442, MCL 15.231, et seq**.**

4.8   Abusive Labor Practices

The Contractor may not furnish any deliverable(s) that were produced fully or partially by forced labor, convict labor, forced or indentured child labor, or indentured servitude.

"Forced or indentured child labor" means all work or service (1) exacted from any person under the age of 18 under the menace of any penalty for its nonperformance and for which the worker does not offer himself voluntarily; or (2) performed by any person under the age of 18 under a contract the enforcement of which can be accomplished by process or penalties.

5.   General Provisions

5.1   Bankruptcy and Insolvency

Wayne RESA may, without prejudice to any other right or remedy, fully or partially terminate this contract and, at its option, take possession of the work-in-progress

and finish the work-in-progress by whatever method Wayne RESA deems appropriate if:

(a) the Contractor files for bankruptcy protection;
(b) an involuntary petition is filed against the Contractor and not dismissed within 30 days;
(c) the Contractor becomes insolvent or a receiver is appointed due to the Contractor's insolvency;
(d) the Contractor makes a general assignment for the benefit of creditors; or
(e) the Contractor or its affiliates are unable to provide reasonable assurances that the Contractor or its affiliates can provide the deliverable(s) under this contract.

Contractor will place appropriate notices or labels on the work-in-progress to indicate ownership by Wayne RESA. To the extent reasonably possible, work-in-progress must be stored separately from other stock and marked conspicuously with labels indicating Wayne RESA ownership.

5.2   Media Releases
News releases (including promotional literature and commercial advertisements) pertaining to the solicitation and this Contract or the project to which it relates will not be made without prior approval by Wayne RESA, and only in accordance with the instructions from Wayne RESA.

5.3   Antitrust Assignment
The Contractor assigns to Wayne RESA any claim for overcharges resulting from county or federal antitrust violations to the extent that those violations concern materials or services supplied by third parties toward fulfillment of the Contract.

5.4   Legal Effect
Wayne RESA is not liable for costs incurred by the Contractor or for payment(s) under this contract until the Contractor is authorized to perform.

5.5   Entire Agreement
This Contract constitutes the entire agreement between the parties with respect to the subject matter herein and supersedes all prior agreements, whether written or oral. All attachments and exhibits specifically referenced and attached to this contract are hereby incorporated by reference in their entirety and form an integral part of this contract.

5.6   Order of Precedence
In the event of any inconsistency or conflict between the documents forming this contract, such inconsistency shall be resolved by giving precedence in the following descending order:

(a) Attachment B – COVID & ARPA Federal Requirements (if WRESA funding source requires);

(b) Mandatory sections (Contract Term, Legal Effect, Insurance, Indemnification, Termination, Governing Law, Limitation of Liability);

(c) The most recent Statement of Work expressly made part of this Contract;

(d) The Terms and Conditions as set forth in Section 3.0 of this Contract, excluding the sections listed in subsection (a);

(e) Attachment A – Pricing

(f) Any Purchase Order, Direct Voucher, or Procurement Card Order issued pursuant to this Contract;

(g) Attachment C – RFP Requirements and Proposer's responses to the RFP;

(h) Any other document expressly incorporated by reference into this Contract.

Future amendments or additional Statements of Work, once duly executed, shall take precedence over the corresponding sections of this Contract.

5.7   Headings
The captions and section headings used in this Contract are for convenience only and may not be used to interpret the scope and intent of this Contract.

5.8   Reformation and Severability
Each provision of the Contract is severable from all other provisions of the contract. If any provision of this contract is held unenforceable, then the contract will be modified to reflect the parties' original intent. All remaining provisions of the Contract remain in full force and effect.

5.9   Approval
Unless otherwise provided in this Contract, approval(s) must be in writing and must not be unreasonably withheld or delayed.

5.10   No Waiver of Default
Failure by a party to insist upon strict adherence to any term of the Contract does not waive that party's right to later insist upon strict adherence to that term, or any other term, of the Contract.

5.11   Survival
The provisions of this Contract that impose continuing obligations, including warranties, indemnification, and confidentiality, will survive the expiration or termination of this Contract.

5.12   Reserved

5.13 Cooperation with Third Parties

The Contractor and its Subcontractors must cooperate with Wayne RESA and its agents and other Contractors, including Wayne RESA's quality assurance personnel. The Contractor must provide reasonable access to its personnel, systems, and facilities related to the Contract to the extent that access will not interfere with or jeopardize the safety or operation of the systems or facilities.

5.14 Relationship of the Parties

The relationship between Wayne RESA and Contractor is that of client and independent contractor. No agent, employee, or servant of the Contractor, or any of its subcontractors, is an employee, agent or servant of Wayne RESA. The Contractor will be solely and entirely responsible for its acts and the acts of its agents, employees, servants, and subcontractors during the performance of the Contract.

5.15 Time of Performance

(a) The Contractor must immediately notify Wayne RESA upon becoming aware of any circumstances that may reasonably be expected to jeopardize the completion of any Deliverable(s) by the scheduled due dates in the latest Wayne RESA-approved delivery schedule and must inform Wayne RESA of the projected actual delivery date.

(b) If the Contractor believes that a delay in performance by Wayne RESA has caused or will cause the Contractor to be unable to perform its obligations according to specified contract time periods, the Contractor must immediately notify Wayne RESA and, to the extent practicable, continue to perform its obligations according to the contract time periods. The Contractor will not be in default for a delay in performance to the extent the delay is caused by Wayne RESA

5.16 Excusable Failure

Neither party will be liable for any default, damage or delay in the performance of its obligations that is caused by government regulations or requirements, power failure, electrical surges or current fluctuations, war, forces of nature or acts of God, delays or failures of transportation, equipment shortages, Contractors' failures, acts or omissions of common carriers, fire, riots, civil disorders, labor disputes, embargoes, injunctions (provided the injunction was not issued as a result of any fault or negligence of the party seeking to have its default or delay excused), or any other cause beyond the reasonable control of a party; provided the non-performing party and any Subcontractors are without fault in causing the default or delay, and the default or delay could not have been prevented by reasonable precautions and cannot reasonably be circumvented by the non-performing party through the use of alternate sources, workaround plans, or other means, including disaster recovery plans.

If a party does not perform its contractual obligations for any of the reasons listed, the non-performing party will be excused from any further performance of its affected obligation(s) for as long as the circumstances prevail. The non-performing party must promptly notify the other party immediately after the excusable failure occurs, and when it abates or ends. Both parties must use commercially reasonable efforts to resume performance.

If any of the reasons listed substantially prevent, hinder, or delay the Contractor's performance of the deliverable(s) for more than 10 days, and Wayne RESA reasonably determines that performance is not likely to be resumed within a period of time that is satisfactory to Wayne RESA, Wayne RESA may: (a) procure the affected deliverable(s) from an alternate source without liability for payment so long as the delay in performance continues; or (b) terminate any portion of the Contract so affected and equitably adjust charges payable to the Contractor to reflect those deliverable(s) that are terminated. Wayne RESA must pay for all deliverable(s) for which Final Acceptance has been granted before the termination date.

The Contractor will not have the right to any additional payments from Wayne RESA as a result of any Excusable Failure or to payments for deliverable(s) not provided as a result of the Excusable Failure. The Contractor will not be relieved of a default or delay caused by acts or omissions of its Subcontractors except to the extent that a Subcontractor experiences an Excusable Failure and the Contractor cannot reasonably circumvent the effect of the Subcontractor's default or delay in performance through the use of alternate sources, workaround plans, or other means, including disaster recovery plan*s.*

5.17   Retention of Records
(a) The Contractor must retain all financial and accounting records related to this Contract for a period of seven years after the Contractor performs any work under this contract (Audit Period).
(b) If an audit, litigation, or other action involving the Contractor's records is initiated before the end of the Audit Period, the Contractor must retain the records until all issues arising out of the audit, litigation, or other action are resolved or until the end of the Audit Period, whichever is later.

5.18   Examination of Records
Wayne RESA, upon ten (10) days notice to the Contractor, may examine and copy any of the Contractor's records that relate to this contract. Wayne RESA does not have the right to review any information deemed confidential by the Contractor if access would require the information to become publicly available. This requirement also applies to the records of any parent, affiliate, or subsidiary organization of the Contractor, or any Subcontractor that performs services in connection with this contract.

5.19   Audit Resolution

If necessary, the Contractor and Wayne RESA will meet to review any audit report promptly after its issuance. The Contractor must respond to each report in writing within thirty (30) days after receiving the report, unless the report specifies a shorter response time. The Contractor and Wayne RESA must develop, agree upon, and monitor an action plan to promptly address and resolve any deficiencies, concerns, or recommendations in the report.

5.20   Errors

(a) If an audit reveals any financial errors in the records provided to Wayne RESA, the amount in error must be reflected as a credit or debit on the next invoice and subsequent invoices until the amount is paid or refunded in full. However, a credit or debit may not be carried forward for more than four invoices or beyond the termination of the contract. If a balance remains after four invoices, the remaining amount will be due as a payment or refund within forty-five (45) days of the last invoice on which the balance appeared or upon termination of the contract, whichever is earlier.

(b) In addition to other available remedies, if the difference between Wayne RESA's actual payment and the correct invoice amount, as determined by an audit, is greater than 10%, the Contractor must pay all reasonable audit costs.

5.21   Disclosure of Litigation

(a) Within thirty (30) days after receiving notice of any litigation, investigation, arbitration, or other proceeding (collectively, "Proceeding") that arises during the term of this Contract, the Contractor must disclose the following to the Contract Administrator:

(i) A criminal Proceeding involving the Contractor (or any Subcontractor) or any of its officers or directors;

(ii) A parole or probation proceeding;

(iii) A proceeding involving the Contractor (or any Subcontractor) or any of its officers or directors under the Sarbanes-Oxley Act; and

(iv) A civil proceeding to which the Contractor (or, if the Contractor is aware, any Subcontractor) is a party, and which involves (A) a claim that might reasonably be expected to adversely affect the viability or financial stability of the Contractor or any Subcontractor; or (B) a claim or written allegation of fraud against the Contractor (or, if the Contractor is aware, any Subcontractor) by a governmental or public entity arising out of the Contractor's business dealings with governmental or public entities.

(b) Information provided to Wayne RESA from the Contractor's publicly filed documents will satisfy the requirements of this Section.

(c) If any proceeding that is disclosed to Wayne RESA or of which Wayne RESA otherwise becomes aware, during the term of this Contract, would cause a reasonable party to be concerned about:

(i) the ability of the Contractor (or a Subcontractor) to continue to perform this Contract; or
(ii) whether the Contractor (or a Subcontractor) is engaged in conduct that is similar in nature to the conduct alleged in the Proceeding and would constitute a breach of this contract or a violation of federal or state law, regulations, or public policy, then the Contractor must provide Wayne RESA all requested reasonable assurances that the Contractor and its Subcontractors will be able to continue to perform this contract.

5.22   *Other Disclosures*
The Contractor must notify Wayne RESA Administrator within 30 days of:

(a) becoming aware that a change in the Contractor's ownership or officers has occurred or is certain to occur; or
(b) any changes to company affiliations.

5.23   *CoPro+ Requirements*
(a) The Contractor will work with CoPro+ to ensure that all purchasers are members before extending the Contract pricing.
(b) To the extent that CoPro+ Members purchase Deliverable(s) under this contract, the quantities of Deliverable(s) purchased will be included in determining the appropriate rate wherever tiered pricing based on quantity is provided.
(c) The Contractor must submit invoices to and receive payment from CoPro+ Members, Participating Entities, on a direct and individual basis.

6.   Insurance

6.1   *Liability Insurance*
For the purpose of this Section, "Wayne RESA" includes its departments, divisions, agencies, offices, commissions, officers, employees, and agents.

(a) The following apply to all insurance requirements:

(i) Wayne RESA, in its sole discretion, may approve the use of a fully-funded self-insurance program in place of any specified insurance identified in this Section.
(ii) Where specific coverage limits are listed in this Section, they represent the minimum acceptable limits. If the Contractor's policy contains higher limits, Wayne RESA is entitled to coverage to the extent of the higher limits. The

minimum limits of coverage specified are not intended, and may not be construed to limit any liability or indemnity of the Contractor to any indemnified party or other persons.

(iii) If the Contractor fails to pay any premium for a required insurance policy, or if any insurer cancels or significantly reduces any required insurance without Wayne RESA's approval, Wayne RESA may, after giving the Contractor at least 30-days notice, pay the premium or procure similar insurance coverage from another company or companies. Wayne RESA may deduct any part of the cost from any payment due the Contractor, or require the Contractor to pay that cost upon demand.

(b) The Contractor must:

(i) provide proof that it has obtained the minimum levels of insurance coverage indicated or required by law, whichever is greater. The insurance must protect Wayne RESA from claims that are alleged or may arise or result from the Contractor's or a Subcontractor's performance, including any person directly or indirectly employed by the Contractor or a Subcontractor, or any person for whose acts the Contractor or a Subcontractor may be liable.

(ii) waive all rights against Wayne RESA for the recovery of damages that are covered by the insurance policies the Contractor is required to maintain under this Section. The Contractor's failure to obtain and maintain the required insurance will not limit this waiver.

(iii) ensure that all insurance coverage provided relative to this Contract is primary and non-contributing to any comparable liability insurance (including self-insurance) carried by Wayne RESA

(iv) obtain insurance, unless Wayne RESA approves otherwise, from any insurer that has an A.M. Best rating of "A" or better and a financial size of VII or better, or if those ratings are not available, a comparable rating from an insurance rating agency approved by Wayne RESA All policies of insurance must be issued by companies that have been approved to do business in Wayne RESA

(v) maintain all required insurance coverage throughout the term of this Contract and any extensions. However, in the case of claims-made Commercial General Liability policies, the Contractor must secure tail coverage for at least three years following the termination of this Contract.

(vi) pay all deductibles.

6.2   *Subcontractor Insurance Coverage*

Except where Wayne RESA has approved a subcontract with other insurance provisions, the Contractor must require any Subcontractor to purchase and maintain the insurance coverage required in Section 6.1, Liability Insurance. Alternatively, the Contractor may include a Subcontractor under the Contractor's insurance on the coverage required in that Section. The failure of a Subcontractor

to comply with insurance requirements does not limit the Contractor's liability or responsibility.

6.3   Certificates of Insurance and Other Requirements

Before the Contract is signed, and not less than twenty (20) days before the insurance expiration date every year thereafter, the Contractor must provide evidence that Wayne RESA and its agents, officers, and employees are listed as additional insured's under each commercial general liability and commercial automobile liability policy.   The Contractor must provide Wayne RESA Administrator with all applicable certificates of insurance verifying insurance coverage or providing satisfactory evidence of self-insurance as required in Section 6.1, Liability Insurance. Each certificate must be on the standard "accord" form or equivalent and MUST CONTAIN THE APPLICABLE CONTRACT OR PURCHASE ORDER NUMBER. Each certificate must be prepared and submitted by the insurer and must contain a provision indicating that the coverage afforded will not be cancelled, materially changed, or not renewed without thirty (30) days prior notice, except for ten (10) days for nonpayment of premium, to Wayne RESA Administrator.

7.   Indemnification

7.1   General Indemnification

To the extent permitted by law, the Contractor must indemnify, defend, and hold Wayne RESA harmless from liability, including all claims and losses, and all related costs and expenses (including reasonable attorneys' fees and costs of investigation, litigation, settlement, judgments, interest and penalties), accruing or resulting to any person, firm, or corporation that may be injured or damaged by the Contractor in the performance of this Contract and that are attributable to the negligence or tortious acts of the Contractor, any of its subcontractors, or by anyone else for whose acts any of them may be liable.

7.2   Employee Indemnification

In any claims against Wayne RESA, its departments, agencies, commissions, officers, employees, and agents, by any employee of the Contractor or any of its subcontractors, the indemnification obligation will not be limited in any way by the amount or type of damages, compensation, or benefits payable by or for the Contractor or any of its subcontractors under worker's disability compensation acts, disability benefit acts, or other employee benefit acts. This indemnification clause is intended to be comprehensive. Any overlap in provisions, or the fact that greater specificity is provided as to some categories of risk, is not intended to limit the scope of indemnification under any other provisions.

7.3   *Patent/Copyright Infringement Indemnification*
(a) To the extent permitted by law, the Contractor must indemnify and hold Wayne RESA harmless from liability, including all claims and losses, and all related costs and expenses (including reasonable attorneys' fees and costs of investigation, litigation, settlement, judgments, interest, and penalties) resulting from any action threatened or brought against Wayne RESA to the extent that the action is based on a claim that any piece of equipment, software, commodity, or service supplied by the Contractor or its subcontractors, or its operation, use, or reproduction, infringes any United States patent, copyright, trademark or trade secret of any person or entity.
(b)   If, in Wayne RESA's or the Contractor's opinion, any piece of equipment, software, commodity or service supplied by the Contractor or its subcontractors, or its operation, use, or reproduction, is likely to become the subject of an infringement claim, the Contractor must, at its expense: (i) procure for the State the right to continue using the equipment, software, commodity or service or, if this option is not reasonably available to the Contractor; (ii) replace or modify to Wayne RESA's satisfaction the same with equipment, software, commodity or service of equivalent function and performance so that it becomes non-infringing, or, if this option is not reasonably available to Contractor; (iii) accept its return by Wayne RESA with appropriate credits to Wayne RESA against the Contractor's charges and reimburse Wayne RESA for any losses or costs incurred as a consequence of Wayne RESA ceasing its use and returning it.
(c)   Notwithstanding the foregoing, the Contractor has no obligation to indemnify or defend Wayne RESA for, or to pay any costs, damages or attorneys' fees related to, any infringement claim based upon: (i) equipment, software, commodity or service developed based on written specifications of Wayne RESA; (ii) use of the equipment, software, or commodity in a configuration other than implemented or approved by the Contractor, including any modification of the same by Wayne RESA; or (iii) the combination, operation, or use of the equipment, software, or commodity with equipment, software, or commodities not supplied by the Contractor under this Contract.

7.4   *Continuing Obligation*
The Contractor's duty to indemnify continues in full force and effect, notwithstanding the expiration or early cancellation of the contract, with respect to any claims based on facts or conditions that occurred before expiration or cancellation.

7.5   *Limitation of Liability*
Neither the Contractor nor Wayne RESA is liable to each other, regardless of the form of action, for consequential, incidental, indirect, or special damages. This limitation of liability does not apply to claims for infringement of United States

patent, copyright, trademark or trade secrets; to claims for personal injury or damage to property caused by the gross negligence or willful misconduct of the Contractor; to claims covered by other specific provisions of this contract calling for liquidated damages; or to court costs or attorneys' fees awarded by a court in addition to damages after litigation based on this.

8. Warranties

8.1   Warranties and Representations
The Contractor represents and warrants:

(a) It is capable of fulfilling and will fulfill all of its obligations under this contract. The performance of all obligations under this contract must be provided in a timely, professional, and workmanlike manner and must meet the performance and operational standards required under this contract.

(b) The contract appendices, attachments, and exhibits identify the equipment, software, and services necessary for the Deliverable(s) to comply with the contract's requirements.

(c) It is the lawful owner or licensee of any Deliverable licensed or sold to Wayne RESA by Contractor or developed by the Contractor for this contract, and Contractor has all of the rights necessary to convey to Wayne RESA the ownership rights or licensed use, as applicable, of any Deliverable(s). None of the Deliverable(s) provided by Contractor to Wayne RESA, nor their use by Wayne RESA, will infringe the patent, trademark, copyright, trade secret, or other proprietary rights of any third party.

(d) If the Contractor procures any equipment, software, or other Deliverable(s) for Wayne RESA (including equipment, software, and other Deliverable(s) manufactured, re-marketed or otherwise sold by the Contractor or under the Contractor's name), then the Contractor must assign or otherwise transfer to Wayne RESA or its designees, or afford Wayne RESA the benefits of, any manufacturer's warranty for the Deliverable(s).

(e) The contract signatory has the authority to enter into this contract on behalf of the Contractor.

(f) It is qualified and registered to transact business in all locations where required.

(g) Neither the Contractor nor any affiliates, nor any employee of either, has, will have, or will acquire, any interest that would conflict in any manner with the Contractor's performance of its duties and responsibilities to Wayne RESA or otherwise create an appearance of impropriety with respect to the award or performance of this contract. The Contractor must notify Wayne RESA about the nature of any conflict or appearance of impropriety within two days of learning about it.

(h) Neither the Contractor nor any affiliates, nor any employee of either, has accepted or will accept anything of value based on an understanding that the actions of the Contractor, its affiliates, or its employees on behalf of Wayne RESA would be influenced. The Contractor must not attempt to influence any Wayne RESA employee by the direct or indirect offer of anything of value.

(i) Neither the Contractor nor any affiliates, nor any employee of either, has paid or agreed to pay any person, other than bona fide employees and consultants working solely for the Contractor or the affiliate, any fee, commission, percentage, brokerage fee, gift, or any other consideration, contingent upon or resulting from the award or making of this Contract.

(j) The Contractor arrived at its proposed prices independently, without communication or agreement with any other Proposer for the purpose of restricting competition. The Contractor did not knowingly disclose its quoted prices for this contract to any other Proposer before the award of the contract. The Contractor made no attempt to induce any other person or entity to submit or not submit a proposal for the purpose of restricting competition.

(k) All financial statements, reports, and other information furnished by the Contractor to Wayne RESA in connection with the award of this contract fairly and accurately represent the Contractor's business, properties, financial condition, and results of operations as of the respective dates covered by the financial statements, reports, or other information. There has been no material adverse change in the Contractor's business, properties, financial condition, or results of operation.

(l) All written information furnished to Wayne RESA by or for the Contractor in connection with the award of this contract is true, accurate, and complete, and contains no false statement of material fact nor omits any material fact that would make the submitted information misleading.

(m) It will immediately notify Wayne RESA Administrator if any of the certifications, representations, or disclosures made in the Contractor's original bid response change after the contract is awarded.

8.2   *Warranty of Merchantability*
The Deliverable(s) provided by the Contractor must be merchantable.

8.3   *Warranty of Fitness for a Particular Purpose*
The Deliverable(s) provided by the Contractor must be fit for the purpose(s) identified in this contract.

8.4   *Warranty of Title*
The Contractor must convey good title to any Deliverable(s) provided to Wayne RESA All Deliverable(s) provided by the Contractor must be delivered free from any security interest, lien, or encumbrance of which Wayne RESA, at the time of

contracting, has no knowledge. Deliverable(s) provided by the Contractor must be delivered free of any rightful claim of infringement by any third person.

8.5   *Consequences for Breach*
In addition to any remedies available in law, if the Contractor breaches any of the warranties contained in Section 8, Warranties, the breach may be considered a material default**.**

9.   Contract Administration

9.1   *Issuing Office*
This Contract is issued by Wayne RESA on behalf of all counties and local units of government. Wayne RESA Administrator or designee is the only entity authorized to modify the terms and conditions of this contract, including the prices and specifications. The Contract Administrator will be designated at the time of the contract award.

9.2   *Contract Administrator*
The Contract Administrator will monitor and coordinate contract activities on a reasonable   basis.

9.3   *Contract Changes*
(a) If Wayne RESA requests or directs the Contractor to provide any Deliverable(s) that the Contractor believes are outside the scope of the Contractor's responsibilities under the contract, the Contractor must notify Wayne RESA before performing the requested activities. If the Contractor fails to notify Wayne RESA, any activities performed will be considered in-scope and not entitled to additional compensation or time. If the Contractor begins work outside the scope of the contract and then ceases performing that work, the Contractor must, at the request of Wayne RESA, retract any out-of-scope work that would adversely affect the contract.

(b) Wayne RESA or the Contractor may propose changes to the contract. If the Contractor or Wayne RESA requests a change to the Deliverable(s) or if Wayne RESA requests additional Deliverable(s), the Contractor must provide a detailed outline of all work to be done, including tasks, timeframes, listing of key personnel assigned, estimated hours for each individual per Deliverable, and a complete and detailed cost justification. If the parties agree on the proposed change, Wayne RESA Administrator will prepare and issue a notice that describes the change, its effects on the Deliverable(s), and any affected components of the contract (Contract Amendment).

(c) No proposed change may be performed until Wayne RESA issues a duly executed Contract Amendment for the proposed change.

9.4   Reserved

9.5   Covenant of Good Faith

Each party must act reasonably and in good faith. Unless otherwise provided in this contract, the parties will not unreasonably delay, condition or withhold their consent, decision, or approval any time it is requested or reasonably required in order for the other party to perform its responsibilities under the contract.

9.6   Assignments

(a) Neither party may assign this contract, or assign or delegate any of its duties or obligations under the contract, to another party (whether by operation of law or otherwise), without the prior approval of the other party. Wayne RESA may, however, assign this contract to any other Wayne RESA, or local unit of government without the prior approval of the Contractor.

(b) If the Contractor intends to assign this contract or any of the Contractor's rights or duties under the contract, the Contractor must notify Wayne RESA and provide adequate information about the assignee at least ninety (90) days before the proposed assignment or as otherwise provided by law or court order. Wayne RESA may withhold approval from proposed assignments, subcontracts, or novations if Wayne RESA determines, in its sole discretion, that the transfer of responsibility would decrease Wayne RESA's likelihood of receiving performance on the contract or Wayne RESA's ability to recover damages.

(c) If Wayne RESA permits an assignment of the Contractor's right to receive payments, the Contractor is not relieved of its responsibility to perform any of its contractual duties. All payments must continue to be made to one entity.

9.7   Criminal Background Checks

Contractor hereby certifies that any employees, subcontractors and volunteers of the Contractor who will have duties related to the contracted services; have passed a   Wayne   RESA   criminal   history   background   check   if   required.

10.   Acceptance of Deliverables

10.1   Delivery Responsibilities

Unless otherwise specified by Wayne RESA, the following are applicable to all deliveries:

(a) The Contractor is responsible for delivering the deliverable(s) by the applicable delivery date to the location(s) specified in the SOW or individual Purchase Order.

(b) The Contractor must ship the deliverable(s) "F.O.B. Destination, within Government Premises."

(c) Wayne RESA will examine all packages at the time of delivery. The quantity of packages delivered must be recorded and any obvious visible or suspected damage must be noted at the time of delivery using the shipper's delivery document(s) and appropriate procedures to record the damage.

10.2 Process for Acceptance of Deliverable(s)

Wayne RESA's review period for acceptance of the deliverable(s) is governed by the applicable Statement of Work, and if the Statement of Work does not specify Wayne RESA's review period, it is by default thirty (30) days for a deliverable (Wayne RESA Review Period). Wayne RESA will notify the Contractor by the end of Wayne RESA Review Period that either:

(a) the deliverable is accepted in the form delivered by the Contractor;

(b) the deliverable is accepted, but noted deficiencies must be corrected; or

(c) the deliverable is rejected along with notation of any deficiencies that must be corrected before acceptance of the deliverable.

If Wayne RESA delivers to the Contractor a notice of deficiencies, the Contractor will correct the described deficiencies and within thirty (30) Days resubmit the deliverable(s) with an explanation that demonstrates all corrections have been made to the original deliverable(s). The Contractor's correction efforts will be made at no additional charge. Upon receipt of a corrected deliverable from the Contractor, Wayne RESA will have a reasonable additional period of time, not to exceed 30 Days, to accept the corrected deliverable.

10.3 Acceptance of Deliverable(s)

(a) Wayne RESA's obligation to comply with any Wayne RESA Review Period is conditioned on the timely delivery of the deliverable(s). Wayne RESA Review Period will begin on the first business day following Wayne RESA's receipt of the deliverable(s).

(b) Wayne RESA may inspect the deliverable to confirm that all components have been delivered without material deficiencies. If Wayne RESA determines that the deliverable or one of its components has material deficiencies, Wayne RESA may reject the deliverable without performing any further inspection or testing.

(c) Wayne RESA will only approve a deliverable after confirming that it conforms to and performs according to its specifications without material deficiency. Wayne RESA may, in its discretion, conditionally approve a deliverable that contains material deficiencies if Wayne RESA elects to permit the Contractor to correct those deficiencies post-approval. The Contractor remains responsible for working diligently to correct within a

reasonable time at the Contractor's expense, all deficiencies in the deliverable that remain outstanding at the time of Wayne RESA approval.

(d) If, after three opportunities the Contractor is unable to correct all deficiencies, Wayne RESA may: (i) demand that the Contractor cure the failure and give the Contractor additional time to do so at the sole expense of the Contractor; (ii) keep the Contract in force and perform, either itself or through other parties, whatever the Contractor has failed to do, and recover the difference between the cost to cure the deficiency and the Contract price plus an additional amount equal to 10% of Wayne RESA's cost to cure the deficiency; or (iii) fully or partially terminate the Contract for default by giving notice to the Contractor. Notwithstanding the foregoing, Wayne RESA cannot use, as a basis for exercising its termination rights under this Section, deficiencies discovered in a repeat Wayne RESA Review Period that could reasonably have been discovered during a prior Wayne RESA Review Period.

(e) Wayne RESA, at any time and in its reasonable discretion, may reject the deliverable without notation of all deficiencies if the acceptance process reveals deficiencies in a sufficient quantity or of a sufficient severity that renders continuing the process unproductive or unworkable.

11.   Stop Work Order & Termination

11.1   Stop Work Order

Wayne RESA may, by issuing a Stop Work Order, require that the Contractor fully or partially stop work for a period of up to ninety (90) calendar days, and for any further period to which the parties agree. Upon receipt of the Stop Work Order, the Contractor must immediately take all reasonable steps to minimize incurring costs. Within the period of the Stop Work Order, Wayne RESA must either: (a) terminate the Stop Work Order; or (b) terminate the work covered by the Stop Work Order.

11.2   Termination of Stop Work Order

The Contractor must resume work if Wayne RESA terminates a Stop Work Order or if it expires. The parties will agree upon an equitable adjustment in the delivery schedule, the Contract price, or both, and the Contract must be modified, if: (a) the Stop Work Order results in an increase in the time required for, or the Contractor's costs properly allocated to, the performance of the Contract; and (b) the Contractor asserts its right to an equitable adjustment within twenty (20) days after the end of the Stop Work Order by submission of a request for adjustment to Wayne RESA; provided that, Wayne RESA may receive and act upon the Contractor's request submitted at any time before final payment. Any adjustment will conform to the requirements of Section 9.3, Contract Changes.

11.3   Allowance of the Contractor's Costs

If Wayne RESA fully or partially terminates the work covered by the Stop Work Order, for reasons other than material breach, the termination is a termination for convenience under Section 11.6, Termination by Wayne RESA, and Wayne RESA will pay reasonable costs resulting from the Stop Work Order in arriving at the termination settlement. Wayne RESA is not liable to the Contractor for lost profits because of a Stop Work Order issued under Section 11.1, Stop Work.

11.4   Notice and Right to Cure

If the Contractor breaches the Contract, and Wayne RESA, in its sole discretion, determines that the breach is curable, Wayne RESA will provide the Contractor notice of the breach and a period of at least thirty (30) days to cure the breach. Wayne RESA does not need to provide notice or an opportunity to cure for successive or repeated breaches or if Wayne RESA determines, in its sole discretion, that a breach poses a serious and imminent threat to the health or safety of any person or the imminent loss, damage, or destruction of any real or tangible personal property.

11.5   Termination for Cause

(a) Wayne RESA may fully or partially terminate this Contract for cause by notifying the Contractor if the Contractor: (i) breaches any of its material duties or obligations (including a Chronic Failure to meet any SLA); or (ii) fails to cure a breach within the time period specified in a notice of breach provided by Wayne RESA

(b) The Contractor must pay all reasonable costs incurred by Wayne RESA in terminating this Contract for cause, including administrative costs, attorneys' fees and court costs, and any additional costs Wayne RESA incurs to procure the deliverable(s) from other sources. Re-procurement costs are not consequential, indirect, or incidental damages, and cannot be excluded by any other terms otherwise included in this Contract, provided the costs are not in excess of 50% more than the prices for the Deliverable(s).

(c) If Wayne RESA partially terminates this Contract for cause, any charges payable to the Contractor will be equitably adjusted to reflect those deliverable(s) that are terminated. Wayne RESA must pay for all deliverable(s) for which final acceptance has been granted before the termination date. Any services or related provisions of this Contract that are terminated for cause must cease on the effective date of the termination.

(d) If Wayne RESA terminates this Contract for cause and it is determined, for any reason, that the Contractor was not in breach of the Contract, the termination will be deemed to have been a termination under Section 11.6, Termination for Convenience, effective as of the same date, and the rights and obligations of the parties will be limited to those provided in that Section.

11.6 Termination for Convenience

Wayne RESA may fully or partially terminate this Contract for its convenience if Wayne RESA determines that a termination is in Wayne RESA's best interest. Reasons for the termination are within the sole discretion of Wayne RESA and may include: (a) Wayne RESA no longer needs the deliverable(s) specified in this Contract; (b) a relocation of office, program changes, or changes in laws, rules, or regulations make the Deliverable(s) no longer practical or feasible for Wayne RESA; (c) unacceptable prices for Contract changes; or (d) falsification or misrepresentation, by inclusion or non-inclusion, of information material to a response to any solicitation issued by Wayne RESA Wayne RESA may terminate this Contract for its convenience by giving Contractor notice at least 30 days before the date of termination. If Wayne RESA chooses to terminate this Contract in part, any charges payable to the Contractor must be equitably adjusted to reflect those deliverable(s) that are terminated.

11.7 Termination for Criminal Conviction

Wayne RESA may terminate this Contract immediately and without further liability or penalty if the Contractor, an officer of the Contractor, or an owner of a 25% or greater share of the Contractor is convicted of a criminal offense related to a Wayne RESA, public, or private Contract or subcontract.

11.8 Rights and Obligations upon Termination

(a) If Wayne RESA terminates this Contract for any reason, the Contractor must:

(i) stop all work as specified in the notice of termination;

(ii) take any action that may be necessary, or that Wayne RESA may direct, to preserve and protect deliverable(s) or other Wayne RESA property in the Contractor's possession;

(iii) return all materials and property provided directly or indirectly to the Contractor by any entity, agent, or employee of Wayne RESA;

(iv) transfer title in and deliver to Wayne RESA, unless otherwise directed, all deliverable(s) intended to be transferred to Wayne RESA at the termination of the Contract (which will be provided to Wayne RESA on an "As-Is" basis except to the extent Wayne RESA compensated the Contractor for warranty services related to the materials);

(v) to the maximum practical extent, take any action to mitigate and limit potential damages, including terminating or limiting subcontracts and outstanding orders for materials and supplies; and

(vi) take all appropriate action to secure and maintain Wayne RESA information confidentially.

(b) If Wayne RESA terminates this Contract under Section 11.6, Termination for Convenience, Wayne RESA must pay the Contractor all

charges due for deliverable(s) provided before the date of termination and, if applicable, as a separate item of payment, for work-in-progress, based on a percentage of completion determined by Wayne RESA All completed or partially completed deliverable(s) prepared by the Contractor, at the option of Wayne RESA, become Wayne RESA's property, and the Contractor is entitled to receive equitable compensation for those deliverable(s). Regardless of the basis for the termination, Wayne RESA is not obligated to pay or otherwise compensate the Contractor for any lost expected future profits, costs, or expenses incurred with respect to deliverable(s) not actually completed.

