



**OSPI RFP 2026-06: REDUCING RESTRAINT & ELIMINATING ISOLATION
STATEWIDE PROFESSIONAL DEVELOPMENT & SUPPORT**

PROPOSAL DATE: NOVEMBER 6, 2025

State of Washington: Office of Superintendent of Public Instruction

November 6, 2025

To Whom It May Concern:

The [True Measure Collaborative](#) (TMC) is pleased to submit the enclosed proposal in response to OSPI's Request for Proposals No. 2026-06: Reducing Restraint and Eliminating Isolation Statewide Professional Development & Support.

The TMC is a Washington-based non-profit organization providing a variety of professional development services in support of inclusionary practices and improved outcomes for students with disabilities and multilingual learners in public schools and districts across the state. Our team pairs high-quality workshops individualized to site-specific objectives with personalized, job-embedded coaching, consulting, and technical assistance to build educator efficacy and capacity in service of equitable educational opportunities in anti-racist environments.

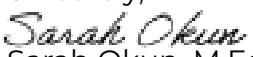
As former teachers (both Special Education and General Education), paraeducators, school-based leaders, and behavioral specialists, our team has deep expertise related to inclusive practices and the reduction of restraint and isolation. Our current work with public schools across Washington includes training and coaching educators on best practices for classroom behavior management, antecedent management, and de-escalation skills. Our approach in schools is informed by our passion for reducing the use of restraint and eliminating isolation in Washington public schools.

This proposal targets the following audiences: School Leaders, Special Education and General Education Teachers, and Paraeducators. We're proud to share that when asked what they value most about working with the TMC, educators consistently call out the individualized and responsive nature of our supports:

"We value the timely and specifically tailored content and support to our school. The TMC's feedback and guidance has been invaluable. They really listen to the needs at our school and get to know us so that they can give feedback in a way that will be the most impactful."

Please contact the TMC's Executive Director at sokun@thetruemeasure.org or 703.300.6351 with any questions about this proposal. Thank you for your consideration and we look forward to hearing from you.

Sincerely,


Sarah Okun, M.Ed
Executive Director



Technical Proposal

Project Approach/Methodology

In alignment with OSPI's statewide priority, and as reflected in the RREI Technical Assistance Manual, to eliminate the use of isolation and significantly reduce restraint through proactive, trauma informed, relationship-centered systems, our approach prioritizes professional development (PD) on classroom and positive behavior support, antecedent management, and de-escalation strategies for all staff. Behavior is communication and must be addressed through a trauma-informed, healing-focused approach, rather than reactive control. Our work is rooted in research-based best practices that are individualized to site-specific community needs and reinforced with ongoing implementation coaching and technical assistance.

Aligned with the Manual's emphasis on student belonging and educator mindset as protective conditions against escalation, staff interacting most closely with students who are showing the effects of trauma, have a history of behavior referrals, and have more significant behavior needs require more intensive training, including safe and culturally responsive hands-on restraint training, always as a last resort. Our model is to work deeply, not broadly, and we are aware that the highest leverage professional development to enhance the mindsets and practices of inclusion is shoulder to shoulder, job-embedded, personalized coaching on the skills being developed.

This is a data proven approach specifically around reducing restraint and eliminating isolation. In alignment with OSPI's TA manual, meaningful change requires both professional learning and sustained implementation coaching rather than relying on one-and-done training. **As service providers last year with this project, we saw our partner schools, Pullman School District and Fife School District, reduce their restraint and isolation incidents by 90 percent and 25 percent respectively.** Our work with both districts included components of professional learning explicitly aligned to trauma-informed, equity centered adult practices and data-driven implementation coaching.

With Pullman School District (PSD), our work in 2024-25 included monthly educator-led debrief meetings that focused on real-time exclusionary discipline incidents. These sessions brought together educators across roles from leadership, general education, special education, and paraprofessionals, to identify challenges, share strategies, and strengthen collective capacity. This practice directly operationalizes the Manual's guidance in Section 1 on using reflection spaces to address bias and prevent reactive responses. During these debrief meetings our Program Managers (coaches) supported educators in ensuring they were describing students' behavior in a measurable, observable, and clearly understandable way that was free from bias and criminalizing



language. PSD plans to continue the practice of debriefing, and it has shown to be a sustainable practice that will continue beyond the scope of the project.

With Fife School District (FSD), our partnership helped reduce incidents of restraint and isolation by 25 percent district-wide and led to a 50 percent reduction in monthly response team calls at one of their participating elementary schools. Our work consisted of a combination of coaching cycles for teaching staff in two life skills classrooms, four all-staff workshops that included examining disproportionate use of restraints, behavior management strategies and collaborative planning for implementation (mirroring the TA Manual's call for proactive classroom design and equitable response over compliance enforcement), and provided small group coaching sessions within Fife Elementary School (FES). The plan for support was built following a needs assessment and data analysis at the beginning of our partnership. Additionally, our coaching team supported school leadership to sustain positive behavior strategies even while TMC was not on site. This has led to sustainability and continued momentum for FES, in clear alignment with the Manual's call to build self-sustaining internal capacity instead of dependency.

