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TEACHTOWN[®]
Exceptional Solutions for Exceptional Students

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Response to:

RFP # WRESA-36-2025-2026-03

**PRE-K TO ADULTHOOD SPECIAL
EDUCATION TRAINING & CURRICULUM**



**SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE**

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

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I.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.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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A. Methodology

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

I. 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.

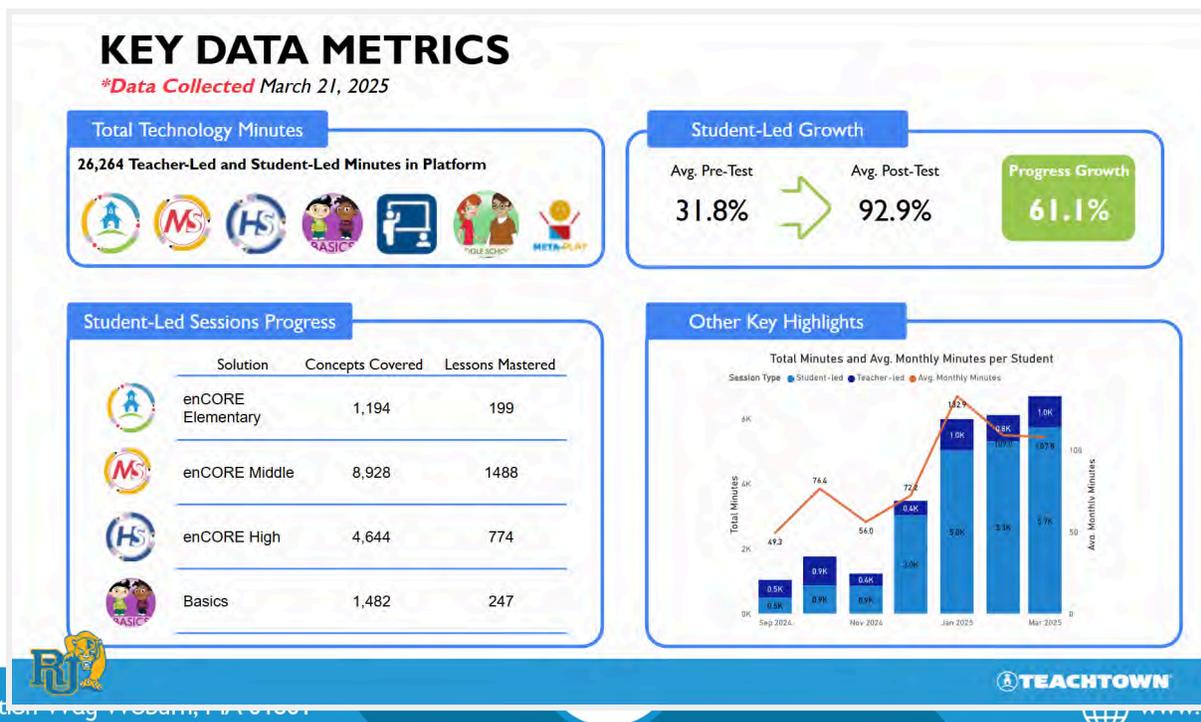
K-12: TeachTown's enCORE program is the only standards-based Michigan Common Core and Alternate Content Expectations/Essential Elements aligned, core-curriculum based on the science of Applied Behavior Analysis (ABA) that provides access to the general education curriculum. Content for each curriculum 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.D.s., BCBA's, BCBA-D's, 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:



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:

I. 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		
<p>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.</p> <p>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.).</p>	<p>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.</p> <p>Have students practice finding different colors on their Plane Mat (e.g., What is white? Show me something yellow.).</p>	<p>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.</p> <p>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?).</p>

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
SOCIAL BEHAVIORS AND PEER INTERACTION		
<p>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?</p>	<p>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.</p>	<p>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?</p>
MOTOR SKILLS		
<p>Encourage students to pick up only one cotton ball at a time from the pile. Pick one.</p> <p>Have students explore the texture of the cotton ball. The cotton ball is soft. Touch the cotton ball.</p>	<p>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.</p> <p>Encourage students to explore the texture of the cotton balls. Stretch and squish the cotton balls.</p>	<p>Have students use the Fine Motor Tweezer Tongs to pick up each cotton ball and put it on the Plane Mat.</p> <p>Encourage students to explore the texture of the cotton balls. Stretch and squish the cotton ball. What does it feel like?</p>

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

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

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

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

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?

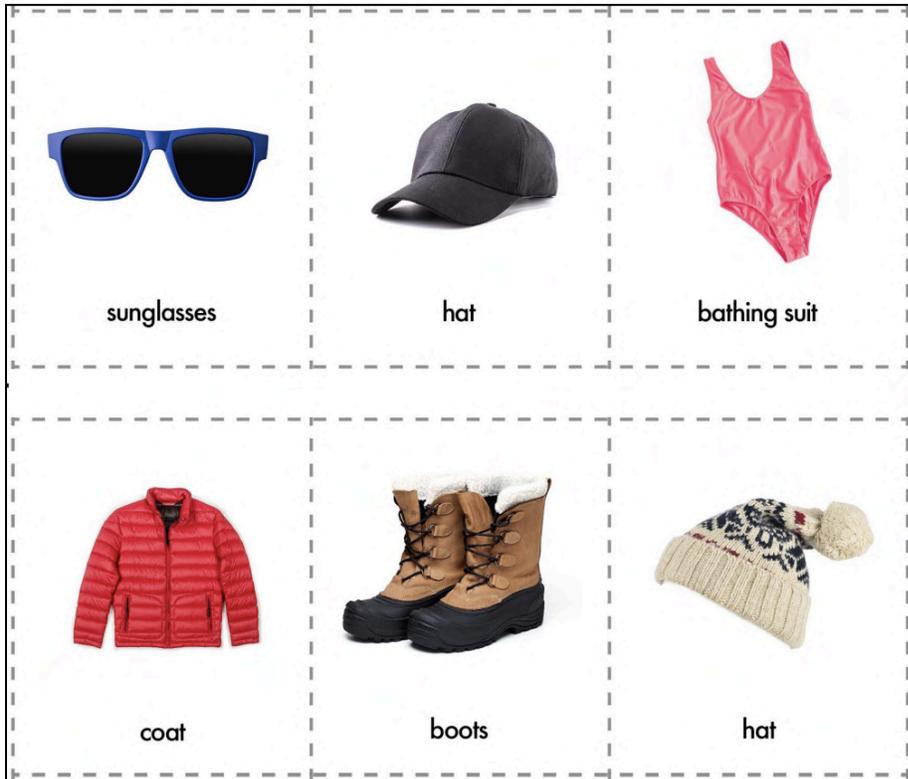
Some enCORE texts were chosen based on other criteria, namely to meet the requirements of a broad range of state standards that either name the title specifically or identify titles by a certain author.

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.

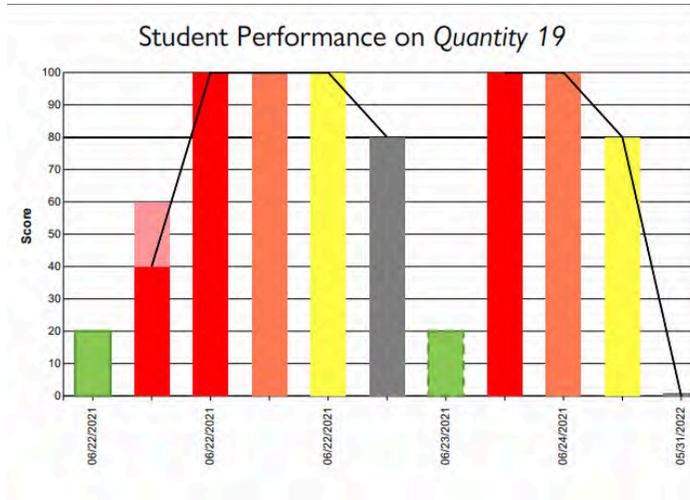
K-12: Throughout enCORE, data is at the forefront, making it easy for teachers to collect, analyze, and distribute reports. This allows for continuous progress monitoring as well as instructional adaptations through data-based decisions, ensuring that students are receiving instruction that not only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

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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.



CARTA TEMÁTICA PARA LAS FAMILIAS

Nuestra nueva tema de aprendizaje es **Manzanas**.
¡Aquí Tienen algunas cosas que aprenderemos y cómo pueden ayudarnos a crecer!

Libros y Canciones

Leeremos...
La Señora Álvarez y la aventura de las manzanas
Diversión con manzanas
Vamos a cantar...
Apples
Apples, Apples in a Tree

Vocabulario

Palabras de enfoque...
comprar línea
árbol comer
Si estamos listos para más, intentemos...
aventura delicioso
dulce parte

Habilidad social: Seguir las indicaciones del simulacro de incendios.

Letra	Número	Color	Figura
A	10	blanco	

Algunas actividades divertidas que pueden hacer en casa son...

- Nombrar/señalar tipos de frutas
- Comer bocadillos relacionados a las manzanas juntas
- Usar manzanas a la mitad como estompas para hacer una foto
- Buscar manzanas en el mercado

🌟 ¡GRACIAS POR AYUDARNOS A APRENDER Y A CRECER! 🌟

Theme: Apples
Family Theme Letter in Spanish (with Emerging Literacy and Math)

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.



Nombre: _____ Fecha: _____

Instrucciones: Responde a las siguientes preguntas de comprensión

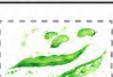
Pregunta 1: ¿Quién persiguió al Conejo Peter?

 Sr. McGregor	 zanahoria	 Flopsy, Mopsy y Cottontail
---	--	--

Pregunta 2: ¿Qué comió Peter?

 chaqueta	 ejotes	 cerca
---	---	---

Pregunta 3: ¿Quién es un personaje de la historia?

 Conejo Peter	 jardín	 ejotes
---	---	--

Pregunta 4: ¿Por debajo de qué se metió Peter?

 jardín	 cama	 cerca
---	---	---

Peter Rabbit, Comprehension 1 (Spanish) enCORE

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.

Student Data							
Name	Week of First Use	Week of Last Use	Total Number of Sessions	Total Number of Minutes	Avg Minutes per Session	Avg Weekly Minutes	
Adam Sharp	10/22/2023	03/23/2025	65	137:46	02:07	01:48	

IEP Goal Data							
IEP Goal Name	Number of Lessons Attached to IEP Goal	Week First Worked On	Week Last Worked On	Number of Sessions Working on IEP Goal	Number of Minutes Working on IEP Goal	Avg Minutes per Session Working on IEP Goal	Avg Weekly Minutes Working on IEP Goal
Math - Addition	6	04/21/2024	03/09/2025	9	10:46	01:11	00:13
Number ID	5	04/21/2024	01/19/2025	9	09:49	01:05	00:14
Phonics	10	04/21/2024	03/09/2025	8	09:25	01:10	00:12

Number ID - Current	
Description:	Progress
By Annual Review 2025, given a field of three numbers, Adam will receptively identify numbers 1-10 with 80% accuracy, on three consecutive opportunities.	<div style="display: flex; align-items: center;"> <div style="width: 40%; background-color: #0070C0; height: 10px; margin-right: 5px;"></div> 40% </div> <p>Your student is 40% of the way through this goal</p>
Lesson	Stage Date Started Date Last Taken Pretest Score Most Recent Posttest Score
Number ID (0, 6, 7) Lv1	Passed at Pretest 12/16/2024 12/16/2024 100% N/A
Number ID (0-5) Lv2	Mastered 04/22/2024 04/22/2024 100% N/A
Number ID (0-5) Lv1	In Progress 04/22/2024 01/23/2025 50% N/A
Number ID: 0, 10, 20, 30 (Uniform array)	Not Started N/A N/A N/A N/A
Number ID: 1, 2 (Uniform array)	Not Started N/A N/A N/A N/A

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.

Standards Alignment:

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 Expectations/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.

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

★ **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

Magnetic Whiteboard (with letter and number magnets) Art trays Sorting manipulatives / counters (items that click together) Fine motor tweezer tongs Eye droppers Tweezers Fine motor scoops Squeeze bottles Number board with pegs Sorting bowls with manipulatives Ice cube trays	Shape sorter Mystery matching tray Beads and laces Stacking cups Sorting trays Felt board Musical instruments Mystery box Tunnel Floor dots Interlocking blocks Family counters Parachute
---	---



Sampling of manipulatives (used across themes)

Manipulative Kit Components

Theme Kit	Examples of Theme-Specific Manipulatives	
Theme: Transportation Manipulative: Lacing Keys 	Theme(s): Picnic, Apples, Winter, Spring, Summer, Fall Manipulative: All Four Seasons Puzzles 	Theme(s): Camping, Food, Summer Manipulative: Camping Set 
Theme(s): Construction, Transportation Manipulative: Construction Sensory Bin 	Theme(s): Cooking, Farm, Shopping, Fall, Picnic Manipulative: Food Set 	Theme(s): Five Senses, My Body, Family Manipulative: Potato Head Family 

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.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
<p>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.</p> <p>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.).</p>	<p>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.</p> <p>Have students practice finding different colors on their Plane Mat (e.g., What is white? Show me something yellow.).</p>	<p>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.</p> <p>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?).</p>

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
SOCIAL BEHAVIORS AND PEER INTERACTION		
<p>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?</p>	<p>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.</p>	<p>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?</p>
MOTOR SKILLS		
<p>Encourage students to pick up only one cotton ball at a time from the pile. Pick one.</p> <p>Have students explore the texture of the cotton ball. The cotton ball is soft. Touch the cotton ball.</p>	<p>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.</p> <p>Encourage students to explore the texture of the cotton balls. Stretch and squish the cotton balls.</p>	<p>Have students use the Fine Motor Tweezer Tongs to pick up each cotton ball and put it on the Plane Mat.</p> <p>Encourage students to explore the texture of the cotton balls. Stretch and squish the cotton ball. What does it feel like?</p>

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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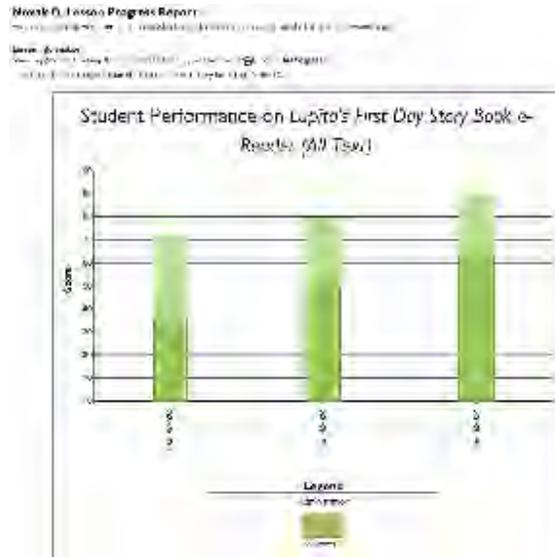


