

JIGSAW LEARNING LLC dba



TEACHTOWN[®]
Exceptional Solutions for Exceptional Students

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

RFP Response to 24-033 Access Students Curriculum



RFP Due Date: 4/24/2024

DocuSigned by:
Ashley Wall
FC5EBC36AD5D48E...

Ashley Wall

Chief Financial Officer

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Section 1 : Required Documents

ATTACHMENT A Certification Letter

(Form must be completed and returned with bid.)

I certify that I have read and understand the terms and conditions herein. I further state that I am and/or my company is capable, able to, and will provide the requested product(s) and/or service(s) described herein. I am the owner or agent of the company stated below and am authorized and empowered to contract. By my signature on this RFQ, I/we guarantee and certify that all items included in my bid meet or exceed specifications.

I certify that this bid is made without prior understanding, agreement, or connection with any corporation, firm or person submitting a bid for the same materials, supplies, equipment, or services and is in all respects fair and without collusion or fraud. I understand collusive bidding is a violation of State and Federal Law and can result in fines, prison sentences, and civil damage awards. I agree to abide by all conditions of this RFQ and certify that I am authorized to sign this bid for the Contractor.

SUBMITTED BY Ashley Wall DATE 4/23/2024

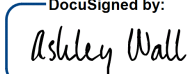
TITLE Chief Financial Officer EMAIL: RFP@teachtown.com

COMPANY NAME Jigsaw Learning LLC, dba TeachTown

ADDRESS 2 Constitution Way CITY Woburn ST MA ZIP 01801

TELEPHONE NUMBER 1-800-283-0165 FAX NUMBER 1-877-295-8238

COMPANY WEBSITE www.teachtown.com

SIGNATURE DocuSigned by:

FC5EBC36AD5D48E...

DO YOU ACCEPT VISA? Yes

ADDITIONAL FEE IF PAYMENT MADE WITH VISA: No



ATTACHMENT B

Contractor Affidavit under O.C.G.A. § 13-10-91(b)(1)

By executing this affidavit, the undersigned contractor verifies its compliance with O.C.G.A. § 13-10-91, stating affirmatively that the individual, firm or corporation which is engaged in the physical performance of services on behalf of Bibb County School District has registered with, is authorized to use and uses the federal work authorization program commonly known as E-Verify, or any subsequent replacement program, in accordance with the applicable provisions and deadlines established in O.C.G.A. § 13-10-91. Furthermore, the undersigned contractor will continue to use the federal work authorization program throughout the contract period and the undersigned contractor will contract for the physical performance of services in satisfaction of such contract only with subcontractors who present an affidavit to the contractor with the information required by O.C.G.A. § 13-10-91(b). Contractor hereby attests that its federal work authorization user identification number and date of authorization are as follows:

824347

Federal Work Authorization User Identification Number

October, 2014

Date of Authorization

Jigsaw Learning LLC,
dba TeachTown

Name of Contractor

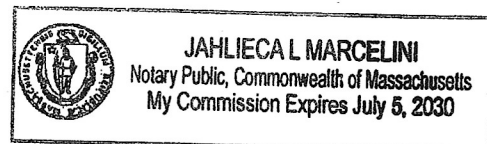
Name of Project

Name of Public Employer

I hereby declare under penalty of perjury that the foregoing is true and correct.

Executed on April, 22, 2014 in Woburn (city), MA (state).Ashley B Wall
Signature of Authorized Officer or AgentAshley Wall, Chief Financial Officer
Printed Name and Title of Authorized Officer or AgentSUBSCRIBED AND SWORN BEFORE ME
ON THIS THE _____ DAY OF _____, 201__.Jahlieca M
NOTARY PUBLIC

My Commission Expires:

July 5, 2030



ATTACHMENT C

Certificate Regarding Debarment, Suspension, Ineligibility
(Form must be completed and returned with bid.)

The Bibb County School District is a recipient of Federal monies. As such we require that participating vendors not be debarred, suspended, ineligible or excluded from doing business with the Federal government or any agency thereof.

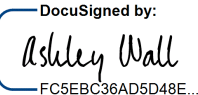
The prospective participant certifies, by submission of the bid, that neither it, nor its principals, is presently debarred, suspended, proposed for debarment, declared ineligible, or excluded from participation in this transaction by any Federal department or agency.

Jigsaw Learning LLC, dba TeachTown

Organization Name

Ashley Wall Chief Financial Officer

Name(s) and Title(s) of Authorized Representative(s)

DocuSigned by:
 Ashley Wall
FC5EBC36AD5D48E...

Signature(s) 4/23/2024
Date

(Form must be completed and returned with bid.)



Attachment E
OFFEROR AFFIRMATION FORM:

Company Name: Ashley Wall
 RFI Name: 24-033 Access Students For Curriculum
 RFI Number: 24-033

After careful examination of the solicitation document in its entirety, _____ and any addendum(s) issued, the undersigned proposes to satisfy all requirements in accordance with said documents.

For Consideration of this proposal, the undersigned hereby affirms that:

1. He/She is a duly authorized official of the offeror.
2. NO changes were made to the original RFI document,
3. The proposal is being submitted on behalf of the offeror in accordance with any terms and conditions set forth in this document.
4. The offeror will accept any awards made to it as a result of the proposal submitted here in for a minimum of one hundred and twenty (120) days following the date of submission.
5. The offeror will accept the terms and conditions set forth in the contract template attached here to.

If notified in writing by mail or delivery of the acceptance of the award, the undersigned agrees to furnish and deliver to the assigned procurement professional within five (5) days of the request, a certification of insurance indicating the coverage specified within this solicitation.

A contract shall be established which will set forth the terms of this agreement. The contract shall be interpreted, constructed, and give effect in all respects according to the laws of the State of Georgia.

Nondiscrimination in Employment: We, the supplier of goods, materials, equipment and services covered by this bid or contract, have not discriminated in the employment, in any way, against any person or person, or refused to continue the employment of any person or persons on account of their race, color, sex, religion, national origin, marital status, sexual orientation, age, or disability.

Respectfully Submitted,

Company Name Jigsaw Learning LLC, dba TeachTown

Ashley Wall
 Authorized Official Name

Ashley Wall
 Signature

Chief Financial Officer
 Title:

4/23/2024
 Date:

E-mail Address: RFP@teachtown.com

The legal name of the bidder is: Ashley Wall

PLEASE PRINT OR TYPE RESPONSE



Attachment F
CERTIFICATE OF NON-COLLUSION

By responding to this solicitation, the supplier understands and agrees to the following:

That the submitted response constitutes an offer, which when accepted in writing by the State Entity, and subject to the terms and conditions of such acceptance, will constitute a valid and binding contract between the undersigned and the State Entity; and

That the supplier has read the specifications and requirements shown or referenced in the solicitation and that the supplier's response is made in accordance with the provisions of such specifications and requirements except as expressly stated otherwise in the supplier's response; and

That the supplier guarantees and certifies that all items included in the supplier's response meet or exceed any and all such stated specifications and requirements of the solicitation except as expressly stated otherwise in the supplier's response; and

That, if awarded a contract, the supplier will deliver goods and/or services that meet or exceed the specifications and requirements of the solicitation except as expressly stated otherwise in the supplier's response; and

That the response submitted by the supplier shall be valid and held open for a period of **one hundred and twenty (120) days (or such other time period as identified in the solicitation)** from the final solicitation closing date and that the response may be held open for an additional period of time subject to the supplier's consent; and

That the supplier's response is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a response for the same materials, supplies, equipment, or services and is in all respects fair and without collusion or fraud. The supplier understands and agrees that collusive bidding is a violation of state and federal law and can result in fines, prison sentences, and civil damage awards; and

That the provisions of the Official Code of Georgia Annotated, Sections 45-10-20 et seq. have not been violated and will not be violated in any respect.

DO NOT MODIFY THE BID/PROPOSAL CERTIFICATION TERMS IN ANY WAY. THIS FORM MUST BE COMPLETED, SIGNED AND SUBMITTED WITH YOUR RESPONSE.

Contractor's Full Legal Name: (PLEASE TYPE OR PRINT)	Jigsaw Learning LLC, dba TeachTown
Authorized Signature:	DocuSigned by: <i>Ashley Wall</i> F05B6C36AD5D48E...
Printed Name and Title of Person Signing:	Ashley Wall Chief Financial Officer
Date:	4/23/2024
Company Address:	2 Constitution Way Woburn, MA 01801
FAX Number:	1-877-295-8238
Email Address:	RFP@teachtown.com
*This table must be completed in its entirety by the supplier.	

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the
requester. Do not
send to the IRS.

► Go to www.irs.gov/FormW9 for instructions and the latest information.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Jigsaw Learning LLC

2 Business name/disregarded entity name, if different from above
Teachtown

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC

☐ C Corporation

☐ S Corporation

☐ Partnership

☐ Trust/estate

☒ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► **C**

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ►

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
2 Constitution Way

6 City, state, and ZIP code
Woburn, MA 01801

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			-			-					
--	--	--	---	--	--	---	--	--	--	--	--

or

Employer identification number

3	0	-	0	7	9	6	5	1	0
---	---	---	---	---	---	---	---	---	---

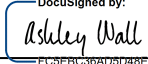
Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here

Signature of U.S. person ► 

Date ► 1/9/2024

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
 - Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
 - Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
 - Form 1099-S (proceeds from real estate transactions)
 - Form 1099-K (merchant card and third party network transactions)
 - Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
 - Form 1099-C (canceled debt)
 - Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.
- If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
04/19/2024

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 Willis Towers Watson Northeast, Inc. c/o 26 Century Blvd P.O. Box 305191 Nashville, TN 372305191 USA	CONTACT NAME: WTW Certificate Center PHONE (A/C, No, Ext): 1-877-945-7378 FAX (A/C, No): 1-888-467-2378 E-MAIL ADDRESS: certificates@wtwco.com														
INSURED Jigsaw Learning, LLC DBA Teachtown, Inc. 2 Constitution Way Woburn, MA 01801	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: left;">NAIC #</th> </tr> <tr> <td>INSURER A: Travelers Property Casualty Company of Ame</td> <td>25674</td> </tr> <tr> <td>INSURER B: The Charter Oak Fire Insurance Company</td> <td>25615</td> </tr> <tr> <td>INSURER C:</td> <td></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> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Travelers Property Casualty Company of Ame	25674	INSURER B: The Charter Oak Fire Insurance Company	25615	INSURER C:		INSURER D:		INSURER E:		INSURER F:	
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INSURER B: The Charter Oak Fire Insurance Company	25615														
INSURER C:															
INSURER D:															
INSURER E:															
INSURER F:															

COVERAGES**CERTIFICATE NUMBER: W33276449****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	☒ COMMERCIAL GENERAL LIABILITY			ZLP-21P67794	08/11/2023	08/11/2024	EACH OCCURRENCE \$ 1,000,000
	☐ CLAIMS-MADE ☒ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000
							MED EXP (Any one person) \$ 10,000
	GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PRO-JECT ☐ LOC OTHER:						PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
B	AUTOMOBILE LIABILITY			BA-6T040175	08/11/2023	08/11/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	☐ ANY AUTO						BODILY INJURY (Per person) \$
	☐ OWNED AUTOS ONLY						BODILY INJURY (Per accident) \$
	☒ HIRED AUTOS ONLY ☒ SCHEDULED AUTOS NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident) \$
A	☒ UMBRELLA LIAB ☒ OCCUR			CUP-6T042979	08/11/2023	08/11/2024	EACH OCCURRENCE \$ 5,000,000
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE \$ 5,000,000
	DED ☐ RETENTION \$						\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE ☐ OTH-ER ☐
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y/N ☐	N/A				E.L. EACH ACCIDENT \$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE \$
							E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Bibb County School District is included as an Additional Insured as respects to General Liability.

