

Letter of Submittal

Debra Limon
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Dear Committee,

This proposal is submitted in response to RFP 2026-06, *Reducing Restraint and Eliminating Isolation Statewide Professional Development and Support*. Sound Supports LLC is honored to submit this proposal to partner with OSPI in advancing the statewide goal of eliminating isolation and reducing restraint through high-quality professional development, coaching, and implementation support.

Sound Supports is a Washington-based organization of educators and behavioral health specialists with expertise in implementing prevention-focused social, emotional, and behavioral health frameworks within a Multi-Tiered Systems of Support (MTSS). Our team of service providers includes Debra Limon, M.Ed., BCBA, Executive Director, and Rachel Barrett, MSW, Mental Health Specialist who support districts and schools in building trauma-informed, data-driven systems that prevent crisis escalation and improve student belonging, safety, and outcomes. We have the capacity to target diverse audiences including district leaders, school leaders, general and special educators, school counselors, school social workers, and para educators.

Our objective for Year 2 is to help districts implement the practices outlined in the *RREI Technical Assistance Manual* through coordinated professional learning and coaching. Sound Supports will provide targeted training and technical assistance to strengthen prevention systems, enhance data-based decision-making, and develop high-quality Functional Behavioral Assessments (FBAs), Positive Behavior Support Plans (PBSPs), and Behavior Intervention Plans (BIPs). All supports are designed with an emphasis on equity, sustainability, and capacity-building to ensure lasting impact. Progress will be monitored through fidelity and outcome data, training participant feedback, and disaggregated data on suspensions, referrals, isolation, and restraint. We hope to expand on sustainable outcomes achieved in Year 1 that reduce instances of isolation and restraint including establishing effective Tier1, Tier 2, and Tier 3 systems, increasing positive reinforcement practices by paraeducators, removal of isolation spaces from BIPs, and program-wide shifts to increase provision of special education services in less restrictive settings.

As Executive Director, I am honored to submit this proposal on behalf of Sound Supports LLC. We remain committed to OSPI's mission of ensuring every student experiences a safe, inclusive, and supportive learning environment. We look forward to collaborating with OSPI staff, partner organizations, pilot, and demonstration districts to realize this shared vision for Washington schools.

Respectfully submitted,



Debra Limon, M.Ed., BCBA
Executive Director, Sound Supports LLC

C.4. TECHNICAL PROPOSAL

C.3.i. Project Approach/Methodology

Sound Supports will provide **professional development, coaching, and implementation support** to districts, school leaders, and classroom-based staff aligned with OSPI's Reducing Restraint and Eliminating Isolation Technical Assistance Manual.

Sound Supports is able to provide professional development, coaching, and implementation support to help schools strengthen:

- Multi-Tiered System of Supports (MTSS) and Social, Emotional, and Behavioral Health (SEBH) systems
- Functional Behavioral Assessments (FBAs), Positive Behavior Support Plans, and Behavioral Intervention Plans (BIPs)
- Implement trauma-informed classroom practices and effective prevention strategies
- Post incident review processes
- Data collection and analysis across all tiers as well as incident reporting practices

Professional Development

Through professional development and training, Sound Supports can provide information that targets audience needs across school leaders, educators, and educational support staff. These trainings are adaptable to full-day and multiple partial day delivery and will be individualized to include the unique resources and constraints of district or building-based groups.

Ongoing Coaching for Intervention and Implementation Practices

To achieve fidelity of implementation and practices, Sound Supports will provide ongoing coaching to develop systems and support sustainability. Coaching recipients will be chosen in collaboration with district and building leaders and can include district leaders, building leaders, general and special educators, Educational Staff Associates, paraeducators, district Board Certified Behavior Analysts (BCBAs), Behavior Technicians (BTs), and classroom-based teams. Coaching will be strategically provided to selected groups and individuals (chosen in the planning process with district leaders) to maximize impact and accelerate systems change. This focused approach ensures the most efficient use of resources while driving effective, sustainable implementation and intervention practices.