Story book and resources

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

- 99 Instructional Units 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

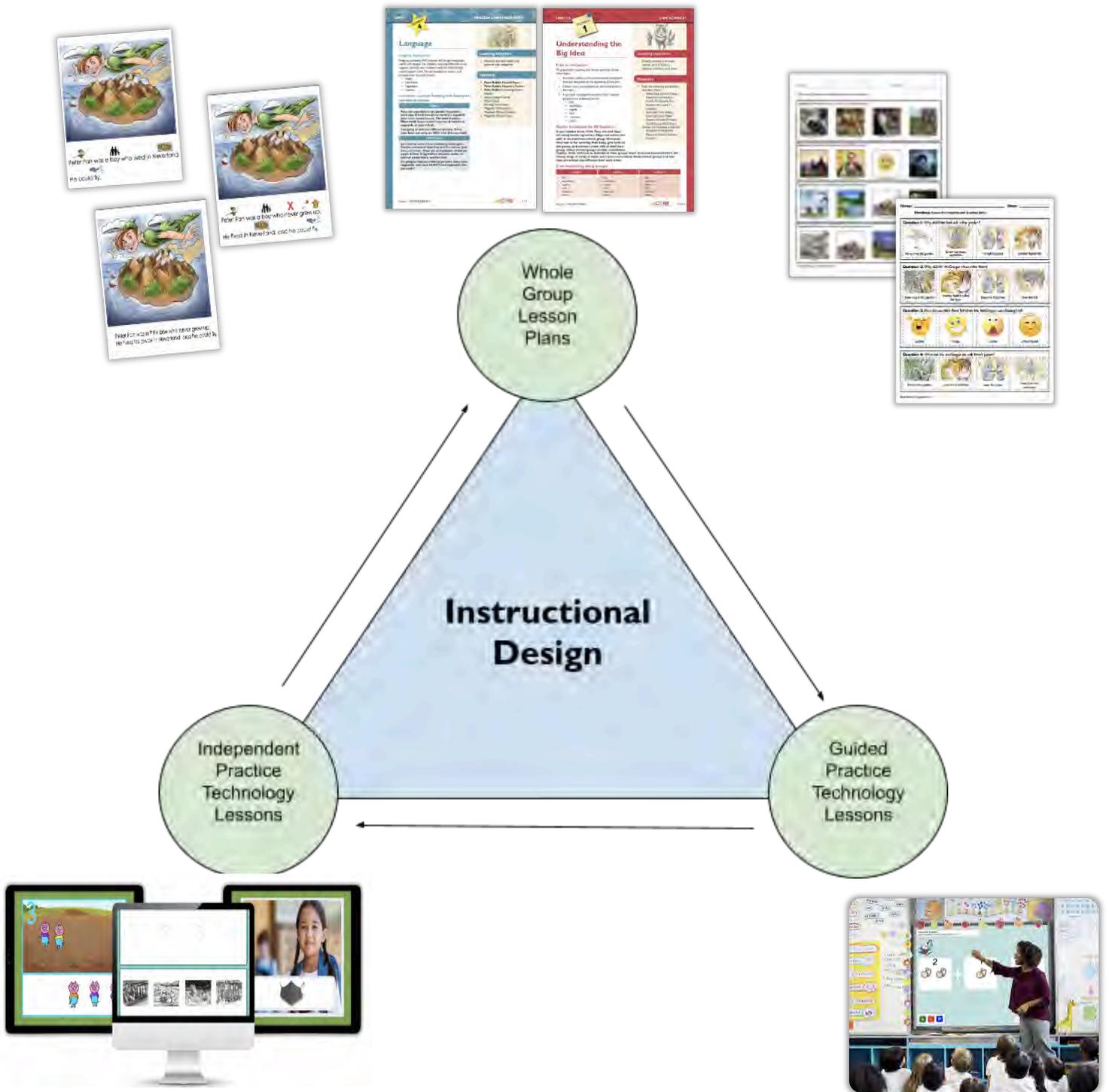
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- Supplemental Social Studies companion text
 - 2 ELA whole-group lesson plans (5 segments)
 - 2 Math whole-group lesson plans (4 segments)
 - 2 Social Studies whole-group lesson plans (4 segments)
 - 2 Science whole-group lesson plans (4 segments)
 - 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

The panther and the bear save Mowgli from the monkeys.

The panther and the bear save Mowgli from the monkeys. The panther tells the bear that Mowgli must leave the jungle.

The panther and the bear save Mowgli from the monkeys. The panther tells the bear that Mowgli must leave the jungle. It is not safe because the tiger is looking for him.

Chapter 1
The Wild
Bill and Henry are traveling through the frozen forest in the Wild. They have six dogs pulling their sled. Hungry wolves

Chapter 1
The Wild
Bill and Henry are traveling through the frozen forest in the Wild. They have six dogs pulling their sled. Hungry wolves

Chapter 1
The Wild
The frozen forest is dark and quiet. Bill and Henry are traveling through the Wild in the Northland. They have six dogs with them to pull their sled. On their sled is a

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 I: 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 of 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.

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.

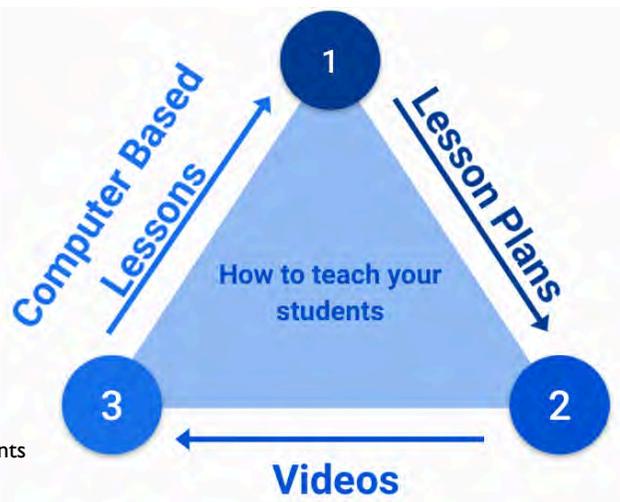
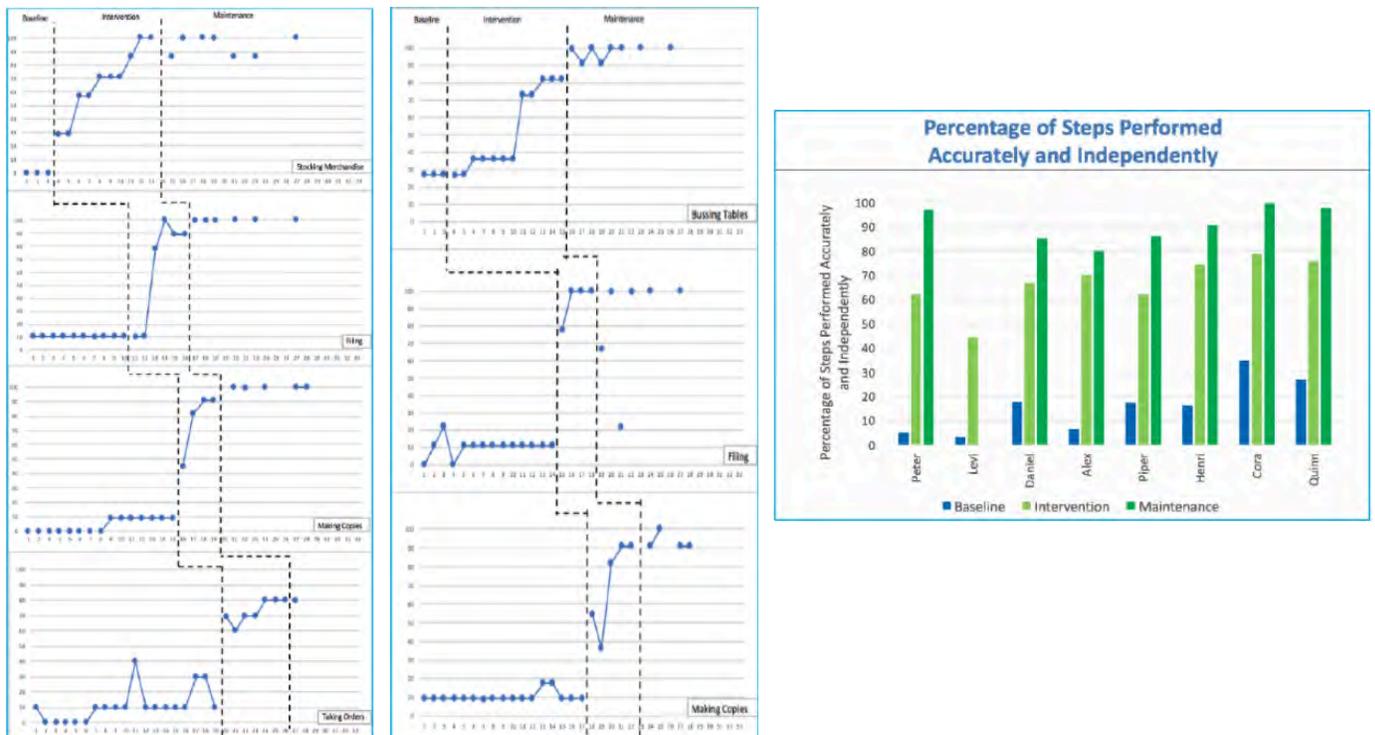
Additionally, each skill includes functional academic skills in ELA and Math. The computer-based lessons in functional academics are differentiated across three levels of support to accommodate the needs of all learners.

 PERSONAL LIFE SKILLS	 COMMUNITY SKILLS	 LEISURE SKILLS	 HOME SKILLS	 VOCATIONAL SKILLS
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Preparing a Lunch • Washing Dishes by Hand • Cleaning a Toilet • Cleaning a Sink • Cleaning a Bathroom or Shower • Cleaning Windows • Making One-Pot/Pot & Cheese • Making a Grocery List from a Recipe • Using a Plunger • Changing Batteries • Making Scrambled Eggs • Making Vegetable Soup 	<ul style="list-style-type: none"> • 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.

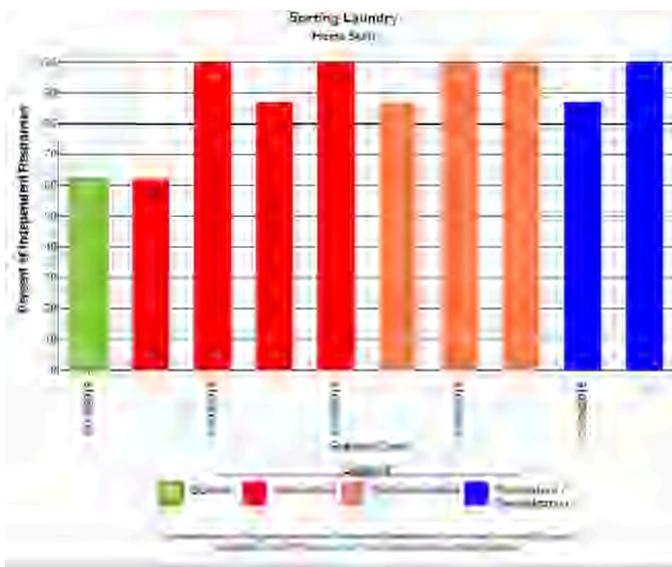


Individualization

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.



LESSON SKILLS

Charging a Device

Sample IEP Goal: With 2 or fewer prompts, the student will complete the steps required to charge a device with 100% accuracy on 4 out of 5 opportunities.

Possible Settings: Home, Office, School

Items Needed: Device, Cord, Electrical Outlet, Task analysis, Visual supports

Preparing for the Lesson

- Prior to beginning the lesson, gather baseline data to assess the student's current ability to charge a device. Have the student attempt to charge a device, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.
- Determine the setting where the lesson will take place (consider how the video model will be used in the natural setting, during routines, etc.) and what materials will be used (see Planning for Generalization). If you can't access an outlet at home (natural environment), set-up a scenario for charging a device in the classroom or in other available and appropriate locations (generalized situation).
- Identify how the video model will be shown (e.g., on an iPad or tablet, etc.). If technology is not available to view the video model, the student may also use the visual supports provided (i.e., the visual task analysis or the photo cards).

Implementing the Video Model

- Use the baseline data to determine how much of the video the student views (e.g., if they can already get the charging cord independently and consistently, start the video at a point that shows the remaining steps).
- Show the student the video model for charging a device.
- When presenting the video model, prompt the student to attend to the video (as needed). Some students may need to see the video several times before being asked to perform the target skill. Determine the appropriate number of times for each student to watch the video model.
- After the student has viewed the video, have the student attempt to perform the target skill. Use the task analysis (see below) to monitor their progress in completing the task independently.

Collecting Data Using the Task Analysis

- After collecting baseline data and having the student view the video, have them attempt to charge a device. Have Transition to Adulthood (on www.transitiontoadulthood.com) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).

LESSON SKILLS

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- When presenting the video model, prompt the student to attend to the video (as needed). Some students may need to see the video several times before being asked to perform the target skill. Determine the appropriate number of times for each student to watch the video model.
- After the student has viewed the video, have the student attempt to perform the target skill. Use the task analysis (see below) to monitor their progress in completing the task independently.

Collecting Data Using the Task Analysis

- After collecting baseline data and having the student view the video, have them attempt to charge a device. Have Transition to Adulthood (on www.transitiontoadulthood.com) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).
- Give the instructional directive, "Charge the device." As the student completes each step to charge a device, note whether they completed the step independently, or what level of prompting they required to complete each step.
- Offer positive reinforcement (e.g., verbal praise, token, tangible, etc.) for steps completed correctly.

Task Analysis for Charging a Device

- Plug the cord into the device.
- Get the charging cord.
- Plug the cord into the electrical outlet.
- Make sure the battery is full.

Fig. 18. Lesson Plans

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Charging a Device - Task Analysis for Data Collection

Student Name: _____

Data Collection Phase (circle one): *Use a different data sheet for each phase.*
 Baseline Intervention Maintenance Generalization (specify): _____

DATE									
1. Notice that the battery is low.									
2. Get the charging cord.									
3. Plug the cord into the outlet.									
4. Plug the other end of the cord into the device.									
5. Wait for the device to charge.									
6. Unplug the charging cord from the device.									
7. Unplug the charging cord from the wall.									
TOTALS*									

Total number of steps completed independently and accurately (could note percentage).

KEY	I	G	V	M	P
	Independent and accurate	Gesture prompts	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Charging a Device		Done?
	1. Notice that the battery is low.	<input type="checkbox"/>
	2. Get the charging cord.	<input type="checkbox"/>
	3. Plug the cord into the outlet.	<input type="checkbox"/>
	4. Plug the other end of the cord into my device.	<input type="checkbox"/>
	5. Wait for my device to charge.	<input type="checkbox"/>
	6. Unplug the charging cord from my device.	<input type="checkbox"/>
	7. Unplug the charging cord from the wall.	<input type="checkbox"/>

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

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- 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.

