



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: *TaJu Educational Solutions, LLC*

Doing Business As, if applicable:

Business Address: *TaJu Educational Solutions- 817 Ogden Ave. #3910 Lisle, IL 60532*

Business Phone: *312-683-6310*

Business email: *TaJu Educational Solutions, LLC*
alexandra.guilamo@tajulearning.com

Funding Source & Acct # including location code: ESSER II- 2552-6363-56694-0412

Principal or Supervisor: *Pedro Mendia- Landa, Director/Rosalyn Diaz-Ortiz, Supervisor*

Agreement Effective Dates: From 09/13/22 To 06/30/2023

Hourly rate or per session rate or per day rate.

Total amount: *\$45,000*

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

TaJu Educational Solutions provides professional development to multilingual teachers and staff with a focus on biliteracy and English language instruction. A total of 200 staff (teachers and administrators) will receive PD specifically in the areas of reading, writing and sheltered content instruction to support multilingual learners who are in the mainstream classroom.

Submitted by: Pedro Mendia-Landa/Rosalyn Diaz

Phone: 475.220.1135



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Pedro Mendia-Landa, Director
Date: August 6, 2022
Re: TaJu Educational Solutions, LLC

Please answer all questions and attach any required documentation as indicated below. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** *TaJu Educational Solutions, LLC*
2. **Description of Service:** *TaJu Educational Solutions provides professional development with a focus on bilingual strategies and Shelter Content Instruction. In addition, they provide knowledge of how emergent bilingual students learn how to read in an effective way.*

Program Summary: Professional Development 2022/2023 TOTAL

- Multilingual Learner Planning for Differentiation- 2 days
\$5,000.00 per day (or 6 hours of asynchronous-blended remote support)
This PD is tentatively scheduled to be delivered live pending 22-23 local pandemic impact
 - **Total: \$10,000.00**
 - The Science of the Bilingual. Reading Brain – Leadership. PD- 2 days
\$5,000.00 per day (or 6 hours of(a)synchronous-blended remote support)
 - **Total: \$10,000.00**
 - Dual Language Consultancy & Technical Support: 5
\$5,000.00 per day (or 6 hours of(a)synchronous-blended remote support)
Total: \$25,000.00
*Minimum number of participants waived for single-course registration when included as part of comprehensive PD package.
 - **Total Supports = 3**
9 Access to asynchronous materials for SY 2022-2023
 - **Total: \$45,000.00**
3. **Amount** of Agreement and hourly or session cost: \$45,000
 4. **Funding Source** and account number: ESSER II- 2552-6363-56694-0412
 5. Approximate number of staff served through this program or service: 200
 6. Approximate number of students served through this program or service: N/A

7. Continuation/renewal or new Agreement?

Answer all questions:

- a. If continuation/renewal, has the cost increased? If yes, by how much? N/A
- b. What would an alternative contractor cost: *Not available at this time*
- c. If this is a continuation, when was the last time alternative quotes were requested? N/A
- d. For new or continuation: is this a service existing staff could provide. If no, why not?
Not at this time.

8. Type of Service:

Answer all questions:

- a. Professional Development?
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not? *Not currently. We do not have anyone who can provide a specific professional development in the area of science of reading and multilingual learners.*
- b. After School or Extended Hours Program? *N/A*
- c. School Readiness or Head Start Programs? *N/A*
- d. Other: (Please describe) *N/A*

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? *Yes*
- b. Is the Contractor Local? *No*
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? *Not at this time.*
- d. Is the Contractor a public corporation? *No*
- e. Is this a renewal/continuation Agreement or a new service? *New agreement*
- f. If it is a renewal/continuation has cost increased? If yes, by how much? *N/A*
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: *This program provides teachers and administrators an opportunity to have a better understanding about the science of reading and bilingual students. In addition, it provides them with effective strategies to support multilingual learners in their mainstream classrooms. As a result, our ML teachers can support other teachers who have multilingual learners in the classroom.*