CERTIFICATE HOLDER**CANCELLATION**

Bibb County School District 484 Mulberry Street Macon, GA 31201	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 <i>Patricia A. Jony</i>
--	---

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ACORD 25 (2016/03)

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8 of 57

SR ID: 25745567

BATCH: 3427743



CERTIFICATE OF LIABILITY INSURANCE

JLY

DATE (MM/DD/YYYY)

04/19/2024

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: 15749122

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	☐ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☐ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PROJECT ☐ LOC ☐ 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 ☐ ANY AUTO OWNED AUTOS ONLY ☐ HIRED AUTOS ONLY ☐ SCHEDULED AUTOS ☐ NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB ☐ OCCUR EXCESS LIAB ☐ 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	Y/N N	N/A	WLR_C52193850	07/01/2023	07/01/2024	X PER STATUTE ☐ 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

Bibb County School District
484 Mulberry Street
Macon, GA 31201

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

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Section 2 : Company Overview

Jigsaw Learning LLC, dba TeachTown **Introduction: Company Profile and Mission** **Product Offering Overview**

The company's solutions bid under this RFP have been used in school districts for over Twenty years. The company is a specialist – focusing exclusively on serving the special needs of students with autism, intellectual disabilities, developmental disabilities, emotional and behavioral disorders and speech and language impairments. As such, this focus distinguishes the company from others without this focus and accompanying expertise.

Teachtown serves the most challenging low-incidence disabilities of autism, intellectual disabilities, developmental disabilities, and emotional behavior disorders. In providing the type of Specially Designed Instruction to these populations, TeachTown's programs employ the science of Applied Behavior Analysis. Delivering this type of highly specialized instruction requires specialized training. Teachtown employs Board Certified Behavior Analysts in both the development of its programs and the provisioning of any related training and coaching implementation services.

We founded TeachTown with one clear mission: To improve the academic, behavioral, and adaptive functioning of students with disabilities. Teachers, parents, and clinicians need proven tools and strategies that can help them meet educational goals and increase every child's intellectual and social functioning. Here at TeachTown we are committed to research and evidence-based practices with an exclusive focus on serving the needs of only a few student populations:

We're extremely proud of the work we do here at TeachTown, and our exclusive focus means we are specialists--we don't try to be everything to everybody. Our focus and specialization mean you get the very best programming and services for your student, child, or client.

Thank You for the opportunity to bid on this Request for Proposal



TeachTown is pleased to submit its family of Programs all of which are based on the principles and methodologies of Applied Behavior Analysis and are proven and researched based to treat the student populations that TeachTown serves.

Below is a brief description of all TeachTown programs that are included in this RFP submission.

Product Descriptions:

- enCORE- *Appropriate for Kindergarten –12th Grade*** - comprehensive state-aligned adapted 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.
- 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 time
 5. Personal Life Skills- such as applying sunscreen, brushing teeth, combing or brushing hair
- **TeachTown's Meta-Play-** *Appropriate for ages 18 months - 4 years* -solution offers a systematic, play-based approach to fostering the development of imagination and play skills in young children diagnosed with autism spectrum disorder (ASD), intellectual disabilities, developmental delays, and social and emotional disabilities. By fostering meaningful and purposeful play for young learners with disabilities, the Meta-Play education solution provides teachers, clinicians and families with a comprehensive play-based curriculum that sequentially teaches skills that promote the development of imaginative thinking, pretend play and age-appropriate social skills.
 - **TeachTown's ABA Pro-** is a self-guided, technology-delivered professional development library that provides teachers, support staff, and administrators with the necessary knowledge and skills to adequately teach all students in every environment
 - **SLP Assist -** *Appropriate for students 18 months to early elementary* - SLP Assist provides a comprehensive solution for the school-based SLP and students. It includes technology-driven speech and language services for students, integrated with a platform for SLP's to deliver a variety of speech and language lessons with secure, automated data collection and reporting tools.
 - **Professional Development/Training-**TeachTown's trainers, Board Certified Behavior Analysts, will conduct professional development sessions using adult learning theory and knowledge combined with experience to ensure that users are comfortable and competent with the features of TeachTown and all products purchased. All trainings can be offered as web-based and/or onsite.
 - **TeachTown Registered Behavior Technician (RBT) Course** -TeachTown's RBT Course is designed to prepare teachers, paraprofessionals, and/or other personnel who have direct contact with students for certification as Registered Behavior Technicians. The RBT course meets, and exceeds, the Task List outlined by the Behavior Analyst Certification Board (BACB), the accrediting board for Board Certified Behavior Analysts (BCBAs). TeachTown's team of BCBA's have created a 40-hour



online training program where participants systematically advance through 12 course modules consisting of 119 interactive lessons. Within each lecture are interactive quizzes and activities, supplemental classroom videos, and additional resources related to the lecture topic all supervised by a TeachTown BCBA.

- **BE SAFE- *Appropriate for Middle School- through Transition-aged Students*** -BE SAFE is a video-modeling curriculum for teens and young adults that utilizes evidence-based practices. It provides each student with the appropriate skills necessary to safely and appropriately respond to community officers and professionals, increasing their safety, community integration, and independence. BESAFE utilizes visual supports, BE SAFE stories (social stories), role play, and priming and includes teacher-lead lesson plans and student-lead interactive activities to ensure understanding of the concepts. BE SAFE also includes an online assessment tool for progress monitoring.



Bibb County School District
RFP24-033 Access Students Curriculum

References

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Section 3: Capability Overview



Modified Core Curriculum for K-12

enCORE is a comprehensive Georgia 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.

The image displays the "enCORE Teacher License" interface, which is organized into several functional areas. At the top, a blue banner reads "TEACHER LICENSE". Below this, the interface is divided into three main columns: "AUTHENTIC LITERATURE (e-Readers & PDFs)" on the left, "UNIT ASSESSMENTS (Online & PDFs)" in the center, and "LESSON PLANS & RESOURCES (PDFs)" on the right. The "AUTHENTIC LITERATURE" section shows three levels of e-readers (Level 1, Level 2, Level 3) with corresponding book covers. The "UNIT ASSESSMENTS" section displays a "UNIT 1 ASSESSMENT" table and a "Diversity in Ourselves" online assessment. The "LESSON PLANS & RESOURCES" section shows a "Language" lesson plan and a "Understanding the Big Idea" resource. Below these columns, there are three additional sections: "TEACHER-LED TECHNOLOGY LESSONS" on the left, "DATA & REPORTING" in the center, and "STUDENT LICENSE" on the right. The "TEACHER-LED TECHNOLOGY LESSONS" section shows a teacher interacting with a large screen displaying a lesson. The "DATA & REPORTING" section shows a "Learning Management System" table and a "Progress Report" bar chart. The "STUDENT LICENSE" section shows a student interacting with a tablet displaying a lesson. The enCORE logo is prominently displayed in the center of the interface.

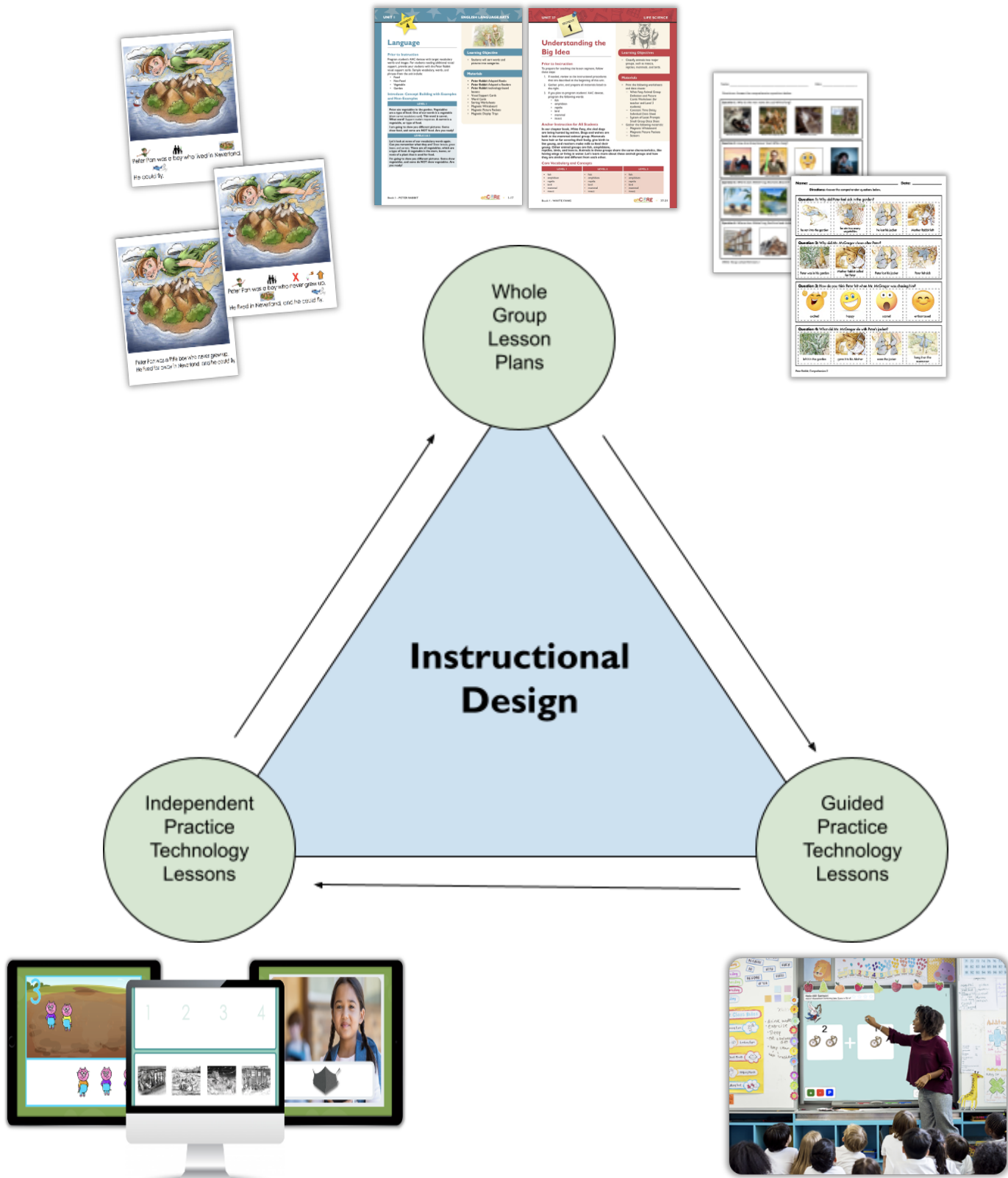
enCORE Program Overview

- 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
- Four 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 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
- 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*, 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 (see Figure 2).

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 (see Figure 1).



Fig. 1.
*Literature
Selections*

Fig. 2.
Literature Adaptations



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 (see Figure 4), 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 (see Figure 5).

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 (see Figure 3). These lesson segments repeat multiple times within each unit. Segments also repeat within each unit using different content (i.e. Reading/ELA Segment 1: Interactive Read Aloud), allowing students to engage in predictable and routine lesson formats while being exposed to new and exciting content and skills to master. For students who need additional supports, all technology lessons are eye-gaze compatible and have the ability to be taught completely errorless.