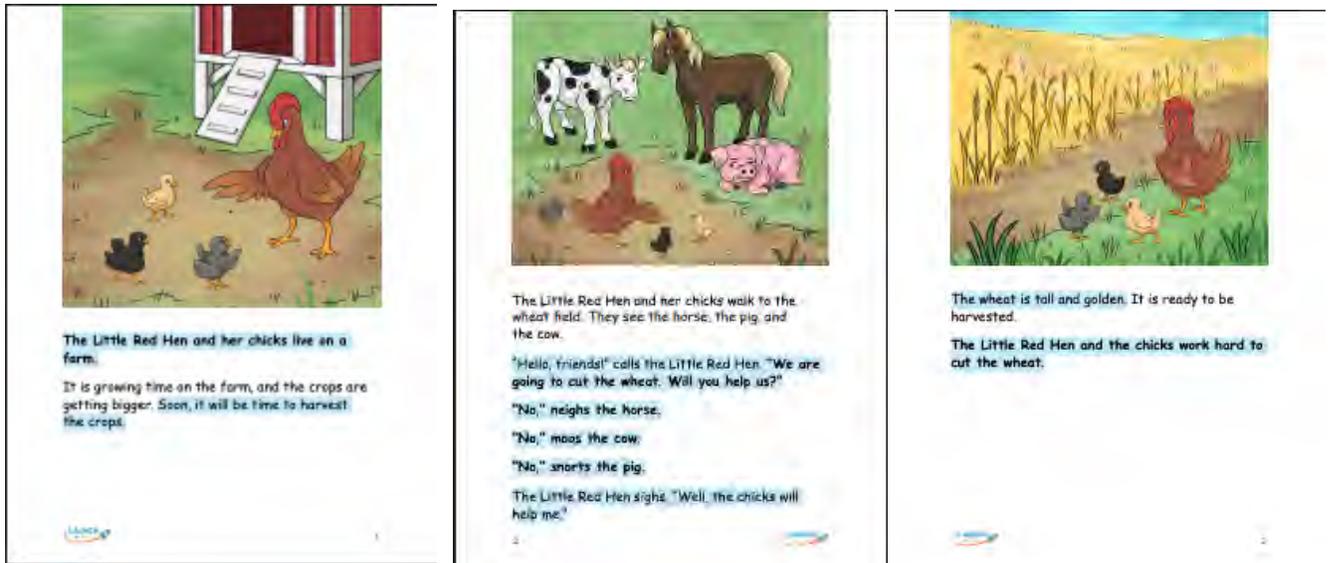
-Level P1: For students who benefit the most from support (developmentally 0-24 months)

-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.



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.

- **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).

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 I 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 /iz/ as in “watches”	“a” says /ā/, as in “space” because of the silent “e”

Table I. 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.

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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.

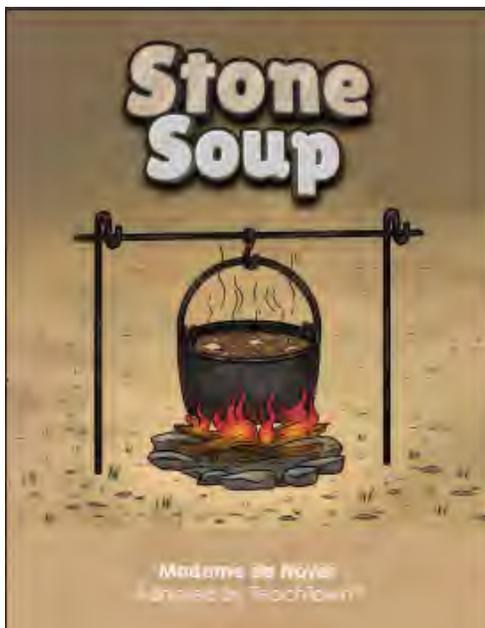
enCORE High School contains everything that enCORE Middle School contains as well as additional comprehension application activities that focus on making text-to-text, text-to-self, and text-to-world connections.

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

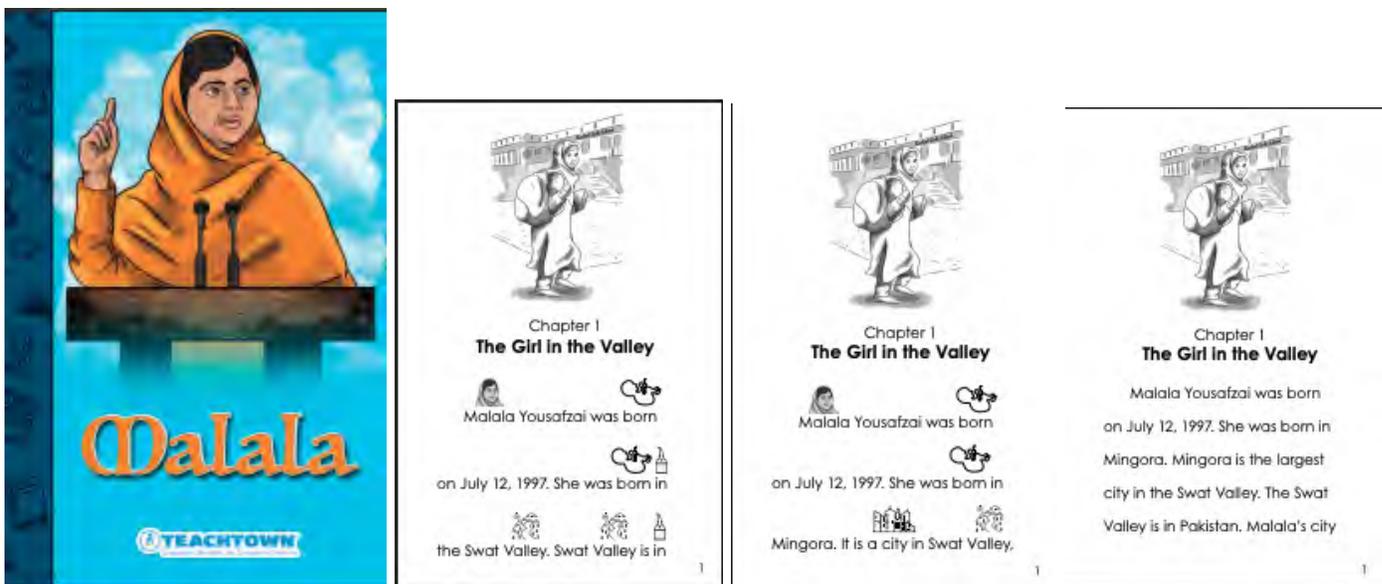
K-12: enCORE includes a diverse collection of educational resources that help to create a rich and multidimensional learning environment for students with moderate to severe disabilities. The literature selections available within enCORE K-12 provide a window into the general education classroom with 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 studies 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.

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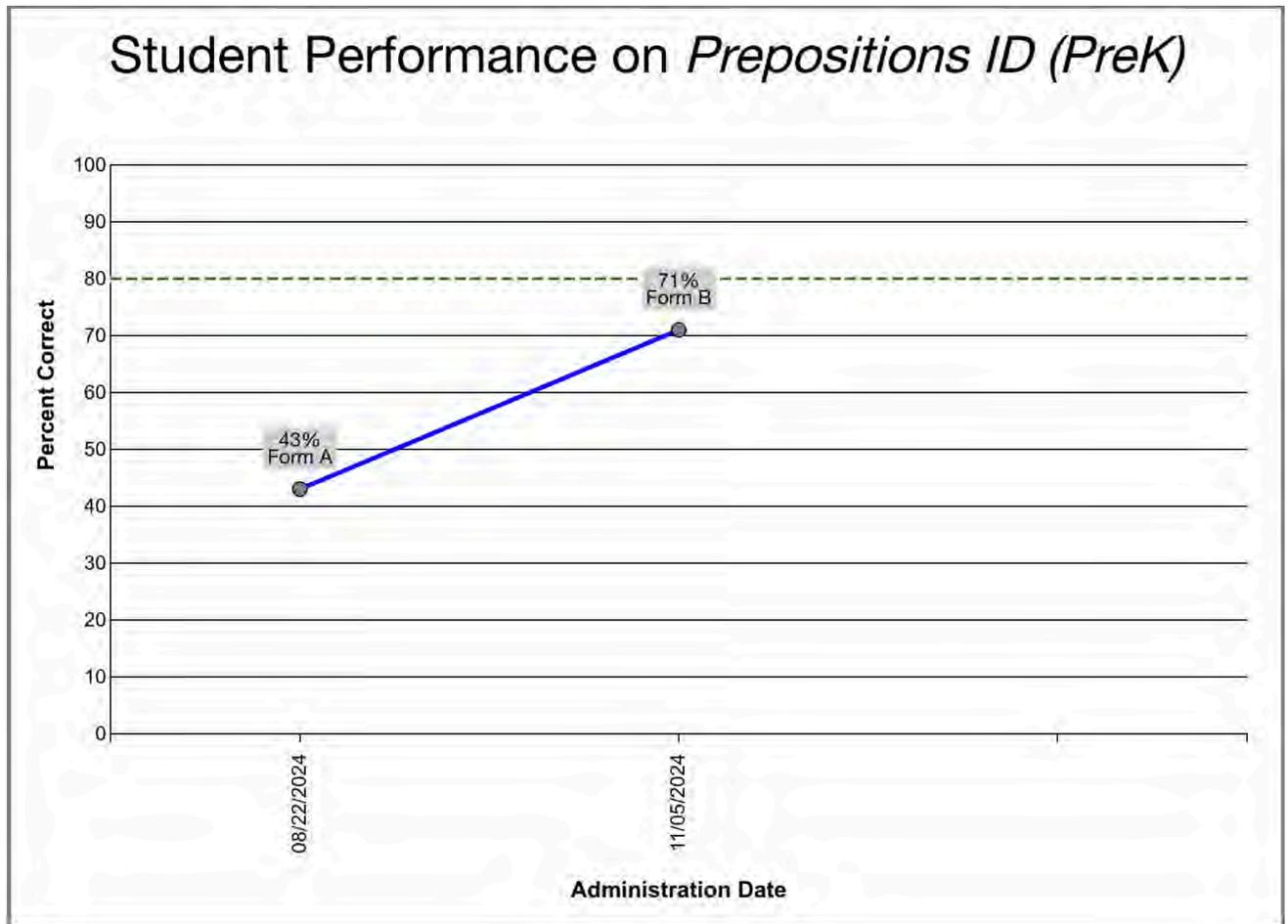


Profile Chart

	Current Profile	Recommendations for Development of Skills
<p>36 - 48 Months</p>	<p>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.</p>	<ul style="list-style-type: none"> - 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.



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.

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The screenshot displays an interactive learning interface. At the top, a table titled "Number of Students" shows the following data:

	Number of Students
Riding Bus	7
Riding Cars	5
Riding Bikes	2

Below the table are three boxes containing the numbers 2, 5, and 7. A text box asks: "Look at this table. How many students get to school by riding a bus? (Point to the table.)". To the right, a "Hakeem O Lesson Progress Report" is shown, featuring a bar chart titled "Student Performance on Assessment Unit 3 Lv 2". The chart has a y-axis labeled "Score" from 0 to 100. The x-axis has two categories: "100% correct" and "100% correct". The bars are green and reach the 80 mark on the y-axis.

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 <i>Lupita's First Day</i> and engage in dialogic book-reading.	Activity Description: Students will listen to the book <i>Lupita's First Day</i> and then retell the story using pictures.	Activity Description: Students will listen to the book <i>Lupita's First Day</i> and then sequence the events in the story.	Activity Description: Students will listen to the book <i>Here at School</i> and engage in dialogic book-reading.	Activity Description: Students will listen to the book <i>Here at School</i> 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 instrument is 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 <i>Lupita's First Day</i> . 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 <i>Lupita's First Day</i> rhyme with other words.	Activity Description: Students will learn vocabulary words (friend, playing, races, shapes) from the book <i>Here at School</i> . 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.

Segment:	1: Introducing the Text
Procedure:	<ol style="list-style-type: none">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 <i>Holes</i> Vocabulary Flashcards Worksheet as outlined in Core Vocabulary and Concepts (guilty and curse).4. Read Ch. 1 from <i>Holes</i> 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):	<ul style="list-style-type: none">• 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:	<ol style="list-style-type: none">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 <i>George Washington Carver: The Plant Doctor</i> Vocabulary Flashcards Worksheet as outlined in Core Vocabulary and Concepts (nature and slave).4. Read Ch. 1 from <i>George Washington Carver: The Plant Doctor</i> 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):	<ul style="list-style-type: none">• 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.

