RFP 2026-06
Table of Contents for TurnerDEV: Supported School RFP Submission

Letter of Submittal - RFP 2026-06

TurnerDEV
Corey Turner, corey@supportedschool.com
Mark Lund, mark@supportedschool.com
Tricia Kannber, Ed.D., tricia@supportedschool.com

Date: November 4, 2025

To: Office of Superintendent of Public Instruction (OSPI), RFP Coordinator: Josie Horn
600 Washington Street South PO Box 47200
Olympia, WA 98504-7200

Email: contracts@k12.wa.us

Subject: Proposal Submission for RFP No. 2026-06: Reducing Restraint & Eliminating Isolation
Statewide Professional Development & Support

Dear RFP Coordinator,

TurnerDEV is pleased to submit this proposal in response to the Request for Proposals (RFP) No. 2026-06 issued by the Office of Superintendent of Public Instruction (OSPI) for reducing restraint and eliminating isolation through professional development. We are committed to providing a comprehensive program that aligns with OSPI's goals to enhance educational practices and improve school culture across Washington State.

We have reviewed the RFP document in its entirety and understand the scope, requirements, and obligations outlined therein. We confirm our acceptance of the RFP's terms and conditions and express our intent to adhere strictly to these guidelines in executing the scope of work, should we be awarded the contract.

Our proposal outlines a comprehensive approach to delivering professional development aimed at enhancing educational practices and reducing the use of restraint and isolation in schools. Our target audience includes education support personnel, classroom teachers (general and special education), school leaders, and district leadership. A key component of our initiative is the provision of access to the 'Supported School' app at no cost for all participating schools. This tool will be leveraged to reinforce the training and support provided, ensuring that educators are well-equipped to apply new strategies effectively within their classrooms/schools. We believe our approach, combined with our extensive experience and our dedicated team, aligns closely with OSPI's goals and the specific needs outlined in this project.

Authorized Signatures:
Corey Turner - 11/4/25 Mark Lund - 11/4/25 Tricia Kannberg - 11/4/25

Supported School Development Team
Corey, Mark, and Tricia

Enclosures: Technical Proposal, Management Proposal, Cost Proposal, Certifications and Assurances

C.4. TECHNICAL PROPOSAL

C.4.i. Project Approach/Methodology:

Our approach to the professional development project centers on enhancing educational practices through the use of the Supported School app to significantly reduce the use of restraint and eliminate isolation in schools across Washington State. We recognize that achieving these objectives requires a multifaceted strategy that not only encompasses training and support but also leverages technology to simplify complex processes and empower educational teams.

The Supported School app serves as a crucial resource and empowerment tool that facilitates the effective monitoring of best practices within educational settings. By providing a centralized platform where data is easily accessible and manageable, the app reduces the complexity often associated with data tracking and analysis in diverse educational environments. This enables teams to efficiently monitor their progress and adjust practices in real time, ensuring that interventions are both effective and timely.

Our strategy includes comprehensive professional development that educates and equips staff to fully utilize the capabilities of the app. This training ensures that all team members, from educators to administrative staff, are proficient in using the app to its fullest potential to support MTSS frameworks and behavior management strategies. The continuous improvement component of our approach involves regular feedback loops and data-driven insights from the app, which help to refine and enhance the interventions and supports provided to students.

By integrating the Supported School app into daily educational practices, we aim to foster a more supportive, inclusive, and safe learning environment that significantly reduces the need for restraint and isolation, thus improving overall student outcomes and school culture.

Methodology:

1. **Comprehensive Needs Assessment:**
   - Conduct a thorough review of current practices and restraint and isolation data with each target school. This assessment will help tailor the professional development to meet specific needs and ensure the effective use of the Supported School app.
   - Work with teams to improve their current practices and customize the app to meet their needs.

2. **Customized Professional Development Modules:**
   Our PD strategy involves developing and delivering modules paired specifically with functions the Supported School app enables to address key educational challenges. The modules are designed to be interactive, involving hands-on practice and real-time feedback, and include:

   - **Using and integrating the Supported School App for Data-Driven Tracking and Decision Making:**
     - Provide access to the Supported School app at no cost for all participating schools, using it as a central tool in our training sessions.
     - Train educators on how to leverage the app's features to actively track, monitor, and support student behavior actively, facilitate communication among staff, and involve families in the educational process.

- Train educators on how to effectively use the app to gather and analyze data related to student behavior, attendance, and academic performance. This module will focus on maximizing the app's MTSS framework implementation, enabling proactive interventions based on real-time data.
- **Enhancing Communication and Monitoring for Proactive Educational Support:**
  Focus on how the app's customization facilitates the monitoring of critical data points across diverse student needs. Educators will learn how to use the app to streamline communication among staff, which is crucial for implementing effective behavior and social-emotional interventions. This will include training on how to manage and respond to support requests efficiently, ensuring that interventions are timely and effective.