Week 1				
Day 1	Day 2	Day 3	Day 4	Day 5
	Introducing the Text Foundational Skills Core Vocabulary & Concepts Read/Review the Text	Introducing the Text Vocabulary Review Read/Review the Text Comprehension Review	Initiating Events Foundational Skills Core Vocabulary & Concepts Read/Review the Text	Initiating Events Vocabulary Review Read/Review the Text Comprehension Review

Fig. 3.
Implementation Guide

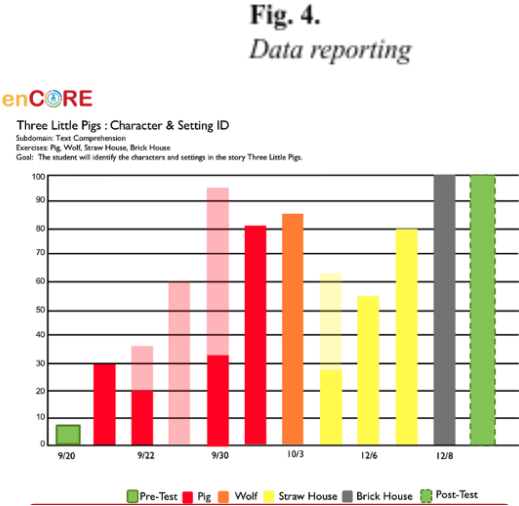
enCORE Implementation Guideline (Six-Week Unit Plan)				
	Monday	Tuesday	Wednesday	Thursday
EIA	Unit Pre-Assessment (Students not being assessed should alternate working on Student-Led and Teacher-Led Tech-Based Lessons from the previous unit.)			
MATH	Pre-Assessment While peers are being assessed, students can participate in Generalization Activities from a previous unit. After pre-assessments are complete, students may participate in the Interactive Read Aloud.	Interactive Read Aloud Foundational Skills Letter and Sound Identification Phonological & Phonemic Awareness Activity 1 -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Interactive Read Aloud Reading Comprehension Foundational Skills Letter and Sound Identification Phonological & Phonemic Awareness Activity 2 -Generalization Activities -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Interactive Read Aloud Language Foundational Skills Letter and Sound Identification Decoding -Generalization Activities -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)
SCIENCE	Understanding the Big Idea Core Vocabulary and Concepts Concept Building	Counting and Cardinality -Math Warm-Ups -Core Vocabulary and Concepts -Concept Building (no Text) -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Counting and Cardinality -Math Warm-Ups -Concept Building (no Text) -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Counting and Cardinality -Math Warm-Ups -Concept Building (Text) -Generalization Activities (Pick 1) -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)
SOC STUDIES	Understanding the Big Idea Core Vocabulary and Concepts Concept Building	Understanding Big Ideas -Core Vocabulary and Concepts -Concept Building -Teacher-Led Computer Lessons	Understanding Big Ideas -Core Vocabulary and Concepts -Generalization Activities -Teacher-Led Computer Lessons	Understanding Big Ideas -Core Vocabulary and Concepts -Generalization Activities -Teacher-Led Computer Lessons
	BOOK 1 – WEEK 1	BOOK 1 – WEEK 2	BOOK 1 – WEEK 3	BOOK 1 – WEEK 4
	Interactive Read Aloud Foundational Skills Letter and Sound Identification Phonological & Phonemic Awareness Activity 1 -Generalization Activities -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Interactive Read Aloud Foundational Skills Letter and Sound Identification Decoding -Generalization Activities -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Interactive Read Aloud Foundational Skills Letter and Sound Identification Phonological & Phonemic Awareness Activity 2 -Generalization Activities -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Interactive Read Aloud Language Foundational Skills Letter and Sound Identification Decoding -Generalization Activities -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)
	Operations & Algebraic Thinking -Math Warm-Ups -Word Problem Solving (no Text) -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Operations & Algebraic Thinking -Math Warm-Ups -Word Problem Solving (Text) -Generalization Activities (Pick 1) -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Generalization Activities -Math Warm-Ups -Generalization Activities (Pick 1 from each of last 3 segments) -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)	Measurement and Data -Math Warm-Ups -Core Vocabulary and Concepts -Generalization Activities -Teacher-Led Computer Lessons Student-Led Computer Session (all subjects)
	Applying What We Know -Core Vocabulary and Concepts -Concept Building -Teacher-Led Computer Lessons	Applying What We Know -Core Vocabulary and Concepts -Using What We Know -Teacher-Led Computer Lessons	Applying What We Know -Core Vocabulary and Concepts -Using What We Know -Teacher-Led Computer Lessons	Applying What We Know -Core Vocabulary and Concepts -Sharing What We Know -Teacher-Led Computer Lessons

Fig. 5.
Generalization Activities

Generalization and Extension Activities

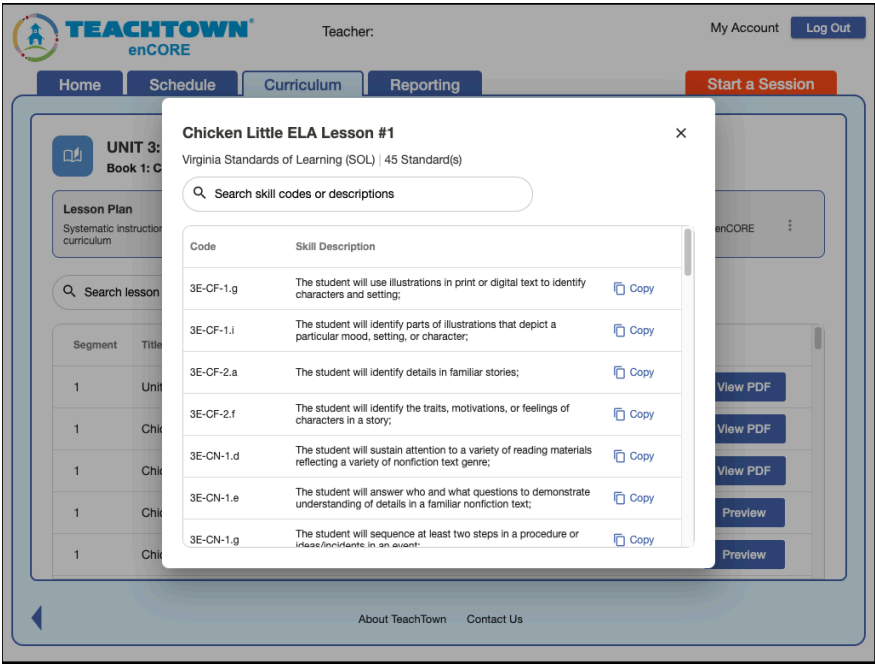
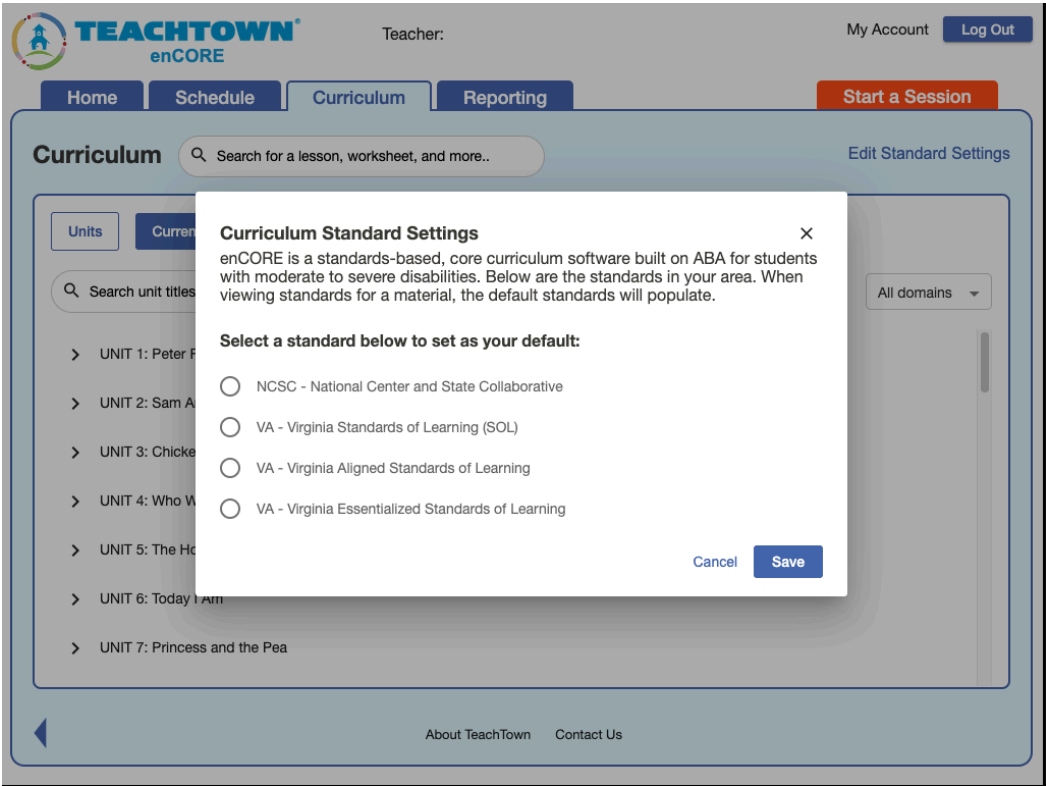
To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Sight Word Search	Have the students look through other books or magazines and search for the sight words of the week (put, for, they).
Literacy Extension	Identify other books that you have in your classroom or in the school library that are written by Hans Christian Andersen, such as <i>The Little Mermaid</i> , <i>The Ugly Duckling</i> , <i>Thumbelina</i> , etc. Discuss the similarities between the books.



Alignment with State Standards

All of the content within enCORE K-12 is aligned to Georgia State Standards





TEACHTOWN® Basics

Exceptional Solutions for Exceptional Students



TeachTown Basics

Appropriate for students developmentally age 2 to 10

TeachTown Basics is a comprehensive intervention program that provides a blend of computer-delivered and teacher-led Applied Behavior Analysis (ABA) instruction that combines online ABA-based discrete trial training (DTT) lessons with staff-led generalization lessons for children with special needs and autism who are developmentally functioning between 2 to 10 years old. The blend of computer-delivered and teacher-led ABA instruction targets vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. Computer-aided instruction allows TeachTown Basics to use 50+ stimuli for each skill, promoting generalization without increasing teacher workload. With every click or touch, TeachTown Basics adapts prompt level and collects data on student responses, all of which can be accessed through the reporting dashboard.

TeachTown Basics Program Details

Six domains of instruction

- Social and Emotional Skills
- Cognitive Skills
- Adaptive Skills
- Language Arts
- Language Development
- Mathematics

Over 1850 computer-aided DTT lessons spanning 8 developmental levels

800+ teacher-led Generalization Lessons to ensure students are able generalize what they are learning in a natural setting

Over 12,000+ concepts utilizing over 50,000+ different resources/exemplars

ABA Based Teaching Procedures

Reinforcement is automatically built into the program by providing students with interactive games and short 20-30 second peer-to-peer social stories.

Teachers can align the TeachTown Basics to individual educational goals (IEP's) or weekly classroom curriculum.

The system automatically adapts prompt level based on each individual's response providing meaningful instruction to all students.

Every click of the mouse is tracked, meaning student data is recorded, analyzed and organized into reports automatically providing educators with an effective and automated progress monitoring system

Student choice is built in throughout the program, from selecting preferred games as reinforcers to choosing their route of instruction around TeachTown

Prompting and fading is provided while in the student session all the way down to errorless learning, with option to start student session (by domain) in errorless teaching

Instructional Design

Initial Placement Test

When students first enter the program, an initial placement test is provided to determine the student’s academic level (see Figure 6). This provides a series of pre-tests that will shape the computer-selected lessons.

Lesson Format

Following the initial placement test, students will be assigned lessons within their student level. The lesson sequence follows the format indicated below (see Figure 7). This ensures that students are receiving instruction in areas of skill deficit and allows for previously mastered skills to be placed in maintenance. Lessons then adjust prompt level during intervention dependent on student response, all the way down to errorless (see Figure 8).