10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company: *This provider offers a ray of professional development that enhances bilingualism specifically in reading and writing, and also provides effective strategies to support multilingual students and their teachers.*
<https://tajulearning.com/>
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department? *Was the contractor the lowest bidder? If no, why? Why was this contractor selected? This contractor is the sole*

*source currently. The selection process of this contractor includes the following:
Reviewing different workshops they offer specifically for multilingual learners with a focus in bilingual education.*

- c. Who were the members of the selection committee that scored bid applications? *N/A*
- d. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department. *N/A*

11. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What **specific need** will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met? *This contractor will address the needs of all multilingual learners and will support all our bilingual, ESOL teachers and administrators. We will provide the teachers and staff with a feedback form to be able to gather information and ensure that their professional development needs are met.*
- b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness. *N/A*
- c. How is this service aligned to the District Continuous Improvement Plan?
This service is aligned to the District Continuous Improvement Plan because it supports the needs of multilingual learners in our districts and academic instruction. In addition, it will support the and benefit our bilingual teachers and administrators who are seeking to improve students' outcomes in the areas of reading and writing. We have a total of 8 bilingual schools in the district and would like to continue to effectively enhance our biliteracy programs across the district. In addition, our district has high incident schools with many multilingual learners who are newcomers to the district and teachers are seeking support so that they can effectively support them in the classroom.

12. Why do you believe this Agreement is fiscally sound?

The cost is fiscally sound because it will provide our bilingual, and ESL teachers the opportunity to grow professionally. As a result, this will improve students' outcomes.

13. What are the implications of not approving this Agreement?

The implications of not approving this agreement will include the following:

- *Our biliteracy and multilingual teachers will not be able to enhance their effectiveness specifically in the area of reading, and writing. These areas need improvement so that our students can succeed academically.*



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

(TaJu Educational Solutions, LLC)

FOR DEPARTMENT/PROGRAM:

(Department of Multilingual Learners Programs)

This Agreement entered into on the 10th of August, 2022, effective (no sooner than the day after Board of Education Approval), the 13th day of September 2022, by and between the New Haven Board of Education (herein referred to as the “Board” and, TaJu Educational Solutions, LLC located at, 817 Ogden Ave. #3910 Lisle, IL 60532 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$45,000 per day, hour or session, for a total of one school days, hours or sessions.

The maximum amount the contractor shall be paid under this agreement: Forty-Five Thousand Dollars (\$45,000). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by ESSER II **Program** of the New Haven Board of Education, **Account Number: 2552-6363-56694-0412 Location Code: 0412**.

This agreement shall remain in effect from 9/13/2022 to 6/30/23.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

Program Summary: Professional Development 2022/2023 TOTAL

- Multilingual Learner Planning for Differentiation- 2 days
\$5,000.00 per day (or 6 hours of asynchronous-blended remote support)
This PD is tentatively scheduled to be delivered live pending 22-23 local pandemic impact
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*Minimum number of participants waived for single-course registration when included as part of comprehensive PD package.

- **Total Supports = 3**
9 Access to asynchronous materials for SY 2022-2023
- **Total: \$45,000.00**

Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.

Exhibit B: Student Data and Privacy Agreement: Attached

APPROVAL: This Agreement must be approved by the New Haven Board of Education ***prior to service start date***. Contractors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



Contractor Signature

President
New Haven Board of Education

August 8, 2022

Date

Date

Alexandra Guilamo, Chief Equity & Achievement Officer

Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

**STUDENT DATA PRIVACY AGREEMENT
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student- generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student- generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

New Haven PS

Connecticut

Professional Development

2022-2023 School Year

7/25/2022

Proposal Number: 7388

Submitted To:

Rosalyn Díaz-Ortiz

rosalyn.diazortiz@nhboe.net

Hew Haven PS

54 Meadow St
New Haven, CT 06519

Tel: 475-220-1000

Program Proposal Summary:

Submitted To:

New Haven PS I Professional Development

Rosalyn Díaz-Ortiz, Office of ML Services

Area of School Support	Target Audience/Participants		
	District Team	Admin. Team	Dual Language Spanish & English Teachers
Multilingual Learner Planning for Differentiation	2-days or 12 remote hours		
The Science of the Bilingual Reading Brain – Leadership PD	2-days or 12 remote hours		
Dual Language Consultancy & Technical Support:	5-days or 30 remote hours		

