CORE CURRICULUM MATERIALS PROPOSAL FORM

See the [Core Curriculum Materials Proposal Process](#) in Staff Links for complete directions.

Step 1: Review Team & Initial Proposal

Core curriculum materials must be reviewed by a team composed of:
- 1 Team Lead: This person will be the main contact person for the proposal process and will complete and submit all forms. Ideally a Content Area Leader or other lead educator.
- 1 Team Admin: A school building-level administrator at the location or level of use of the materials. This proposal process cannot proceed without approval from this administrator.
- 2+ Educators: Two or more educators who are potential users of the materials.
- 1 Tech Rep: An instructional technology representative if any hardware or software is required.

Detail the proposed resource and review team below. Once **Step 1: Review Team & Initial Proposal** is approved by the appropriate Director of Education, move on to **Step 2**.

Course or Content Area Name	IB Spanish SL 1
Grade Level	10-12, mostly juniors
Proposed Type of Resource: (textbook, software, etc.)	VHL's Senderos Level 3 and 5 textbook series with online access
Rationale: Why is this resource needed? What needs does it meet?	Currently, our textbook series we use for IB Spanish is not actually an IB or pre-AP level resource. It is also 20 years old as the last time the department got access series was in 2004 and is not in print anymore. These new series are needed to align with our students' investment in the AP and IB curriculums. I am requesting a class set of 2 textbooks: VHL's Senderos 3 and Senderos 5 along with the digital access.

	Review Team Role	Last Name	First Name	Email
1	**Team Lead**	West-Cardenas	Katitlyn	kaitlyn.west-cardenas@novik12.org
2	**Administrator**	Carter	Nicole	nicole.carter@novik12.org
3	**Educator 1**	West-Cardenas	Katitlyn	kaitlyn.west-cardenas@novik12.org
4	**Educator 2**	Brown	Alaina	Alaina.Brown@Novik12.org
5	*Inst Tech Rep			
6	*Add'l Educator	Ficano-Petricca	Sabrina	sabrina.ficano-petricca@novik12.org
7	*Add'l Educator			
8	*Add'l Educator			
9	*Add'l Educator			
10	*Add'l Educator			

* Include if necessary.

APPROVAL - Step 1

Staff	Signature	Date	Action
Team Lead	*Alaina Brown* Alaina Brown [12/09/2024 1:48pm EST]	12/09/2024	SUBMITTED
Notes: Kaitlyn will do most of the work on this, I will just support her			
Review Team Administrator	*Nicole Carter* Nicole Carter [12/11/2024 10:21am EST]	12/11/2024	Reviewed: okay to proceed
Notes:			
TLD Director of Education	*Emily Pohlonski* Emily Pohlonski [12/11/2024 5:14pm EST]	12/11/2024	Reviewed: okay to proceed Budget Reviewed
Notes:			

Upon approval of Step 1, complete Steps 2 through 4.

Step 2: Material Information

List basic information for all resources reviewed by the team in the tables below. At least three resources should be considered for recommendation by the review team. Move to Step 3 when complete.

Resource #1	
Title of Text or Resource	IB Spanish B (Oxford)
Link to Resource Website	https://global.oup.com/education/content/secondary/series/ib-spanish-b/?region=international&srsltid=AfmBOorhuKUL5SKij3rj8xOhVLqLvDj18WQlYLX6N--hL2fB_X6bugXj

Resource #2	
Title of Text or Resource	Entreculturas 4 (Wayside Publishing)
Link to Resource Website	https://www.waysidepublishing.com/languages/spanish/entreculturas-4

Resource #3	
Title of Text or Resource	Senderos (Vistas Higher Learning)
Link to Resource Website	https://vistahigherlearning.com/senderos-2023.html?srsltid=AfmBOop5L3GAtH_zCmEOZI1dWWaUg0FnSU03Hu-AKVI-DPWZ-IzSN-m5

*Resource #4	
Title of Text or Resource	Temas para Español B (Vistas Higher Learning)
Website for Resource	https://vistahigherlearning.com/store/temas-para-espa-ol-b.html Already eliminated as it is a newer version of the same AP textbook we use and has the same issues as the Oxford for IB textbook not working for our combined IB and pre-AP class.

* Include if necessary. Only three resources are required to be reviewed.