Technical Assistant for Systems Implementation and Intervention Teams

Sound Supports provides evidence-based technical assistance and coaching services for the effective implementation of MTSS and SEBH systems and practices across all tiers at the district, building, classroom, and student-centered level. We can support district and building leaders to implement data-based decision practices along with the design and delivery of complimentary professional development for the implementation of trauma-informed prevention-focused practices. This includes the implementation of school-wide positive behavior support and effective, relationship-centered classroom management practices, and post-incident team fidelity review processes. Sound Supports can provide ongoing facilitation and training for District and Building level Implementation Teams with a focus on gradual release of guidance to build LEA staff capacity for systems implementation.

C.3.ii. Work Plan

Activities and Services

- I. Engage with participants for Orientation and Planning**
 - Participate in introductory meetings with districts and present services available through Sound Supports
 - Collaborate with RREI Grant Service Providers, OSPI, ESDs, and other engaged organizations to plan coordinated and complimentary services to districts
- II. Needs Assessment and Scheduling with Partner Districts**
 - Communicate and meet with districts who have selected or been paired with Sound Supports for RREI Services
 - Analyze existing data related to school climate, discipline, LRE, disproportionality, demographics, and incidences of isolation and restraint
 - Tour schools and districts and meet with the RREI Grant LEA representatives
 - Collect qualitative data on walk throughs and conduct staff interviews
 - Sound Supports will share a customized actionable support plan with each RREI Grant LEA representative
 - Collaborate with districts and school leaders in choosing and calendaring customized support plan activities
- III. Professional Development -** Provide professional development in alignment with the RREI Manual that addresses the needs outlined in the customized support plan and the activities agreed upon with the district/RREI Grant LEA representative.

Options for Professional Development topics include:

- Multi-Tiered System of Supports (MTSS) and Social, Emotional, and Behavioral Health (SEBH) systems.
 - Presentations for district and building staff on effectiveness of MTSS and SEBH systems for reducing occurrences of behavior, positive effects on school climate, and implementation of prevention-focused strategies
 - Implementation of tiered support systems to meet the mental health, behavioral, and instructional needs of all students
 - Team-based approaches to collect and monitor data related to student behavior including school-wide response to tiered interventions
- Functional Behavioral Assessments (FBAs), Positive Behavior Support Plans, and Behavioral Intervention Plans (BIPs)
 - Development of trauma-informed FBAs and BIPs for educators and school psychologists
 - Development of Positive Behavior and Mental Health Support plans for students accessing counseling, social work, and Tier 2 supports
- Implement trauma-informed classroom practices and effective prevention strategies
 - Training for educators, ESAs, behavior support staff, and paraeducators on trauma-informed strategies to support students with extensive behavior support needs in special education and general education settings
 - Guidance on thinking about behavior functionally and planning corresponding interventions
 - Effective Strategies for teachers, paraeducators, and behavior support staff to achieve high rates of positive student reinforcement

- Instructional practices and classroom management for supporting students with extensive behavioral needs
- Post incident review processes
 - Creating team-based systems for monitoring fidelity of behavior support plans
 - Post-incident restorative practices and support for students and teams
- Data collection, analysis, and reporting practices across all tiers
 - Data collection for functional analysis of behavior and progress monitoring for Tier 2 teams
 - Data collection and functional analysis of behavior and progress monitoring for individual student-centered teams implementing BIPs
 - Teaming practices for effectively, efficiently, and accurately reporting occurrences of isolation and restraint at the building and district level

IV. Coaching, Technical Assistance, and Implementation Support - provide ongoing coaching, technical assistance for continuous improvement and implementation support for district leaders, school leaders, general and special educators, ESAs, paraeducators, and behavior support staff including Tier 2 and Tier 3 teams and Implementation Teams as decided on in collaboration with school leaders and LEA RREI Grant representatives.

Options for Coaching include:

- Coaching for school leaders in resource allocation and staffing strategies for prevention and positive behavior supports
- Support and meeting facilitation for district and building-based Implementation Teams to increase fidelity of systems and practices
- Development of data collection and fidelity analysis for improvement of data reporting systems at the student, building, and district levels
- Systems support, meeting facilitation, and data collection and analysis for Tier 2 and Tier 3 Intervention Teams
- Coaching teams in conducting and writing trauma-informed FBAs, BIPs, and PBSPs
- Coaching for classroom teams and support staff on effective instructional practices and classroom management

V. Collaboration

- Attend quarterly RREI Grant services meetings and coordinate complimentary support efforts with other RREI Grant providers
- Share and receive information with OSPI partners

