



CEC Restraint and Isolation Proposal:

Dynamic Education Consulting & Solutions

Dr. Sue Ann Bube, President and CEO

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CEC Restraint & Isolation

C.4 TECHNICAL PROPOSAL

Dynamic Education Consulting & Solutions (DECS) will partner with OSPI to design and deliver professional development, coaching, and implementation support that reduces restraint and eliminates isolation for students with intellectual disabilities, limited or non-verbal communication, and significant behavioral support needs.

Our approach recognizes that effective, sustainable change occurs when paraeducators, teachers, and school leaders work as a unified team—a three-legged stool that becomes unstable if any leg is missing. This model addresses the RFP's target audiences collectively while promoting shared responsibility for behavioral support, communication, and inclusion.

Guiding Principles

1. **Team-Based Implementation:** Building the capacity of paras, teachers, and leaders together rather than in isolation.
2. **Field-Driven Design:** Refining content through authentic district partnerships to ensure strategies are practical, contextually relevant, and reflective of diverse district realities.
3. **Evidence-Based Practice:** Grounding all training in established behavioral frameworks—Positive Behavior Interventions and Supports (PBIS), trauma-informed practices, functional communication, environmental design, and inclusive instructional practices that promote access to the general education curriculum for students with disabilities.

- *Environmental design* refers to the intentional structuring of the physical, sensory, and social environment to prevent escalation, support regulation, and promote engagement. This includes clear physical layouts, predictable routines, visual supports, sensory accommodations, and adult positioning strategies that promote safety and independence.

4. **Sustainability and Access:** Translating field-tested learning into scalable, interactive Canvas courses in collaboration with OSPI's partners, such as the Association of Educational Service Districts (AESD), to ensure equitable, statewide professional learning access.

C.4.I Work Plan

Dynamic Education Consulting & Solutions (DECS) will implement this project through **four interrelated workstreams** that operate concurrently to ensure flexibility and alignment with OSPI's ongoing *Reducing Restraint and Eliminating Isolation (RREI)* initiative.

OSPI has already identified demonstration and pilot districts based on existing partnerships and prior vendor support. DECS will build upon this established foundation, deepening implementation through intensive team-based coaching, data-informed reflection, and professional learning that translates field lessons into sustainable statewide training resources.

This flexible, multi-workstream model allows DECS to adapt to district readiness, OSPI scheduling, and statewide coordination while maintaining consistent progress toward outcomes. Each workstream reinforces the project's guiding principles — team-based implementation, field-driven design, functional communication, environmental design, inclusive practice, and sustainability.

Workstream 1 – Support for Established Demonstration and Pilot Districts

Purpose

Enhance and extend work already underway in OSPI-identified demonstration and pilot districts by strengthening inclusive, team-based systems for restraint reduction and elimination of isolation.

DECS will provide direct, differentiated coaching and implementation support to district triads—teachers, paraeducators, and building administrators—aligned with the project’s guiding principles.

Key Activities

- Coordinate with OSPI and district leadership to assess each site’s implementation status, previous vendor engagement, and current needs.
- Establish **building-based triad teams** (one teacher, two to six paraeducators, and one administrator) representing the “three-legged stool” of sustainable change.
- Conduct **readiness assessments** and **baseline data reviews** to identify conditions and opportunities for growth, including:
 - Frequency and context of restraint/isolation incidents.
 - Student access to general education and inclusion indicators.
 - Physical and sensory environment organization.
 - Staff confidence, training history, and existing collaboration structures.

On-Site and Virtual Coaching Cycles

Coaching is the heart of this work and will occur through both **on-site visits** and **virtual sessions** to ensure continuity, reflection, and sustained change.

Each cycle will include five interconnected components:

1. Observation and Data Review

- Analyze instructional, environmental, and behavioral supports for students with intellectual disabilities and complex communication needs.
- Review FBA/BIP alignment, incident data, and classroom environmental design.

2. Collaborative Problem-Solving

- Facilitate reflection among paraeducators, teachers, and administrators to identify triggers, preventive supports, and inclusion opportunities.
- Use structured tools to connect student behavior to communication and environmental variables.

3. Modeling and Co-Teaching

- Demonstrate evidence-based strategies, such as visual supports, sensory regulation routines, and functional communication systems.
- Model co-regulation techniques and predictable routines that reinforce safety, dignity, and inclusion.
- Support staff in using consistent language and calm response patterns during escalation prevention and recovery.

4. Action Planning and Implementation Support

- Develop concrete short-term action plans connecting professional learning to daily practice.

- Identify next steps for environmental redesign, instructional adaptation, and staff collaboration.
- Provide virtual follow-up sessions for accountability and reflection between site visits.

5. Inclusion and Systems Integration

- Collaborate with building leaders to embed learned strategies into Tier 1, MTSS, and SEBH systems.
- Promote equitable access to the general education curriculum for students previously served in self-contained settings.
- Strengthen leadership capacity for sustaining inclusive practices over time.

Engagement of General Education Staff and Families

While DECS will not work directly with parents as part of this contract, the coaching model recognizes that meaningful restraint and isolation reduction requires collaboration beyond the special education team. District coaching cycles will include opportunities to strengthen collaboration and shared problem-solving with general education staff and to plan for family engagement in support of inclusion goals. Districts may elect to include family and general education staff representatives in reflection meetings or professional learning sessions to ensure consistency of practice and shared ownership of change.

Documentation and Reflection

Each coaching cycle will conclude with a structured reflection meeting, fidelity tool completion, and a brief progress summary. These data will inform statewide training materials, ensuring that practices are grounded in authentic district experience.

Deliverables

- Updated district implementation profiles and readiness summaries.
- Coaching cycle documentation, fidelity rubrics, and reflection artifacts.
- Case studies highlighting district-specific successes and transferable practices.

Workstream 2 – OSPI Collaboration and Statewide Coordination

Purpose

Ensure alignment with OSPI's broader RREI initiative, participate in mandatory coordination meetings, and contribute to cross-agency collaboration and shared learning.

Key Activities

- Participate in OSPI-mandated meetings and statewide coordination sessions with other vendors and demonstration districts.
- Align project milestones and deliverables with OSPI's RREI implementation calendar and fidelity indicators.
- Share updates, district insights, and field documentation to inform statewide reporting and capacity-building efforts.
- Collaborate with OSPI and partners (e.g., ESDs, technical assistance providers) to ensure coherence and reduce duplication of effort.

Deliverables

- Quarterly progress summaries aligned with OSPI milestones.
- Meeting participation logs and collaboration records.
- Contributions to statewide RREI data and resource sharing.