*Resource #5	
Title of Text or Resource	
Website for Resource	

* Include if necessary. Only three resources are required to be reviewed.

*Resource #6	
Title of Text or Resource	
Website for Resource	

* Include if necessary. Only three resources are required to be reviewed.

Step 3: Material Evaluation

This step is completed using a Google Doc because the evaluation forms are easier to collaborate on and complete in that format. Open a copy of the Core Curriculum Materials Proposal Process, if you have not already, and complete the evaluation forms for all resources considered. When complete, attach a PDF copy of that document to this form (see attachments at top of page). Then complete Step 4.

COMPLETED CORE CURRICULUM MATERIALS PROPOSAL PROCESS. IT IS ATTACHED TO THIS FORM.

Step 4: Material Recommendation

After attaching a copy of the Core Curriculum Materials Proposal Process with completed tables for Step 3, make your recommendation by completing the table below.

Alignment: How does this resource align to NCSD's curriculum and/or Michigan standards?
This resource emphasizes modern world language approaches to best practice and the national standards at the front of the book, along with current NCSD Spanish curriculum for our level 4 students as Pre-AP and IB SL 1 themes and preparation. It has built in learning objects and goals for each unit.
Preference: Why is this resource preferable to others reviewed? (i.e. quality, cost, usability, accessibility, etc.)
This textbook is by the same publishing company as our AP/IB SL 2 textbook series, so the online platform will already be familiar to student then leaving our course to go into the combined AP/IB SL 2 classes.   It's also very usable and level appropriate for our students based off where they leave off in Spanish 3 before coming to IB SL 1. Having these materials will help us fill in the gaps to prepare them and give them the most variety of cultural content to be more knowledgeable before the AP or IB exams the next year and be the most communicative with the 4 language skills, as possible (writing, listening, speaking & reading).   For teacher use, it has similar unit topics to our current units and therefore makes the transition somewhat easier allowing me to focus more on students' success and less on the tireless creation and adaptation of additional resources and finding supplemental materials.
Implementation: What preparations will the district need to consider with adoption? (i.e. start up needs, training, data collection, ongoing costs, maintenance, technology, etc.)
I'd request, upon adopting this material, a couple curriculum days to work outside of my classroom at the end of this 24-25 year to work on pacing and resource familiarity for starting to use the material in the fall of this year for the 25-26 school year.   I'm requesting only class sets of the textbooks for each book (40 each), using less funds than even having enough copies to normally provide each student with even one class textbook. I'm also requesting the online access for each textbook series. This resource is invaluable for students in the authentic resources it provides, access to the virtual textbook and activities of the 4 skills of language as well as practice activities.

Total Estimated Cost: $ 17,593.70

Attach the vendor's quote at the bottom of this form.   QUOTE IS ATTACHED

	Signature	Date	Action
Team Lead	*Kaitlyn West-Cardenas* Kaitlyn West-Cardenas [02/10/2025 8:38am EST]	02/10/2025	Steps 2-4 complete Required attachments complete
Notes:	Thank you for considering this for our students! I know one resource would be cheaper but it wouldn't meet our students where they're at and then getting them prepared before AP to select just one of any resources I investigated. 2 different access time quotes attached.		
Tech Dept. Review	*Lisa Whiteside* Lisa Whiteside [02/10/2025 9:05am EST]	02/10/2025	Reviewed, okay to proceed
Notes:	Since students will be signing into the curriculum for digital access, please submit a ticket to have the site vetted and added to our approved district provided digital tool list.		

APPROVAL - Steps 2-4

Step	Director of Education Signature	Date	Action
Step 2: Material Information	*Emily Parker Pohlonski* Emily Parker Pohlonski [02/10/2025 11:30am EST]	02/10/2025	Reviewed, recommend approval
Step 3: Material Evaluation	*Emily Parker Pohlonski* Emily Parker Pohlonski [02/10/2025 11:30am EST]	02/10/2025	Reviewed, recommend approval
Step 4: Material Recommendation	*Emily Parker Pohlonski* Emily Parker Pohlonski [02/10/2025 11:30am EST]	02/10/2025	Reviewed, recommend approval
Notes:			

Step	Asst. Superintendent of Teaching and Learning	Date	Action
Materials Proposal Review	*Michael Giromini* Michael Giromini [02/10/2025 3:46pm EST]	02/10/2025	Reviewed, recommend approval
Notes:			