As noted by these two examples, our model reflects the TA Manual's core position that "supports must be tailored to context, there is no one-size-fits-all approach." We pride ourselves in being able to tailor supports that are specific to the needs of each district and partner school.

Our project approach is broken down into four phases: Data Analysis and Observation, Intake and Collaborative Planning, Implementation, and Reporting.

Phase I - Data Analysis and Observation

During Phase I, our team will conduct data analysis to better understand the school and community context. Phase I will be led by our Director of School Programs and executed by our full Programs team with the administrative support of the Executive Director. We will collaborate with the selected districts to gather discipline referral data, school improvement plans, isolation and restraint data, district and building level qualitative and quantitative data, and family and community input. Data analysis results will be used to pinpoint a set of schools with the most students experiencing high incidents of restraint, isolation, or injury related to use of restraint or isolation. These identified schools will receive a deep level of support combining training, workshops, and ongoing one-on-one coaching.

This phase will also support our team's understanding of how we may best tailor professional learning for educators and what topics of professional development and coaching are needed most as indicated by the data and classroom/school observations. Our team has already begun a



preliminary data analysis based on the 2023-24 [Restraint and Isolation data](#) reported by OSPI. The following are the top ten districts and schools reporting the highest rates of restraint and isolation incidents as a percentage of total enrollment:

District	Enrollment	# of Restraint & Isolation Incidents	As % of Total Enrollment
		School	
Mount Baker School District		Renton Academy	336.8%
Pullman Community Montessori	34.0%	Contractual Schools	311.3%
Lakewood School District	14.4%	Jim Tangeman Center	185.1%
Tumwater School District	9.0%	Snoqualmie Access	184.0%
White River School District	8.7%	Special Programs	165.1%
Kelso School District	8.0%	Kendall Elementary	151.9%
Clover Park School District	6.8%	Special Services	107.1%
Pullman School District	6.5%	Tumwater Hill Elementary	98.8%
Castle Rock School District	6.4%	Idlewild Elementary School	85.6%
Bremerton School District	5.8%	Cedar Way Elementary	83.0%

These districts and schools are all potential partners with the highest need for support and professional development. This reflects the TA Manual's emphasis that training plans must be rooted in real and current data, and developed collaboratively with district leadership to match school-specific needs and readiness (Sections 1 & 2).

Additionally, the availability of statewide disaggregated data beginning in 2023-24 reveals stark equity gaps and disproportionality among certain student groups most affected by restraint and isolation practices. For example, **statewide, students with disabilities are nearly twenty times more likely than students without disabilities to experience restraint or isolation**. Homeless students have the second highest rate of restraint or isolation in the, reaffirming the TA manual's strong emphasis on the value of trauma-informed practices in reducing restraint and eliminating isolation incidents. Black students are the third highest risk student group experiencing restraint or isolation and are twice as likely than white students to be restrained or isolated, demonstrating the critical need for professional development support that aims to eliminate these racial disproportionalities.

Our data analysis will go beyond publicly available data. During this phase we will work with leadership and key staff to build out a more complete picture of the data that is readily available at a school and classroom level. Moreover, we will support schools to develop their systems for internal monitoring of antecedent data that will help school leaders intervene with support for teachers proactively to prevent restraints or isolations from occurring before they occur. For



example, below is a data tracker for emergency response calls from teachers to administrators, often a precursor to behavioral incidents escalating to the point of restraint or isolation. This is a tool we helped design and implement with Fife Elementary School in 2024-25 that is still in place today and helps administrators intentionally identify and support teachers and students that are at highest risk of experiencing behavior escalations that could lead to restraint or isolation:

Teacher	# Calls	Student	# Calls	Hour of the Day	# Calls
E	1	A	1	10 - 11	7
B	1	A	1	11 - 12	2
C	2	B	1	12 - 13	27
H	1	C	1	13 - 14	7
J	6	C	7	14 - 15	3
J	8	E	1	15 - 16	4
K	5	F	4	2 - 3	1
K	1	G	2	9 - 10	4
I	5	J	1	Grand Total	55

Our team will conduct co-observation walkthroughs with leadership, solicit input from teachers, paraeducators, students and families and analyze specific school-level discipline data broken down by race, ethnicity, socio-economic status, and gender wherever available. The most critical data for our team to analyze and understand will be the specific conditions in which the use of isolation and restraint is most frequently occurring: times of day, classroom settings, environmental factors, existing routines, skills and training of individual educators, and tiered supports already in place. This data collection and analysis will help identify what specific supports are needed by whom, in order to inform collaborative decisions about the coaching needs of individual educators and teams.