Workstream 3 – Course Design, Pilot Testing, and Professional Learning Development

Purpose

Translate field-based learning from demonstration and pilot districts into sustainable, scalable professional learning modules accessible statewide through Canvas LMS.

Key Activities

- Develop and refine interactive, asynchronous Canvas modules that feature authentic examples drawn directly from DECS's on-site and virtual coaching cycles.
- Integrate lessons learned from demonstration and pilot sites, prior vendor teams, and OSPI feedback into course structure and facilitation guides.
- Include diverse role perspectives (paraeducator, teacher, administrator) in module design to reinforce team-based collaboration.
- Conduct pilot testing with selected districts and OSPI reviewers to gather user feedback on accessibility, clarity, and impact.
- Ensure ADA compliance, user-friendly design, and readiness for statewide dissemination.

Deliverables

- Course storyboard, pilot module, and feedback summary.
- Final Canvas course(s) (3-4 modules) and facilitator guide.
- Dissemination and sustainability plan.

Workstream 4 – Evaluation, Reporting, and Sustainability

Purpose

Evaluate progress, document outcomes, and establish a sustainable model for statewide access and ongoing implementation support.

Key Activities

- Analyze outcomes across participating districts, including restraint/isolation reduction, staff confidence, and student inclusion data.
- Conduct quarterly reviews with OSPI to monitor progress and refine strategies.
- Prepare a final evaluation report summarizing key outcomes, lessons learned, and recommendations for replication.
- Develop a sustainability plan to maintain Canvas course access and technical assistance beyond the grant period.

Deliverables

- Quarterly data summaries and reflection reports.
- Final evaluation and sustainability report.

Work Plan Summary Table

Workstream	Focus	Timing	Lead(s)
1. <i>Support for Demonstration & Pilot Districts</i>	Intensive on-site and virtual coaching, fidelity monitoring, and documentation	Dec 2025 – Jun 2026	Bube, Galbreath, Myatich
2. <i>OSPI Collaboration</i>	Participation in statewide meetings and cross-project coordination	Dec 2025 – Jun 2026	Bube, Gbenro
3. <i>Course Design & Professional Learning Development</i>	Canvas course creation, pilot testing, and refinement based on field lessons	Jan – Jun 2026	Myatich, Cranna
4. <i>Evaluation & Sustainability</i>	Data analysis, reporting, and long-term access planning	Apr – Jun 2026	Bube, Gbenro

This comprehensive, concurrent work plan reflects DECS's commitment to building upon OSPI's established RREI foundation.

By engaging directly with existing demonstration and pilot districts, DECS will provide intensive coaching that models inclusion, builds staff confidence, and transforms restraint and isolation practices into proactive, communication-based supports.

The lessons learned through this fieldwork will inform the creation of interactive statewide learning modules and sustainability structures that ensure continuity well beyond the project's conclusion.

C.4.II Deliverables

The following deliverables correspond to DECS's four interrelated workstreams. Deliverables are designed to provide tangible outputs for OSPI oversight while

ensuring data-driven feedback loops between district implementation, professional learning design, and statewide scalability.

Deliverable & Description	Associated Workstream(s)	Estimated Completion
<p>District Implementation Profiles and Readiness Summaries</p> <p>Profiles summarizing each demonstration and pilot district's baseline data (restraint/isolation, inclusion, environmental design, and staff capacity). Includes readiness rubric and implementation plan.</p>	Workstream 1	Jan 2026
<p>Coaching Cycle Documentation and Fidelity Tools</p> <p>Comprehensive records of on-site and virtual coaching cycles, including observation data, fidelity checklists, reflection artifacts, and next-step action plans.</p>	Workstream 1	Ongoing through Jun 2026
<p>Case Studies and Exemplars from Demonstration Districts</p> <p>Narrative and visual case studies capturing effective strategies, team collaboration examples, and inclusion successes suitable for statewide sharing.</p>	Workstream 1	Apr 2026
<p>Quarterly OSPI Progress Reports</p>	Workstream 2	Quarterly (Jan, Mar, Jun 2026)

Deliverable & Description	Associated Workstream(s)	Estimated Completion
Summaries of activities, meeting participation, district updates, and preliminary impact data.		
<p>Interactive Canvas Course Modules (3-4 total)</p> <p>Asynchronous online modules incorporating real-world examples from DECS coaching cycles; includes accessible design, integrated assessments, and facilitator guide.</p>	Workstream 3	May 2026
<p>Pilot Course Feedback and Revision Summary</p> <p>Documentation of testing and revision process for Canvas courses based on feedback from pilot districts and OSPI reviewers.</p>	Workstream 3	May 2026
<p>Final Evaluation Report</p> <p>Comprehensive report summarizing project activities, outcomes, lessons learned, and sustainability recommendations.</p>	Workstream 4	Jun 2026
<p>Sustainability and Dissemination Plan</p> <p>Outlines long-term access options (e.g., hosted course licensing and integration with existing OSPI/ESD platforms) and recommendations for future professional learning expansion.</p>	Workstream 4	Jun 2026

C.4.III Anticipated Outcomes & Performance Measurement

DECS will measure both quantitative outcomes (e.g., reduction in restraint/isolation incidents, increased inclusion minutes) and qualitative outcomes (e.g., improved collaboration, staff confidence, and fidelity of practice). All outcomes are directly tied to the guiding principles and coaching cycle framework outlined in the Work Plan.

Intended Outcomes

- **Reduction in Restraint and Isolation**

Demonstration and pilot districts will show measurable decreases in the use and frequency of restraint and isolation through improved staff collaboration, proactive environmental design, and communication-based supports.

- **Increased Access to General Education**

Students with intellectual disabilities and significant behavioral needs will experience greater access to general education environments and peer interactions, as instructional and behavioral supports are embedded into Tier 1 and MTSS systems.

- **Improved Team Collaboration and Consistency**

Paraeducators, teachers, and administrators will demonstrate consistent use of shared strategies, co-regulation practices, and reflection routines developed through DECS's on-site and virtual coaching cycles.

- **Enhanced Staff Confidence and Competence**

Participants will report increased confidence and skill in preventing crisis escalation, supporting functional communication, and designing inclusive learning environments for students with complex needs.

- **Increased Fidelity to Evidence-Based Practices**

District teams will implement trauma-informed, communication-based, and environmental design strategies with increasing fidelity, measured through DECS's coaching tools and fidelity rubrics.

- **Documented Demonstration and Pilot Site Successes**

OSPI will have clear evidence of effective, replicable practices captured through case studies, reflection data, and district examples suitable for statewide sharing.

- **Creation of Sustainable Professional Learning Tools**

Interactive Canvas courses will be developed, tested, and refined using field data from demonstration and pilot districts, ensuring the materials are accessible, relevant, and grounded in real classroom practice.