Fig. 6.
Student Level

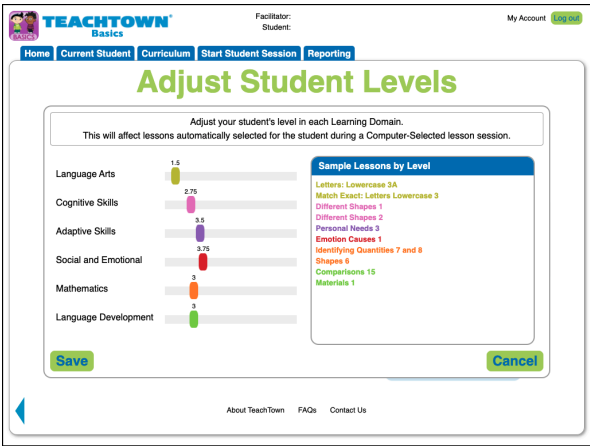
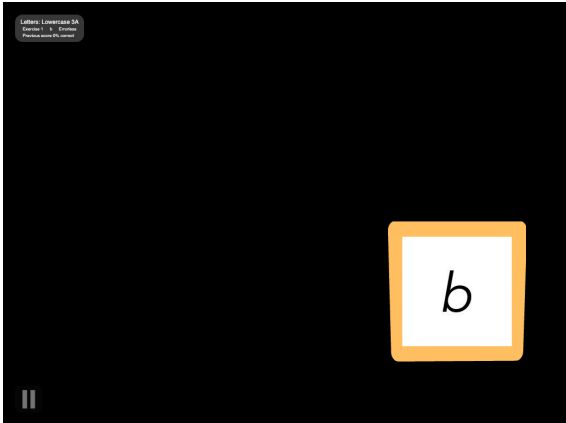
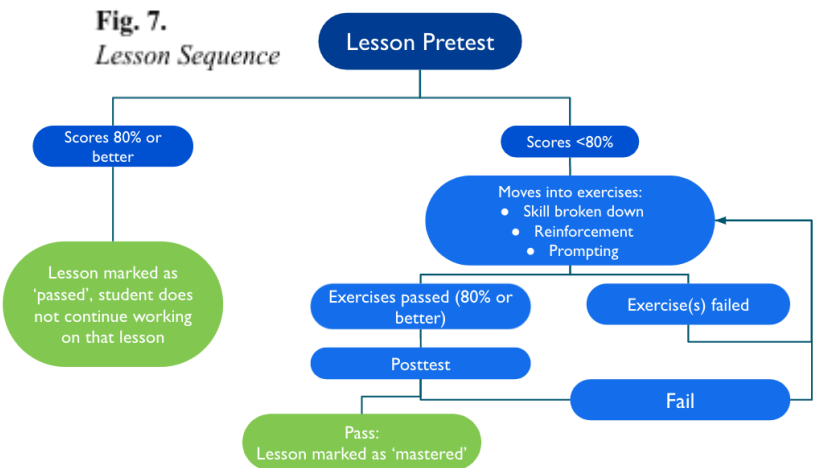


Fig. 8.
Errorless Learning Trial

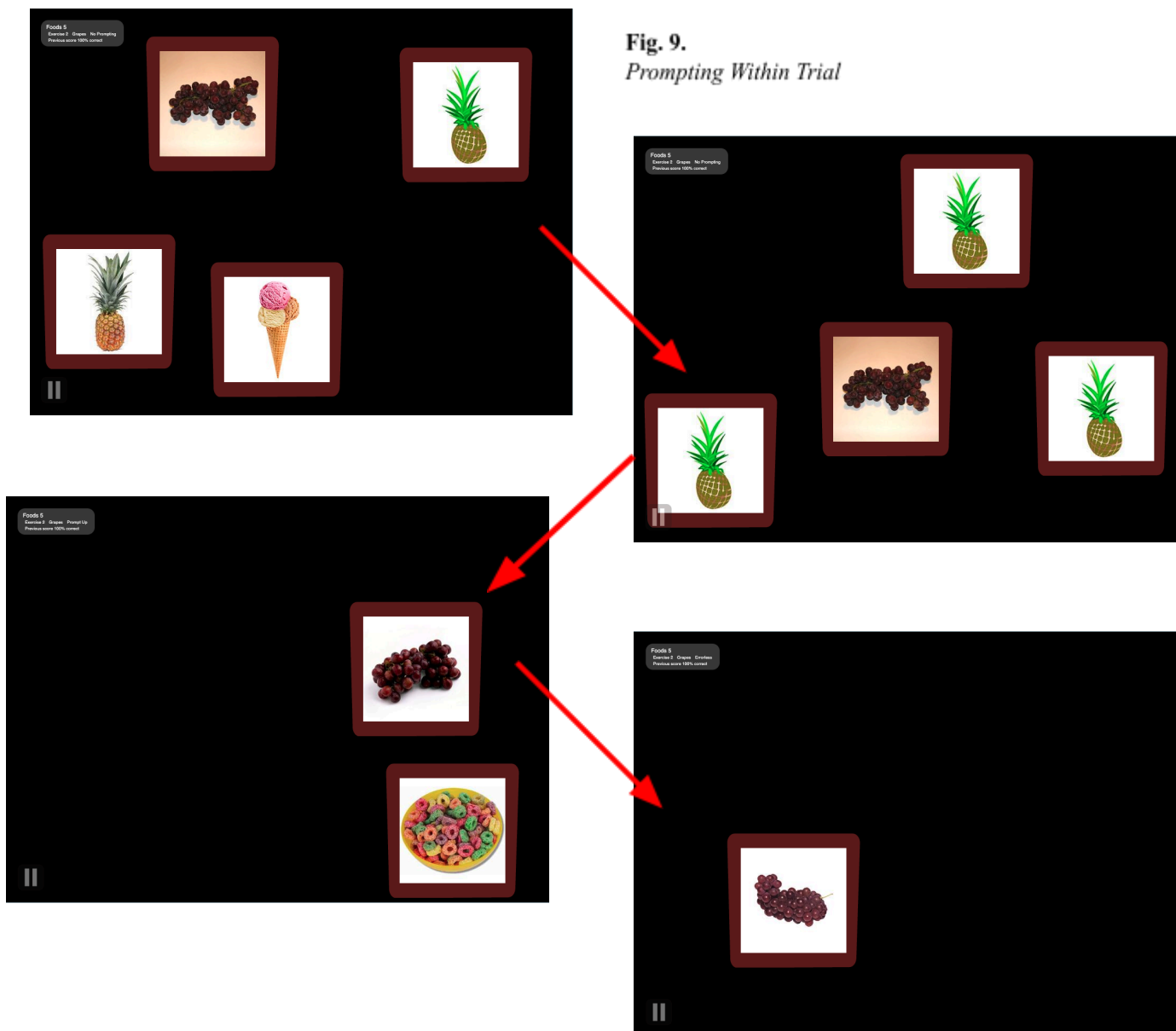


Engagement

TeachTown Basics is appropriate for students at all ages who require intervention in the areas of cognitive skills, adaptive skills, language arts, mathematics, and social emotional skills. The adaptive manner of DTT instruction and the prompting within TeachTown Basics allows for students to access and engage with the content to mastery regardless of their current skill set (see Figure 9). The mixture of computer-aided instruction as well as offline generalization lessons give teachers various modalities of instruction to provide tailored intervention for each student.

This individualized approach along with the Basics reporting dashboard allow teachers to make data-based decisions on student progress and generalized these newly mastered skills across people, settings, and time.

Fig. 9.
Prompting Within Trial



Individualization

TeachTown Basics provides intervention lessons for students with a variety of disabilities. These lessons can be automatically assigned following the initial placement test, or individually assigned by an instructor in the form of a facilitator selected lesson or IEP goal (see Figure 10).

Furthermore, TeachTown Basics is aligned with the Verbal Behavior Milestones and Placement Program (VB-MAPP), allowing teachers to assign instructional sequences that align with skill gaps identified by that assessment (see Figure 11).

Finally, instructors have the ability to align lessons within TeachTown Basics to a student’s IEP goal, providing a comprehensive report on student progress over individual lesson within each goal (see Figure 12).

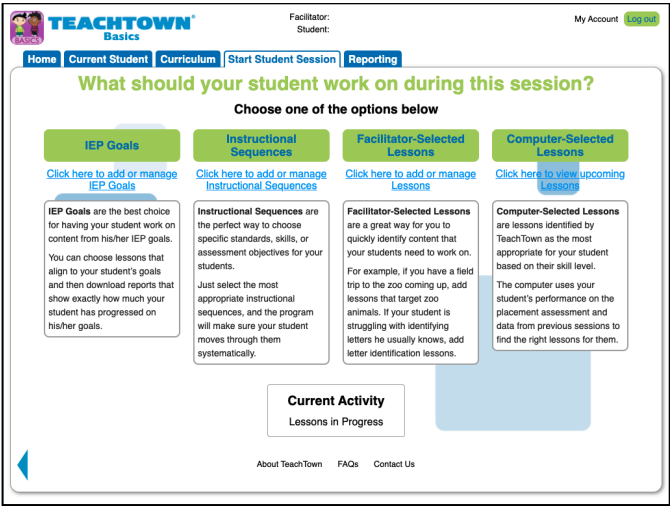


Fig. 10.
Lesson Selection

Fig. 11.
VB-MAPP Alignment

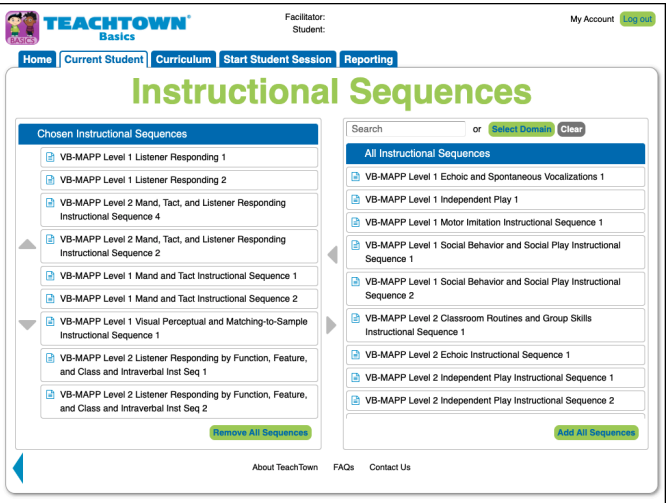
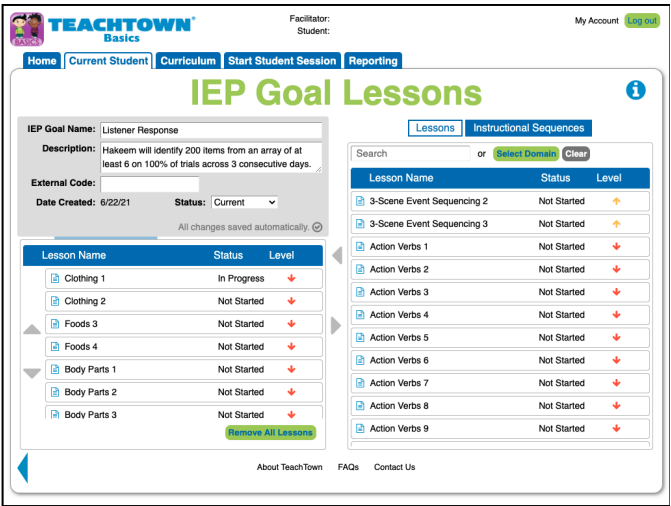


Fig. 12.
IEP Alignment





TRANSITION

to Adulthood



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



Fig. 13.
Skill Domain Sequence

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.

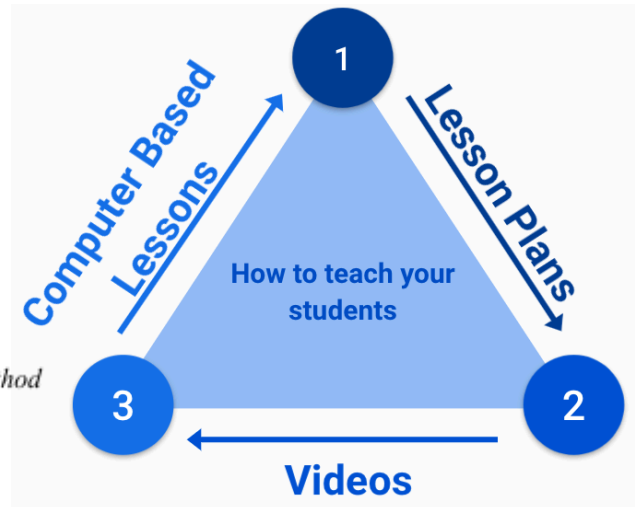
Each skill provides a baseline assessment to determine if the student requires intervention. If so, then a series of video model lessons, visual supports, and troubleshooting cards are provided to ensure the student receives adequate instructional support to complete the task analysis.

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.

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:

Fig. 14.
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.