Our coaching with educators also examines disaggregated data to identify and interrupt potentially biased patterns, such as disproportionate use of isolation and restraint, and coach educators on how to adjust systems and practices to reduce implicit bias. Additionally, we examine data to understand whether there are signs of ableist practices, such as excluding students from extracurricular or enrichment opportunities, and support educators in monitoring our progress towards inclusion.

This initial deep data analysis will serve as baseline data to which data collected in Phases III and IV will be compared, as encouraged in the TA Manual's guidance on measuring both implementation fidelity and impact over time, to ensure that restraint reduction efforts lead to lasting systems-level change rather than temporary fixes.

Phase II - Intake and Collaborative Planning



Phase II is a collaborative planning process during which we will work with district and school leadership to identify target outcomes, school-specific year-long scope and sequence for professional development, and specific classrooms, groups, and/or individuals for targeted implementation coaching. Our planning centers the belief that restraint and isolation reduction is not a program, but a shift in adult practice, school culture, and relational systems.

We begin by working with leadership to identify site-specific all-staff training needs within the anchor topic of Behavior Management Strategies to Reduce Restraint and Isolation. Guided by data and school context gathered in Phase I, we will co-design professional learning that strengthens adult capacity to understand student behavior as communication, build predictability and safety in classrooms, and intervene early in escalation cycles. Sessions may include:

- Understanding behavior basics and the impact of trauma on the brain
- Classroom antecedent management strategies that reduce escalation before it begins
- Recognizing and interrupting escalation patterns — for students and adults

Planning is rooted in the recognition that restraint and isolation are rarely widespread across a building. Patterns often emerge around a relatively small number of students and a limited number of educators who need additional training and support. Targeted coaching for the educators working closest to these students ensures that support reaches the moments and relationships where it matters most. This coaching is most effective when driven by real-time data that points us towards the students and educators who require early interventions to maximize opportunities for preventing escalated student behaviors. This is how we approached our work and achieved dramatic results with Pullman and Fife, and how we will approach this statewide: deep and intentional coaching where intervention decisions can shape outcomes in real time.

Professional learning is designed with practicality at the center. Our programming ensures educators practice applying strategies to their real classrooms and routines, and leaders co-construct the structures that sustain the work beyond training days. Schools identify the routines, language, and proactive systems they want to strengthen so that training becomes the first step toward implementation, not the last.

Research suggests that professional development reinforced with implementation coaching leads to higher achievement in schools¹. Our approach is grounded in the understanding that learning about trauma, bias, and de-escalation is emotional as much as technical. Mindset and identity

¹https://www.air.org/sites/default/files/NCSI_Effective-Coaching-Brief-508.pdf



development are as essential as skill acquisition. Through coaching, educators build confidence, internalize habits that prevent escalation, and deepen their capacity to respond with regulation and relationship rather than reaction.

Our team brings over 80 years of combined school-based experience and understands that sustainable change grows from trust, vulnerability, and shared responsibility.

This planning phase uses data collected in Phase I to determine objectives, sequencing, and focus areas, and ensures schools enter implementation with clarity, consistency, and a shared commitment to protecting student dignity while strengthening inclusive school culture.

Phase III - Implementation

At this stage, we will have collaborated with district teams to identify school-specific areas of focus for all-staff trauma-informed professional development, anchored in strengthening proactive behavior systems and adult capacity to prevent escalation. We will also have identified a small group of staff to receive safe and culturally responsive hands-on restraint training, and determined priority educators and teams for targeted implementation coaching. This stage is where prevention systems, staff skill-building, and crisis response principles outlined in the TA manual move from planning into daily practice.

All-Staff Workshops

Our workshop approach centers practical, immediately usable strategies. Educators leave each session knowing exactly what they will try the next day, refining routines, language, classroom environment cues, and emotional-regulation tools that help prevent escalation before it starts. Workshops are active, reflective, and grounded in real classrooms.

Educators examine an existing lesson plan and identify the classroom management or de-escalation strategies they will intentionally practice that week. We also guide staff through identifying their personal cycle of escalation, recognizing when stress responses may influence student reactions, and building habits that protect relationships and preserve student dignity in challenging moments.

Movement, collaboration, and cognitive engagement are built into every session; the learning mirrors what we want classrooms to look and feel like. Whenever possible, workshops produce a tangible product or routine that can be implemented immediately. Sessions will take place onsite or virtually depending on school needs.



Safe and Culturally Responsive Hands-On Restraint Training

We train staff in safe, culturally responsive physical intervention strategies. The TA Manual is clear: restraint may only be used when there is an imminent likelihood of serious harm, and only by trained personnel as a last resort. Our approach follows this guidance directly.