- **Strengthening School Culture and Team Resilience through Effective Use of Technology**:
  This module will teach how to leverage the app to improve school culture and safety by enhancing team collaboration and structured response strategies. Educators will be trained on using the app's role-specific dashboards for assigning tasks and communicating updates, which support the school's collective effort to manage complex student needs and reduce incidents of restraint and isolation.

Each module will be developed in collaboration with the leadership teams from each school, ensuring that they are aligned with the latest educational standards and best practices. The training will empower educators not only to use the app effectively but also to understand and implement strategies that foster a more supportive and responsive learning environment.

3. **Ongoing Support and Coaching:**
   - Establish a continuous support system, including on-demand access to training resources, regular coaching sessions, and a dedicated helpline for immediate assistance.
   - Set up Professional Learning Communities (PLCs) that encourage collaboration and knowledge sharing among educators statewide.

4. **Evaluation and Iterative Improvement:**
   - Implement a robust framework for evaluating the effectiveness of the training and the integration of the app in daily practices.
   - Use feedback and data collected through the app to make iterative improvements to the training modules and support services.

Alignment with OSPI's Goals: Our methodology aligns closely with OSPI's objectives by focusing on systemic change through professional development and the integration of innovative technology. By reducing reliance on restraint and eliminating isolation, our approach aims to foster a more supportive, inclusive, and safe learning environment for all students.

C.4.ii. Work Plan:

Planning (December 2025 – June 2026):
- New Schools: Conduct an initial assessment to understand current practices and challenges related to restraint and isolation.
- Existing Schools: Review implantation from previous year(s) and identify additional professional development needed to further engage in best practices for supporting students while reducing isolation and eliminating restraint.
- Continue to collaborate with OSPI staff to align project goals with state educational standards and policies, ensuring compliance and enhancing the relevance of training materials.
- Develop a detailed project plan that outlines all activities, milestones, and deliverables, prepared in consultation with educational experts to ensure the effectiveness and applicability of the training modules.

Development of Professional Development Modules (December 2025 - June 2026):
- Create customized professional development modules in collaboration with educational experts, focusing on the effective use of the Supported School app, proactive communication strategies, and enhancing team collaboration.
- Develop interactive, multimedia training materials, ensuring they are accessible and can be adapted to different learning styles.

Full-Scale Training Rollout (December 2025 - June 2026):
- Begin full-scale rollout of professional development sessions across all participating schools.
- Provide continuous support and on-demand training resources to educators.

Ongoing Support and Iterative Improvements (December 2025 - June 2026):
- Establish a schedule for regular check-ins with educators to provide additional support and gather feedback.
- Use data collected through the Supported School app to make iterative improvements to the training modules.
- Coordinate with OSPI to host quarterly webinars that address emerging challenges and share best practices.

Evaluation and Reporting (June 2026):
- Collaborate with OSPI to evaluate the overall impact of the professional development on reducing restraint and isolation in schools.
- Prepare comprehensive reports detailing outcomes and recommendations for future initiatives.
- Present findings at state educational conferences and to the OSPI board.

Creative Approaches:
- **Online Simulations**: Incorporate online simulations in training sessions to provide educators with immersive experiences in managing classroom crises, enhancing their ability to apply learned strategies in real-world scenarios.
- **Mobile Learning Modules**: Develop a mobile app version of the training materials, allowing educators to access resources on-the-go and reinforce learning at their convenience.

Supporting Documentation:

- **Detailed Timelines**: Provide a clear and straightforward timeline for the project, highlighting key milestones and deadlines. This helps all stakeholders, including OSPI staff, to stay informed of the project's progress and critical phases.
- **Sample Lesson Plans and Training Materials**: Offer these for review by OSPI staff to ensure alignment with educational standards and effectiveness in delivering intended outcomes.
- **Feedback Forms and Evaluation Metrics**: Use these tools during the initial pilot phase to gather valuable educator feedback, which will inform adjustments and improvements to the training modules and overall project strategy.
- **Testimonials from Current Users**: Include positive feedback and success stories from educators and schools currently using the Supported School app. Testimonials will demonstrate the app's impact and effectiveness, reinforcing the value of the proposed professional development program.

C.4.iii. Project Schedule
- November **2025**: Grant Award Notification
- **December 2025**: Project Kickoff; continued communication with participating schools
- **December 2025 – June 2026**: Professional Development Sessions; Follow-Up Support and Additional Training as needed
    - Monthly PD sessions across participating schools
    - Ongoing support through webinars and one-on-one sessions.
- **June 2026**: Project Evaluation and Reporting
    - Collection and analysis of feedback and outcomes.
    - Submission of final project report to OSPI.