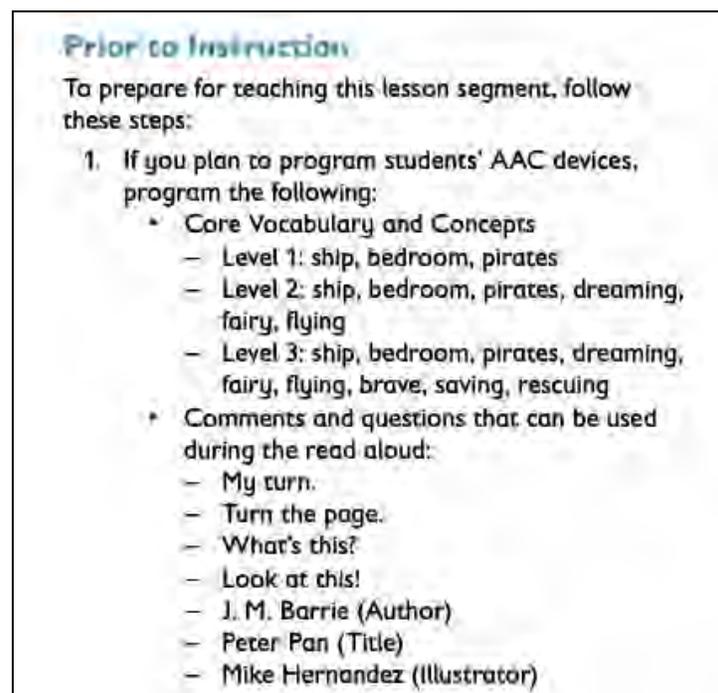
PreK & K-12: Both Launch for PreK and enCORE support and are accessible for students who utilize Augmentative and Alternative Communication (AAC) devices. All lesson plans in both programs provide a section with key language and vocabulary that will be utilized throughout the lesson (see examples below). 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

- Hello!
- Hi!
- Good morning!
- Good afternoon!
- wave
- choose
- song
- weather
- calendar
- month
- season
- schedule
- fall
- tree
- leaf
- rake
- apple
- pumpkin
- pie
- tractor
- hay
- scarecrow
- football
- sweater

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



Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following:
 - Core Vocabulary and Concepts
 - Level 1: ship, bedroom, pirates
 - Level 2: ship, bedroom, pirates, dreaming, fairy, flying
 - Level 3: ship, bedroom, pirates, dreaming, fairy, flying, brave, saving, rescuing
 - Comments and questions that can be used during the read aloud:
 - My turn.
 - Turn the page.
 - What's this?
 - Look at this!
 - J. M. Barrie (Author)
 - Peter Pan (Title)
 - Mike Hernandez (Illustrator)

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

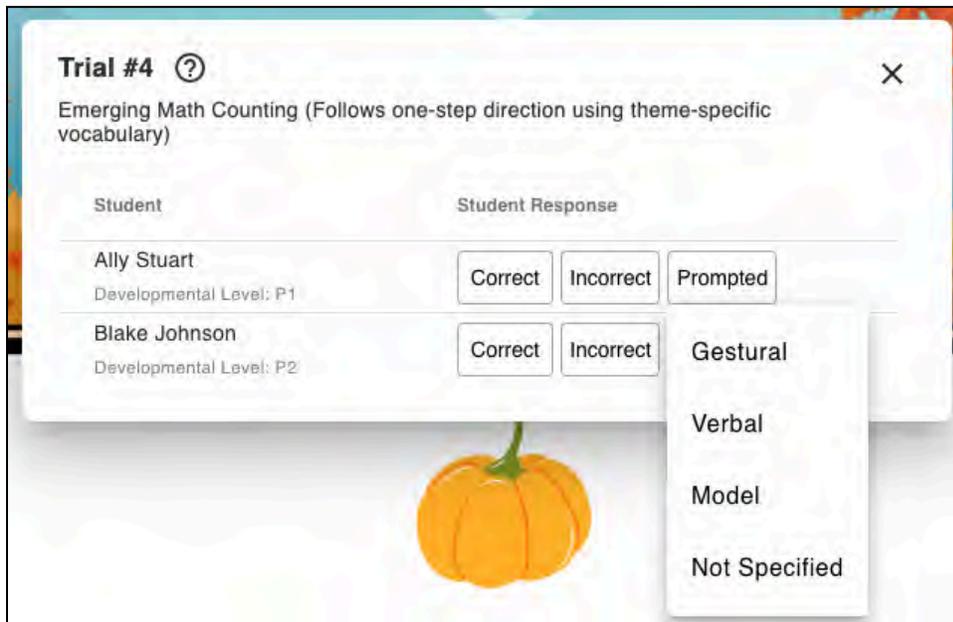
PreK: Launch for PreK utilizes the System of Least Prompts prompting hierarchy, and teachers are provided with information on these prompting procedures in multiple places throughout the program. Each lesson plan will have a section on recommended prompting procedures (see example below). Teachers are 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	
<p>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.</p> <p>Here are some examples of prompts for tasks or responses students may struggle with in this lesson:</p>	
TASK OR RESPONSE	RECOMMENDED PROMPTS
<p>Use scrap paper to fill in upper- and lowercase letter D</p>	<p>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.</p>

Example of recommended prompting procedures from Emerging Literacy Lesson Plan

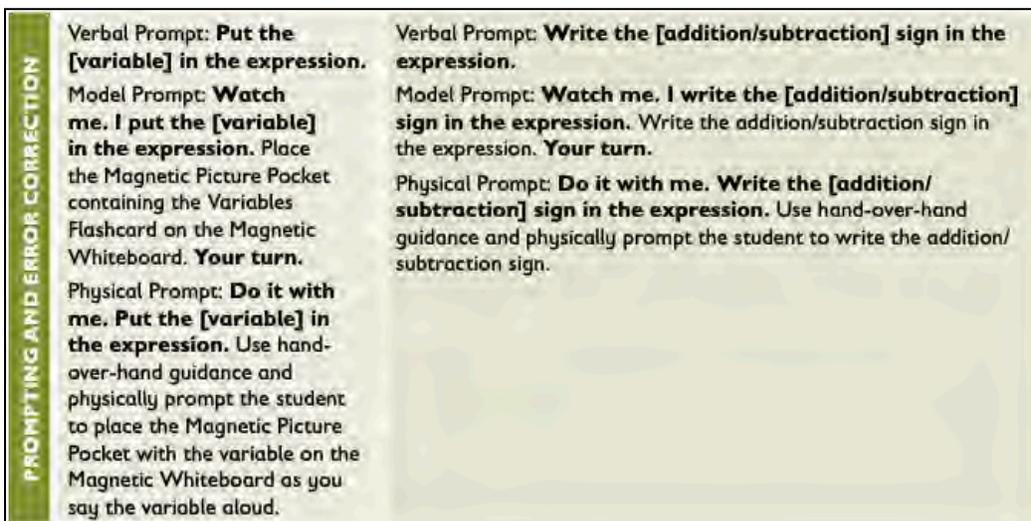
Emerging Math All Activities Data Sheet (Multiple Students)			
C: Independent Correct	I: Incorrect	NR: No Response	EC: Error Correction
GP: Gestural Prompt	VP: Verbal Prompt	MP: Model Prompt	PP: Physical Prompt

Example of System of Least Prompts Codes from Data Sheet

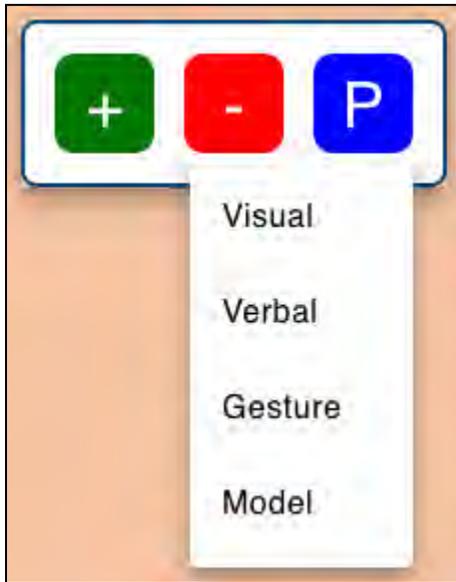


Example of levels of prompting data within teacher-led technology lessons

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.

	<p>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</p>	<p>Racial and/or Ethnic Groups Arab Asian Black Indian / Southeast Asian Indigenous Peoples of the Americas Latino/Latina/Latinx White</p>	
	<p>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</p>	<p>Communication Modalities: People who use: • Spoken Language • ASL / Sign Language • AAC Devices (tablets) • Visual Choice Boards • Switches</p>	
		<p>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</p>	

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

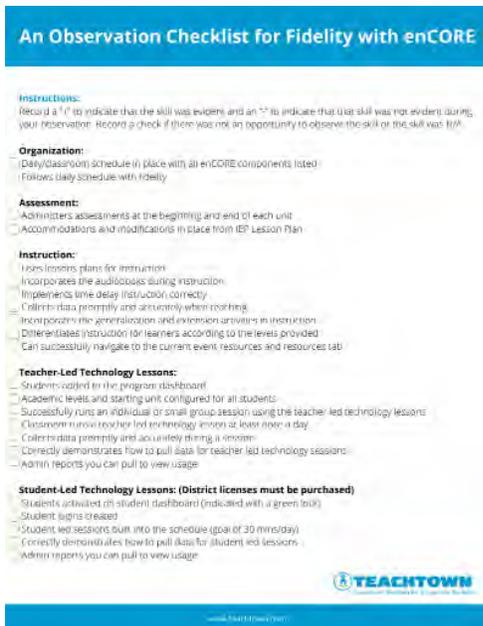
District Monitoring & Fidelity of Implementation:

- 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.

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

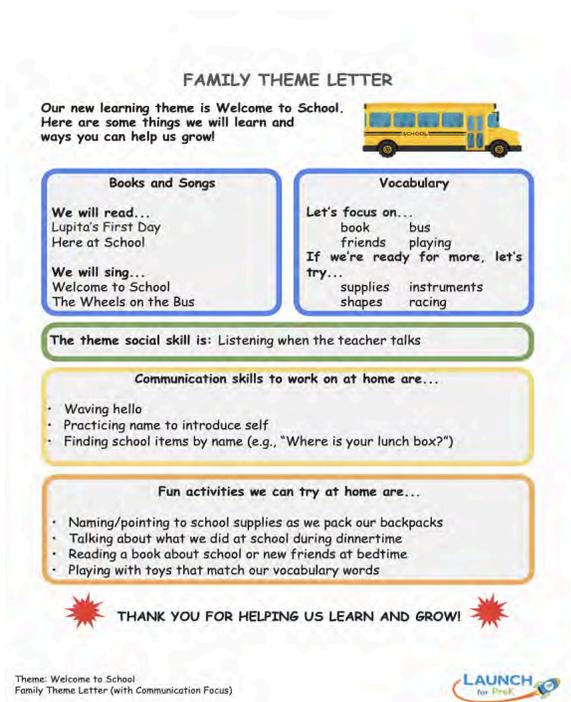
Pre-K: Students have the opportunity to engage in independent practice on their own devices through student-led technology lessons. The purpose of student-led technology lessons is to offer students extra practice on classroom-taught skills. These lessons are tailored to our three student levels (P1, 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.	<ul style="list-style-type: none"> - 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.

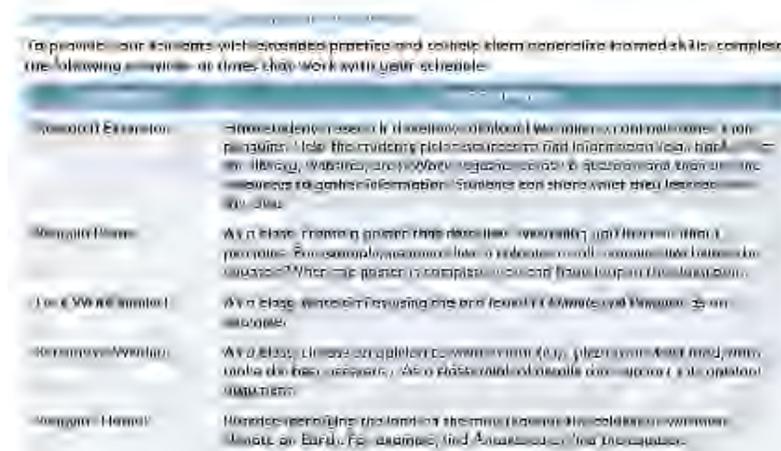


K-12: Students are provided an independent student login to access student-led technology lessons across ELA, Math, Science, and Social Studies. Students can work on the student-led technology lessons at home. Student-led technology lessons utilize a discrete trial training format to help students master 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 for Life: Generalization and Extension Activities
To provide your students with opportunities to generalize and extend their knowledge via Science-focused Transition skills, please complete any or all of the following activities.

ACTIVITY	DESCRIPTION
Home Skills	Review the definition of DNA. Tell students that a cell's DNA provides the directions for making an organism. Explain to students that it is important to follow directions because directions provide instructions to complete a task. Provide students with a task analysis or written directions for operating a washing machine as well as different laundry items and detergent. Have students practice reading and following the directions for operating a washing machine.

45-138 TEACHTOWN UNIT 46 LESSON 1

SEGMENT 3 = SCIENCE

ACTIVITY	DESCRIPTION
Vocational Skills	Remind students that all cells are filled or stuffed with DNA, which contains all the information needed for an organism to develop, grow, and reproduce. Provide students with envelopes and have them practice stuffing envelopes with key materials from this lesson that may be used again in the future. Have students think of the envelopes as cells and the additional materials as DNA. After doing this, have students seal, label, and store these envelopes in a designated location.
Community Skills	Remind students that sometimes mistakes occur when DNA is copied. Take a trip to a restaurant. After students are finished eating, remind them to carefully check their bills. Remind students that like DNA, humans can make mistakes when copying or adding items to a bill. After students have reviewed their bills and checked for any mistakes, have them practice paying for their meals. If they notice a mistake, have students advocate for themselves by politely addressing the mistake with a waiter or cashier.
Leisure Skills	Remind students that DNA is like an instruction manual. Have students read the instruction manual for a board game. Have students practice playing the game. If issues arise and rules are broken, remind students that these changes can be harmful or negatively impact the game's purpose. Remind students to refer to the instructions often.
Personal Skills	Remind students that mutations are changes in an organism's genes. Explain that many changes can happen throughout a person's week, which may be helpful or harmful. At the beginning of the week, have students view a weather report to plan their clothing for the rest of the week. At the end of each day, have students review the weekly weather report again to see if there have been any changes. Explain to students that these temperature or weather changes may affect their clothing decisions. Have students update their plans to reflect the updated weather reports.

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.

Pre-K and K-12: 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.

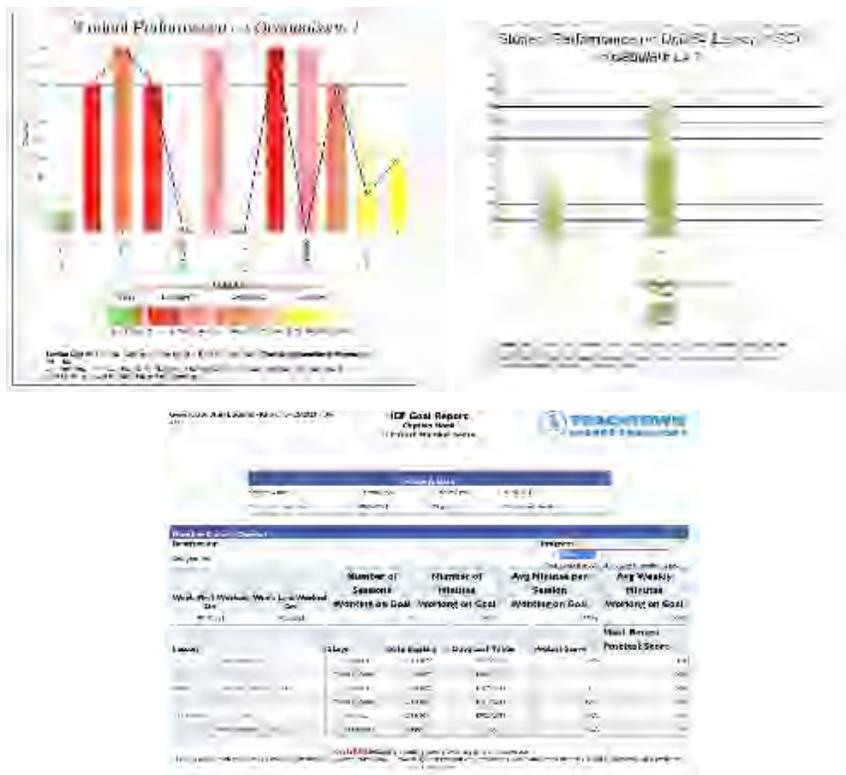
Data Accessibility:

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

PreK and K-12: 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.