C.3.iii. Project Schedule

December 2025 - January 2026 - Engage with Participants for Orientation and Planning

January 2026 - February 2026 - Needs Assessment and Scheduling

January 2026 - June 2026 - Professional Development

February 2026 - June 2026 - Coaching Activities

May 2026 - June 2026 - Evaluation, Review, and Action Planning

December 2025 - June 2026 - Collaborative Activities

C.3.iv. Deliverables

Table 1: Deliverables

Activity	Description/rational	Deliverable	Audience
Engage with Participants	<p>Meet districts and present services available through Sound Supports</p> <p>Plan with RREI Grant Service Providers, OSPI, ESDs, and other engaged organizations to provide coordinated and complimentary services to districts</p>	<p>District partners established and engaging in logistical conversations for calendaring observations, meetings, and strategies for data collection and analysis for needs assessment</p>	<p>LEA RREI Grant representatives and school leaders</p> <p>RREI Grant Service Providers and OSPI partners</p> <p>Other Engaged Organizations as needed</p>
Needs Assessment	<p>Communicate and meet with districts who have selected or been paired with Sound Supports for RREI Services</p> <p>Analyze existing data related to school climate, discipline, LRE, disproportionality, demographics, incidences of isolation and restraint</p> <p>Tour schools and districts and meet with LEA contacts for RREI Grant, interview staff</p>	<p>Sound Supports will share written report and suggested action plan with LEA RREI grant representatives and applicable district and schools leaders</p> <p>Collaborate with applicable RREI Grant services providers for planning coordinated services</p>	<p>LEA representatives for the RREI Grant</p> <p>Schools and Districts who will be receiving supports</p> <p>RREI Grant service providers who are providing services to the same district</p>
Professional Development	Provide Professional Development and Training for diverse audiences based on needs assessment and tailored support plan	<p>Materials and delivery of professional development topics as outlined in the Work Plan</p> <p>Participant feedback and validity data</p>	<p>District Leaders</p> <p>School leaders</p> <p>Educators</p> <p>Paraeducators</p> <p>BCBAs and Behavior techs</p> <p>School Psychologists</p> <p>Counselors</p> <p>Social Workers</p>
Coaching, Technical Assistance, and Implementation Support	Provide ongoing coaching, technical assistance for continuous improvement, and implementation support as decided on in collaboration with school leaders and LEA RREI leads including student centered interventions, school-wide practices, classroom management, instructional strategies.	<p>Student response to intervention data</p> <p>Implementation fidelity data</p> <p>School-wide discipline data</p> <p>Isolation and Restraint data</p> <p>LRE data</p>	<p>District Leaders</p> <p>School leaders</p> <p>Educators</p> <p>Paraeducators</p> <p>BCBAs and Behavior techs</p> <p>School Psychologists</p> <p>Counselors</p> <p>Social Workers</p> <p>Implementation Teams</p> <p>Intervention Teams</p> <p>Student-centered teams</p>
Collaborative Activities	<p>Attend RREI Grant services provider meetings</p> <p>Share and receive information with OSPI partners</p>	<p>Collaboration between providers</p> <p>Quarterly reports</p>	<p>OSPI partners</p> <p>RREI Grant service providers</p>

C.3.v. Performance-based Contracting

Table 2: Performance-based Contracting

Deliverables	Performance Measurement	Unit Cost	Predicted Units	Amount
Engaging with district partners for orientation to Sound Supports and available services	Identified districts choosing to partner with Sound Supports for provision of RREI grant services	\$250/hr Prep \$250/hr meeting	2	\$500
Written report and suggested action plan with districts and school leaders/LEA RREI grant leads based on existing and acquired data	Quantitative Data analysis Qualitative Data collection and analysis Written proposal for action plan tailored to each districts resources	\$250/hr prep \$250/hr on site \$250/hr report	20 hours for each district 3 district total	\$15,000
Professional development for district leadership teams	Materials and delivery of professional development topics outlined in the work plan Participant validity survey data	\$250/hr onsite	4 hours for each district 3 district total	\$3,000
Training, technical assistance, and ongoing coaching for district leadership	Implementation data	\$250/hr onsite	6 hours for each district 3 district total	\$4,500
Professional development for building-based staff (educators, para educators, ESAs, Behavior Support Staff) and school leaders	Implementation data School-wide and student-centered response to intervention data Discipline and Isolation and Restraint Data Participant validity survey data	\$250/hr onsite	16 hours for each district 3 districts total	\$12,000
Training, technical assistance, and ongoing coaching for building-based staff (educators, para educators, ESAs, Behavior Support Staff) and school leaders	Implementation data School-wide and student-centered response to intervention data Discipline and Isolation and Restraint Data LRE data	\$250/hr onsite	26 hours for each district 3 districts total	\$19,500
Collaborative activities including attending RREI service provider meetings Share and receive information with OSPI partners	Quarterly reports Progress reports Data summaries Collaboration between RREI Grant service providers	\$250/hr	6 meetings total	\$1,500