- **Statewide Scalability and Continuity**

OSPI will have access to high-quality, field-tested online learning modules and facilitator guides that can be used by ESDs or local districts after the project concludes, supporting long-term capacity building.

Performance Monitoring

DECS will track progress through multiple data sources and feedback loops to ensure accountability and responsiveness:

- Baseline and end-of-project comparisons of restraint and isolation data from each district.
- Inclusion and LRE indicators documenting increased student access to general education.
- Staff pre- and post-surveys measuring confidence, competence, and collaboration.
- Fidelity rubrics and coaching reflection forms completed after each cycle.

- Qualitative documentation of district progress through narratives, observations, and team debriefs.
- Canvas course pilot data and participant evaluations.

Quarterly progress reports will synthesize findings from these sources and align them with OSPI's required reporting framework.

At project completion, DECS will submit a Final Evaluation Report summarizing measurable results, lessons learned, and recommendations for sustaining inclusive, team-based practices across Washington's schools.

C.4.IV Risk Identification and Mitigation

DECS recognizes that statewide implementation requires flexibility and responsiveness to district readiness, staff capacity, and state-level coordination. The following potential risks and corresponding mitigation strategies reflect DECS's experience supporting OSPI initiatives and managing complex, multi-district projects.

1. Variability in District Readiness or Engagement

Risk: Demonstration and pilot districts may vary in their ability to participate fully due to staffing shortages, leadership transitions, or competing local priorities.

Mitigation:

- Begin with readiness assessments to identify each district's capacity and tailor supports accordingly.
- Offer flexible participation options (virtual, hybrid, and in-person).
- Maintain consistent communication with district and OSPI liaisons to address barriers early.

- Prioritize relationship-based coaching and visible short-term wins to maintain engagement.

2. Overlapping Timelines or Shifts in OSPI Scheduling

Risk: OSPI-led meetings, reporting cycles, or cross-project coordination requirements may overlap with district coaching timelines or course development milestones.

Mitigation:

- Operate within the four-workstream model, which allows activities to run concurrently and adapt to scheduling changes.
- Use shared project dashboards and communication channels for real-time timeline adjustments.
- Maintain consistent reporting to ensure alignment with OSPI priorities even when sequencing shifts.

3. Limited Access to District Sites or Staff for On-Site Coaching

Risk: School or district restrictions (e.g., weather closures, limited sub coverage, or staff absences) may reduce access for in-person coaching.)

Mitigation:

- Integrate virtual coaching cycles to ensure continuity when on-site access is limited.
- Record modeling sessions and provide asynchronous feedback via DECS's secure digital workspace.
- Schedule coaching visits well in advance and coordinate with OSPI to resolve access constraints as needed.

4. Resistance to Inclusive Practices for Students with Intensive Needs

Risk: Staff may express hesitancy or uncertainty about including students with significant behavioral and communication needs in general education settings.

Mitigation:

- Use data and real examples from demonstration districts to illustrate successful inclusive models.
- Incorporate trauma-informed and communication-based strategies to increase staff efficacy and confidence.
- Engage administrators early to ensure leadership alignment and systemic support for inclusion.

5. Technology and Accessibility Challenges for Canvas Course Delivery

Risk: Participants may experience technology barriers or limited familiarity with online platforms.

Mitigation:

- Design Canvas modules to meet ADA and UDL standards for accessibility.
- Provide a short “Course Navigation Orientation” within the training to build user confidence.
- Offer optional live Q&A sessions and asynchronous support for participants.
- Partner with OSPI to ensure hosting compatibility and data protection compliance.

6. Maintaining Sustainability Beyond the Contract Period

Risk: Without a sustainability plan, districts may not continue accessing or implementing the developed resources after the project ends.

Mitigation:

- Develop a sustainability and dissemination plan as a formal deliverable.
- Identify cost-neutral or low-cost access models (e.g., per-user licensing or state-hosted modules).
- Train district leaders and regional partners to facilitate continued implementation.

Summary of Risks and Mitigation

DECS's experience managing state-level projects ensures proactive communication, adaptive planning, and continuous alignment with OSPI goals. Through its multi-stream work plan and collaborative coaching structure, DECS will minimize implementation risks while maintaining consistent progress toward statewide restraint and isolation reduction goals.

C.5 MANAGEMENT PROPOSAL

Dynamic Education Consulting & Solutions (DECS) will manage this project through a coordinated team of educational leaders with extensive expertise in behavior systems, inclusion, and large-scale project implementation.

The project will be directed by Dr. Sue Ann Bube, President and CEO of DECS, who provides strategic oversight, quality assurance, and leadership in the field-based coaching components.

Day-to-day operations and project management will be led by Dr. Hannah Gbenro, Chief Operations Officer, who will oversee timelines, deliverable tracking, fiscal management, and communication between DECS, OSPI, and subcontractors.

This dual-leadership structure—combining strategic direction with operational precision—ensures that all four project workstreams advance in coordination, maintaining fidelity to OSPI’s goals and ensuring timely, high-quality deliverables.

Through weekly coordination meetings, shared project dashboards, and quarterly progress reviews with OSPI, DECS will maintain accountability, transparency, and alignment throughout the life of the contract.

C.5.1. Project Management, Team Structure, and Internal Controls

Organizational Overview

Dynamic Education Consulting & Solutions (DECS) is a Washington-based consulting firm specializing in systems improvement, inclusive practices, and behavioral supports for students with disabilities. DECS operates under a subcontractor-based model, drawing on a network of highly qualified education leaders with specialized expertise to deliver statewide technical assistance, training, and implementation support.

All project activities will be managed through DECS’s Washington office, ensuring centralized coordination, fiscal accountability, and quality assurance.

Dr. Sue Ann Bube, President and CEO, will serve as Project Director, providing oversight, leadership, and quality control for all project activities.

Dr. Whitney Cranna, DECS's only employee, is based in Nevada and will manage administrative logistics, data organization, and accessibility compliance.

All other project specialists—Dr. Hannah Gbenro, Dr. Holly Galbreath, and Dr. Lindsay Myatich—will serve as subcontractors under DECS, each with defined scopes of work and deliverables governed by written MOUs.