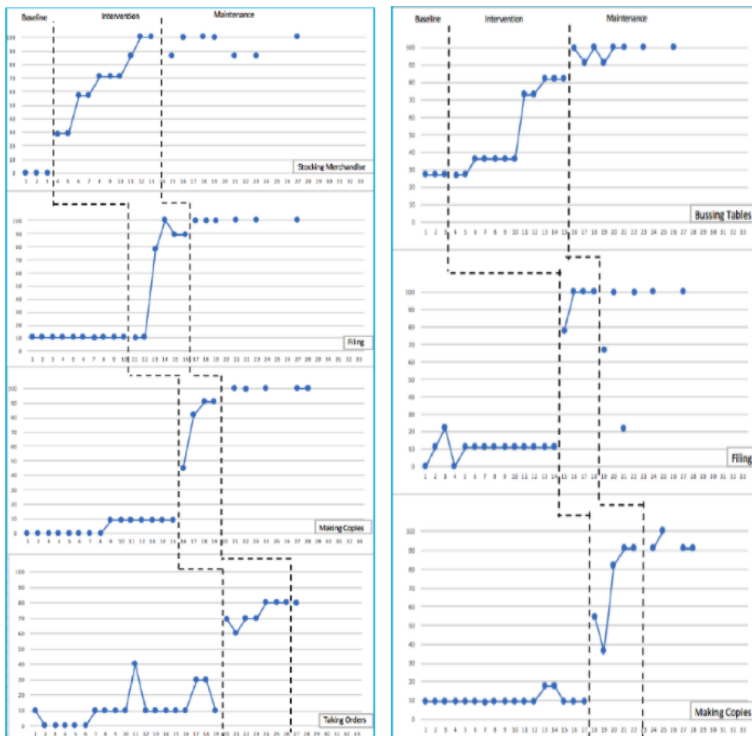
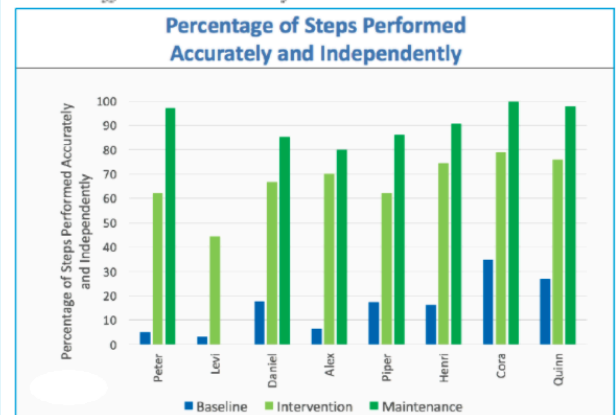


Fig. 15.
Graphs of 2018 effectiveness study



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 (see Figure 16).

If intervention is required, the instructor can utilize all portions of the instructional sequence to assist the learner in mastery of the skill (see Figure 17). 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 (see Figure 18). This supports the instructor in accurately teaching the skill to mastery as well as effectively collecting data to ensure the student is progressing appropriately.

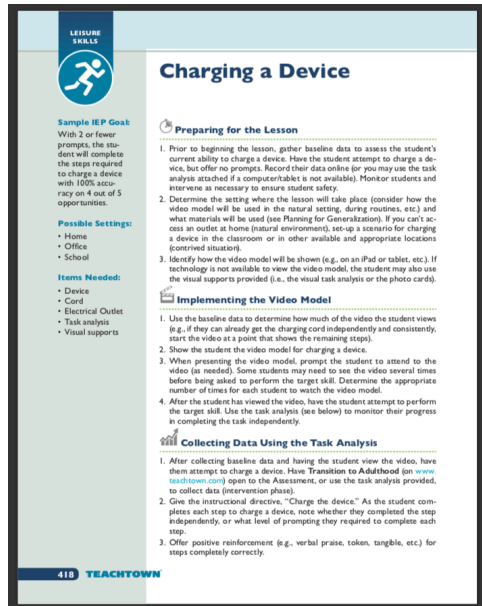
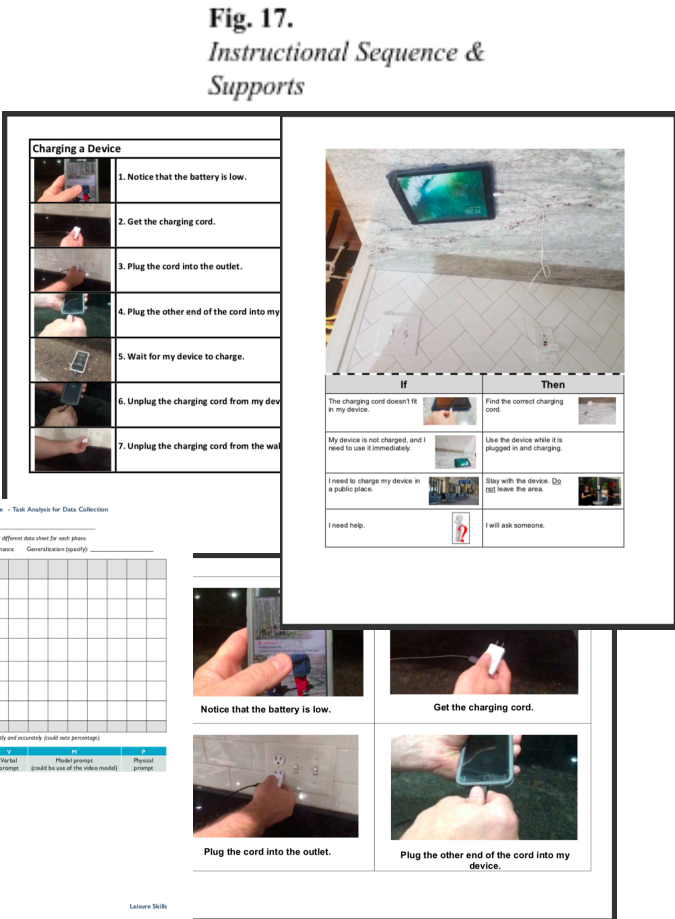
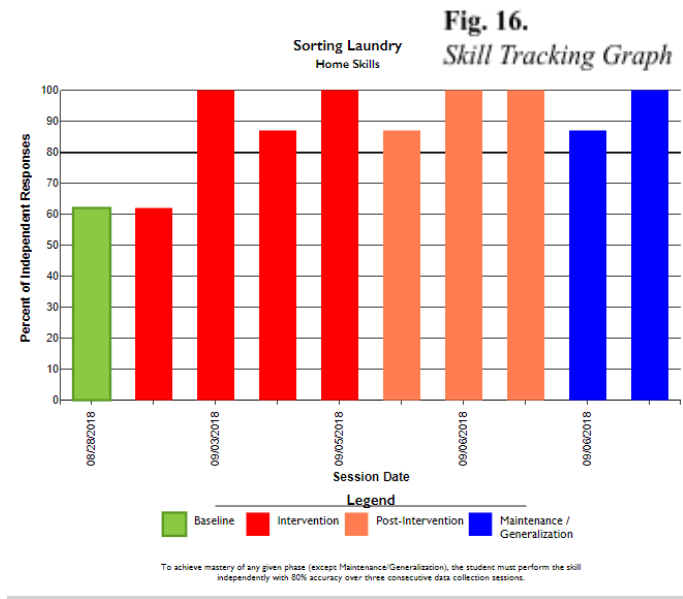


Fig. 18.
Lesson Plans

TEACHTOWN® Social Skills



TeachTown Social Skills utilizes evidence-based teaching procedures to provide direct instruction for students with deficits in social communication skills. TeachTown Social Skills has been successfully implemented with students with autism spectrum disorder, intellectual disabilities, emotional behavior disorders, and students without disabilities who require social skills instruction.

Social Skills uses video modeling and ABA-based teaching procedures to directly teach social skills according to student need, and provides teachers lesson plans and activities that will facilitate in-vivo practice of the social skills in the natural environment. By combining social skills assessments with video modeling and social story interventions, Social Skills can provide any classroom in need of social skills instruction a flexible solution to addressing skill deficits across multiple areas of social communication.

TeachTown Social Skills also supports the Collaborative for Academic, Social, and Emotional Learning (CASEL) standards for effective social skills instruction by incorporating lessons that target skills within these domains (see Figure 19).

Fig. 19.
CASEL Standards



Instructional Design

TeachTown Social Skills provides instructional methods for direct teaching of 75+ different social skills across elementary and middle school grade bands. These skills are broken down into 11 different domains for instruction. Each domain has a pre-post screener to determine where social skill deficits may exist as well as a final measure of mastery for the entire domain (see Figures 20 & 21).

In addition to pre-post social skill screeners, teachers are provided with whole group lessons plans spanning 6 days of instruction to directly teach the social skill using the provided video model and activities. 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 (see Figure 22).

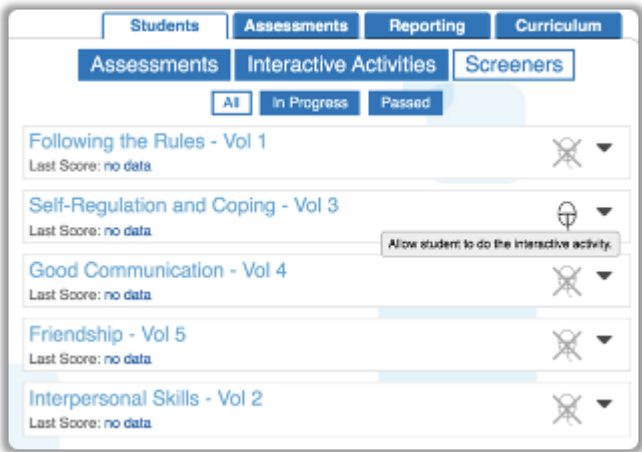
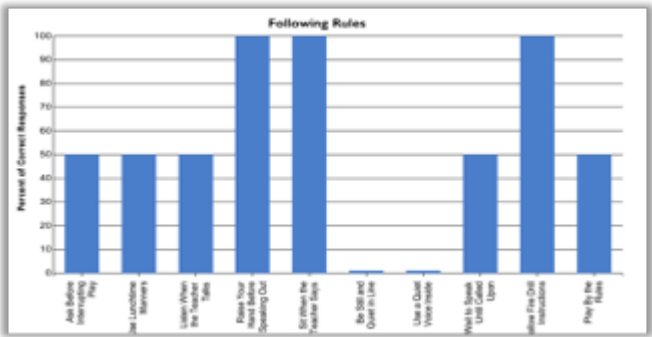


Fig. 22.
Interactive Video Models



Fig. 20.
Skill Screeners

Fig. 21.
Skill Deficit Identification



Engagement

TeachTown Social Skills is broken down into two different grade bands (elementary and middle school, see Figure 23). However, each Social Skills teacher license has access to both grade bands, allowing instructors flexibility to target skills in other grade bands for intermediate students.

Within the video models, students encounter a diverse group of individuals with each character providing a non-example of a social skill throughout the program. This allows students to view themselves through the characters within the video models and directly tie the skills in the video to the natural environment.

TeachTown Social Skills provides a variety of modalities to provide instruction. Through the lesson plans, instructors can provide instruction to various classroom sizes. Each activity within the lesson plans can be individualized, while the independent online activities provide a blended learning environment for instructors to tailor to the needs of their students.

Building & Maintaining Relationships	Interpersonal Skills	Problem Solving	Self Awareness	Personal Care	Safety & Community Participation
Joining a Group	How to Initiate a Conversation	Asking for Help	Staying Calm When Things Change	Dealing With Body Changes	Social Media Management & Cyber Etiquette
Respecting Differences	How to Leave a Conversation	Finding a Compromise	Expressing and Responding to Anger	Managing Body Odor	Communicating via Text or Email
Respecting Personal Boundaries	Following the Rules	Interpersonal Skills	Coping & Self Regulation	Good Communication	Friendship
Friendship Qualities Who is a Friend	Ask Before Interrupting Play	Respect Personal Space	Ask an Adult For Help	Make a Request	Stay Positive
Understanding Different Relationships	Listen When the Teacher Talks	Ask Before You Hug	Be Nice When You Lose	Change Topics Politely	Help Solve a Problem
Feeling Left Out	Raise Your Hand Before Speaking Out	Be a Good Listener	How to Cheer Yourself Up	Ask About Others' Interests	Ask a Friend for Help
	Sit When the Teacher Says	Sometimes Things Break by Accident	Know When to Take a Break	Wait to Enter a Conversation	Including Others
	Be Still and Quiet In Line	Take Turns with Toys	Say Why You're Sad	How to Say No	Helping Others
	Wait to Speak Until Called Upon	Look When Saying Goodbye	Sometimes Friends Don't Want to Play	Apologize When You Make a Mistake	Comfort Sad Friends
	Follow Fire Drill Instructions	Respond When You Are Greeted	Speak Up for Yourself	Initiating a Conversation	Compliment Others
	Play by the Rules	It's More Fun to Share	Stay Calm When the Schedule Changes	Continuing a Conversation	Respect Others
	Use Lunchtime Manners	Say Why You're Mad	Take Deep Breaths to Stay Calm	How To End a Conversation	Making Up After a Disagreement
	Use a Quiet Voice Inside	How to Join Friends During Playtime	Try Again When You Make a Mistake	Tell the Truth	Thinking About Others

Fig. 23.
Skill Sequence

Individualization

Each lesson plan within TeachTown Social Skills provides a differentiation component to allow students of all ability levels to access the content to mastery (see Figure 24). Within each task analysis for the targeted social skills, instructors are provided a prompting hierarchy to ensure students can complete the skill effectively and fade prompts over time (see Figure 25).