(c) If Wayne RESA terminates this contract for any reason, Wayne RESA may assume, at its option, any subcontracts and agreements for deliverable(s), and may pursue completion of the deliverable(s) by replacement contract or as Wayne RESA deems expedient.

11.9   *Reservation of Rights*
In the event of any full or partial termination of this contract, each party reserves all rights or remedies otherwise available to the party.

11.10   *Contractor Transition Responsibilities*
If this Contract terminates under, Termination by Wayne RESA, the Contractor must make reasonable efforts to transition the performance of the work, including all applicable equipment, services, software, and leases, to Wayne RESA or a third party designated by Wayne RESA within a reasonable period of time that does not exceed 30 days from the date of termination. The Contractor must provide any required reports and documentation.

11.11   *Termination by Contractor*
If Wayne RESA breaches the contract and the Contractor, in its sole discretion, determines that the breach is curable, the Contractor will then provide Wayne RESA with notice of the breach and a time period (not less than thirty (30) days) to cure the breach.

The Contractor may terminate this Contract if Wayne RESA: (a) materially breaches its obligation to pay the Contractor undisputed amounts due; (b) breaches its other obligations to an extent that makes it impossible or commercially impractical for the Contractor to complete the deliverable(s); or (c) does not cure the breach within the time period specified in a notice of breach.

12.   **Additional Contract Terms**

12.1   *COVID and ARPA Federal Requirements*
Wayne RESA has sought to obtain federal funding to augment its response to the COVID-19 pandemic. Attachment B includes regulatory provisions and clauses as

required under 2 C.F.R. 200 and other federal regulations associated with the federal funding being provided under this Contract and is attached and incorporated by reference herein to the Master Agreement/Contract (the "Contract")

ATTACHMENT A – PRICING

Price proposals must include all costs, including but not limited to, any one-time or set-up charges, fees, travel, maintenance, and potential costs that the vendor may charge (e.g., shipping and handling, per piece pricing, and palletizing).

Attachment A Pricing						
NOTES TO POTENTIAL PROPOSERS: COMPLETE AND SUBMIT THIS FINAL PRICE SHEET						
NOTE: Add Rows (not Columns) to list additional line items.						
NAME	*TeachTown*					
MICHIGAN REGIONS	*1. Upper Peninsula, 2. Northwest, 3. Northeast, 4. West, 5. East Central, 6. East, 7. South Central, 8. Southwest, 9. Southeast, 10. Detroit Metro*					
	*Estimate pricing and quantities based on 450 classrooms and 3,000					
Line Item	**Line Item Description**	**Unit of Measure**	**Estimated Quantity**	**Unit Cost**	**Total Cost**	
1	**STUDENT LICENSING AND CURRICULUM MATERIALS**					
1-A	Student License (Annual)	Per Student	3,000	$300.00	$900,000.00	
1-B	Unlimited Teacher Licenses	Included	-	-	-	
1-C	Digital/Online Platform Access	Included	-	-	-	
1-D	K-2 Printed Materials (Teacher Guides, Student Workbooks, Reading Libraries)	Per Set	112	$3,554	$398,048.00	
	3-5 Printed Materials (Teacher Guides, Student Workbooks, Reading Libraries)	Per Set	112	$4,094	$458,528.00	
	6-8 Printed Materials (Teacher Guides, Student Workbooks, Reading Libraries)	Per Set	112	$4,994	$559,328.00	
	9-12 Printed Materials (Teacher Guides, Student Workbooks, Reading Libraries)	Per Set	114	$11,924	$1,359,336.00	
1-E	K-2 Physical Classroom Materials (Manipulatives, Realia)	Per Kit	112	$585	$65,520.00	
	3-5 Physical Classroom Materials (Manipulatives, Realia)	Per Kit	112	$585	$65,520.00	
	6-8 Physical Classroom Materials (Manipulatives, Realia)	Per Kit	112	$585	$65,520.00	
	9-12 Physical Classroom Materials (Manipulatives, Realia)	Per Kit	114	$675	$76,950.00	
	Shipping and Handling		-	-	$182,925.00	
1-F	Accessibility Features (Assistive tech, Scanning, Speech-to-Text, etc.)	Included	-	-	-	
	1 - SUBTOTAL				$4,131,675.00	
2	**IMPLEMENTATION AND PROFESSIONAL DEVELOPMENT**					
2-A	Initial Onboarding & Virtual Training	Per Session	20	$1,000.00	$20,000.00	
2-B	On-Site Training (District-wide)	Per Day	35	$5,000.00	$175,000.00	
2-C	Job-Embedded Instructional Coaching	Per Hour	585	$407.69	$238,498.65	
2-D	Online Professional Learning Modules	Per Module	1	$1,500.00	$1,500.00	
2-E	Administrator & Professional Training	Per Session	10	$1,500.00	$15,000.00	
	2 - SUBTOTAL				$449,998.65	
3	**DATA REPORTING AND TECHNICAL SUPPORT**					
3-A	Data Reporting & Analytics Setup	Per District	-	$0.00		
3-B	Dedicated Program Consultant	Per Month	-	$0.00		
3-C	24/7 Technical Support	Included	-	$0.00		
	3 - SUBTOTAL				$0.00	
4	**TOTAL COST ESTIMATE**					
4-A	1 - SUBTOTAL - Year 1 (7/1/25-6/30/26) - Student Licensing & Curriculum Materials				$4,131,675.00	
	Year 2 (7/1/26-6/30/27) - Student Licensing				$900,000.00	
	Year 3 (7/1/27-6/30/28) - Student Licensing				$900,000.00	
4-B	2 - SUBTOTAL - Year 1 (7/1/25-6/30/26) - Implementation and Professional Development				$449,998.65	
	Year 2 (7/1/26-6/30/27) - Professional Development				$200,000.00	
	Year 3 (7/1/27-6/30/28) - Professional Development				$100,000.00	
4-C	3 - SUBTOTAL - Data Reporting and Technical Support				$0.00	
	TOTAL "NOT TO EXCEED" COST:				$6,681,673.65	

Invoice Schedule	
7/1/25:	$4,581,673.65
7/1/26:	$1,100,000
7/1/27:	$1,000,000
Total 3 Year Cost:	$6,681,673.65

ATTACHMENT B - COVID & ARPA FEDERAL REQUIREMENTS

I. Procurement Policy

Procurement for Wayne RESA has provided a transparent, open, and fair opportunity for all eligible Contractors to participate. This bid has been made without collusion with any other person, firm or corporation making any bid or proposal, or who otherwise makes a bid or proposal. The Contractor must have available Contract or purchase order with the required approvals to receive payment for goods or services rendered. If the Contractor performs any work without a valid Contract or purchase order, the Contractor will not be paid.

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non-Federal entity under the Federal award must contain provisions covering the following, as applicable.

(A) Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council as authorized by 41 U.S.C. § 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

(B) All contracts in excess of $10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

II. Bonds and Insurance Requirements

Receipt of bonds and/or insurance is part of the process of determining which Contractor may be recommended for award to the Board. If cause is found to change the recommendation that a Contractor be awarded the contract, or if the Board does not approve the recommendation, Wayne RESA shall not be liable for any costs incurred by the Contractor in the bid process, including the cost of acquiring bonds and/or insurance. This Section is applicable only to Contracts pertaining to construction or facility improvement.

III. Equal Employment Opportunity

Except as otherwise provided under 41 C.F.R. Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 C.F.R. Part 60-1.3 must include the equal opportunity clause provided under 41 C.F.R. 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 C.F.R. Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 C.F.R. part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor".

(a) The Contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, gender identity, or national origin. The Contractor will take

affirmative action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin. Such action shall include, but not be limited to the following: Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided setting forth the provisions of this nondiscrimination clause.

(b) The Contractor will, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin.

(c) The Contractor will not discharge or in any other manner discriminate against any employee or applicant for employment because such employee or applicant has inquired about, discussed, or disclosed the compensation of the employee or applicant or another employee or applicant. This provision shall not apply to instances in which an employee who has access to the compensation information of other employees or applicants as a part of such employee's essential job functions discloses the compensation of such other employees or applicants to individuals who do not otherwise have access to such information, unless such disclosure is in response to a formal complaint or charge, in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or is consistent with the Contractor's legal duty to furnish information.

(d) The Contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other Contract or understanding, a notice to be provided advising the said labor union or workers' representatives of the Contractor's commitments under this section and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

(e) The Contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

(f) The Contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the administering agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

(g) In the event of the Contractor's noncompliance with the nondiscrimination clauses of this Contract or with any of the said rules, regulations, or orders, this Contract may be canceled, terminated, or suspended in whole or in part and the Contractor may be declared ineligible for further Government Contracts or federally assisted construction Contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

The Contractor will include the portion of the sentence immediately preceding paragraph (1) and the provisions of paragraphs (a) through (g) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The Contractor will take such action with respect to any subcontract or purchase order as the administering agency may direct as a means of enforcing such provisions, including sanctions for noncompliance: Provided, however, that in the event a Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the administering agency, the Contractor may request the United States to enter into such litigation to protect the interests of the United States.

(h) Wayne RESA further agrees that it will be bound by the above equal opportunity clause with respect to its own employment practices when it participates in federally assisted construction work: Provided, that if Wayne RESA so participating is a State or local government, the above equal opportunity clause is not applicable to any agency, instrumentality or subdivision of such government which does not participate in work on or under the Contract. Wayne RESA agrees that it will assist and cooperate actively with the administering agency and the Secretary of Labor in obtaining the compliance of Contractors and subcontractors with the equal opportunity clause and the rules, regulations, and relevant orders of the Secretary of Labor, that it will furnish the administering agency and the Secretary of Labor such information as they may require for the supervision of such compliance, and that it will otherwise assist the administering agency in the discharge of the agency's primary responsibility for securing compliance. Wayne RESA further agrees that it will refrain from entering into any Contract or Contract modification subject to Executive Order 11246 of September 24, 1965, with a Contractor debarred from, or who has not demonstrated eligibility for, Government Contracts and federally assisted construction Contracts pursuant to the Executive Order and will carry out such sanctions and penalties for violation of the equal opportunity clause as may be imposed upon Contractors and subcontractors by the administering agency or the Secretary of Labor pursuant to Part II, Subpart D of the Executive Order. In addition, Wayne RESA agrees that if it fails or refuses to comply with these undertakings, the administering agency may take any or all of the following actions: cancel, terminate, or suspend in whole or in part this contract; refrain from extending any further assistance to Wayne RESA under the program with respect to which the failure or refund occurred until satisfactory assurance of future compliance has been received from such Wayne RESA; and refer the case to the Department of Justice for appropriate legal proceedings.

IV. Federal Compliance

(a) Consistent with the Davis-Bacon Act (40 U.S.C. §§ 3141-3148), the parties agree all transactions regarding this Contract shall be done in compliance with the Davis- Bacon Act (40 U.S.C. §§ 3141- 3144, and §§ 3146-3148) and the requirements of 29 C.F.R. Part 5 as may be applicable. The Contractor shall comply with 40 U.S.C. §§ 3141-3144, and §§ 3146-3148 and the requirements of 29 C.F.R. Part 5 as applicable.

    i. Davis-Bacon Act, as amended (40 U.S.C. §§3141-3148). When required by Federal program legislation, all prime construction contracts in excess of $2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. §§3141-3144, and §§ 3146-3148) as supplemented by Department of Labor regulations (29 C.F.R. Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction").

ii. In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week.

iii. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination.

iv. The Act provides that the contractor must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

v. This subsection (a) is applicable only to the extent the Contract pertains to construction work.

(b) Consistent with the Copeland Anti-Kickback Act, the parties agree as follows:

a. The Contractor must report all suspected or reported violations to Wayne RESA and Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. § 3145), as supplemented by Department of Labor regulations (29 C.F.R. Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States").

b. The Contractor shall comply with 18 U.S.C. § 874, 40 U.S.C. § 3145, and the requirements of 29 C.F.R. pt. 3 as may be applicable, which are incorporated by reference into this Contract.

c. The Contractor or subcontractor shall insert in any subcontracts the clause above and such other clauses as may by appropriate instructions require, and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime Contractor shall be responsible for the compliance by any subcontractor or lower tier subcontractor with all of these Contract clauses.

d. A breach of the Contract clauses above may be grounds for termination of the Contract, and for debarment as a Contractor and subcontractor as provided in 29 C.F.R. § 5.12.

e. The Act provides that the contractor must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

f. This subsection (b) is applicable only to the extent the Contract pertains to construction work,

(c) Consistent with the **Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 3701-3708)**, the parties agree as follows:

1. Where applicable, all contracts awarded by the non-Federal entity in excess of $100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. §§ 3702 and 3704, as supplemented by Department of Labor regulations (29 C.F.R. Part 5).

2. Under 40 U.S.C. § 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week.

3. The requirements of 40 U.S.C. § 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

   a. No Contractor or subcontractor Contracting for any part of the Contract work which may require or involve the employment of laborers or mechanics shall require or permit any such laborer or mechanic in any workweek in which he or she is employed on such work to work in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times the basic rate of pay for all hours worked in excess of forty hours in such workweek.

      In the event of any violation of the clause set forth in paragraph (1) of this section the Contractor and any subcontractor responsible therefor shall be liable for the unpaid wages. In addition, such Contractor and subcontractor shall be liable to the United States for liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic, including watchmen and guards, employed in violation of the clause set forth in paragraph (1) of this section, in the sum of $10 for each calendar day on which such individual was required or permitted to work in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in paragraph (1) of this section.

   b. Wayne RESA shall upon its own action or upon written request of an authorized representative of the Department of Labor withhold or cause to be withheld, from any moneys payable on account of work performed by the Contractor or subcontractor under any such Contract or any other Federal Contract with the same prime Contractor, or any other federally-assisted Contract subject to the Contract Work Hours and Safety Standards Act, which is held by the same prime Contractor, such sums as may be determined to be necessary to satisfy any liabilities of such Contractor or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in paragraph (2) of this section.

   c. The Contractor or subcontractor shall insert in any subcontracts the clauses set forth in paragraphs (1) through (4) of this section, and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime Contractor shall be

responsible for compliance by any subcontractor or lower tier subcontractor with the clauses set forth in paragraphs (1) through (4) of this section.

    d. This subsection (c) is applicable only to the extent the Contract is for a sum greater than One Hundred Thousand and 00/100 Dollars ($100,000.00),

(d) Consistent with the **Clean Air Act (42 U.S.C. §§ 7401-7671q.)** and the **Federal Water Pollution Control Act (33 U.S.C. §§ 1251-1387)**, the parties agree as follows:

    a. The Contractor agrees to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. § 7401 et seq.

    b. The Contractor agrees to report each violation to Wayne RESA and understands and agrees that the Contractor will, in turn, report each violation as required to assure notification to the Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.

    c. The Contractor agrees to include these requirements in each subcontract in excess of $150,000. Contract shall ensure each subcontract include provisions that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. §§ 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. §§ 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

    d. The Contractor agrees to comply with all applicable standards, orders, or regulations issued pursuant to the Federal Water Pollution Control Act, as amended, 33 U.S.C. § 1251 et seq.

    e. The Contractor agrees to report each violation to Wayne RESA and understands and agrees that Wayne RESA will, in turn, report each violation as required to assure notification to the Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.

    f. This subsection (d) is applicable only to the extent the Contract is for a sum greater than One Hundred Fifty Thousand and 00/100 Dollars ($150,000.00),

(e) Consistent with the **Byrd Anti-Lobbying Amendment (31 U.S.C. § 1352, as amended)**, the parties agree as follows:

Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

    a. Contractors who apply or bid for an award exceeding $100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal

appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, officer or employee of Congress, or an employee of a Member of Congress in connection with obtaining any Federal Contract, grant, or any other award covered by 31 U.S.C.§ 1352.

b. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.(J) See §200.323., (K) See §200.216., (L) See §200.322. [78 FR 78608, Dec. 26, 2013, as amended at 79 FR 75888, Dec. 19, 2014; 85 FR 49577, Aug. 13, 2020]

c. This subsection (e) is applicable only to the extent the Contract is for a sum greater than One Hundred Thousand and 00/100 Dollars ($100,000.00),

(f) Debarment and Suspension.

Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 C.F.R. 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 C.F.R. 180 that implement Executive Orders 12549 (3 C.F.R. part 1986 Comp., p. 189) and 12689 (3 C.F.R. part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

a. This Contract is a covered transaction for purposes of 2 C.F.R. pt. 180 and 2 C.F.R. pt. 3000. As such, the Contractor is required to verify that none of the Contractor's principals (defined at 2 C.F.R. § 180.995) or its affiliates (defined at 2 C.F.R. § 180.905) are excluded (defined at 2 C.F.R. § 180.940) or disqualified (defined at 2 C.F.R. § 180.935).

b. The Contractor must comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C, and must include a requirement to comply with these regulations in any lower tier covered transaction it enters into.

This certification is a material representation of fact relied upon by Contractor. If it is later determined that the Contractor did not comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C, in addition to remedies available to Contractor, the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment.

c. The bidder or proposer agrees to comply with the requirements of 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C while this offer is valid and throughout the period of any Contract that may arise from this offer. The bidder or proposer further agrees to include a provision requiring such compliance in its lower tier covered transactions.

(g) Procurement and Recovered Materials.

a. In the performance of this Contract, the Contractor shall make maximum use of products containing recovered materials that are EPA-designated items unless the product cannot be acquired: (i) competitively within a timeframe providing for compliance with the Contract performance schedule; (ii) meeting Contract performance requirements; or (iii) at a reasonable price.

b. Information about this requirement, along with the list of EPA-designated items, is available at EPA's Comprehensive Procurement Guidelines web site, https://www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program.

(h) Prohibition of Certain Telecommunication Services and Equipment.

a. Recipients, subrecipients or contractor are prohibited from obligating or expending loan or grant funds to (i) procure or obtain; (ii) extend or renew a contract to procure or obtain; or (iii) enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115-232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).

  i. For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).

  ii. Telecommunications or video surveillance services provided by such entities or using such equipment.

  iii. Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.

b. In implementing the prohibition under Public Law 115-232, section 889, subsection (f), paragraph (1), heads of executive agencies administering loan, grant, or subsidy programs shall prioritize available funding and technical support to assist affected businesses, institutions and organizations as is reasonably necessary for those affected entities to transition from covered communications equipment and services, to procure replacement equipment and services, and to ensure that communications service to users and customers is sustained.

c. See Public Law 115-232, section 889 for additional information. See also §200.471.

(i) Records Requirements.

    a. The Contractor agrees to provide Wayne RESA, the FEMA Administrator, and the Comptroller General of the United States, and any other authorized representative access to any books, documents, papers, and records of the Contractor which are directly pertinent to this Contract for the purposes of making audits, examinations, excerpts, and transactions.

    b. The Contractor agrees to permit any of the foregoing parties to reproduce, by any means whatsoever, or to copy excerpts and transcriptions as reasonably required.

    c. The Contractor agrees to provide the FEMA Administrator, Wayne RESA and the Federal awarding agency or authorized representatives access to construction or other work sites pertaining to the work being completed under the contract.

    d. In compliance with the Disaster Recovery Act of 2018, Wayne RESA and the Contractor acknowledge and agree that no language in this Contract is intended to prohibit audits or internal reviews by the FEMA Administrator or the Comptroller General of the United States.

    e. This subsection (i) is applicable only to Contracts pertaining to construction or facility improvement.

(j) Domestic Preferences for Procurements.

    a. As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products this award.

       i. For purposes of this section: (i) "produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States; and (ii) "manufactured products" means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

(k) Federal Acquisitions Regulation Compliance.

    a. All transactions regarding this Contract and subject to the applicable law shall be done in compliance with the Federal Acquisitions Regulations guidance 6.302-2 (unusual and compelling urgency. The Contractor shall comply with 10 U.S.C. § 2304(c)(2) or 41 U.S.C. §

3304(a)(2), as well as Title 2 C.F.R. 200(e) as applicable, which are incorporated by reference into this Contract and quoted in full below:

(a) Authority.

    (1) Citations: 10 U.S.C. § 2304(c)(2) or 41 U.S.C. § 3304(a)(2).
    (2) When the agency's need for the supplies or services is of such an unusual and compelling urgency that the Government would be seriously injured unless the agency is permitted to limit the number of sources from which it solicits bids or proposals, full and open competition need not be provided for.

(b) Application. This authority applies in those situations where-

    (1) An unusual and compelling urgency precludes full and open competition; and
    (2) Delay in award of a contract would result in serious injury, financial or other, to the Government.

(c) Limitations.

    (1) Contracts awarded using this authority shall be supported by the written justifications and approvals described in 6.303 and 6.304. These justifications may be made and approved after contract award when preparation and approval prior to award would unreasonably delay the acquisition.
    (2) This statutory authority requires that agencies shall request offers from as many potential sources as is practicable under the circumstances.

(d) Period of Performance.

    (1) The total period of performance of a contract awarded or modified using this authority-
        (i) May not exceed the time necessary:
            (A) To meet the unusual and compelling requirements of the work to be performed under the contract; and
            (B) For the agency to enter into another contract for the required goods and services through the use of competitive procedures; and

        (ii)   May not exceed one year, including all options, unless the head of the agency determines that exceptional circumstances apply. This determination must be documented in the contract file.

    (2) (i) Any subsequent modification using this authority, which will extend the period of performance beyond one year under this same authority, requires a separate determination. This determination is only required if the cumulative period of performance using this authority exceeds one year. This requirement does not apply to the exercise of options previously addressed in the determination required at paragraph (d)(1)(ii) of this section. (ii) The

determination shall be approved at the same level as the level to which the agency head authority in paragraph (d)(1)(ii) of this section is delegated.

(3) The requirements in paragraphs (d)(1) and (2) of this section shall apply to any contract in an amount greater than the simplified acquisition threshold.

(4) The determination of exceptional circumstances is in addition to the approval of the justification in 6.304.

(5) The determination may be made after contract award when making the determination prior to award would unreasonably delay the acquisition.

b. This subsection (i) is applicable only to Contracts involving the receipt of Federal Transit Administration funding.

(l) Rights to Inventions Made Under a Contract or Agreement.

If the Federal award meets the definition of "funding agreement" under 37 C.F.R. §401.2 (a) and the recipient, subrecipient or contractor wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient must comply with the requirements of 37 C.F.R. Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

ATTACHMENT C –RFP REQUIREMENTS AND PROPOSER'S RESPONSE

Attachment C, encompasses the complete set of requirements as outlined in the Request for Proposal (RFP) **WRESA-36-2025-2026-03** and the corresponding response submitted by **Jigsaw Learning LLC, dba TeachTown.** The Contractor's response details how the Contractor intends to satisfy the RFP requirements and is incorporated into the Contract as a binding commitment. The contents of this attachment form an integral part of the Contract and should be read in conjunction with the other contractual documents as specified in the Order of Precedence (Section 5.6 of the contract). The RFP requirements and the Contractor 's response are to be used as a baseline for performance expectations and deliverable standards throughout the duration of the Contract.

JIGSAW LEARNING LLC dba

2 Constitution Way
Woburn, MA 01801
Contact: KIMBERLY JOHNSON
818-212-2944
rfp@teachtown.com

Response to:

RFP # WRESA-36-2025-2026-03

PRE-K TO ADULTHOOD SPECIAL EDUCATION TRAINING & CURRICULUM

RFP Due Date: April 16, 2025 12:00 PM EST

Jigsaw Learning LLC dba TeachTown Response to
RFP Pre-K To Adulthood Special Education Training & Curriculum

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1.3 Scope of Work

Wayne RESA is seeking proposals from qualified vendors to support instruction on a comprehensive adapted core curriculum for students with disabilities to be rolled out beginning in the 2025-26 school year. To effectively bridge the achievement gap between students with extensive support needs and their non-disabled peers, a thoroughly researched, evidence-based adapted core curriculum is essential. This curriculum must align with Michigan's Common Core and Alternate Content Expectations/Essential Elements standards and encompass comprehensive instruction in English Language Arts (ELA), mathematics, science, and social studies, along with targeted interventions. It should provide up-to-date, relevant, and appropriate materials designed to support high-quality teaching and learning for students from Pre-K through high school and into adulthood, particularly those with intellectual functioning below 70 and/or significant developmental delays.

The awarded Proposer must provide comprehensive training including virtual and onsite instructional coaching, teacher training, curriculum and intervention resources to special educators who teach students on an adapted core curriculum in grades Pre-K through transition to adulthood. This content should include online/technology-based materials, print and physical classroom materials (including reading libraries, bound teacher-guides, and consumable workbooks), comprehensive and ongoing training, and access to data reports to assist with monitoring implementation and impacts. Qualified vendors are requested to submit a proposal to address all grade levels (Pre-K through Transition to Adulthood).

Proposer Response:
Please confirm your understanding by checking Yes or No.

☑ Yes	☐ No

A. **Methodology**

Offerors must provide a detailed methodology describing the approach, procedures, and strategies to fulfill the RFP requirements. The proposal should include:

1. **A comprehensive onboarding plan for seamless integration.**

PreK and K-12: TeachTown's Customer Experience (CX) Team will lead Wayne RESA school districts through our Learning Unlocked Customer Journey. This journey will start with our CX Coordinator, who will:

- Welcome you to TeachTown
- Set up expectations for the journey to come
- Gather training dates and times

Your CX Coordinator will then introduce you to your CX Onboarding Specialist, who will assist you with:

- Onboarding
- Rostering (including Single Sign-On Integration)
- Scheduling training

Our Customer Enablement Specialists will then lead all training and professional development, equipping teachers to use TeachTown tools successfully in their classrooms. Our Customer Enablement Specialists are highly qualified individuals who have experience in both classroom and clinical settings, with expertise in curriculum implementation within diverse classrooms. Our team of special education teachers, special education administrators, Ph.D.s, and Board Certified Behavior Analysts (BCBA) are full-time employees of TeachTown and will be responsible for the training of all facilitators (teachers). This cadre of experienced individuals will be available to ensure implementation fidelity across all TeachTown Programs.

Lastly, you will receive a dedicated Customer Success Manager and Account Manager, who will work with you towards the successful implementation of any and all programs within the district.

2. Implementation and rollout planning, including key milestones.

PreK: The **Launch for PreK Training Series** consists of 6 hours of training broken into two segments on all aspects of implementing Launch for PreK in the classroom. The trainings will cover how to begin teaching with Launch for PreK in the classroom, data collection, assessments, reports, inputting IEP goals, and aligning lessons for progress monitoring throughout the school year. Each training segment will expand on the tools offered in the program while giving teachers the opportunity to ask questions as they have implemented the curriculum in their classroom.

Teaching and Learning 100 provides foundational strategies for providing instruction to students with disabilities. This training includes in-depth assessment and practice on all sections of the Moderate to Severe Teaching and Learning (MSTL) Framework, including introduction to instruction, classroom setup, classroom management, blended learning, and data collection. Teachers will use the MSTL Assessment to self-reflect and set actionable goals for improvement.

Intervention Program Training consists of a 2-hour virtual offering (maximum 25 participants) that provides teachers an overview of how to utilize the supporting interventions available in the Launch package: Basics, Language Accelerator, and Social Skills. This training includes an overview of each program, practical use within a classroom schedule, and best practices for implementation. This training is available for teachers AFTER their Launch 102 training.

TeachTown also offers onsite and virtual coaching sessions through our coaching cohort model.
TeachTown's Onsite Coaching Cohort package consists of a train-the-trainer model utilizing a cohort of 5 classroom teachers across the school year, creating peer models within the school district. This package consists of three (3) days of onsite coaching, involving a 1 hour visit to each teacher's classroom (3 visits per teacher per year). These visits scaffold from modeling a lesson, co-teaching, and feedback sessions across the year. This package also includes 3 1-hour virtual coaching sessions for each teacher in the cohort, allowing them to receive 1:1 support from a TeachTown Customer Enablement Specialist. Teachers are certified following this process as TeachTown Master Teachers.

TeachTown's Virtual Coaching Cohort package consists of a train-the-trainer model utilizing a cohort of 5 classroom teachers across the school year, creating peer models within the school district. This package also includes 3 1-hour virtual coaching sessions for each teacher in the cohort (15 total hours), allowing them to receive 1:1 support from a TeachTown Customer Enablement Specialist. Teachers and facilitators can ask questions, review program features, and customize their professional development time to meet their individual needs.

K-12: The enCORE Professional Learning Program is designed to help teachers confidently and effectively implement enCORE with their students. After completing the series, teachers will know how to teach all core academic subjects in a blended learning model by using the scripted lesson plans, worksheets, and materials, as well as the online learning technology. To help teachers individualize learning pathways for students, the enCORE Professional Learning Program also covers how to differentiate instruction and collect and analyze data. Each

3-hour session targets specific skills that help special education teachers and their teams incorporate enCORE into their daily routines while reducing their overall planning burden.

enCORE 101 Learning Objectives

Teachers will be able to:
- Identify the appropriate learning level for each student & assign levels for all students
- Log students into enCORE using a student username and password or Single Sign-On (SSO)
- Teach one segment of one classroom-based scripted lesson plan using the appropriate resources
- Teach one teacher-led lesson with one student

enCORE 102 Learning Objectives

Teachers will be able to:
- Collect and analyze data across all subject areas using lesson plans, worksheets, materials, and technology (both teacher-directed and student-directed)
- Explain how to collect and analyze data from multiple sources across the school day and school week to create a whole picture of the student's progress

enCORE 103 Learning Objectives

Teachers will be able to:
- Access data and reports across enCORE programs, including adjusting reports according to date or domains
- Interpret data reports to find areas where students may struggle or need support
- Use data within enCORE to inform and guide IEP development (goals, progress notes, etc.)

On-Site Training with Teachers and Staff

On-site training is completed with one of our experts in the field of behavior analysis and special education. All TeachTown trainers are highly qualified with classroom and clinical experience working with students using various curricula, assessments, and methodologies. Each training session is a hands-on experience where educators live in the program. Their teacher and student accounts will be created. They are fully prepared to leave the training and have their students utilize the program the following day.

As part of the on-site training package, the TeachTown trainer will travel to your school district and conduct two 3-hour trainings (AM cohort and PM cohort) for up to 25 staff and faculty members per cohort. During this training, the trainer will teach and model the application in the individual curriculums and allow all participants to explore the content and practice the skills themselves. It provides an opportunity for teachers to be ready to implement the curriculums in their classrooms the next day. This training can be individualized to address issues specific to your school districts, such as student populations, scheduling of program use, and specific implementation parameters set forth by administrators.

Virtual Training with Teachers and Staff

Virtual training is conducted by one of TeachTown's classroom experts. Virtual training addresses the same information as on-site training; however activities will be conducted in a virtual format. Participants can access the training from any computer, and it offers the flexibility of having participants access the training from various locations. Virtual trainings can be customized to meet the needs of each unique district or organization.

During the webinar, the trainer will conduct a 3 hour training for up to 25 teachers and staff. The trainer will remotely lead the participants through the training presentation, exploring the curriculum and addressing relevant skills as they go. Participants will move through setting up the curriculum(s) for their classrooms, just as in the on-site training, and leave the training prepared to implement it.

On-Site Coaching

TeachTown is invested in your success and provides ongoing support in the form of On-Site Coaching to ensure retention of the training and consistent implementation of the TeachTown curricula. On-site coaching sessions offer your teachers and facilitators individualized training and professional development opportunities. Our experts join your staff members and students in their instructional or whole group settings, depending on the district's needs. The following options offer product-specific and instructional support through coaching and modeling. Classroom coaching provides hands-on professional development in various individualized settings to each classroom staff member and location.

TeachTown coaches can work with up to 5 teachers per coaching day. Coaching sessions for each individual teacher will be 1 hour. TeachTown coaches can model lessons, provide feedback, and provide tangible experience using the program. In addition, coaches address teacher questions and concerns with scheduling, program customization to best-fit student needs, and other program or student-specific issues. Coaches are also prepared to provide additional, individualized training in any aspects of the program where teachers need support. Administrators will be provided a Coaching Feedback Form post-coaching to provide recommendations and next-steps in supporting teachers with the curriculum.

On-Site Coaching is designed to be ongoing support for teachers, assisting them through initial implementation, troubleshooting and data analysis, and decision-making regarding individualization for specific students. When considering maximizing the long-term efficacy of coaching support, teacher success increases with consistent backing over time.

Virtual Coaching

Virtual coaching sessions allow your teachers and facilitators to spend time one-on-one with one of TeachTown's experts. Virtual coaching sessions are 1 hour and allow teachers and facilitators to meet with a trainer at their convenience via the internet. Teachers and facilitators can ask questions, review enCORE program features, and customize their professional development time to meet their individual needs.

Intervention Training and Coaching

Virtual Intervention Training provides teachers an overview of how to use the TeachTown's intervention products in their classroom, as well as simulated practice using the program with their students. Each intervention training is 2 hours and conducted via Zoom with up to 25 teachers and staff.

Virtual coaching sessions allow your teachers and facilitators to spend time one-on-one with one of TeachTown's experts. Virtual coaching sessions are 1 hour and allow teachers and facilitators to meet with a trainer at their

convenience via the internet. Teachers and facilitators can ask questions, review intervention program features, and customize their professional development time to meet their individual needs.

On-Demand Training and Support

TeachTown users will have access to request support online via the TeachTown website. Our Help Center is an additional support available on the website that houses documents and videos for customer and program support. TeachTown also offers a series of live free training webinars each month on all programs and can be accessed by any program user via their TeachTown homepage. Customer support is available via phone or email within 24 hours and a dedicated support individual is assigned for the first year of implementation to include instant access via phone.

Moderate to Severe Teaching and Learning Framework

The Moderate to Severe Teaching and Learning (MSTL) Framework is a practical tool designed for special educators and administrators who serve students with moderate to severe disabilities (MSD) in K-12 schools. The Framework outlines five key components of effective teaching in the moderate/severe classroom and corresponding best practices for implementation.

1. Instructional Methodologies
2. Physical Environment and Classroom Set-Up
3. Classroom Management
4. Technology In the Classroom
5. Data, Data, Data (Measuring Outcomes & Delivering Assessments)

Appendix I: Best Practice Tips for New Special Educators

Developed from a synthesis of current research, fieldwork interviews, and years of experience teaching and training special educators in school settings, this Framework will serve as a trusted resource for special educators navigating the age-old questions:
Where do I start?
How do I know if this is working?
Are students learning?
Designed by subject matter experts this Framework helps educators translate research into practice to drive measurable student outcomes.

The goals of the MSTL Framework are (1) to provide special educators with tangible action steps for implementing best practice in classrooms that serve students with moderate to severe disabilities and (2) to support administrators in assessing the current state of teaching and learning in classrooms that serve students with moderate to severe disabilities and craft follow-up goals.

Wayne RESA's school districts' administrators and instructional coaches will receive virtual training on the MSTL Framework and the key components of effective moderate to severe special education classrooms. TeachTown's experts will walk administrators and coaches through how to use the assessment and provide teachers with actionable steps and goals to improve. Coaches will leave the training with a concrete way to tailor training and support for teachers under their purview and be able to show teacher progress throughout a school year.

3. **Problem-solving strategies and risk mitigation approaches.**

PreK and K-12: Each district will have dedicated support from a team of TeachTown experts, who will collaborate closely with them to implement best practices and set up Wayne RESA school districts for success in adopting the new curriculum. Additionally, the TeachTown team will partner with administrators and teachers, providing tailored problem-solving strategies to ensure seamless and successful implementation.