C.4.iv. Deliverables
- **Professional Development Training Modules:**
    - Developed and refined based on feedback
- **Monthly Progress Reports:**
    - Reports on training progress, app usage statistics, and preliminary feedback from participants.
- **Final Project Report** (June 2026):
    - Comprehensive evaluation of the project's impact on reducing restraint and isolation.
    - Detailed analysis of app usage data and training effectiveness.
    - Recommendations for future initiatives based on project findings.
- **Support Materials:**
    - A package of all training materials, session recordings, and supplementary resources made available through the Supported School app.
- **Testimonials and Case Studies:**
    - Collection of testimonials from participants and case studies demonstrating successful implantation and outcomes.

C.4.v. Performance-Based Contracting

In line with RCW 39.26.180 and the RFP requirements, our proposal is structured to ensure that all payments are directly tied to the provision of specified deliverables outlined in Section C.4.iv. This performance-based contracting framework ensures that financial compensation is specifically contingent upon the successful delivery of these concrete deliverables, reinforcing accountability and emphasizing result-oriented actions.

Detailed Deliverables and Payment Structure:

- **Professional Development Training and Support Materials**:
    - **Deliverable**: Successful delivery of professional development training, including all associated training materials and resources.
    - **Payment Structure**: Payment for professional development will be released upon successful delivery and confirmation of receipt by the participating schools or OSPI.
    - **Contingency**: Payments are contingent upon the delivery of professional development that meets the content specifications agreed upon in the contract.
- **Monthly Progress Reports**:
    - **Deliverable**: Submission of monthly progress reports detailing the implementation progress, participant engagement, and preliminary impacts.
    - **Payment Structure**: Payments are made for each report submitted that meets the predefined criteria for data completeness and presentation quality as per the contract.
    - **Contingency**: Payment for each monthly report is contingent on its submission within the agreed timeline and its adherence to the outlined data reporting standards.
- **Testimonials and Case Studies:**
    - **Deliverable:** A comprehensive summary of testimonials gathered from a variety of stakeholders with experience using and/or implementing Supported School. Additionally, a summary report of specific use cases in schools.
    - **Payment Structure:** The final payment will be made upon the submission and acceptance of the summary reports by OSPI.
    - **Contingency:** The final payment is contingent upon the summary reports meeting all the detailed requirements specified in the contract.
- **Final Project Report**:
    - **Deliverable**: A comprehensive final report providing a detailed analysis of the project outcomes, including insights on training effectiveness, participant feedback, and any identified areas for future improvement.
    - **Payment Structure**: The final payment will be made upon the submission and acceptance of the comprehensive final report by OSPI.
    - **Contingency**: The final payment is contingent upon the report meeting all the detailed requirements specified in the contract, including analytical depth and comprehensive coverage of all project aspects.

Performance Monitoring and Validation:

- OSPI or a designated third-party evaluator will review each deliverable to ensure that it meets the stipulated quality and content standards before any payments are released.
- A detailed schedule of deliverables and associated payments will be included in the contract to ensure transparency and agreement on the expectations and payment milestones.

Adjustments and Amendments:

- Provisions for adjustments to the deliverables and associated payment terms may be included in the contract, to be activated upon mutual agreement, should there be a need to respond to unforeseen challenges or opportunities that arise during the project implementation.

C.4.vi. Outcomes and Performance Measurement

Proposed Outcomes:

Our initiative aims to deliver significant improvements in educational practices through professional development and the use of the Supported School app. The expected outcomes are:

- **Reduction in Restraint and Isolation Incidents**: The training and app usage will lead to a measurable decrease in the use of restraint and isolation practices within schools.
- **Increased Educator Proficiency and App Utilization**: Educators will demonstrate improved proficiency in using the app to monitor and support student behavior, engagement, and academic progress.
- **Strengthened School Culture**: Enhanced school culture that promotes safety, inclusivity, and responsive educational practices.

Monitoring and Measurement Methods:

Educator Proficiency and App Utilization:

- **Monitoring Tool**: Usage analytics from the Supported School app, providing data on user engagement and feature utilization.
- **Measurement**: Increases in app logins and the frequency of feature use post-training. Initial measures will establish usage levels right after training, with subsequent measurements tracking usage growth over time.
- **Reporting Frequency**: Monthly reports to the state agency will include detailed analytics and qualitative feedback from users.

Reduction in Restraint and Isolation Incidents:

- **Monitoring Tool**: School-reported incident data post-implementation of the PD and app usage.
- **Measurement**: Changes in reported incidents, aiming for a 20% reduction within the first year post-training.
- **Reporting Frequency**: Bi-annual reports to the state agency will detail changes in incident rates and provide context-specific insights.

Strengthened School Culture:

- **Monitoring Tool**: Surveys focused on administrators, and certificated and classified staff to assess shifts in school culture.
- **Measurement**: Qualitative assessments based on survey responses, evaluating changes in perceptions of safety, inclusivity, and responsiveness of the educational environment.
- **Reporting Frequency**: An annual report will summarize survey outcomes, provide insights into the changes in school culture, and include recommendations for further improvements.