For all independent activities, the program will prompt students to select the correct answer following an incorrect response. Independent social story activities can also be completed in group format to ensure that all students have the opportunity to complete an appropriate comic.

Joining a Group

Generalization

Self-Management:

The students will practice appropriate ways to join a group and will identify how it made them feel to approach a group and ask to join. The students will identify appropriate responses if the group is not receptive to them asking to join (e.g. Find another group to join, say, "I'd really like to join you", ask when a better time to join would be, ask if you can all do something else when they're done, etc.) They should practice these strategies in a controlled situation (possibly in a role play scenario where they know the response will not be what they want and/or with a preferred peer/adult) so that the skills are built during low-stress situations.

Differentiation:

For students with limited communication skills, speech generating devices or other augmentative communication strategies should be utilized. Ensure the students have the ability to access and understand how to use words/phrases such as, "Excuse me, can I join?" etc. on speech generating devices, etc. Teach the students appropriate gestures to help gain someone's attention such as tapping on the shoulder, etc.

Fig. 24.
Differentiation

Hakeem Olajuwon

Joining a Group

Generalization

Generalized Across: People

The student will ask before joining a group with 100% accuracy during 4/5 opportunities.

Notifies what the group is doing.

Independent

Verbal

Gesture

Physical

Model

No Response

Waits for a pause in the activity.

Independent

Verbal

Gesture

Physical

Model

No Response

Asks the group if they may join.

Independent

Verbal

Gesture

Physical

Model

No Response

Submit

#1

5 months ago

07/07/2021

10:19 AM

edit

view responses

#2

5 months ago

07/07/2021

10:19 AM

edit

view responses

#3

5 months ago

07/07/2021

10:19 AM

edit

view responses

#4

5 months ago

07/07/2021

10:20 AM

edit

view responses

Fig. 25.
Task Analysis & Prompting



Meta-Play is a naturalistic developmental behavioral intervention (NDBI) based in the science of Applied Behavior Analysis as well as the Dynamic Behavior Theory of Autism (DBT-A). Meta-Play provides teachers with sequential lesson plans that target core deficits in meta-representation such as imaginative play, human-object interaction, and unpredictability.

Meta-Play targets 4 specific areas of meta-representational failure in young children with disabilities (see Figure 26). In a 2014 case study, Meta-Play was shown to significantly reduce severity of symptoms on the Autism Diagnostic Observation Schedule (ADOS) while increasing overall functional language and imaginative play skills (see Figure 27, article available upon request).

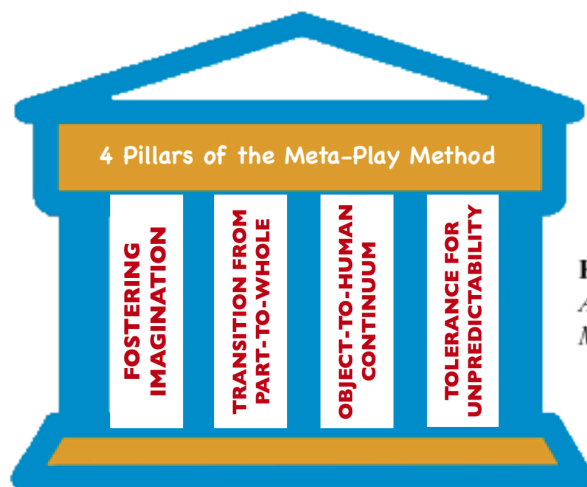
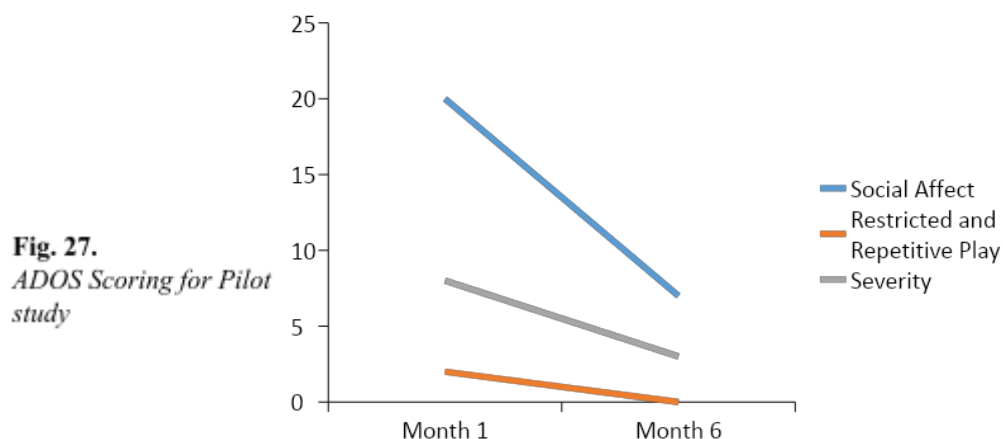


Fig. 26.
*Areas of
Meta-representation*



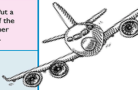
Instructional Design

Meta-Play provides teachers with a framework for intervention for students with meta-representational failure. These lessons offer a systematic approach to fostering the development of imagination through play-based activities for young children in early childhood settings. Unlike other curriculums, Meta-Play uses play as a tool to reach the outcome of increased imagination skills rather than solely independent play.

Play is the most appropriate instructional setting for young children in early intervention and preschool. By building comprehensive and systematic instruction into play-based activities, Meta-Play allows young children with disabilities to access needed intervention to increase imagination, communication, and age-appropriate social skills.

Meta-Play utilizes lessons and activities to target specific deficits in meta-representation. These lessons increase in difficulty as well as in human interaction (see Figure 28). Each activity comes with a lesson plan that provides a framework for IEP goal writing through the Meta-Play Ultimate Goal, as well as specific instructions on how to prompt, fade, error-correct, and reinforce (See Figure 29). These play-based activities are grounded in ABA principles to provide an evidence based framework for early childhood instruction.

Fig. 28. Lesson Sequence

Meta-Play List of Activities and Lessons 1-7					
Simpler			More Difficult		
Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
1. Pairing Reality with Representation	Let's Do This Together! Attend to the behavior of others.	The Same, But Different! Engage with real objects in the same manner as someone using toys.	Let's Pretend! Engage in pretend play in a representative manner.	Use Your Imagination! Engage in socialized pretend play.	
2. Fostering Imagined Existence	Where Did It Go? Begin to understand people and objects out of sight exist.	Find Me! Demonstrate understanding that someone out of sight exists.	Partial Hide And Seek! Seek out and find someone out of sight.	Hide And Seek! Seek out and find a person who is hiding.	
3. Practicing Unpredictable and Other-Controlled Play	Where's It Going Next? Begin to tolerate engaging in unpredictable activities.	Let's Move Here! Tolerate engaging with unpredictable activities.	Let's Walk Together! Engage in unpredictable activities with others.	Let's Fly! Engage in pretend play activity that is unpredictable.	
4. Restricting to Animal/People Play	Let's Play With Almost! People! Toys! Ability to shift focus from objects to people.	Let's Play With People Toys! Engage with toys that have human-like features.	People Puppet Play! Engage with human-like dolls or figurines.	People Only Play! Engage with human-like toys with purposeful pretend play.	
5. Reinforced Putting People Together	Let's Play With Puzzled! Put non-human objects or puzzles back together.	Putting It Together! Put human-like objects or puzzles together.	Hay, That Is Me! Put a picture puzzle together and understand that picture represents him/her self.	You And Me Puzzle! Put a picture puzzle together of the learner from a field of other picture puzzle distractors.	
6. Incidental Entertainment Training	Movies! Watch movies to gain interest in characters.	Movies That Are A Little More Human! Watch movies that have characters with human-like features.	Movies With Human And Almost Human Characters! Watches movies with both human and human-like characteristics.	Act This Out! Act out movie events with a familiar adult.	
7. Parallel Puppet Play	Introducing The Non-Puppet! Engage with toys while object puppet is present.	Part-Person Puppet Play! Engage with toys while the eyes puppet is present.	Puppets Are People Too! Engage with toys with a face puppet and demonstrate joint attention.	Let's Follow The Eyes! Actively respond to simple requests made by the face puppet and demonstrate joint attention.	

The Meta-Play Method consists of 14 target activities. Using differentiated instruction and evidence-based practices, each activity is broken down into four lesson plans that provide access to learners who function at varying developmental levels.

Meta-Play Activity 1

LESSON 1: Lets Do This Together!

Goal and Objectives

Meta-Play Activity Ultimate Goal: The learner will demonstrate socialized pretend play with abstract objects.

Lesson Objective: Using a pair of objects that match exactly the familiar adult will initiate the learner's behavior based on the learner's lead, and the learner will attend to the behavior of the familiar adult. When this is in place, the learner will engage in the same actions or behaviors as the familiar adult with assistance for five consecutive days.

Lesson Delivery

Materials: Two real cups that match exactly. The teacher or familiar adult can use other objects that are of interest to the learner, but note that objects that have a distinct purpose or social routine associated with them work best (i.e., cups, phones, cars, etc.).

How to Prepare: Bring the cups to the instructional area. For individuals who are able to focus in the natural play environment, bring the cups and the learner to the play area or to an area on the carpet. For individuals who are easily distracted, position the individual in an area with minimal distractions. For example, bring the cups and the learner to the corner of the play center where the opportunities for elopement are limited, to a carpet square where the learner is given visual boundaries and clear expectations, or complete the play activity at a desk providing the individual with physical boundaries. This activity can also take place at a table where food is typically served, so to set the stage for the real social routine.

Instructions

1. Introduce: After transitioning to the instructional area and gaining the learner's attention, introduce the materials to the learner. For example say, "Look at these two cups, they are the same! Here is your cup and here is my cup!" Place the materials out of reach to avoid distracting your learner.

2. Provide a Model: Show the learner the purpose of the cup. Say, "Let's drink from the cup!" and put a small amount of liquid in both your cup and the learner's cup. As the learner puts the cup to his or her mouth, simultaneously bring the cup to your mouth to take a drink. To engage and gain the interest of the learner, use exaggerated facial expressions and sounds while imitating the learner's behavior.

ABSTRACT THINKING

Activity 1

3. Cue: Place one cup in front of the learner and one cup in front of you. Monitor the learner's interaction and engagement with the cup. Based on the learner's actions with the cup, follow the learner's lead and use the cup using similar movements. It is important that the learner is able to observe you interacting with the same object that he/she has in a similar manner. Based on the learner's level of engagement, repeat the activity and imitate the actions of the learner or encourage the learner to imitate your actions.

4. Prompting: If the learner does not take the initiative to interact with the cup, provide assistance to the learner. Using hand-over-hand assistance, gently guide the learner's hand to the object and place the object in the learner's hand. Using graduated guidance, if the learner begins to initiate using the cup, reduce the amount of assistance that you provide to the learner. If the learner does not initiate to interact with the cup, use hand-over-hand assistance to help the learner correctly bring the cup to his or her mouth and take a drink while you simultaneously take a drink from your cup. Highlight your cup and your actions to the learner bringing focus to the fact that you are both interacting with the same object in the same manner.

5. Error-Correction: If the learner incorrectly interacts with the cup (i.e., throws the cup, puts the cup away, etc.) retrieve the cup and present the cup to the learner again. Do not require the learner to retrieve the cup as you did not place a demand on the learner and the purpose of retrieving the cup is not compliance. The focus should be on giving the learner a cup and having the learner engage in a behavior with the object as you simultaneously display similar actions with the same object. This time, provide the learner with immediate hand-over-hand assistance helping the learner to understand the expectation or the behavior associated with the cup.

Generalization

Promoting Peer-to-Peer Learning: Identify peers who are appropriate imitators for your learner and his or her behavior. For a model to be effective, the individual must be able to accurately display the target skill (i.e., using the same object as a peer in a similar and appropriate manner). Ideal models are peers who are able to draw the learner's attention to the fact that the peer is doing exactly what the learner is doing. When possible, use familiar peers who are approximately the same age and size as the learner.

