

**NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL**

**Proposal Request Information**

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) with pertinent policies regarding novel selection and adoption.

|   |            |
|---|------------|
| FOR DISTRICT USE ONLY<br>FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS: | 5th and up |
|---|------------|

**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

|                                    |                        |                                    |
|------------------------------------|------------------------|------------------------------------|
| School                             | Ranch View             |                                    |
| Date                               | 9/3/2021               |                                    |
| Requesting Educator                | Erin Isley             |                                    |
| Email address                      | ecisley@dcsdk12.org    |                                    |
| Phone number                       | 303-482-6681           |                                    |
| <b>Proposal Review Team Member</b> | <b>Reviewer's Name</b> | <b>Contact Information - email</b> |
| District Coordinator               | Tracie King            | tking@dcsdk12.org                  |
| Colleague                          | Ann Rhinehart          | ann.rhinehart@dcsdk12.org          |
| Parent #1                          | Heather Burkhardt      | hburkhardt@dcsdk12.org             |
| Parent #2                          | Lisa Wilkesheski       | lisa.wilkesheski@gmail.com         |

**Ib. BOOK INFORMATION - Heather Burkhardt**

|                        |                         |
|------------------------|-------------------------|
| Title of proposed book | Refugee                 |
| Author (s)             | Alan Gratz              |
| Publisher              | Scholastic Press        |
| Edition                | 1st                     |
| ISBN number            | Hardback: 9780545880831 |
| Copyright date         | 2017                    |

|   |  |
|---|--|
| Course and/or subject area in which work will be used   | This book will be used for our schoolwide SEL reading to address the themes of grit, hope, and family. |
| Grade level(s)  | 7th & up   |
| Dates the book information was displayed at the school and posted on the school's website (2 week min.) | September 30 - October 15, 2021  |
| Date the book was communicated to the School Accountability Committee?                                  | September 27, 2021   |

**Ic. NOVEL DESCRIPTION - Isley**

Refugee is a book that follows the lives of 3 individual pre-teens as their families flee their home country to escape various dangerous situations. Josef is a Jewish boy whose family sets sail to Cuba during WWII, Isabel is a girl whose family boards a raft to reach the United States in 1994, and Mahmoud is a boy whose family escapes fighting in Syria in 2015 in hopes of reaching Europe via boat. All three characters face the same challenges of keeping their family together and holding out hope while they journey to a new land they intend to call home.

**Id. ALIGNMENT WITH DCSD'S CURRICULUM - Isley**

Please write a detailed description of how the novel **aligns to DCSD's Curriculum - Colorado Academic Standards (CAS) and Essential Skills:**

**Reading For all Purposes, Standard 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.**

*7th Grade Level Expectation: 1. Analyze the connections between interrelated literary elements to understand literary texts.*

Evidence Outcomes

Students Can: a. Use Key Ideas and Details to:

- i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)

Refugee will provide students with ample practice on this standard as they will have the opportunity to make inferences about the character's actions based on plot, dialogue, and indirect characterization used throughout the novel.

- ii. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)

This novel is rich in character growth and lessons and will provide students with the opportunity to create relevant themes that apply not only to the story, but to other universal experiences and perhaps

their own lives. Students will be able to track the main character’s growth by summarizing the story in order to analyze how he develops throughout the text.

- iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)

The author’s use of story elements and literary techniques such as characterization, plot, foreshadowing, dialogue, setting, imagery, and figurative language will provide students with countless avenues to analyze the construction of an effective story.

### **CDE Comprehensive Health Standards**

*8th grade: Analyze internal and external factors that influence mental and emotional health.*

- Handle challenging situations constructively

### **Ie. RECOMMENDATIONS - =**

#### **Review #1**

*Kirkus Reviews starred (June 1, 2017)*

In the midst of political turmoil, how do you escape the only country that you’ve ever known and navigate a new life? Parallel stories of three different middle school-aged refugees—Josef from Nazi Germany in 1938, Isabel from 1994 Cuba, and Mahmoud from 2015 Aleppo—eventually intertwine for maximum impact. Three countries, three time periods, three brave protagonists. Yet these three refugee odysseys have so much in common. Each traverses a landscape ruled by a dictator and must balance freedom, family, and responsibility. Each initially leaves by boat, struggles between visibility and invisibility, copes with repeated obstacles and heart-wrenching loss, and gains resilience in the process. Each third-person narrative offers an accessible look at migration under duress, in which the behavior of familiar adults changes unpredictably, strangers exploit the vulnerabilities of transients, and circumstances seem driven by random luck. Mahmoud eventually concludes that visibility is best: “See us...Hear us. Help us.” With this book, Gratz accomplishes a feat that is nothing short of brilliant, offering a skillfully wrought narrative laced with global and intergenerational reverberations that signal hope for the future. Excellent for older middle grade and above in classrooms, book groups, and/or communities looking to increase empathy for new and existing arrivals from afar. Poignant, respectful, and historically accurate while pulsating with emotional turmoil, adventure, and suspense. (maps, author’s note) (Historical fiction. 10-14