Team Structure and Roles

Name/Title	Role/Responsibilities	Qualifications Summary
Dr. Sue Ann Bube – President & CEO (Project Director)	Overall leadership and quality assurance. Conducts in-person professional learning, district coaching, and liaison with OSPI.	Over 25 years in Washington education as district and state-level leader; expert in inclusion, special education, and behavioral systems; Vice President, WA-CASE.
Dr. Whitney Cranna – Occupational Therapist (DECS Employee, Nevada)	Technical coordination, sensory/environmental design consultation, and accessibility compliance. Supports data reporting and documentation.	Licensed OT with clinical and district experience in sensory regulation and environmental design; expert in trauma-informed, regulation-based practices.
Dr. Hannah Gbenro – Chief Operations Officer (Subcontractor, Washington)	Project coordination, fiscal tracking, and OSPI liaison. Oversees communication between DECS and subcontractors.	Former district administrator with expertise in educational systems management and organizational operations.

Name/Title	Role/Responsibilities	Qualifications Summary
Dr. Holly Galbreath – School Psychologist / Mental Health Counselor (Subcontractor, Washington)	Co-trainer and technical assistance provider for behavioral and mental health integration. Provides in-person coaching.	Licensed School Psychologist and LMHC; former Special Education Director; expert in trauma- informed and mental health-aligned practices.
Dr. Lindsay Myatich – BCBA / Former Director (Subcontractor, South Carolina; long-time Washington practitioner in Mercer Island and Issaquah)	Virtual behavior systems consultant; leads Canvas course development and provides online coaching for pilot teams.	Board Certified Behavior Analyst and former Washington Director with expertise in behavior data systems, MTSS, and adult learning design.

Alignment with Workstreams

DECS's management structure mirrors the four interrelated workstreams in the project's technical approach.

Each consultant leads or co-leads components aligned to their expertise:

- **Workstream 1: Demonstration & Pilot District Coaching**
 Led by **Dr. Sue Ann Bube** and **Dr. Holly Galbreath**, focusing on direct on-site and virtual coaching, data collection, and reflection cycles.
- **Workstream 2: OSPI Collaboration**
 Coordinated by **Dr. Hannah Gbenro**, who manages reporting, scheduling, and alignment with OSPI's RREI coordination meetings.

- **Workstream 3: Course Design & Professional Learning Development**
Led by **Dr. Lindsay Myatich** with technical and accessibility support from **Dr. Whitney Cranna**, translating field-based learning into Canvas modules.
- **Workstream 4: Evaluation & Sustainability**
Jointly led by **Dr. Bube** and **Dr. Gbenro**, focusing on progress tracking, evaluation, and the development of the sustainability plan.

Internal Controls and Communication

- **Weekly Coordination Meetings**
The DECS team meets weekly to review progress, monitor deliverables, and adjust timelines.
- **Shared Project Dashboard**
All subcontractors access a secure dashboard (Monday.com) for deliverable tracking, document sharing, and milestone updates.
- **Quality Assurance**
All training materials and reports undergo internal peer review for clarity, accessibility, and alignment with OSPI requirements.
- **Quarterly OSPI Review Meetings**
Dr. Bube and Dr. Gbenro meet quarterly with OSPI to present progress, discuss data, and ensure alignment with statewide priorities.
- **Data Security and Confidentiality**
DECS maintains confidentiality agreements with all subcontractors and follows FERPA-compliant data handling practices.

C.5.II. Experience of Consultant / Staff / Subcontractors

DECS's team brings a unique blend of state-level systems leadership and direct district experience in reducing restraint and isolation, improving inclusive practices, and designing sustainable training systems. The DECS team has extensive experience leading professional development, systems improvement, and compliance initiatives across Washington. Collectively, the team has designed and implemented statewide trainings in behavior intervention, inclusion, trauma-informed practice, and leadership development.

The team's experience includes:

- Providing technical assistance and policy consultation to OSPI on nonpublic agency oversight, behavior systems, and inclusive education.
- Leading district improvement initiatives (Marysville, Bremerton, Republic, Snohomish) focused on compliance, inclusion, and professional development.
- Designing and implementing statewide paraeducator professional learning (Before the Bell, After the Bell, Beyond the Bell) is now used by multiple Washington districts.
- Creating Canvas-based learning systems for University Instructors and other education partners to support paraeducators and new teachers.
- Implementation of Corrective Action Plans and Inclusion Frameworks for multiple Washington districts (Marysville, Bremerton, Republic, Snohomish).
- Collaboration with University Instructors on LMS course development and para-to-behavioral interventionist training.

- Support for OSPI initiatives related to Nonpublic Agencies.
- Managing complex, multi-district contracts with embedded coaching, evaluation, and sustainability planning components.

Each team member has experience working under OSPI or ESD contracts and is familiar with the RREI initiative and reporting expectations.

Staff & Subcontractor Relevant Experience

Name / Title	Relevant Experience
Dr. Sue Ann Bube – President & CEO (Project Director)	25+ years of state and district leadership; President, WA-CASE.
Dr. Whitney Cranna – Occupational Therapist (DECS Employee)	Experienced OT in clinical settings with expertise in regulation-based practice.
Dr. Hannah Gbenro – Chief Operations Officer (Subcontractor)	Former district administrator and systems leader with expertise in educational operations. OSSI Coach.
Dr. Holly Galbreath – School Psychologist / Mental Health Counselor (Subcontractor)	Licensed School Psychologist and LMHC; former Special Education Director.
Dr. Lindsay Myatich – BCBA / Former Director (Subcontractor)	Former Mercer Island Special Education Director; Issaquah Dean of Students; Board Certified Behavior Analyst and former Special Services Coach.

Related Contracts

Contract	Contact	Contract # & Period
OSPI NPA Contract Old Capital Building PO Box 47200	Scott Raub Scott.raub@k12.wa.us (360) 725-6075	Contract # 20240237 2/19/24 – 12/31/25

Olympia, WA 98504		Contract #20250826 9/12/25 – 6/30/25
Northwest ESD 189 Contract 1601 R Avenue Anacortes, WA 98221	David Forsythe dforsythe@nwesd.org (360) 299-4021	Contract #SP-81538 11/21/2024 – 8/31/2026
OSSI Contract Old Capital Building PO Box 47200 Olympia, WA 98504	Mary Neal Mary.neal@k12.wa.us (360) 764-0198	Contract # 20250177 8/1/24 – 7/31/25
Office of the Washington State Auditor 3200 Sunset Way S.E. Olympia, WA 98504	Shauna Good goods@sao.wa.gov (564) 999-0825	Contract # K727-C-2404 10/11/2024 – 11/30/2025

C.5.III References

Art Jarvis

Special Administrator Marysville School District, Retired
(253) 569-7189

Contract: Providing technical assistance to Marysville School District under ESD 189 oversight, focusing on special education systems improvement, compliance, and inclusive practices. DECS works collaboratively with district leadership and ESD 189 to strengthen instructional systems, improve paraeducator deployment, and build sustainable capacity for data-driven and inclusive decision-making.