Performance Validation:

To ensure the integrity and transparency of the data and findings, we will provide OSPI with direct access to the raw data collected through the Supported School app. This access will allow OSPI staff to

independently review and validate our measurement tools and methods. By enabling direct observation and analysis of the data, we ensure that all reporting to the state agency is not only transparent but also directly verifiable by the agency itself.

Additionally, we will establish regular data review sessions with OSPI to discuss the data findings, address any concerns, and make adjustments to the project as necessary based on data insights. These sessions will serve to keep both parties fully informed and engaged in the continuous improvement of the project outcomes.

Adaptation and Continuous Improvement:

Feedback mechanisms will be integrated throughout the project to allow for ongoing adjustments based on real-time data and stakeholder feedback. This adaptive approach will ensure that the project remains responsive to the needs of educators and schools, maximizing the effectiveness of the professional development and technology implementation.

C.4.vii. Risks

Identification of Significant Risks:

- **Adoption and Utilization of the App**:
  - **Risk**: There is a risk that the Supported School app may not be adopted or utilized as extensively as anticipated, which could limit the effectiveness of the professional development efforts.
  - **Mitigation Strategy**: To manage this risk, we will implement a robust onboarding program, provide ongoing technical support, and continuously gather user feedback to improve app features and usability.
- **Resistance to Change Among Staff**:
  - **Risk**: Resistance to new methods and technologies among educators and staff can hinder the implementation of the project.
  - **Mitigation Strategy**: We will conduct initial awareness sessions to demonstrate the benefits of the app and associated training, engage key stakeholders early in the process, and create a network of change champions within schools.
- **Data Security and Privacy Concerns**:
  - **Risk**: Concerns regarding data security and privacy can affect the willingness of schools to fully engage with the app.
  - **Mitigation Strategy**: We will ensure that all data handling complies with FERPA and state privacy laws, provide clear communication on data security measures, and hold informational sessions to address any concerns from stakeholders.
- **Monitoring and Management of Risks:**
  - **Regular Assessments**: Conduct regular risk assessments to identify any new risks and evaluate the effectiveness of current mitigation strategies.
  - **Stakeholder Engagement**: Maintain open lines of communication with all stakeholders to ensure they are aware of how risks are being managed and to gather feedback on any concerns they might have.
  - **Adaptive Strategies**: Be prepared to adapt strategies based on ongoing feedback and the outcomes of risk assessments.

Reporting of Risks to the Agency's Contract Manager:

- **Regular Updates**: Provide regular updates to the Agency's contract manager during scheduled meetings or as agreed in the contract terms.
- **Incident Reporting**: Implement a clear procedure for immediate reporting of any incidents or issues that could impact project outcomes.
- **Transparent Documentation**: Maintain thorough documentation of all risk management activities to ensure transparency and provide the Agency with detailed reports on how risks are being monitored and managed.

C.5. MANAGEMENT PROPOSAL

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

Our project team is structured to maximize efficiency and accountability, ensuring the successful delivery of the Supported School app and associated training. Following is an overview of our team structure and the internal controls we have in place:

- **Corey Turner - President & Project Lead**: Corey will coordinate all technical integrations with school districts and district technology leads. He will dedicate 30 hours to each school involved in the project, overseeing all aspects of app integration and functionality enhancements. Corey's technical expertise and leadership are pivotal in aligning the project's technical execution with its strategic goals.
- **Tricia Kannberg, Ed.D. - Secondary Principal & Trainer**: Tricia will coordinate all meetings with school districts, with a focus on the elementary education segment. She will be responsible for training each school, facilitating sessions, gathering user input, and assisting administrative teams in customizing the app for their specific needs.
- **Mark Lund - Secondary Principal & Trainer**: Similar to Tricia, Mark will handle the secondary education segment, coordinating meetings and training with school districts. He will be responsible on delivering training, user engagement, and cross-district collaboration for app customization and implementation strategies.

Responsibilities:

- **Training and Support**: Both Tricia and Mark will lead the training sessions, provide ongoing support through web meetings, and engage in data analysis with administrative teams. Their responsibilities also include fostering a network where administrative users across schools can share insights, customizations, training strategies, and best practices related to trauma-informed interventions, including the elimination of isolation and reduction of restraint.
- **Technical Support and Integration**: Corey will manage all technical aspects, including software updates, integration with existing school systems, and ensuring data security in compliance with FERPA and other regulations.

Internal Controls:

- **Quality Assurance**: Regular audits and reviews will be conducted to ensure that the training and technical deployment adhere to agreed standards and outcomes.
- **Data Security and Compliance**: Adherence to stringent data security protocols as outlined in our privacy policy and data sharing agreements, ensuring all personal and educational data is handled securely and in compliance with federal and state laws.
- **Stakeholder Engagement**: Continuous engagement with stakeholders through regular updates and feedback sessions to align project deliverables with user needs and expectations.