Our Programs team, comprised of certified Safety-Care trainers with over 20 years of collective experience, prepares crisis-response staff with the physical and relational skills necessary to maintain student dignity and emotional safety during rare emergency situations.

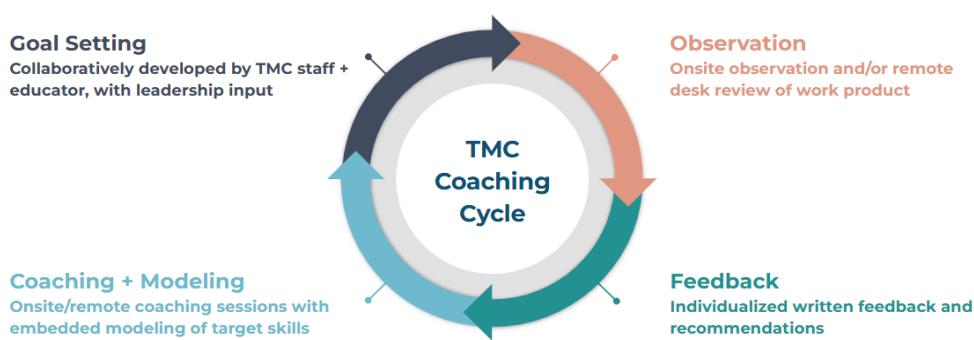
Even in this training, we prioritize prevention: staff learn to recognize precursors, offer supportive language, co-regulate, and use alternatives to physical intervention whenever possible. Monthly implementation coaching ensures this learning stays rooted in daily school routines and does not become procedural compliance, but a lived safety practice.

Implementation Coaching

Coaching bridges knowledge and practice, the core of sustainable restraint reduction described in the TA Manual. Every cycle is intentionally structured so that educators experience a clear through-line from data, to professional learning, to classroom implementation, to reflection and refinement. Each coaching cycle includes:

- Co-planning shared goals
- Real-time classroom observation
- Written feedback grounded in observable skills
- Modeling and practice of de-escalation and relationship-supportive strategies

TMC COACHING CYCLE





Educators build confidence in routines that diffuse stress, protect student dignity, and center relationships before reactions. Coaching supports a shift from “How do I stop this behavior?” to “What unmet need, communication, or nervous system response is this behavior expressing and how do I meet it safely?”. This is a guiding principle reinforced in the Manual’s trauma-informed foundations.

Ongoing Data Analysis and Communication

Throughout Phase III, our team will collect data on coaching goals, shifts in adult practice, and reductions in the conditions leading up to restraint and isolation. Progress updates are shared monthly with leadership teams, supporting transparency, refinement, and collective problem-solving.

We monitor not only incident numbers, but the preventative indicators the TA Manual calls for, such as:

- Frequency of early intervention strategies used
- Team response routines before crises occur
- Classroom environment and predictability structures
- Evidence of bias-free language and objective documentation
- Student access to regulation tools and safe relationships

This ensures the work is not simply responding to incidents, but transforming the systems, skills, and adult practices that make restraint increasingly unnecessary.

Phase IV - Reporting

Our reporting will provide a comprehensive overview of the key outcomes of the project and whether we were successful in meeting the metrics co-developed alongside our partner schools and districts. Phase I baseline data will be compared to end-of-year data, alongside the proposed outcomes described in the Outcomes and Performance Measures section below. In addition, we will gather information on delivery of training sessions, implementation coaching, and overall feedback from our partnership, capturing both what changed and how practices evolved across the year.

Our reporting process honors what the TA Manual reinforces throughout: meaningful restraint reduction is measured not only by incidents avoided, but by strengthened preventative practices, increased adult capacity, equitable access to support, and school communities where students feel safe, understood, and connected. For this reason, our data approach blends both quantitative and qualitative insight to tell the full story of change, implementation progress, educator growth, and student support conditions.



To ensure we are positioned for quality reporting, we will focus on collecting, analyzing, and sharing data consistently throughout the project. We will survey all participants following each training to determine whether learning objectives were met, whether adult skills strengthened, and where adjustments or additional support are needed. These surveys provide real-time feedback for facilitators and help ensure our training environment reflects the trauma-informed, reflective culture we seek to build in schools.

We will also gather input from individuals and small groups who receive implementation coaching. This includes educator-identified goals, areas of growth, barriers, and reflections on shifts in mindset, practice, and student experience. These narratives help illuminate progress toward the preventative, student-dignifying, bias-aware responses emphasized by the state and described in the TA Manual.

Our final report will include project goals and objectives co-developed with districts, implementation steps, data collected, evaluation results, stakeholder feedback, lessons learned, and recommendations for sustaining and scaling impact. Beyond documenting change, this report will emphasize how schools strengthened proactive systems, built relational safety, and embedded practices that make restraint increasingly unnecessary.