#### **Review #2**

*Booklist (November 1, 2017 (Online))*

Grades 7-10. After the horror of Kristallnacht, Josef’s family knows it’s time to leave Germany. In 1994, Isabel hunts for gasoline for the homemade boat that will help her family and neighbors flee Cuba. In 2015, Mahmoud’s family is shell-shocked from the long war in Syria, hoping a perilous trek out of Aleppo can bring them to a more peaceful land. Gratz’s triptych of alternating refugee stories delivers a gut-wrenching look at the terror of escaping a homeland that offers only repression or death. The young narrators are strongly rendered players in their own family dramas. Josef details the betrayal of Jewish refugees on board the St. Louis, denied asylum by Cuba in 1939. Isabel recounts the shark attack on her flimsy boat in open waters. Mahmoud knows he will “never forget that feeling of paralyzing terror, of powerlessness” in the face of death and humiliation as he bravely soldiers on to Europe. Some readers may prefer to read each story sequentially rather than in separated chapters, but this is a haunting fictional treatment of historic events.

Review #3

*School Library Journal (July 1, 2017)*

Gr 5-7-Gratz presents three interrelated stories about surviving. The tales center on children and their families who are driven from their homes by war, violence, and unrest. Josef must leave Nazi-controlled Germany with his mother, his sister, and his mentally broken father (just returned to them from Auschwitz). He sails across the Atlantic Ocean on the ill-fated St. Louis only to be turned away from Cuba and returned to Europe. Isabel and her family live in Cuba and escape on a makeshift raft during the exodus in the 1990s. They flee the repression and poverty of Fidel Castro's rule. Mahmoud, a Syrian boy, and his family seek refuge from the ongoing war and violence in their home city of Aleppo. They board a dinghy in order to cross the Aegean sea from Turkey to Greece. All the entries share elements of hardship, fear, and trauma and stress the power of love, family, and incredible sacrifice. Gratz, who is known for well-written and well-researched historical fiction, doesn't disappoint. His latest is timely and moving. VERDICT This compelling novel will help young people make sense of today's refugee crisis. Meant to be read, discussed, and shared widely. A first purchase.-Patricia Feriano, -Montgomery County Public Schools, MD © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc.

**SECTION II: Review Team Information**

Each review team member will complete an individual section for a formal review of the book based on your stakeholder perspective. All members of the site review team **MUST read** the proposed novel/book prior submission to the Curriculum, Instruction and Assessment Director.

**IIa. EVALUATION of Book (to be completed by requesting educator)** Erin Isley

| The proposed novel...   | Y/N  | Examples/Justification<br>Please be specific and give examples when applicable  |
|---|--|---|
| is appropriate for the <a href="#">following</a> grade level(s)                                   | Y  | There are themes that are appropriate for grade level 7 and above.  |
| requires parent permission for students to read the book?   | N  | Material is grade level appropriate.  |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y  | Refugee brings a first hand perspective to conversations about immigration to the United States, both from a historical and current events perspective. |
| actively engages students through the text  | Y  | The story hops from the lives of the three main characters, leaving the audience engaged and wondering what happens next.                               |
| facilitates learning that has long-term significance  | Y  | Refugee allows students to see situations from the perspective of others, leading to meaningful and long term learning.                                 |
| <b>Recommend novel for adoption</b>   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No |   |