TeachTown has a comprehensive response plan in place for any potential issues that may arise with our software. We have a dedicated support team available to address and resolve critical issues quickly. We follow a structured process that includes detection and analysis, containment, eradication, and recovery, and a post-incident review. Each district is assigned a dedicated support representative, providing instant access via phone or email to ensure a quick response to any potential issues. Each district is assigned a dedicated support representative, providing instant access via phone or email to ensure a quick response to any potential issues.

4. **Key personnel assigned to the project, including resumes and an organizational chart showing roles and responsibilities.**

PreK and K-12: Each district will have dedicated support from a team of TeachTown experts, who will collaborate closely with them to implement best practices and set up Wayne RESA school districts for success in adopting the new curriculum. Our Customer Enablement Specialists will lead all training and professional development, equipping teachers to use TeachTown tools successfully in their classrooms. Our Customer Enablement Specialists are highly qualified individuals who have experience in both classroom and clinical settings, with expertise in curriculum implementation within diverse classrooms. Our team of special education teachers, special education administrators, Ph.D.s, and Board Certified Behavior Analysts (BCBA) are full-time employees of TeachTown and will be responsible for the training of all facilitators (teachers). This cadre of experienced individuals will be available to ensure implementation fidelity across all TeachTown Programs. You will also receive a dedicated Customer Success Manager and Account Manager, who will work with you towards the successful implementation of any and all programs within the district. Roles and responsibilities of the TeachTown team is listed below:
- Account Manager:
  - Ensuring strategic alignment with district leadership and strategic plans
  - Informing clients of updates, changes, or new product offerings
  - Managing future contractual needs for renewal and/or growth of our partnership.
- Customer Success Manager:
  - Creating, reviewing, and adjusting a success plan with district leadership based on data usage and feedback
  - Ensure accounts and licenses are set up and trainings/coaching are scheduled
  - Guiding districts on resources available to them to maximize their return on investment
  - Collaborating closely with administrators and teachers to resolve problems and questions

- Customer Enablement Specialists:
    - Deliver trainings and coaching to teachers to ensure implementation fidelity
    - Provide expertise and individualized support to address issues specific to implementation in your school districts and classrooms

TeachTown's Customer Experience Team is what clearly differentiates the level of fidelity and implementation your program will experience. Your decision to invest in TeachTown products for your team and your students is of the utmost importance, and we give this confidence our highest priority. TeachTown understands the need to maximize your investment in TeachTown by demonstrating student engagement and progress. We don't succeed unless you do! Our team continues to be available throughout the partnership to support the development, growth, and successful implementation over time.

Resumes from TeachTown's Customer Experience Team are available upon request.

5. **Any additional information that clarifies how the Offeror will deliver and support the program.**

PreK and K-12: Different training packages are available based on the needs of your district with both in-person and virtual training and coaching options. Wayne RESA school districts will be supported by a team with over 50 years of educational experience. We proudly support many of the top 100 largest districts nationwide, bringing extensive knowledge and experience to drive successful large-scale implementations and effect change management, ensuring districts are poised for success.

6. **Alignment with Michigan's Common Core and Alternate Content Expectations/Essential Elements.**
PreK: Launch for PreK is aligned to the Michigan Early Childhood Standards of Quality and addresses each early childhood domain. Educators can search by standards or keywords to find specific lessons addressing specific standards. Furthermore, scope and sequence documents provide a clear map for educators as they plan to address Michigan Early Childhood Standards of Quality in each weekly theme unit.

K-12: TeachTown's enCORE program is the only standards-based Michigan Common Core and Alternate Content Explectations/Essential Elements aligned, core-curriculum based on the science of Applied Behavior Analysis (ABA) that provides access to the general education curriculum. Content for each curriculum domain is aligned to Michigan Alternate Content Expectations/Essential Elements. Additionally, enCORE supports reporting student performance by Michigan state standards and all content is searchable by Michigan state standards.

B. Executive Summary

On behalf of TeachTown, we are pleased to submit this proposal for the Wayne RESA request for RFP #Wresa-36-2025-2026-03 "Request For Proposals For Pre-K To Adulthood Special Education Training & Curriculum".

TeachTown is highly specialized for students diagnosed with autism, developmental delays, intellectual disabilities, and emotional behavior disorders. TeachTown programs and professional learning services are based on the science of Applied Behavior Analysis (ABA) and the science of reading. Our curriculum team members, trainers, and coaches that will deliver on the RFP have extensive special education backgrounds and include researchers, Ph.Ds., BCBAs, BCBA-Ds, CCC-SLPs. This combination of specialized, high-quality, evidence-based curriculum and highly qualified BCBA support staff will help provide continued instructional focus and consistency to Wayne RESA. We strongly believe that the right combination of curriculum, physical goods and resources, training and professional development, and unmatched account support is essential for student progress and educator satisfaction.

Wayne RESA hosted TeachTown at the September 19th, 2024 "Coordinating Council" meeting where our partner district representatives, Tamaran Dillard and Robyn Stern, provided insight into their experience utilizing TeachTown solutions, student progress, and teacher buy-in. Wayne RESA reviewed and featured TeachTown Pre-K and K-12 among county recommended resources in the "Essential Elements Curriculum Companion Guide (2024)". Since 2024, several LEA districts in Wayne County, Redford Union Schools and Plymouth-Canton Community Schools, have piloted TeachTown solutions as part of the county-wide evaluation effort. Educators in these districts were provided access to enCORE K-12 with interventions aligning with general education classrooms: An Essential Element state-aligned CORE curriculum for equity and inclusion opportunities, with evidence-based teaching procedures, and utilizing a blended approach that incorporates the best of technology and hands-on learning opportunities. The visual below showcases some of Redford Union's student progress and district achievements:
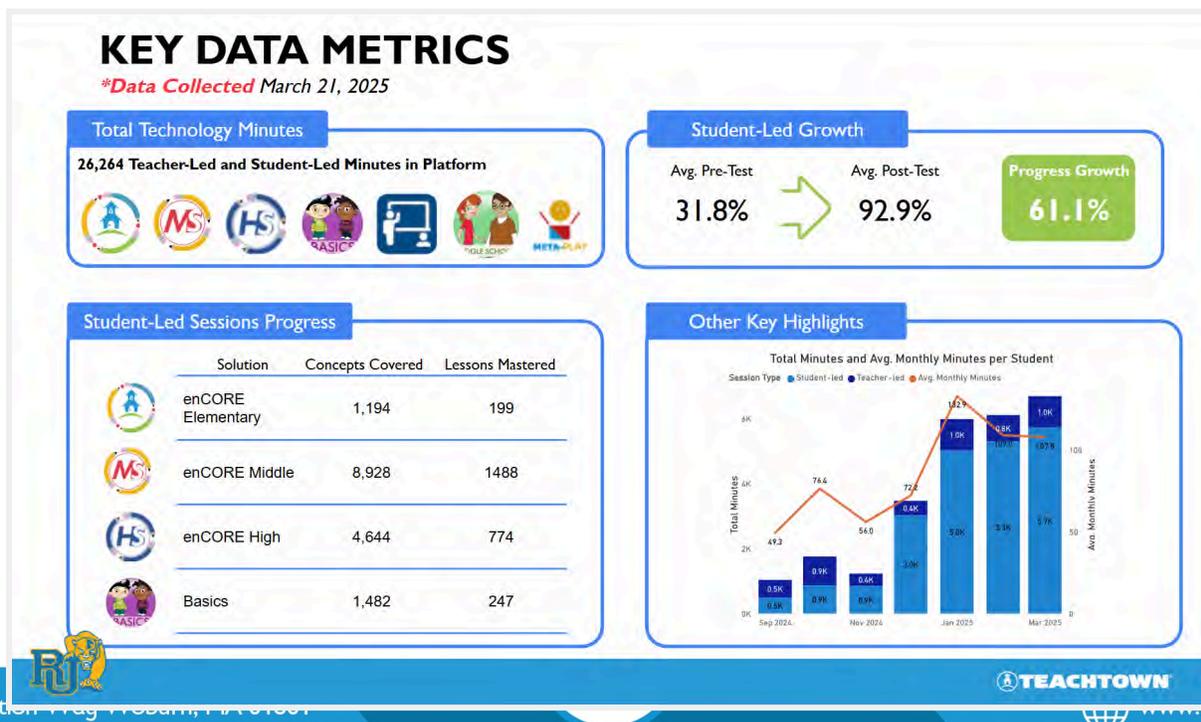
www.teachtown.com

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In addition to a comprehensive approach to our curriculum and interventions, TeachTown also offers a thoughtful and effective approach to our training and development opportunities. **You will see that our pricing model reflects an all-inclusive PD plan that includes but is not limited to:**

- Curriculum onsite and virtual training and development for staff, teachers, paraprofessionals, and other educational contacts at the RESA and district level i.e. SLP's, OT's, etc
- Training for administrators for consistent implementation and ongoing sustainability
- Intervention training to accompany the specific needs of our life skills and other special education classrooms
- Onsite coaching for hands-on experience to increase fidelity in usage
- Full access to a support team for additional Q&A
- Asynchronous and on-demand training and help through our TeachTown Resource Center
- Teacher Development through training and consulting using the Moderate to Severe Teaching and Learning Framework

TeachTown's approach to customer success is unlike any other special education partner. Not only do we offer a highly specialized curriculum and intervention programs with outcomes aligning with our professional development, but our team with many years of educational experience will also support Wayne RESA and partner districts. We support over 415,000 students across more than 4,000 districts nationally. This has resulted in 2.86 million lessons and 8.58 million skills mastered with a 67% student improvement from pre to post-test scores. In Michigan, we support 37 districts and 2,000 students. On average, this has resulted in a 66.4% increase from pre to post-test scores (26.7% to 93.1%). Your TeachTown customer success team is composed of highly qualified BCBA's to train and promote usage with fidelity, a dedicated Account Manager to ensure goals and district needs are aligning appropriately for a successful partnership, and a Client Success Manager dedicated to the support of all teachers who will be utilizing the TeachTown programs.

We look forward to the opportunity to continue and expand upon the important work of serving the students, teachers, and leadership in Wayne RESA's Special Education Supports, LEA programs, and CoPro+. We are excited to implement our professional development opportunities to serve your whole-student learning environments. We welcome your feedback to ensure maximum benefit to your educators and students.

Thank you for your consideration and ongoing evaluation efforts,

Jeremy Klipple - Director, New Business
Scott Wyzgoski - Team Lead | Account Executive
Michael Richard - Director, Account Management
Alison Pollock - Account Manager
Lane Stevens - Director, Customer Success & Operations
Kelly Oglesby - Key Client Success Manager
Ross Nesselrode - Director, Customer Enablement

C. Program Capabilities

The program must meet the following requirements across key areas:

1. Student Experience

Engagement:

a. Content must be age-appropriate and adaptable to different proficiency levels.
PreK: Launch for PreK is a comprehensive, inclusive early childhood special education curriculum for students ages 3 - 5. It is aligned with state early childhood standards, nationally recognized early childhood assessment tools, and curriculum recommendations of the National Association of the Education of Young Children (NAEYC). Launch for PreK is differentiated to three skill levels. Each lesson plan includes specific methods of differentiating content across both language and cognitive skills as well as social behaviors and peer relationships (see example below).

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	**LEVEL P2**	**LEVEL P3**
LANGUAGE AND COGNITIVE SKILLS		
Have students conduct the activity using Number Magnets up to 5. Have students put on one cotton ball at a time as you count aloud. **Put [number] clouds in the sky.**	Have students conduct the activity using Number Magnets up to 10. Have students count out each cloud one at a time as you count along. **Put [number] clouds in the sky.**	Have students conduct the activity using Number Magnets up to 20. Have students count out the number of cotton balls independently. **Put [number] clouds in the sky.**
Have students point to identify the different items on the Plane Mat (e.g., **Show me a cloud. Where is the sun? Touch the airplane.**).	Have students practice finding different colors on their Plane Mat (e.g., **What is white? Show me something yellow.**).	Have students describe the color and/or texture of different items on the Plane Mat (e.g., **What color are the clouds? What color is the airplane?**).

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	**LEVEL P2**	**LEVEL P3**
SOCIAL BEHAVIORS AND PEER INTERACTION		
Have students gather near a window and look together to see if they see any clouds in the sky. **Are there any clouds in the sky outside?**	Have one student hand their peer one cotton ball at a time as their peer places the cotton balls on the Plane Mat. **Give [peer name] one cotton ball.**	Have two students go to the classroom window or outside and count the number of clouds they see in the sky. **How many clouds do you see?**
MOTOR SKILLS		
Encourage students to pick up only one cotton ball at a time from the pile. **Pick one.**	Have students try to pick up each cotton ball using the Fine Motor Tweezer Tongs. Model how to use them and provide physical guidance as needed to help them understand how to open and close.	Have students use the Fine Motor Tweezer Tongs to pick up each cotton ball and put it on the Plane Mat.
Have students explore the texture of the cotton ball. **The cotton ball is soft. Touch the cotton ball.**	Encourage students to explore the texture of the cotton balls. **Stretch and squish the cotton balls.**	Encourage students to explore the texture of the cotton balls. **Stretch and squish the cotton ball. What does it feel like?**

K-12: enCORE is a comprehensive curriculum that provides teachers with everything needed for their instructional day. This includes differentiated, activity-based guided lesson plans, hands-on activities, worksheets, resources, interactive technology lessons, and instructional video models for teachers. The adapted reading library is based on classic literature, mirroring the experience that students are reading in the general education setting. The expansive adapted reading library is based on high-quality classic literature and has been differentiated to 3 levels of support to accommodate the needs of all learners. Students with moderate to severe disabilities have equitable, inclusive access to the same high-quality content in the general education curriculum as their typically developing peers.

All of the content within enCORE K-12 is aligned to Michigan's Alternate Content Expectations/Essential Elements and is age-appropriate. All enCORE content (literature, worksheets, lesson plans, technology lessons) are differentiated to three levels to support a wide variety of student ability levels. Unit assessments can assist in determining which level is most appropriate for each learner, and teachers can adjust levels at any time to further adapt learning.

b. **Materials must be culturally diverse, covering multiple ethnic backgrounds and historical periods.**

PreK: Launch for PreK curriculum shares stories that include and/or focus on people of various cultural groups, racial and/or ethnic groups, ability groups, communication modalities, and visible supports (see image below).

Cultural Groups
Indigenous Peoples of the Americas (Alaska Tlingit, Mexican Aztec, Creek Nation, Algonquin Nation), Ghanaian, South African, Ethiopian, Japanese, Chinese, Vietnam, Korean, Hmong Indian, Iraqi, Portuguese, Russian, Polish, Italian, Hawaiian, Trinidadian

Ability Groups
People with:
- Autism
- Blindness / Visual Impairments:
  - Cerebral Palsy
  - Down Syndrome
  - Intellectual Disabilities
  - Language Delays/Impairments
  - Speech Impairments
  - Spina Bifida
  - Paralysis
Deaf People / People with Hearing Impairments
People without disabilities

Racial and/or Ethnic Groups
Arab
Asian
Black
Indian / Southeast Asian
Indigenous Peoples of the Americas
Latino/Latina/Latinx
White

Communication Modalities:
People who use:
- Spoken Language
- ASL / Sign Language
- AAC Devices (tablets)
- Visual Choice Boards
- Switches

Adaptive Equipment:
Wheelchair
Prone stander
Upright stander
Pull-behind walker
Hearing aid
Cochlear implant
AFO / lower leg braces
Supportive / modified seating
Braille
Glasses
Foot braces

Launch for PreK Diversity, Equity, Inclusion, Accessibility Examples

Jigsaw Learning LLC dba TeachTown Response to
RFP Pre-K To Adulthood Special Education Training & Curriculum

K-12: The literature selections available within enCORE K-12 provide a window into the general education classroom with classic literature texts like Chicken Little, The Secret Garden, Julius Caesar, and more. These selections have been curated to incorporate diverse voices and perspectives through the characters in the texts and the chosen literature pieces. Students in our most diverse areas of schools can interact and learn about individuals from a variety of cultural backgrounds and perspectives.To aid in supporting culturally responsive teaching, curriculum authors select literature to include in enCORE through a series of diversity, equity, inclusion, and accessibility questions to ensure the content and voices of the literature are accessible to and representative of all students. For example:

Is this content/topic accessible to the population of students TeachTown serves?

What voices does this text include in terms of race, ethnicity, gender, class, age, ability, religion, place, and/or immigration status? What role does each voice play?

Do the identities or experiences of the author(s), illustrator(s), character(s), speaker(s) or narrator(s) contribute to students' diverse reading experiences?

Consider the author's attitudes, beliefs and point of view. Do they promote inclusion and equality?

Does this text relate to and build upon the knowledge my students bring with them?

Some enCORE texts were chosen based on other criteria, namely to meet the requirements of a broad range of state standards that either name the title specifically or identify titles by a certain author.

TeachTown literature is illustrated in-house, empowering our team to create a K-12 adapted library that allows our students to see themselves in their books. We believe representation matters. This means that our in-house art and production team has the ability to take creative liberties with the illustration of certain characters and adaptations of certain stories. By creating images and adapting stories that are representative of all students, the literature selection as a whole becomes more inclusive, giving students the opportunity to see themselves and to learn about their peers of different backgrounds.

c. Content and lessons must provide real-life images and examples.
PreK: Launch for PreK has a media library that includes over 3,000 visual communication supports. This media library includes both real life images as well as symbols/icons. Educators have the choice to utilize whichever images they would like to. Launch for PreK provides visual supports within each theme and also offers the choice of icons or real life images (e.g. weather, clothing items, etc.).

K-12: enCORE provides real-life images and examples for most visual supports, worksheets and technology lessons. When content is linked to literature (e.g. a comprehension worksheet about the literature, vocabulary words from literature), the worksheet will have images/symbols from the book rather than real-life images. See examples below.

Real life images from sorting worksheet

Icons/symbols for vocabulary flashcards from Princess and the Pea unit

d. Instruction must incorporate varied, evidence-based teaching strategies tailored to different learning modalities.

PreK: Launch for PreK is firmly rooted in evidence-based instructional practices that have been proven to be effective for early childhood education in formal research studies. Some of the evidence-based instructional practices that are embedded throughout Launch for PreK are below:

- Play-based learning
- Age-appropriate and developmentally appropriate assessments and instruction
- Differentiated instruction
- Hands-on materials and interactive activities, including songs, stories, and movement activities
- Visual supports and structured routines
- Greeting, sharing, and team-building activities to establish a climate of trust
- Reinforcement and multi-tiered systems of support
- Integrating diverse cultural backgrounds
- Adult modeling and the gradual release of responsibility
- Teaching math and literacy concepts through play-based learning and real-world applications
- Addressing all domains of early childhood development and learning (communication and language, emerging literacy, emerging math, physical development and motor skills, social relationships and emotional development, approaches to play and learning, adaptive skills and function, emerging science, emerging social studies, and creative development)

K-12: All TeachTown curricula are firmly rooted in evidence-based instructional practices that have been proven to be effective for students with moderate to severe disabilities in formal research studies. The evidence-based practices of TeachTown's solutions largely fall under the umbrella of Applied Behavior Analysis (ABA). The ABA-aligned instructional practices are embedded throughout all academic domains of enCORE K-12 and include:

- Systematic, explicit instruction
- Task analytic instruction
- Anchoring instruction
- Previewing instruction
- Visual supports
- Prompting
- Reinforcement
- Use of time delay
- Errorless learning
- Specific corrective feedback
- Multiple trials
- Regular assessments
- Naturalistic training, or opportunities for generalization of skills
- Video modeling

e.   **Both students and teachers should have access to real-time progress tracking and targeted learning activities.**

PreK: Progress tracking can be done through both teacher-led and student-led technology lessons within Launch for PreK. Teacher-led learning activities from the current theme are available to utilize with students within Hello Circle, Story Time, Emerging Literacy and Goodbye Circle. Teachers are able to facilitate learning activities through technology or printed resources and collect data. Paper datasheets are available if teachers prefer to utilize these over taking data live within the technology lessons. Teachers can access this data at any time.

Targeted student-led lessons from the current theme within Story Time, Emerging Literacy and Emerging Math are available to students at their assigned level. Anytime students engage with these lessons, data will save and teachers can access that data at any time.

K-12: Throughout enCORE, data is at the forefront, making it easy for teachers to collect, analyze, and distribute reports. This allows for continuous progress monitoring as well as instructional adaptations through data-based decisions, ensuring that students are receiving instruction that not only challenges them, but best suits their needs.

During teacher-led sessions within enCORE, educators can document data live via our online dashboard. The teacher-led sessions provide teachers the ability to document accurate prompting levels for individual students. Student-led sessions, while supporting independence, records correct and incorrect responses as well as accounting for any prompting support the student needed.

Various types of data sheets are provided to teachers to aid in accurately reflecting student progress. Educators have the ability to utilize the various forms of progress monitoring tools to better collect ongoing student performance data.

enCORE's reporting dashboard, gives teachers and administrators alike access to content as granular as student prompted vs. unprompted responses on individual stimuli, and as broad sweeping as overall time spent engaging with the program. These reports can be tailored for specific date ranges, specific areas of instruction (Unit reporting, IEP reporting, instructional sequences) and display data in a manner that is useful for educators and legible for parents and caregivers. Furthermore, reports within enCORE allow teachers to identify particular lessons students may be struggling with. This allows the educator insight into adjusting differentiation and support for students to meet the learning standards.

f.   K-5 curriculum content must be available in Spanish for dually identified students.

PreK: All literature includes translations of student-facing materials into Spanish for students of all ability levels to access core curriculum with appropriate modifications in their own language. Instructors of Spanish-speaking students can utilize these translated selections while teaching the same content and lesson plans as their English-speaking peers, which provides parity for English Language Learners (ELLs) with disabilities and a bridge to true Bilingual & ESL instruction. Furthermore, all weekly family communication letters are translated into Spanish to ensure effective home to school connections.

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K-12: All books in enCORE Elementary (K-5) will be available in Spanish, both digitally and printed, by the beginning of school year 2025-2026. To accompany each book available in Spanish, there will be comprehension worksheets, vocabulary cards, and sight word cards available in Spanish as well.

Individualization:

a. **The program should allow customized learning paths based on individual student progress and deficits.**

PreK and K-12: Both Launch for PreK and enCORE have customized learning pathways based on individual student needs. During both teacher-led technology sessions and student-led technology sessions, individualized lessons will be presented for each student based on their current theme/unit and level in the program. As data collection occurs, new lessons will be presented to students as others are mastered. Unmastered lessons will continue to be presented to the students for continued practice. Teachers have the ability during these sessions to skip or select different lessons for further customization opportunities. Data will be collected during each completed lesson, and teachers can access this information at any time. Teachers can select more challenging and/or additional material if students need more advanced content, or identify skills to reteach in the classroom if students are struggling.

b. **Lessons should align with Individualized Education Plan (IEP) goals and include data tracking, reporting, and progress visualization.**

PreK and K-12: IEP goals can be added to both Launch for PreK and enCORE (as well as other intervention programs like Basics and Transition to Adulthood). Teachers can add IEP goals and align lessons that will accurately measure progress at any time. These technology lessons will be presented to students both during teacher-led and student-led technology sessions. Each time a technology lesson that is aligned with an IEP goal is completed, data collection occurs. Teachers are able to access this data at any time. There are two specific IEP goal reports provided to teachers: IEP Goals Usage Report and IEP Goals Summary Report. See examples of IEP

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Goal Reports below. Each IEP Goal Report has blue hyperlinks that can be clicked to see more detailed information or to generate a graph.

IEP Goals Summary Usage Report (top) and IEP Goals Summary Report (Bottom)

c. Content must accommodate students with intellectual disabilities, developmental delays, autism, orthopedic impairments, and visual impairments, featuring structured lessons, predictable formats, and accessibility tools.

PreK: Launch for PreK is a comprehensive, inclusive early childhood special education curriculum for students ages 3 - 5. Designed to meet the needs of young learners with developmental delays and disabilities (including intellectual disabilities, autism, orthopedic impairments, and visual impairments) and the peers who learn alongside them, Launch for PreK uses a thematic approach to provide equitable access to early childhood content and instruction. This comprehensive curriculum celebrates diversity and inclusivity while targeting key global learning domains, including language, literacy, and social development.

Launch for PreK is a theme-based curriculum that allows teachers to address developmentally appropriate skills for students with diverse learning needs and abilities. Instruction is fresh and engaging each week as students work toward mastery of learning goals at their own pace. Examples of themes include *This Is My Family, Seasons, Emotions, Community Helpers, Farm, Around the House, Transportation,* and many more. There are 72 total themes designed to be covered over the course of 2 school years, with each theme covering one week of preschool instruction. Within each theme are activity-based lesson plans with leveled differentiation, teachers resources, parent communication supports, fiction and nonfiction children's books, manipulatives (physical materials), and technology activities. A Weekly Planning Guide is provided for each weekly theme to support teachers in planning and identifying play-based learning activities to meet the needs of their students.

Each weekly theme will contain differentiated lesson plans and materials for whole-group, small-group, and independent learning. Learning activities will be play-based and include both student-initiated activities and teacher-initiated activities. Daily learning activities for each theme include:
- Hello Circle
- Goodbye Circle
- Story Time
- Play-based Centers
- Sensory Exploration
- Small Group Table Time (Emerging Literacy, Emerging Math, and Fine Motor and Art)

All lesson plans, materials, and technology lessons are differentiated across three student support levels. Accessibility features are prevalent throughout Launch for PreK, including, but not limited to, e-Reader books, audio text, and customizable settings. Technology lessons are compatible with eye gaze technology devices, switch scanning devices, and Chrome accessibility features such as closed captioning, magnification, and more.

K-12: enCORE was specifically designed for students with moderate to severe disabilities (including intellectual disabilities, developmental delays, autism, orthopedic impairments, and visual impairments). enCORE incorporates multiple evidence-based practices that are proven to be effective with this population of students. enCORE offers a strategic blended learning approach of hands-on, teacher-led instruction and technology-facilitated lessons. Every unit and lesson segment is structured to flow through a gradual release of

responsibility, guiding students from exposure to mastery. Teachers have the flexibility to structure their classrooms based on their student needs, technology, and support professionals. Teachers are provided everything they need to implement the Michigan standards-based curriculum with fidelity, including teacher manuals, student workbooks, an adapted literature library, subject-specific textbooks, a manipulatives kit for hands-on learning, and technology lessons. The adapted reading library is based on classic literature, mirroring the experience that students are reading in the general education setting. The expansive adapted reading library is based on high-quality classic literature and has been differentiated to 3 levels of support to accommodate the needs of all learners. Students with moderate to severe disabilities have equitable, inclusive access to the same high-quality content in the general education curriculum as their typically developing peers.

All lesson plans, materials, and technology lessons are differentiated across three student support levels. Accessibility features are prevalent throughout enCORE, including, but not limited to, e-Reader books, audio text, and customizable settings. Technology lessons are compatible with eye gaze technology devices, switch scanning devices, and Chrome accessibility features such as closed captioning, magnification, and more.

2. **Content & Curriculum**

    The curriculum must be comprehensive, aligned with Michigan's Common Core and Alternate Content Expectations/Essential Elements, and differentiated for diverse learners.

<u>Standards Alignment:</u>

a. **Content must align with Michigan's Common Core Standards and Michigan's Alternate Content Expectations/Essential Elements.**

PreK: Launch for PreK is aligned to the Michigan Early Childhood Standards of Quality and addresses each early childhood domain. Educators can search by standards or keywords to find specific lessons addressing specific standards. Furthermore, scope and sequence documents provide a clear map for educators as they plan to address Michigan Early Childhood Standards of Quality in each weekly theme unit.

K-12: TeachTown's enCORE program is the only standards-based Michigan Common Core and Alternate Content Explectations/Essential Elements aligned, core-curriculum based on the science of Applied Behavior Analysis (ABA) that provides access to the general education curriculum. Content for each curriculum domain is aligned to Michigan Alternate Content Expectations/Essential Elements. Additionally, enCORE supports reporting student performance by Michigan state standards and all content is searchable by Michigan state standards.

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Comprehensive Approach:

a. **Program must cover preschool through transition age (up to 26 years old) with a blended, adaptive core curriculum.**

TeachTown's whole child approach provides a blended and comprehensive curriculum and interventions to cover preschool through transition age.

PreK: Launch for PreK is a comprehensive, inclusive early childhood special education curriculum for students ages 3 - 5. Designed to meet the needs of young learners with developmental delays and disabilities and the peers who learn alongside them, Launch for PreK uses a thematic approach to provide equitable access to early childhood content and instruction. This comprehensive curriculum **(available in Spanish)** celebrates diversity and inclusivity while targeting key global learning domains, including language, literacy, and social development.

Instructional Design

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★ **Program Components**

○ Activity-Based Lesson Plans

○ PreK Library (144 total books)

○ Manipulatives Kit & Theme Kit

○ Launch Around the World (age-appropriate current events)

○ Developmental Assessments

○ Technology Activities*

Technology instruction is an essential component of Launch for PreK to collect data and deliver targeted instruction; recommended technology use is consistent with typical State guidelines for early childhood screen time

Manipulative Kit Components

Examples of Theme Kit Manipulatives

★ **Targeted Early Learning Domains**
- ○ Approaches to Play and Learning
- ○ Social Relationships and Emotional Development
- ○ Communication and Language Development
- ○ Adaptive Skills and Independent Functioning
- ○ Emerging Literacy Skills
- ○ Creative Development
- ○ Physical Development and Motor Skills
- ○ Emerging Math, Science, and Social Studies Skills

★ **Diversity, Equity, Inclusion, and Accessibility**
- ○ Launch for PreK curriculum shares stories that include and/or focus on people of various cultural groups, racial and/or ethnic groups, ability groups, communication modalities, and visible supports

Cultural Groups
Indigenous Peoples of the Americas (Alaska Tlingit, Mexican Aztec, Creek Nation, Algonquin Nation), Ghanaian, South African, Ethiopian, Japanese, Chinese, Vietnam, Korean, Hmong Indian, Iraqi, Portuguese, Russian, Polish, Italian, Hawaiian, Trinidadian

Ability Groups
People with:
- Autism
- Blindness / Visual Impairments:
- Cerebral Palsy
- Down Syndrome
- Intellectual Disabilities
- Language Delays/Impairments
- Speech Impairments
- Spina Bifida
- Paralysis
Deaf People / People with Hearing Impairments
People without disabilities

Racial and/or Ethnic Groups
Arab
Asian
Black
Indian / Southeast Asian
Indigenous Peoples of the Americas
Latino/Latina/Latinx
White

Communication Modalities:
People who use:
- Spoken Language
- ASL / Sign Language
- AAC Devices (tablets)
- Visual Choice Boards
- Switches

Adaptive Equipment:
Wheelchair
Prone stander
Upright stander
Pull-behind walker
Hearing aid
Cochlear implant
AFO / lower leg braces
Supportive / modified seating
Braille
Glasses
Foot braces

Diversity, Equity, Inclusion, Accessibility Examples

★ **Alignment to Standards and Best Practices**
- ○ Aligned with state early childhood standards, nationally recognized early childhood assessment tools, and curriculum recommendations of the National Association of the Education of Young Children (NAEYC)

Engagement

A **theme-based** curriculum allows teachers to address developmentally-appropriate skills for students with diverse learning needs and abilities. Instruction is fresh and engaging each week as students work toward mastery of learning goals at their own pace.

Examples of themes include *This Is My Family, Seasons, Emotions, Community Helpers, Farm, Around the House, Transportation,* and many more.

There are 72 total themes designed to be covered over the course of 2 school years, with each theme covering one week of preschool instruction. Within each theme are activity-based lesson plans with leveled differentiation, teachers resources, parent communication supports, fiction and nonfiction children's books, manipulatives (physical materials), and technology activities. In addition to weekly theme-based content, new current event content becomes available each week.

A **play-focused** curriculum allows teachers to create classrooms in which students have consistent opportunities to practice meaningful skills in their natural learning environment: through play!

Play is supported through activity-based lesson plans that include circle time, story time, fine motor and art skills, gross motor movement activities, music and songs, sensory exploration, physical materials and theme-based manipulatives for hands-on learning, and much more! Additionally, Launch for PreK provides teachers with a centers guide for each theme's instruction with suggested materials and ways to embed language and social skills into student-led centers-based play.

Individualization

A **language-rich** curriculum allows teachers to provide systematic instruction in communication and language development, the learning domain in which the most early childhood students need the most support. From singing and drawing to listening and interacting with texts, Launch for PreK prioritizes students' language development through multiple mediums and means of accessibility. Each lesson plan includes specific methods of differentiating content across both language and cognitive skills as well as social behaviors and peer relationships.

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DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Have students conduct the activity using Number Magnets up to 5. Have students put on one cotton ball at a time as you count aloud. **Put [number] clouds in the sky.**	Have students conduct the activity using Number Magnets up to 10. Have students count out each cloud one at a time as you count along. **Put [number] clouds in the sky.**	Have students conduct the activity using Number Magnets up to 20. Have students count out the number of cotton balls independently. **Put [number] clouds in the sky.**
Have students point to identify the different items on the Plane Mat (e.g., **Show me a cloud. Where is the sun? Touch the airplane.**).	Have students practice finding different colors on their Plane Mat (e.g., **What is white? Show me something yellow.**).	Have students describe the color and/or texture of different items on the Plane Mat (e.g., **What color are the clouds? What color is the airplane?**).

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
SOCIAL BEHAVIORS AND PEER INTERACTION		
Have students gather near a window and look together to see if they see any clouds in the sky. **Are there any clouds in the sky outside?**	Have one student hand their peer one cotton ball at a time as their peer places the cotton balls on the Plane Mat. **Give [peer name] one cotton ball.**	Have two students go to the classroom window or outside and count the number of clouds they see in the sky. **How many clouds do you see?**
MOTOR SKILLS		
Encourage students to pick up only one cotton ball at a time from the pile. **Pick one.**	Have students try to pick up each cotton ball using the Fine Motor Tweezer Tongs. Model how to use them and provide physical guidance as needed to help them understand how to open and close.	Have students use the Fine Motor Tweezer Tongs to pick up each cotton ball and put it on the Plane Mat.
Have students explore the texture of the cotton ball. **The cotton ball is soft. Touch the cotton ball.**	Encourage students to explore the texture of the cotton balls. **Stretch and squish the cotton balls.**	Encourage students to explore the texture of the cotton balls. **Stretch and squish the cotton ball. What does it feel like?**

Differentiation in Lesson Plans

Launch for PreK includes 144 children's books that cover diverse genres and content through folk tales, fables, classics, modern story books, and concept (nonfiction) books. The rich illustrations and vibrant photographs in the children's books support comprehension skills and foster imagination through extended use as visual supports, puppets, felt board cut-outs, and coloring pages.

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Story book and resources

A **data-driven** curriculum allows teachers to use information on student progress to inform how they use the curriculum alongside TeachTown PreK interventions (Social Skills, Basics, Meta-Play, Language Accelerator) to support student growth and address areas of specific need. Teachers have access to ongoing curriculum-based assessment data through technology lessons. Additionally, Launch for PreK includes both observational assessment tools and benchmark assessments to provide data on global developmental progress.