We will deliver this report prior to the end of our contract and share it with OSPI. Ultimately, we expect to illustrate a successful model demonstrating how individualized, intentional, collaboratively planned professional learning, paired with ongoing coaching support, can shift systems and build confident and regulated adult teams, ultimately protecting student dignity by reducing restraint and ending isolation in Washington schools.

Work Plan

Phase	Timeline	Services / Activities / Deliverables
Phase I: Data Analysis & Observation	December - January	<p><u>Services + Activities</u></p> <ul style="list-style-type: none">• Analyze data for baseline: restraint and isolation, discipline referrals, WSIF, LRE, and climate survey data (if available)• Conduct observations in schools identified for support, with particular focus on classrooms/settings with high incidents of Restraint & Isolation. <p><u>Deliverables</u></p> <ul style="list-style-type: none">• Initial report including recommendations and target outcomes
Phase II: Intake & Collaborative Planning	January - February	<p><u>Services + Activities</u></p> <ul style="list-style-type: none">• Intake interview with district/school leaders to collaboratively define site specific objectives and goals with schools.• Identify and co-develop the training needed and schedule professional development days, coaching cycles and technical



		<p>assistance for client schools.</p> <ul style="list-style-type: none">• Develop a plan for measuring growth in student outcomes based on the baseline data collection and the specific metrics that are most relevant to the needs of the students served by educators we are working with. <p><u>Deliverables</u></p> <ul style="list-style-type: none">• Comprehensive Professional Development plan
Phase III: Implementation	February - June	<p><u>Services + Activities</u></p> <ul style="list-style-type: none">• Deliver all-staff trauma-informed training series: Behavior Management Strategies to Reduce Restraint and Isolation<ul style="list-style-type: none">◦ Three 90-minute workshops in each identified schools• Train a limited number of staff per building in safe and culturally responsive hands-on restraint practices using the Safety Care curriculum<ul style="list-style-type: none">◦ Two full-day training sessions• Deliver targeted implementation coaching to up to three small groups/individual educators using the following monthly cycle:<ul style="list-style-type: none">◦ Goal-setting◦ Observation◦ Feedback◦ Coaching and modeling• Ongoing data collection and analysis• Monthly meetings with building leadership to discuss data-based progress toward goals, problem-solve, and refine ongoing objectives as needed <p><u>Deliverables</u></p> <ul style="list-style-type: none">• One all-staff trauma-Informed training series (3 workshop sessions) per school site• Safety Care certification training• Monthly implementation coaching cycles
Phase IV: Reporting	June	<p><u>Services + Activities</u></p> <ul style="list-style-type: none">• Revisit data and analyze for outcomes: restraint and isolation, discipline referrals, WSIF, LRE, and climate survey data (if available)• Administer and analyze feedback surveys with district- and building-level leadership, teachers, paraprofessionals, students <p><u>Deliverables</u></p> <ul style="list-style-type: none">• Final report - to be shared with OSPI, districts, other stakeholders



Project Schedule

The above Work Plan is inclusive of the proposed project schedule including timeline for completion of all project elements and deliverables. A condensed version can be found here:

Phase	Timeline	Project Elements and Deliverables
Phase I: Data Analysis & Observation	December - January	<ul style="list-style-type: none">• Data analysis• Observations• Initial report
Phase II: Intake & Collaborative Planning	January - February	<ul style="list-style-type: none">• Intake interviews• Collaborative development of professional development plan and project evaluation plan• Comprehensive year-long Professional Development plan
Phase III: Implementation	February - June	<ul style="list-style-type: none">• All-staff trauma-informed training series: Behavior Management Strategies to Reduce Restraint and Isolation• Limited hands-on restraint training• Targeted implementation coaching cycles• Ongoing data collection and analysis• Monthly meetings with building leadership
Phase IV: Reporting	June	<ul style="list-style-type: none">• Revisit data and analyze for outcomes• Administer and analyze feedback surveys• Final report

Deliverables

Detailed descriptions of deliverables are embedded in the Work Plan and included again below:

Phase I: Data Analysis & Needs Assessment

- Initial report including recommendations and target outcomes

Phase II: Intake & Collaborative Planning

- Comprehensive year-long Professional Development plan

Phase III: Implementation

- One all-staff trauma-Informed training series (3 workshop sessions) per school site
- Safety Care certification trainings
- Monthly implementation coaching cycles

Phase IV: Reporting

- Final report including outcomes and recommendations for next steps



Outcomes and Performance Measurement

Given the stated goals of this grant, our primary measurable impact will be on the reduction of instances of restraint and isolation in the schools we are working with. Once we have identified the schools that we will support, we will collect and analyze the following data points as baseline indicators from the 2024-25 school year:

