

**PROPOSAL TO ADOPT A TEXTBOOK AND/OR REQUIRED CURRICULUM MATERIALS - DISTRICT INITIATED**

**Proposal Request Information**

Prior to filling out this form, please read the following with pertinent policies and procedures regarding textbook and/or required curriculum materials adoption initiated by district departments for the purposes of school selection and use. Please coordinate with the Curriculum, Instruction, and Professional Growth department to ensure the process is followed correctly.

This process is aligned with the DCSD Board of Education’s policy IJ, specifically “*Review and recommendation procedures shall be established by the Superintendent and shall include appropriate input from curriculum specialists, teachers, administrators, parents, and community members after providing reasonable notice and access to such materials for the community and Board of Education.*”

In addition the following definitions from IJ policy are as stated:

- “Textbooks” shall mean the major information resource(s) both digital and bound materials provided in multiple copies for use by a total class or a major portion of such class.
- “Required curriculum materials” shall include print and non-print resources such as software, Web-based products, assigned titles of literature or kits that are integral to a course or curriculum content area and required for whole class student use.

The Review team is to be made up of...

- 1 member from the DCSD district department initiating the adoption
- 1 school administrator in DCSD (principal, assistant principal, dean or PLS) (grade level(s) appropriate to the adoption of the textbook and/or required curriculum materials)
- 2 teachers from schools in DCSD (grade level(s) appropriate to the adoption of the textbook and/or required curriculum materials)
- 1 parent/community member (Ex, from DAC, SAC or other parent groups)
- 1 IT representative

**Section I**

To be filled out by Lead Requestor:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

District Department Name	Curriculum, Instruction, & Assessment	
Date	March 1, 2021	
Lead Requestor’s Name	Rachel Brown	
Email address	rdbrown@dcsdk12.org	
Phone number		
<b>Additional Proposal Review Team Members</b>	<b>Reviewer’s Name</b>	<b>Contact Information - email</b>
School Administrator	Chris Stairs	cdstairs@dcsdk12.org
Teacher 1	3rd- Annalise Timaji	amtimaji@dcsdk12.org
Teacher 2	5th- Jennifer Taft	jлтаft@dcsdk12.org
Teacher 3	1st- Kinner	kpkinner@dcsdk12.org
Parent/Community Member	Chester Shaw	shaw chester@yahoo.com
IT Representative	Mark Blair	mablair@dcsdk12.org

**Ib. BOOK INFORMATION**

Title of proposed text	Learn Zillion & EL Education Modules (K-8), Skill Block (K-2), & All Block (3-5)																
Author (s)	EL Education																
Publisher	EL Education																
Edition	2nd edition																
ISBN number	3rd Modules- ISBN- 978-1-68362-391-5 1st grade skills block ISBN - 978-1-64573-163-4																
Copyright date	2017 for 3rd Modules (3-5th) 2019 for 1st grade skills block (K-2)																
Subject area in which textbook/required curriculum materials will be used	ELA and multidisciplinary																
Grade level(s) the Textbook/Required Curriculum Materials are for	K-6 ELA (Science and Soc. Studies is integrated but not comprehensive, additional resources would be necessary for to address all Science and Social Studies standards)																
School or district cost for purchasing the textbook/required curriculum materials?	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>1 Year: Price Per Student</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>\$34</td> </tr> <tr> <td>1</td> <td>\$44</td> </tr> <tr> <td>2</td> <td>\$44</td> </tr> <tr> <td>3</td> <td>\$49</td> </tr> <tr> <td>4</td> <td>\$49</td> </tr> <tr> <td>5</td> <td>\$49</td> </tr> <tr> <td>6</td> <td>\$69</td> </tr> </tbody> </table> <p>\$260 per K-5 teacher. \$445 per 6th grade teacher</p>	Grade Level	1 Year: Price Per Student	K	\$34	1	\$44	2	\$44	3	\$49	4	\$49	5	\$49	6	\$69
Grade Level	1 Year: Price Per Student																
K	\$34																
1	\$44																
2	\$44																
3	\$49																
4	\$49																
5	\$49																
6	\$69																
Dates the textbook/required curriculum materials information was displayed at the district office and posted on the district website? (2 week min.)	March 1-April 20, 2021																
Date the textbook/required curriculum materials was communicated to a parent group for a volunteer to be on the review team? (Please name the group and date)	March 24, 2021 SAC/PTO																

### Ic. RATIONALE

Please provide a brief rationale explaining the decision to include this text in the curriculum.