C.3.vi. Outcomes and Performance Measurement

Sound Supports proposal is to partner with districts across Washington State to reduce inequitable discipline practices and eliminate the use of isolation and restraint by supporting implementation of the evidence-based practices outlined in the RREI Technical Assistance Manual. Service delivery and outcomes will be monitored and reported through regular meetings, quarterly project updates, data summaries, and documented action planning. The project model is designed to be replicable and adaptable to meet the diverse needs of multiple districts.

This proposal focuses on three target audiences:

1. **District Leaders** - to strengthen systems, practices, and resource allocation to support implementation structures district-wide.
2. **School Leaders and Building-based Teams** - to develop and improve data-based decision-making for effective intervention and sustainable systems implementation.
3. **Educators and School-Based Support Staff** (general and special educators, paraeducators, ESAs, and behavior support staff) who will receive professional development and coaching on trauma-informed prevention and de-escalation strategies, positive behavior supports, classroom management, and instructional practices that reduce behaviors interfering with learning.

All support will be provided for the duration of the project and are delivered through professional development, coaching, and technical assistance to build capacity within the LEAs.

Concurrent Support Activities include:

- **Professional Development** designed collaboratively with district and school leaders following a needs assessment that includes analysis of quantitative data (demographics, discipline trends, school climate, isolation and restraint) and qualitative staff feedback.
- **Coaching and Technical Assistance** for building leadership teams, school leaders, and support personnel (counselors, social workers, psychologists, paraeducators, behavior technicians, BCBAs) to implement interventions, collect and analyze data, and establish consistent reporting and decision-making practices at school and district levels. The concurrent support activities include:
- **Professional development and coaching** on instructional strategies, interventions, and de-escalation practices across Tiers 1, 2, and 3 for educators and school staff. Including coaching on conducting and implementing trauma-informed functional behavior assessments and behavior support plans.

Expected Outcomes and Performance Measurement:

- Decrease in office referrals, school suspension, isolation, and restraint as collected through data on office referrals and incidence reports. Decrease in equity gaps seen in disaggregated discipline and incidences of isolation and restraint data.
- Increased educator knowledge and skill in implementing evidence-based prevention and behavior support strategies, reflected in professional learning feedback and school climate data.
- Strengthened Tier 2 and Tier 3 systems that include decision-making criteria for intervention, reducing bias in intervention practices.
- Increased access to instruction in the Least Restrictive Environment (LRE), reflected in student schedules and LRE placement data.
- Improved fidelity of implementation of prevention-focused MTSS systems, measured through MTSS fidelity assessments and educator implementation checklists.

C.3.vii. Risks

Potential risks associated with this project include the possibility that, with increased training and fidelity in reporting instances of restraint and isolation, there may initially be a rise in reported occurrences in the data. The leadership teams will conduct continuous monitoring and analysis of the reporting data for decision-making. The team will explore correlative and causative factors for any changes in the data. With improved implementation fidelity, it is expected that over time, there will be a decrease in instances of restraint and isolation.

Other potential risks involve competing urgencies that demand the time commitments of school leaders and staff. To mitigate this, it is essential to ensure that team meetings adhere to clear procedures, agendas, and decision-making guidelines. Additionally, leveraging technology for communication and action planning across multiple teams to support working collaboratively for implementation can help address these challenges.

C.5. MANAGEMENT PROPOSAL

C.5.i. Project Management/Team Structure/Internal Controls

This project will be managed by Debra Limon, Executive Director at Sound Supports. She will have prime responsibility and final authority for work conducted under this contract. She will handle coordination, invoicing, project oversight/management, data, and reporting.