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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.

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 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 <i>Lupita's First Day</i> and engage in dialogic book reading.	Activity Description: Students will listen to the book <i>Lupita's First Day</i> and then retell the story using pictures.	Activity Description: Students will listen to the book <i>Lupita's First Day</i> and then sequence the events in the story.	Activity Description: Students will listen to the book <i>Here at School</i> and engage in dialogic book reading.	Activity Description: Students will listen to the book <i>Here at School</i> 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 instrument is being played.	Activity Description: Students will smell different items they encounter throughout the school day and determine if they can or can't see 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 "H" and practice the sound /h/. Students will identify pictures of objects that start with the letter "H".	Activity Description: Students will learn vocabulary words (book, bus, supplies, instrument) from the book <i>Lupita's First Day</i> . Students will hear and play the word in the context of the story and in a real-world context.	Activity Description: Students will determine which words from the book <i>Lupita's First Day</i> rhyme with other words.	Activity Description: Students will learn vocabulary words (friend, playing, races, shapes) from the book <i>Here at School</i> . 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:	<ol style="list-style-type: none">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 <i>Holes Vocabulary Flashcards Worksheet</i> as outlined in <i>Core Vocabulary and Concepts (guilty and curse)</i>.4. Read Ch. 1 from <i>Holes Adapted Book</i> and/or <i>Adapted e-Reader</i>.5. Use the Teacher-Led (TL) comprehension technology lessons or supplemental worksheets to assess students' comprehension of the chapter.
TL Technology Lesson(s):	<ul style="list-style-type: none">• 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 fill 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 <i>Lupita's First Day</i> and engage in dialogic book reading.	Activity Description: Students will listen to the book <i>Lupita's First Day</i> and then retell the story using pictures.	Activity Description: Students will listen to the book <i>Lupita's First Day</i> and then sequence the events in the story.	Activity Description: Students will listen to the book <i>Here at School</i> and engage in dialogic book reading.	Activity Description: Students will listen to the book <i>Here at School</i> 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 and draw 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 <i>Lupita's First Day</i> . 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 <i>Lupita's First Day</i> rhyme with other words.	Activity Description: Students will learn vocabulary words (friend, playing, races, shapes) from the book <i>Here at School</i> . 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

- Supplemental materials (if applicable)

Segment:	1: Introducing the Text
Procedure:	<ol style="list-style-type: none"> 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 <i>Holes</i> Vocabulary Flashcards Worksheet as outlined in Core Vocabulary and Concepts (guilty and curse). 4. Read Ch. 1 from <i>Holes</i> 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):	<ul style="list-style-type: none"> • 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
INTRODUCE	<p>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.</p> <p>Excellent! We combined two groups of two to get four.</p>	<p>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 $2 \times 2 = _$ 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).</p> <p>Wonderful! Two times two is four. Four is a multiple of two.</p>	<p>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 $2 \times 2 = _$ on the Magnetic Whiteboard. Who can tell me the product of this multiplication fact? Wait for students to respond.</p> <p>Great thinking! The product of two times two is four. Four is a multiple of two.</p>

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.

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.

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. Previous Default

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.

G. Financial Status

1. Please describe the financial status of the company.
2. Include the audited financial statements (income statements and balance sheets) for the past two (2) accounting years.

Proposer Response:

1. Please describe the financial status of the company.

[Redacted content]

I.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.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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I.6 Service Capabilities

I.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.

I.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

I.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??

I.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

I.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

I.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 I.9. We are committed to delivering all materials, products, and services in accordance with the agreed-upon schedule.

I.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

I.11 Pricing Schedule

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

I.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

I.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.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Attachment A Pricing

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

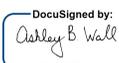
NOTE: Add Rows (not Columns) to list additional line items.

NAME	<i>TeachTown</i>
MICHIGAN REGIONS	<i>1. Upper Peninsula, 2. Northwest, 3. Northeast, 4. West, 5. East Central, 6. East, 7. South Central, 8. Southwest, 9. Southeast, 10. Detroit Metro</i>
*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
I	STUDENT LICENSING AND CURRICULUM MATERIALS				
I-A	Student License (Annual)	Per Student	3,000	\$300.00	\$900,000.00
I-B	Unlimited Teacher Licenses	Included	-	-	-
I-C	Digital/Online Platform Access	Included	-	-	-
I-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
I-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
I-F	Accessibility Features (Assistive tech, Scanning, Speech-to-Text, etc.)	Included	-	-	-
I - 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	I - 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? <input type="checkbox"/> Yes ^x <input type="checkbox"/> No <i>If yes, has it been lifted and if so, when?</i>	
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:	
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 Served: 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 Served: 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 Served: 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

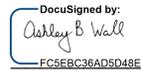
By entering the contract, Contractor warrants compliance with ARS subsection 41-4401, ARS subsection 23-214, the Federal Immigration and Nationality Act (FINA), and all other federal immigration laws and regulations. The Contractor further warrants that it is in compliance with the various state statutes 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


Signature of Respondent

Jigsaw Learning LLC, dba TeachTown
Company Name

4/4/2025
Date of Signature



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 hereby 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.

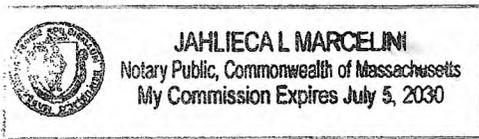
Assurance Regarding Access to Records and Financial Statements

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:	<i>Ashley B Wolk</i>
Date:	<i>3/24/2025</i>



Notary	
State of	<i>Massachusetts</i>
County of	<i>Middlesex</i>
Sworn to and subscribed before me, a notary public in and for the above state and county, on this <i>24th</i> day of <i>March</i> , 20 <i>25</i> .	
Notary Public	<i>Jahlieca Marcelini</i>
My commission expires:	<i>July 5th 2030</i>

CERTIFICATE OF INDEPENDENT PRICE DETERMINATION

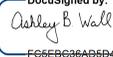
- (A) By submission of this offer, the offeror certifies each party thereto certifies as to its own organization, that in connection with this procurement:
 - (1) The prices in this offer have been arrived at independently, without consultation, communication, or agreement, for the purpose of restricting 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:


 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
FC6EBC36AD6D48E

Signature of Company Representation

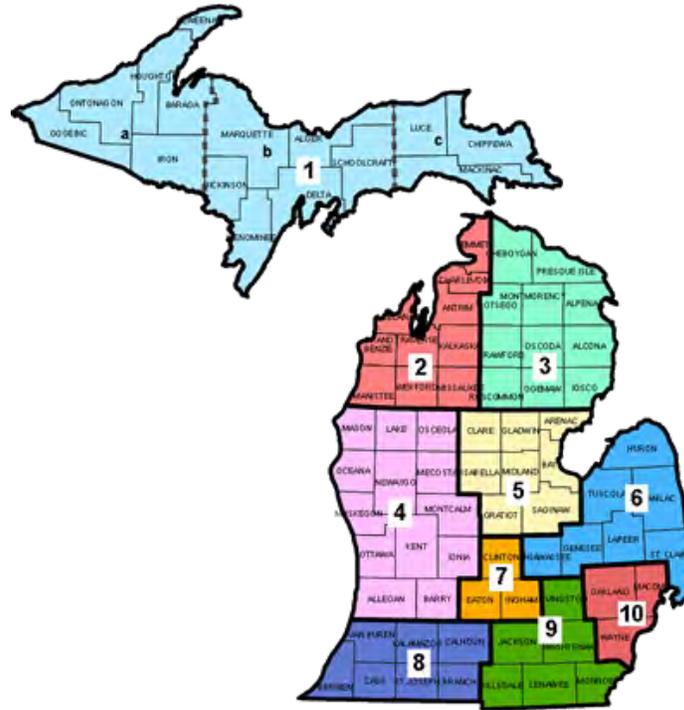
Jigsaw Learning LLC, dba TeachTown

Company Name

4/4/2025

Date of Signature

APPENDIX A – Regional Map



- 1. Upper Peninsula
- 2. Northwest
- 3. Northeast
- 4. West
- 5. East Central

- 6. East
- 7. South Central
- 8. Southwest
- 9. Southeast
- 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

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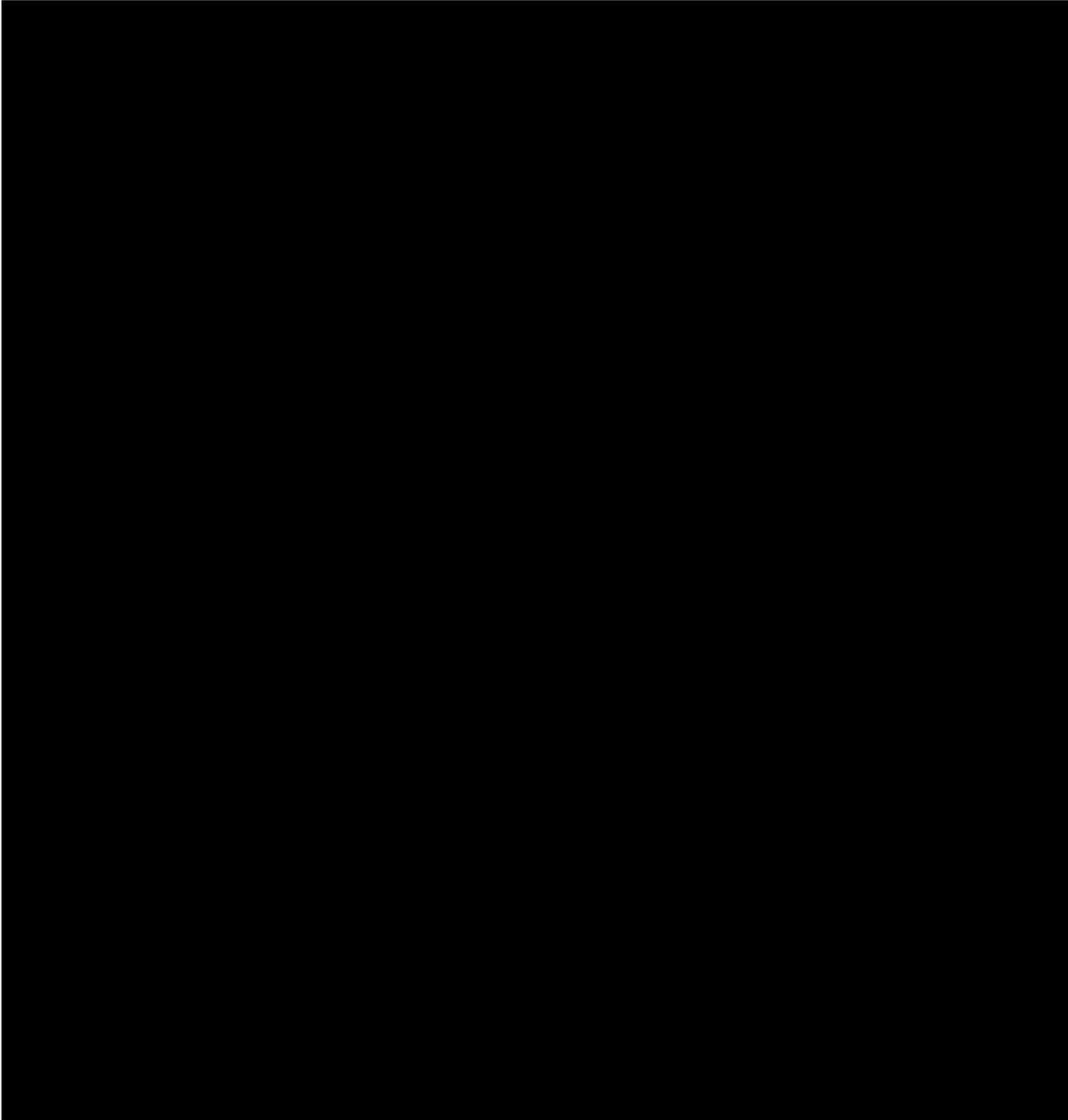
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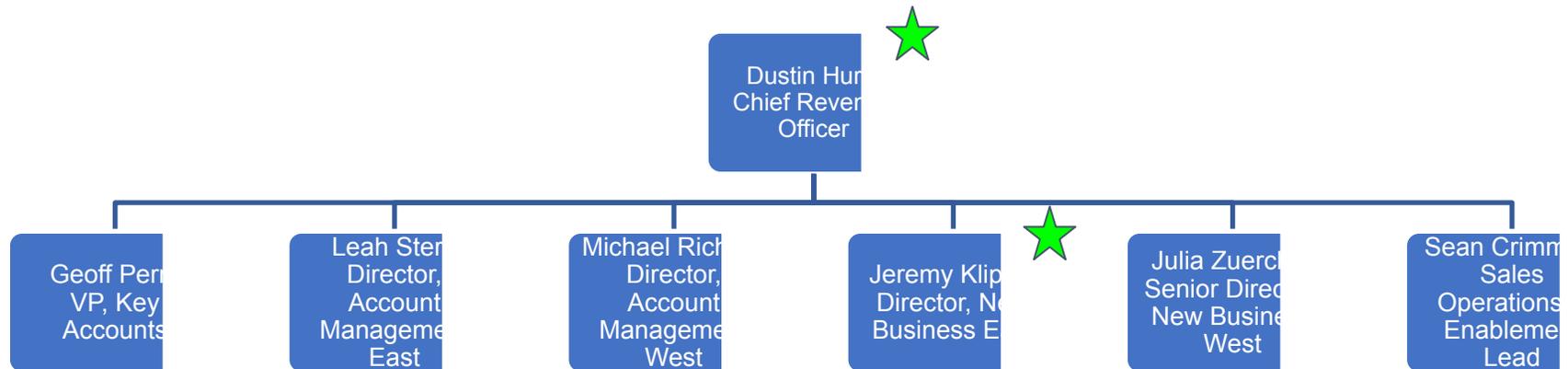


TeachTown

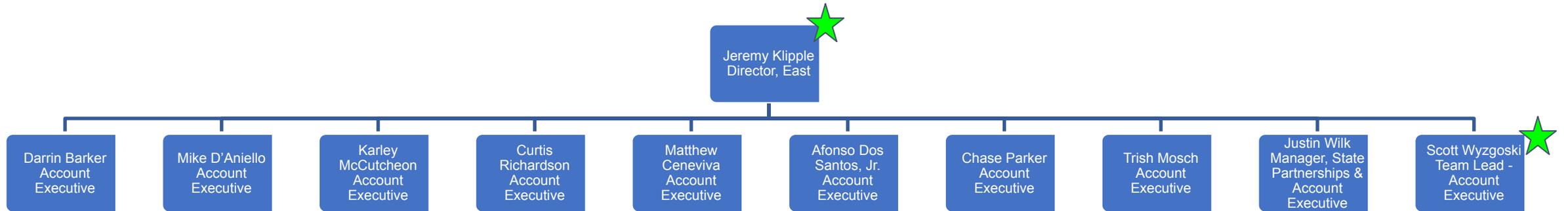
Organization Chart of Key Personnel Supporting Wayne RESA

Individuals marked with a green star throughout the organizational chart are identified as key personnel, supporting Wayne RESA.