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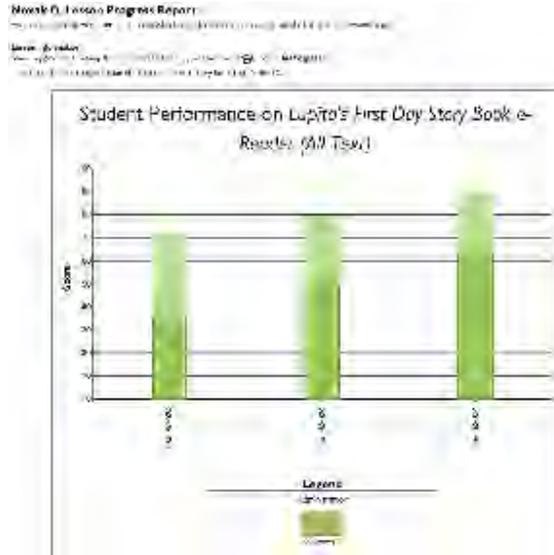
Assessments and Reports

K-12: enCORE is a comprehensive Michigan state-aligned modified core curriculum designed to meet the needs of students with moderate and severe disabilities. The program provides students with access to an adapted library of books based on high-quality, classic children's literature, as well as systematic whole group instruction lessons for educators utilizing evidence-based teaching procedures that are easy-to-implement and differentiated across three student support levels. enCORE can be implemented with a blend of hands-on manipulatives, interactive small-group instruction, and independent technology-delivered student lessons to provide a comprehensive classroom solution. Data tracking across all instructional platforms provides districts with student progress across state-specific standards and student-specific IEP goals.

enCORE Program Overview

- State-aligned modified core curriculum for students with moderate to severe disabilities
- Utilizes data collection to ensure mastery rather than exposure
- Independent Student Login which allows for greater independence for those students to access the program at home or if remote.
    - Teachers create a unique login and password for each student which allows for access to any program, whether in the classroom setting or any remote/distance learning setting.
- Current Events – a weekly release of lessons and materials based on current events from around the world. Teachers and educators are provided with a comprehensive collection of technology-based lessons and worksheets/reproducibles that allow students to not only be exposed to the content, but provide teachers a means of collecting mastery data.
- Literature-based units provide access to high quality and well-known literature that is leveled based on the independent academic level of each individual student
- Utilizes evidence-based teaching procedures in all aspects of instruction
- Three Grade Bands with open teacher access to all grade bands (K-12)
    - Kindergarten through Grade 2
    - Grade 3 through Grade 5
    - Grade 6 through Grade 8
    - Grade 9 through Grade 12

enCORE K-5 and 6-8 and 9-12

- <u>99 Instructional Units</u> that are based on beautifully illustrated classic literature stories

- Instructional Units cover Math, English Language Arts, Social Studies and Science

- Each Elementary Unit contains:

    - 1 fictional classic literature story
    - 1 non-fiction selection with thematic connection to the fiction text
    - 2 ELA whole-group lesson plans (5 segments)
    - 2 Math whole-group lesson plans (5 segments)
    - 2 Social Studies whole-group lesson plans (2-3 segments)
    - 2 Science whole-group lesson plans (2-3 segments
    - Whole-group lesson resources (worksheets, activities, etc.)
    - Individual Unit assessments (Pre and Post)
    - Guided Practice (Teacher-Led) Technology lessons across all domains
    - Independent Practice (Student-Led) Technology lessons

- Each Middle School Unit contains:

    - 1 adapted chapter book
    - 2 companion texts (mix of literature, Science, and Social Studies)
    - Supplemental Science companion text

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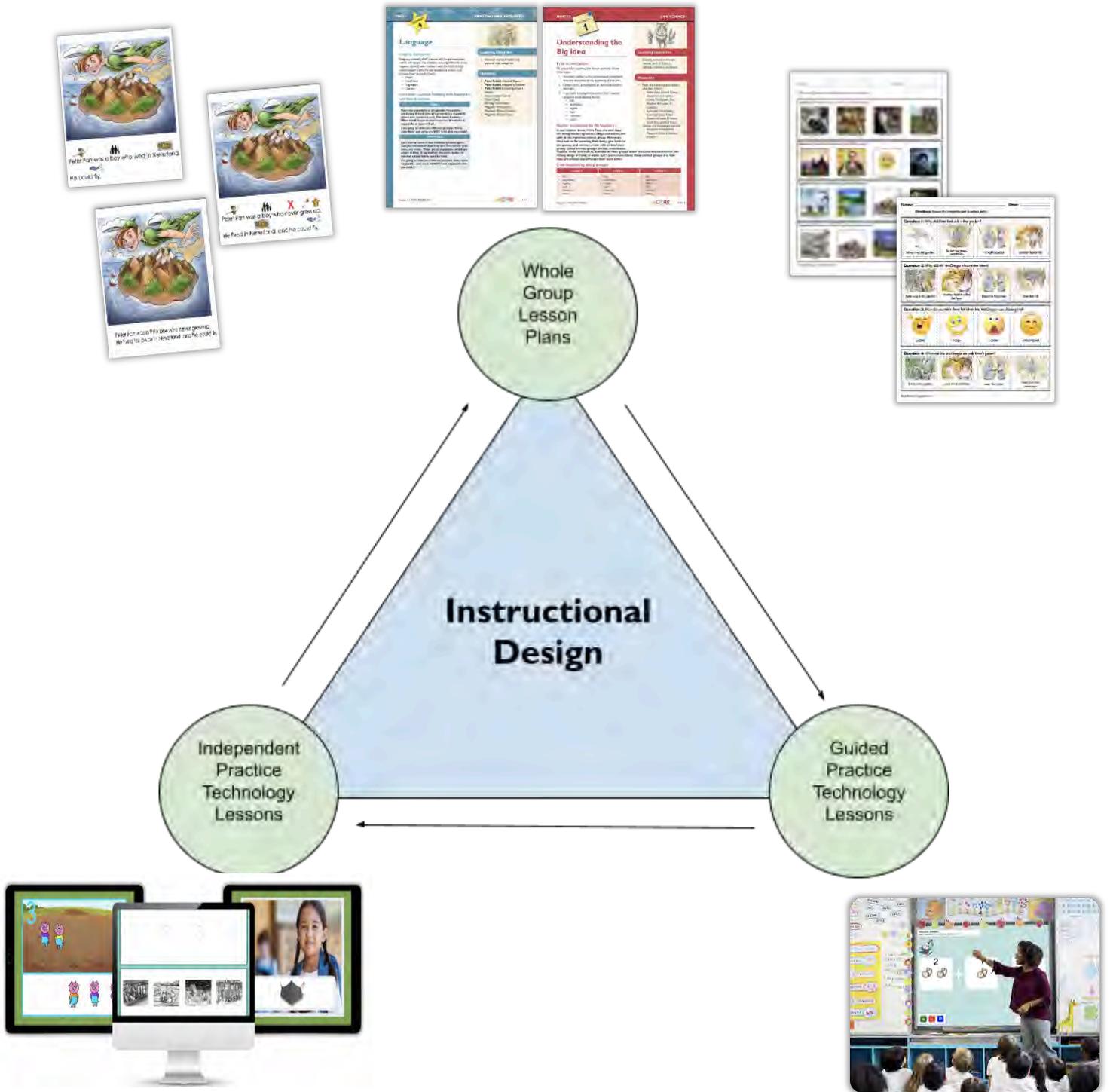RFP Pre-K To Adulthood Special Education Training & Curriculum

- ○ Supplemental Social Studies companion text
- ○ 2 ELA whole-group lesson plans (5 segments)
- ○ 2 Math whole-group lesson plans (4 segments)
- ○ 2 Social Studies whole-group lesson plans (4 segments)
- ○ 2 Science whole-group lesson plans (4 segments
- ○ Whole-group lesson resources (worksheets, activities, etc.)
- ○ Individual Unit assessments (Pre and Post)
- ○ Guided Practice (Teacher-Led) Technology lessons across all domains
- ○ Independent Practice (Student-Led) Technology lessons

- Each High School Unit contains:

  - ○ 1 adapted chapter book
  - ○ 2 ELA (literature) companion texts
  - ○ 2 Science companion texts
  - ○ 2 Social Studies companion texts
  - ○ 2 ELA whole-group lesson plans (5 segments)
  - ○ 2 Math whole-group lesson plans (5 segments)
  - ○ 2 Social Studies whole-group lesson plans (5 segments)
  - ○ 2 Science whole-group lesson plans (5 segments
  - ○ Whole-group lesson resources (worksheets, activities, etc.)
  - ○ Individual Unit assessments (Pre and Post)
  - ○ Guided Practice (Teacher-Led) Technology lessons across all domains
  - ○ Independent Practice (Student-Led) Technology lessons

Instructional Design Includes:

- ○ Whole group instruction using evidence-based teaching procedures (constant time delay, pivotal response training, etc)
- ○ Guided Practice instruction using small-group discrete trial training
- ○ Adaptive Independent practice lessons using computer-aided discrete trial instruction

Instructional Design

Engagement

The literature selections available within enCORE K-12 provide a window into the general education classroom with classic literature texts like Chicken Little, The Secret Garden, Julius Caesar, and more. These selections are adapted to fit each student's individual needs while providing formatting that prevents stigmatization, such as discrete leveling on the back of the library texts and chapter book formatting for middle and high school learners. These texts are adapted across 3 different levels and are also available in video or e-reader format to allow for individualized instruction for each student.

These selections have been curated to incorporate diverse voices and perspectives through the characters in the texts and the chosen literature pieces. Students in our most diverse areas of schools can interact and learn about individuals from a variety of cultural backgrounds and perspectives.

Level 1

Literature Selections and Differentiation

Individualization

Students with disabilities require specially designed instruction to meet their individual needs. With enCORE K-12 all content is intended to be taught to mastery for each student, regardless of their disability. Through academic leveling, evidence-based teaching procedures, ongoing data collection, and robust reporting measures, teachers have the ability to accurately ensure skills are being mastered across students. Furthermore, if students are mastering content at different rates, each lesson contains generalization and extension activities to provide further instruction for those students who may master skills faster than others.

Whole group instruction lessons are formatted for 20-30 minutes of instruction per segment for K-5 and 30-40 minutes for 6-8 and 9-12. However, teachers have the flexibility to adjust lesson length as needed while still providing instruction on these skills using our implementation guide. These lesson segments repeat multiple times within each unit. Segments also repeat within each unit using different content (i.e. Reading/ELA Segment 1: Interactive Read Aloud), allowing students to engage in predictable and routine lesson formats while being exposed to new and exciting content and skills to master. For students who need additional supports, all technology lessons are eye-gaze compatible and have the ability to be taught completely errorless.
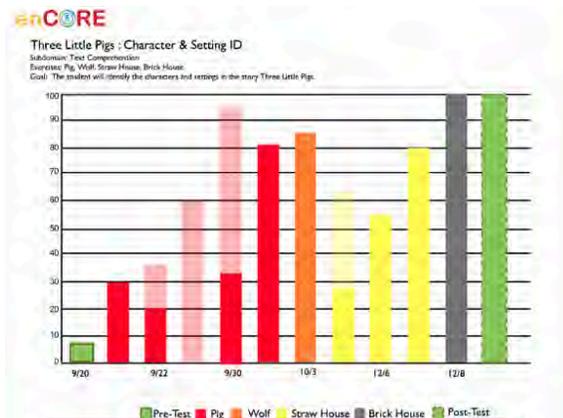
Alignment with State Standards

TeachTown's enCORE program is the only Michigan standards-based core-curriculum based on the science of Applied Behavior Analysis (ABA) that provides access to the general education curriculum. enCORE is designed to deliver grade level content in a meaningful and engaging way to the students in special education classrooms. The adapted reading library is based on classic literature, mirroring the experience that students are reading in the general education setting. Students with moderate to severe disabilities have equitable, inclusive access to the same high-quality content in the general education curriculum as their typically developing peers. The expansive adapted reading library is based on high-quality classic literature and has been differentiated to 3 levels of support to accommodate the needs of all learners.

Transition (18+): Transition to Adulthood was built around evidence-based practices to meet the needs of individuals with autism spectrum disorder, intellectual disabilities and developmental disabilities. It uses point-of-view modeling, task analyses, computer-based lessons, teacher-delivered lessons and visual support to teach a range or critical, functional skills in the areas of:

- Personal Life skills
- Home Skills
- Vocational Skills
- Community Skills
- Leisure Skills

Video modeling has been shown through research to be an effective intervention for teaching discrete skills to individuals with disabilities. The use of point-of-view video modeling with Transition to Adulthood allows the learner to view the steps of the procedure from their perspective. This real-world example, along with the teacher-led task analysis and computer-based generalization lessons have been shown to be effective across a variety of instructional settings and individuals.

Transition to Adulthood Program Details

Transition to Adulthood provides a full instructional sequence for the above listed skills, with more skills being added as the program has progressed. Each skill is broken down into a task analysis that allows the instructor to take data on the prompt level for each step of the targeted skill, allowing for individualized prompt fading over time.

For each skill, there are also independent practice lessons where students work on their own device on computer-based generalization lessons. These lessons assess the student's ability to sequence the steps of the skill, to sort specific objects within the skill, or locate key components within the video model.

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Each skill provides a baseline assessment to determine if the student requires intervention. If so, then a series of video model lessons, visual supports, and troubleshooting cards are provided to ensure the student receives adequate instructional support to complete the task analysis.

Additionally, each skill includes functional academic skills in ELA and Math. The computer-based lessons in functional academics are differentiated across three levels of support to accommodate the needs of all learners.

PERSONAL LIFE SKILLS
- Applying Sunscreen
- Brushing Teeth
- Handwashing
- Maintaining a Clean Appearance
- Putting on Deodorant
- Tending to a Minor Cut
- Using a Weather Report to Plan an Outfit
- Hygiene when Coughing or Sneezing
- Combing (Brushing) Hair
- Shaving (face)
- Nail Care (clipping fingernails)
- Setting an Alarm Clock
- Getting Dressed for an Interview

COMMUNITY SKILLS
- Crossing the Street
- Riding in a Car
- Making a Purchase from a Vending Machine
- Using an ATM
- Making a Purchase with a Debit Card
- Ordering Food from a Menu
- Paying at a Restaurant
- Using a Grocery List
- Purchasing Groceries
- Finding Clothes to Try On (by size)
- Trying on Clothes in Dressing Room
- Purchasing Clothing
- Riding a Public Bus
- Scheduling a Ride (rideshare)
- Eating at a Restaurant
- Ordering Fast Food at a Counter

LEISURE SKILLS
- Walking on a Walking Trail/Path
- Buying Movie Tickets
- Operating a Music Player
- Playing a Board Game
- How to Play Soccer
- How to Play Basketball
- Operating the TV
- Playing a Card Game
- Planting Seeds
- Watering Plants
- Changing Activities When a Timer Goes Off
- Adding an Event to a Social Calendar
- Charging a Device

HOME SKILLS
- Cleaning a Surface
- Cutting an Apple
- Loading and Running the Dishwasher
- Unloading the Dishwasher
- Sorting Silverware
- Sorting Laundry
- Operating a Washing Machine
- Operating a Dryer
- Folding and Putting Away Clothes
- Making a Bowl of Cereal
- Making a Peanut Butter & Jelly Sandwich
- Making a Turkey Sandwich
- Making Pasta
- Using a Toaster
- Using the Microwave
- Making a Smoothie
- Making a Salad
- Microwaving a Frozen Meal
- Packing a Lunch
- Washing Dishes by Hand
- Cleaning a Toilet
- Cleaning a Sink
- Cleaning a Bathtub or Shower
- Cleaning Windows
- Making One-Pot Mac & Cheese
- Making a Grocery List from a Recipe
- Using a Plunger
- Changing Batteries
- Making Scrambled Eggs
- Making Vegetable Soup

VOCATIONAL SKILLS
- Rolling Silverware
- Setting a Table
- Bussing Tables
- Taking Orders
- Bagging Groceries
- Bringing in Shopping Carts
- Stocking Merchandise
- Folding and Stocking Towels
- Changing Sheets
- Collating and Stapling Papers
- Filing
- Making Copies
- Data Entry
- Sending an Email
- Shredding Paper
- Stuffing Envelopes
- Taking Out the Trash
- Sweeping the Floor
- Mopping the Floor
- Dusting Furniture
- Hanging Clothing by Size on Hangers
- Washing a Car
- Using a Hammer
- Using a Screwdriver
- Bathing a Dog
- Filling Out a Job Application

Engagement

Transition to Adulthood is appropriate for students ages 18-22 or those who require additional instruction on functional, adaptive, or vocational skills. This is accomplished through the following instructional method:

In 2018, an effectiveness study was conducted on Transition to Adulthood with 8 students in a transition classroom at a public high school. These students showed significant gains across a variety of skills, including students with severe disabilities and those using augmented communication devices (AAC). Progress graphs are shown in Figure 15 (full study available upon request). These data show that transition age students can effectively master transition skills through the variety of modalities available in Transition to Adulthood (video modeling, live practice, computer-aided instruction, etc.) and that teachers can easily evaluate student progress over time.
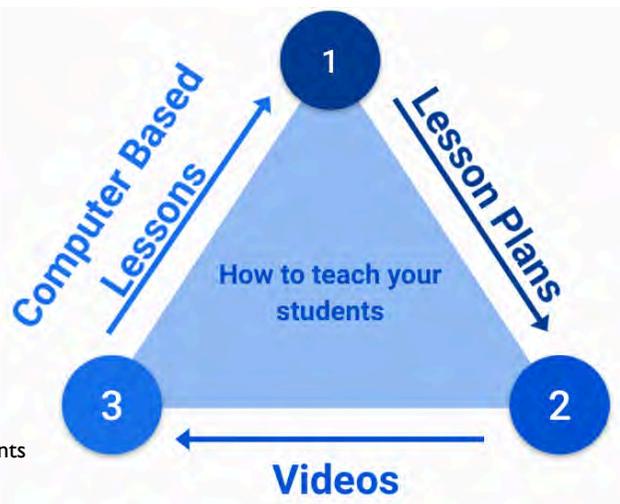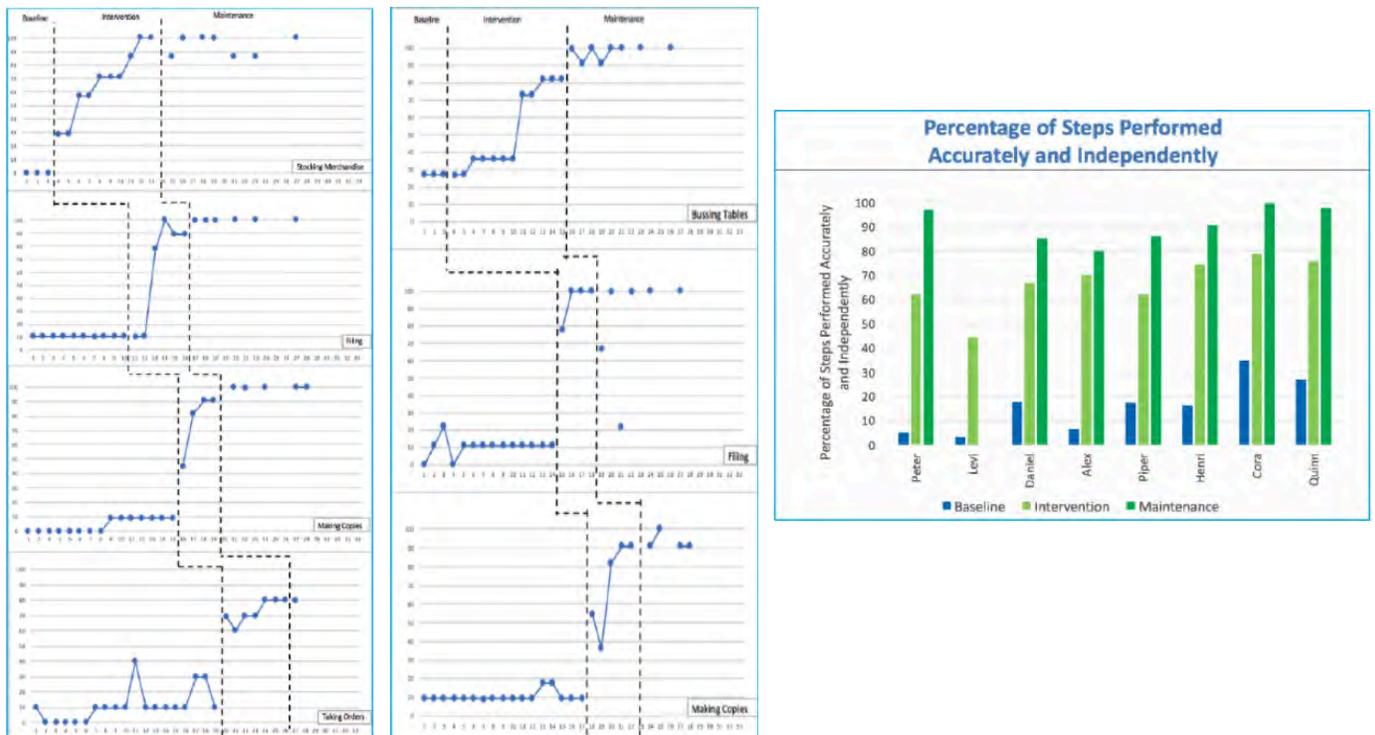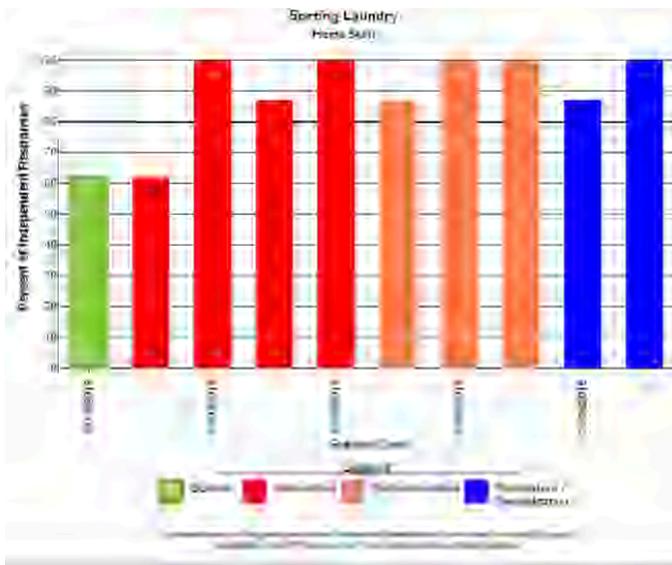
Individualization

Each student who engages with the Transition to Adulthood program has the opportunity for an individualized scope and sequence to address their specific skills gaps. Through the utilization of a baseline assessment for each skill, the instructor has the ability to identify if the skill requires intervention or can be addressed with maintenance.

If intervention is required, the instructor can utilize all portions of the instructional sequence to assist the learner in mastery of the skill. This mastery is shown through data collection using the provided task analysis as well as from data collected through the independent computer-based lessons.

Instructors are given a lesson plan complete with example IEP goals, generalization activities, and steps to properly implement the video model. This supports the instructor in accurately teaching the skill to mastery as well as effectively collecting data to ensure the student is progressing appropriately.

Fig. 18.
Lesson Plans

b. All four core subjects (ELA, Math, Science, Social Studies) must have equal, standalone content without requiring supplemental material.

PreK: Launch for PreK is designed to be developmentally appropriate for preschool children, considering their unique learning needs and stages of growth. The program offers a holistic approach that supports a wide range of skills by integrating themes that cover the following early learning domains:

- Approaches to Play and Learning
- Social Relationships and Emotional Development
- Communication and Language Development
- Adaptive Skills and Independent Functioning
- Emerging Literacy
- Creative Development
- Physical Development and Motor Skills
- Emerging Math
- Emerging Science
- Emerging Social Studies

Each weekly theme will contain differentiated lesson plans and materials for whole-group, small-group, and independent learning. Learning activities will be play-based and include both student-initiated activities and teacher-initiated activities. Teachers are provided engaging learning activities to cover bell to bell instructional time. Daily learning activities for each theme include:

- Hello Circle
- Goodbye Circle
- Story Time
- Play-based Centers

- Sensory Exploration
- Small Group Table Time (Emerging Literacy, Emerging Math, and Fine Motor and Art)

K-12: enCORE instructional units comprehensively cover Math, English Language Arts (including Science of Reading aligned instruction), Social Studies, and Science. Each learning domain contains standards-aligned, evidence-based instruction to provide comprehensive coursework for each core subject.

Each Elementary Unit contains:

- 1 fictional classic literature story
- 1 non-fiction selection with thematic connection to the fiction text
- 2 ELA whole-group lesson plans (5 segments)
- 2 Math whole-group lesson plans (5 segments)
- 2 Social Studies whole-group lesson plans (2-3 segments)
- 2 Science whole-group lesson plans (2-3 segments
- Whole-group lesson resources (worksheets, activities, etc.)
- Individual Unit assessments (Pre and Post)
- Guided Practice (Teacher-Led) Technology lessons across all domains
- Independent Practice (Student-Led) Technology lessons

Each Middle School Unit contains:

- 1 adapted chapter book
- 2 companion texts (mix of literature, Science, and Social Studies)
- Supplemental Science companion text
- Supplemental Social Studies companion text
- 2 ELA whole-group lesson plans (5 segments)
- 2 Math whole-group lesson plans (4 segments)
- 2 Social Studies whole-group lesson plans (4 segments)
- 2 Science whole-group lesson plans (4 segments
- Whole-group lesson resources (worksheets, activities, etc.)
- Individual Unit assessments (Pre and Post)
- Guided Practice (Teacher-Led) Technology lessons across all domains
- Independent Practice (Student-Led) Technology lessons

Each High School Unit contains:

- 1 adapted chapter book
- 2 ELA (literature) companion texts
- 2 Science companion texts
- 2 Social Studies companion texts
- 2 ELA whole-group lesson plans (5 segments)
- 2 Math whole-group lesson plans (5 segments)
- 2 Social Studies whole-group lesson plans (5 segments)
- 2 Science whole-group lesson plans (5 segments

- Individual Unit assessments (Pre and Post)
- Guided Practice (Teacher-Led) Technology lessons across all domains
- Independent Practice (Student-Led) Technology lessons

c. Early childhood curriculum should be adapted for students with developmental delays and disabilities.

Launch for PreK is a comprehensive, inclusive early childhood special education curriculum for students ages 3 - 5. Designed to meet the needs of young learners with developmental delays and disabilities and the peers who learn alongside them, Launch for PreK uses a thematic approach to provide equitable access to early childhood content and instruction. This comprehensive curriculum **(available in Spanish)** celebrates diversity and inclusivity while targeting key global learning domains, including language, literacy, and social development. Launch for PreK includes three levels of differentiation in lesson plans and technology. The three levels are below.
-**Level P1:** For students who benefit the most from support (developmentally 0-24 months)
-**Level P2:** For students who fall in between (developmentally 24-48 months)
-**Level P3**: For students who are ready for the most independence (developmentally 36-60 months)

To ensure accessibility for all students, Launch for Pre-K incorporates differentiated lesson plans that cater to diverse learning styles and abilities. Differentiated lesson plans ensure that every child can access and engage with the material regardless of their learning level. For example, some children might benefit from receptive responses, such as pointing, whereas other students might engage in expressive responses. This flexibility allows for individualized support while maintaining group cohesion. Scope and sequence documents for each activity provide developmental level objectives to provide a clear sequence of progression across each early childhood learning domain.

Furthermore, all literature integrates innovative differentiation within each book that offers teachers the opportunity to adjust the text complexity and length according to their students' needs. On any given page of the book, the text that accompanies the picture will include important information highlighted in blue. Within this highlighted text, a few words or phrases will be bolded. Teachers who read only the bold words will provide students with the most essential plot information. Sharing the sentence(s) highlighted in blue gives students a few more details and context about the story. Reading the entire text on the page provides the full context when the group of students are ready to sustain attention for longer periods of time and understand increasingly complex language. Teachers may choose to differentiate up or down based on their students' needs.

The Little Red Hen and her chicks live on a farm.

It is growing time on the farm, and the crops are getting bigger. Soon, it will be time to harvest the crops.

The Little Red Hen and her chicks walk to the wheat field. They see the horse, the pig, and the cow.

"Hello, friends!" calls the Little Red Hen. "We are going to cut the wheat. Will you help us?"

"No," neighs the horse.

"No," moos the cow.

"No," snorts the pig.

The Little Red Hen sighs. "Well, the chicks will help me."

The wheat is tall and golden. It is ready to be harvested.

The Little Red Hen and the chicks work hard to cut the wheat.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Point to the uppercase Letter R Magnet. **This is R.** Give/show the student the lowercase Letter R Magnet. **This is also R. Match R.**	Show students 2-4 Letter Magnets, including the letter R. **Where is R?** Allow students to respond verbally or by touching/pointing.	Point to the Letter Magnet. **What letter is this?** If students can name the letter, ask them, **What sound does it make?**

d. **Adaptive/Daily Living, Vocational/Transition, and Social/Emotional skills must be embedded.**

PreK and K-12: TeachTown recognizes that students with moderate to severe disabilities are multifaceted learners with nuanced strengths, needs, and abilities. Therefore, TeachTown utilizes a whole child approach tailored specifically to students with moderate to severe disabilities to enhance student growth and development as students progress from early childhood to the transition years. Alongside our standards-based, adapted core curriculum, enCORE, teachers have access to key, supporting interventions that address the adaptive, social, and behavioral needs of students. With enCORE and the supporting interventions, Basics, Social Skills, and Transition to Adulthood, special education teams can be confident they are delivering high-quality instruction to measurably improve academic performance as well as adaptive/life skills, social-emotional competency, and preparedness for post-secondary settings.

- **TeachTown Basics -** *Appropriate for developmental ages 2-10 and chronological ages 2-2 -* offers a blend of computer delivered and teacher-led ABA instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics, and cognitive skills. The solution automatically adapts based on each individual's progress providing meaningful instruction to all students with moderate to severe disabilities. Student data is recorded, analyzed and organized into reports providing teachers with effective and automated progress monitoring tools.

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- **TeachTown Social Skills-** *serve children from 2 years to 15 years old* and has been designed for students with moderate and severe disabilities who often need extra support when it comes to mastering social skills. This comprehensive curriculum teaches socially-valid skills through animated video-modeling episodes, teacher-delivered lesson plans and student activities. In the primary school domains, students follow the adventures of four fun, relatable, animated characters as they learn to cooperate, listen, respect personal space, express emotions appropriately and more. Each target social skill is introduced and illustrated in a 2- to 3-minute animated episode and is part of a series of six days of lessons that include methods for differentiating instruction, generalization activities and homework assignments.

- **TeachTown Transition to Adulthood-** *Transition to Adulthood is appropriate for transition‑aged students who are working on functional and/or vocational skills to achieve post‑secondary goals.* - is built around evidence-based practices to meet the needs of individuals with autism spectrum disorder, intellectual disabilities, as well as developmental disabilities. It uses point-of-view video modeling, task analyses, computer-based lessons, teacher-delivered lessons and visual supports to teach a range of critical, functional skills in the areas of:
    1. Home Skills- such as baking a frozen pizza, changing batteries, cleaning
    2. Vocational Skills- such as applying for a job or bagging groceries
    3. Community Skills- such as crossing the street or eating at a restaurant
    4. Leisure Skills- such as buying movie tickets or changing activities with a timer
    5. Personal Life Skills- such as applying sunscreen, brushing teeth, combing or brushing hair

In addition, teachers can customize settings to include Non-Core Domain lessons to a student's recommended lessons. Non-Core Domain lessons will target adaptive skills, cognitive skills, language development, and social & emotional learning. TeachTown's whole child approach provides intervention programs to support student's progress on Michigan Common Core Standards. Specifically, TeachTown Basics offers a blend of computer delivered and teacher-led instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics, and cognitive skills.

e. **ELA curriculum must support the Science of Reading framework (phonemic awareness, phonics, vocabulary, fluency, comprehension).**

PreK: Launch for PreK is firmly rooted in evidence-based literacy instructional practices that have been proven to be effective for early childhood education in formal research studies. Launch for PreK integrates the evidence-based practices of early literacy development as outlined in the Science of Reading. Specifically, Launch for PreK focuses on early literacy skills including developing oral language, an early introduction to the alphabet, early phonemic awareness and phonics skills, and vocabulary-building. Additionally, children also have numerous opportunities to interact with a variety of text to support comprehension (e.g., listening to stories, answering questions about stories, singing about stories, and more).

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K-12: The English Language Arts (ELA) domain of enCORE was systematically designed based on the Science of Reading.

Vocabulary: Every unit of enCORE (K-12) focuses on vocabulary that is embedded within that unit's literature. The vocabulary targets were chosen to be useful for students in daily situations and to aid in comprehension of the text. The vocabulary words are embedded in the text multiple times so that students have multiple opportunities to engage with the words and develop deeper semantic knowledge. Vocabulary instruction is incorporated into the teacher lesson plans as well as within the technology lessons in order for the students to have repeated exposures with multiple exemplars. At the middle and high school level, enCORE incorporates vocabulary graphic organizers to develop deeper semantic knowledge of vocabulary targets.

Phonemic Awareness: Phonemic awareness is built into every grade band of enCORE:

• enCORE (K-2) addresses rhyming skills and phonological/phonemic awareness skills by following a developmental progression.

• enCORE (3-5) begins at the word level and progresses to the phoneme level. It also reviews all of the skills taught in enCORE (K-2) and adds in morphological awareness.

• enCORE Middle School and High School includes phonemic awareness skills in the Skills Review unit for those students that it may be appropriate for.

Phonics: Every unit of enCORE (K-12) contains phonics instruction. enCORE (K-2) phonics instruction begins with single sound-letter correspondences and short vowels and progresses through digraphs, initial and final blends, common inflections, and silent "e" (see Table 1 for examples). Decoding is also addressed at the word level. Words selected for decoding practice contain the target for the specific book/unit and only letters that have been previously taught.

Consonants	Short Vowels	Digraphs	Initial Blends	Final Blends	Common Inflections	Silent "e"
"m" says /m/, as in "mother"	"a" says /ă/, as in "apple"	"sh" says /sh/, as in "short"	"sp" says /sp/, as in "spoon"	"nd" says /nd/, as in "hand"	"s" can say /s/, as in "lights," /z/ as in "balls," or /ĭz/ as in "watches"	"a" says /ā/, as in "space" because of the silent "e"

Table 1. *Phonics targets and examples.*

enCORE (3-5) addresses phonics instruction the same way as enCORE (K-2) but at an accelerated pace. enCORE (3-5) addresses the full scope of phonics instruction including vowel teams, vowel digraphs, r-controlled vowels, word patterns, and the most common prefixes and suffixes. Decoding again only contains words where every letter-sound correspondence has been previously taught.

enCORE Middle School contains a phonics review within every unit that focuses on sound-letter correspondences, decoding, and spelling.

enCORE High School contains instruction with every unit on rimes (e.g., "op" as in "stop," "hop," and "drop). Students are taught to decode and spell one of the most commonly occurring rimes in each unit.

Fluency: Repeated readings are embedded in the enCORE implementation guide within every unit. For example, students have the opportunity to read from the literature (with and without icons), read from the e-Reader, or have the e-Reader read to them.