- The total number of restraint incidents (all types) with calculated baselines for average per week, per month and per year school-wide.
- The average number of restraints per distinct student restrained.
- The total number of isolation incidents (all types) with calculated baselines for average per week, per month and per year school-wide.
- The average number of isolations per distinct student isolated.
- The average amount of classroom time missed per student as a result of restraint or isolation.
- The number of emergency response calls to administration prior to incidents of restraint or isolation, disaggregated by teacher, student and time of day.
- The total number of staff injuries connected to the use of restraint or isolation.
- The total number of student injuries connected to the use of restraint or isolation.
- The number of days absent for students who experience restraint or isolation.
- The number of days suspended in school and out of school for students who experience restraint or isolation.
- The classroom grades of students who experience restraint or isolation.
- The academic achievement of students who experience restraint or isolation as measured by school-based assessments (iReady, etc.) and state assessments.
- The retention rate of staff who were involved in incidents of restraint or isolation.
- The retention rate of students who were involved in incidents of restraint or isolation.

All of the data points above will be disaggregated by race/ethnicity, disability status, homeless status, and gender, when possible. If the data systems that are required to track and monitor this data appropriately are not yet in place, we will roll up our sleeves and assist the school administration with setting them up using the existing technology infrastructure (SIS system, Microsoft Excel, etc.). We will establish baselines across the metrics listed above as best applicable to the schools we work with and the needs we identify in classroom and school-wide observations. We will then establish end-of-year goals collaboratively with the educators and school leaders for improvements across these metrics. These goals will be disaggregated by student groups when possible and most relevant when equity gaps are identified in the baseline data.

We will establish a schedule for progress monitoring of these goals throughout the school year, differentiated for each metric depending on the most relevant frequency and availability of that



data over the course of the year. The TMC will share these progress reports with OSPI as desired during the school year and will monitor and maintain them no less frequently than monthly.

A final comprehensive year-end report will be developed summarizing the goal achievement across all data metrics. We will also provide a narrative analysis of what strategies and supports resulted in the most impact on the achievement of these goals, in addition to what challenges were experienced that may have resulted in falling short of desired outcomes.

Risks

We anticipate several risks to the success of the project. Lack of school leadership commitment, ownership, and dedication to inclusionary practices and reducing the use of isolation and restraint can present significant challenges. Without strong support from school and district leadership, efforts to eliminate isolation and restraint may be misperceived as an additional task for already overburdened educators rather than a shared priority.

Another significant risk is educator turnover, a reality we have experienced firsthand with many of the schools we serve. Turnover is driven by factors often outside our control. However, our coaching and professional learning model is rooted in educator retention, particularly for hard-to-staff positions including Special Education and Dual Language certified and non-certified roles. We also recognize that educators of color are leaving the profession at disproportionate rates, while students of color, particularly Black students, are disproportionately identified with disabilities, creating layered and systemic equity implications. Our implementation coaching and skill-building supports not only R&I efforts but broader educator sustainability and belonging. Research consistently demonstrates that when educators feel supported, equipped, and connected, they are more likely to stay. While turnover risks unwinding progress, our intensive, relational coaching approach helps build continuity, capacity, and stability at the school level.

Student mobility also poses a risk. Students most affected by isolation and restraint are often those at greater risk of changing schools. High mobility rates are correlated with lower academic achievement and diminished socio-emotional wellbeing. Our targeted, embedded support strengthens educator skill sets and school-wide systems, helping to create stable, supportive environments that improve retention for both educators and students.

Our multi-year partnerships and established relationships with districts participating in this project significantly mitigate the risks outlined above. We have already demonstrated success in reducing isolation and restraint through sustained partnership, trust-building, and deep alignment with district values and priorities. Our history of collaboration with these districts ensures a foundation of shared responsibility, strong communication, and mutual accountability. There is no better strategy for mitigating risk than proven relationships, trust, and demonstrated results, validated in the letters of support from two pilot districts included in this proposal. These



partnerships allow us to accelerate implementation, anticipate barriers, and respond quickly when challenges arise, creating conditions for sustained improvement rather than temporary compliance. As confirmation that our past district partners have valued our work, we already have signed commitments for direct fee-for-service contracts with Pullman School District and Fife School District, with intent to grow this work pending approval of additional funding through this contract with OSPI. This demonstrates both our past results and the promise of our ability to sustain and deepen our impact with schools through long term renewal of partnerships.

Our plan for addressing the risks named above includes periodic checkpoints with leadership to support proactive communication and collaborative problem-solving. We have proposed structured touchpoints with educators and district leadership throughout each phase of the project. In Phase I, we will analyze data and conduct classroom observations to anticipate and address challenges early. Co-defining site-specific objectives and goals holds all partners, including our team, accountable for outcomes. Our coaching cycle and data analysis protocols, paired with monthly leadership check-ins and two project-wide progress reviews, ensure ongoing alignment and the ability to adapt professional learning and coaching as needed.