Step	Acknowledgment	Date	Action
Request is Denied/Form is Completed			DENIED FORM COMPLETED
Notes:			
Board Review of Proposal Executive Asst, Superintendent & BoE			Expected Board Review Date:
Notes:			
BoE Decision			
Notes:			

CORE CURRICULUM MATERIALS PROPOSAL PROCESS

This document outlines directions for proposing the adoption of materials that are core components of a course, as defined below. For other materials such as equipment, consumable items for teaching and learning, or orders for additional copies of already approved materials still in use, the requester should complete a TLD Purchase Request Form. Direct questions to the Director of Curriculum and Assessment.

Since gathering team feedback is easier using shared Google Documents, the review team will need to complete the tables in steps 2 and 3 on this document. The rest of the process is done using the *Core Curriculum Materials Proposal Form* found on Staff Links. This document must be attached to that form in order to complete the proposal process.

CORE CURRICULUM MATERIALS DEFINED
"Core curriculum materials" shall include any print and non-print resources such as textbooks, software, web-based products, assigned titles of literature, modules or kits that are integral to a course or curriculum content area and that are required for each student in a course to use. Core curriculum materials may be referenced in curriculum units in NCSD's Atlas Curriculum warehouse. The term "textbook" is sometimes used to refer to a major informational resource(s), digital or bound material, required for use by students in a major portion of a course. Textbooks are considered core curriculum materials.

Other "non-core" curriculum materials may include resources that are optional or not required for each student to use to succeed in the course. For example, articles, optional literature, and videos that teachers may use to supplement their instruction, but are not required to be used in the course would not be core curriculum materials. These materials do not need to follow the process outlined in this document.

PROCESS OVERVIEW

Step 1 Review Team & Initial Proposal	Form a review team and initiate the *Core Curriculum Materials Proposal Form* found on Staff Links. Upon approval continue to step 2.
Step 2 Material Information	Identify at least 3 resources to consider for adoption and detail them in the *Core Curriculum Materials Proposal Form*.
Step 3 Material Evaluation	Evaluate all resources considered using the material evaluation tables in this document. Attach a PDF of this Google Document to the *Core Curriculum Materials Proposal Form.*
Step 4 Material Recommendation	Make your recommendation by completing the *Core Curriculum Materials Proposal Form*.
Step 5 Approval and Purchasing	When notified of board approval, complete a Purchase Request form found on Staff Links.

Step 1: Review Team & Initial Proposal

Core curriculum materials must be reviewed by a team composed of:
- 1 Lead: This should be a Content Area Leader, though it can be another educator when that is more appropriate. This person will be the main contact person for the proposal process and will complete and submit all forms
- 2+ Educators: Two or more educators from content and grade-level areas who will be teaching using the materials.
- 1 Admin: A school building-level administrator at the location or level of use of the materials. This proposal process cannot proceed without approval from this administrator.
- 1 Tech Rep: An instructional technology representative; only if any technology hardware or software is required of the proposed materials.

Once the review team is identified and has administrator approval, complete **Step 1: Review Team & Initial Proposal** section on the *Core Curriculum Materials Proposal Form* on Staff Links. The Teaching and Learning Department will review and respond to the request. If the team receives initial approval, move on to step 2.

Step 2: Material Information

Record details of all the materials reviewed by the team in the tables under **Step 2: Material Information** on the *Core Curriculum Materials Proposal Form*. At least three resources should be considered for recommendation by the review team. Leave blank any fields that do not apply to the resource. For example, edition number and ISBN will only apply to textbooks.

Step 3: Material Evaluation

The Teaching and Learning Department requires a minimum of 3 similar resources be evaluated, except in special circumstances, before making a recommendation. The Material Evaluation tables below outline criteria to be considered when selecting a resource. The review team should complete an evaluation table for each resource considered directly in this document. A PDF copy of this Google Doc must be attached to the *re Curriculum Materials Proposal Form* to complete **Step 3**.

Only one table from the review team for each resource is required by the TLD to consider the proposal. However, if a review team member has different opinions from the whole, they are welcome to complete their own version of the table and add it below.

If more tables are needed, copy and paste them below this heading.