After reviewing programs from the CDE approved [Core Programming](#) list as part of the READ Act, the DCSD literacy team decided to move forward with approving this program. Its strength with foundational skills, vocabulary, comprehension, fluency, and writing make it a solid core program option for our schools.

### Id. ALIGNMENT WITH DCSD'S CURRICULUM

Please write a detailed description of how the textbook/required curriculum materials **aligns to DCSD's Curriculum** (Colorado Academic Standards (CAS) and Essential Skills):

*(Please cite the CAS Grade Level Expectations and if applicable, the Evidence Outcomes (EOs) the textbook/required curriculum materials will help address).*

The CDE did a comprehensive evaluation of this program in regards to K-3 Colorado Academic Standards K-3: Reading for All Purposes in support of the READ Act. For more information on CDE's review of the program, please view [their overview](#).

Furthermore, EL Education has provided a standards alignment for the Skills Block ([K-2](#)). In addition, it has provided a [Curriculum Map](#), which will also help understand standards alignment.

***EL education has done this important work for us. Instead of being curriculum designers ourselves, the organization has created this work to encompass the standards within this important work.***

### Ie. SCHOOL LEVEL IMPLEMENTATION CONSIDERATIONS

Please provide schools with implementation considerations to follow in the event a DCSD school decides to purchase and use the textbook/required curriculum materials with students. This can include implementation steps (getting started with the resource, implementation teams, monitoring the implementation, student data collection), professional development, district contacts for support and teaching and learning best practices.

**Pine Lane Provided Implementation Considerations:** This year has been the year of getting started with implementation. Covid added some challenges with maintaining our scope and sequence but luckily this platform is also a great digital resource and has served to help tremendously. We began in the spring of 2020 with learning the site of learn zillion with our EL building designer. We provided staff development for the grade levels participating in this curricular lift as well as a site observation with support from our EL coach. In the fall of 2020 teachers began to implement the new skills block. We are planning for two more upcoming trainings to support next steps for skills block this spring. We are also going to be sharing a walk through tool for teacher reflection and collect data around implementation this spring to drive our upcoming and continued professional development. = Our contact for support is our building designer for EL education, Carrie Cobb.

**CDE Provided Implementation Considerations:**

- Review Comments - Phonics instruction is structured and includes differentiated small group instruction, an appropriate skill progression and opportunities for practice in decodable text. Engagement texts paired with appropriate decodable readers are a unique strength of the program. It is important to note that the scope and sequence for phonological and phonemic awareness is not clearly defined, although lessons provide evidence of a clear progression. The program would be enhanced by the inclusion of a clear instructional routine for phonic blending, a defined scope and sequence for phonological and phonemic awareness skills and practice with phoneme segmentation beyond three phoneme words.
  - EL Education response: The scope and sequence for phonological and phonemic awareness can be found in the K–2 Standards and Targets: Reading Foundations Standards and Language Standard 2. Although the Reading: Foundational Skills standards for Kindergarten do not require students to practice with phoneme segmentation beyond three phoneme words, during differentiated small group instruction, students work at their specific level according to benchmark assessments. Therefore, if students are ready to practice with phoneme segmentation beyond three phoneme words in Kindergarten, they will be provided with this opportunity. Differentiated small group instruction happens daily.
- Review Comments: The materials for both EL Education and LearnZillion are available online. This curriculum is comprehensive only when both the skills blocks and the modules are utilized, at a minimum. It is important to note that organization of the program is complex, and the material is dense, so significant time is needed to review program materials and develop an understanding of the content, formatting and flow. Pacing suggestions are ambitious. For Colorado users, a guide to support critical components in each module or lesson would enhance the usability of the program. It is important to note that implementation of the module, skills block and Language Labs require a three-hour daily literacy block (Module and skills block alone require 120 minutes).
  - EL Education response: All of the standards are taught and assessed in the 60 minute Skills Block (structured phonics) and the 60 minute content-based Module lessons. The Labs, which are an additional 60 minutes, are designed to support students in oral language development, and making meaning through personal connections with the content of the topics being studied. They are also designed to meet the specific characteristics of primary learners, which include learning through play, understanding the world through their bodies, seeking independence and mastery, and expressing themselves in complex ways. For a guide to support the curriculum, we recommended “Your Curriculum Companion” for Grades K-5 and utilization of the K-2 Foundational Skills Block Resource Manual.