Text Comprehension: Every unit of enCORE (K-12) focuses on text comprehension in several different ways. Every segment begins with Anchor Instruction which is used to connect the information that students will or have read in the text to their daily lives or to build background knowledge prior to reading.

enCORE Elementary contains leveled comprehension questions for every book, as well as a recall or sequencing activity.

enCORE Middle School contains leveled comprehension questions for every chapter in the adapted chapter books and for every companion text, as well as a review/recall technology lesson and graphic organizers that focus on story grammar elements, character maps, poetry elements, main ideas, etc.

enCORE High School contains everything that enCORE Middle School contains as well as additional comprehension application activities that focus on making text-to-text, text-to-self, and text-to-world connections.

Additional Skills from Scarborough's Reading Rope (2001) addressed:

- enCORE Elementary and enCORE Middle School provide **sight word instruction** that targets words that occur multiple times within that unit's literature.
- enCORE Elementary embeds instruction on **print concepts** through the Interactive Read Aloud of the literature.
- enCORE Middle School and enCORE High School provide instruction on **figurative language.**
- **Morphological awareness** is explicitly targeted in every band of enCORE (K-12).

f. Content must be available in both digital and physical formats, incorporating high-quality fiction and non-fiction literature and incorporating texts with varying reading levels.

PreK: Launch for PreK includes 144 children's books that cover diverse genres and content through folk tales, fables, classics, modern story books, and concept (nonfiction) books. Each weekly theme includes one fiction storybook and one thematically related nonfiction book. All literature integrates innovative differentiation within each book that offers teachers the opportunity to adjust the text complexity and length according to their students' needs. The rich illustrations and vibrant photographs in the children's books support comprehension skills and foster imagination through extended use as visual supports, puppets, felt board cut-outs, and coloring pages. Launch for PreK's expansive literature library is available in English and Spanish as well as in three modalities (hard copy physical edition, PDF digital version, and as an eReader).
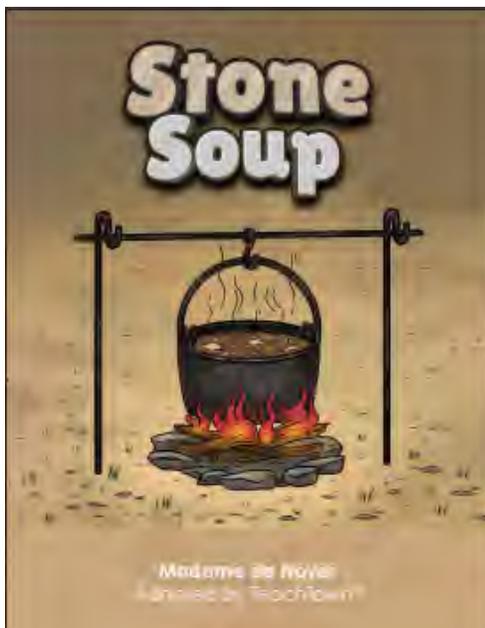
Fiction and Nonfiction text for Year 1 Theme 19: Cooking

K-12: enCORE includes a diverse collection of educational resources that help to create a rich and multidimensional learning environment for students with moderate to severe disabilities. The literature selections available within enCORE K-12 provide a window into the general education classroom with classic literature texts like Chicken Little, The Secret Garden, and more. These selections are adapted to fit each student's individual needs while providing formatting that prevents stigmatization, such as discrete leveling on the back of the library texts and chapter book formatting for middle and high school learners. These texts are adapted across 3 different levels and are also available in multiple formats (hard copy physical edition, PDF digital version, and as an eReader) to allow for individualized instruction for each student.

The literature selections available within enCORE provide a window into the general education classroom with classic literature texts like Chicken Little, Holes, Malala, Julius Caesar, The Odyssey, and more. These selections are adapted to fit each student's individual needs while providing formatting that prevents stigmatization, such as

discrete leveling on the back of the library texts and chapter book formatting. These texts are adapted across 3 different levels and are also available in video or e-reader format to allow for individualized instruction for each student.

These selections have been curated to incorporate diverse voices and perspectives through the characters in the texts and the chosen literature pieces. Students in our most diverse areas of schools can interact and learn about individuals from a variety of cultural backgrounds and perspectives.

enCORE's adapted library incorporates a variety of genres and topics including fiction, non-fiction, biographies, drama, poetry, and more. Providing students with complex needs to have equitable, inclusive access to the same high-quality content in the general education curriculum as their typically developing peers.
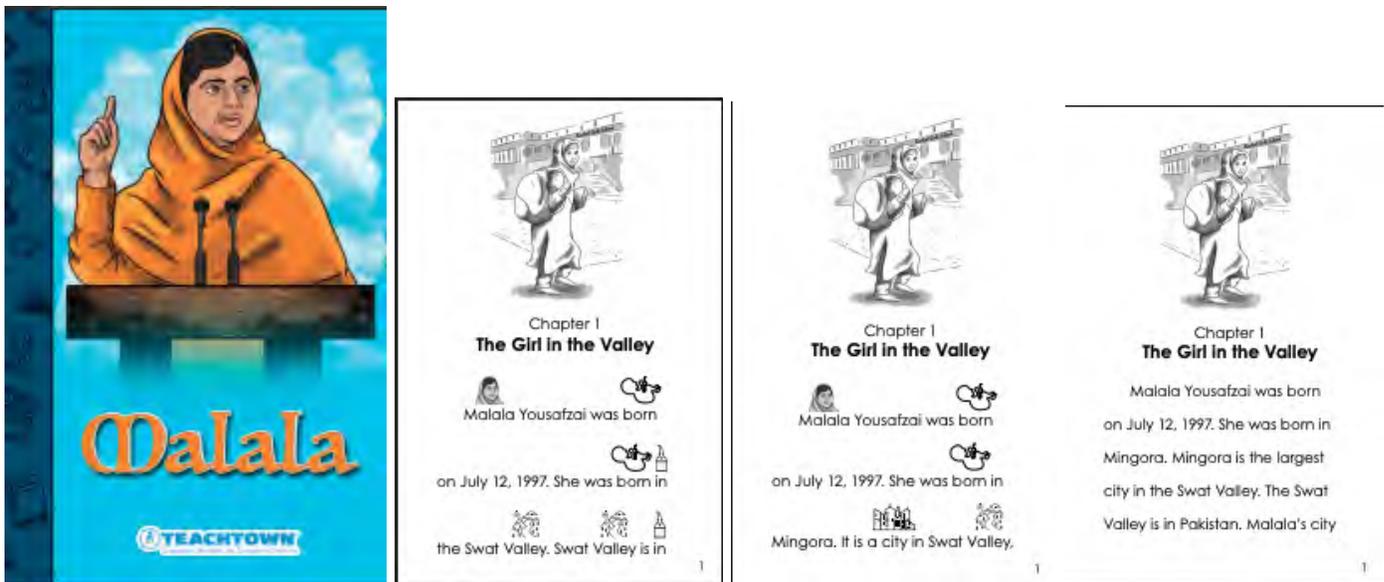
Middle School Chapter Book across three levels of differentiation

g. **Math instruction must be aligned with Michigan state standards and include real-life applications.**

PreK: Launch for PreK provides developmentally appropriate and Michigan standards-aligned emerging math activities. Each Emerging Math Lesson Plan uses the Gradual Release of Responsibility and play-based activities to teach early childhood math concepts. Differentiated lesson plans, play-based activities, and review opportunities throughout the instructional day provide students with the opportunity to start becoming familiar with math concepts and to apply them in meaningful, age-appropriate ways.

K-12: Each instructional unit contains Michigan state standards-aligned direct instruction math lesson plans and technology lessons. enCORE incorporates evidence-based practices for math instruction including the use of concrete representations, anchored instruction, technology, and math stories that represent real life scenarios. Teachers also have access to math-specific visual supports and differentiated lesson plans and materials to provide differentiated and accessible math instruction for all learners. Furthermore, each math lesson plan

contains generalization and extension activities to provide students with extended practice and to help them generalize newly learned skills and concepts to their real world.

h. Science and Social Studies must include both digital and hands-on experiential learning.

PreK: Launch for PreK provides developmentally appropriate and Michigan standards-aligned emerging science and social studies activities. These concepts are embedded into play-based activities in the Sensory Exploration Lesson Plans, Centers Guide, and Story Time. Launch for PreK incorporates sensory exploration, inquiry-based learning, hands-on investigations, and reflection to foster student's curiosity and problem-solving skills.

K-12: Each instructional unit contains Michigan state standards-aligned direct instruction Science and Social Studies lesson plans and technology lessons. enCORE incorporates evidence-based practices for science instruction including inquiry-based learning and systematic, explicit instruction to teach key concepts. In enCORE, inquiry-based learning typically includes hands-on activities and experiments to provide students with the multisensory experiences of seeing, hearing, feeling, smelling, or tasting the concepts in action. The multisensory learning supports students with different strengths and areas of need. Additionally, the text-based content helps students connect their reading to science-specific content and anchor their learning of science concepts in a meaningful way. enCORE incorporates evidence-based practices for social students instruction including high-priority vocabulary instruction, inquiry-based research activities, and text-based content. Inquiry-based research activities move students from recall to deeper understanding, supporting our overall vision of appropriately challenging students to move beyond exposure to mastery of new skills. Each unit contains science and social studies technology-based lessons to provide students with further practice and reinforcement of concepts. Furthermore, each social studies and science lesson plan contains generalization and extension activities to provide students with extended practice and to help them generalize newly learned skills and concepts to their real world.

i. Supplemental materials (e.g., lab printouts, manipulatives, study guides) must be easily accessible.

PreK and K-12: Supplemental materials, such as print-outs for labs, practice problems, manipulatives and/or study guides are available and easily accessible on the online platform, student workbooks, or manipulatives kits. Tangible materials for anchoring instructions are available with the program. Accessibility features are prevalent throughout enCORE, including, but not limited to, e-Reader books, audio text, and customizable settings.

j. Benchmark assessments should be embedded with continuous progress monitoring.

PreK: Launch for PreK includes observational assessments and benchmark assessments designed to monitor progress on key early learning standards and developmental milestones over time. Benchmark Assessments and Observational Assessments provide a systematic, data-based way for teachers to observe, document, and analyze children's current skills and growth to inform individualized planning and instructional decisions. Benchmark assessments are administered three times per year to aid teachers in monitoring students' progress on individual skills over time and showing progress. Observational assessments are designed to be administered three times per year or as often as needed to monitor progress on developmental milestones. Assessment reports will include an analysis of the student's current profile (e.g., developmental age and characteristics) and specific recommendations for development of skills. Utilization of Launch for PreK's Benchmark and Observational Assessments allow teachers to effectively plan and teach according to each child's individual needs, abilities, and strengths.

Observational Assessments
There are over 30 observational assessments in Launch for PreK. Observational Assessments are designed to assess developmental progress in skills within a specific learning domain. An evaluation identifies a student's development from 0 to 60 months in small increments which allows for the identification of a student's ability. Data collected on each digital data sheet is utilized to generate reports containing an average developmental range, as well as instructional strategies to promote growth on skills within the specific assessment observed. Below is an example of a graph that includes the results of Social Awareness and Social Skills observational assessments. Additionally, below, you will see an example of a chart that provides the current profile and recommendations for development of skills based on a student's performance on the social awareness and social skills observational assessments. Based on assessment results and the recommendations for development of skills, teachers are guided to be able to effectively plan and adapt instruction to meet the needs of each individual student.

Profile Chart

	Current Profile	Recommendations for Development of Skills
36 - 48 Months	During this developmental range, a student begins to attend to group activities for brief periods of time. The student begins to verbalize his/her emotions and manages the intensity of emotions with support. When a problem occurs, the student is able to suggest a potential solution, but requires adult support to follow through.	- Incorporate an Emotion and Feeling Check-In into the school day by asking the student(s) how they are feeling and have them respond verbally or by using a visual support that has the emotion or feeling word and an image representing that emotion/feeling - Paint or draw emotions/feelings by having student(s) choose which color matches a emotion/feeling and then paint or draw how that feels (e.g., happy may be yellow with curved marks; angry could be red with students painting fast with lots of pressure on the paint brush) (finger paints can also be used) - Have students roll, bounce, or toss a ball to each other; before passing have the student(s) say the name of the person they are passing to before rolling, bouncing, or tossing the ball - Role play with the student (or provide guidance while students role play) to experiment with social behavior, rules, and expectations

Benchmark Assessments

There are over 60 PreK benchmark assessments in Launch for PreK. A report is generated when the benchmark assessments are completed and submitted through the digital format. The reports will populate a graph that includes results from the benchmark assessments. Assessment results help identify the progress students have made on a specific skill throughout the year. Below is an example of a graph that is populated for the Prepositions ID benchmark assessment. The bottom of the report includes a description of how to use assessment results. Below is an example of what the "using assessment results" description looks like in a report for the Prepositions ID Benchmark assessment. Based on assessment results and the recommendations for development of skills, teachers are guided to be able to effectively plan and adapt instruction to meet the needs of each individual student.

Student Performance on *Prepositions ID (PreK)*
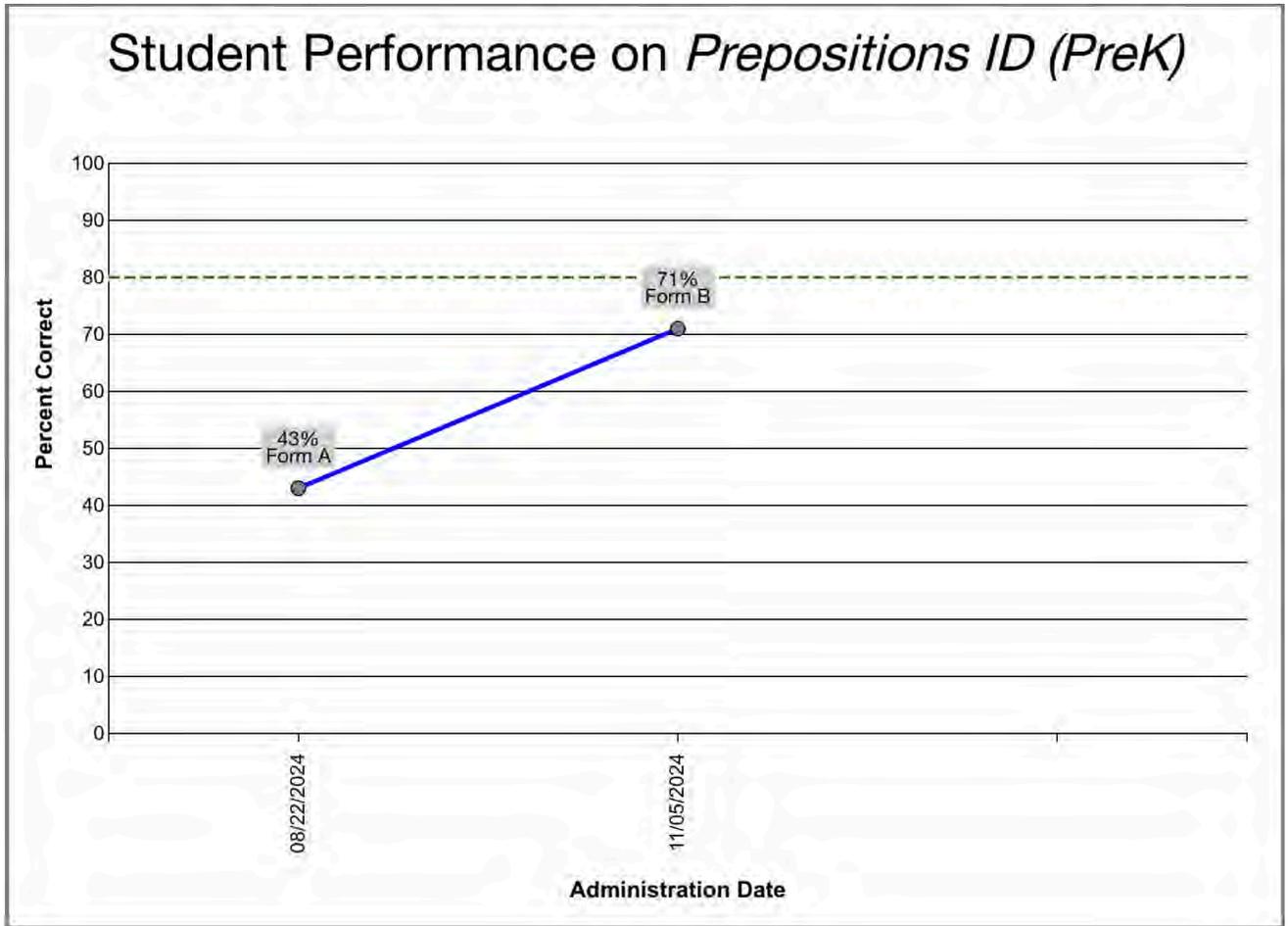
USING ASSESSMENT RESULTS

Use the raw score from Lowercase Letter Match (PreK) to make instructional decisions:

0-4: Emergent. The student is scoring below chance on this assessment. Consider assessing on earlier developing skills, such as Uppercase Letter Match (PreK).

5-9: Instructional. Practice in Lowercase Letter Match (PreK) is appropriate for this student. Continue to assess with Lowercase Letter Match (PreK) until mastery is achieved.

10-12: Mastery. Assess with Uppercase Letter Naming (PreK) immediately, as the student is demonstrating mastery on the content within Lowercase Letter Match (PreK).

K-12: Throughout enCORE, data is at the forefront, making it easy for teachers to collect, analyze, and distribute reports. This allows for continuous progress monitoring as well as instructional adaptations through data-based decisions, ensuring that students are receiving instruction that not only challenges them, but best suits their needs. During teacher-led sessions within enCORE, educators can document data live via our online dashboard. Student-led sessions, while supporting independence, records correct and incorrect responses as well as accounting for any prompting support the student needed. enCORE's reporting dashboard, gives teachers and administrators alike access to content as granular as student prompted vs. unprompted responses on individual stimuli, and as broad sweeping as overall time spent engaging with the program. These reports can be tailored for specific date ranges, specific areas of instruction (Unit reporting, IEP reporting, instructional sequences) and display data in a manner that is useful for educators and legible for parents and caregivers. Furthermore, reports within enCORE allow teachers to identify particular lessons students may be struggling

with. This allows the educator insight into adjusting differentiation and support for students to meet the learning standards.

Benchmark Assessments

TeachTown Benchmark Assessments include 190 assessments (average 10-15 items each) across ELA, Math, & Early Learning skills. They have been designed to help teachers monitor their students' progress on an individual skill over time and show growth. Benchmark assessments are recommended to be administered 3 times per school year: beginning of year, middle of year, and end of year.

Benchmark assessments are available in 3 formats: as printable PDFs, teacher-facilitated technology lessons, and student-led technology lessons. Each individual assessment includes 3 different forms (A, B, C) to ensure test validity as students retest on a skill over time.

TeachTown Benchmark Assessments include reports that provide the raw score, percentage, and item analysis and direct you to the units in enCORE that will drive progress on students' skill levels.

In the 2023-2024 academic year, the TeachTown Research Team partnered with subject matter experts across content areas to rigorously evaluate TeachTown Benchmark Assessments. Practitioners examined every single assessment item across 190 benchmark assessments, including all three forms of each assessment. The findings confirm the TeachTown Benchmark Assessments are valid across ELA, Math, and Early Learning Skills. Teachers can confidently rely on the data to inform instruction and track progress on targeted skills.

Unit Assessments

Within enCORE Elementary, Middle, and High, assessment manuals are provided for each unit. These assessments allow instructors to interpret data and determine present levels of performance, align content to IEP goals, and provide a snapshot of student progress for reporting purposes. The assessments are designed to be completed pre and post assessments for each individual unit. This provides educators with the opportunity to have adequately measured data pertaining to the specific learning objectives within each unit. Unit assessments measure all four content areas; ELA, Math, Science, and Social Studies. Additionally, unit assessments are differentiated by level, providing each individual student the necessary support. Each assessment can be completed online or on paper with support to allow flexibility within implementation to meet the needs of each student. With enCORE, teachers can utilize formative assessments throughout the program using our teacher-led guided practice lessons to assess student mastery. Data from these assessments can be accessed at any time to inform progress reporting or goal planning, and is available in easy to read formats that remove the burden of lengthy data analysis sessions from instructors.

Unit Assessment Question and Report Examples

k.   Program must integrate Social-Emotional Learning fundamentals.

PreK: Launch for Prek helps students develop socially competent behaviors with peers by providing opportunities for social interaction, teaching essential social skills, and fostering an environment where children can practice cooperation and communication with their peers. Launch for PreK teaches students to develop empathy and understanding of their peers through activities that encourage social-emotional learning, perspective-taking, and cooperative play. These strategies embedded in the curriculum help students recognize and respond to the feelings, needs, and experience of others. For example, Launch for PreK's literature allows teachers to use storybooks with characters experiencing different emotions and situations to promote discussion about how the characters feel and why. Through group activities and cooperative games, students practice sharing, turn taking, and how to cooperate with others. Lesson plans include suggestions across three differentiation levels to help promote social learning and skills. Explicit instruction and understanding of students' own emotions and how to express them is embedded in the Launch for PreK curriculum, as well as in the Social Skills intervention program. The literature provides opportunities to develop increased understanding of our own emotions, as well as the emotions of others. Visual supports are also provided for teachers to assist students in learning, understanding, and communicating their emotions.

Additionally, the Social Skills intervention program includes explicit instruction across targeted behaviors in the following behavioral domains:
- Following Rules
- Interpersonal Skills
- Self-Regulation & Coping
- Good Communication
- Friendship

K-12: TeachTown recognizes that students with moderate to severe disabilities are multifaceted learners with nuanced strengths, needs, and abilities. Therefore, TeachTown utilizes a whole child approach tailored specifically to students with moderate to severe disabilities to enhance student growth and development as students progress from early childhood to the transition years. Alongside our standards-based, adapted core curriculum, enCORE, teachers have access to key, supporting interventions that address the adaptive, social, and behavioral

needs of students. With enCORE and the supporting interventions, Basics, Social Skills, and Transition to Adulthood, special education teams can be confident they are delivering high-quality instruction to measurably improve academic performance as well as adaptive/life skills, social-emotional competency, and preparedness for post-secondary settings.

TeachTown Social Skills- Designed for students with moderate and severe disabilities who often need extra support when it comes to mastering social skills. This comprehensive curriculum teaches socially-valid skills through animated video-modeling episodes, teacher-delivered lesson plans and student activities. In the primary school domains, students follow the adventures of four fun, relatable, animated characters as they learn to cooperate, listen, respect personal space, express emotions appropriately and more. Each target social skill is introduced and illustrated in a 2- to 3-minute animated episode and is part of a series of six days of lessons that include methods for differentiating instruction, generalization activities and homework assignments.

In addition, teachers can customize settings to include Non-Core Domain lessons to a student's recommended lessons. Non-Core Domain lessons will target adaptive skills, cognitive skills, language development, and social & emotional learning. TeachTown's whole child approach provides intervention programs to support student's progress on Michigan Common Core Standards. Specifically, TeachTown Basics offers a blend of computer delivered and teacher-led instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics, and cognitive skills.

Instructional Methodology

a. **Predictable instructional routines tied to Michigan's Common Core and Alternate Content Expectations/Essential Elements.**

PreK: Launch for PreK is aligned to Michigan's Early Childhood Standards of Quality and each theme follows predictable instructional routines that will benefit both educators and students. Launch for PreK utilizes many evidence-based practices, including but not limited to: play-based learning, hands-on materials and interactive activities, visual supports and structured routines, adult modeling and the gradual release of responsibility. These practices are utilized during each theme of instruction. While the content changes during each week/theme, the instructional routines will stay the same. Teachers are provided with a Week at a Glance document for each theme that outlines the daily learning activity for each domain: Centers, Hello Circle, Story Time, Sensory Exploration, Emerging Literacy, Emerging Math, Fine Motor & Art and Goodbye Circle. The instruction and routine for Centers, Hello Circle and Goodbye Circle are the same each day, which provides structure and predictability. See an example of a portion of a Week at Glance below.

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Domain	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Centers Guide	Activity Description: Students will engage in Welcome to School-themed center-based rotations including the following centers: Art; Blocks; Transportation, and People; Emerging Math and Science; Kitchen and Dramatic Play; Music and Sensory; and Writing.				
Hello Circle	Activity Description: Students will sit in a whole-group activity space and engage in interactive, routine-based hello activities to transition into the school day. Visuals and activities will differ to address the theme Welcome to School. Components include the following activities: Greeting and Attendance; Emerging Math Activity; Theme Song; Emerging Literacy Activity; Rhymes, Finger Plays, and Movement Songs; Weather; Calendar and Schedule.				
Story Time	Activity Description: Students will listen to the book Lupita's First Day and engage in dialogic book reading.	Activity Description: Students will listen to the book Lupita's First Day and then retell the story using pictures.	Activity Description: Students will listen to the book Lupita's First Day and then sequence the events in the story.	Activity Description: Students will listen to the book Here at School and engage in dialogic book reading.	Activity Description: Students will listen to the book Here at School and then recall activities that can be done at school.
Sensory Exploration	Activity Description: Students will explore different textures by "driving" a toy school bus over a "road" with various textures.	Activity Description: Students will listen to the sounds of instruments and guess what instruments are being played.	Activity Description: Students will smell different items they encounter throughout the school day and determine if they do or do not like the smell.	Activity Description: Students will create calm down sensory bottles using water, glue, and glitter.	Activity Description: Students will make and taste a "school bus" graham cracker.
Emerging Literacy	Activity Description: Students will identify the letter "l" and practice the sound /l/. Students will identify pictures of objects that start with the letter "l".	Activity Description: Students will learn vocabulary words (book, bus, supplies, instrument) from the book Lupita's First Day. Students will hear and view the word in the context of the story and in a real-world context.	Activity Description: Students will determine which words from the book Lupita's First Day rhyme with other words.	Activity Description: Students will learn vocabulary words (friend, playing, races, shapes) from the book Here at School. Students will hear and view the word in the context of the story and in a real-world context.	Activity Description: Students will determine whether environmental sounds are the same.

Sample Week at a Glance Document (portion of, not all activities included here)

K-12: enCORE is aligned to Michigan's Common Core and Alternate Content Expectations/Essential Elements and each unit follows predictable instructional routines that will benefit both educators and students. Instruction for all subjects always follows the Gradual Release of Responsibility Method (I do, we do, you do) and lesson plans utilize consistent, systematic, and explicit instruction. Each unit students and teachers will complete a pre and post unit assessment to mark the start and end of a unit. They will then move into their instruction, which will utilize the same evidence-based practices, structures and routines throughout the unit, including but not limited to: task analytic instruction, anchoring instruction, previewing instruction, visual supports, prompting, reinforcement, use of time delay, errorless learning, and more. Once the unit and post-assessment are complete, the cycle will repeat itself for the next unit.

In addition, teachers have access to a Daily Implementation Guide (DIG) that outlines the instructional procedures for each day of instruction (for every unit and subject). The structure of the DIGs is always the same, and the instructional routines are the same from one unit to the next. See an example of how instructional routines are consistent from unit to unit with the ELA DIGs from Day 1 of Unit 41 and 42 (enCORE Middle School) below.

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Segment:	1: Introducing the Text
Procedure:	1. Deliver the Anchor Instruction.
	2. Provide sight word instruction as outlined in the Foundational Skills section.
	3. Then, introduce core vocabulary using the Vocabulary Flashcards from the *Holes* Vocabulary Flashcards Worksheet as outlined in Core Vocabulary and Concepts (guilty and curse).
	4. Read Ch. 1 from *Holes* Adapted Book and/or Adapted e-Reader.
	5. Use the Teacher-Led (TL) comprehension technology lessons or supplemental worksheets to assess students' comprehension of the chapter.
TL Technology Lesson(s):	• Holes Book Ch. 1 Lv 1, 2, and 3
	• Holes Ch. 1 Anchor Instruction
	• Holes Ch. 1 Comprehension Lv 1, 2, and 3

Unit 41 (Holes) Day 1 ELA DIG (includes instructional procedures and accompanying teacher-led technology lessons)

Segment:	1: Introducing the Text
Procedure:	1. Deliver the Anchor Instruction.
	2. Provide sight word instruction as outlined in the Foundational Skills section.
	3. Then, introduce core vocabulary using the Vocabulary Flashcards from the *George Washington Carver: The Plant Doctor* Vocabulary Flashcards Worksheet as outlined in Core Vocabulary and Concepts (nature and slave).
	4. Read Ch. 1 from *George Washington Carver: The Plant Doctor* Adapted Book and/or Adapted e-Reader.
	5. Use the Teacher-Led (TL) comprehension technology lessons or supplemental worksheets to assess students' comprehension of the chapter.
TL Technology Lesson(s):	• George Washington Carver: The Plant Doctor Book Ch. 1 Lv 1, 2, and 3
	• George Washington Carver: The Plant Doctor Ch. 1 Anchor Instruction
	• George Washington Carver: The Plant Doctor Ch. 1 Comprehension Lv 1, 2, and 3

Unit 42 (George Washington Carver) Day 1 ELA DIG (includes instructional procedures and accompanying teacher-led technology lessons)

b. Based on Universal Design for Learning (UDL) principles.

PreK & K-12: Both Launch for PreK and enCORE fulfill the three main principles of Universal Design for Learning. See examples of how below.

Multiple Means of Representation: All content and concepts within Launch for PreK and enCORE are available in multiple different formats in order to ensure content is accessible to all learners. All content is available to be accessed through printed materials as well as technology lessons. Printed materials can be further modified by the use of lamination and velcro. Many lesson plans will also include activities that utilize hands-on learning with the use of manipulatives (or toys within Launch for PreK). All instructional materials also offer options with and without visuals.

Multiple Means of Action and Expression: Both Launch for PreK and enCORE offer multiple opportunities for learners to demonstrate their understanding of concepts. Launch for PreK and enCORE both offer numerous benchmark assessments that are available via printed PDFs and/or technology. Launch for PreK also

offers observational assessments that allow teachers to observe the learner and collect data while learners demonstrate skills in their natural environment. enCORE also offers a unit assessment to measure progress of state standards and learning objectives that are available via printed PDFs or technology. In addition, teachers have the opportunity to collect data throughout themes (Launch) or units (enCORE) on learning objectives through the use of paper data sheets or teacher-led technology sessions. They can utilize both methods, or prioritize one if it is more accessible for the learner. Lastly, students can also demonstrate their understanding through independent student-led technology lessons.

Multiple Means of Engagement

PreK: Launch for PreK offers multiple choices for learners which leads to an engaging and motivating learning environment for all learners. Each day, students will participate in play-focused learning during centers. During this time, students have the opportunity and choice of which centers they would like to engage with, including some combination of: art center, blocks, transportation and people center, emerging math and science center, kitchen and dramatic play center, music and sensory center, and writing center. Launch for PreK provides teachers with a centers guide for each theme's instruction with suggested materials and ways to embed language and social skills into student-led centers-based play.

Launch for PreK also provides students many opportunities to practice choice making throughout their day (oftentimes choosing a song to listen to, story to listen to, etc.). From singing and drawing to listening and interacting with texts, Launch for PreK prioritizes students' language development through multiple mediums and means of accessibility. Each lesson plan includes specific methods of differentiating content across both language and cognitive skills as well as social behaviors and peer relationships.

K-12: Each lesson plan within enCORE provides anchor instruction, making learning relevant and meaningful to students' lives. enCORE also provides multiple choices in learning activities. Teachers can provide their students with the choice of how they would like to engage in an activity (worksheet based, manipulative based, technology based, independent vs. guided practice, etc.). enCORE also provides multiple opportunities for collaboration and interaction among students. Students can work together during direct instruction when completing manipulative or worksheet based activities.

Teachers can also utilize the intervention program Social Skills (included in the enCORE Whole Child Package), which uses video modeling and ABA-based teaching procedures to directly teach social skills according to student need. Teachers are provided with whole group lesson plans spanning six days of instruction to directly teach the social skill using the provided video model and activities, that will then facilitate in-vivo practice of the social skills in the natural environment. These activities include differentiated instruction to fit each student's needs, as well as extension and generalization activities. Furthermore, instructors can supplement their group instruction using interactive video models with embedded questions and a social story comic to incorporate independent practice of the target social skills.

c. Uses evidence-based instructional strategies for students with intellectual disabilities and developmental delays.

PreK: Launch for PreK is firmly rooted in evidence-based instructional practices that have been proven to be effective for early childhood education in formal research studies. Some of the evidence-based instructional practices that are embedded throughout Launch for PreK are below:

- Play-based learning
- Age-appropriate and developmentally appropriate assessments and instruction
- Differentiated instruction
- Hands-on materials and interactive activities, including songs, stories, and movement activities
- Visual supports and structured routines
- Greeting, sharing, and team-building activities to establish a climate of trust
- Reinforcement and multi-tiered systems of support
- Integrating diverse cultural backgrounds
- Adult modeling and the gradual release of responsibility
- Teaching math and literacy concepts through play-based learning and real-world applications
- Addressing all domains of early childhood development and learning (communication and language, emerging literacy, emerging math, physical development and motor skills, social relationships and emotional development, approaches to play and learning, adaptive skills and function, emerging science, emerging social studies, and creative development)

K-12: All TeachTown curricula are firmly rooted in evidence-based instructional practices that have been proven to be effective for students with moderate to severe disabilities in formal research studies. The evidence-based practices of TeachTown's solutions largely fall under the umbrella of Applied Behavior Analysis (ABA). The ABA-aligned instructional practices are embedded throughout all academic domains of enCORE K-12 and include:

- Systematic, explicit instruction
- Task analytic instruction
- Anchoring instruction
- Previewing instruction
- Visual supports
- Prompting
- Reinforcement
- Use of time delay
- Errorless learning
- Specific corrective feedback
- Multiple trials
- Regular assessments
- Naturalistic training, or opportunities for generalization of skills
- Video Modeling

d. Incorporates explicit, systematic word recognition and reading comprehension instruction.

PreK: Launch for PreK is firmly rooted in evidence-based literacy instructional practices that have been proven to be effective for early childhood education in formal research studies. Launch for PreK integrates the evidence-based practices of early literacy development as outlined in the Science of Reading. Specifically, Launch for PreK focuses on early literacy skills including developing oral language, an early introduction to the alphabet, early phonemic awareness and phonics skills, and vocabulary-building. Additionally, children also have numerous opportunities to interact with a variety of text to support comprehension (e.g., listening to stories, answering questions about stories, singing about stories, and more).

K-12: Every unit of enCORE (K-12) focuses on vocabulary that is embedded within that unit's literature. The vocabulary targets were chosen to be useful for students in daily situations and to aid in comprehension of the text. The vocabulary words are embedded in the text multiple times so that students have multiple opportunities to engage with the words and develop deeper semantic knowledge. Vocabulary instruction is incorporated into the teacher lesson plans as well as within the technology lessons in order for the students to have repeated exposures with multiple exemplars. At the middle and high school level, enCORE incorporates vocabulary graphic organizers to develop deeper semantic knowledge of vocabulary targets. enCORE Elementary and enCORE Middle School also provide sight word instruction that targets words that occur multiple times within that unit's literature.

Every unit of enCORE (K-12) focuses on text comprehension in several different ways. Every segment begins with Anchor Instruction which is used to connect the information that students will or have read in the text to their daily lives or to build background knowledge prior to reading.

enCORE Elementary contains leveled comprehension questions for every book, as well as a recall or sequencing activity.

enCORE Middle School contains leveled comprehension questions for every chapter in the adapted chapter books and for every companion text, as well as a review/recall technology lesson and graphic organizers that focus on story grammar elements, character maps, poetry elements, main ideas, etc.

enCORE High School contains everything that enCORE Middle School contains as well as additional comprehension application activities that focus on making text-to-text, text-to-self, and text-to-world connections.

e. Supports students using Augmentative and Alternative Communication (AAC) devices.