Fred Rundle

Superintendent, Mercer Island School District

4160 86th AVE SE | Mercer Island, WA 98040

Fred.Rundle@mercerislandschools.org

(206) 290-8435

Employment: Worked as a Special Education Director and led districtwide efforts to strengthen inclusive practices and special education systems. Leadership included developing collaborative structures between general and special education and advancing district capacity for equitable access and student belonging.

Andra Maughan

Special Education Director | Tukwila School District

4160 S 144th ST | Tukwila, WA 98168

maughana@tukwila.wednet.edu

(206) 660-7425

Contract: Provided coaching and mentorship to the special education director.

C.5.IV Past Performance

The consultant has not received notification of any breach of contract for the past five (5) years or within the history of conducting business as a consultant.

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

Samples have been included as Appendices to this contract.

C.5.VI Subcontractor Management

DECS uses a transparent and compliant subcontractor model that prioritizes accountability, quality control, and equity. DECS will manage all subcontractor relationships under formal written agreements, ensuring consistency, accountability, and compliance with OSPI and Access Equity (B2Gnow) requirements.

- All subcontractors operate under written MOUs specifying scope, deliverables, payment structure, and confidentiality.
- Performance is monitored and reviewed monthly through progress documentation, coaching summaries, and internal review through DECS's project dashboard.
- Invoices will be processed through DECS's QuickBooks system, with detailed records of hours, deliverables, and payment confirmations.
- DECS will report subcontractor payments through the Access Equity system (OMWBE) as required by OSPI.
- DECS maintains professional liability insurance and assumes full responsibility for subcontractor performance.

Team Composition and Roles

Name/Title	Role/Responsibilities	Location/Background
Dr. Sue Ann Bube – President & CEO (Project Director)	Provides overall leadership, direction, and quality assurance across all workstreams; leads on-site training and coaching for demonstration and pilot districts; ensures alignment with OSPI objectives and reporting requirements.	Washington State; 25+ years of state and district leadership; Vice President, WA-CASE.
Dr. Whitney Cranna – Occupational Therapist (DECS Employee)	Provides technical assistance and accessibility oversight for Canvas course design; supports sensory and environmental design consultation for demonstration sites.	Nevada; experienced OT in clinical and school settings with expertise in regulation-based practice.
Dr. Hannah Gbenro – Chief Operations Officer (Subcontractor)	Manages project coordination, scheduling, and reporting; serves as primary liaison for OSPI collaboration and Workstream 2 activities; ensures fiscal tracking and documentation.	Washington State; former district administrator and systems leader with expertise in educational operations.

Name/Title	Role/Responsibilities	Location/Background
Dr. Holly Galbreath – School Psychologist / Mental Health Counselor (Subcontractor)	Provides coaching and behavioral systems consultation for Workstream 1; co-leads in-person professional development; integrates trauma-informed and mental health frameworks.	Washington State; Licensed School Psychologist and LMHC; former Special Education Director.
Dr. Lindsay Myatich – BCBA / Former Director (Subcontractor)	Leads Workstream 3 course development and virtual coaching; translates field lessons into asynchronous training content; ensures fidelity to behavioral frameworks and adult learning principles.	South Carolina (longtime Washington practitioner, former Mercer Island and Issaquah Director); Board Certified Behavior Analyst.

C.5.VII. Internal Capacity and Communication Infrastructure

DECS maintains the infrastructure necessary to manage multiple concurrent state and district contracts efficiently:

- **Fiscal Systems:** QuickBooks Online for accounting and class tracking.
- **Document Management:** Google Workspace and SharePoint for collaboration and version control.
- **Learning Management:** Canvas LMS for training design and analytics.
- **Communication Platforms:** Zoom, Slack, and email for real-time coordination among in-state and out-of-state team members.

All subcontractors are accustomed to serving Washington school districts remotely and in person as needed. The DECS model allows flexibility, continuity, and rapid scaling for projects requiring diverse expertise.

C.5.VIII. Management Summary

Dynamic Education Consulting & Solutions (DECS) brings a proven leadership team with the depth, structure, and flexibility needed to manage a complex, statewide initiative. The project will be directed by Dr. Sue Ann Bube, President and CEO, who provides strategic oversight, quality assurance, and field-based leadership for the demonstration and pilot district coaching. Dr. Hannah Gbenro, Chief Operations Officer, will manage day-to-day operations—overseeing timelines, deliverables, fiscal tracking, and communication between DECS, OSPI, and all subcontractors. This dual-leadership model ensures strong alignment between project vision and execution, maintaining fidelity to OSPI priorities while meeting all contractual milestones.

DECS's management approach mirrors the four project workstreams—coaching and technical assistance, OSPI collaboration, course design, and evaluation—so that each component advances concurrently and informs the others. Weekly coordination meetings, a shared project dashboard, and quarterly review sessions with OSPI will keep all team members aligned, responsive, and accountable.

While DECS will not engage directly with parents under this contract, the team recognizes that sustainable restraint and isolation reduction requires collaboration beyond the special education department. Coaching and professional learning activities will assist districts in strengthening partnerships with general education staff and families, ensuring consistent communication, shared understanding, and collective ownership of inclusive practices.

Through this integrated structure, DECS combines strategic leadership, operational precision, and collaborative coaching expertise to deliver a project that is efficient, transparent, and deeply rooted in the systems-level change necessary to support every student's access to safe and inclusive learning environments.

C.6 COST PROPOSAL

Total Proposed Contract Value: \$62,500

(Includes 10% Washington State sales tax and a 10% indirect cost rate.)

C.6.1 Cost Analysis

Activity	Description/Included Activities	Activity Total
District Technical Assistance & Coaching	3 district field partnerships; bundled cost includes onsite consultation, facilitation, and travel-related expenses (hotel, mileage, per diem). Approx. 2 days onsite + follow-up coaching per district.	\$28,000
Course Development – Canvas LMS	Development of 1 interactive asynchronous course ("Reducing Restraint and Isolation for Students with Intellectual Disabilities"). Cost includes design (\$5,500) + DECS hosting/maintenance, setup, and integration with AESD network.	\$8,000
Virtual Training & Coaching Support	Remote facilitation, virtual meetings, content co-design with district teams, and data analysis (Drs. Myatich & Gbenro).	\$7,500
Project Management & Reporting	Coordination, OSPI liaison, progress reports, and quarterly reviews (Dr. Gbenro & Dr. Bube).	\$5,000

Activity	Description/Included Activities	Activity Total
Instructional Design & Technical Support	Accessibility compliance, sensory/environmental design input, formatting, and upload support (Dr. Cranna).	\$3,000
Evaluation & Final Report	Data analysis, outcomes summary, and sustainability recommendations.	\$2,200
Subtotal		\$53,700
Sales Tax (10%)		\$5,370
Indirect Cost (10%)	Applied to subtotal + tax to cover administrative overhead, accounting, and technology systems.	\$3,430
TOTAL COST PROPOSAL		\$62,500

Budget Rationale

Bundled Travel Model: Consistent with DECS's current OSPI contracts, all travel (hotel, mileage, airfare) is included in the per-district technical assistance fee rather than billed separately. This simplifies budgeting, maintains predictable costs for OSPI, and reflects actual practice under state contracts.