**Professional Development:**

**EL Education** partners with schools and districts to offer responsive, accessible, and impactful professional development to meet diverse needs. Opportunities include:

- Strategic planning for district-wide curriculum implementation
- Comprehensive Virtual launch events for leaders, coaches, and teachers
- Module unpacking support
- Tools and training for implementation monitoring and data collection (continuous improvement in-real time, throughout the school year)
- Instructional coaching cohorts

- National institutes, conferences, and seminars
- Self-guided virtual learning

**Further Support:** For more information on professional development or implementation of this program, please contact a member of Curriculum, Instruction, & Assessment.

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## If. PROFESSIONAL REVIEWS

Please provide at least two (2) summaries of professional reviews from recognized educational organizations outside of DCSD with links that corroborate with the above rationale (Ex, State Level Reviews, [Edreports.org](http://Edreports.org), [CASEL Program Guides](#), etc)

### **EdReports**

EL Education Meet Expectations in all categories for all grade levels according to EdReports. For more information on the full review, please check out the [review on EdReports](#).

### **CDE**

EL Education “Meets Expectations in all reading components...Phonics instruction is structured and includes differentiated small group instruction, an appropriate skill progression and opportunities for practice in decodable text. Engagement texts paired with appropriate decodable readers are a unique strength of the program” [CDE](#).

**SECTION II: Review Team Information**

Each review team member will complete an individual section for a formal review of the Textbook/Required Curriculum Materials based on your stakeholder perspective. All members of the review team **MUST review** the proposed Textbook/Required Curriculum Materials prior submission to the DCSD Chief Academic Officer.

**IIa. EVALUATION of Textbook/Required Curriculum Materials (to be completed by the district department lead requestor)**

<b>The proposed textbook/required curriculum materials...</b>	<b>Y/N</b>	<b>Examples/Justification</b> Please be specific and provide examples if applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	The content of the texts are at both the interest level and developmental level for students K-6. It provides diversity in texts as well as levels through structured literacy.
develops essential knowledge and skills	Y	EL Education provides multiple opportunities for students to show mastery on all Colorado Academic Standards. In addition, it provides lessons that support the application of essential skills.
provides breadth and depth of content	Y	Since the program spirals through the Colorado Academic Standards, it allows students the opportunity to go more in depth with that skill each time they apply it in class. In addition, the inclusion of science, social studies, and a variety of cultures creates a breadth of experiences for students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The texts offer opportunities to teachers to connect to Colorado Academic Standards for Science and Social Studies, which provides students opportunities to master skills in other subject areas.
the information in the text includes a variety of cultural perspectives.	Y	EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them real opportunities to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation upon which the entire curriculum rests.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them real opportunities to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation upon which the entire curriculum rests.
the text reflects the current research in the content area.	Y	With current research supporting the need for structured literacy, EL Education has embraced that and created a comprehensive core program that is

		supported by current research and renowned researchers.
<b>Recommend textbook for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Iib. EVALUATION of Textbook/Required Curriculum Materials (to be completed by School Administrator)**