PreK & K-12: Both Launch for PreK and enCORE support and are accessible for students who utilize Augmentative and Alternative Communication (AAC) devices. All lesson plans in both programs provide a section with key language and vocabulary that will be utilized throughout the lesson (see examples below). Teachers are able to program any vocabulary into student devices, and/or familiarize themselves with where to find the vocabulary so they can model appropriate language for students. All instruction within Launch and enCORE provide ample visual supports to use throughout instruction to aid comprehension and participation. Teachers can download and screenshot images/symbols to input into student AAC devices, or print and utilize them as a low-tech resource. The curriculum differentiates all instruction to meet the needs of all learners by providing prompts, modeling, repetition and multiple means of communication. Students can respond to learning tasks through gestures, pointing, verbal language, or AAC tools, ensuring accessibility across communication styles. Teachers are given strategies to tailor instruction for varying developmental levels, allowing children to engage with learning activities in ways that match their strengths and needs.

Key Language section from Launch for PreK lesson plan (above) and Core Vocabulary section from enCORE elementary lesson plan (below)

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f.   Provides a built-in prompt hierarchy to guide instruction.

PreK: Launch for PreK utilizes the System of Least Prompts prompting hierarchy, and teachers are provided with information on these prompting procedures in multiple places throughout the program. Each lesson plan will have a section on recommended prompting procedures (see example below). Teachers are also provided with a paper data sheet for each activity, which includes different types of prompts and their codes (see example below). Lastly, teachers can utilize the prompting hierarchy and take data on which (if any) prompts were provided/needed during teacher-led technology lessons (see example below).

PROMPTING

Provide a prompt immediately after an error or incorrect response or after a student does not perform a task or respond for 10 seconds. Use the System of Least Prompts to provide the least invasive prompt first, like an attention-getting verbal prompt. Use physical prompts only when students are actively attempting to complete an activity but struggling to do so. Always use physical prompts in accordance with your district's or state's guidelines on physical prompting.

Here are some examples of prompts for tasks or responses students may struggle with in this lesson:

TASK OR RESPONSE	RECOMMENDED PROMPTS
Use scrap paper to fill in upper and lowercase letter D	Gestural prompt: Tap or point to the letter on the Fall Letter D. Attention-getting verbal prompt: **Look, [student name], it's letter D!** Model prompt: **This is the letter D. Watch me fill in the letter D.** Fill the letter D with scrap paper.

Example of recommended prompting procedures from Emerging Literacy Lesson Plan

Emerging Math All Activities Data Sheet (Multiple Students)

C : Independent Correct	I: Incorrect	NR: No Response	EC: Error Correction
GP: Gestural Prompt	VP: Verbal Prompt	MP: Model Prompt	PP: Physical Prompt

Example of System of Least Prompts Codes from Data Sheet
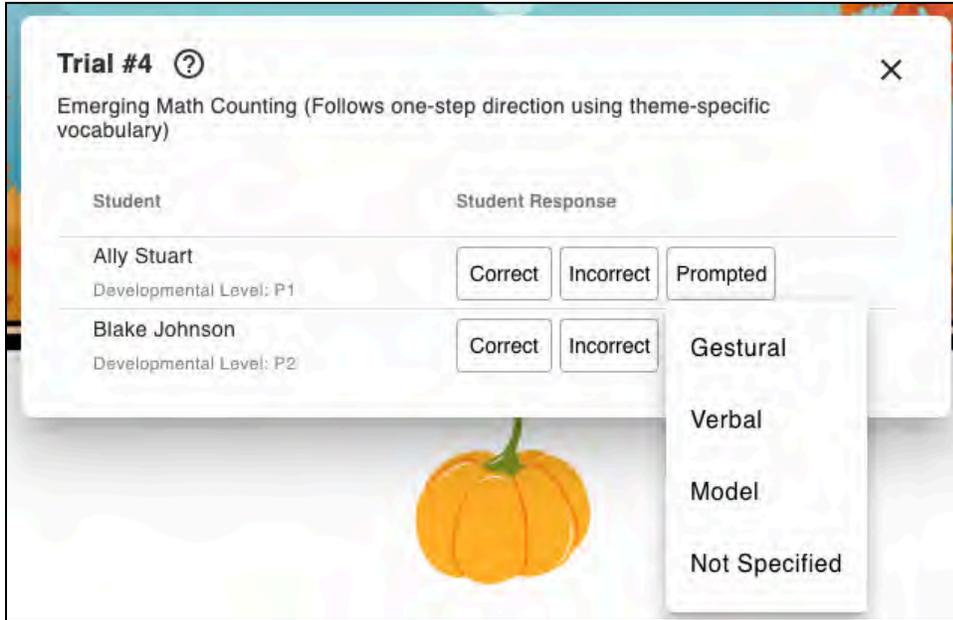
Example of levels of prompting data within teacher-led technology lessons

K-12: enCORE utilizes the System of Least Prompts prompting hierarchy as well as Constant Time Delay. Teachers are provided with information on these prompting procedures in multiple places throughout the program. Each lesson plan will have a section on recommended prompting procedures (see example below). Teachers can also utilize the prompting hierarchy and take data on which (if any) prompts were provided/needed during teacher-led technology lessons (see example below).
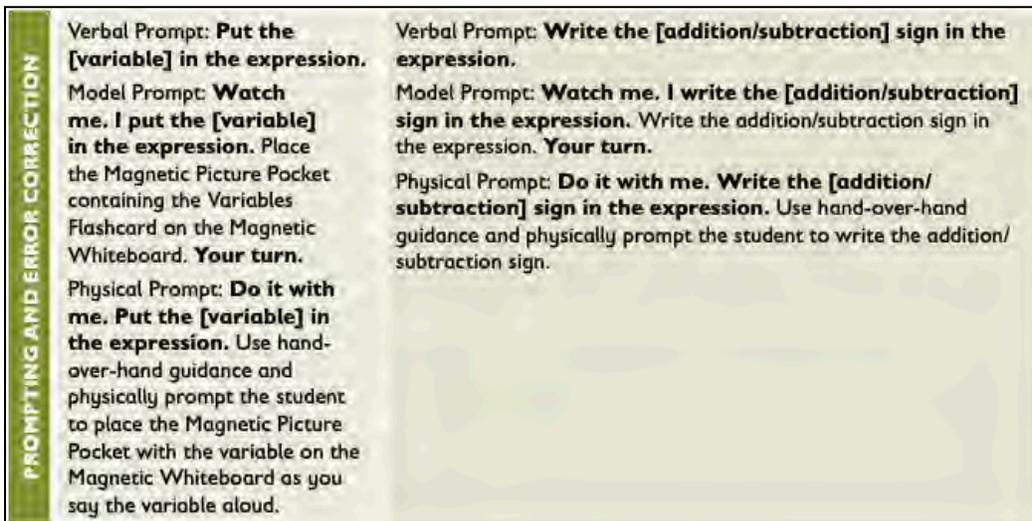
Example of prompting procedures provided in lesson plans
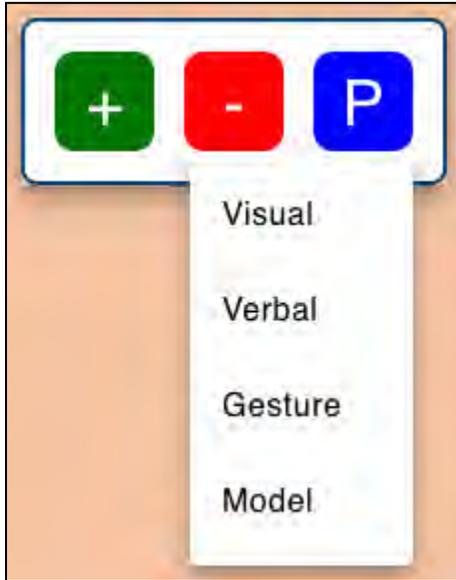
Example of of levels of prompting data within teacher-led technology lessons

g. Includes a framework for instructional technology, data collection, positive behavior support, and classroom management.

PreK & K-12: Launch for PreK and enCORE users have access to the Moderate to Severe Teaching & Learning Framework. The Moderate to Severe Teaching & Learning Framework is a practical tool designed for special educators and administrators who serve students with moderate to severe disabilities (MSD) in PreK-12 schools. The Framework outlines five key components of effective teaching in the moderate/severe classroom and corresponding best practices for implementation.

1. Instructional Methodologies
2. Physical Environment and Classroom Set Up
3. Classroom Management
4. Technology in the Classroom
5. Data (Measuring Outcomes & Delivering Assessments)

Educators can rely on the Framework as a guidepost for implementing effective teaching strategies with their students. Each component, or section, outlines clear, actionable steps for teachers to improve their practice and/or affirm their current state.

Administrators can consult the Framework when assessing teaching and learning in MSD classrooms. By reviewing the strategies outlined in these five sections and the accompanying assessment, special education leaders will have a clear picture of current teaching and learning practices with their students and actionable steps towards growth goals.

h. Incorporates a wide range of culturally diverse content and cultural perspectives that ensures all voices are heard, represented, and respected.

PreK: To aid in supporting culturally responsive teaching, curriculum authors select literature to include in Launch for PreK through a series of diversity, equity, inclusion, and accessibility questions to ensure the content and voices of the literature are accessible to and representative of all students. Launch for PreK curriculum shares stories that include and/or focus on people of various cultural groups, racial and/or ethnic groups, ability groups, communication modalities, and visible support (see Figure 3). All literature includes translations of student-facing materials into Spanish for students of all abilities levels to access core curriculum with appropriate modifications in their own language. Instructors of Spanish-speaking students can utilize these translated selections while teaching the same content and lesson plans as their English-speaking peers, which provides parity for English Language Learners (ELLs) with disabilities and a bridge to true Bilingual & ESL instruction. Furthermore, all weekly communication letters are translated into Spanish to ensure effective home to school connections. Included within the Launch for PreK standards-based adapted core curriculum, Launch Around the World. Launch Around the World activities are accessible and age-appropriate news stories based on timely, real-world current events, such as Lunar/Chinese New Year, the Olympics, International Women's Day, Holi, and Autism Awareness Day. Launch Around the World activities are chosen deliberately to represent current, real-world stories that reflect different aspects of our culture.

Launch for PreK Diversity, Equity, Inclusion, Accessibility Examples

K-12: Foundational to the enCORE curriculum is the library of adapted books. The rich selection of adapted literature includes fiction and non-fiction texts across multiple genres that are both socially and developmentally appropriate for students with diverse learning needs. Texts are differentiated to three levels of learning and are accessible via print, video, and e-Reader format. The author(s), illustrator(s), character(s), speaker(s), and narrator(s) of the literature selection represents the diversity of the students we serve throughout the United States.

When curriculum authors select literature to include in enCORE, they consider possible titles through a series of diversity, equity, inclusion, and accessibility questions to ensure the content and voices of the literature are accessible to and representative of all students. For example:

- *Is this content/topic accessible to the population of students TeachTown serves?*
- *What voices does this text include in terms of race, ethnicity, gender, class, age, ability, religion, place, and/or immigration status? What role does each voice play?*
- *Do the identities or experiences of the author(s), illustrator(s), character(s), speaker(s) or narrator(s) contribute to students' diverse reading experiences?*
- *Consider the author's attitudes, beliefs and point of view. Do they promote inclusion and equality?*
- *Does this text relate to and build upon the knowledge my students bring with them?*

Some enCORE texts were chosen based on other criteria, namely to meet the requirements of a broad range of state standards that either name the title specifically or identify titles by a certain author. *The Red Badge of Courage* (Stephen Crane) and *King Lear* (William Shakespeare) are two such examples.

TeachTown literature is illustrated in-house, empowering our team to create a K-12 adapted library that allows our students to see themselves in their books. We believe representation matters. This means that our in-house art and production team has the ability to take creative liberties with the illustration of certain characters and adaptations of certain stories. For example, in *The Swiss Family Robinson*, adapted from the original work of Johann David Wyss, the ethnicity of the family members immigrating to the island has been adjusted to make the text more culturally responsive. Similarly, for secondary students, *The Canterbury Tales Revisited,* inspired by the original work of Geoffrey Chaucer, and *20,000 More Leagues Under the Sea,* inspired from the original work of Jules Verne, have both been adapted as modern fiction that speak to the diverse experiences of the students we serve (See Figure 3). By creating images and adapting stories that are representative of *all* students, the literature selection as a whole becomes more inclusive, giving students the opportunity to see themselves and to learn about their peers of different backgrounds.

Noteworthy authors and speakers who represent different genres and historical time periods include Frederick Douglass, Nelson Mandela, Li Rhuzen, Chief Tecumseh, Maya Angelou, Nandini Bajpai, Harriet Jacobs, Zitkala-Sa, Aung San Suu Kyi, Ammen Rihani, *and many more.*

Included within the K-12 standards-based adapted core curriculum, enCORE, is enCORE Events. enCORE Events are accessible news stories based on timely, real-world current events, such as Lunar/Chinese New Year, the Olympics, International Women's Day, Holi, and Autism Awareness Day. enCORE Events are chosen

deliberately to represent current, real-world stories that reflect different aspects of our culture. Additionally, in 2023, TeachTown launched *This Just In!* to complement enCORE Events. Designed to address national and global news stories that students may learn about in their everyday lives, *This Just In!* helps teachers share breaking news with their students as timely events occur. One recent *This Just In!* features the life, work, and passing of former Associate Justice of the Supreme Court of the United States, Sandra Day O'Connor, a critically important figure in women's history.

enCORE is a blended learning solution that includes both print-based and technology-delivered instruction. The technology component of enCORE allows the TeachTown team to be responsive to culture as new information and events unfold to ensure that content is relevant for students.

TeachTown remains committed to delivering a comprehensive core curriculum that is equitable, inclusive, and accessible. Accessibility not only refers to the accommodations and modifications that allow our complex learners to engage with the standards-based instruction and materials, but also includes having a curriculum that speaks to the diversity of the students we serve.

3. Program Design & Implementation

District Monitoring & Fidelity of Implementation:

a. **Includes tools for district-level tracking (e.g., walkthrough checklists, student data monitoring systems).**

Pre-K and K-12: Being a data-driven company, TeachTown understands the importance of consistent data reporting. To provide Wayne RESA school district with instructional focus and consistency across the district, enCORE and Launch for PreK products incorporate extensive progress monitoring and capture all student data into one reporting platform. Data tracking across all instructional platforms provides districts with student progress across state-specific standards and student-specific IEP goals. Administrators, Special Education Coordinators, and all other LEA personnel will be able to pull reports and access accounts within the entire district. The continuous progress monitoring helps districts make data-based decisions and helps ensure that students are receiving instruction that not only challenges them, but best suits their needs. Data from teacher-led and independent student-led lessons is combined thereby providing an ongoing and accurate picture of student performance and progress.

Administrators are also provided resources and training to equip them with the knowledge and tools to best support their teachers in using enCORE with fidelity and best teaching practices.
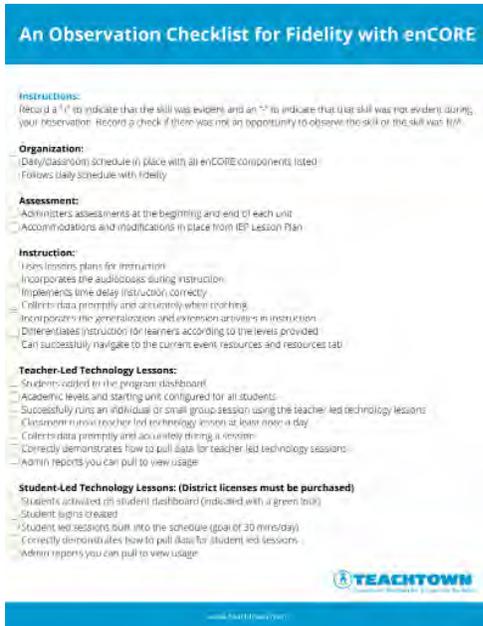
b. Enables home access for students and parents (e.g., homework, extension activities).

Pre-K: Students have the opportunity to engage in independent practice on their own devices through student-led technology lessons. The purpose of student-led technology lessons is to offer students extra practice on classroom-taught skills. These lessons are tailored to our three student levels (P1, P2, P3), accommodating diverse needs. There are a total of 3-5 student-led technology lessons per student level per theme. Student-led sessions, while supporting independence, records correct and incorrect responses as well as accounting for any prompting
support the student needed. Various types of data sheets are provided to teachers to aid in accurately reflecting student progress.

Additionally, There are over 30 observational assessments in Launch for PreK. Observational Assessments are designed to assess developmental progress in skills within a specific learning domain. Data collected on each digital data sheet is utilized to generate reports containing an average developmental range, as well as instructional strategies to promote growth on skills within the specific assessment observed. Below, you will see an example of a chart that provides the current profile and recommendations for development of skills based on a student's performance on the social awareness and social skills observational assessments. The recommendations for development of skills can be provided to families to help practice the skills in the home setting.

Profile Chart

	Current Profile	Recommendations for Development of Skills
36 - 48 Months	During this developmental range, a student begins to attend to group activities for brief periods of time. The student begins to verbalize his/her emotions and manages the intensity of emotions with support. When a problem occurs, the student is able to suggest a potential solution, but requires adult support to follow through.	- Incorporate an Emotion and Feeling Check-In into the school day by asking the student(s) how they are feeling and have them respond verbally or by using a visual support that has the emotion or feeling word and an image representing that emotion/feeling - Paint or draw emotions/feelings by having student(s) choose which color matches a emotion/feeling and then paint or draw how that feels (e.g., happy may be yellow with curved marks; angry could be red with students painting fast with lots of pressure on the paint brush) (finger paints can also be used) - Have students roll, bounce, or toss a ball to each other, before passing have the student(s) say the name of the person they are passing to before rolling, bouncing, or tossing the ball - Role play with the student (or provide guidance while students role play) to experiment with social behavior, rules, and expectations

Additionally, each theme includes a Weekly Theme Letter to share with families. Teachers can send the letter with the communication focus or the emerging literacy and math focus based on individual student need. All weekly communication letters are translated into Spanish to ensure effective home to school connections. The Family Theme Letter with the communication focus includes books they are going to read, songs they are going to sing, vocabulary they are going to focus on, and the social skill of the week they are going to learn. The letters also include recommendations of communication skills to work on at home and fun activities to try at home. Additionally, the Family Theme Letter with the emerging literacy and also math include books they are going to read, songs they are going to sing, vocabulary they are going to focus on, and the social skill of the week they are going to learn. The letter will also include a letter, number, color and shape their child will be learning and provides recommendations on fun activities to try at home. The Family Theme Letters allows for communication between the school and home regarding students' educational experiences and help facilitate the application of skills addressed within each theme for generalization at home. These letters also encourage families to participate in activities that aid their children's learning at home. Please see screenshots below for examples of weekly theme letters.
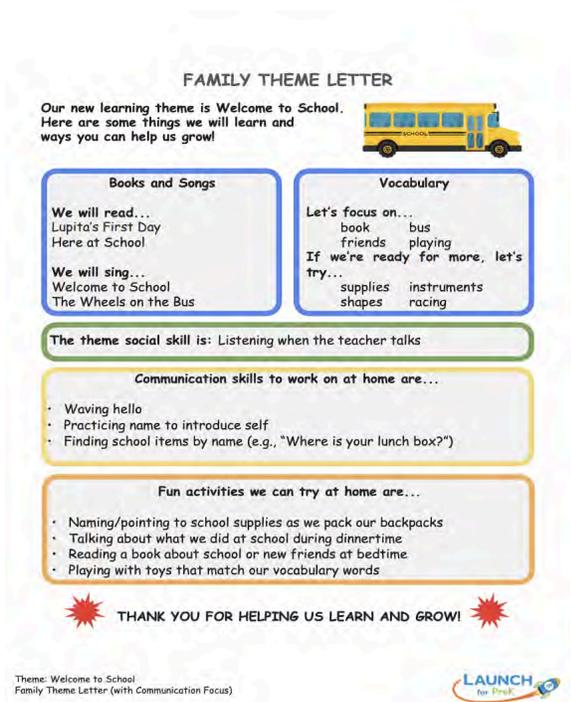
K-12: Students are provided an independent student login to access student-led technology lessons across ELA, Math, Science, and Social Studies. Students can work on the student-led technology lessons at home. Student-led technology lessons utilize a discrete trial training format to help students master the skills taught during direct instruction. Student-led sessions, while supporting independence, records correct and incorrect responses as well as accounting for any prompting support the student needed. enCORE's reporting dashboard, gives teachers and administrators alike access to content as granular as student prompted vs. unprompted responses on individual stimuli, and as broad sweeping as overall time spent engaging with the program. Students will have the ability to access independent technology lessons from anywhere. Students will need a computer or iPad and an internet connection to login with their individual username and password. Student profiles can be set up by the facilitator (teacher) to individualize learning opportunities for students. This includes customizing rewards, session lengths, a starting unit, and a developmental level of Level 1, Level 2, or Level 3.

Additionally, lesson plans contain Generalization and Extension activities to provide students with extended practice and to help them generalize newly learned words, skills, and concepts (see screenshot below). Teachers can provide the generalization and extension activities for homework.

Elementary School Math Generalization and Extension Activities
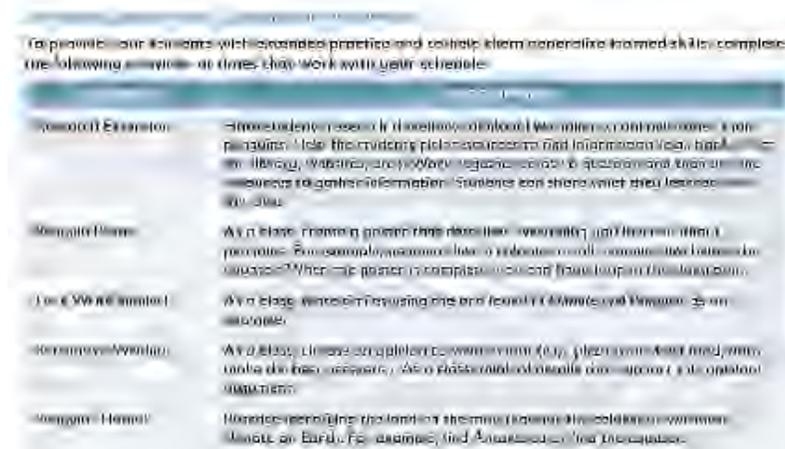
Middle School ELA Generalization and Extension Activities

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Science High School Generalization and Extension Activities

Furthermore, teachers can send home worksheets that students have completed in class for a second round of practice, helping to reinforce their learning.

c. Digital materials must support rostering and single sign-on (SSO) integration with Clever and ClassLink.

<u>**Pre-K and K-12:**</u> Rostering is available via Clever and Classlink with the ability to integrate via button access into other LMS platforms for direct access to TeachTown. TeachTown will work with Wayne RESA school districts to ensure a seamless rostering and integration experience.

<u>**Data Accessibility:**</u>

a. Allows real-time data tracking at the district, campus, and individual student levels.

<u>**PreK and K-12:**</u> Being a data-driven company, TeachTown understands the importance of consistent, research-based instruction and data reporting. Reporting is available at the district, school/campus, classroom, and individual student level. TeachTown runs through the student license, therefore you are able to add anyone who is working with that student as a facilitator. This grants them access to the curriculum, materials, resources, and reports. Administrators, Special Education Coordinators, and all other LEA personnel will be able to pull reports and access accounts within the entire district.

Throughout enCORE, Launch for PreK, and all TeachTown products, progress monitoring and data are at the forefront, making it easy for teachers to collect, analyze, and distribute reports. This allows for continuous progress monitoring as well as instructional adaptations through data-based decisions, ensuring that students are receiving instruction that not only challenges them, but best suits their needs. During teacher-led sessions within enCORE, educators can document data live via our online dashboard. The teacher-led sessions provide teachers the ability to document accurate prompting levels for individual students. Student-led sessions, while supporting independence, records correct and incorrect responses as well as accounting for any prompting support the student needed. enCORE reporting dashboard, gives teachers and administrators alike access to content as granular as student prompted vs. unprompted responses on individual stimuli, and as broad sweeping as overall time spent engaging with the program. Additionally, TeachTown products have the ability to input IEP goals directly from the students IEP document and assign lessons to those goals. These goals can be tracked over time, put on hold, and follow the student as they transfer facilitators. During small group instruction or independent practice, teachers have the ability to select for students to work on unit instruction or specifically their IEP goals, and can take data at the point of instruction. This data is compiled into an IEP report that is updated in real time, and allows on-demand analysis of student progress toward achieving their IEP goals. IEP goals can be integrated into all programs and lessons can be aligned to the IEP goals individually for each student. Teachers can create reports based on IEP goal progress in the Reporting feature in TeachTown programs. Teachers and administrators are able to track their students progress on lessons, activities, and IEP goals at any time (see examples below).

b. **Provides customizable reporting options by district, school, grade level, teacher, student, and skill area.**

PreK: Educators have the ability to utilize the various forms of progress monitoring tools to better collect ongoing student performance data. Launch for PreK's reporting dashboard, gives teachers and administrators alike access to content as granular as student prompted vs. unprompted responses on individual stimuli, and as broad sweeping as overall time spent engaging with the program. These reports can be tailored for specific date ranges, specific areas of instruction (Individual lesson reporting, IEP reporting, developmental assessment reporting) and display data in a manner that is useful for educators and legible for parents and caregivers. Furthermore, reports within Launch for PreK allow teachers to identify particular lessons students may be struggling with. This allows the educator insight into adjusting differentiation and support for students to meet the learning standards. Data tracking across all instructional platforms provides districts with student progress across state-specific standards.

Launch for PreK includes a variety of Benchmark Assessments and Observational Assessments designed to monitor progress on key early learning standards and developmental milestones over time. Launch for PreK Assessments are available in multiple formats and observations to ensure it is effective and age-appropriate. Benchmark Assessments and Observational Assessments provide a systematic, data-based way for teachers to observe, document, and analyze children's current skills and growth to inform individualized planning and instructional decisions. Benchmark assessments are administered three times per year to aid teachers in monitoring students' progress on individual skills over time and showing progress. Observational assessments are designed to be administered three times per year or as often as needed to monitor progress on developmental milestones. Assessment reports will include an analysis of the student's current profile (e.g., developmental age and characteristics) and specific recommendations for development of skills. Utilization of Launch for PreK's Benchmark and Observational Assessments allow teachers to effectively plan and teach according to each child's individual needs, abilities, and strengths.

K-12: To provide Wayne RESA schools with instructional focus and consistency across the district, enCORE incorporates extensive progress monitoring and captures all student data – including student recordings of expressive responses – into one reporting platform. Reporting is available at the district, school/campus, classroom, and individual student level. Educators have the ability to utilize the various forms of progress monitoring tools to better collect ongoing student performance data. enCORE's reporting dashboard, gives teachers and administrators alike access to content as granular as student prompted vs. unprompted responses on individual stimuli, and as broad sweeping as overall time spent engaging with the program. These reports can be tailored for specific date ranges, specific areas of instruction (Individual lesson reporting, IEP reporting, developmental assessment reporting) and display data in a manner that is useful for educators and legible for parents and caregivers. Data tracking across all instructional platforms provides districts with student progress across state-specific standards. Furthermore, reports within enCORE allows teachers to identify particular lessons students may be struggling with. This allows the educator insight into adjusting differentiation and support for students to meet the learning standards.

Within TeachTown products, teachers have the ability to input IEP goals directly from the students IEP document and assign lessons to those goals. These goals can be tracked over time, put on hold, and follow the student as they transfer facilitators. During small group instruction or independent practice, teachers have the ability to select for students to work on unit instruction or specifically their IEP goals, and can take data at the point of instruction. This data is compiled into an IEP report that is updated in real time, and allows on-demand analysis of student progress toward achieving their IEP goals.

enCORE includes unit assessments and benchmark assessments designed to access and monitor progress on key early learning standards and developmental milestones over time. Benchmark Assessments and Unit Assessments provide a systematic, data-based way for teachers to observe, document, and analyze children's current skills and growth to inform individualized planning and instructional decisions. Benchmark assessments are administered three times per year to aid teachers in monitoring students' progress on individual skills over time and showing progress. Unit assessments are designed to be administered before and after each unit. Assessment reports will include an analysis of the student's current profile, allowing teachers to effectively plan and teach according to each child's individual needs, abilities, and strengths.

c. Offers role-based dashboard access for teachers, schools, and administrators.

PreK and K-12: TeachTown operates through individual student licenses, allowing you to assign anyone working with a student-such as paraprofessionals, SLPs, LEAs, etc.-access to their account. Teachers and service providers will have full access to the curriculum, instructional materials, data collection tools, and student progress reports. Additionally, facilitators with admin access will have the ability to access accounts and generate reports by district, school, facilitator, and individual student level.

d. Creation of Data Reports that are appropriate to be shared with parents or guardians at meetings related to progress/data discussion (e.g., Conferences, Progress Reports, Report Cards, and IEP meetings).

Pre-K: In Launch for PreK, teachers can generate several reports to monitor student progress, which they can download, print, and share with parents during IEP meetings or parent-teacher conferences. These reports can be tailored for specific date ranges and specific areas of instruction (individual lesson reporting, IEP reporting, developmental assessment reporting). This allows for continuous progress monitoring as well as instructional adaptations through data-based decisions, ensuring that students are receiving instruction that not only challenges them, but best suits their needs. Additionally, by tracking a child's progress, educators and parents can determine if their current placement meets their needs or if adjustments are needed. The reports are written in a clear, parent-friendly language that describes the student's developmental level. The included graphs to simplify the data, making it easier for parents to track progress and identify their child's strengths and areas of need.

Teachers can input IEP goals directly from the students IEP document and align lessons to those goals. These goals can be tracked over time, put on hold, and follow the student as they transfer facilitators or grade bands. This data is compiled into an IEP report that is updated in real time, and allows on-demand analysis of student progress toward achieving their IEP goals. IEP reports are parent-friendly and are beneficial to share with parents or guardians during IEP meetings and parent-teacher conferences.

K-12: Throughout enCORE, data is at the forefront, making it easy for teachers to collect, analyze, and distribute
reports. This allows for continuous progress monitoring as well as instructional adaptations through data-based decisions, ensuring that students are receiving instruction that not only challenges them, but best suits their needs. During teacher-led sessions within enCORE, educators can document data live via our online dashboard. Student-led sessions, while supporting independence, records correct and incorrect responses as well as accounting for any prompting support the student needed. enCORE's reporting dashboard, gives teachers and administrators alike access to content as granular as student prompted vs. unprompted responses on individual stimuli, and as broad sweeping as overall time spent engaging with the program. These reports can be tailored for specific date ranges, specific areas of instruction (Unit reporting, IEP reporting, instructional sequences) and display data in a manner that is useful for educators and legible for parents and caregivers. Furthermore, reports within enCORE allow teachers to identify particular lessons students may be struggling with. This allows the educator insight into adjusting differentiation and support for students to meet the learning standards.

Additionally, teachers can input IEP goals directly from the students IEP document into enCORE and align lessons to those goals. These goals can be tracked over time, put on hold, and follow the student as they transfer facilitators or grade bands. This data is compiled into an IEP report that is updated in real time, and allows on-demand analysis of student progress toward achieving their IEP goals. IEP goals can be integrated into all programs and lessons can be aligned to the IEP goals individually for each student. Teachers can create reports based on IEP goal progress in the Reporting feature in TeachTown programs. These reports are parent-friendly and are beneficial to share with parents or guardians during IEP meetings and parent-teacher conferences.

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4. Teacher Experience & Usability

User-Friendly Design:

a. Materials should be easily navigable with built-in guides for lesson planning.

Pre-K: Launch for PreK provides Week at a Glance documents for each theme of instruction. There are two versions of the Week at a Glance document, a version with daily activity descriptions *and* learning objectives provided, and a version with *just* descriptions of daily activities (see example below). The Week at a Glance document provides daily activity descriptions for the following domains: Centers Guide, Hello Circle, Story Time, Sensory Exploration, Emerging Literacy, Emerging Math, Fine Motor and Art and Goodbye Circle. Launch for PreK also provides scripted daily lesson plans for each of the above domain areas.

Domain	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Centers Guide	Activity Description: Students will engage in Welcome to School-themed center-based rotations including the following centers: Art; Blocks; Transportation, and People; Emerging Math and Science; Kitchen and Dramatic Play; Music and Sensory; and Writing.				
Hello Circle	Activity Description: Students will sit in a whole-group activity space and engage in interactive, routine-based Hello activities to transition into the school day. Visuals and activities will differ to address this theme: Welcome to School. Components include the following activities: Greeting and Attendance, Emerging Math Activity, Theme Song, Emerging Literacy Activity, Rhymes, Finger Plays, and Movement Songs, Weather, Calendar and Schedule.				
Story Time	Activity Description: Students will listen to the book Lupita's First Day and engage in dialogic book reading.	Activity Description: Students will listen to the book Lupita's First Day and then retell the story using pictures.	Activity Description: Students will listen to the book Lupita's First Day and then sequence the events in the story.	Activity Description: Students will listen to the book Here at School and engage in dialogic book reading.	Activity Description: Students will listen to the book Here at School and then recall activities that can be done at school.
Sensory Exploration	Activity Description: Students will explore different textures by "driving" a toy school bus over a "road" with various textures.	Activity Description: Students will listen to the sounds of instruments and guess what instruments are being played.	Activity Description: Students will smell different items they encounter throughout the school day and determine if they do or do not like the smell.	Activity Description: Students will create calm down sensory bottles using water, glue, and glitter.	Activity Description: Students will make and taste a "school bus" graham cracker.
Emerging Literacy	Activity Description: Students will identify the letter "l" and practice the sound /l/. Students will identify pictures of objects that start with the letter "l".	Activity Description: Students will learn vocabulary words (book, bus, supplies, instrument) from the book Lupita's First Day. Students will hear and view the word in the context of the story and in a real-world context.	Activity Description: Students will determine which words from the book Lupita's First Day rhyme with other words.	Activity Description: Students will learn vocabulary words (friend, playing, races, shapes) from the book Here at School. Students will hear and view the word in the context of the story and in a real-world context.	Activity Description: Students will determine whether environmental sounds are the same.

Sample Week at a Glance Document

K-12: enCORE provides scripted lesson plans for daily instruction in ELA, Math, Science and Social Studies. In addition to providing scripted lesson plans, teachers have access to Daily Implementation Guides (DIGs). DIGs are a daily planning resource that assists teachers in moving through the lesson plans (see example below). Teachers will have access to a DIG for every unit, every subject, and every day of instruction. Each DIG provides the following information:

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- Objectives for each day
- Materials needed
- Segment number from lesson plan (where teachers can find the procedures for instruction)
- Procedures for instruction
- Teacher-led technology lessons that correspond with the objective/instruction
- Supplemental materials (if applicable)

Segment:	1: Introducing the Text
Procedure:	1. Deliver the Anchor Instruction. 2. Provide sight word instruction as outlined in the Foundational Skills section. 3. Then, introduce core vocabulary using the Vocabulary Flashcards from the *Holes* Vocabulary Flashcards Worksheet as outlined in Core Vocabulary and Concepts (guilty and curse). 4. Read Ch. 1 from *Holes* Adapted Book and/or Adapted e-Reader. 5. Use the Teacher-Led (TL) comprehension technology lessons or supplemental worksheets to assess students' comprehension of the chapter.
TL Technology Lesson(s):	• Holes Book Ch. 1 Lv 1, 2, and 3 • Holes Ch. 1 Anchor Instruction • Holes Ch. 1 Comprehension Lv 1, 2, and 3

Sample DIG from middle school ELA unit

b. Includes scripted lesson plans for every K-12 unit.