Professional Engagement:

TaJu Educational Solutions, LLC limits all whole-group workshops to a maximum of 35 participants. TaJu Educational Solutions, LLC has no limit to the number of attending participants for keynote, conference break out learning, community events, and panel discussions. Pre-conference Institutes (PCI's) are limited to 50 participants. Job-embedded coaching cohorts are limited to 15 participants. Finally, one-hour consulting sessions with or without lunch are limited to 10 participants. If more than maximum number of participants attend the respective session options listed above, your signature below indicates your agreement to pay \$150 for each additional participant.

TaJu Educational Solutions, LLC will not place any limits on the number of participants enrolled from New Haven PS for online learning of such workshops, keynote, conference, coaching, break-out learning activities, community events, panel discussions, and other session options listed above. Access to these materials for New Haven PS is through June 30, 2023. Conference or Pre-conference Institutes (PCI's) will also not include participant limitations for New Haven PS through June 30, 2023.

Professional development training cannot be cancelled or changed within 15 days of the event date. Customers that cancel professional development events within that timeframe will be billed for the full amount of the cancelled event. Final participant numbers (*which is capped at 35 for New Haven PS when PD, coaching, and technical support are delivered in a remote setting and a maximum of 35 participants when delivered in person*) shall be communicated five (5) school days prior to the start of the first day of PD. Final determination and scheduling of coach assigned to deliver PD and confirmation of date for each day of professional development contained within this proposal is to be completed and confirmed only upon receipt of the signed contract and PO.

Support Plan Details:

Program Consultancy & Custom Professional Development (2022-2023):

Multilingual Learner Planning for Differentiation:

What: This 2-day sheltered learning is designed to develop participants' ability to plan for stand-alone English Language Development and Integrated English Language Development through the content areas.

Participants will be able to:

- ☐ Assess student language development abilities and needs through student writing in order to plan for differentiation;
- ☐ Use language development data to plan for unit one instruction, including: language objectives, differentiated scaffolds, oracy and vocabulary instruction, and more;
- ☐ Plan for responsive instruction based on daily student work;
- ☐ Plan for developmentally appropriate literacy instruction, text selections, and center application
- ☐ Progress monitor students' literacy and language development;
- ☐ Focus on small group reading behaviors across the language development progressions;
- ☐ Focus on small group writing across the language development progressions.

Science of the Bilingual Reading Brain (Leadership):

What: In this workshop, participants will build a deep knowledge of how emergent bilingual students, even those in monolingual classrooms, learn how to read differently than monolingual, English-speaking students, and the decades of research that supports it. So, what has research revealed about the science of reading for emergent bilingual students that's been excluded from the reading wars? Participants will learn to apply an approach to literacy instruction for students navigating two languages that requires both meaning making and reading words, efficiency of practice, and focus on purpose, all while systematically leveraging the most useful aspects of each of their languages, English and their home language. This powerful combination of decoding ability with the ability to build linguistic comprehension with in increasingly strategic ways is necessary in order to provide any benefit in reading. This session also outlines the pedagogical implications across literacy components, methods, strategies, and practices that are essential to building phonics skills while developing readers/writers who are able to make meaning in order to help teacher articulate a continuum of literacy skills that build to authentic literacy development. Participants will assess the current materials, practices, sequence of learning and skills, assessments designed for emergent bilinguals, and more.

Leaders will learn...

- ☐ How we know that two languages will always impact the language, literacy, and learning process;
- ☐ Why learning to read the monolingual way is so difficult;
- ☐ What the bilingual brain does when it is reading and engaged in other literacy and language tasks;
- ☐ How the parts and functions of the bilingual brain work in more powerful ways when learning read and spell in two languages;

- ❑ The instructional leadership implications across literacy components,
 - What this means for what we notice in the learning environment and organization,
 - What this means for how we plan for instructional strategies,
 - What the means for what and how we collect, holistically examine, and use bilingual and biliterate data for collective efficacy during PLCs and other team meetings.