Organizational Chart:
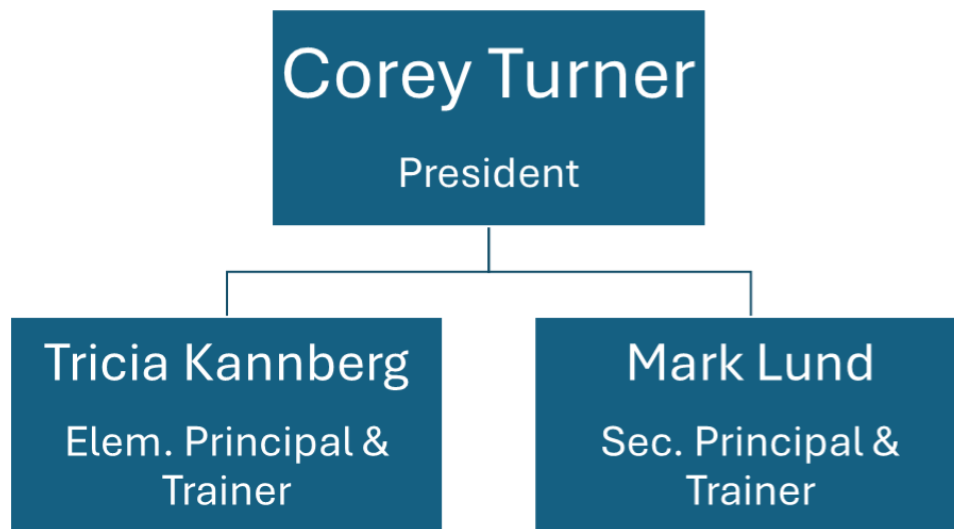
An organizational chart is included to depict the lines of authority and the relationships between project team members and other functions within the firm. This chart also shows the direct lines of authority to the next senior level of management, ensuring clear communication paths and accountability.

Time Allocation:

- **Corey Turner**: 180 hours total (30 hours per school)
- **Tricia Kannberg, Ed.D.**: 300 hours total (50 hours per school)
- **Mark Lund**: 300 hours total (50 hours per school)

This structure ensures that our team is well-coordinated, with clear roles, responsibilities, and reporting lines, equipped to deliver the project successfully without the need for subcontractors.

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

Relevant Experience:

TurnerDEV:

- TurnerDEV has established a proven track record in deploying sophisticated educational technology solutions, with a specific focus on enhancing data-driven decision-making and supporting comprehensive educational reforms. Our services are based on years of experience delivering data dashboards measuring many academic indicators, system integrations and data warehouses, student early warning systems, school improvement planning systems, leadership consulting, charter academic evaluation, as well as the comprehensive implementation of the Supported School app.
- Data Dashboards and Early Warning Systems (2017-2022):
- Prior to the development of the Supported School app, our focus was on creating and deploying data dashboards and early warning systems across multiple school districts. These systems have

been instrumental in enabling schools to proactively manage student needs and align with state educational goals.

- **Supported School App Development and Rollout (2022-Present)**:
  - The Supported School app was developed in direct response to evolving educational needs, with its initial rollout starting in the 2022/23 school year as part of our collaboration with OSPI. This tool has significantly expanded our impact on educational practices, focusing on reducing restraint and isolation in schools across Washington State.

Corey Turner: Corey has worked in education for over 17 years bringing his formal training in computer science to education before graduating college. Within the first two years of employment at a large urban school district, he had built an Early Warning System that gained national recognition. After enabling the district's data driven culture and leading the data department, he transitioned into building innovative platforms that helped educators be more efficient, raise awareness for student and staff needs, as well as integrate complex student information systems. After being sought out by many other districts for technical solutions, Corey formed TurnerDEV to offer various technology services with his broad range of expertise in the WA education system.

Tricia Kannberg, Ed.D.: Tricia's educational journey includes a variety of experiences and leadership roles. For nine years, she served as a school leader in a high-needs urban environment, demonstrating adeptness in addressing complex challenges and supporting diverse student populations. Transitioning to a rural setting, she spent two years as a school leader, showcasing adaptability and a capacity to excel in different contexts. Moreover, her eight-year tenure in a variety of leadership positions with AWSP underscores her dedication to professional growth and collaboration within the broader educational landscape.

Mark Lund: Mark brings over 15 years of experience in educational leadership, specializing in the integration of technology to enhance teaching and learning. As the Spokane Virtual Principal and former Principal at Glover Middle School, Mark has been instrumental in developing and implementing systemic changes, including a district-wide student support app and an MTSS framework. His leadership has fostered improvements in professional learning environments, school safety, and equitable discipline practices. Mark's expertise also extends to app development and training with TurnerDev, where he has supported the deployment of educational technology solutions across Washington State schools. His work reflects a deep commitment to using technology to enhance educational outcomes and support school communities effectively.