Pre-K & K-12: Lesson plans are provided for daily instruction for all domains in both Launch for PreK and enCORE, and all lesson plans are scripted. Any bold text teachers see in a lesson plan is the script, where the lighter text is the action they are performing.

c. Provides curriculum mapping and pacing guides.

Pre-K: Launch for PreK provides Week at a Glance documents for each theme of instruction. There are two versions of the Week at a Glance document, a version with daily activity descriptions *and* learning objectives provided and one with *just* descriptions of daily activities (see example below). The Week at a Glance document provides daily activity descriptions for the following domains: Centers Guide, Hello Circle, Story Time, Sensory Exploration, Emerging Literacy, Emerging Math, Fine Motor and Art and Goodbye Circle. Launch for PreK also provides scripted daily lesson plans for each of the above domain areas.

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Domain	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Centers Guide	Activity Description: Students will engage in Welcome to School-themed center-based rotations including the following centers: Art; Blocks; Transportation, and People; Emerging Math and Science; Kitchen and Dramatic Play; Music and Sensory; and Writing.				
Hello Circle	Activity Description: Students will sit in a whole-group-activity space and engage in interactive, routine-based Hello activities to transition into the school day. Visuals and activities will differ to address this theme: Welcome to School. Components include the following activities: Greeting and Attendance; Emerging Math Activity; Theme Song; Emerging Literacy Activity; Rhymes, Finger Plays, and Movement Songs; Weather, Calendar, and Schedule.				
Story Time	Activity Description: Students will listen to the book Lupita's First Day and engage in dialogic book reading	Activity Description: Students will listen to the book Lupita's First Day and then retell the story using pictures.	Activity Description: Students will listen to the book Lupita's First Day and then sequence the events in the story	Activity Description: Students will listen to the book Here at School and engage in dialogic book reading.	Activity Description: Students will listen to the book Here at School and then recall activities that can be done at school.
Sensory Exploration	Activity Description: Students will explore different textures by "driving" a toy school bus over a "road" with various textures.	Activity Description: Students will listen to the sounds of instruments and guess what instruments are being played.	Activity Description: Students will smell different items they encounter throughout the school day and determine if they color do not like the smell.	Activity Description: Students will create calm down sensory bottles using water, glue, and glitter	Activity Description: Students will make and taste a "school bus" graham cracker
Emerging Literacy	Activity Description: Students will identify the letter "l" and practice the sound /l/. Students will identify pictures of objects that start with me letter "l".	Activity Description: Students will learn vocabulary words (book, bus, supplies, instrument) from the book Lupita's First Day. Students will hear and view the word in the context of the story and in a real-world context.	Activity Description: Students will determine whether words from the book Lupita's First Day rhyme with other words.	Activity Description: Students will learn vocabulary words (friend, playing, rules, shapes) from the book Here at School. Students will hear and view the word in the context of the story and in a real-world context	Activity Description: Students will determine whether environmental sounds are the same

Sample Week at a Glance Document

K-12: enCORE provides scripted lesson plans for daily instruction in ELA, Math, Science and Social Studies. Teachers have access to three kinds of planning documents to guide implementation: Scope & Sequence, Implementation Guides, and Daily Implementation Guides. The Scope & Sequence offers a long-term view at the progression of learning objectives for each academic domain and subdomain across the entirety of the curriculum (which can be paced out by year). The Implementation Guides offer a sample unit-at-a-glance (4-6 week plan) to show how teachers may consider structuring each day during the unit to incorporate the different teaching components and subjects within enCORE (e.g., structuring an ELA block in the morning and Math time in the afternoon; suggested instructional time). The Daily Implementation Guides provide specific details about what exactly is needed for each day of instruction. DIGs are a daily planning resource that assists teachers in moving through the lesson plans (see example below). Teachers will have access to a DIG for every unit of instruction within enCORE, for every subject, and for every day of instruction. Each DIG provides the following information:

- Objectives for each day
- Materials needed
- Segment number from lesson plan (where teachers can find the procedures for instruction)
- Procedures for instruction
- Teacher-led technology lessons that correspond with the objective/instruction

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- Supplemental materials (if applicable)

Segment:	1: Introducing the Text
Procedure:	1. Deliver the Anchor Instruction. 2. Provide sight word instruction as outlined in the Foundational Skills section. 3. Then, introduce core vocabulary using the Vocabulary Flashcards from the *Holes* Vocabulary Flashcards Worksheet as outlined in Core Vocabulary and Concepts (guilty and curse). 4. Read Ch. 1 from *Holes* Adapted Book and/or Adapted e-Reader. 5. Use the Teacher-Led (TL) comprehension technology lessons or supplemental worksheets to assess students' comprehension of the chapter.
TL Technology Lesson(s):	• Holes Book Ch. 1 Lv 1, 2, and 3 • Holes Ch. 1 Anchor Instruction • Holes Ch. 1 Comprehension Lv 1, 2, and 3

Sample DIG from middle school ELA unit

d. Lessons must include explicit guidance for differentiated instruction and student grouping.

Pre-K: All lesson plans in Launch for PreK are differentiated across three levels. Level P1 is for learners who require the highest level of support, Level P3 is for the most independent learners, with Level P2 falling in the middle. See an example of how lesson plans are differentiated below.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Point to the illustration in the story. **Look, it's [rake]!** The student should look at the illustration.	Hold up two Visual Supports, one correct and one incorrect. **Find the [rake].**	After reading the story ask the students open-ended questions. **If you could do any chores in the book, which one would you do?**
SOCIAL BEHAVIORS AND PEER INTERACTION		
Prompt students to give a thumbs up to a peer who just took a turn.	Prompt students to say "Good job, [peer name]!" to a peer who just took a turn.	Prompt students comment on peers' responses. For example, they can share if they do any of the same chores as their peers.

Sample differentiation in Launch for PreK lesson plan (emerging literacy)

K-12: All lesson plans in enCORE are differentiated across three levels. Level 1 is for learners who require the highest level of support, Level 3 is for the most independent learners, with Level 2 falling in the middle. See an example of how lesson plans are differentiated below.

LEVEL 1	LEVEL 2	LEVEL 3
Today we are going to work on finding groups that are the same! Use Unilink Cubes as counters. Model with two equal groups of two counters on the table. **We are going to combine these two groups into one. Who can put all of these counters together?** Call on student to push all four counters into one group. **Who can help me count how many counters we have in the big group?** Call on student to point to each counter as you count aloud. **1, 2, 3, 4.** **Excellent! We combined two groups of two to get four.**	Today we are going to work on finding multiples that are the same! A multiple is the answer when one number is multiplied by another number. When multiples of two numbers are the same, we call them common multiples. Use the dry erase marker to write 2 x 2 = _ on the Magnetic Whiteboard. **Who can tell me the answer to this multiplication fact?** Wait for students to respond. For minimally verbal students, hold up two Number Card options for them (one correct answer and one distractor). **Wonderful! Two times two is four. Four is a multiple of two.**	Today we are going to work on finding multiples that are the same! A multiple is the product when one number is multiplied by another number. When multiples of two numbers are the same, we call them common multiples. Use the dry erase marker to write 2 x 2 = _ on the Magnetic Whiteboard. **Who can tell me the product of this multiplication fact?** Wait for students to respond. **Great thinking! The product of two times two is four. Four is a multiple of two.**

Sample differentiation in enCORE lesson plan (middle school math)

e. Built-in accessibility features should support students requiring AAC/Assistive Technology and be compatible with single-switch devices across all operating systems.

Pre-K & K-12: Both Launch for PreK and enCORE support and are accessible for students who utilize Augmentative and Alternative Communication (AAC) devices. All lesson plans in both programs provide a section with key language and vocabulary that will be utilized throughout the lesson. Teachers are able to program any vocabulary into student devices, and/or familiarize themselves with where to find the vocabulary so they can model appropriate language for students. All instruction within Launch and enCORE provide ample visual supports to use throughout instruction to aid comprehension and participation. Teachers can download and screenshot images and/or symbols to input into student AAC devices, or print and utilize them as a low-tech resource. The curriculum differentiates all instruction to meet the needs of all learners by providing prompts, modeling, repetition and multiple means of communication. Students can respond to learning tasks through gestures, pointing, verbal language, or AAC tools, ensuring accessibility across communication styles. Teachers are given strategies to tailor instruction for varying developmental levels, allowing children to engage with learning activities in ways that match their strengths and needs.

In addition, all student-led lessons in Launch for PreK and enCORE are compatible with single-switch devices across all operating systems. If a learner uses a switch to access these lessons, teachers can enable this setting in the student's profile so all lessons will default to be accessible via switch. Once a lesson is started, the program will automatically start scanning through the answers and the student can activate their switch when they are ready to answer.

Teachers can also enable a setting that will only present switch scannable lessons in the student's recommended lesson sessions, so the program will not present lessons to the student that are **not** scannable (e.g. drag and drop lessons). Teachers have the ability to determine how long students will have to answer each question before the question timeout (between 15-45 seconds), or to completely turn this feature off and give the student an unlimited amount of time to answer the question.

5. Assessments

Comprehensive Assessments:

a. **Includes diagnostic, formative, and summative assessments to track student progress and inform instruction.**

Pre-K:
Formative Assessments
With Launch for PreK, teachers can utilize formative assessments throughout the program using our teacher-led guided practice lessons to assess student mastery. Data from these assessments can be accessed at any time to inform progress reporting or goal planning, and is available in easy to read formats that remove the burden of lengthy data analysis sessions from instructors.

Diagnostic Assessments
There are over 60 PreK benchmark assessments in Launch for PreK. A report is generated when the benchmark assessments are completed and submitted through the digital format. The reports will populate a graph that includes results from the benchmark assessments. Assessment results help identify the progress students have made on a specific skill throughout the year. The bottom of the report includes a description of how to use assessment results. Based on assessment results and the recommendations for development of skills, teachers are guided to be able to effectively plan and adapt instruction to meet the needs of each individual student.

Summative Assessments
Launch for PreK includes observational assessments that are designed to monitor progress on key early learning standards and developmental milestones over time. Observational Assessments provide a systematic, data-based way for teachers to observe, document, and analyze children's current skills and growth to inform individualized planning and instructional decisions. Observational assessments are designed to be administered three times per year or as often as needed to monitor progress on developmental milestones. There are over 30 observational assessments in Launch for PreK. Observational Assessments are designed to assess developmental progress in skills within a specific learning domain. An evaluation identifies a student's development from 0 to 60 months in small increments which allows for the identification of a student's ability. Data collected on each digital data sheet is utilized to generate reports containing an average developmental range, as well as instructional strategies to promote growth in skills within the specific assessment observed. Based on assessment results and the recommendations for development of skills, teachers are guided to be able to effectively plan and adapt instruction to meet the needs of each individual student.

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K-12:

Formative Assessments

With enCORE, teachers can utilize formative assessments throughout the program using our teacher-led guided practice lessons to assess student mastery. Data from these assessments can be accessed at any time to inform progress reporting or goal planning, and is available in easy to read formats that remove the burden of lengthy data analysis sessions from instructors.

Summative Assessments

Within enCORE Elementary, Middle, and High, assessment manuals are provided for each unit. These assessments allow instructors to interpret data and determine present levels of performance, align content to IEP goals, and provide a snapshot of student progress for reporting purposes. The assessments are designed to be completed pre and post assessments for each individual unit. This provides educators with the opportunity to have adequately measured data pertaining to the specific learning objectives within each unit. Unit assessments measure all four content areas; ELA, Math, Science, and Social Studies. Additionally, unit assessments are differentiated by level, providing each individual student the necessary support. Each assessment can be completed online or on paper with support to allow flexibility within implementation to meet the needs of each student.

Diagnostic Assessments

In addition, enCORE contains benchmark assessments to assess foundational skills across ELA, Math, and Cognitive Skills. Benchmark assessments may be administered at the beginning, middle, and end of the year to further measure individual student growth and progress.

b. **Offers skill-based assessments in Reading and Math, including decoding, sight words, comprehension, and math facts.**

Pre-K: There are over 60 PreK benchmark assessments in Launch for PreK. A report is generated when the benchmark assessments are completed and submitted through the digital format. The reports will populate a graph that includes results from the benchmark assessments. Assessment results help identify the progress students have made on a specific skill throughout the year.

K-12: TeachTown's Benchmark Assessments in enCORE include 190 assessments across ELA, Math, & Early Learning skills, including decoding, sight words, comprehension, and math facts. They have been designed to help teachers monitor their students' progress on an individual skill over time and show growth. Benchmark assessments are recommended to be administered 3 times per school year: beginning of year, middle of year, and end of year. TeachTown Benchmark Assessments include reports that provide the raw score, percentage, and item analysis and direct you to the units in enCORE that will drive progress on students' skill levels.

Within enCORE Elementary, Middle, and High, assessment manuals are provided for each unit. These assessments allow instructors to interpret data and determine present levels of performance, align content to IEP goals, and provide a snapshot of student progress for reporting purposes. The assessments are designed to be completed pre and post assessments for each individual unit. This provides educators with the opportunity to have adequately measured data pertaining to the specific learning objectives within each unit. Unit assessments measure all four content areas; ELA, Math, Science, and Social Studies. Additionally, unit assessments are differentiated by level, providing each individual student the necessary support. Each assessment can be completed online or on paper with support to allow flexibility within implementation to meet the needs of each student. With enCORE, teachers can utilize formative assessments throughout the program using our teacher-led guided practice lessons to assess student mastery. Data from these assessments can be accessed at any time to inform progress reporting or goal planning, and is available in easy to read formats that remove the burden of lengthy data analysis sessions from instructors.

c. **Accommodates students with severe/profound disabilities who cannot access digital assessments.**

Pre-K: The observational assessments and benchmark assessments are available as printable PDF's. However, teachers can easily transfer the data into the program to track and view progress reports.

K-12: The unit assessments and benchmark assessments are available as printable PDF's. However, teachers can easily transfer the data into the program to track and view progress reports.

d. **Monitors weekly student progress with adaptive recommendations.**

Pre-K and K-12: Teachers and administrators are able to track a student's academic performance on a weekly basis. During teacher-led sessions within enCORE and Launch for preK, educators can document data live via our online dashboard. The teacher-led sessions provide teachers the ability to document accurate prompting levels for individual students. Student-led sessions, while supporting independence, records correct and incorrect responses as well as accounting for any prompting support the student needed. Various types of data sheets are provided to teachers to aid in accurately reflecting student progress. Educators have the ability to utilize the various forms of progress monitoring tools to better collect ongoing student performance data. enCORE and Launch for PreK's reporting dashboard, gives teachers and administrators alike access to content as granular as student prompted vs. unprompted responses on individual stimuli, and as broad sweeping as overall time spent engaging with the program. These reports can be tailored for specific date ranges, specific areas of instruction (individual lesson reporting, IEP reporting, developmental assessment reporting) and display data in a manner that is useful for educators and legible for parents and caregivers. Furthermore, reports within enCORE allow teachers to identify particular lessons students may be struggling with. This allows the educator insight into adjusting differentiation and support for students to meet the learning standards.

e.   Aligns IEP objectives with progress monitoring tools.

TeachTown products have the ability to input IEP goals directly from the students IEP document and assign lessons to those goals. These goals can be tracked over time, put on hold, and follow the student as they transfer facilitators. During small group instruction or independent practice, teachers have the ability to select for students to work on unit instruction or specifically their IEP goals, and can take data at the point of instruction. This data is compiled into an IEP report that is updated in real time, and allows on-demand analysis of student progress toward achieving their IEP goals. IEP goals can be integrated into all programs and lessons can be aligned to the IEP goals individually for each student. Teachers can generate reports based on IEP goal progress in the Reporting feature in TeachTown programs.

f.   Provides grading guidance for assignments and assessments.

Pre-K and K-12: Throughout Launch for PreK and enCORE, progress monitoring and data are at the forefront, making it easy for teachers to collect, analyze, and distribute reports. This allows for continuous progress monitoring as well as instructional adaptations through data-based decisions, ensuring that students are receiving instruction that not only challenges them, but best suits their needs. During teacher-led sessions, educators can document data live via our online dashboard. The teacher-led sessions provide teachers the ability to document accurate prompting levels for individual students. Student-led sessions, while supporting independence, records correct and incorrect responses as well as accounting for any prompting support the student needed. Various types of data sheets are provided to teachers to aid in accurately reflecting student progress. Educators have the ability to utilize the various forms of progress monitoring tools to better collect ongoing student performance data. Launch for PreK and enCORE reporting dashboard, gives teachers and administrators alike access to content as granular as student prompted vs. unprompted responses on individual stimuli, and as broad sweeping as overall time spent engaging with the program. These reports can be tailored for specific date ranges, specific areas of instruction (Individual lesson reporting, IEP reporting, developmental assessment reporting) and display data in a manner that is useful for educators and legible for parents and caregivers. The included graphs simplify the data, making it easier for teachers to track progress and identify their child's strengths and areas of need. Furthermore, reports within enCORE and Launch for PreK allow teachers to identify particular lessons students may be struggling with. This allows the educator insight into adjusting differentiation and support for students to meet the learning standards.

g.   Supports individualized pacing based on mastery.

Pre-K: Launch for PreK is a theme-based curriculum that allows teachers to address developmentally-appropriate skills for students with diverse learning needs and abilities. Instruction is fresh and engaging each week as students work toward mastery of learning goals at their own pace. Examples of themes include This Is My Family, Seasons, Emotions, Community Helpers, Farm, Around the House, Transportation, and many more. There are 72 total themes designed to be covered over the course of 2 school years, with each theme covering one week of preschool instruction. Within each theme are activity-based lesson plans with

leveled differentiation, teacher resources, parent communication supports, fiction and nonfiction children's books, manipulatives (physical materials), and technology activities. A Weekly Planning Guide is provided for each weekly theme to support teachers in planning and identifying play-based learning activities to meet the needs of their students.

Additionally, to demonstrate mastery of concepts, students complete independent practice of unit concepts in a discrete trial training format (DTT). The adaptive manner of DTT instruction and the prompting within Student-Led Technology Lessons allows for students to access and engage with the content to mastery regardless of their current skill set. Each student response is recorded and can be accessed through the reporting dashboard.   The lessons are tailored to our three student levels (P1, P2, P3), accommodating diverse needs. They allow teachers to track progress through generated reports. There are a total of 3-5 student-led technology lessons per student level per theme.

K-12: enCORE offers a strategic blended learning approach of hands-on learning, student-centered activities, teacher-led instruction, and technology-facilitated lessons. Lesson plans incorporate the use of physical manipulatives provided in our manipulatives kits to provide engaging, hands-on learning experiences for students (see screenshot below). Every unit and lesson segment is structured to flow through a gradual release of responsibility, guiding students from exposure to mastery. Through academic leveling, evidence-based teaching procedures, ongoing data collection, and robust reporting measures, teachers have the ability to accurately ensure skills are being mastered across students. Furthermore, if students are mastering content at different rates, each lesson contains generalization and extension activities to provide further instruction for those students who may master skills faster than others.

6. Support & Professional Learning

The Offeror must provide ongoing professional development and support to ensure successful implementation.

Ongoing Support:

a. **24-hour customer support via phone and email.**

   PreK and K-12: Teachers and admin will have access to request support online via the TeachTown website. Our Help Center is an additional support available on the website that houses documents and videos for customer and program support. TeachTown also offers a series of live free training webinars each month on all programs and can be accessed by any program user via their TeachTown homepage. Customer support is available via phone or email within 24 hours and a dedicated support individual is assigned for the first year of implementation to include instant access via phone.

b. Dedicated onboarding and support personnel for the contract term.

PreK and K-12: TeachTown's Customer Experience (CX) Team provides ongoing, role-specific support throughout the entire contract term, ensuring that the right experts are available at every stage of implementation. At the start, a CX Coordinator will welcome your team, set expectations, and collect key information such as training dates and times. Next, the CX Onboarding Specialist, will guide you through the onboarding process, assist with rostering, and help schedule initial trainings. Once onboarding is complete, our Customer Enablement Specialists—experienced educators with classroom backgrounds—will take the lead in delivering all training and professional development sessions. They will remain available to support instructional staff in applying TeachTown tools effectively in the classroom.

c. Bi-weekly meetings with a customer success manager.

PreK and K-12: TeachTown's Customer Experience Team understands the various needs and unique challenges that arise in special education and will play an essential role throughout our partnership with you. To ensure you receive the greatest value from all our TeachTown products, each client is assigned a dedicated Customer Success Manager who serves as the day-to-day contact and is dedicated to your success. Through bi-weekly meetings with administrators, your Customer Success Manager will:

- ○ Create, review, and adjust a success plan with district leadership based on data usage and feedback
- ○ Ensure accounts and licenses are set up and trainings/coaching are scheduled
- ○ Guide districts on resources available to them to maximize their return on investment
- ○ Collaborate closely with administrators and teachers to resolve problems and questions

d. Weekly virtual office hours for instructional staff.

PreK and K-12: TeachTown's Customer Experience Team understands the various needs and unique challenges that arise in special education and will play an essential role throughout our partnership with you. To ensure you receive the greatest value from all our TeachTown products, each client is assigned a dedicated Customer Success Manager who serves as the day-to-day contact and is dedicated to your success. Your Customer Success Manager will collaborate with district administrators to create a district success plan that can include opportunities for weekly virtual office hours for instructional staff. Virtual office can serve as an ongoing support resource throughout program implementation. These sessions are facilitated by TeachTown specialists and can focus on specific topics—such as instructional strategies, data collection, or program navigation—or be used to address questions as they arise. Office hours offer flexible, real-time support to ensure staff at all levels have continued access to guidance aligned with their roles and responsibilities.

Jigsaw Learning LLC dba TeachTown Response to
RFP Pre-K To Adulthood Special Education Training & Curriculum

Professional Learning:

a. Modular, interactive training throughout the school year

PreK: The Launch for PreK 101–102 Training Series follows a modular, interactive format designed to support educators with phased implementation of the curriculum. Training sessions are delivered in person or virtually by a live TeachTown trainer, providing opportunities for real-time engagement, guided practice, and questions. Each session builds on prior knowledge, ensuring that teachers are equipped with the tools and understanding needed to integrate instructional components, data collection practices, and assessment tools throughout the school year.

Launch for PreK 101 offers teachers an in-depth exploration of all the instructional components, including Hello Circle, Story Time, Goodbye Circle, the Centers Guide, and the Activity-Based Lesson Plans. Launch 101 also highlights opportunities for data collection through technology-based activities or PDF data sheets. This training includes a review of the extensive library of books, which feature varying levels of differentiation to meet diverse classroom needs. Teachers end the training with the time to create their own classroom schedules, integrating Launch for PreK as a comprehensive curriculum that supports bell-to-bell instruction.

Launch for PreK 102 is to guide teachers through the various data collection tools available within the program. This training begins by exploring Benchmark and Observational Assessments, both of which are designed to provide teachers with concrete data on students' current abilities and developmental progress. Teachers will review the various graphs available for progress monitoring and, finally, demonstrate how to use the built-in IEP feature for tracking progress toward IEP goals.

K-12: The enCORE 101–103 Training Series is designed as a modular, interactive professional development sequence delivered throughout the school year. Each session builds on the previous one to support progressive implementation of the enCORE curriculum. Training is delivered either in person or virtually by a live TeachTown trainer, allowing for real-time interaction, questions, and guided practice. This structure ensures that teachers receive ongoing, practical support aligned with their stage of implementation and instructional needs.

The first 3-hour training in enCORE's 3-part training series provides teachers with everything they need to know to begin teaching with enCORE in their classroom. Teachers will be able to (1) identify the appropriate learning level for each student and assign levels for all students; (2) teach using lesson plans and materials; (3) teach using the teacher-led technology lessons; (4) log a student into enCORE using student usernames and password or Single Sign-On; and (5) create a daily schedule for implementation.

The second 3-hour training in enCORE's 3-part training series takes a deep dive into assessments, data collection, and reports. During the enCORE 102 training, teachers will review enCORE 101 and have the

opportunity to ask questions and discuss any barriers they have encountered. Teachers will learn how to assess student progress with unit and benchmark assessments and how to collect and analyze data across all subject areas.

The final 3-hour training in enCORE's 3-part training series provides teachers with everything they need to incorporate their IEP goals into enCORE. Teachers will learn how to align enCORE lessons to their current IEP goals and how to use data within enCORE to inform and guide IEP development. Teachers will be given time during the training to input IEP goals and align lessons with the guidance and help of a TeachTown trainer.

b. Guidance on using the program for both core and specialized instruction.

PreK: Pacing guides and sample schedules are provided to support the structured delivery of both core and specialized instruction throughout the school day. For Launch for PreK, "Week at a Glance" tools are available to help educators sequence instruction, allocate time, and integrate curriculum components such as Hello Circle, Story Time, Centers, and Goodbye Circle. These resources support whole-group, small-group, and individualized learning opportunities. Sample schedules demonstrate how to incorporate these components into a full-day routine. In addition, coaching services—offered through virtual and onsite models—provide personalized guidance. Through lesson modeling, co-teaching, and feedback, coaching supports educators in adapting pacing and scheduling tools to meet the needs of their specific classroom environments and student populations.

Teachers will receive multiple trainings and professional development opportunities throughout the school year on core instruction (Launch for PreK) and our supporting interventions and specialized instruction (Basics, Social Skills, Language Accelerator).

K-12: For enCORE, Unit Implementation Guides and Daily Implementation Guides are provided for all subjects and units to support educators in delivering both core academic content and specialized instruction aligned to student IEPs. These guides assist with lesson sequencing, time allocation, and the integration of both teacher-led and student-directed instruction. Sample schedules help structure full-day classroom routines, balancing whole-group and individualized learning. Additionally, coaching services—available virtually or onsite—offer personalized support. Through modeling, co-teaching, and feedback, coaching helps educators tailor the use of implementation guides and scheduling tools to fit their classroom needs, ensuring consistent and effective program delivery.

Teachers will receive multiple trainings and professional development opportunities throughout the school year on core instruction (enCORE) and our supporting interventions and specialized instruction (Basics, Social Skills, Transition to Adulthood).

c. **Training in identifying student deficits and setting instructional focus areas**

PreK: Training includes both Benchmark Assessments and Observational Assessments, which are designed to track developmental progress and present levels on pre-academic domains.. Educators are trained on how to administer these assessments, analyze the data, and use the results to guide instructional decisions and align with individual student needs.

K-12: Benchmark assessment training is provided to support teachers in identifying individual student skill deficits and determining areas for targeted instructional focus. This training guides educators in how to administer, interpret, and use assessment data to inform instruction and monitor student progress.

d. **On-site and virtual training for teachers, paraprofessionals, and administrators.**

PreK: Launch for PreK Training Series consists of two, three hour sessions designed to support effective implementation of the curriculum and data-driven instruction. Launch for PreK 101 provides an in-depth overview of core instructional components, including Hello Circle, Story Time, Goodbye Circle, the Centers Guide, and Activity-Based Lesson Plans. The training also introduces data collection options using technology-based tools and PDF data sheets. Teachers review the differentiated book library and conclude the session by developing classroom schedules that integrate Launch for PreK for full-day instructional use. Launch for PreK 102 focuses on data collection and assessment tools within the program. This session covers Benchmark and Observational Assessments, progress monitoring graphs, and the use of the integrated IEP tracking feature to monitor student progress toward IEP goals.

K-12: The enCORE Training Series includes a total of 9 hours of professional development, divided into three sessions: enCORE 101, 102, and 103. These sessions provide comprehensive instruction on implementing enCORE in the classroom, including lesson delivery, data collection, assessments, reporting, and IEP goal integration for ongoing progress monitoring. enCORE 101 focuses on identifying appropriate learning levels, assigning student levels, logging in through various methods, and delivering initial lessons. enCORE 102 trains educators to collect and analyze instructional data across subjects and throughout the school day/week to assess student progress. enCORE 103 teaches how to access, interpret, and apply data reports within enCORE to identify student needs and inform IEP development.

e. **Job-embedded instructional coaching throughout the contract.**

PreK and K-12: TeachTown offers two Coaching Cohort models—Onsite and Virtual—that utilize a train-the-trainer approach with a cohort of five classroom teachers to establish peer implementation models within the school district.

Onsite Coaching Cohort

The Onsite Coaching Cohort includes three full days of onsite support, with each teacher receiving three one-hour classroom visits across the school year. Coaching visits are scaffolded to include lesson modeling, co-teaching, and feedback. These sessions are conducted in instructional or whole-group settings, based on district needs, and provide individualized, hands-on professional development aligned with product-specific implementation goals. Additionally, each teacher receives three one-hour virtual coaching sessions for individualized support between onsite visits. A Coaching Feedback Form is provided after each visit with recommendations and next steps for continued curriculum support.

Virtual Coaching Cohort

The Virtual Coaching Cohort includes three one-hour virtual coaching sessions per teacher (15 total hours). Each session provides individualized support from a TeachTown Customer Enablement Specialist to guide implementation, troubleshoot challenges, and reinforce training

f. **Online tools such as asynchronous training modules, user guides, and video tutorials.**

PreK and K-12: The TeachTown Resource Center, accessible via the TeachTown website, contains a collection of implementation materials designed to support educators. Resources include step-by-step how-to guides, implementation videos, and direct links to asynchronous training modules. These materials are available on demand and are organized to align with TeachTown's instructional tools and programs.

g. **Sustainability options, including a train-the-trainer model.**

PreK and K-12: TeachTown's Virtual Coaching Cohort package consists of a train-the-trainer model for both enCORE and Launch, utilizing a cohort of 5 classroom teachers across the school year, creating peer models within the school district. This package also includes 3 1-hour virtual coaching sessions for each teacher in the cohort (15 total hours), allowing them to receive 1:1 support from a TeachTown Customer Enablement Specialist.

TeachTown also provides training courses for district-level teacher specialists on how to train and coach teachers to use all TeachTown products.

h. **Advanced training for paraprofessionals, administrators, and special education topics (e.g., behavior management, assistive technology).**

PreK and K-12: Advanced training is available for paraprofessionals, administrators, and related service providers, covering special education topics such as behavior management, assistive technology, and instructional support. The Administrator enCORE training package consists of four 1-hour virtual sessions for administrators. This can be utilized for special education administrators, building principals or

administrators, or related service providers. Each session includes an overview of how enCORE is utilized in the classroom, and provides tangible checklists for walkthroughs and implementation in follow-up.

The Paraprofessional enCORE training package consists of two 3-hour virtual sessions for paraprofessionals on how to support the implementation of enCORE in their classrooms. This includes an overview of the program, how to support teachers with data collection, and best practices for running small groups of instruction.

In addition, the enCORE Intervention Program training is a two-hour virtual session (maximum 25 participants) available to teachers after completing enCORE 102 training. This training provides an overview of how to implement the supporting intervention programs included in enCORE: Basics, Transition to Adulthood, and Social Skills. The session includes an overview of each program, guidance on practical integration within a classroom schedule, and best practices for implementation. The Social Skills program specifically supports the development of prosocial behaviors, which can contribute to a decrease in unwanted behaviors.

Virtual webinars are also offered throughout the school year on specialized topics, such as behavior management, assistive technology, making data-based instructional decisions, teacher retention, equity in special education, and more!

D. Criminal Background Check

WRESA is committed to providing a safe and secure environment for all staff, students, and clients that conduct business or visit any WRESA operated campus. Prior to any individual servicing WRESA operated campuses, a criminal history records check shall be conducted in accordance with state law. Individuals seeking access to WRESA operated campuses will be held to a similar standard of review as WRESA employees and contractors, including the requirement that any criminal conviction will require the individual to provide requested documentation so that WRESA can conduct a targeted review and individualized assessment. Background checks must be fully completed prior to starting work on any WRESA campus, and only individuals authorized in writing by Wayne RESA utilizing a DETERMINATION FOR ASSIGNMENT form will be accepted as qualified for placement.

Proposer will be responsible for working with WRESA to run proper background checks. WRESA will process background checks for a fee of seventy-five dollars ($75.00) for each CHRI record initiated by the Proposer. The Proposer is responsible for all processing costs and fees associated with background checks, including WRESA processing fees. Wayne RESA shall issue an invoice to the Proposer detailing the fees owed to Wayne RESA during each month of the Term. The Proposer must remit payment within thirty (30) days of receipt of such invoice. Any invoices unpaid after that thirty (30) day period shall be deducted from amounts due from WRESA to the Proposer.

Proposer Response:

If you agree with Section 1.3.D, please state, "I agree." If not, please state your exception(s): I agree

E. *Subcontracting*

Please indicate the names, addresses and degree of utilization of any and all subcontractors which would be used in the performance of this Contract. Any person or vendor undertaking a part of the work under the terms of the contract, by virtue of an agreement with the Proposer, must receive the approval of the designated WRESA staff prior to any such undertaking. WRESA may terminate the contract if subcontracting is done without this approval.

Proposer Response:

Victoria Aragon, 1953 N Clybourn Ave Suite R, #155, Chicago, IL 60614
- Training and coaching support

F. <u>**Previous Default**</u>

Please indicate if you or any predecessor organization have ever defaulted on a Contract or been denied a bid due to non-responsibility to perform. If so, provide the facts and circumstances. If your company or any successor organization is now involved in any litigation or in the past ten (10) years have been involved in litigation with owners, please list the parties to the litigation, the civil action number and a brief explanation of the matter.

Proposer Response:

TeachTown has no previous defaults on a contract or been denied a bid due to non responsibility to perform.

1.4   Statewide Cooperative Contract

Wayne RESA is working with the Michigan Association of Counties CoPro+ program on this bid solicitation. If your bid meets the minimum qualifications, is responsive and responsible and offers competitive pricing you may be considered and approached to extend a term agreement and pricing to other public entities within the county, the region, and the state, in accordance with Michigan Compiled Laws 124.504. This process is called "piggybacking"; it offers tremendous value to public ordering entities regarding the cost and time to manage an end-to-end purchasing event. This process also offers exceptional value to selected vendors in terms of their company's resources and time to respond to multiple solicitations from various public entities who have a similar need for their products or services.

All pricing submitted to Wayne RESA and its participating entities shall include a **2% administrative fee** to be remitted to CoPro+ by the contractor on a quarterly basis. Administrative fees will be paid against actual sales volume for each quarter. It is the contractor's responsibility to keep all pricing up to date and on file with Wayne RESA/CoPro+. All price changes shall be presented to Wayne RESA/CoPro+ for acceptance, using the same format as was accepted in the original contract.

Proposer Response:
Please confirm your understanding by checking Yes or No.

☑ Yes	☐ No	

1.6 Service Capabilities

1.6.1 Communication Plan/Contract Management

Proposer must identify their company standards of communication as they relate to contract performance, issue management, and change management. An issue is an identified event that, if not addressed, may affect schedule, scope, service, delivery, quality, or budget. A change is identified as a change in corporate leadership, structure, merger or acquisition.