Dual Language Technical Support and Consultancy:

It is critical that school communities looking to implement a dual language program seek support. Implementing and scaling up an effective and sustainable dual language program requires proper buy-in, expertise, staffing, pedagogical approaches & practices, welcoming and inclusive environment, resources, and more. Our technical support begins with a partnership for program implementation and equity for emergent bilingual learners. Additional strategic supports included include:

- ❑ Tools & processes for program integrity and coherence
- ❑ Cross-departmental collaboration and integration (including SpEd, SEL, tech/communication, content, data, etc.) & leadership alignment and coherence
- ❑ DL principal and leadership team (DLLT) is directly involved in & focused on the direction of change
- ❑ Program goals
- ❑ Communication & Collaboration Plan (building a guiding coalition)

Program Summary: Professional Development 2022/2023 TOTAL

PD 2022-2023	Quantity	Unit	Total
Multilingual Learner Planning for Differentiation	2	\$5,000.00 per day (or 6 hours of (a)synchronous-blended remote support) <i>This PD is tentatively scheduled to be delivered live pending 22-23 local pandemic impact</i>	\$10,000.00
The Science of the Bilingual Reading Brain – Leadership PD	2	\$5,000.00 per day (or 6 hours of (a)synchronous-blended remote support)	\$10,000.00
Dual Language Consultancy & Technical Support:	5	\$5,000.00 per day (or 6 hours of (a)synchronous-blended remote support)	\$25,000.00
*Minimum number of participants waived for single-course registration when included as part of comprehensive PD package.			
Total Supports = 3	9	Access to asynchronous materials for SY 2022-2023	\$45,000.00

PLEASE NOTE: Prices quoted in this proposal are only valid for 30 days from the date of proposal submission. All invoices for services are sent 30 days in advance of final scheduled dates and payments for services rendered are due at the time of service delivery.

Approval: Execution of this contract becomes effective upon receipt of this proposal with the final page signed by the authorized purchasing agent for the organization, converted to pdf, and returned electronically, as well as your organization's proof of purchase order, bearing the signature of an authorized purchasing agent.

Scheduling: All dates and coaching assignments for the supports included in this proposal are only confirmed (finalized) upon receipt of the contract and PO. Dates are not guaranteed until which time as the contract has been signed and received by TaJu Educational Solutions. Final schedule must be confirmed upon receipt of district PO which must be received no later than 15 days prior to the date of the scheduled professional development.

Logistics: The site coordinator for each day of PD/TS will ensure communication of the following logistics with the office manager:

- Start date and time of in-person - remote - live interactions with the remaining course being delivered 'self-paced' with interaction, collaboration, and ongoing feedback;
- District point of contact to receive patterns of constructive feedback provided to participants, course progress, and possible adaptations of the content to honor participants' unique needs, successes, and challenges;

- Online courses require no preparation of print copies for any participants as all print, visual, and video resources are uploaded into Canvas. Within one week of the workshop, the school site will ensure that all participants have been communicated with so that each participant can
- receive access to the eLearning system as well as the guidance and time needed to acclimate to the tools available within Canvas by TaJu.
- Address and location in the building where the workshop will be delivered (library, media center, etc.) if in-person;
- Audio/visual and internet availability (screen, whiteboard, etc.)
- Number, name, roles and email addresses of all participants enrolled in the workshop;
- Technology and internet availability of all participants enrolled in course;
- Start date and time of remote - live interactions with the remaining course being delivered 'self-paced' with interaction, collaboration, and ongoing feedback;
- Language of professional development delivery;
- District point of contact to receive patterns of constructive feedback provided to participants, course progress, and possible adaptations of the content to honor participants' unique needs, successes, and challenges;
- The site is responsible for availability of print copies for all participants during in-person PD & capacity building supports. Within one week of the workshop, the school site will ensure the copies have been received by the point person who will make approximately 30 copies (front to back & stapled) for each participant;

TaJu is resolved in its commitment to ensure equity in the quality, and effectiveness of its professional development, coaching, and use of digital tools. As such, TaJu will use Canvas in its work with each district team to provide this critical support. Through Canvas, ongoing phone calls and/or emails, and other virtual tools, TaJu is able to support dual-language school educators and leaders.