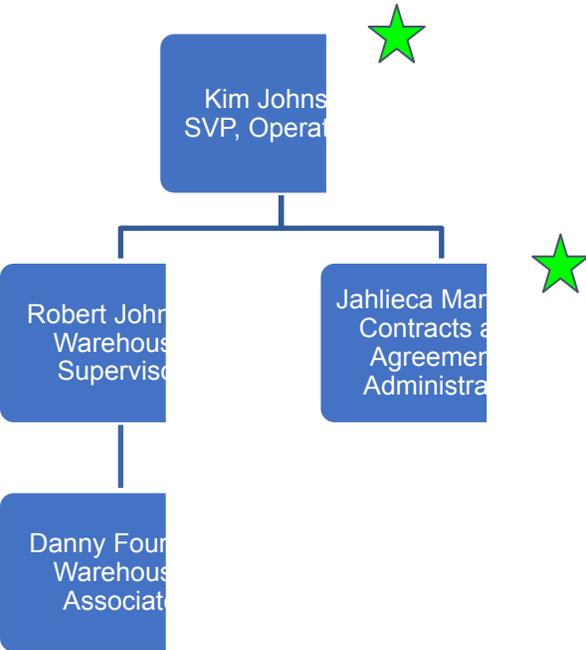
Sales Leadership Team



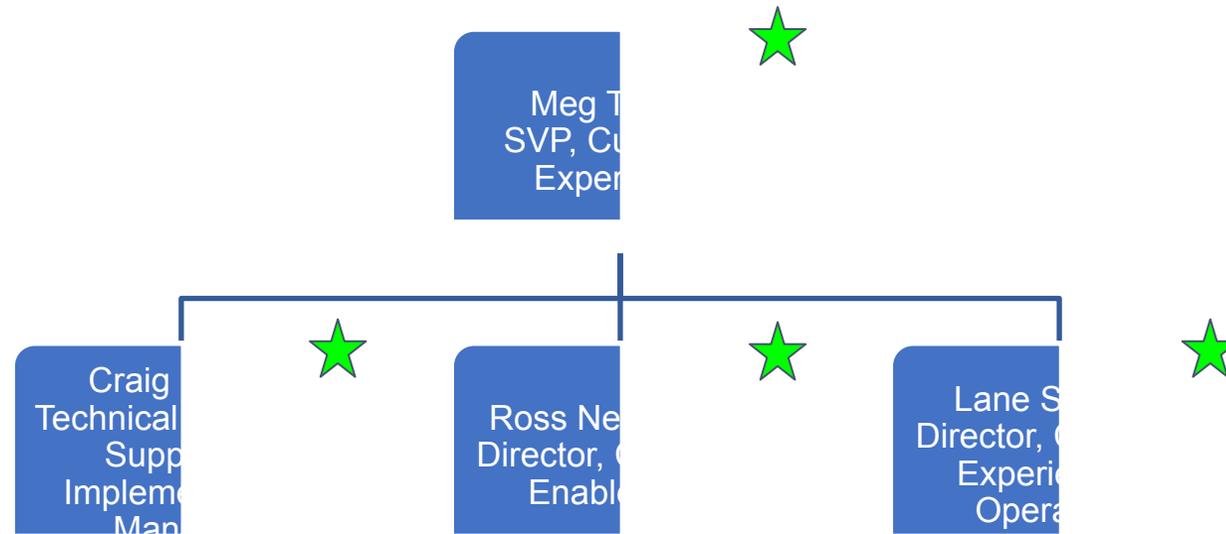
Sales - New Business (East)



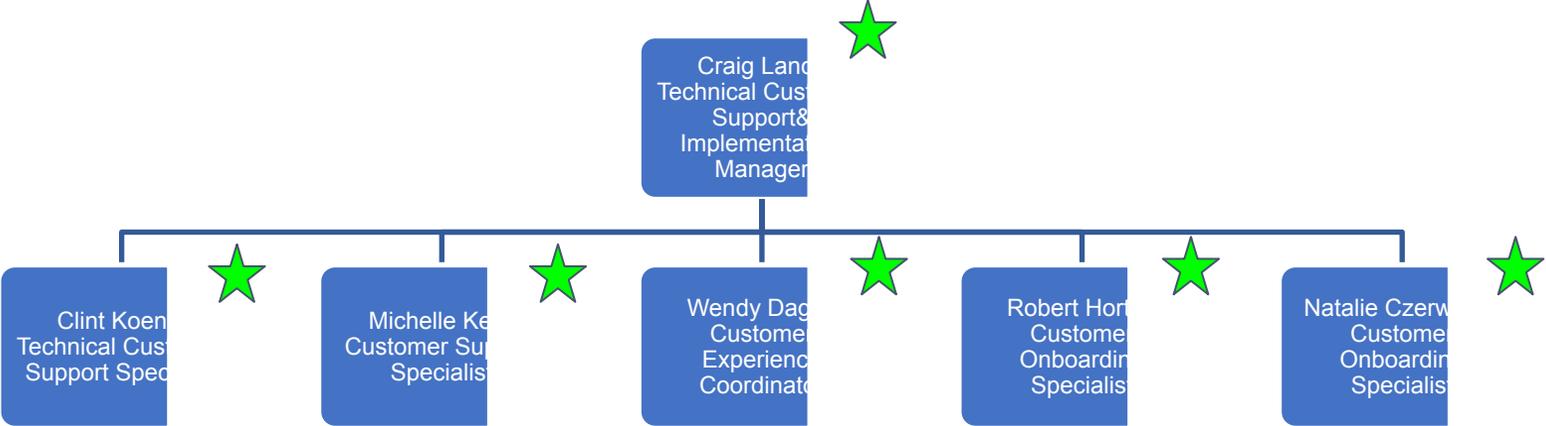
Operations Team



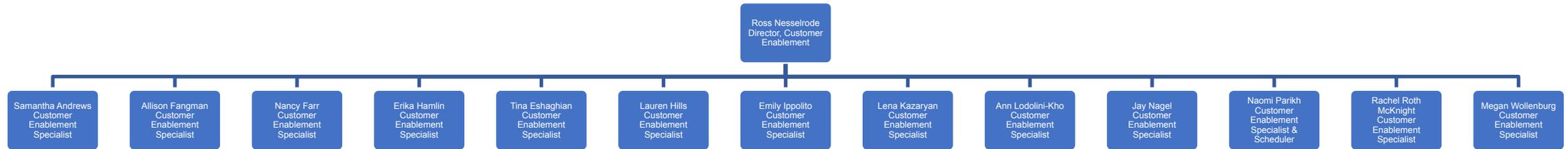
Customer Experience (CX) Leadership Team



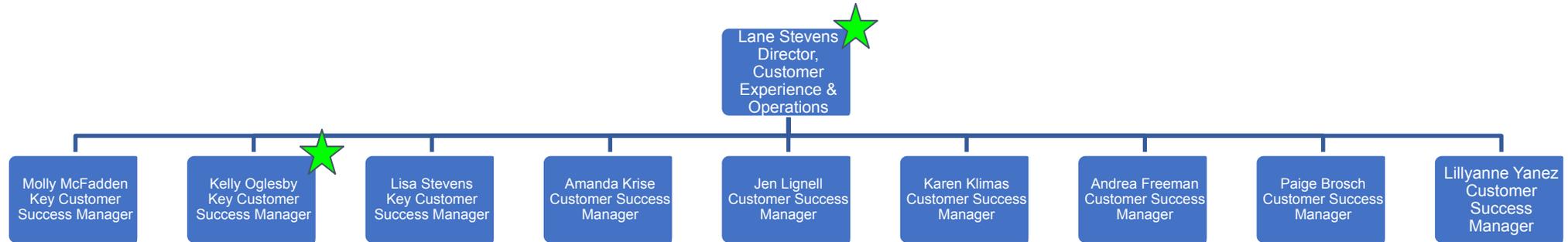
CX – Customer Support & Integration



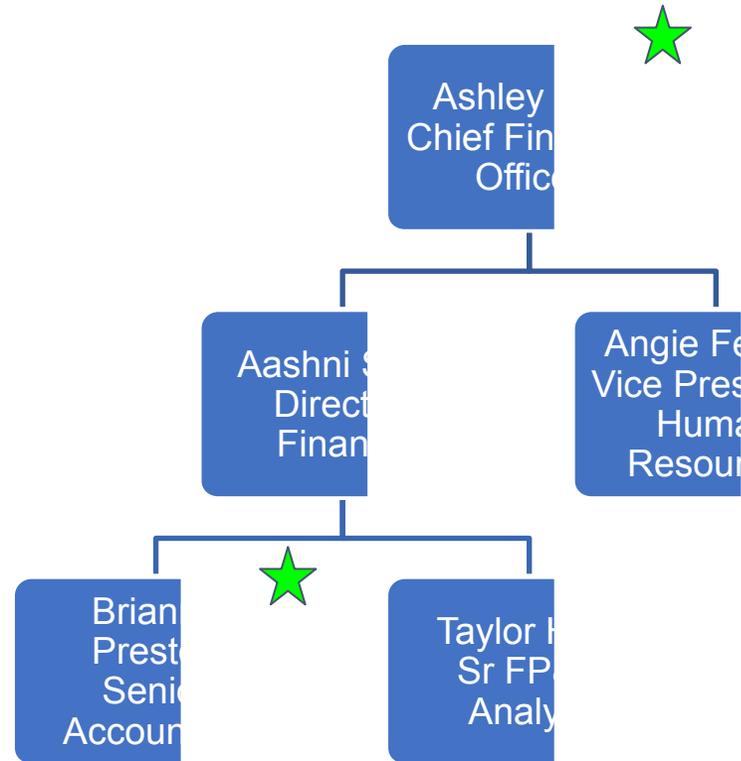
CX – Customer Enablement



CX – Customer Success Manager



Finance & Administration Team



Resumes of Key Personnel Supporting Wayne RESA

Jeremy Klipple, Director, New Business	Page 122
Scott Wyzgoski, Account Executive	Pages 123–127
Michael Richard, Director, Account Management	Page 128
Alison Pollock, Account Manager	Pages 129–131
Lane Stevens, Director, Customer Success & Operations	Page 132
Kelly Oglesby, Key Client Success Manager	Pages 133–134
Ross Nesselrode, Director, Customer Enablement	Pages 135–138



PROFESSIONAL EXPERIENCE

TeachTown (Remote) - 2022 - present

Director of New Business (*September 2024 - present*)

- Lead team of account executives to increase impact across the eastern United States
- Collaborate cross-functionally to improve operational efficiency

Account Executive (*April 2022 - September 2024*)

- Supported with onboarding, shadowing, training & mentorship of four new Account Executives
- Led growth strategy in Pennsylvania, resulting in statewide partnership agreement

SchoolMint (Remote) - 2021 - 2022

Inside Sales Account Executive (*December 2021 - March 2022*)

- Responsible for building, maintaining, and increasing partnerships with Public School Districts and Charter Schools in the Northeast.

PowerSchool/Hobsons (Arlington, VA) – 2018 - 2021

District Account Manager (*May 2021 - December 2021*)

- Responsible for building and maintaining engagement with key points of contact and senior leadership across a large client base/contact base in the Great Lakes Region
- Managed the renewal process as well as worked on expansion across my accounts through new Hobsons products.

School Account Manager (*October 2020 - April 2021*)

- Primary point of contact for a large client base (over 500 schools) in the Northeast, and responsible for retaining and growing a book of business.
- Created custom and prescriptive plans of action to drive increased student, parent, and staff engagement aligned to their goals and needs.

Sales Development Representative (*June 2019 – September 2020*)

- Generated qualified opportunities for sales team members through outbound activity
- Researched institutional needs and applicable legislation to align client needs with product solutions

Enterprise Sales Intern (*June 2018 – May 2019*)

- Provided new business contacts to the sales development team through sales prospecting
- Created multi-dimensional Excel spreadsheet by state/district; using Salesforce data to provide sales executives with better targeting; saved time with planning and customer insights

EDUCATION

Elizabethtown College (Elizabethtown, PA) – 2015 - 2019

- B.S., Business Administration, Marketing

Elizabethtown College Men's Lacrosse

- Devoted 30 hours/week to practices and games maintaining 16-hour course load
- Leadership Council and Team Captain (x2), voted to All-Landmark First (x4), Landmark Conference Player of the Year (x2), named Division III Honorable Mention All-American (x2), and Scholar All-American.

OBJECTIVE

A dedicated public administration and sales professional with experience supporting people diagnosed with intellectual and developmental disabilities, mental illness, and substance use disorders through special education curriculum, services, and support.

EDUCATION

Masters of Public Administration

Western Michigan University

Concentration: Nonprofit Organizations

August 2017

Kalamazoo, MI

Bachelor of Arts in Education

Western Michigan University

Major: History | Minor: Social Studies

December 2006

Kalamazoo, MI

RELEVANT COURSEWORK

Public Performance and Information Technology

Insight gained into the tradeoffs involved with furnishing services publicly or privately. A case study included the “Indianapolis Experience” and how one city decided to privatize many public services to curtail a growing city budget deficit.

Political and Economic Environments of Nonprofit Organizations

Research was conducted into the nonprofit political economy related to The Great Recession and the effects of widening economic disparity. Special focus was paid to the negative impact of this trend on the values of economic opportunity and social mobility as honored foundational values in the US.

Quantitative Data Analysis

This class was an introduction to understanding quantitative analysis tools and techniques were learned through participation in weekly small-group learning and assignments. Tools included measures of association, hypothesis testing, ANOVA, and multiple regression. Microsoft Excel spreadsheets and formulas were utilized as the most accessible and familiar resource to group members.

Budgeting and Accounting in Nonprofit Organizations

Budget and auditing report analyses were hands-on tasks performed in this class to gain insight into how the budget is the integral lifeblood of a nonprofit organization’s health and determines the leader’s ability to direct employee behavior toward achieving the organization’s mission while safeguarding against financial deficit and mission creep.

Analytical Methods

This class was utilized to develop the concept and framework for my capstone research paper. My research proposal was selected and honored as the WMU SPAA “Research Proposal MPA Scholar Award Recipient” for my idea to combine the theoretical constructs of trauma theory,

theory of precarity, and Albert Hirschman’s “Exit, Voice, and Loyalty” to generate new insights into factors that influence job satisfaction.

Project Paper Seminar

My passion was to determine whether employee exposure to trauma and economic insecurity affect job satisfaction by surveying clinicians in six Community Mental Health organizations in southwest Michigan. Results suggest positive job satisfaction, lackluster loyalty to the organization, and high rates of economic hardship.