Expansion Activity: Expand the activity using different materials and locations. To increase the learner's interest in the activity, use highly motivating toys or objects. Find two objects that match exactly (books, telephones, toy cars, toy trains, airplanes, books, hula-hoops, balls, eating utensils, toothbrushes, hairbrushes, etc.). Give one of the objects to the learner and play with your object similarly to show the learner how to interact with the object. If the learner does not take the initiative or respond to the object, use the most-to-least prompting hierarchy, providing your learner with hand-over-hand assistance and gradually fading your prompts based on the learner's progress and/or interest in the object. It is important to remember that the goal is to simply attract the learner's attention to you and your "like" behavior!

Reinforcement

Provide specific social praise

Fig. 29. Lesson Plans

Engagement

For young children, play is the most important and appropriate form of instruction. Research has shown that embedding intervention into play-based activities is effective in teaching social, play, communication, and academic skills.

Meta-Play offers teachers a comprehensive solution to providing instruction through play. Using a variety of manipulatives, activities, and play-based techniques grounded in the framework of ABA instruction, teachers can provide effective intervention for students with meta-representational failure.

Lessons plans provided within Meta-Play provide teachers the activities and instructional techniques to increase meta-representation skills, while the assessments allow instructors to make data-based decisions on skill mastery and intervention (see Figure 30). Furthermore, each lesson provides instructors with steps for generalization to ensure that skills are being mastered across various early childhood settings (see Figure 31).

Intervention 1

Does the learner engage with a familiar adult and unpredictable toys (i.e. off-centered ball, remote controlled car, etc.)?

Trial 1	Independent	Gesture	Verbal	Model	Incorrect/No Response
Trial 2	Independent	Gesture	Verbal	Model	Incorrect/No Response
Trial 3	Independent	Gesture	Verbal	Model	Incorrect/No Response
Trial 4	Independent	Gesture	Verbal	Model	Incorrect/No Response
Trial 5	Independent	Gesture	Verbal	Model	Incorrect/No Response

SUBMIT

Fig. 30.
Assessments

Generalization

Fig. 31.
Generalization & Expansion

Promoting Peer-to-Peer Learning: Using a peer to model and imitate appropriate behaviors, have the peer initiate a social interaction with the learner. Give the learner the real or play cup and the peer the wooden dowel. Encourage the peer to pretend the dowel is a cup and to take a drink of juice while the learner does the same with the cup. To further promote generalization and peer-to-peer learning, encourage the peer to use a variety of real or toy objects to pretend to take a drink from (i.e., telephone, hairbrush, airplane, etc.). Have the peer model use the abstract object and prompt the learner to imitate or follow the lead of the peer model with the cup and/or with an abstract object.

Expansion Activity: Use a variety of objects and materials to increase engagement. For example, repeat the lesson using the cup and a toy car, train, or hairbrush. Identify other actions or play behaviors that you want to target, collect the materials needed, and repeat the activity. Look for opportunities when the learner is playing with an object/toy and then follow the learner's lead, while imitating the same motions and actions using a non-related and different object (i.e., If the learner is playing with a toy car, pretend that a hairbrush is a toy car. If the learner is using or playing with a phone, pretend that a plastic banana is a phone, etc.). Reverse the activity and have the learner use a wide variety of non-related and different objects, while the familiar adult uses a real object.

Individualization

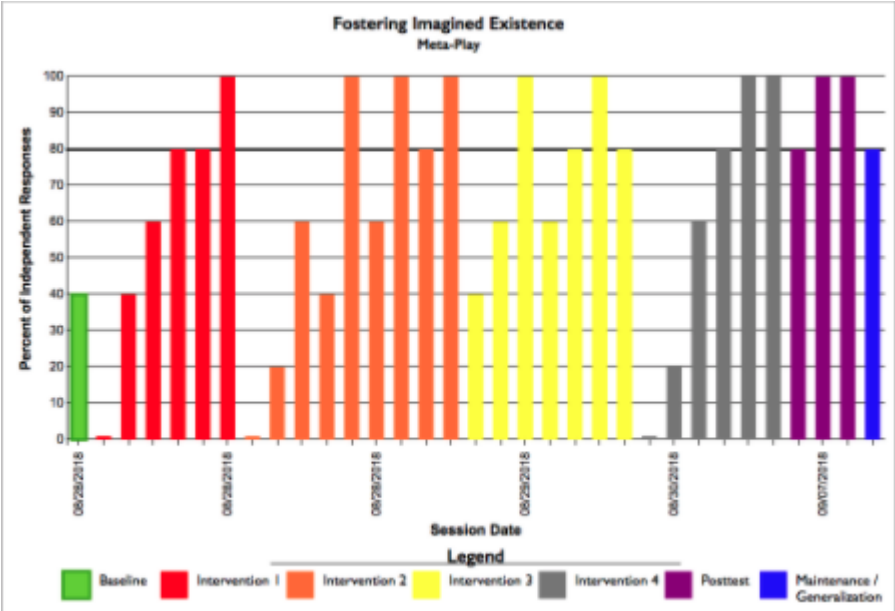
Through repeated trials and rigorous mastery criteria, Meta-Play allows instructors to accurately identify skill deficits and determine where meta-representational failure may be occurring, increasing efficiency and effectiveness in the early childhood classroom (see Figure 32).

Each lesson plan can be differentiated to the individual needs of the student. Through the use of prompting and error correction using a prompting hierarchy, each skill in Meta-Play can be accessed regardless of student disability. Using the embedded data collection system and prompting instructions within the lesson plans, each skill within the program can be taught to mastery rather than exposure (see Figure 33).

Meta-Play											
Skill Name	Phases	Objectives	Sessions							Date of First Data Collection	Date of Most Recent Data Collection
			per Phase	Independent	Gesture	Verbal	Physical	No Response	Trial Discontinued		
Practicing Unpredictable and Other-Controlled Play	Baseline	Does the learner tolerate the unpredictable activities of others (i.e. teacher doing a routine task out of order) and engage in his/her own unpredictable activities (i.e. plays with unpredictable toys)?	1	0%	0%	0%	0%	100%	0%	8/6/18	9/21/18
	Intervention 1	Does the learner engage with a familiar adult and unpredictable toys (i.e. off-centered ball)?	9	35%	17%	31%	15%	0%	0%		
	Intervention 2	Does the learner tolerate unpredictable activities with a familiar adult (i.e. adult "hiding" the toy behind the child) without attempting to escape the activity or engaging in inappropriate behaviors?	4	75%	0%	25%	0%	0%	0%		
	Intervention 3	Does the learner engage in unpredictable activities with a familiar adult (i.e. walking around on top of adult's feet) without attempting to escape the activity of engaging in appropriate behaviors?	6	56%	3%	40%	0%	0%	0%		
	Intervention 4	Does the learner engage in unpredictable activities with a familiar adult (i.e. "flying around the room") without attempting to escape the activity of engaging in appropriate behaviors while a second adult engages in the same activity with a toy?	7	51%	11%	31%	5%	0%	0%		
	Posttest	Does the learner tolerate the unpredictable activities of others (i.e. teacher doing a routine task out of order) and engage in his/her own unpredictable activities (i.e. plays with unpredictable toys)?	3	93%	0%	6%	0%	0%	0%		
	Maintenance/Generalization	Does the learner tolerate the unpredictable activities of others (i.e. teacher doing a routine task out of order) and engage in his/her own unpredictable activities (i.e. plays with unpredictable toys)?	6	63%	3%	33%	0%	0%	0%		

Fig. 32.
Data Collection & Mastery Criteria

Fig. 33.
Intervention to Skill Mastery





ABA Pro is a robust, prescriptive, self-paced on-demand resource and learning library that provides educators with ABA based tools to support all students in the classroom setting. There are a total of 10 Programs with over 50 total lessons on varied ABA and Special Education related topics.

Target Audience

Designed for special education teachers and paraeducators who have some, minimal, or no formal training in the principles of applied behavior analysis (ABA) and/or using ABA as a tool for teaching and supporting academic, social, and behavioral skills.

This course can also support general education teachers, behavior support staff, classroom consultants, direct service providers, special education administrators, and state DOEs.

Curriculum Objective

This course is delivered in a prescriptive manner to present concepts systematically and support their application in the classroom. The goal is to provide participants with an educational resource library that includes a strong foundation in the basic principles of ABA (particularly as it applies to the school setting), equips them with a wide variety of ABA-based skills and strategies to support students’ learning and appropriate behaviors, and provides them with downloadable resources that can be used immediately and effectively in the school setting (i.e., data sheets, assessment forms, graphs, and reference sheets).

Engagement

Highly Flexible: Administrators overseeing implementation can give participants as much or as little freedom in how they use the program as appropriate – participants can complete each course in the program, complete courses assigned by the administrator, or access only the courses most appropriate for their students. Program can be implemented within a teacher’s current daily or PD schedule to avoid the need for extra release time and can be completed incrementally as it fits within individual schedules.

Accessible: ABA Pro can be accessed from any device with a web-browser and Internet access and is available 24/7 all year round, eliminating the need to schedule ABA-based PD.

Evidence-based Practices: ABA Pro includes one or more courses on EACH of 17 evidence-based practices identified by the National Professional Development Center on Autism Spectrum Disorders in 2014 (See Figure 34).

Prompting	Functional Behavior Assessment
Antecedent Interventions	Functional Communication Training
Time Delay	Differentiated Reinforcement
Reinforcement	Video Modeling
Task Analysis	Naturalistic Interventions
Discrete Trial	Training Peer-Mediated Interventions

Fig. 34.
ABA Pro Evidence-based Practices

Pivotal Response Training	Extinction*
Self-Management	Social Skills Training Groups*
Visual Supports	

*Identified by NPDC as an emerging evidence-based practice.

Quantity of Content: ABA Pro contains 50+ courses in ABA, totaling more than 20 hours of PD content. Each course tackles a concept, skill, or strategy related to a broad ABA topic, like skill acquisition, behavior reduction, data collection, and classroom management. Content is delivered in a structured, clear, and prescriptive manner that is related to real-world circumstances. Each course includes a video lecture, detailed lecture notes, learning objectives, key terms and definitions, example videos (when applicable and using students with disabilities and their teachers), links to additional resources, downloadable classroom materials, and a self check review to self-monitor understanding.

Available Programs and Courses

Program 1: Introduction to Applied Behavior Analysis	
Lessons	Approximate Completion time
1: What is Applied Behavior Analysis?	35 minutes
2: The History of Applied Behavior Analysis	20 minutes
3: What are Autism Spectrum Disorders?	20 minutes
4: Autism and the DSM-V	25 minutes
Program 2: Behavior Basics	
Lessons	Approximate Completion time
1: Identifying & Describing Behavior	25 minutes
2: Reinforcement	30 minutes
3: Schedules of Reinforcement	20 minutes
4: Preference Assessments	25 minutes
5: Functions of Behavior	42 minutes
6: The three-term Contingency	20 minutes
7: Motivating Operations	15 minutes

<i>Program 3: Classroom Supports</i>	
Lessons	Approximate Completion time
1: Visual Supports	25 minutes
2: Token economies	30 minutes
3: Behavior & the Environment	16 minutes
4: Variables that Influence Behavior in the classroom	18 minutes
5: Supporting Positive Classroom Behavior	20 minutes
6: Creating a Positive Learning Environment	27 minutes
7: Defining Expectations & Consequences in the Classroom	30 minutes
<i>Program 4: Classroom Management</i>	
Lessons	Approximate Completion time
1: Antecedent Modifications	40 minutes
2: Group Behavior Contingencies	20 minutes
3: Functional Communication Training	27 minutes
<i>Program 5: Skill Acquisition</i>	
Lessons	Approximate Completion time
1: Skill Acquisition Plans	25 minutes
2: Discrete Trial Training (DTT)	40 minutes
3: Prompting	40 minutes
4: Time Delay	28 minutes
5: Chaining	20 minutes
6: Shaping	20 minutes
7: Discrimination training	23 minutes
<i>Program 6: Skill Generalization & Maintenance</i>	

Lessons	Approximate Completion time
1: Generalization & Maintenance	45 minutes
2: Stimulus prompt, Shaping & Fading	15 minutes
3: Providing ABA Homework for Families and caregivers	20 minutes
4: Incidental Teaching	20 minutes
5: Naturalistic Teaching	30 minutes
6: Pivotal Response	25 minutes
7: Self-Management	30 minutes
<i>Program 7: Measuring Behavior</i>	
Lessons	Approximate Completion time
1: Introduction to Data Collection	35 minutes
2: Measuring Behavior	30 minutes
3: ABC Data Collection	25 minutes
4: Data collection in Special Education	15 minutes
5: Functional Behavior Assessments	40 minutes
6: Objective Documentation	30 minutes
7: Communication with Supervisors and Other Stakeholders	20 minutes
<i>Program 8: Behavior Reduction</i>	
Lessons	Approximate Completion time
1: Behavior Reduction Plans	30 minutes
2: Differential Reinforcement	35 minutes
3: Punishment	30 minutes
4: Extinction	20 minutes
<i>Program 9: Modeling & Social Skills</i>	

Lessons	Approximate Completion time
1: Teaching Social Skills	25 minutes
2: Using Peer Models	25 minutes
3: Imitation Skills	20 minutes
4: Using Video Modeling	15 minutes
<i>Program 10: Additional Ways to Support students in the Classroom</i>	
Lessons	Approximate Completion time
1: Supporting Students in inclusive settings	25 minutes
2: Enhancing Communication for minimally-Verbal Students with Autism	15 minutes
3: Appropriate, Engaging Sensory Activities for the Classroom	20 minutes
4: Staying Calm in a Chaotic Classroom and its Benefits	10 minutes



and the
Science of Reading



enCORE and the Science of Reading

There is a recent movement in literacy instruction towards using the **Science of Reading**. The Science of Reading embodies the reading research that has been conducted during the past 5 decades.