What is Canvas? Canvas Learning Management Platform allows TaJu to create custom professional learning environments for K–12 schools to equitably scale capacity-building efforts, supports, and continuous improvement. Canvas provides a secure platform for TaJu & districts to integrate learning and allow them to get all of the functionality for professional learning they need. Through Canvas, districts will be invited to and have direct access to all coaching sessions live as well as recordings of each coaching interaction. Districts will also be provided with log in details for each sessions' attendance rosters immediately after each coaching session and post-coaching PD reports for each completed coaching session. The hours are scheduled on a school-to-school basis in order to ensure full-team availability and participation. Our dual-language, bilingual, and multilingual coaching and all professional learning includes a range of tools.

Ownership and Use of Work Materials: All materials and information, regardless of the form or format, whether electronic or otherwise, including but not limited to, information, written materials, reports, studies, renderings, documentation, and all materials and information used by a party hereto to perform this Agreement, whether or not copyrighted, trademarked or otherwise, and whether or not Confidential Information, including any notes, materials and studies prepared by the other party based on any



of the foregoing (collectively, "Work Material") shall remain the property of the Party who developed the Work Material or the Confidential Information (as hereinafter defined) ("Developing Party"). The term "Confidential Information" shall mean all information and ideas not generally known to the public, in whatever form, tangible or intangible, pertaining in any manner to the current or contemplated business or operations of the Parties hereto, or their respective affiliates, including but not limited to: customer lists and documents; individual account information; business plans; business concepts, business practices, marketing strategies; ideas and theories; underwriting; origination and servicing systems practices; management processes; systems; practices and strategies; and business development methods, ideas and strategies, and any notes, materials and studies prepared by the other party based on any of the foregoing. Upon request of the Developing Party owning Confidential Information or Work Material, the other Party shall destroy all such Confidential Information and Work Material of the Developing Party as well as any other materials furnished to the other party pursuant to this Agreement, certify in writing that they have been destroyed, and shall retain no copies of the Confidential Information or Work Material. Each Party agrees they make no claim of ownership to any Confidential information or Work Material of a Developing Party, and agrees to not use the Work Material of a Developing Party absent written consent of a Developing Party, which consent may be withheld in the sole discretion of a Developing Party.

Notwithstanding any provision to the contrary in this Agreement, the parties agree that a breach of this Agreement by a party regarding Work. Material or Confidential Information will cause irreparable harm to the Developing Party and result in damages which are unascertainable or are insufficient. Accordingly, the Developing Party shall be entitled to seek and obtain, and the other party hereto, agrees and consents to, entry by a court of an order for equitable relief, including but not limited to an injunction and specific performance, as a remedy for any such breach without the necessity of the Developing Party posting bond or surety, and without the necessity of the Developing Party proving economic damages. Such remedies shall not be deemed to be the exclusive remedies for a breach by the other party of this Agreement but shall be in addition to all other remedies available at law or in equity to the Developing Party. In the event of a dispute, mediation(as otherwise called for under the terms of this Agreement) or any legal action taken regarding this Agreement, or in the event a party hereto seeks to enforce any terms and conditions of this Agreement, the parties agree that the non-prevailing party shall be liable for and shall pay to the prevailing party all the prevailing party's damages, losses, costs or expenses suffered by the prevailing party, including but not limited to, reasonable attorneys' fees, expenses and court costs in connection therewith.

New Haven PS**Professional Development**

Proposal Number# 7388 2022-2023

District Signature: _____ Title: _____

Date: _____ Approved Amount: \$ _____

TaJu Signature: _____

Title: _____ Date: _____

PO Received: # _____ Date: _____

2022-20223 PD	Quantity of Support	Unit Detail	Select
Multilingual Learner Planning for Differentiation	2	\$5,000.00 per day (or 6 hours of (a)synchronous-blended remote support) <i>This PD is tentatively scheduled to be delivered live pending 22-23 local pandemic impact</i>	\$10,000.00
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