Related Contracts:

- **Data Dashboard Implementation (2017-2022)**:
  - **Scope**: Developed and deployed data dashboards that provided critical insights into student performance and behavioral patterns, enhancing early intervention strategies.
  - **Impact**: Enabled schools to implement data-driven interventions effectively, improving student outcomes and administrative responsiveness.
- **Supported School App Deployment and Professional Development (2022-Present)**:
  - **Scope**: Comprehensive deployment of the Supported School app, supported by tailored professional development to ensure effective use across 12 districts and 27 schools, including intensive training and support for educators and administrators.
  - **Contacts**: Engagements with district technology leads and educational administrators to ensure seamless integration and utilization of the app.
- **OSPI and AWSP Collaborative Projects**:

- **Scope**: Collaborative initiatives with OSPI and AWSP to integrate the Supported School app into broader state educational strategies, particularly focusing on the 2022/23 and 2023/24 school years.
- **Impact**: Recognized for enhancing MTSS frameworks and supporting state-wide educational goals, with the app becoming a key component in statewide efforts to improve school culture and student support systems.

Current Users (Districts: 12 & Schools: 27):

Extensive adoption across districts in Washington showcasing the app's widespread acceptance and integration into Washington State's educational framework.

Districts	Schools
Brewster	Brewester Elementary
	Brewster Middle
Central Valley	Bowdish Middle
_	Broadway Elementary
	Evergreen Middle
	Greenacres Elementary
	Greenacres Middle
	North Pines Middle
	Selkirk Middle
	University Elementary
Cheney	Cheney Middle
	Westwood Middle
Chief Leschi	Early Childhool Education (ECE)
	Elementary
	Secondary
Dayton	Elementary
	Secondary
Deer Park	Elementary
East Valley	Middle
Impact Public Schools	Black River Elementary
_	Commencement Bay Elementary
	Puget Sound Elementary
	Salish Sea Elementary
Innovation Spokane	High School
Longview	Columbia Heights Elementary
	Columbia Valley Gardents Elementary (CVG)

	St. Helens Elementary
Lumen Public School	High School
Medical Lake	Hallett Elementary
	High
	Middle
	Michael Anderson Elementary
Pinnacles Prep	Secondary
	(*Gretchen is a teacher)
Pullman	Franklin Elementary
	Jefferson Elementary
_	Kamiak Elementary
	Lincoln Middle
	Pullman High
	Sunnyside Elementary
Rooted School Vancouver	High School
Spokane International Academy	Primary
	Secondary
Tumwater	Black Lake Elementary
	East Olympia Elementary
	Michael T. Simmons Elementary
	Peter G. Schmidt Elementary
	Tumwater Hill Elementary
	Tumwater Middle
Union Gap	K-8
Waitsburg	Elementary/Superintendent
	Secondary
West Valley	Centennial Middle
	High
White Pass	Elementary
	Secondary
Why Not You Academy	Secondary

C.5.iii. References

General Project Description for All References:

TurnerDEV has provided comprehensive educational technology solutions to various school districts, focusing on the implementation of the Supported School app. This app has been crucial in enhancing educational practices by facilitating data-driven decision-making, improving behavior management strategies, and supporting comprehensive MTSS frameworks. Our work has included not only the deployment and integration of the app but also tailored professional development to ensure educators can leverage this technology effectively.

Services Provided for All References:

Our services have encompassed the full lifecycle of educational technology implementation—from initial system design and integration to ongoing support and training. Key aspects of our service delivery have included:

- Custom Software Development: Developing and customizing the Supported School app to meet the specific needs of each district.
- Professional Development: Conducting extensive training sessions to ensure that all users are proficient in utilizing the app to its full potential.
- Technical Support: Providing ongoing support to address any technical issues and ensure the app performs optimally.
- Data Analysis and Reporting: Assisting schools in analyzing and interpreting data collected through the app to inform educational strategies and interventions.