<b>The proposed textbook/required curriculum materials...</b>	<b>Y/N</b>	<b>Examples/Justification</b> Please be specific and provide examples if applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This curriculum is comprehensive and provides age appropriate instruction literacy skills in both reading and writing for grade K-8. It provides solid examples of high quality work, opportunity to read and understand grade level text. It also provides exposure to meaningful and engaging science and social studies content. This focus builds background knowledge for students systematically and promotes increased reading comprehension as the student progress through the grades. This curriculum also accommodates for differentiation and foundational literacy skills through the Skills Block for K-2 (Explicit Phonics Instruction) and All Block (Targeted small group instruction for 3-5). These curricular systems help to ensure that students gain a strong phonics skills that help them read fluently with a greater opportunity for comprehension and enjoyment of reading as well as opportunity for teachers to address specific needs individually and in groups.
develops essential knowledge and skills	Y	EL Education has a systematic scope and sequence that not only guides the curriculum but equips teacher with a strong understanding of how students learn to read and write. This broader perspective empowers teachers to better diagnose learning struggles and appropriately intervene.
provides breadth and depth of content	Y	The pacing of each unit is appropriate and allows for deep thinking and ample practice of the targeted skills.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This curriculum does this very well. Each module is centered around a theme. It is well paced and taps into children's natural curiosity. It emphasizes the purpose of reading to understand and the ability to communicate. It drives home the importance of those skills outside the walls of school.
the information in the text includes a variety of cultural perspectives.	Y	Equity and a multicultural perspective is a central tenant of EL Education's work. Additionally Habits of Character are emphasized through out the curriculum. This helps perpetuate a commitment to kindness, respect, and appreciation toward all people regardless of differences.
the text has been reviewed in regard to respecting gender,	Y	See comment above.



ethnic and racial uniqueness, similarities and interdependence.		A tangible example of this is a 5th grade module that centers around the theme, “Stories of Human Rights”
the text reflects the current research in the content area.	Y	EL Education is not primarily a curriculum writing company. Their commitment is to improving school’s and learning outcomes for all students. This curriculum is steeped in research. For more information on the researching backing the curriculum you can look through their <a href="#">Curriculum Companion</a> .
aligns with the <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	EL Education has ensured that all ELA standards are systematically addressed at each grade level. While Science and Social Studies is integrated strongly, this is not a comprehensive Science and Social Studies curriculum. Teacher’s do need to be mindful to provide additional instruction around any Science and Social Studies standards that are not addressed in the curriculum. I do believe the integration of multiple disciplines is a huge strength.
<b>Recommend textbook for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**d. EVALUATION of Textbook/Required Curriculum Materials (to be completed by a Teacher #2)**  
**1st grade**

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	The Learn zillion platform provides primary students with the necessary phonics skills needed in learning to read. The EL SKills block provides a structured curriculum to teach phonics, high frequency words, and decoding skills - all of which are needed when learning how to unlock the code of language as students learn to read. There are supplemental resources to reteach handwriting and syllabication if needed.
develops essential knowledge and skills	Y	The skills block teaches and assesses the foundational skills needed in learning to read, write, decode, and spell words. IT provides lessons for whole group instruction, and allows for differentiation to meet the needs of all learners in a classroom.
provides breadth and depth of content	Y	<p>The first grade year begins with a review of phoneme and grapheme representation of letters and words. We focus on decoding and encoding words with 3 or 4 phonemes. Then we move to consonant blends and digraphs, and the FLOSS ( -ll, n-ss)rule. Next, we learn about silent e rule, closed and open syllables, and one or two syllable words. Our last unit focuses on r-controlled words and vowel teams. By the end of the year, students should be able to demonstrate an understanding of the spoken word, syllables and sounds; know and apply phonics skills they learned to new word they read, and read with accuracy and fluency to support comprehension They should also be able to apply conventions to their writing to properly write and spell words.</p> <p>Using LearnZillion for the Skills Block has been really helpful in providing teachers new to the curriculum with more than enough information and resources to carry out the lesson., The plans are specific, well thought out and appropriate for our students. There are many options to make it work in every classroom, too. Its not a one size fits all - but rather a system that can</p>