The Sounds Supports team for this project also includes Rachel Barrett, Mental Health Specialist. Debra will manage all scheduling and communications with team leads and RREI Grant representatives at the state, district, and building levels. Debra Limon will provide professional development, coaching, and technical assistance for positive behavior supports and Rachel Barrett will offer professional development, coaching, technical assistance to school staff on tiered mental health supports.

Debra will meet regularly with the RREI Pilot Project Lead and provide quarterly reports. She will collaborate and plan with district, state, and community partners, providing and seeking input for action planning.

Sound Supports Organization Chart:



C.5.ii. Experience of the Consultant/Staff/Subcontractors

Relevant Experience

Debra Limon, M.Ed., BCBA

Debra Limon (she/her) has over 25 years of experience working in Western Washington schools as a special education teacher, district program specialist, instructional coach, behavior support specialist, and administrator. She has an M.Ed. in Early Childhood Special Education from the University of Washington (UW), a Bachelor's in K-12 special education, is endorsed as a Board Certified Behavior Analyst Educational Staff Associate, and holds an administrator credential through the Enhancing Capacity for Special Education Leadership (ECSEL) program at UW Bothell. She has taught, coached, and led systems change across organizations including large urban districts, mid-sized districts, building-based implementation and early childhood departments.

Debra provides professional development in Positive Behavior Interventions and Supports, including the implementation of the Pyramid Model for Early Childhood. She coaches teams in school-wide behavioral support strategies and systematic academic interventions across all tiers. Additionally, she facilitates multidisciplinary teams in designing individualized support plans for students with behavioral and communication-related disabilities. Debra has expertise in inclusive practices and tiered supports, assisting teams in comprehending these intersecting evidence-based approaches and facilitating cohesive implementation at the district, building, and classroom levels.

Professional Experience

July 2024-present Executive Director, Sound Supports LLC, Western Washington

July 2023-present Director/Founder, Tiered Tools LLC, Western Washington

July 2022-June 2023 MTSS Implementation Program Supervisor, OSPI, Olympia

August 2020-June 2022 Instructional Coach, Mercer Island School District

August 2019-June 2020 Consulting Teacher, Behavioral Health Services, Seattle Public Schools

August 2015-June 2019 MTSS Implementation Lead, Edwin Pratt Early Learning Center, Shoreline

August 2016-April 2019 PBIS and School Improvement Coach, Sound Supports K-12 Consulting

August 2013-June 2015 Assistant Head of School, Academy for Precision Learning, Seattle

October 2006-June 2012 Elementary & Early Childhood Program Specialist, Seattle Public Schools

March 2001-June 2006 Early Childhood Special Education Teacher, Seattle Public Schools

Education

Washington AIMS, Administrators Improving Multi-Tiered Systems of Support University Washington, Bothell and Office of the Superintendent of Public Instruction

Enhancing Capacity for Special Education Leadership

Program Administrator Credential, University of Washington, Bothell WA

Board Certified Behavior Analyst Coursework University of Washington, Seattle WA

Masters of Education, Early Childhood Special Education, University of Washington, Seattle WA

Bachelor of Arts in Education, K-12 Special Education, Arizona State University, Tempe AZ

Related Experience

OSPI Crisis Response Restraint and Isolation Legislative Workgroup

Board Certification in Behavior Analysis, Behavior Analyst Certification Board

Certificate in Nonprofit Management, University of Washington Extension

Conference Presentations

MTSS: Creating the Conditions for Inclusionary Practices, NWPBIS Conference, Portland, OR, 2025

Early Childhood Environmental Design: Positive Behavior Support, Infant and Early Childhood Conference, Tacoma, WA, 2011

Courses Taught

EDSP 4648 Teaching Students with Emotional and Behavior Disorders, Seattle Pacific University

Related Contracts

Office of the Superintendent of Public Instruction, RFP No. 2024-12 Reducing restraint and Eliminating Isolation Statewide Professional Development and Support, 2024-2025

Provided professional development, coaching, and technical support tailored to the needs and capacity of 5 school districts to implement positive behavior support systems and practices at the district, building, and student-centered levels to reduce and eliminate isolation and restraint.

Mercer Island School District: Contract for the 2024-2025 school year to lead teams in tiered supports, design individualized behavioral and academic interventions, and coach teachers and support staff on the implementation of interventions.