Canvas Course Development: The \$5,500 development fee covers content design, video creation, interactive elements, accessibility compliance, and testing. The per-user cost (\$25) will be absorbed by participating districts during the sustainability phase and is not included in this initial contract.

Indirect Cost Rate (10%): Covers administrative overhead, fiscal management, data storage, and insurance.

Sales Tax (9.8%): Applied in accordance with Washington State requirements. Since this grant is to work with districts throughout the state, I choose to use the Olympia Sales Tax amount for the application.

C.6.III Subcontractor Costs

Subcontractors were selected based on their expertise and alignment with project workstreams. Each subcontractor operates under a written Memorandum of Understanding (MOU) specifying deliverables, timelines, confidentiality, and reporting expectations.

Subcontractor Cost Summary

Subcontractor	Role / Responsibilities	Estimated Cost
Dr. Hannah Gbenro	Chief Operations Officer – oversees project coordination, timelines , reporting, and communication with OSPI and district partners. Leads Workstream 2 (OSPI Collaboration) and co-leads Workstream 4 (Evaluation & Sustainability).	\$7,500
Dr. Holly Galbreath	School Psychologist and Mental Health Counselor – provides on-site and virtual coaching focused on trauma-informed practices, behavioral intervention, and team reflection for demonstration and pilot districts. Supports Workstream 1 (Coaching).	\$8,800
Dr. Lindsay Myatich	BCBA and Former Director – leads Canvas course design, pilot testing, and integration of field-based learning. Provides virtual behavior systems consultation and instructional design expertise for Workstream 3 (Course Development).	\$8,700
Total Subcontractor Costs		\$25,000

DECS retains full responsibility for subcontractor oversight, quality assurance, and fiscal management. All subcontractor costs are included within the total project budget of \$62,500, and no additional reimbursement will be requested.

Payments

Deliverable	# of Deliverables	Unit Cost	Activity Total	Due Dates
<i>Project Management Progress Report</i>	4	\$12,936.75	\$51,746.98	January 31, 2026 March 15, 2026 April 30, 2026 June 30, 2026
<i>Sub Total</i>				\$51,746.98
<i>10% Indirect</i>				\$5,174.70
<i>Sub Total</i>				\$56,921.68
<i>Olympia Sales Tax</i>				\$5578.32
<i>TOTAL</i>				\$62,500

Sustainability Note

Following completion of this grant-funded phase, districts will access the finalized Canvas course through AESD or DECS at a \$25 per-user annual fee, supporting long-term maintenance and system updates. This approach ensures continued statewide availability without future state cost.

SAMPLE WORK PRODUCTS (APPENDIX A)

To demonstrate DECS's capacity for systems-level analysis and resource development, two representative samples are included in Appendix A:

1. **Excerpt from the Nonpublic Agency (NPA) Field Manual** – illustrating DECS's ability to translate complex policy into user-friendly guidance.
2. **Excerpt from the Marysville School District Summary Report** – demonstrating DECS's approach to synthesizing data, identifying root causes, and producing actionable recommendations to guide inclusive systems change.

Sample A: Nonpublic Agency (NPA) Field Guide Excerpt

Project Context

The *Washington State Nonpublic Agency (NPA) Field Guide* was developed in collaboration with the Office of Superintendent of Public Instruction (OSPI) to improve statewide oversight, consistency, and compliance for educational placements and contracted services provided by NPAs. DECS served as a technical consultant and content developer, responsible for aligning federal and state requirements with practical implementation tools for districts and agency providers.

Purpose of Work

This project focused on creating a field-ready guidance manual that translates WAC and IDEA regulations into actionable steps for school districts, NPAs, and OSPI staff. The deliverables included updated assurances, monitoring tools, and complaint response templates that ensure equitable access and compliance for students with disabilities placed in contracted educational settings.

Key Contributions

- Drafted and refined the NPA Assurances, Monitoring Framework, and Complaint Review Tools used by OSPI for statewide oversight.
- Developed user-friendly procedural templates to support districts in maintaining compliance with IDEA and WAC requirements.
- Integrated equity, instructional access, and data reporting considerations into the monitoring process.

Alignment with RREI Proposal

This sample demonstrates DECS's ability to translate complex policy into clear, actionable tools—a core expectation of the RREI project. The same precision, clarity, and implementation focus will guide the development of coaching tools, fidelity rubrics, and statewide training materials for restraint and isolation reduction.

(Excerpted pages that follow illustrate sections of the manual addressing documentation expectations, compliance review, and monitoring protocols.)

INTRODUCTION

Engrossed Second Substitute Senate Bill (E2SSB) 5315 (2023) expanded the Office of Superintendent of Public Instruction's (OSPI) role in authorizing nonpublic agencies (NPAs) to serve students eligible for special education. The bill set minimum contract requirements for school districts, established standards for OSPI's annual authorization process, and directed OSPI to create a complaint process for reporting noncompliance or violations of student rights.

This field guide was developed to support school district personnel in understanding placement and oversight responsibilities when students receive services at authorized NPAs.

The Why

Every year, Washington school districts design educational programming for students with disabilities ensuring their access to Free Appropriate Public Education (FAPE). However, for a small percentage of students, the resources available within their home districts – even with significant accommodations and supports – are not enough to meet their complex educational and behavioral needs. These students, who have significant aggressive or self-injurious behavioral needs, complex mental health challenges, co-occurring disabilities, or histories of trauma, often require a level of specialized intervention that is not available in Washington State public schools or even within the state itself.

When local resources are exhausted, the school districts must look beyond their own classrooms to ensure these students receive the support they need in order to access instruction. In some cases, this means placing a student in an in-state nonpublic agency (NPA), where they can receive intensive behavioral, therapeutic, or educational services. However, when those supports are not appropriate, districts must consider out-of-state residential placements. These decisions are not made lightly and involve complex legal, financial, and logistical considerations.

Understanding why and how these placements occur is essential for Individualized Education Program (IEP) teams, administrators, and families. This manual provides guidance on when an NPA placement is appropriate, how to navigate the placement process, and how to ensure compliance with state and federal laws.