Proposer Response:

Contract Performance: Describe how your company maintains communication to ensure the project stays on schedule, within scope, and aligned with expectations.

Customers are provided an onboarding plan with internal (TeachTown-specific) and external (district-specific) timelines to ensure integration and setup are complete prior to school start date. A dedicated Customer Success Manager will also be assigned to the account to provide data on key metrics to stakeholders that ensures effective usage quarterly. Finally, an executive leadership team member will be assigned to the account to ensure that all departments at TeachTown are working toward the success of students and teachers in Wayne RESA.

Issue Management: Outline your process for identifying, addressing and resolving issues that impact the schedule, budget or quality.

Users may file a support ticket via the website, and TeachTown provides a 24-hour turnaround response time to all inbound tickets. For key stakeholders, a dedicated line to their customer success manager is available to ensure quick response to any major issue that might effect schedule, budget, or quality. Finally, an onboarding team member project manages the initial setup to ensure all parties are prepared for the beginning of the school year.

Change Management: Explain your approach to handling significant organizational changes to ensure continuity during the contract.

TeachTown provides change management assistance to districts via communication templates, stakeholder training at all levels (including para-professionals, campus and department administrators, etc.) as well as supporting any change management conversation with documentation, language, and/or virtual support.

1.6.2   Primary Account Representatives

Proposer must identify by name, email address, and phone number for the following:

1. Contract performance – Single point of contact to troubleshoot any and all potential problems or issues.
2. Contract documents – Responsible for signing and negotiating Contract.
3. Reports – Responsible for reports.

Proposer Response:

1. Contact person's name, email address, and phone number for Contract performance:
   - Meg Tucker, mtucker@teachtown.com, 858-952-4438
2. Contact person's name, email address, and phone number for Contract documents:
   - Ashley Wall, awall@teachtown.com, 800-283-0165
3. Contact person's name, email address, and phone number for reports:
   - Meg Tucker, mtucker@teachtown.com, 858-952-4438

1.6.3   Key Personnel

Proposer must identify Key Personnel assigned to the project, including resumes and an organizational chart showing roles and responsibilities.

Proposer Response:

Please list the name(s) of Key Personnel and their job titles. Be sure to include their resumes as a separate, combined attachment titled, "Resumes"

Please either submit your company's organizational chart as a separate attachment titled, "Exhibit 2 – Org Chart" or paste a copy in this Proposer Response Box.

- Jeremy Klipple - Director, New Business
- Scott Wyzgoski - Account Executive
- Michael Richard - Director, Account Management
- Alison Pollock - Account Manager
- Lane Stevens - Director, Customer Success & Operations
- Kelly Oglesby - Key Client Success Manager
- Ross Nesselrode - Director, Customer Enablement
- NEED Trainer or customer enablement specialist??

1.7 Customer Service

It is preferred that the Proposer have an accessible customer service department with an individual specifically assigned to Wayne RESA. Customer inquiries should be responded to with forty-eight (48) hours or two (2) business days unless it is an emergency issue. Describe your company's Customer Service Department (hours of operation, number and location of service centers, regular and emergency response times, etc.).

Proposer Response:

Customer Service Contact: support@teachtown.com. In addition to our Technical Support team, you also have a dedicated Customer Success Manager, Kelly Oglesby, who's here to make sure you have everything you need.
Customer Service Phone#: (800) 283-0165 Press 4
Hours of Operations: Monday - Friday, 8am - 7pm ET
Address: 2 Constitution Way, Woburn, MA 01801
Regular Response Times: 1 business day
Emergency Response Times: 2 hours

1.8 Purchase Orders

Requests for quotes will be initiated by participating agencies as specific needs arise. Participating agencies will issue individual detailed specifications to the pre-qualified vendor pool along with specific response information required, deliverables, and any special terms and conditions. The vendors will respond directly to the requesting agency within the timeframe specified in the request for quote. The participating agency will evaluate the responses and determine the Proposer that will be awarded a purchase order (PO). Resulting orders are to be shipped and billed directly to these institutions.

Proposer Response:
Please confirm your understanding by checking Yes or No.

☑ Yes	☐ No

1.9 Delivery and Acceptance

The awarded Proposer (Contractor) shall deliver all materials, products, and services per the agreed schedule. Physical materials must be securely packaged and shipped FOB destination, while digital resources must be provided via secure electronic transfer. The Contractor bears all shipping, handling, and packaging costs. Risk of loss remains with the Contractor until final acceptance by WRESA.

Acceptance is contingent upon:

- Conformance to requirements (materials, software, and services meet standards).
- Successful training and implementation as per the Contract.
- Functionality of digital components and system integrations.

If deficiencies are found, the Contractor must correct them within five (5) business days at no additional cost. Non-compliance may result in rejection, withheld payment, or Contract termination if unresolved.

Proposer Response:

TeachTown acknowledges and accepts the delivery and acceptance requirements outlined in Section 1.9. We are committed to delivering all materials, products, and services in accordance with the agreed-upon schedule.

1.9.1   Invoice and Payments

All pricing must reflect net 30 payment terms.

Proposer Response:

All pricing must reflect net 30 payment terms. Agree? Yes

1.11   Pricing Schedule

Respondents will provide pricing information on the price sheet (**Attachment A**) that will be utilized when evaluating price competitiveness.

1.11.4 Tax Excluded from Price

(a) Sales Tax: Wayne RESA and local units of government are exempt from sales tax for direct purchases. The Proposer's prices must not include sales tax.

(b) Federal Excise Tax: Wayne RESA may be exempt from Federal Excise Tax, or the taxes may be reimbursable, if articles purchased under any resulting Contract are used for Wayne RESA's exclusive use. Certificates showing exclusive use for the purposes of substantiating a tax-free, or tax-reimbursable sale will be sent upon request. If a sale is tax exempt or tax reimbursable under the Internal Revenue Code, the Proposer's prices must not include the Federal Excise Tax.

Proposer Response:

Include any comments regarding pricing, discounts being offered, and information on other cooperative contracts held by respondent.

- $345,000 discount on Student Licenses per year and $1,035,000 in discounts on student licenses over the course of 3 years
  - $115 discount per student license annually (original price was $415, discounted price is $300)
- $338,800 discount on the Physical Classroom Materials and Printed Materials
- $185,000 discount on Implementation and Professional Development (over a 3 year period)

$1,558,800 in total discounts over a 3 year period.

TeachTown does hold other Cooperative Contracts with:
- PAIU
- NY BOCES
- TIPS
- BuyBoard
- ESC 6
- ESC 6
- ESC 7
- Allied States/ESC19
- Goodbuy

1.12   Price Assurance

The awarded Proposer agrees to provide pricing to Wayne RESA and its participating entities that are the lowest pricing available, and the pricing shall remain so throughout the duration of the contract. The awarded Proposer agrees to promptly lower the cost of any product purchased through Wayne RESA following a reduction in the manufacturer or publisher's direct cost. If respondent has existing cooperative contracts in place, Wayne RESA requests equal or better than pricing to be submitted.

All pricing submitted to Wayne RESA shall include a 2% administrative/remittance fee to be remitted to CoPro+ by the awarded Proposer. It is the awarded Proposer's responsibility to keep all product listings up to date and on file with Wayne RESA/CoPro+.

Proposer Response:
Please confirm your understanding by checking Yes or No.

☑ Yes	☐ No

Attachment A Pricing

NOTES TO POTENTIAL PROPOSERS: COMPLETE AND SUBMIT THIS FINAL PRICE SHEET

NOTE: Add Rows (not Columns) to list additional line items.

NAME	*TeachTown*
MICHIGAN REGIONS	*1. Upper Peninsula, 2. Northwest, 3. Northeast, 4. West, 5. East Central, 6. East, 7. South Central, 8. Southwest, 9. Southeast, 10. Detroit Metro*
	*Estimate pricing and quantities based on 450 classrooms and 3,000

Line Item	Line Item Description	Unit of Measure	Estimated Quantity	Unit Cost	Total Cost
1	**STUDENT LICENSING AND CURRICULUM MATERIALS**				
1-A	Student License (Annual)	Per Student	3,000	$300.00	$900,000.00
1-B	Unlimited Teacher Licenses	Included	-	-	-
1-C	Digital/Online Platform Access	Included	-	-	-
1-D	K-2 Printed Materials (Teacher Guides, Student Workbooks, Reading Libraries)	Per Set	112	$3,554	$398,048.00
	3-5 Printed Materials (Teacher Guides, Student Workbooks, Reading Libraries)	Per Set	112	$4,094	$458,528.00
	6-8 Printed Materials (Teacher Guides, Student Workbooks, Reading Libraries)	Per Set	112	$4,994	$559,328.00
	9-12 Printed Materials (Teacher Guides, Student Workbooks, Reading Libraries)	Per Set	114	$11,924	$1,359,336.00
1-E	K-2 Physical Classroom Materials (Manipulatives, Realia)	Per Kit	112	$585	$65,520.00
	3-5 Physical Classroom Materials (Manipulatives, Realia)	Per Kit	112	$585	$65,520.00
	6-8 Physical Classroom Materials (Manipulatives, Realia)	Per Kit	112	$585	$65,520.00
	9-12 Physical Classroom Materials (Manipulatives, Realia)	Per Kit	114	$675	$76,950.00
	Shipping and Handling		-	-	$182,925.00
1-F	Accessibility Features (Assistive tech, Scanning, Speech-to-Text, etc.)	Included	-	-	-
	1 - SUBTOTAL				$4,131,675.00
2	**IMPLEMENTATION AND PROFESSIONAL DEVELOPMENT**				
2-A	Initial Onboarding & Virtual Training	Per Session	20	$1,000.00	$20,000.00
2-B	On-Site Training (District-wide)	Per Day	35	$5,000.00	$175,000.00
2-C	Job-Embedded Instructional Coaching	Per Hour	585	$407.69	$238,498.65
2-D	Online Professional Learning Modules	Per Module	1	$1,500.00	$1,500.00
2-E	Administrator & Professional Training	Per Session	10	$1,500.00	$15,000.00
	2 - SUBTOTAL				$449,998.65
3	**DATA REPORTING AND TECHNICAL SUPPORT**				
3-A	Data Reporting & Analytics Setup	Per District	-	$0.00	
3-B	Dedicated Program Consultant	Per Month	-	$0.00	
3-C	24/7 Technical Support	Included	-	$0.00	
	3 - SUBTOTAL				$0.00
4	**TOTAL COST ESTIMATE**				
4-A	1 - **SUBTOTAL** - Year 1 (7/1/25-6/30/26) - Student Licensing & Curriculum Materials				$4,131,675.00
	Year 2 (7/1/26-6/30/27) - Student Licensing				$900,000.00
	Year 3 (7/1/27-6/30/28) - Student Licensing				$900,000.00
4-B	2 - **SUBTOTAL** - Year 1 (7/1/25-6/30/26) - Implementation and Professional Development				$449,998.65
	Year 2 (7/1/26-6/30/27) - Professional Development				$200,000.00
	Year 3 (7/1/27-6/30/28) - Professional Development				$100,000.00
4-C	3 - **SUBTOTAL** - Data Reporting and Technical Support				$0.00
	TOTAL "NOT TO EXCEED" COST:				$6,681,673.65

Invoice Schedule	
7/1/25:	$4,581,673.65
7/1/26:	$1,100,000
7/1/27:	$1,000,000
Total 3 Year Cost:	$6,681,673.65

2.1 Company Profile

Company Profile
Official Name of Proposer: Jigsaw Learning LLC, dba TeachTown
Street Address: 2 Constitution Way
City: Woburn
State: Massachusetts   Zip Code: 01801
Website: www.TeachTown.com
Primary Contact Name: Kimberly A. Johnson
Primary Contact Phone Number: 1-800-283-0165
Primary Contact Email Address: contracts@teachtown.com
Dun & Bradstreet (D&B) Number (if applicable): 080170734
Has your company been debarred by the Federal and/or State Government? ☐ Yes✕ ☐ No *If yes, has it been lifted and if so, when?*
Have you ever been in bankruptcy or in reorganization proceedings? No
Brief history of your company, including the year it was established: Jigsaw Learning, LLC dba TeachTown ("the Company") was established in September 2013 and before 2013 operated as TeachTown, Inc. since 2003. With over 20 years of experience, TeachTown has become a leader in providing specialized educational solutions for students with autism, intellectual disabilities, developmental disabilities, emotional and behavioral disorders, and speech and language impairments. The company's focus on these low-incidence disabilities and its commitment to the science of Applied Behavior Analysis distinguish it from other providers. TeachTown's mission is to measurably improve the academic, behavioral, and adaptive functioning of students with disabilities through research-based tools and strategies.
Signature: *Ashley B. Wall*
Name and Title of Signer: Ashley B. Wall   Chief Financial Officer
Date: 4/4/2025

2.2 References

Provide a minimum of three (3) customer references for commodities and/or services of similar scope dating within the past three (3) years.   Please identify any experience relevant to the services you propose to provide through this RFP within the Scope of Work:

Entity Name: Redford Union School District	
Contact Name: Tamaran Dillard	Title: Director of Special Education
City: Redford	State: MI
Phone Number: (248) 658-5206	Years Serviced: 2 Years
Description of Services: K-12 enCORE whole-child modified curriculum and training & services.	
Annual Volume: 100 students; 211 teachers/paraprofessionals/service providers	

Entity Name: Hawaii	
Contact Name: Suzanne McFadden	Title: Education Specialist II
City: Honolulu	State: HI
Phone Number: (808) 807-7263	Years Serviced: 3 Years
Description of Services: PK-12 Modified Curriculum, Training & Services	
Annual Volume: 2678 students and 2500+ teachers/paraprofessionals/service providers	

Entity Name: Portland Public Schools	
Contact Name: Lauraine Allen	Title: Assistant Director
City: Portland	State: Oregon
Phone Number: (971) 806-7438	Years Serviced: 5 Years
Description of Services: K-12 enCORE whole-child modified curriculum and training & services.	
Annual Volume: 569 students; 778 teachers, paraprofessionals, and services providers	

2.3   Assurances and Certifications

CONTRACTOR'S EMPLOYMENT ELIGIBILITY

By entering the contract, Contractor warrants compliance with ARS subsection 41-4401, ARS subsection 23-214, the Federal Immigration and Nationality Act (FINA), and all other federal immigration laws and regulations. The Contractor further warrants that it is in compliance with the various state statutes of the states it will operate this contract in.

Participating Government Entities including School Districts may request verification of compliance from any Contractor or subcontractor performing work under this Contract. These Entities reserve the right to confirm compliance in accordance with applicable laws. Should the Participating Entities suspect or find that the Contractor or any of its subcontractors are not in compliance, they may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Contract for default, and suspension and/or debarment of the Contractor. All costs necessary to verify compliance are the responsibility of the Contractor.

The Proposer complies and maintains compliance with FINA, ARS 41-4401 and 23-214 which requires compliance with federal immigration laws by State employers, State contractors and State subcontractors in accordance with the E-Verify Employee Eligibility Verification Program.

Contractor shall comply with governing board policy of the Wayne RESA Participating entities in which work is being performed.

 Ashley B Wall
Printed Name of Respondent
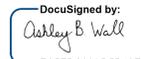
Jigsaw Learning LLC, dba TeachTown
Company Name

Signature of Respondent

 4/4/2025
Date of Signature

RESA | SERVICE LEADERSHIP COLLABORATION EXCELLENCE   CoPro+   MAC

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
The prospective contractor certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded for from participating in this transaction by any Federal department of agency. Where the prospective contractor is unable to certify to any of the statements in this certification, such prospective contractor shall attach an explanation to this proposal.

Certification Regarding Nondiscrimination Under Federally and State Assisted Programs
The applicant herby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the MDE.

Assurance Regarding Access to Records and Financial Statements
The applicant hereby assures that it will provide the pass-through entity, i.e., the Wayne County Regional Educational Service Agency, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with 2 CFR, Part 200, Subpart F and Compliance Supplement for the U.S. Department of Education.

Iran Economic Sanctions Act
The prospective contractor certifies that its organization, by submission of this proposal, is not an Iran Linked Business. Please refer to the "Iran Economic Sanction Act" Public Act 517 for clarifications or questions. Wayne RESA as a Michigan public entity is required to follow Public Act 517 of 2012.

Proposer Signature: *Ashley Brody*

Date: 3|24|2025

JAHLIECA L MARCELIN
Notary Public, Commonwealth of Massachusetts
My Commission Expires July 5, 2030
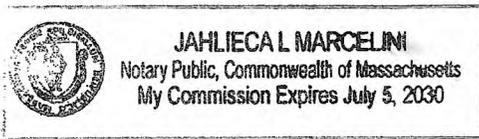
Notary
State of Massachusetts
County of Middlesex
Sworn to and subscribed before me, a notary public in and for the above state and county, on this 24th day of March , 20 25 .
Notary Public *Jahlieca Mani*
My commission expires: July 5th , 2030

22

RFP # WRESA-36-2025-2026-03

CERTIFICATE OF INDEPENDENT PRICE DETERMINATION

(A) By submission of this offer, the offeror certifies each party thereto certifies as to its own organization, that in connection with this procurement:

    (1) The prices in this offer have been arrived at independently, without consultation, communication, or agreement, for the purpose of restricting completion, as to any matter relating to such prices with any other offeror or with any competitor;

    (2) Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to bid opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other offeror or to any competitor; and

    (3) No attempt has been made or will be made by the offeror to induce any person or firm to submit or not to submit an offer for the purpose of restricting competition.

(B) Each person signing this offer on behalf of the manufacturer or processor certifies that:

    (1) He or she is the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or

    (2) He or she is not the person in other offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate, in any action contrary to (A)(1) through (A)(3) above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this manufacturer or processor, its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:

Ashley B Wall   Chief Financial Officer
_____
Company's Authorized Representative / Position Title

DocuSigned by:
Ashley B Wall
FC5EBC36AD5D48E...
_____
Signature of Company Representation
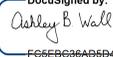
Jigsaw Learning LLC, dba TeachTown
_____
Company Name

4/4/2025
_____
Date of Signature

CERTIFICATIONS/DISCLOSURE REQUIREMENTS RELATED TO LOBBYING

Section 319 of Public Law 101-121 (31 U.S.C.), signed into law on October 23, 1989, and imposes new prohibitions and requirements for disclosure and certification related to lobbying on recipients of Federal contracts, grants, cooperative agreements, and loans. Certain provisions of the law also apply to Federal commitments for loan guarantees and insurance; however, it provides exemptions for Indian tribes and tribal organizations.

Effective December 23, 1989, current and prospective recipients (and their subtier contractors and/or subgrantees) will be prohibited from using Federal funds, other than profits from a Federal contract, for lobbying Congress and any Federal agency in connection with the award of a particular contract, grant, cooperative agreement, or loan. In addition, for each award action in excess of $100,000 (or $150,000 for loans) on or after December 23, 1989, the law requires recipients and their subtier contractors and/or subgrantees to: (1) certify that they have neither used nor will use any appropriated funds for payment to lobbyists; (2) disclose the name, address, payment details, and purpose of any agreements with lobbyists whom recipients or their subtier contractors or subgrantees will pay with profits or non-appropriated funds on or after December 23, 1989; and (3) file quarterly updates about the use of lobbyists if material changes occur in their use. The law establishes civil penalties for noncompliance. If you are a current recipient of funding or have an application, proposal, or bid pending as of December 23, 1989, the law will have the following immediate consequences for you:

You are prohibited from using appropriated funds (other than profits from Federal contracts) on or after December 23, 1989, for lobbying Congress and any Federal agency in connection with a particular contract, grant, cooperative agreement or loan; You are required to execute the attached certification at the time of submission of an application or before any action in excess of $100,000 is awarded; and You will be required to complete the lobbying disclosure form if the disclosure requirements apply to you.

Regulations implementing Section 319 of Public Law 101-121 have been published an Interim Final Rule by the Office of Management and Budget as Part III of the February 26, 1990, Federal Register (pages 6736-6746).

CERTIFICATION REGARDING LOBBYING CONTRACTS, GRANTS, LOANS, AND COOPERATIVE AGREEMENTS

The undersigned certifies, to the best of his or her knowledge and belief, that:

No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of any Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement;

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Ashley B Wall   Chief Financial Officer
_____
Company's Authorized Representative / Position Title

DocuSigned by:

Ashley B Wall
FC5EBC36AD5D48E...
_____
Signature of Company Representation

Jigsaw Learning LLC, dba TeachTown
_____
Company Name

4/4/2025
_____
Date of Signature

APPENDIX A – Regional Map

1. Upper Peninsula	6. East
2. Northwest	7. South Central
3. Northeast	8. Southwest
4. West	9. Southeast
5. East Central	10. Detroit Metro

Proposer Response:

Please list which Regions you will service.

1. Upper Peninsula

2. Northwest

3. Northeast

4. West

5. East Central

6. East

7. South Central

8. Southwest

9. Southeast

10. Detroit Metro

Exhibit 2 – Org Chart

TeachTown
Organization Chart of Key Personnel Supporting Wayne RESA

Individuals marked with a green star throughout the organizational chart are identified as key personnel, supporting Wayne RESA.

Go back to the Table of Contents

As of Mar

Sales Leadership Team
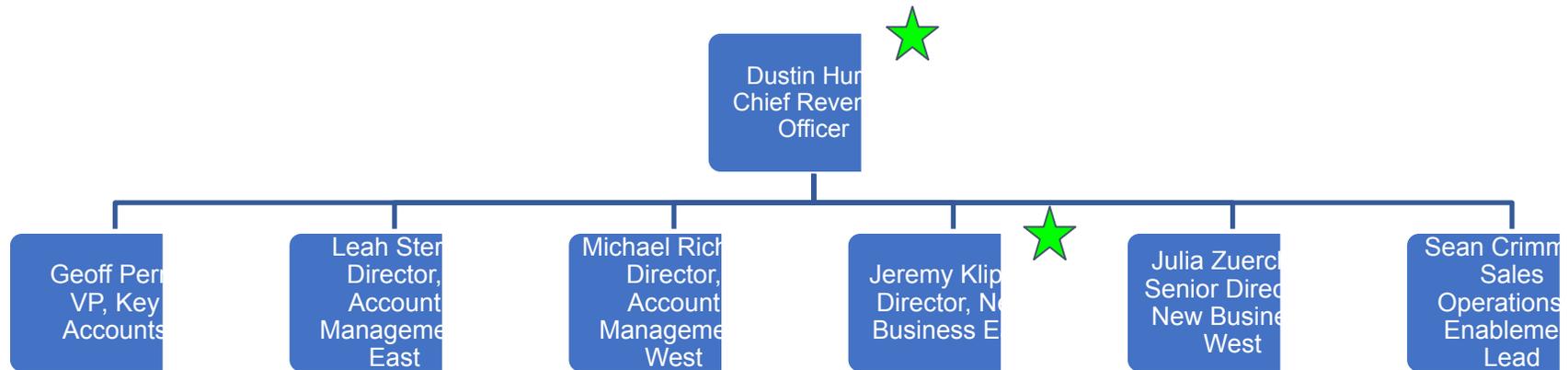
Sales - New Business (East)
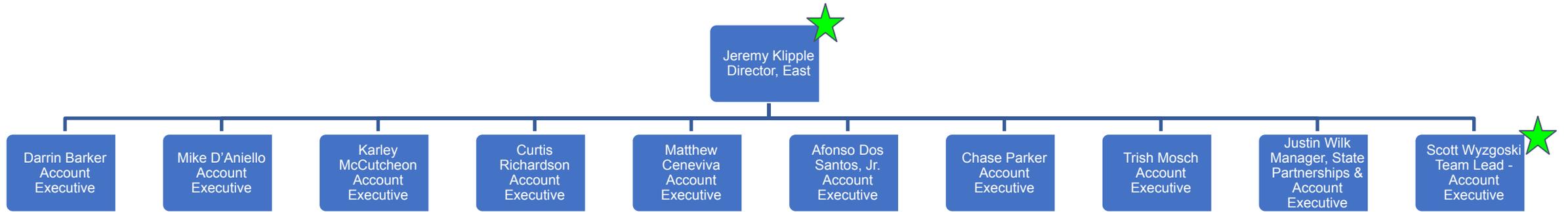
Operations Team
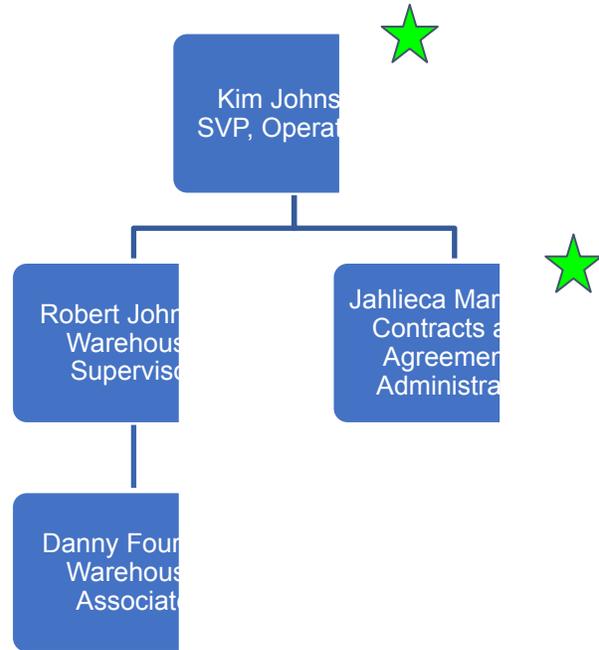
Customer Experience (CX) Leadership Team
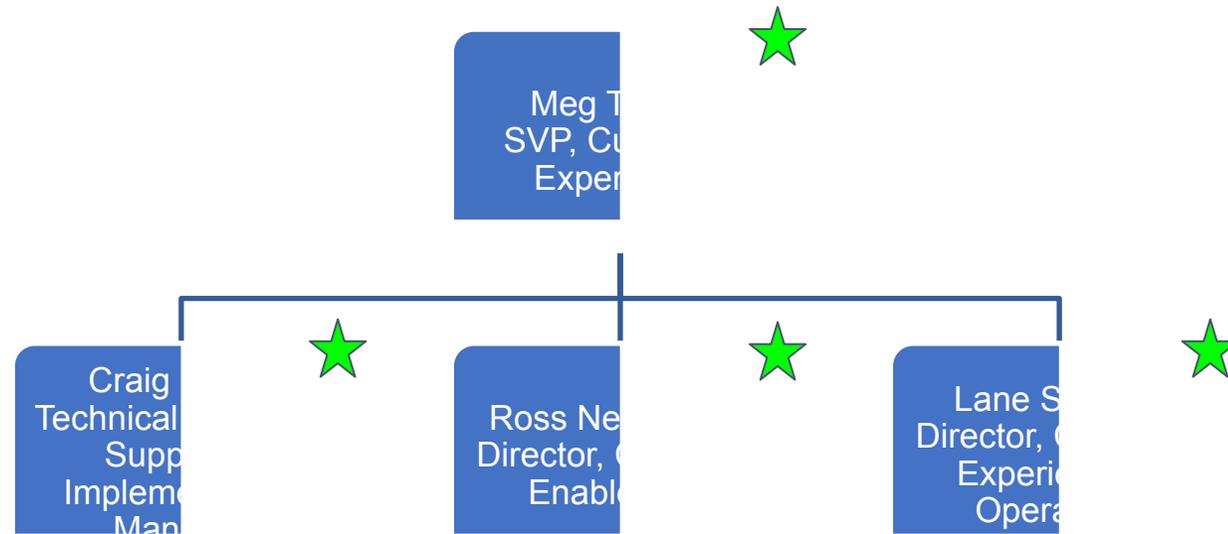
CX – Customer Support & Integration
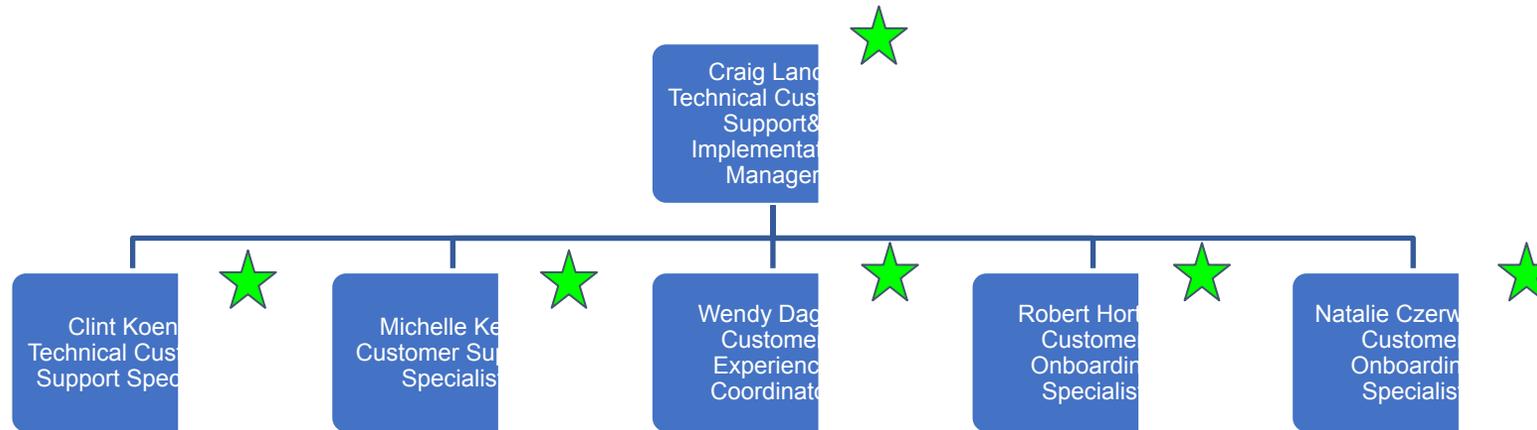
CX – Customer Enablement
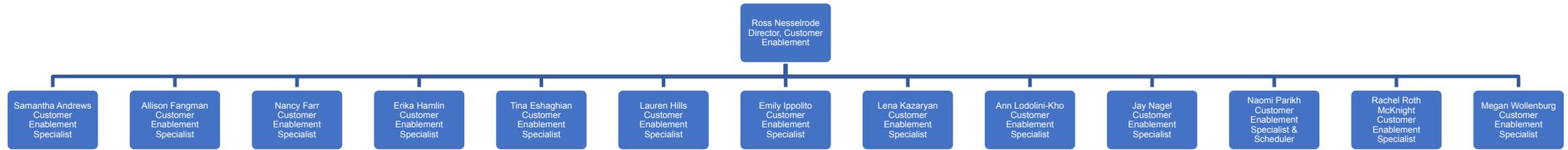
CX – Customer Success Manager
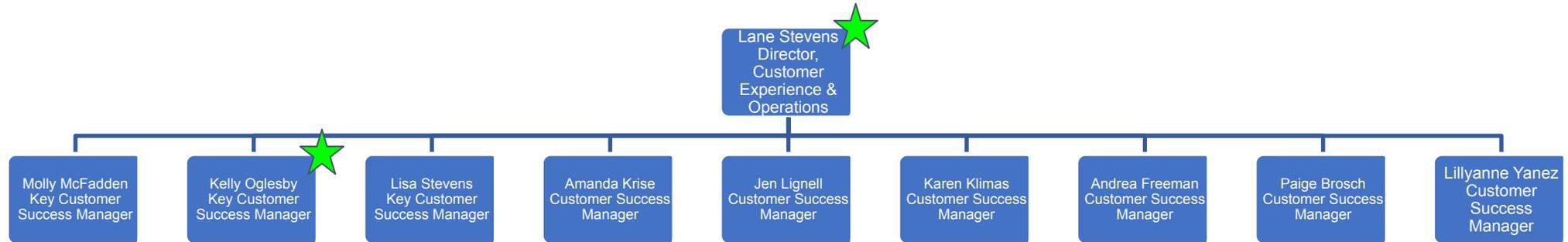
Finance & Administration Team

ACORD®   CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
3/25/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
Hub International Midwest Limited 203 N La Salle St Ste 2000 Chicago IL 60601-1245	PHONE (A/C, No, Ext): 312-922-5000	FAX (A/C, No): 312-922-5358
	E-MAIL ADDRESS: CSUChicago@hubinternational.com	

	INSURER(S) AFFORDING COVERAGE	NAIC #
License#: 100290819	INSURER A : Travelers Property Casualty Company of America	25674
JIGSLEA-01	INSURER B : Charter Oak Fire Insurance Company	25615
INSURED Jigsaw Learning, LLC dba TeachTown 2 Constitution Way Woburn MA 01801	INSURER C : Underwriters at Lloyds	99145
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES   **CERTIFICATE NUMBER:** 1926265070   **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY**			ZLP-71N81905-24-I5	12/15/2024	12/15/2025	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
B	**AUTOMOBILE LIABILITY**			BA 6Y385668	12/15/2024	12/15/2025	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	X **UMBRELLA LIAB** X OCCUR			CUP 6Y504754	12/15/2024	12/15/2025	EACH OCCURRENCE	$ 5,000,000
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$ 5,000,000
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N/A (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE OTH-ER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
C	Sexual Abuse and Molestation Liability			MR24ACHJ	12/22/2024	12/22/2025	Limit-per victim Limit-aggregate	$1,000,000 $2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Wayne RESA is included as additional insured under General Liability, when agreed in a written contract, subject to policy terms, conditions and exclusions.

CERTIFICATE HOLDER	CANCELLATION
Wayne RESA 33500 Van Born Rd Wayne MI 48184-2474	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE *[signature]*

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JLY

ACORD® CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
03/25/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	Aon Risk Services, Inc of Florida		
AON RISK SERVICES SOUTH INC 3550 LENOX ROAD NORTHEAST SUITE 1700 ATLANTA GA 30326	PHONE (A/C, No, Ext): 833-506-1544		FAX (A/C, No):	
	EMAIL ADDRESS: work.comp@trinet.com			
	INSURER(S) AFFORDING COVERAGE			NAIC #
	INSURER A : Indemnity Insurance Company of North America			43575
INSURED TriNet Group, Inc. Jigsaw Learning, LLC DBA TeachTown 1 Park Place, Suite 600 Dublin, CA 94568-7983	INSURER B :			
	INSURER C :			
	INSURER D :			
	INSURER E :			
	INSURER F :			

COVERAGES   CERTIFICATE NUMBER: 15851617   REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☐ OCCUR						EACH OCCURRENCE	$
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PROJECT ☐ LOC ☐ OTHER						GENERAL AGGREGATE	$
							PRODUCTS - COMP/OP AGG	$
								$
	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS ☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident)	$
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DEC ☐ RETENTION $							
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		WLR_C57280232	07/01/2024	07/01/2025	☒ PER STATUTE ☐ OTHER	
							E.L. EACH ACCIDENT	$ 2,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 2,000,000
							E.L. DISEASE - POLICY LIMIT	$ 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Workers Compensation coverage is limited to worksite employees of Jigsaw Learning, LLC DBA TeachTown through a co-employment agreement with TriNet HR III-A, Inc..
List of additional covered entities under the above policy:
dba TeachTown

CERTIFICATE HOLDER	CANCELLATION
Wayne RESA 33500 Van Born Rd Wayne, MI 48184	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE *Aon Risk Services South Inc*

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