Proposed Core Course Material Evaluation Table #1					
Review Team Member(s) authoring this table:	Kaitlyn West-Cardenas				
Title of Text or Resource:	IB Spanish B Course Book 2nd Edition (Oxford)				
ISBN or Item Number:	978-0-19-842242-6				
Score Criteria: Score 5 through 1 based on agreement. Score N/A if the criterion does not apply.	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
	5	4	3	2	1

The resource...	SCORE	Support: Explain your score with reasoning and/or examples
aligns with state and local curriculum standards and learning objectives	4	It appears to, from the preview.
is appropriate for the target age range of student users	2	Too advanced for their level, more like an IB level 2 or something taught over the 2 years textbook.
supports higher order thinking, understanding, meaning making, and transfer of concepts	5	Excellent at implicit language instruction with a focus on natural comprehension with relatable, interesting input to gain and maintain student engagement.
develops essential knowledge and skills that reflect up-to-date, accurate content	3-4	Definitely, yes. But, it doesn't deeply offer grammar insight, which is a problem for pre-AP students specifically. I like the style but it's lacking some essential content our students need w/o supplementation.
reflects current evidence of best practice in the content area	5	Uses lots of comprehensible input, a variety of activities, supports themes of IB.
provides a variety of cultural perspectives and representation	2	Strong focus on Spain & Castilian Spanish with providing little or bias, stereotypical, limited cultural insight to Latin American countries.
is user-friendly and accessible by students with a diverse range of abilities and backgrounds	3	Too advanced for a good portion of students as it is a SL AND HL book, for levels 1 and 2. This is a SL 1 level course.
is easy for the educator to use effectively	2	The book is all over the place with vocab and grammar instruction as it focuses on each IB theme. May move too quickly for students or not fully develop specific grammar not learned yet in prior levels but will appear on the exams at the end of year 2.
offers valuable supplemental components and teacher resources that align with curriculum objectives	4	Many interactive, digital components for students facility of tasks, varied text material types, audio activities and speaking & writing opportunities.
Other Comments: (other strengths, weaknesses, biases...)		Minimal culture & shows bias towards Castilian Spanish and focuses solely on IB (mainly for DP candidates), which our class population is mostly geared toward pre-AP.
Recommend material for adoption?		☐ Yes ☑ ~~No~~

Proposed Core Course Material Evaluation Table #2					
Review Team Member(s) authoring this table:	Kaitlyn West-Cardenas				
Title of Text or Resource:	EntreCulturas 4 (Wayside) w/ online component				
ISBN or Item Number:	978-1-641590-31-0				
Score Criteria: Score 5 through 1 based on agreement. Score N/A if the criterion does not apply.	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
The resource...	**SCORE**	**Support:** Explain your score with reasoning and/or examples			
aligns with state and local curriculum standards and learning objectives	5	Has the national standards and modes of communication connected to each unit and AP & IB themes.			
is appropriate for the target age range of student users	3-4	Tasks & unit vocab and grammar are appropriate, level of Spanish in context is slightly above level of comprehension			
supports higher order thinking, understanding, meaning making, and transfer of concepts	5	Uses lots of probing questions, emphasizes personal connections, and compares and connects cultures			
develops essential knowledge and skills that reflect up-to-date, accurate content	5	Each unit has essential questions & can do statements, w/ vocab and grammar in context to support the learning goals			
reflects current evidence of best practice in the content area	5	Uses lots of target language and comprehensible input, emphasis on the 4 skills of language & 3 modes, & extra AP tasks			
provides a variety of cultural perspectives and representation	4-5	Includes a good variety of Spanish-speaking cultures and specific topics.			
is user-friendly and accessible by students with a diverse range of abilities and backgrounds	3	Some language may be above students' abilities at the start of the year and be a big learning curve/adjustment to the level of rigor, the actual textbook is not as viewer friendly or engaging w/ as many graphics as other options			
is easy for the educator to use effectively	2	Not sure if there's actual grammar, explicit resources or other materials made for vocabulary, etc, aside from the FlexText. I would have to supplement and spend a lot of time creating additional materials beyond the norm to help support students' adjustment to the learning curve of the immersive curriculum			
offers valuable supplemental components and teacher resources that align with curriculum objectives	3-4	Interactive digital FlexText component for textbook and accompanying audiovisuals.			