Contact: Hannah Bolivar, Director of Special Education Mercer Island School District
hannah.bolivar@mercerislandschools.org (206) 735-1245

Rachel Barrett, LICSW

Rachel Barrett (she/her) is a lecturer at the UW School of Social Work and the Project Manager for UW SMART Center's Workforce for Student Well-Being Initiative which is a statewide, collaborative strategy to increase the number, diversity, and skills of school social workers working in Washington Schools. Rachel is a certificated school social worker and licensed clinical social worker with 20+ years of experience working in schools, community mental health, and out-of-district placements for students with significant mental health needs. Rachel is involved in a variety of projects aimed at improving children's access to quality mental health services in the communities in which they live. Rachel provides consultation to schools, teaches children's mental health content at the University of Washington School of Social work, and supports the professional development of the next generation of school social workers. She earned her BA in Gender Studies and Politics (2001) from Oberlin College and her MSW (2005) from the University of Washington. Rachel has expertise in the areas of externalizing behaviors masking internal distress and the requisite therapeutic/school-based interventions needed for student success.

Professional Experience

July 2023-present Program Manager, Workforce for Student Well-Being Initiative UW SMART Center, Washington State

July 2023-present Mental Health Consultant, Tiered Tools, Western Washington

August 2019 -present Mental Health Consultant, Coordinated School Health Seattle Public Schools, Seattle, WA

September 2018- present Affiliate Instructor, University of Washington School of Social Work, Seattle, WA

September 2019-Jan 2022 Consultant and Trainer CBT+ Initiative, University of Washington, Washington State

February 2013- Aug 2019 Clinical Leadership, Ryther, Seattle, WA

Related Experience

State-wide consultant with community mental health and school-based mental health providers on implementation of brief, evidence-based mental health therapy (CBT), UW/Harborview

National trainer on adoption of evidence-based mental health interventions (BASIS study, SMART Center)

Participation as content expert in Haring Center Echo Project (autism)

Facilitation and consultation with practicum instructors and school social work graduate students from five institutes of higher education as part of the Workforce for Student Well-Being Project (SMART Center)

Courses Taught at the University of Washington School of Social Work:

SOC W 515: Clinical Social Work: Practice with Children, Youth, and Families

SOC W 531: Advanced Practice with Diverse Children and Families: Focus on Child Mental

Health SOC W 598: Integrative Seminar

SOC WF 410: Evidence-Based Practice

Related Contracts

Office of the Superintendent of Public Instruction, *RFP No. 2024-12 Reducing restraint and Eliminating Isolation Statewide Professional Development and Support, 2024-2025*

Provided professional development, coaching, and technical support tailored to the needs and capacity of 5 school districts to implement positive behavior support systems and practices at the district, building, and student-centered levels to reduce and eliminate isolation and restraint.

Seattle Public Schools: Contract for Technical Assistance and Coaching to Behavioral Health Services Team, 2022-present

Contact: Stephanie Edler, Mental Health Program Manager, Seattle Public Schools
sledler@seattleschools.org (509) 969-3795

C.5.iii. References

Debra (Debbie) Limon - References	Service Provided
Doreen Milburn Executive Director of Special Education Director of Early Childhood Northshore School District (425) 408-7739 dmilburn@nsd.org	Debra provided services to Northshore School District as a service provider of the RREI grant in 2024-2025 school year. Debra provided professional development on trauma informed FBAs and BIPs, coached teams in intervention, coached school principals in resource allocation in support of trauma informed practices.
Lori Lynness Sound Supports, LLC (206) 261-5314 lori@soundsupportsk12.com	Debra Limon worked as a consultant and coach for MTSS and PBIS implementation, completing district-wide Tiered Fidelity Inventories in Shelton, Northshore, Shoreline, and for Yakima's Early Learning Programs. She also served as a Continuous Improvement Partner for OSPI as an employee of Sound Supports.
Michelle Landwehr Director of Special Education Bellevue School District 425-465-5568 landwehrm@bsd405.org	Debra worked as a Certified Behavior Specialist and supported district and building leadership in implementing prevention-focused systems for positive behavior support advising on complex cases, providing training for paraeducators, and coaching teachers, Behavior Technicians, and working collaboratively with BCBAs.
Hannah Bolivar Director of Special Education Mercer Island School District (206) 735-1245 hannah.bolivar@mercerislandschools.org	Debra Limon worked as an Instructional Coach for Mercer Island School District (MISD) from September 2020 to June 2022. She supported special education and general education teachers in the implementation of academic and behavioral tiered supports and inclusionary practices. Since November 2024, she has worked as a contractor for MISD, leading teams in implementing academic programs and behavior support for students with high support needs in communication, behavior, and academics.