Purpose

The purpose of this manual is to inform Special Education Administrators and school district IEP teams regarding processes and procedures when a student's educational needs go beyond what the district can provide locally. This manual provides a roadmap for possible considerations and procedures when considering that the Least Restrictive Environment (LRE) might be a nonpublic placement. This manual includes information on placement procedures when the LRE is determined to be in an in-state and out-of-state placement.

ONCE PLACEMENT HAS BEEN DETERMINED

Timelines

Once a placement has been determined, an NPA has accepted the student and plans are being made to transition the student to that setting, figuring out timelines to begin services and dates to put on the IEP can be tricky. Although there is no specific timeline delineated in state regulations regarding how quickly a student should be moved to a new placement, [WAC 392-172A-03105](#), however, states that IEP services and placement should begin "as soon as possible following development of the IEP" and that a student must have a current IEP in place at the start of each school year.

IEP teams will need to work closely with the parents to ensure the student receives their necessary services and accurately document how services are being provided. While the student is awaiting admission, the district should continue to offer FAPE to the best of their ability, which may include creative solutions such as an alternative schedule, additional staff support, specialized services (e.g. a behavior tech, counselor, increased related services support), services in an off-campus location or even in-home services. The key is to amend the IEP as well as document the decisions that the IEP team has made in a detailed Prior Written Notice including acknowledgement that the student will be placed at in an NPA as soon as an opening is available, travel plans made, transportation arranged, and/or contract completed. The IEP should be amended to reflect the actual date of enrollment and recommended services once an admission date is secured. Communicating with the NPA regarding changes they may recommend to the IEP can help assure that the IEP will be in compliance as the student begins the program.

It is also helpful to let parents know that once the student is in the placement and the NPA has completed preliminary assessments, they often choose to amend the IEP to reflect updated information and the student's needs in that new setting.

LEA Monitoring Responsibilities

Districts must ensure that a student is provided with special education and related services according to the IEP and retains responsibility for FAPE even when a student is placed outside of the district. Communication is the key; both with the NPA and the parents/guardians.

It is recommended that the district representative set up a regular communication system including frequent reports of progress (academic and behavioral) and scheduled virtual meetings (weekly or monthly) to get informal updates or concerns depending on the complexity of the student's services or situation and visits. At a minimum, the district is responsible for assuring the following:

- Evaluations are conducted in compliance with [WAC 392-172A-03000](#) through [WAC 392-172A-03040](#);
- All IEP meetings for the student are conducted in compliance with [WAC 392-172A](#);
- Progress notes are completed as indicated in the IEP (typically by the quarterly or the trimester);
- Parents are notified of procedural safeguards;
- Annual state assessments are completed, or parents have agreed to a waiver;
- Students have the opportunity to fulfill requirements to receive a Washington State diploma.

District representatives should also check in regularly with parents to get their feedback regarding the placement and to remind parents that they are a resource/advocate for their student. Although direct communication between the parents and the NPA/school is vital for collaboration, it is important for parents to include the district in decision making and to proactively solve any problems that may arise.

Setting Expectations

Defining the Relationship

When contracting with an NPA, it is essential to clearly define the roles and responsibilities of each party. The district, as the public agency responsible for FAPE, is not only the funder but also the decision-maker in collaboration with the IEP team. NPAs should be reminded that the district must be included in all decisions related to educational programming, student placement, service delivery, and progress reporting.

District representatives should proactively establish expectations that the NPA will communicate directly and promptly with the district regarding any changes in programming, recommendations for IEP amendments, or concerns about student progress. NPAs are service providers under contract, not independent decision-makers, and their role is to implement the IEP as developed and authorized by the district and IEP team. Maintaining this clear relationship ensures accountability, legal compliance, and collaborative partnership in meeting student needs.

Communication

School districts should talk with NPAs about expectations for parent participation as well as progress reporting and more frequent progress check-ins in accordance with the NPAs program. School districts may need to be prepared to negotiate with NPAs regarding the frequency of communication. Districts should also be sure to discuss expectations around communication

with the NPA with parents. Both the NPA calendar and district calendar can be resources for determining when communication may be necessary. Many NPAs have existing multidisciplinary team meeting structures where a district representative can attend and be part ongoing program decisions.

Travel

The specifics of travel – what is paid for and what is not – need to be discussed with both NPAs and families. This manual includes sample travel reimbursement forms in the Appendix.

Discharge

Some NPAs bill insurance and are required to place an estimated discharge date on documents. Typically, these dates are a moving target and do not constitute a "real" date. Only the IEP team can decide if a student is being discharged and only after an evaluation. Although a therapeutic setting has a team that may have assigned potential dates, these only can be solidified through the evaluation and IEP process.

Contracts

As the IEP team is considering a possible placement in a NPA, it is essential that the district representative work closely with district administration and the financial officer to develop a contract and assure that the district's authorization process and responsibilities as outlined in [WAC 392-172A-04080](#) through [WAC 392-172A-04110](#).

Once a placement has been determined, the district must act in a timely manner to have a contract in place in order to have a student enrolled. Per [WAC 392-172A-04085](#), a contract must include:

- The names of the parties involved;
- The name(s) of the student(s);
- The location(s) and setting(s) of the services to be provided;
- A description of services provided, program administration and supervision, including access to state learning standards;
- The charges and reimbursement including billing and payment procedures;
- The total contract cost;
- A description of the district responsibility and process of data collection and reporting for the student(s), including the data required under IDEA, restraint or isolation ([RCW 28A.600.485](#)) reports to parents and the OSPI, and school discipline;
- Assurance that the requirements of [WAC 392-172A-02105](#) through [392-172A-02110](#) are met (including requirements for parental consent, notification, and reporting);

Questions to consider:

- Does the contract clarify how the NPA will collect and report student data to the district (e.g., daily, weekly, monthly)?
- Does the contract address the following data elements:
 - Attendance
 - Report cards (issued at the same frequency as the district)
 - Transcript and credit-bearing class completion
 - Graduation completion
 - IEP documents and supporting records, including:
 - Functional Behavior Assessments (FBA)
 - Behavior Intervention Plans (BIP)
 - Emergency Response Protocols
 - Prior Written Notices (PWN)
 - IEP amendments
 - Progress reports
 - Revisions to special education evaluations
 - Meeting invitations for all IEP meetings
 - Isolation and restraint data, including required parent and OSPI reports
 - Documentation of school discipline
 - Annual certification/licensure of all personnel
 - Notification when students are exited from the NPA and returned to their resident school district

Isolation, Restraint, and Emergency Response Protocols

Contracts with Nonpublic Agencies (NPAs) must include acknowledgment, consistent with [RCW 28A.155.060\(m\)](#), that the authorized entity will comply with student isolation and restraint requirements under [RCW 28A.600.485](#).