Ultimately, this work succeeds because of deep trust and strong, job-embedded relationships with our partners. Unlike one-time training providers, our model centers sustained support, co-learning, and authentic engagement with educators, districts, and communities. This relational approach creates the foundation necessary for successfully implementing and sustaining practices that eliminate isolation and restraint.



Management Proposal

Project Management/Team Structure/Internal Controls



Our team brings a collaborative approach to projects. The Director of School Programs (DSP) and Director of Strategy and Impact (DSI) work together alongside the Executive Director (ED) who approves the scope of projects and partnerships such as the one laid out in this proposal. The TMC delivery of professional development, coaching and technical assistance is led and supervised by our DSP and content is delivered by our Program Managers. Our team has extensive experience working in both general and special education and leading professional development across the state of Washington. Many members of the team have experience working alongside principals, central office staff, and district superintendents.

For this particular project, our DSI will be the project manager, ensuring that all phases of the project stay on track with the planned deliverables, services, and intended outcomes. Additionally, he will be the lead communicator with OSPI on the project and participate in quarterly meetings scheduled by the Reducing Restraint & Eliminating Isolation (RREI) project lead. The DSI will also lead the final reporting of this project.

The DSP will lead the data analysis and co-planning of this project and will communicate with district and school leaders on data collection, recommended trainings to be delivered, and who



will be receiving implementation coaching as part of this project. The DSP will work with the Program Managers to support and supervise their implementation of the training and coaching services and communicate with them regarding any challenges that arise during implementation. She will also attend meetings scheduled by the RREI project lead if necessary.

Experience of the Consultant/Staff/Subcontractors

Below you will find the professional experience that TMC staff brings to this project. In addition, this project team brings the lived experience and perspectives of one Washington K-12 public education graduate and current parents of six students in the Washington K-12 system, including one student with a disability. This combined team brings together a racially diverse group of individuals (83% BIPOC) to provide relevant support and perspective to this work with educators.

TMC Executive Director - Sarah Okun, M.Ed

Sarah has been in K-12 public education for over 20 years, having served as a Special Education teacher, director, and program specialist across multiple states. Sarah has been providing and supervising professional development in Washington state schools since 2017, and has served on several statewide workgroups including OSPI's Special Education State Design Team. Sarah will hold prime responsibility and final authority for this project and will assume 5% of the time spent on this project by the TMC team.

TMC Director of Strategy + Impact - David Mendez, MAT, M.Ed

David began his career as a bilingual classroom educator and has held multiple educational leadership roles in school districts and in non-profit organizations. David holds a Masters in Teaching from relay Graduate School of Education and a Masters in Education Policy at the University of Washington. David will be the project manager for this project, and will serve as the lead for communication and collaboration with OSPI as well as the lead for project reporting; he will assume 15% of the time spent on this project by the TMC team.

TMC Director - School Programs - Amanda Pharis, BCBA, LBA, MA SpEd

Amanda brings 20+ years of experience in Special Education, as well as proven skills in behavior analysis, coaching, and program management. Amanda has served as a Special Education teacher, mentor, program director, inclusion specialist, and program specialist in public schools and districts. Amanda brings deep expertise in and passion for culturally responsive behavior management and de-escalation practices, and is a certified Safety Care trainer. Amanda will lead the team's analysis of school- and district-level data, serve as the lead for communication and collaboration with school and district leadership, and supervise the delivery of services by the Program Manager team for this project. She will assume 20% of the time spent on this project by the TMC team.



TMC Program Manager - Cassie Watkins

Cassie completed her pre-certification work at Whitworth University and has served as a Special Education Teacher and Special Education Director in Washington state. Cassie is RBT/CBT certified and a certified Safety Care trainer. Cassie will deliver staff-facing training and coaching services for this project in collaboration with our Programs Team; she will assume 20% of the time spent on this project by the TMC team.

TMC Program Manager - Micheal Williams

Micheal has served as a paraeducator and district Behavior Interventionist in K-12 public education for 15 years in Washington State. In conjunction with his work in schools and districts, Micheal is a member of the Washington Education Association providing professional development to educators across the state for the Special Education Support Center and the Substitute Community. He is RBT/CBT certified and certified as a Safety Care trainer. Micheal will deliver staff-facing training and coaching services for this project in collaboration with our Programs team; he will assume 20% of the time spent on this project by the TMC team.

TMC Program Manager - Tasnim Elmaghribi

Tasnim is an experienced educator and program leader with over a decade of work in K-12 special education across charter and traditional public schools in California and Washington. She began her career as a Special Education Teacher, implementing co-teaching and inclusive practices to support diverse learners, and later served as a Program Specialist supporting multilingual and trauma-impacted students through culturally responsive instruction. Tasnim holds a master's in special education and California teaching credentials in Multiple Subjects and Special Education, with added authorizations in English Language Learners and Autism Spectrum Disorders. Her leadership experience spans roles as department chair, program specialist, and special education coordinator where she advanced anti-racist pedagogy and inclusive instructional practices. she will assume 20% of the time spent on this project by the TMC team.