RELEVANT SKILLS

Salesforce, Slack, Gong, Microsoft Office, HIPAA, Smartcare, CHAMPS, Person-Centered Planning, small group facilitation, agency trainer, public speaking, familiarity with NCQA Accreditation and CARF, experience working within federal and state-regulated environments, Medicaid Manual

EXPERIENCE

Team Lead – East | Account Executive

TeachTown

January 2019 – Present

- Generating school district partnerships and increasing the customer base throughout Michigan, Indiana, Wisconsin, Minnesota, and Idaho
- Reaching and exceeding quota established by company leadership for growth targets
- Collaborating cross-departmentally for increasing communication and breaking down silos of activity toward better care and support for school districts
- Representing TeachTown at product demos, presentations, conferences, and thought leadership summits
- Mentoring new hires to the sales team to share knowledge, expertise, and best practices
- Consulting with school district leadership and facilitating the curriculum evaluation and implementation process
- Assisting districts with system-wide change management processes
- Acting as a steward of public-private partnerships, including budgets and financial resources that enable strategic outcomes for school districts to support underserved students
- Soliciting partner district feedback for product improvement and customer service

Regional Quality Lead and Supports Intensity Scale Assessor

Southwest Michigan Behavioral Health

April 2015—January 2019

- Overseeing the performance standards for the regional SIS Assessor team, acting as the regional expert on conducting professional assessments and maintaining state-mandated quality standards throughout eight county Pre-Paid Inpatient Health Plan (PIHP)
- Facilitating small groups with adults diagnosed with Intellectual and Developmental Disabilities to assist them in telling their stories to promote self-advocacy towards living self-determined lives
- Championing human dignity for people of all abilities to exercise agency over their own lives and to put people with disabilities at the center of their support team and services

- Interpreting SIS results for informing person-centered planning
- Maintaining “excellent” rating status as a qualified assessor per national AAIDD standards while overseeing the team with the most consistent inter-rater reliability in the state.

Provider Network Specialist

Southwest Michigan Behavioral Health

May 2014—April 2015

- Assisted prepare and review upstream and downstream contracts between the PIHP and the state and between the PIHP and Community Mental Health (CMH) organizations
- Conducted on-site audits and reviews of contracted agencies
- Became more familiar with state and federal regulations related to Medicaid and Medicare
- Participated in early PIHP efforts for NCQA Accreditation including efforts to cross-walk agency policies with accreditation standards and requirements
- Participated in a variety of regional committees comprised of stakeholders from the PIHP and CMH organizations that impacted service provision for people diagnosed with intellectual and developmental disabilities

Supports Coordinator

Kalamazoo Community Mental Health and Substance Abuse Services

January 2012—May 2014

- Linked people diagnosed with intellectual and developmental disabilities to services and supports needed for living healthy lives
- Facilitated small groups in person-centered planning meetings to assist the person receiving services at the center of setting goals and expressing their preferences to determine the outcomes they chose for themselves.
- Oversaw treatment efficacy and promoted ongoing assessment and adjustments to services and supports to continually ensure the highest quality of care and possible
- Promoted community inclusion for people diagnosed with intellectual and developmental disabilities by assuring support in the least restrictive settings as possible and by valuing real community participation
- Explored how my identity affected working with and for diverse communities of people and how my values, beliefs, and customs affect my perspectives and expectations of others

Program Supervisor

Community Living Options

January 2008—January 2012

- Program Leadership and management of staff in regulated community-based homes for adults with mental health and intellectual and developmental disability support needs in both Specialized Residential Adult Foster Care and Supported Independent Living settings
- Created agency training materials and conducted staff training in First Aid, CPR, and Person-Centered Planning that benefitted agency culture by emphasizing how to put the needs of people first at both the interpersonal and organizational level

- Coordinated and provided annual leadership at summer camping experiences for adults requiring support for mental health, intellectual and developmental disabilities, and various medical conditions
- Achieved high standards of success for internal and external audits by the organization and CARF Accreditation for residential programs
- Encouraged an empowered culture of employees that took initiative by linking their affinities and skills with program outcomes so that everyone was an expert in something

Lead Staff and Direct Care Worker

Homelife Inc.

January 2006—January 2008

- Shaped the staff culture through the creation and promotion of an activities calendar that went beyond community access to fuller participation with the community-at-large
- Trained new staff into program norms and expectations for how to provide support consistent with behavior and treatment plan goals and objectives for keeping everyone healthy and safe
- Gained first-hand experience in how administrative decisions at the federal, state, and Community Mental Health levels impact the nature and quality of services for vulnerable citizens
- Provided services and support consistent with treatment plan goals and objectives in the most intimate aspects of people’s lives through trust and respect
- Benefitted from the realization that public service is a life calling and that working for the benefit of others would be my life’s challenge and honor

Secondary Education Teaching Internship—Western Michigan University

Kalamazoo Public Schools; Kalamazoo Central High School

2006

- Challenged young people to value the benefits of being historically informed and how this shapes our identities and understanding of the world
- Learned about the unique ways each person integrates new information and how this informs how best to present new information to audiences of mixed learning styles
- Witnessed how socioeconomic factors impact student learning and affect classroom behavior
- Gained new insights about how my identity is perceived by students, colleagues and administrators and how it is both beneficial and limiting in a variety of ways when working with a diverse group of people
- Discovered that I was seeking to fulfill public spiritedness in new and unexplored ways outside of the classroom

OTHER WORK EXPERIENCE

Library - Warehousing/Moving and Storage - Outdoor Retail - Construction

PROFESSIONAL MEMBERSHIP/HONORS/AWARDS

Academic Honors Recipient

January 2017-Present

Pi Alpha Alpha

Honors received in recognition of academic performance and achievement in graduate studies.

Research Proposal MPA Scholar Award Recipient

Spring 2017

Western Michigan University

School of Public Affairs and Administration; College of Arts and Sciences

President of a Service-Learning Organization for Students at Western Michigan University

Saturday's Kids—Boys and Girls Clubs of Greater Kalamazoo

2003-2006

Educator turned sales leader. Excels in both startup and structured environments. Proven record of mastering new systems, evangelizing, hustling, and building authentic relationships. A top performer recognized for team collaboration and coaching, critical and concise questioning, and a focus on results.

EXPERIENCE

Fall 2024 to present **TeachTown** *Woburn, Massachusetts (remote)*
Director of Account Management

- Lead team of account managers to increase impact across the western United States
- Collaborate cross-functionally to improve operational efficiency

Summer 2023 to Fall 2024 **Elevate K-12** *Chicago, Illinois (remote)*
Senior Account Executive

- Lead growth strategy in Louisiana and Alabama for Elevate Programs

Winter 2021 to Summer 2023 **SchoolMint** *Lafayette, Louisiana (remote)*
Senior Account Executive / Team Lead

- Provided coaching and support to sales reps across the “Positive Classroom” line of business
- Owned national enterprise level territory for “Positive Classroom” business

Fall 2017 to Winter 2021 **Whetstone Education (acquired by SchoolMint)** *New Orleans, Louisiana*
Founding Director of Sales

- Managed every stage of sales cycle, adding 100+ new logos annually, averaging 87% annual growth
- Hired and managed sales team
- Implemented and managed tech stack for sales and marketing operations

Summer 2013 to Fall 2017 **Education Pioneers** *Alameda, California (remote)*
Senior Director / Regional Sales Team Leader

- Launched local programs for national non-profit to provide managerial talent to the education sector
- Achieved 100% Partner satisfaction in 2013 through 2015 cohorts
- Developed and executed growth strategy resulting in doubled participant numbers
- Executed over \$700k in fundraising asks annually and consistently exceeded annual goals

Fall 2008 to Summer 2013 **Pride College Preparatory Academy** *New Orleans, Louisiana*
Founding School Director

- Following one year incubation period which included successful charter school application approved by BESE in December 2008, grew school to team of 40 serving 330 scholars in grades K-5
- Achieved 23-point gain in overall achievement index score in 2011 and another 9 points of cohort growth in 2012. Maintained A+ financial performance rating with the state

EDUCATION

2016 **Tulane University, Freeman School of Business** *New Orleans, Louisiana*
Master of Business Administration, management concentration

2005 **National Louis University** *Chicago, Illinois*
Master of Education with specialization in curriculum and instruction

1997 **Northwestern University** *Evanston, Illinois and Paris, France*
Bachelor of Arts with departmental honors in philosophy, Junior Year in Paris

SKILLS AND INTERESTS

- Fluent in French, intermediate Spanish; proficient in Salesforce, Hubspot, Outreach, SalesLoft
- Marathon and Ironman 70.3 finisher, family chef, amateur disc-golfer

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Self-motivated professional with diversified experience in account management, sales engineering, solution-orientation, internal and external stakeholder engagement who has SaaS start-up experience and thrives in a high-growth setting supporting conscious leaders and team members thrive under complexity and meet business targets.

Dedicated, dynamic, and highly analytical individual with substantial experience in guiding thorough discovery discussions, delivering impactful product demonstrations, and scoping solutions nurturing a high-quality buyer experience and knowledge of the target audience. Capable of managing cross-functional account projects serving as the connective tissue between business development, product, and executive partnership teams maximizing revenue opportunity for new and renewal partners. Possess strong leadership development experience with results-driven experiential methods to help individuals and groups successfully tackle multifaceted challenges. Expert presenter, communicator, and inherent doer with ability to gain internal and external stakeholder buy-in to launch change, advance performance, and drive revenue growth.

Areas of Expertise

<ul style="list-style-type: none"> Account Management Enablement Strategies Product Design & Development 	<ul style="list-style-type: none"> Sales Training & Management Sales Engineering SaaS 	<ul style="list-style-type: none"> Business Impact Intuition Stakeholder Engagement Team Building & Leadership
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Professional Experience

TeachTown

November 2024 - Present

Account Manager

Empower staff at school districts to improve outcomes for their most complex learners by leveraging TeachTown’s software. Drive revenue growth within the assigned accounts by executing sales strategies and building relationships with customers.

- Partner with educational leaders to provide evidence-based curricular solutions that meet the evolving needs of staff and students.
- Strategically support goals of the institution while reporting upon our progress along the way.

Elevate K-12, Chicago, IL

May 2023 – November 2024

Senior Sales Engineer, Sales Management

Promoted to direct the company’s first academic solution engineering team supporting, nurturing, and transiting prospective conversations to long-term partnerships including new business, add-ons, and renewal strategies. Supporting 57% of closed/won revenue, 14 states, and 80+ high influence accounts, highlighting the sales engineer function as tremendously impactful.

- Create and design innovative, viable solution strategies, using current product capabilities for various customer use cases and modern market research.
- Manager of “Product Launch Kit” contents to optimize sales presentations while setting cross-functional timelines for key stakeholders’ tasks, marketing collateral, and sales training.
- Enable sales team on product-specific pitches, market opportunity and objection handling while monitoring product adoption as reflected in key performance indicators and growth of revenue.
- Trusted advisor of the customer experience while representing the company at large scale presentations and site-based sales activities serving as a subject matter-expert and liaison with key client stakeholders.
- Supported the team in securing a \$5M contract with a high-profile prospect, marking the largest single deal in the company’s history.

Elevate K-12, Chicago, IL

February 2022 – May 2023

Senior Manager, Inclusive Learning Products

Promoted to lead the successful design and effective direction of the company’s first product development team. Initiate product marketing content for precise sales collateral, innovative customer outreach strategies, and strong implementation and operational approaches necessary to support the foundation for a strong product life cycle. Execute product and company-wide initiatives, Gantt charts, and progress marking protocols to exceed identified project goals.

- Strategic member of the Go-to-Market Team targeting tasks including market research, buyer’s journey, sales enablement, revenue planning, and cross-functional buy-in of new procedures and systems.
- Spearheaded a new product line directing cross-functional scale for optimal efficiency and productivity achieving over 400% growth.
- Maintained organizational effectiveness during a company-wide migration to Microsoft 365 achieving operating fluency in SharePoint, Teams, PowerPoint, Excel, Outlook, and other productivity platform tools.

Elevate K-12, Chicago, IL

May 2021 – February 2022

Instructional Content Manager

Demonstrate communication and collaboration to ensure smooth workflow by developing and implementing operations detailing the process of initial client requests, operational meetings, and instructional execution. Conduct meetings informing others of nationwide pedagogical guidelines, standard analyzation opportunities and gaps, and constructive/reinforcing feedback. Expresses grit and a proactive solution-oriented mindset while supporting exponential growth in an educational technology startup organization.

- Instituted a nationally and state aligned progress-monitoring system allowing for data collection of course effectiveness, learner growth, and proactive change management strategies.
- Initiated a new Learning Sequence submission, creation, and collaboration process allowing for institutional organization maintenance, communication with internal and external partners and sustainable scalability.

Teacher Leader, Multi-Tiered Systems of Support Coordinator, Grade Level & Department Chair

Maintain organizational reputation and ensure smooth workflow by developing and implementing school-wide operations detailing the process of using assessment data to intentionally design differentiated instruction for diverse learners. Provide instructions and guidelines on data analyzation and reporting of assessments to staff.

- Delivered outstanding services in the development and implementation of a school-wide response to intervention system using Google Suite; supporting 365+ scholars of middle school through a specified referral, intervention, data-collection, and data-maintenance process.
- Ensured responsive instructional execution and two-way flow of collaboration by developing a communication bridge between administrations, instructors, 120+ students, and supporting staff members.

Education

Master in Curriculum & Instruction

Concordia University Chicago, River Forest, Illinois

Bachelor in Learning Behavior Specialist

Illinois State University, Bloomington Normal, Illinois

Summary

Results-driven customer success professional with a proven track record in delighting customers, driving revenue growth, optimizing customer engagement, and leading high-performing teams. Extensive experience in developing strategies that and improve customer satisfaction, enhance retention, and increase upsell opportunities in SaaS and technology-driven industries. Passionate about transforming education through technology.

Skills

Customer Success	KPI Creation	Analytics and Insights Development
Customer Retention	OKR Development and Management	Cross-Functional Leadership
Operational Optimization	Strategic Initiative Leadership	Executive Leadership
People Leadership	Customer Experience	Salesforce and Gainsight
Customer Engagement Model Design	Process Development & Improvement	Power BI and Tableau

Professional Experience

TeachTown, Inc.

October 2024 – Present

Director, Customer Success & Operations

- Centralized and expanded the Customer Success organization to drive effective and consistent customer delight through personalized engagement models that support administrators, teachers, and school districts..
- Redefined the customer journey to enhance customer experience throughout their partnership with TeachTown.
- Developed customer health scoring models to identify at-risk customers and deploy targeted interventions.
- Designed a Back-to-School Success Program to ensure a seamless transition between school years, improving educator readiness and product adoption.

UKG, Inc.