Districts remain responsible for ensuring practices meet state law and align with district policy and procedure. If an NPA's forms or processes are insufficient to meet district standards, the district may require the NPA to adopt district forms and procedures. This expectation should be written into the contract, with the district providing the required documentation templates and training as needed.

Clear expectations ensure that all incidents of isolation and restraint are documented, monitored, and reported in a manner that is legally compliant and consistent with district standards.

Questions to consider:

- Does the language in the contract conform with the current state regulations regarding the use of Isolation and restraint ([RCW 28A.600.485](#) and [WAC 392-172A-02110](#))?
Assurances should include language that reflects the following:
 - Isolation and restraint are prohibited except when the student's behaviors poses an imminent likelihood of serious harm to that student or another person.
 - Restraint or isolation must be closely monitored to prevent harm to the student, and must be discontinued as soon as the likelihood of serious harm has dissipated.
 - Following the release of a student from the use of restraint or isolation, the school must review the incident, inform the NPA administrator or designee as soon as possible, and within two business days submit a written report of the incident to the district. The written report must include, at a minimum, the following information:
 - The date and time of the incident;
 - The name and job title of the individual who administered the restraint or isolation;
 - A description of the activity that led to the restraint or isolation;
 - The type of restraint or isolation used on the student, including the duration;
 - Whether the student or staff was physically injured during the restraint or isolation incident and any medical care provided; and,
 - Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

- The NPA's administrator or designee must verbally inform the student's parent or guardian and the school district within twenty-four hours of the incident, and must send written notification no later than 5 days after the incident.
- Does the language in the document conform with the current state regulations regarding the use of Emergency Response Protocols ([WAC 392-172A-02105](#))?
Assurances should include language that reflects the following:
 - The parent has provided consent for the procedures.
 - The conditions and type of isolation, restraint and/or restraint device that may be used.
 - Any staff member or other adults using isolation, restraint, or a restraint device is trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and the safe use of isolation, restraint, or a restraint device.
 - The NPA will comply with current state regulations regarding the use of Isolation and restraint ([RCW 28A.600.485](#) and [WAC 392-172A-02110](#)).

Notification of Changes or Complaints

Contracts with Nonpublic Agencies (NPAs) must include acknowledgment, consistent with [RCW 28A.155.060\(n\)](#), that the authorized entity will notify OSPI, all contracting districts, and affected parents/guardians when program changes, conditions, or complaints arise that impact the delivery of contracted services. This includes any changes to services offered, loss of capacity to provide contracted programs, or complaints involving students.

Districts should ensure that the contract specifies the types of changes or complaints requiring notification, the timelines for reporting, and the parties to be informed.

Questions to Consider:

- Does the contract include assurances that the NPA will notify the district and OSPI of program changes that impact its ability to provide contracted services? Examples may include:
 - Loss of certificated/licensed personnel
 - Loss of health or safety licenses/certificates
 - Lawsuits or legal actions
 - Financial distress

Sample B: Marysville School District Technical Assistance Summary Report

Project Context

Under OSPI oversight and in coordination with ESD 189, DECS provides technical assistance to Marysville School District, which is currently under enhanced state oversight. The ESD engaged DECS to help address identified areas of noncompliance, rebuild systems of support for students with disabilities, and strengthen inclusive practices across schools.

Purpose of Work

This report was developed as part of a multi-stage technical assistance plan to help the district improve compliance and instructional quality. The summary synthesizes quantitative and qualitative data collected through document reviews, leadership interviews, classroom observations, and staff feedback.

Key Contributions

- Identified systemic barriers to effective implementation of specially designed instruction (SDI) and inclusive practices.
- Provided actionable recommendations to improve program coherence, professional development, and paraeducator deployment.
- Collaborated with district leadership and ESD 189 to align improvement activities with OSPI's Corrective Action Plan and monitoring requirements.
- Modeled data-driven decision-making structures to support sustained progress and internal accountability.

Alignment with RREI Proposal

This sample highlights DECS's experience producing clear, actionable reports that drive change within districts under OSPI oversight. The format and structure of this summary report mirror the evaluation and progress reporting deliverables outlined in this proposal's Work Plan (Workstream 4: Evaluation and Sustainability).

Marysville School District: Month-End Report Aligned to Scope of Work

Consultant: Dr. Sue Ann Bube
Marysville School District
December 2024 Activities Report

System Infrastructure:

- Developed and disseminated the draft procedure for Amending IEPs, and initiated procedures for Extended School Year (ESY), Progress Reporting, and Independent Educational Evaluations (IEEs).
- Hired a new central office staff member for Special Education while eliminating another position by streamlining office workflows.
- Conducted a staffing audit focused on paraeducator roles and Special Education staffing needs, addressing gaps in training and staff assignments. Engaged with union representatives and HR to refine staff responsibilities and problem-solve assignment challenges.

Professional Development:

- Delivered an initial training session for all principals on “What is Specially Designed Instruction (SDI),” emphasizing its implementation and importance.
- Developed a DRAFT Professional Development (PD) Plan for classified and certificated staff, as well as administrators. This plan is aimed at ensuring the fidelity of SOP implementation and high-quality instruction.

Compliance and Reporting:

- Finalized and submitted the November 1 Federal Child Count validation and Personnel Report to OSPI on time, meeting state compliance deadlines.
- Worked on three due process cases, successfully settling one.

Program and Budget Audits:

- Initiated audits of staffing and budget structures, with comprehensive plans to be finalized in January. This includes evaluating caseload equity and resource allocation for Special Education programs.

Special Education Procedures:

- Streamlined the Write Back Process to enhance office efficiency and reduce administrative burdens.

Stakeholder Collaboration:

- Held meetings with multiple stakeholders, including union representatives, HR, principals, and teachers, to address systemic challenges and develop sustainable solutions.
- Participated in the Fiscal Oversight Committee and worked with departments to align priorities.

Key Achievements

- Effective dissemination and feedback collection for new SOP drafts, aligning with CAP timelines and compliance goals.
- Established foundational steps for principal and staff training to sustain systemic improvements. Administrative Staff Trainings are set up for the 3rd Thursday of each month.
- Streamlined administrative workflows, saving costs and reallocating resources effectively.
- Addressed immediate compliance needs, ensuring no delays in mandatory reporting.

Next Steps for January 2025

- Finalize and distribute the SOPs for ESY, Progress Reporting, and IEEs.
- Develop SOPs for Transportation, State Testing, Suspensions & Expulsions, and Student Transfers/Change of Placement Decisions.