Other Comments:	While most of the above info sounds great, it's worth mentioning that this book lacks some of the content students currently get in IB Spanish, which they have not yet covered upon exiting level 3 and still need before level 4. There's a good base, lots of quality review and thoroughly covered new concepts for them but also the lack of some other content would potentially affect AP or their overall content level understanding, maybe. Additionally, I did some research by asking teachers who use this series for earlier levels how they felt and it has many issues in lower level curriculum so I'm apprehensive to adopt it for upper levels too and we'd likely not commit to it for 1-3 either so it would lack consistency in style for students in the future.
Recommend material for adoption?	☐ Yes ☑ ~~No~~

Proposed Core Course Material Evaluation Table #3					
Review Team Member(s) authoring this table:	**Kaitlyn West-Cardenas**				
Title of Text or Resource:	**Senderos 4 & 5 w/ online component**				
ISBN or Item Number:	**Level 4- 978-1-54335-820-9 Level 5- 978-1-54335-826-1**				
Score Criteria: Score 5 through 1 based on agreement. Score N/A if the criterion does not apply.	**Strongly Agree**	**Agree**	**Neutral/ Undecided**	**Disagree**	**Strongly Disagree**
	5	**4**	**3**	**2**	**1**
The resource...	**SCORE**	**Support:** Explain your score with reasoning and/or examples			
aligns with state and local curriculum standards and learning objectives	4-5	Focuses on the College Board Code Exam Descriptors (CEDs) throughout to make connections, teaches culture in context, emphasizes 3 modes of communication & national ACTFL standards			
is appropriate for the target age range of student users	4-5	The higher score comes from using a combo of both levels, level 4 to review and finish teaching new concepts is a perfect level for students entering IB 1 first semester and builds them up to the level of Spanish in the level 5 book for second semester.			
supports higher order thinking, understanding, meaning making, and transfer of concepts	5	Uses lots of probing questions, emphasizes personal connections, and compares and connects cultures			
develops essential knowledge and skills that reflect up-to-date, accurate content	5	Each unit has essential questions & can do statements, w/ vocab and grammar in context to support the learning goals			
reflects current evidence of best practice in the content area	4-5	Uses target language and some comprehensible input depending on how it's adapted by teacher, emphasis on student-driven, the 4 skills of language & 3 modes, & pre-AP			

		tasks
provides a variety of cultural perspectives and representation	4	Includes a good variety of Spanish-speaking cultures and specific topics.
is user-friendly and accessible by students with a diverse range of abilities and backgrounds	5	Students are very similar to the set up already and it is easy to scaffold the curriculum and modify to accommodate differentiated learners. Includes teacher learning templates to fit the content to level of students.
is easy for the educator to use effectively	4	I'd like to supplement some materials for even more culture content exposure but this has the best interactive site for students and teacher activities and to access text & accompanying audiovisual materials.
offers valuable supplemental components and teacher resources that align with curriculum objectives	4	Includes interactive digital textbook, readings, online formative activities and audiovisuals like short cultural videos.
Other Comments:		This series has the most efficient and at level approach for students to follow based on what they already know. While having two texts is not the norm, this combo would help bridge the gap between what Novi doesn't learn by Spanish 3 and what they need before AP/IB 2 to be successful on the text. Also, the material combination fits all of the thematic AP and IB topics and is scaffolded for the main purpose of pre-AP and to teach lots of culture and interpersonal communication for students. We have also not received new materials for this course in 20 years so I feel this is a great opportunity to test out the Senderos curriculum, which is by the same company as Imagina, which is the AP textbook, to see if we'd like to move this down the levels in the future or if AP would like to use any of the level 5 resources too. It covers the UbD emphasis we've had at Novi to focus on student-led and driven education with a focus on the national and state standards but is familiar in usability for students and teachers. This would require the least amount of imagination by the teacher to supplement but still allow flexibility to add desired materials as wanted instead of as needed.
Recommend material for adoption?		☑ ~~Yes~~ ☐ No

Step 4: Material Recommendation

The review team makes a recommendation by completing the Material Recommendation section of the *Core Curriculum Materials Proposal Form* they started in Step 1. Considerations for that section are listed below for the team to reference.