		adapt to meet the needs of all learners.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Throughout the lessons, we are making connections to other texts, to ourselves and our experiences, and to things we know around the world. This week, our decodable reader was about a boy getting his tonsils out. We discussed where your tonsils are in your mouth, what it feels like to be scared, and our favorite ice cream flavors - all connections we made through the short booklet. Every week is like this - using the engagement text, reading the story together, and focusing on the high frequency words in the book.
the information in the text includes a variety of cultural perspectives.	N	The decodable books follow the story of a family with two brothers and a young sister throughout the year. They provide a connection to other families, but there is not a variety of other cultural perspectives.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Rigorous research and ratings show that the EL Education K-8 Language Arts curriculum, when combined with professional development, works to transform student achievement. Here's the website for reviews, testimonials, and case studies <a href="https://curriculum.eleducation.org/results-and-reviews">https://curriculum.eleducation.org/results-and-reviews</a>
the text reflects the current research in the content area.	Y	See website for research : <a href="https://curriculum.eleducation.org/results-and-reviews">https://curriculum.eleducation.org/results-and-reviews</a>
aligns with the <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	When taking the CDE coursework for Reading this semester, everything we learned about had connections to the EL Skills Block. The words that play fair / word that don't play fair - for high frequency words was the same language learned in the EL skills block. The phonics is also taught with the same language that is in the CDE coursework.
<b>Recommend for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**IId. EVALUATION of Textbook/Required Curriculum Materials (to be completed by a Teacher #2) 3rd grade**

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	The curriculum is rigorous, has science and social studies connections and it meaningfully implements writing. It also provides significant background knowledge for students. The students are engaged throughout the lessons and a variety of strategies are used to make sure the rigor is appropriate. Scaffolding is also provided within the lessons to ensure student success.
develops essential knowledge and skills	Y	While using this curriculum, I have noticed tremendous growth in my students. Their writing and critical thinking skills have improved. The content also allows for students to become experts in a topic and this allows them to dig deeper as well as practice their critical thinking skills.
provides breadth and depth of content	Y	For example, we just finished a module on frogs and life cycles. The module started out with a specific frog and digging deep into the characteristics, life cycle and adaptations for that frog. Then we moved onto other frogs, while still focusing on one big idea. Each lesson related to the big idea and the culminating project at the end allowed students to show their expertise on the subject.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Each module has a culminating project that connects everything they have learned throughout the module. It purposefully builds background knowledge that allows the students to have a strong foundation on the subject. A variety of texts are used that are complex. The modules also tie in real world experience and events to make the content meaningful to students.
the information in the text includes a variety of cultural perspectives.	Y	The first and fourth module provide a vast variety of cultural perspectives. For example, the first module is all about reading challenges and focuses on how different cultures and countries around the world access education through books. The fourth module discusses water, and how many people lack access to freshwater.

		Geography is tied in throughout the units as well and we look at where the stories take place and what life is like in those areas.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	A wide variety of texts are used within each module through diverse books and articles.
the text reflects the current research in the content area.	Y	The content uses up to date, engaging strategies to help the students master the content and work on their critical thinking.
aligns with the <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	The Colorado Academic Standards are used throughout this curriculum in reading and writing. For science and social studies, several of the standards are also covered within this curriculum.
<b>Recommend for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**IId. EVALUATION of Textbook/Required Curriculum Materials (to be completed by a Teacher #2) 5th grade**

<b>The proposed textbook/required curriculum materials...</b>	<b>Y/N</b>	<b>Examples/Justification</b> Please be specific and provide examples if applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	
develops essential knowledge and skills	Y	I feel that the modules allow for a deep knowledge of essential knowledge and skills.
provides breadth and depth of content	Y	Students spend ample time with each module, not only to skim skills, but really dive into the content and the skills students are expected to know. It is amazing to see and hear the thinking the students develop within the modules.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students are given countless opportunities to create meaning and make relevant connections.
the information in the text includes a variety of cultural perspectives.	Y	
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	
the text reflects the current research in the content area.	Y	
aligns with the <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	All CAS are covered over the course of all 4 grade level modules.
<b>Recommend for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**IIe. INPUT of Textbook/Required Curriculum Materials (to be completed by parent/community member representative)**