Specific References:

- Don Brummett, interim Superintendent of Chief Leschi Schools
    - Chief Leschi Schools (Operated by the Puyallup Tribe of Indians)
    - Email: don.brummett@leschischools.org
    - Phone: 509-768-6993
    - Service Overview: Implementation of the MTSS program to provide actionable real-time data, enhancing the capability to track and respond to student needs across various tiers, significantly aiding in the development of IEPs, 504s, and BIP Plans.
- Tawni Barlow, Director of Student Services
    - Medical Lake School District
    - Email: tbarlow@mlsd.org
    - Phone: 509-701-7590
    - Service Overview: Customization of the app to align with the comprehensive school counseling program, enhancing the efficiency of MTSS implementation and supporting the whole child.
- Jeremy Vincent, Principal
    - North Pines Middle School, Central Valley School District (2022-2025)
    - Medical Lake High School, Medical Lake School District (2025-present)
    - Email: jvincent@mlsd.org
    - Phone: 206-819-4263

- Service Overview: Utilization of the Supported School tool to track academic, behavior, mental health, and social and emotional support interventions, enhancing the effectiveness of the student support team and improving student outcomes.
- Erika Burden, Principal, retired
  - Westwood Middle School, Cheney School District
  - Phone: 509-220-3791
  - Service Overview: Erika Burden has overseen the integration of the Supported School app at Westwood Middle School, where it has revolutionized the management and monitoring of student data across multiple metrics, including academic performance, behavior, and social-emotional learning (SEL). The app's adaptability has enabled customized enhancements to existing systems, significantly improving data tracking capabilities and the efficiency of interventions.

C.5.iv. Past Performance

TurnerDEV is committed to maintaining the highest standards of integrity and professionalism in all our contractual engagements. We are pleased to report that over the past five years, TurnerDEV has not received any notifications of contract breach. This record underscores our dedication to fulfilling contractual obligations and delivering quality services that meet or exceed the expectations of our clients.

Our team's approach emphasizes proactive communication, stringent quality controls, and a deep commitment to client satisfaction, which collectively ensure that we effectively address any potential issues before they escalate into contract breaches. This proactive management style has been instrumental in maintaining positive relationships with all our partners and clients, including educational institutions, government agencies, and private sector firms.

We understand the importance of historical performance as a predictor of future success and reliability. Therefore, we continuously strive to enhance our service delivery and project management practices to uphold and extend our record of excellent performance.

C.4.vi. Subcontractors

For this project, TurnerDEV does not plan to engage any subcontractors. All services related to this contract will be delivered directly by our experienced in-house team, which allows for tighter control and coordination of project activities.

Compliance and Reporting:

While TurnerDEV will not utilize subcontractors, we are committed to full compliance with all state reporting requirements. Should the scope of the project change and subcontractors become necessary in the future, TurnerDEV will ensure compliance with the State's business diversity management system, Access Equity (B2Gnow). This includes: Registration and Information Update: Ensuring that any engaged subcontractors are registered with B2Gnow, and that the system contains up-to-date information.

- Monthly Reporting: If subcontractors are engaged, TurnerDEV will report monthly payments to all subcontractors through the Access Equity system. This reporting will include total payments made, payment dates, and any other required details to verify payment.
- Verification by Subcontractors: TurnerDEV will require that subcontractors verify the payment information entered into the Access Equity system as per state requirements.

- Training and Compliance: TurnerDEV will participate in online training provided through the Access Equity/B2Gnow system to ensure compliance with the system's requirements.

Conclusion:

At this stage, the engagement of subcontractors is not anticipated. However, TurnerDEV is prepared to adhere to all procedural requirements for subcontractor management and reporting in accordance with state policies and the Access Equity system, ensuring transparency and compliance throughout the project duration.

C.6. COST PROPOSAL C.6.i. Identification of Costs

TurnerDEV is committed to delivering a high-quality solution that aligns with state government efforts to conserve resources. Below is the detailed budget that outlines all costs associated with executing the project.

Staff Costs:

- Corey Turner (Project Lead and Technical Integration Specialist):
    - Hours: 89 (December 2025-June 2026)
    - Rate: $175/hour
    - Total: $15,625
- Tricia Kannberg, Ed.D. (Training Coordinator and Facilitator for Elementary Schools):
    - Hours: 104
    - Rate: $150/hour
    - Total: $15,625
- Mark Lund (Training Coordinator and Facilitator for Secondary Schools):
    - Hours: 104
    - Rate: $150/hour
    - Total: $15,625

Other Expenses:

- Software licenses and server costs: $14,000
- Miscellaneous supplies (training materials, etc.): $500

Total Direct Costs: $61,375

C.6.ii. Travel Costs

Given the virtual nature of most interactions, no significant travel costs are expected.

C.6.iii. Subcontractor Costs

N/A. There are no subcontractors used in this project, as all work will be performed by TurnerDEV's in-house team.

C.6.iv. Indirect Costs

As per the information provided, the maximum indirect costs allowed by the RFP are $6,250:

- Indirect Cost: $1,125

Grand Total Project Cost: $62,500

EXHIBIT A CERTIFICATIONS AND ASSURANCES

Available as a fillable form on OSPI's procurement website.

Bidder must sign and include the full text of this Exhibit A with their proposal.