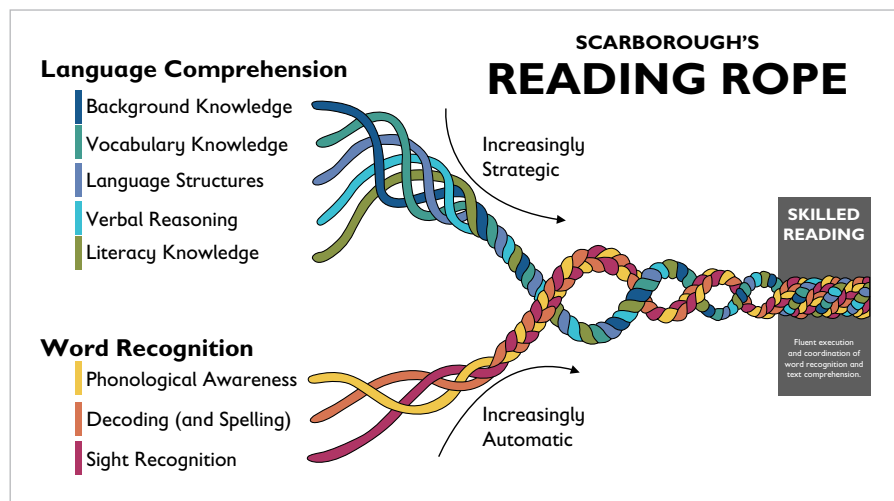
The Simple View of Reading¹ states that **reading comprehension** (or skilled reading) is the product of **decoding skills** (or word recognition skills) and **language comprehension** so that deficits in either decoding or language comprehension abilities can result in reading comprehension deficits.

Reading Comprehension (RC) = Decoding (D) x Language Comprehension (LC)

The National Reading Panel, comprised of 14 experts in the field of literacy instruction, conducted a meta-analysis to review all the available research on different literacy practices. Their report² listed five skills that significantly contribute to reading ability:

- | | |
|------------------------------|------------------------------|
| 1. Phonemic awareness | 4. Vocabulary |
| 2. Phonics | 5. Text comprehension |
| 3. Fluency | |

Scarborough³ effectively summarized how different skills that contribute to language comprehension and word recognition lead to skilled reading with her reading rope.



Recent research continues to affirm the National Reading Panel's findings and the importance of making educational decisions based on the Science of Reading.⁴

¹Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, 7(1), 6–10.

²National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. U.S. Dept.

³Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy*. New York: Guilford Press.

⁴Petscher, Y., Cabell, S. Q., Catts, H. W., Compton, D. L., Foorman, B. R., Hart, S.A., Lonigan, C. J., Phillips, B. M., Schatschneider, C., Steacy, L. M., Terry, N. P., Wagner, R. K. How the Science of Reading Informs 21st-Century Education. *Reading Research Quarterly* 2020 Sep;55(Suppl 1):S267-S282.

How Does enCORE Align to the Science of Reading?

enCORE is a K-12 standards-based, adapted core curriculum that provides students with moderate and severe disabilities access to the general education curriculum. enCORE offers a blended approach of hands-on learning, technology-facilitated lessons, and individualized, technology-delivered instruction. The English Language Arts (ELA) domain of enCORE was systematically designed based on the Science of Reading.

VOCABULARY

Every unit of enCORE (K-12) focuses on vocabulary that is embedded within that unit's literature. The vocabulary targets were chosen to be useful for students in daily situations and to aid in comprehension of the text. The vocabulary words are embedded in the text multiple times so that students have multiple opportunities to engage with the words and develop deeper semantic knowledge.

Vocabulary instruction is incorporated into the teacher lesson plans as well as within the technology lessons in order for the students to have repeated exposures with multiple exemplars. At the middle and high school level, enCORE incorporates vocabulary graphic organizers to develop deeper semantic knowledge of vocabulary targets.

PHONEMIC AWARENESS

Phonemic awareness is built into every grade band of enCORE:

- enCORE (K-2) addresses rhyming skills and phonological/phonemic awareness skills by following a developmental progression.
- enCORE (3-5) begins at the word level and progresses to the phoneme level. It also reviews all of the skills taught in enCORE (K-2) and adds in morphological awareness.
- enCORE Middle School and High School includes phonemic awareness skills in the Skills Review unit for those students that it may be appropriate for.



PHONICS

Every unit of enCORE (K-12) contains phonics instruction.

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

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

Table 1. Phonics targets and examples.

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

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

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

FLUENCY

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

TEXT COMPREHENSION

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

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

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

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

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

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





PROFESSIONAL DEVELOPMENT PLAN



TeachTown

www.teachtown.com

TeachTown Product Enablement Team

TeachTown product enablement Division 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!

TeachTown product enablement Division comprises team members who understand the various needs and unique challenges that arise in special education. The Client Success Team and Product Enablement Team 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 Client Success Manager who serves as the day-to-day contact and is dedicated to your success. Our team continues to be available throughout the partnership to support the development, growth, and successful implementation over time.

Planning a Successful Implementation

Bibb County School District will be assigned a dedicated Client Success Manager devoted to the successful implementation of any and all programs within the district. Your Client Success Manager will contact the appropriate identified Administrator to schedule the initial Implementation Call once the contracts are finalized. **During this call, your dedicated Client Success Manager will assist you with the following: program setup requirements are discussed, program installation is reviewed, technical requirements are discussed, initial training is scheduled, coaching dates are reviewed (if applicable), goals and expectations are reviewed, and more.**

Our Product Enablement team is composed of highly qualified and experienced individuals who have experience in both classroom and clinical settings working in the field of special education with students with special needs. Our team of Board Certified Behavior Analysts are full-time employees of TeachTown and will be responsible for the training of all facilitators (teachers) and can coordinate with your Client Success Manager and Administrator to customize the training.

This cadre of experienced individuals will be available to ensure implementation fidelity across all TeachTown Programs.

enCORE Training

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.

TRAINING SUMMARY

Regardless of the training format, our goal is always to provide our participants with the knowledge, skills, and preparatory steps necessary to implement the curriculums immediately upon returning to their classrooms. The participants will also receive contact information for their trainer and client success manager to easily access assistance and further information.

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.

Section 4: 6.0 Cost

Primary Responses

Success: All data is valid!

				Numeric	
Status	Bid/No Bid Decision	#	Item	PROPOSAL FEE	Total Cost

Primary Responses

Success: All data is valid!

				Numeric	
Status	Bid/No Bid Decision	#	Item	PROPOSAL FEE	Total Cost

TOTAL PROJECT PRICE

Success: All values provided	Bid	24-033	K-12 Access CORE Curriculum 400 Whole Child Bundle Software Licenses Onsite Training and Onsite Classroom Coaching K-12 Classroom Physical Goods and Materials (one time purchase) Shipping/Handling <i>Quote provided as resource for line item breakdown</i>	\$ 414,128.15	\$ 414,128.15
Not Bidding	No Bid		Additional Fees		-
Basket Total					\$ 414,128.15
Grand Total					\$ 414,128.15

Company Address2 Constitution Way
Woburn, MA 01801
US

Created Date4/22/2024

Bill To NameBibb County School District

Order Number00018949

Bill To484 Mulberry St
Macon, GA 31201-7906
United States

Ship To NameBibb County School District

Ship To484 Mulberry St
Macon, GA 31201
USA

Billing FrequencyUpfront

Contract Start Date8/1/2024

Net Terms30

Contract End Date7/31/2025

Customer PO ☐

Term in Months12

Required

Product	Type	Contract Start Date	Contract End Date	Annual Sales Price	Quantity	Discount (Percentage)	Extended Price
enCORE K-12 Student Sub Std Pkg	Software	8/1/2024	7/31/2025	USD 375.00	400.00		USD 150,000.00
enCORE K-12 Onsite/Virtual Training 101, 102, 103 T1/T2	Services			USD 15,000.00	1.00		USD 15,000.00
Daily Onsite Classroom Coaching	Services			USD 4,000.00	3.00		USD 12,000.00
enCORE K-2 Package - Physical Goods Classroom Package - Standard	Physical Goods	8/1/2024	7/31/2025	USD 4,599.00	13.00	10.00%	USD 53,808.30
enCORE 3-5 Package - Physical Goods Classroom Package - Standard	Physical Goods	8/1/2024	7/31/2025	USD 5,199.00	13.00	10.00%	USD 60,828.30
enCORE 6-8 Package - Physical Goods Classroom Package - Standard	Physical Goods	8/1/2024	7/31/2025	USD 6,199.00	6.00	10.00%	USD 33,474.60
enCORE 9-12 Package - Physical Goods Classroom Package - Standard	Physical Goods	8/1/2024	7/31/2025	USD 13,999.00	6.00	10.00%	USD 75,594.60
Shipping and Handling	Shipping	8/1/2024	7/31/2025	USD 13,422.35	1.00		USD 13,422.35

Software SubtotalUSD 150,000.00

Physical Goods SubtotalUSD 223,705.80

Services SubtotalUSD 27,000.00

Shipping TotalUSD 13,422.35

Grand TotalUSD 414,128.15



Order Notes

This quote is for:

- 400 enCORE K-12 Whole Child Student Bundle licenses which gives access to the following programs:

enCORE K-12

Basics

Social Skills

Transition

ABA Pro - for staff

- Onsite Training Series for enCORE with BCBA Trainer/s - enCORE 101, 102 and 103.- 3 Onsite days, 2 cohorts of 25 teachers in 2 - 1/2 day sessions for each training - morning/afternoon session for enCORE 101, morning/afternoon session for enCORE 102 and morning/afternoon session for enCORE 103
- 3 Onsite Coaching Days - BCBA Trainer goes to classroom for coaching and 1:1 support (5-6 sessions / classrooms per day)

ONE TIME PURCHASE - MATERIALS WITH 10% DISCOUNT:

- 13 K-2 Physical Goods Package
- 13 3-5 Physical Goods Package
- 6 6-8 Physical Goods Package
- 6 9-12 Physical Goods Package

For questions on this order, contact:

TeachTown Representative	Maryleigh Hutcheson
Prepared By	Maryleigh Hutcheson
Phone	(512) 296-7573
Email	mhutcheson@jigsawlearning.com

Student licenses provide access for a single student to all products within a package.

Unless separate invoice and payment terms are specified, TeachTown will issue an invoice in full for the quoted amount upon execution of a purchase order. For any physical goods that are backordered, invoices will be issued when physical goods are shipped. All payment terms are Net 30.

Professional Services must be utilized within twelve (12) months from date of purchase. If the term is longer than twelve (12) months and Professional Services are purchased for additional term years, Professional Services must be used within the term defined.

By signing this Order Form you are agreeing to our Terms of Service:

<https://web.teachtown.com/terms-of-service/>

How to place an Order:

Email: orders@teachtown.com

Fax: (877) 295-8238

Mail: TeachTown
2 Constitution Way
Woburn, MA 01801