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	The lesson(s) on human rights was appropriate for my 5th grader.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Working with my child on EL Module 1, the focus on Human Rights and reading the book, Esperanza Rising was helpful with connecting to other knowledge and experience as well as helping to create meaning.
the information in the text includes a variety of cultural perspectives.	Y	
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	
aligns with the <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	
<b>Recommend for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**III. EVALUATION of Textbook/Required Curriculum Materials (to be completed by IT Representative)**

The proposed textbook/required curriculum materials...	Y/N	Comments
meets privacy act requirements	Y	Students under 13 may use LearnZillion only if their parent or legal guardian has given permission to their teacher or school.
vendor has signed <i>Data Protection Addendum</i>	N	
<b>Recommend for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No


**SECTION III: District Level Process Review**

Criteria Process Review	CIPG Director Initials
The Textbook/Required Curriculum Materials adoption process has been followed.	EM
Sections I & II are complete.	EM
Notice was provided on the district website and the Textbook/Required Curriculum Materials was available in the district office for a minimum two weeks prior to approval.	EM
Does the Curriculum, Instruction, and Professional Growth department support the adoption of this Textbook/Required Curriculum Materials?	EM




**SECTION V: Signatures/Approvals**


**Va.**

Does the evaluating <b>Lead Requestor</b> recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 2, 2021</u>	✓	
Lead Requestor Signature <u> Rachel Brown (Apr 2, 2021 16:41 MDT)</u>		



**Vb.**

Does the evaluating <b>School Administrator</b> recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 5, 2021</u>	✓	
School Administrator Signature <u> Chris Stairs (Apr 5, 2021 13:27 MDT)</u>		


**Vc.**

Does the evaluating <b>Teacher #1</b> recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 5, 2021</u>	✓	
Teacher (#1) Signature <u> Annalise Timaji (Apr 5, 2021 08:47 MDT)</u>		

**Vd.**

Does the evaluating <b>Teacher #2</b> recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 2, 2021</u> <u>Apr 6, 2021</u>	✓	
Teacher (#2) Signature <u> Jennifer Lynn Taft (Apr 2, 2021 17:13 MDT)</u> <u> Kristin Kinner (Apr 6, 2021 12:50 MDT)</u>		

**Ve.**

Does the evaluating <b>Parent/Community Member</b> recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 2, 2021</u>	✓	
Parent/Community Member Signature <u> chester shaw (Apr 2, 2021 17:09 MDT)</u>		

**Vf.**

Does the <b>IT Representative</b> recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 2, 2021</u>	✓	
IT Representative Signature <u>Mark Blair</u>		

**Vg.**

Does the <b>CIPG Director</b> certify that the information on this form accurately reflects the process followed at the district level.	YES	NO
Date <u>Apr 3, 2021</u>	✓	
CIPG Director Signature <u>Erica Mason</u> <small>Erica Mason (Apr 3, 2021 06:13 MDT)</small>		

**Vh.**

Does the <b>DCSD Chief Academic Officer</b> support adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 6, 2021</u>	✓	
Chief Academic Officer Signature <u>Mathias Reynolds</u> <small>Mathias Reynolds (Apr 6, 2021 11:14 MDT)</small>		

**SECTION VI: Superintendent's Approval**

**SUPERINTENDENT'S APPROVAL**

Does the Superintendent approve adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 2, 2021</u>	✓	
Superintendent Signature <u>Corey J. Wise</u> <small>Corey J. Wise (Apr 2, 2021 20:44 MDT)</small>		

**SECTION VII: Board of Education Approval**

**BOARD OF EDUCATION APPROVAL**

Does the Board of Education approve adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date _____		
Board of Education Signature _____		

**OFFICE USE**

	DATE	INITIALS
Approved Textbook/Required Curriculum Materials list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIPG folder on District server		