Rachel Barrett - References	Service Provided
Stephanie Edler Mental Health Program Manager Seattle Public Schools sledler@seattleschools.org (509) 969-3795	Outcome-based collaboration through a race/equity lens aimed at increasing students' access to the learning environment, growing teachers' skills when addressing complex behavioral health needs, and supporting families in school/home/outpatient partnerships.
Erin Romanuk Director of Special Services Lake Washington School District eromanuk@lwsd.org (248) 925-6372	Collaboratively coached school leaders, teachers, and support staff in implementing effective social-emotional and behavioral supports for students. Led teams in data-based decision-making, including systems for monitoring discipline practices and preventing bias in student intervention.
Karen Brady Executive Director/CEO Ryther karenb@ryther.org (206) 517-0267	Supported program development, provided clinical/administrative supervision, and implementation/monitoring of evidence-based interventions.

C.5.iv. Past Performance

The organization Sound Supports, including any of the service providers for this contract, have not breached any past contracts.

C.5.v. Examples/Samples of Related Projects/Previous Work

Examples of Professional Development offered under the RREI Grant during the 2024–2025 school year:

- Supporting Students in General and Special Education Settings (Paraeducator Audience)
- Strategies for Achieving High Rates of Positive Student Feedback and Acknowledgement: Building Relationships
- Introduction to Thinking about Behavior Functionally (Paraeducator Audience)
- Function-Based Problem Solving for Behavioral and Mental Health Concerns: A Tier 2 Framework (Counselors, social workers, and 504 coordinator audience)
- Supporting Students with Behavioral Needs in General Education and Special Education Settings and Differentiation
- Trauma-Informed Functional Behavioral Assessments and Behavior Support Plans
- Functional Behavioral Data Collection and Analysis for Tier 2 and Tier 3
- Team-based Practices for Documenting and Reporting Incidences of Restraint and Isolation

C.5.vi.Subcontractors

Sound Supports will not use subcontractors for this project.

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C.6. COST PROPOSAL

This cost proposal is estimated to provide support services to three districts for the implementation of the service package outlined in this proposal. Participating LEAs also have flexibility in their choice of audience, topics, and frequency of professional development and coaching. The total number of districts that Sound Supports serves through technical assistance, on-site coaching, and professional development is dependent on participating districts' capacity to engage with professional development as well as geographic considerations. Sound Supports is committed to providing support to as many LEAs as possible and will accommodate more than three districts depending on participating LEA capacity for engagement. For example, Sound Supports can provide ongoing coaching services to districts that are engaging with other RREI providers for professional development. Sound Supports is able to offer customizable service packages to districts seeking to reduce and ultimately eliminate isolation and restraint through the comprehensive implementation of evidence-based practices.

Table 3: C.6.i. Identification of Costs

Cost Category	Description	Amount
Project Initiation	Stakeholder engagement. Create Partnerships.	\$500
Needs Assessment	Collect and analyze data. Create action plans.	\$15,000
Professional Development	Training for diverse audiences based on needs assessment and tailored support plan.	\$15,000
Coaching, Technical Assistance, and Implementation Support	Ongoing coaching and technical assistance for implementation at the district, building, & classroom levels.	\$19,500
Collaborative Activities	Attend RREI Grant services provider meetings Share and receive information with OSPI partners.	\$1,500
Estimated Travel Costs	Mileage, lodging, and travel costs	\$5,000
	Total Direct Costs	\$56,500
Indirect Costs	Administrative costs	\$6000
	Total	\$62,500

C.6.ii. Travel Costs

All travel expenses will be calculated using Washington State reimbursement guidelines for 2026. Travel costs are an estimate because district partners have yet to be identified.

C.6.iii. Subcontractor Costs

Sound Supports is not contracting with subcontractors to provide services for this grant.

C.6.iv. Indirect Costs

Indirect Costs are budgeted at under 10% of the total applicable direct costs. These costs cover administrative costs and materials to provide services for this grant.