Related Contracts

1. Pullman School District

August 1, 2023 - June 30, 2026

Dominick Ventresco, Asst Director of Special Services

509-338-7514

dventresco@psd267.org

2. Fife School District

August 1, 2023 - June 30, 2026

Rachel Dickson, Director of Student Services

253-517-1000 ext 291

rdickson@fifeschools.com



3. Chewelah School District

August 1, 2023 - June 30, 2026

Erin Dell, Director of Student Support Services

509-685-6800 ext 1005

edell@chewelahk12.us

4. Paterson School District

August 1, 2023 - May 31, 2026

Joe West, Superintendent/Principal

509-875-2601

joe.we@patersonschool.org

5. Catalyst Public Schools

August 1, 2020 - June 30, 2026

Tatiana Epanchin, Co-Founder/Head of Elementary School

360-207-0229

tatiana@catalystpublicschools.org

Additional contracts the TMC holds for professional development in Washington school districts in SY 25-26 include Anacortes School District and Tukwila School District.

References

Rachel Dickson

Director of Student Services

Fife School District

253-517-1000 ext 291

rdickson@fifeschools.com

Fife School District contracts with the TMC to provide targeted supports in three of their school buildings: Fife Elementary (SY24-25 RREI partnership, continued supports in SY25-26), Columbia Junior High (instructional and behavior management coaching for Special Education team, SY 24-25 and SY25-26), and Surprise Lake Middle School (instructional and behavior management coaching for Special Education team, SY 25-26). In SY24-25, Fife School District reduced incidents of restraint and isolation by 25% with our support.

Dominick Ventresco

Asst Director of Special Services

Pullman School District

509-338-7514



dventresco@psd267.org

Pullman School District contracts with the TMC to provide targeted supports in several of their elementary and middle school buildings. In SY24-25, our team supported Pullman's initiative to reduce restraint and eliminate isolation by coaching teams of educators from three elementary school buildings to improve their incident debrief process. Pullman School District reduced incidents of restraint and isolation by 90% in SY24-25 with our support.

Sarah Gregory

Special Education Director
Chewelah School District

509-685-6800 ext 4121

sgregory@chewelahk12.us

Chewelah School District contracts with the TMC to provide all-staff professional development and targeted coaching for its Special Education team. The focus of TMC-facilitated all-staff professional development at Chewelah this year has been strategies for successful co-planning and co-teaching. Our team is working this year primarily with Jenkins MS/HS to increase student time spent in LRE 1 by providing inclusive practices training and coaching to SpEd and GenEd staff. In previous years the TMC has supported both Gess Elementary and Jenkins MS/HS.

Past Performance

The TMC has never had a notification of breach of contract.

Subcontractor Statement

N/A



COST PROPOSAL

The following Proposal of Fees is based on an assumption of delivery of service to at least six schools across multiple school districts:

Deliverable	Target Audience	Cost per School	Total Cost	Costs paid by Districts	Costs paid by OSPI
Phase I: Data Analysis & Needs Assessment - includes on site observations, interviews with educators and leaders, and baseline data analysis.	School leaders	\$2,000	\$12,000	\$6,000	\$6,000
Phase II: Intake & Collaborative Planning - Comprehensive year-long Professional Development plan for trainings and coaching	Paraeducators, general education and special education teachers	\$1,000	\$6,000	\$3,000	\$3,000
Phase III: Implementation - One all-staff trauma-Informed training series (3 workshop sessions) per school site	Paraeducators, general education and special education teachers	\$3,000	\$18,000	\$9,000	\$9,000
Phase III: Implementation - Two Safety Care certification trainings per district (2 full days of training for each school)	Paraeducators, general education and special education teachers	\$4,000	\$24,000	\$12,000	\$12,000
Phase III: Implementation- Monthly implementation coaching cycles (\$250 per educator per month x 6 months per school for up to 5 educators per school)	Paraeducators, general education and special education teachers	\$7,500	\$45,000	\$22,500	\$22,500
Phase III: Implementation-	School leaders	\$1,500	\$9,000	\$4,500	\$4,500



Monthly leadership coaching cycles (\$250 per school per month x 6 months)					
Phase IV: Reporting - Final report including outcomes and recommendations for next steps	School leaders	\$1,000	\$6,000	\$3,000	\$3,000
Indirect @ 4%				\$2,500	\$2,500
Total Costs *				\$62,500	\$62,500

* Note: the TMC will leverage philanthropic funds to subsidize travel costs and a portion of our indirect costs. The TMC already has signed contracts with Pullman School District and Fife School District with approximately 50% of the total project costs contributed by the districts, and will continue this approach with additional districts to maximize sustainability of this work on an ongoing basis.