Considerations:

- How does this resource align to NCSD's curriculum and/or Michigan standards?
- Why is this resource preferable to others reviewed? (i.e. quality, cost, usability, accessibility, etc.)
- What preparations will the district need to consider with adoption? (i.e. start up needs, training, data collection, ongoing costs, maintenance, etc.)
- What costs are involved? (A vendor's quote is required for consideration)

Step 5: Approval and Purchasing

Once parts 1 through 4 are completed, the Teaching and Learning Department will review the proposal. The TLD may reach out to the review team to ask questions. If approved, the TLD will forward on the *Core Curriculum Materials Proposal Form* to the board for discussion at a board meeting.

If the board is satisfied with the proposal, it will schedule a vote for approval for the following board meeting. Upon receiving board approval, the review team lead will be notified.

The review team must use the vendor quote from Step 4 to complete a Purchase Request form, found on Staff Links, to ensure the materials are ordered. The TLD will consult the review team in making any adjustments needed to ensure the right materials are purchased at the best cost.

Prepared For	Prepared By
Kaitlyn West-Cardenas Novi Community School District 25345 Taft Road Novi, MI 48374	Tyler Stein tstein@vistahigherlearning.com Vista Higher Learning 500 Boylston St, Suite 620 Boston, MA 02116-3736

Senderos 2023

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
40	978-1-54337-278-6	Senderos 2023 L4 Student Edition(Hardcover) + Supersite Plus(v) + WebSAM(6 year license)	$188.95	$7,558.00	$7,558.00
1	978-1-54337-959-4	Senderos 2023 Level 4 National TRB	$444.95	$444.95	$444.95
40	978-1-54337-279-3	Senderos 2023 L5 Student Edition(Hardcover) + Supersite Plus(v) + WebSAM(6 year license)	$188.95	$7,558.00	$7,558.00
1	978-1-54337-960-0	Senderos 2023 Level 5 National TRB	$444.95	$444.95	$444.95

Services WL

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
1	WBNR002	Professional Development WL Product Training: Remote/Webinar (3 hours)	$750.00	$750.00	$750.00

Total Cost	$16,755.90
Est. Shipping (5%)	$837.80
Est. Grand Total Cost	$17,593.70

Ordering Instructions

- Purchase Orders will be processed upon receipt and will be invoiced for the full "Total Cost" amount as shown above as well as the actual final Shipping charges required for your shipment, where applicable. Please note that the "Est. Shipping" amount shown above is an estimate only and may be different than the final charges applied.
- When submitting your Purchase Order, please be sure to attach:
  - A copy of this Quote
  - If applicable, a copy of your signed and dated tax exemption certificate
- To place your order, please contact Customer Support:

Vista Higher Learning
500 Boylston Street, Suite 620
Boston, MA 02116
Email: orders@vistahigherlearning.com
Phone: (800) 269-6311, option 3
Fax: (617) 426-5215

Terms of Purchase

By accepting a Quote, initiating a Purchase Order to us, entering into a separate agreement with us, and/or ordering online content, you are agreeing to these Terms of Purchase. The Vista Higher Learning Terms of Purchase shall govern all sales of materials and online content and shall supersede any and all terms and conditions attached to your Purchase Orders and/or any other document that you present to Vista Higher Learning, which shall be considered as a confirmation only and the terms and conditions shall in no way amend, prevail over, supplement or supersede any term or condition hereof.

- **Terms of Use:** All sales of Vista Higher Learning materials and online content are expressly made subject to the Vista Higher Learning Terms of Use: https://www.vhlcentral.com/terms_of_use.
- **Return Policy:** Returns of Vista Higher Learning materials and online content are subject to the Vista Higher Learning Return Policy: https://vistahigherlearning.com/return-policy.
- **Tax:** Prices included within this Quote are exclusive of all applicable taxes, which are the responsibility of the Customer. Customer must provide documentation of tax-exempt status, if applicable.
- **Subscription Term:** For digital product license purchases, the duration of access being purchased based on the product license selection outlined in the Quote above will be considered the Subscription Term.
- **Term Dates:** Subscription Terms are aligned to an academic year calendar and will start as of the next upcoming academic year following the receipt of a Purchase Order, unless otherwise requested by Customer. All product licenses will have the same start and end dates aligned with the Subscription Term.
- **Unused Licenses:** All product licenses must be used within the purchased Subscription Term. Unused licenses during the purchased Subscription Term are not refundable or eligible for credit.
- **Licensing Add-ons:** If purchasing additional license quantities and/or licensing level upgrades to be added onto an existing base of product licenses, the additional quantities and/or upgrades will be applied beginning with the currently active Subscription Term, unless otherwise requested by Customer. All product licenses must maintain the same start and end dates aligned with the Subscription Term, with any additional quantities and/or upgrades matching the current expiration date of the existing Subscription Term in place.