Bidder makes the following certifications and assurances as a required element of the proposal to which it is attached, understanding that the truthfulness of the facts affirmed here and the continuing compliance with these requirements are conditions precedent to the award or continuation of the related contract(s):

1. Bidder declares that all answers and statements made in the proposal are true and correct.
2. The prices and/or cost data have been determined independently, without consultation, communication, or agreement with others for the purpose of restricting competition. However, Bidder may freely join with other persons or organizations for the purpose of presenting a single proposal.
3. The attached proposal is a firm offer for a period of ninety (90) business days following receipt, and it may be accepted by OSPI without further negotiation (except where obviously required by lack of certainty in key terms) at any time within the ninety (90) business-day period.
4. In preparing this proposal, Bidder has not been assisted by any current or former employee of the state of Washington whose duties relate (or did relate) to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. (Any exceptions to these assurances are described in full detail on a separate page and attached to this document.)
5. Bidder understands that OSPI will not reimburse Bidder for any costs incurred in the preparation of this proposal. All proposals become the property of OSPI, and Bidder claims no proprietary right to the ideas, writings, items, or samples, unless so stated in this proposal.
6. Unless otherwise required by law, the prices and/or cost data which have been submitted have not been knowingly disclosed by the Bidder and will not knowingly be disclosed by Bidder prior to opening, directly or indirectly, to any other Bidder or to any competitor.
7. Bidder agrees that submission of the attached proposal constitutes acceptance of the solicitation contents and the attached sample contract and general terms and conditions. If there are any exceptions to these terms, Bidder has described those exceptions in detail on a page attached to this document.
8. No attempt has been made or will be made by the Bidder to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition.
9. Bidder grants OSPI the right to contact references and others, who may have pertinent information regarding the Bidder's prior experience and ability to perform the services contemplated in this procurement.
10. Bidder acknowledges that if awarded a contract with OSPI, Bidder is required to comply with all applicable state and federal civil rights and other laws. Failure to comply may

result in Contract termination. Bidder agrees to submit additional information about its nondiscrimination policies, at any time, if requested by OSPI.

11. Bidder certifies that Bidder has not, within the three-year period immediately preceding the date of release of this competitive solicitation, been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment to have willfully violated state minimum wage laws (RCW 49.38.082; Chapters 49.46 RCW, 49.48 RCW, or 49.52 RCW).

12. Bidder has not been debarred or otherwise restricted from participating in any public contracts.

13. Bidder certifies that Bidder has not willfully violated Washington State's wage payment laws within the last three years.

14. Bidder acknowledges its obligation to notify OSPI of any changes in the certifications and assurances above.

I certify under penalty of perjury of the laws of the State of Washington that the foregoing is true and correct.

11/4/2025

Spokane, WA

Corey Turner	11/4/2025	Spokane, WA
Signature of Bidder	Date Place	Signed (City, State)

Corey Turner	President	TurnerDEV LLC
Print Name	Title	Organization Name

RFP No. 2026-06, Rev. 11/25

TurnerDEV LLC

EXHIBIT B
QUALIFICATION AFFIRMATIONS
Available as a fillable form on OSPI's procurement website.

TurnerDEV LLC - Supported School

MINIMUM QUALIFICATIONS

Please check all boxes that apply.

✅ Licensed to do business in the State of Washington. If not licensed, provide a written intent to become licensed in Washington within thirty (30) calendar days of being selected as the Apparent Successful Bidder.

✅ Personnel with experience providing or supervising general education and special education services within Washington public schools, and knowledge of the Washington public education system.

✅ Experience in providing effective, engaging, and culturally relevant professional development, including coaching/mentoring, to adult learners at a district, state, or national level.

✅ Experience with and understanding of positive behavior interventions and supports (PBIS) system implementation within schools and school districts, specifically related to elimination of isolation and reduction of restraint.

✅ Knowledge of evidence-based methods for reducing crisis escalation that can result in the use of restraint or isolation, including social and emotional learning (SEL) curriculum, and student mental and behavioral health supports.

✅ Successful experience in school improvement planning, including data analysis demonstrating changes in outcomes, of at least three (3) years.

✅ Experience in convening heterogeneous groups of Washington education professionals and families, to identify growth opportunities, develop a change plan, and implementation of a plan.

✅ Demonstrated successful experience utilizing project management principles and coordinating a budget of at least $100,000 when successfully implementing complex projects for students/families, education leaders, or educators.

✅ Demonstrated ability to communicate clearly and accurately verbally and in writing, and manage multiple projects, while ensuring timelines are met and goals are achieved.

Consultants who do not meet the minimum qualifications noted above will be rejected as non-responsive and will not receive further consideration. Any proposal that is rejected as non-responsive will not be evaluated or scored.

I certify under penalty of perjury of the laws of the State of Washington that the foregoing is true and correct.

11/4/2025 Spokane, WA

Corey Turner   11/4/2025   Spokane WA
Signature of Bidder   Date   Place Signed (City, State)

Corey Turner   President   TurnerDEV LLC
Print Name   Title   Organization Name