July 2018 – July 2024

Manager, Business Strategy & Operations

2021 - 2024

- United disparate teams into a single, high-impact Customer Success organization by defining engagement strategies, responsibilities, and KPIs.
- Expanded revenue by \$50M+ ARR by launching a data-driven lead generation program focused on upsell opportunities.
- Created centralized reporting and analytics for executives, delivering insights on retention, CSAT, and key metrics across a \$3B business, leading to a 1.5% increase in retained ARR and a 5% improvement in CSAT.

Principal Product Portfolio Manager – End of Life Programs

2018 - 2021

- Developed and executed a customer transition framework for 30+ legacy SaaS solutions (7,900+ customers and \$600M ARR).
- Programs generated \$201M+ incremental ARR, reduced support cost by 5%, and enhanced product development agility.

Blackbaud, Inc.

February 2014 – July 2018

Manager, Customer Migrations

2016 - 2018

- Designed and managed customer migration strategies for 3,500 clients, resulting in \$1.4M in ARR growth through seamless transitions to modern solutions.

Customer Success & Renewals Specialist

2014 - 2016

- Retained high-value enterprise customers representing \$4M+ in ARR, improving gross retention by 9%.
- Identified and nurtured upsell opportunities, leading to \$940K+ in additional annual revenue.

Education

Clemson University: Bachelor of Science

2007 - 2011



EDUCATION

WINGATE UNIVERSITY

Doctoral

WINGATE UNIVERSITY

Add-On Administrative Licensure

UNIVERSITY OF CENTRAL FLORIDA

Masters of Education

Lockheed-Martin Scholars Program

UNIVERSITY OF CENTRAL FLORIDA

Bachelor of Science in Exceptional Education

Specializing in Mentally Handicapped

EXPERIENCE

TeachTown

Client Success Manager - Key Accounts Central

2023 – Present

- Build a positive relationships with partner school districts to maintain relationship and broaden upsell opportunities
- Create implementation plans to on-board new clients, extend scopes of work, and provide supports
- Address client concerns and questions while demonstrating the continued need for partnership
- Generate conversations that lead to upsell opportunities
- Collaborate with district partners to review data and goals to demonstrate need and strategic alignment
- Utilizing almost 30 years of public school knowledge to aid in planning

RethinkEd

Engagement Manager

2021 – 2023

- Build a positive relationship with the client to foster long-term partnership
- Create implementation plans that meet the needs of the client and support the evolving training needs of staff
- Address areas of concern and resolve the issue in a timely manner
- Generate conversations that lead to upsell opportunities
- Support the sales team – including the opportunity to sell “Me” as part of the client purchased package
- Address the invoice and financial obligations

YELLOWFOLDER

Paperless Nation Engineer and Professional Development Coordinator

2016 – 2021

- Create professional development tools to deploy to company personnel for systematic deployment
- Deliver professional development based on client and end user needs
- Create technical assistance documents to assist school districts
- Support clients throughout the implementation process

FLORIDA DEPARTMENT OF EDUCATION

Educational Policy Consultant, Bureau of Educator Recruitment, Development, and Retention

2015 – 2016

- Monitor and review state-wide evaluation systems
- Assist with state rule development, workshops, etc.

- Create technical assistance documents to assist school districts
- Provide district and site based assistance with utilization of data to impact instruction and student achievement

**TALLAHASSEE COMMUNITY COLLEGE – subcontractor for Florida Department of Education
Educational Policy Consultant, Bureau of Educator Recruitment, Development, and Retention
2014 – 2015**

- Monitor and review state-wide evaluation systems
- Assist with state rule development, workshops, etc.
- Create technical assistance documents to assist school districts
- Provide district and site-based assistance with utilization of data to impact instruction and student achievement

CHARLOTTE-MECKLENBURG PUBLIC SCHOOLS

**Accountability Professional Development Coordinator and Data Analyst, Chief Information Office
2010 – 2014**

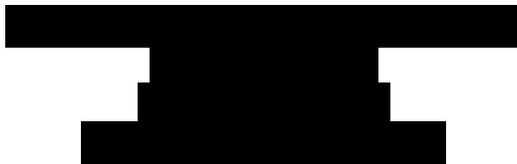
- Provide district and site-based assistance with utilization of data to impact instruction and student achievement
- Collaborate with school and district personnel
- Plan and implement professional development based on school needs
- Create a shared understanding of the Data Wise Improvement Process
- Offer professional development to increase the use of the formative assessment process
- Assist in the district formative assessment creation process and the implementation of the Common Core standards to impact instruction
- Utilize assessment scores to assist in making instructional decisions to meet individual growth needs

CHARLOTTE-MECKLENBURG PUBLIC SCHOOLS

**Literacy Facilitator, Admin, Pre-K Literacy Facilitator/instructional Support
2006 - 2010**

ORANGE COUNTY PUBLIC SCHOOLS

**Reading Coach/instructional Support, Teacher, TMH/PMH teacher, EMH teacher
1996- 2006**



CURRENT APPOINTMENT

2022 – Present: Director of Solution Engineers & Training, TeachTown, Jigsaw Learning LLC, Woburn, MA

EDUCATION:

- 2022 Ph.D. Autism & Developmental Disabilities, The University of Texas at Austin, Doctoral Advisor: Terry Falcomata, Ph.D., BCBA-D
- 2018 M.Ed. Early Childhood Special Education, The University of Texas at Austin, Austin, TX Masters Advisor: Michael Sandbank, Ph.D.
- 2013 B.A Theology, University of Mary Hardin-Baylor, Belton, TX

CERTIFICATIONS & LICENSES

- Board Certified Behavior Analyst-Doctoral (BCBA-D)
- Licensed Behavior Analyst-Texas (LBA-TX)
- Supervisor Credential, Behavior Analyst Certification Board (BACB)
- Texas Teacher Certification (EC-12 Special Education, EC-6 Generalist)
- Undergraduate Education Field Supervision Credential (Texas)

HONORS & AWARDS

- 2019-2021 University of Texas at Austin Doctoral Fellowship
- 2017 Teacher of the Year, Joslin Elementary

PROFESSIONAL EXPERIENCE

- 2022-Present: Director of Solutions Engineers & Training, TeachTown, Jigsaw Learning LLC, Woburn, MA
- 2022- Present: Adjunct Instructor, St. Edward’s University, Austin, TX
- 2021- 2022: Solutions Engineer, TeachTown, Jigsaw Learning LLC, Woburn, MA
- 2018 – 2021: Campus Behavior Specialist, Widen Elementary School, Austin Independent School District
- 2020 – 2020: Special Education & Early Childhood TExES Assessment Writer, 240 Tutoring, Houston, TX
- 2019 – Present: Teaching Assistant, The University of Texas at Austin, Austin, TX
- 2018 – 2019: Board Certified Behavior Analyst, Central Texas Autism Center, Austin, TX
- 2016 – 2018: Life Skills Teacher, Joslin Elementary School, Austin Independent School District
- 2017 – 2018: Behavior Therapist, Central Texas Autism Center, Austin, TX
- 2016 – 2017: Behavior Therapist, Behavioral Innovations Westlake, Austin, TX
- 2013 – 2016: Elementary Severe Behavior/Life Skills Teacher, Rosedale School, Austin Independent School District

RESEARCH & PRACTICAL INTEREST AREAS

Applications of applied behavior analysis (ABA) in public school settings
Modalities of functional analysis of problem behavior
Teacher training on assessment and intervention of problem behavior

PUBLICATIONS

Journal Articles (Peer Reviewed)

In Publication

Nesselrode, R., Falcomata, T., Hills, L., Erhard, P.(2022).

A Systematic Review of Functional Analysis in Public Schools. *Behavior Analysis in Practice*.

<https://doi.org/10.1007/s40617-022-00679-8>

Hills, L., **Nesselrode, R.**, Falcomata, T. (2022)

Assessment and Treatment of Problem Behavior With Multiple Functions for Individuals With Disabilities: A Systematic Review of the Literature and Discussion. *Behavior Analysis Research and Practice*.

<https://doi.org/10.1037/bar0000259>

In Review

Nesselrode, R., Falcomata, T., Wright, L., Oshinski, M., Foyt, K. (in review).

Interventions for Self-Injurious Behavior in Public Schools: A Systematic Review

Erhard, P., Falcomata, T., **Nesselrode, R.**, Hills, L. (in review).

Manipulation of Motivating Operations in Multiple Exemplar Training: A Review

Erhard, P., Londono-Vargas, F., Falcomata, T., **Nesselrode R.**

A Comparison of Bilingual Instructional Feedback during Multiple Exemplar Training

Hills, L., **Nesselrode, R.**, Falcomata, T.

Interventions for Multiply-Maintained Elopement in Public School Settings

In Manuscript

Nesselrode, R., Shpall, C., Hills, L., Falcomata, T. (complete)

A Systematic Review of Non-Conditioned Reinforcement in Public School Settings

Nesselrode, R., Falcomata, T., Erhard, P. (Dissertation, 2022)

A Comparison of Functional Analysis Methodologies: A Pilot for Future Applications to Public School Settings.

External Writings

Nesselrode, R. (2020)

Introduction to Functional Analysis (FA)

<https://thinkpsych.com/blog/what-is-functional-analysis-fa/>

PRESENTATIONS

Conference Presentations

Conference Presentation. "Strategies for Addressing Problem Behavior in Public Schools", Coalition of Oregon School Administrators, 2023.

Presenter: **Nesselrode, R.**

Conference Presentation. "TeachTown Overview", Texas Council of Administrators in Special Education Conference 2022.

Presenter: **Nesselrode, R.**

Symposium on Evidence-Based Practices in Schools: "*Functional Analysis in Public Schools: A Systematic Review*". Association of Behavior Analysis International Conference 2021.

Presenter: **Nesselrode, R.**

Co-Authors: Falcomata, T., Wright., L., Erhard, P.

Research Symposium: "*Self-Injurious Behavior in Public Schools: A Systematic Review*". UT Austin Autism Conference 2021.

Presenter: **Nesselrode, R.**

Co-Authors: Falcomata, T., Wright., L., Erhard, P.

Poster Presentation: "*Self-Injurious Behavior in Public Schools: A Systematic Review*".

Association of Behavior Analysis International Conference 2022.

Presenter: **Nesselrode, R.**

Co-Authors: Falcomata, T., Wright., L., Erhard, P.

Poster Presentation: "*A Systematic Review of Non-Conditioned Reinforcement in Public Schools Settings*"

Association of Behavior Analysis International Autism Conference 2023

Presenter: Shpall, C.

Co-Authors: Nesselrode, R., Hills, L., Falcomata, T.

Courses Taught

EDBA 6311-02: Single Subject Research Methods & Designs. St. Edward's University, Austin, TX.

EDBA 6314-02: Functional Behavior Assessment. St. Edward's University, Austin, TX

EDBA 6316-01: Organizational Behavior Management. St. Edward's University, Austin, TX

Guest Lectures

Spring 2021: Guest Lecture, UT Undergraduate Special Education Program: *Functional Life Skills Seminar*

Guest Lecture, UT M.Ed Autism & Developmental Disabilities Program:

Foundations of Verbal Behavior

Guest Lecture, UT M.Ed Autism & Developmental Disabilities Program: *Verbal Behavior, Continued*

Guest Lecture, UT Undergraduate Special Education Program: *Collaboration in the Classroom*

Fall 2020: Guest Lecture, UT Undergraduate Special Education Program: *Teaching Medically Fragile Students*

Fall 2019: Guest Lecture, UT Undergraduate Special Education program: *Principles of Behavior*

Teaching Assistantships

Spring 2022:	Teaching Assistant, Single Subject Research Design, The University of Texas at Austin
Fall 2021:	Teaching Assistant, Professional and Ethical Practice in ECSE, The University of Texas at Austin
Summer 2021:	Teaching Assistant, Professional Development in ABA, The University of Texas at Austin
Spring 2021:	Teaching Assistant, Communication Intervention, The University of Texas at Austin Teaching Assistant, Single Subject Research Design, The University of Texas at Austin
Fall 2020:	Teaching Assistant, Autism Spectrum Disorders, The University of Texas at Austin Teaching Assistant, Professional and Ethical Practice in ECSE, The University of Texas at Austin
Summer 2020:	Teaching Assistant, Foundations of Positive Behavior Supports, The University of Texas at Austin Teaching Assistant, Single Case Research Design, The University of Texas at Austin
Spring 2020:	Teaching Assistant, Advanced Practicum in Early Childhood Special Education, The University of Texas at Austin
Fall 2019:	Teaching Assistant, Autism Spectrum Disorders SED303, The University of Texas at Austin



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 Hub International Midwest Limited 203 N La Salle St Ste 2000 Chicago IL 60601-1245 License#: 100290819 JIGSLEA-01	CONTACT NAME: PHONE (A/C. No. Ext): 312-922-5000 FAX (A/C. No): 312-922-5358 E-MAIL ADDRESS: CSUChicago@hubinternational.com													
	<table border="1"> <thead> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A: Travelers Property Casualty Company of America</td> <td>25674</td> </tr> <tr> <td>INSURER B: Charter Oak Fire Insurance Company</td> <td>25615</td> </tr> <tr> <td>INSURER C: Underwriters at Lloyds</td> <td>99145</td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </tbody> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Travelers Property Casualty Company of America	25674	INSURER B: Charter Oak Fire Insurance Company	25615	INSURER C: Underwriters at Lloyds	99145	INSURER D:		INSURER E:		INSURER F:
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INSURER D:														
INSURER E:														
INSURER F:														
INSURED Jigsaw Learning, LLC dba TeachTown 2 Constitution Way Woburn MA 01801														

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	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			ZLP-71N81905-24-I5	12/15/2024	12/15/2025	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			BA 6Y385668	12/15/2024	12/15/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			CUP 6Y504754	12/15/2024	12/15/2025	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER 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 \$1,000,000 Limit-aggregate \$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 
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CERTIFICATE OF LIABILITY INSURANCE

JLY

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
AON RISK SERVICES SOUTH INC
3550 LENOX ROAD NORTHEAST
SUITE 1700
ATLANTA GA 30326

CONTACT NAME: Aon Risk Services, Inc of Florida

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

INSURER B:

INSURER C:

INSURER D:

INSURER E:

INSURER F:

INSURED
TriNet Group, Inc.
Jigsaw Learning, LLC DBA TeachTown
1 Park Place, Suite 600
Dublin, CA 94568-7983

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 <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER						EACH OCCURRENCE	\$
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$
							MED EXP (Any one person)	\$
							PERSONAL & ADV INJURY	\$
							GENERAL AGGREGATE	\$
							PRODUCTS - COMP/OP AGG	\$
								\$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident)	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DEC RETENTION \$						EACH OCCURRENCE	\$
							AGGREGATE	\$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			WLR_C57280232	07/01/2024	07/01/2025	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER	
							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

Wayne RESA
33500 Van Born Rd
Wayne, MI 48184

CANCELLATION

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