Thank you for your business!

Prepared For	Prepared By
Kaitlyn West-Cardenas Novi Community School District 25345 Taft Road Novi, MI 48374	Tyler Stein tstein@vistahigherlearning.com Vista Higher Learning 500 Boylston St, Suite 620 Boston, MA 02116-3736

Senderos 2023

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
80	978-1-54337-839-9	Senderos 2023 Supersite Plus(v) + WebSAM(1 year license)	$39.95	$3,196.00	$3,196.00
40	978-1-54335-819-3	Senderos 2023 L4 Student Edition	$96.95	$3,878.00	$3,878.00
1	978-1-54337-959-4	Senderos 2023 Level 4 National TRB	$444.95	$444.95	$444.95
40	978-1-54335-825-4	Senderos 2023 L5 Student Edition	$96.95	$3,878.00	$3,878.00
1	978-1-54337-960-0	Senderos 2023 Level 5 National TRB	$444.95	$444.95	$444.95

Services WL

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
1	WBNR002	Professional Development WL Product Training: Remote/Webinar (3 hours)	$750.00	$750.00	$750.00

Total Cost	$12,591.90
Est. Shipping (5%)	$629.60
Est. Grand Total Cost	**$13,221.50**

Ordering Instructions

- Purchase Orders will be processed upon receipt and will be invoiced for the full "Total Cost" amount as shown above as well as the actual final Shipping charges required for your shipment, where applicable. Please note that the "Est. Shipping" amount shown above is an estimate only and may be different than the final charges applied.
- When submitting your Purchase Order, please be sure to attach:
  - A copy of this Quote
  - If applicable, a copy of your signed and dated tax exemption certificate
- To place your order, please contact Customer Support:

Vista Higher Learning
500 Boylston Street, Suite 620
Boston, MA 02116
Email: orders@vistahigherlearning.com
Phone: (800) 269-6311, option 3
Fax: (617) 426-5215

Terms of Purchase

By accepting a Quote, initiating a Purchase Order to us, entering into a separate agreement with us, and/or ordering online content, you are agreeing to these Terms of Purchase. The Vista Higher Learning Terms of Purchase shall govern all sales of materials and online content and shall supersede any and all terms and conditions attached to your Purchase Orders and/or any other document that you present to Vista Higher Learning, which shall be considered as a confirmation only and the terms and conditions shall in no way amend, prevail over, supplement or supersede any term or condition hereof.

- **Terms of Use:** All sales of Vista Higher Learning materials and online content are expressly made subject to the Vista Higher Learning Terms of Use: https://www.vhlcentral.com/terms_of_use.
- **Return Policy:** Returns of Vista Higher Learning materials and online content are subject to the Vista Higher Learning Return Policy: https://vistahigherlearning.com/return-policy.
- **Tax:** Prices included within this Quote are exclusive of all applicable taxes, which are the responsibility of the Customer. Customer must provide documentation of tax-exempt status, if applicable.
- **Subscription Term:** For digital product license purchases, the duration of access being purchased based on the product license selection outlined in the Quote above will be considered the Subscription Term.
- **Term Dates:** Subscription Terms are aligned to an academic year calendar and will start as of the next upcoming academic year following the receipt of a Purchase Order, unless otherwise requested by Customer. All product licenses will have the same start and end dates aligned with the Subscription Term.
- **Unused Licenses:** All product licenses must be used within the purchased Subscription Term. Unused licenses during the purchased Subscription Term are not refundable or eligible for credit.
- **Licensing Add-ons:** If purchasing additional license quantities and/or licensing level upgrades to be added onto an existing base of product licenses, the additional quantities and/or upgrades will be applied beginning with the currently active Subscription Term, unless otherwise requested by Customer. All product licenses must maintain the same start and end dates aligned with the Subscription Term, with any additional quantities and/or upgrades matching the current expiration date of the existing Subscription Term in place.

Thank you for your business!