**IIb. EVALUATION of Book (to be completed by District Coordinator) Tracie King**

| The proposed novel...   | Y/N  | Examples/Justification<br>Please be specific and give examples when applicable  |
|---|--|---|
| is appropriate for the <a href="#">following</a> grade level(s)   | Y  | Yes, all of the professional reviews rate the book appropriate for this grade level. Two of the reviews rate for ages 10 and up.  |
| requires parent permission for students to read the book?   | N  | The book is appropriate for this age group. Even though the themes are difficult they are situations and subjects that will help the students develop empathy for people that are refugees or immigrants and what they have to go through to find safety and a place to live.   |
| allows students to create meaning and make relevant connections to other knowledge and experience                   | Y  | This book will give students a glimpse of the plight of Jewish people in Germany during World War II, Cubians trying to escape and relocate in the 1990s, and Syria more recently. The three stories are similar in how devastation of war and civil conflicts impact a vast number of people and the lengths they go to find safety and refuge for their families.               |
| actively engages students through the text  | Y  | Alan Gratz does a wonderful job pulling the reader into the stories and develops the characters to where the reader is deeply invested in their situation and their experiences.  |
| facilitates learning that has long-term significance  | Y  | This book gives the students a wonderful opportunity to participate in dialogue to deepen their understanding of what it is like to live in a country that you are forced to leave because you are unsafe. Reading the book will also allow them to have a bigger world view of what has gone on in other parts of the world and how it is very different from their daily lives. |
| aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills) | Y  | This novel should show students what resilience, persistence, and courage looks like in the face of very difficult circumstances.   |
| <b>Recommend novel for adoption</b>   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No |   |

**Iic. EVALUATION of Book (to be completed by a colleague) - Ann Rhinehart**

| The proposed novel...   | Y/N | Examples/Justification<br>Please be specific and give examples when applicable  |
|---|-----|---|
| is appropriate for the <a href="#">following</a> grade level(s)                                   | Y   | Scholastic reports the grade levels for <i>Refugee</i> as 6-9 grade with the Lexile measure to be 800L. The chapters are brief (about eight pages). Historical and current events are explained succinctly. The main characters are eleven and twelve years old, which allows students in these grade levels to relate to them.   |
| requires parent permission for students to read the book?   | N   | Although the book depicts harrowing and violent situations in each of the main character’s personal life and society, it also demonstrates the kindness and support they receive from a variety of people, including their family members. The sense of hopefulness and empowerment the book, <i>Refugee</i> , engenders overshadows the violence and dismay inherent in the three historical settings. The stories do often grab the reader by the heart, so classroom discussions would be helpful to process the book. |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y   | By setting the book in Germany in the World War II era, Cuba in the 1990s, and Syria in recent years, students will be challenged to synthesize their knowledge of WWII and the Holocaust with more recent events and the plight of people caught in the devastation of civil conflicts around the world.   |
| actively engages students through the text  | Y   | The author engages the reader in every chapter through the description of harrowing stories in each of the main characters’ lives. By explaining the perspectives and emotions of these three characters, students will empathize with them throughout the book.  |
| facilitates learning that has long-term significance  | Y   | By reading this book, students will develop historical empathy, which will impact how they view past and current events. Historical empathy also provides students a meaningful way to connect personally with relevant events and people, which will impact students indefinitely. The book, <i>Refugee</i> , will deepen our students’ understanding of vital present-day events and issues, by explaining the multiple causes and  |

|   |   |   |
|---|---|---|
|   |   | effects of migration. How the book presents three distinct circumstances and eras will prompt students to synthesize and compare/contrast this information.   |
| aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills) | Y | Reading for All Purposes<br>History 2: The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another. (7th grade)<br>Geography 2: Regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions. (7th grade) |
| <b>Recommend novel for adoption</b>   |   | <input checked="" type="checkbox"/> Yes (x)<br><input type="checkbox"/> No  |

**IId. EVALUATION of Book (to be completed by Parent #1) - Heather Burkhardt**

| <b>The proposed novel...</b>  | <b>Y/N</b> | <b>Examples/Justification</b><br>Please be specific and give examples when applicable  |
|---|------------|--|
| is appropriate for the <a href="#">following</a> grade level(s) 7/8                               | Y          | The book is well written and award winning. It has historical and geopolitical content that is valuable to students. Many middle school students read and enjoy this book.   |
| requires parent permission for students to read the book?   | Y          | I found the book very depressing and had to take breaks from the heavy subject matter. Some students may have adverse emotional responses to the content.  |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y          | The three storylines of the characters- Josef, Isabel and Mahmoud create a very rich tapestry of different historical events and cultures. Students gain meaning by learning about history and current events through the eyes of a fictionalized child about their age. This novel is a classic historical fiction book for young adults. |
| actively engages students through the text  | Y          | The book is engaging and I enjoyed the three storylines and how they tie together at the end. It is a long read at 352 pages. Some students may lose interest and have a hard time getting through the entire book. Maybe best for honors, advanced or above average readers.  |



|  |  |  |
|--|--|--|
| facilitates learning that has long-term significance | Y  | Refugee is a novel that will stick with you. It has long term significance with its historical references and first hand accounts of fictional characters being displaced from their homeland. I found the book very realistic and had to remind myself several times that it was a work of fiction. The plight of refugees worldwide is a significant issue that students and all people can empathize with and gain understanding about the journey and perspective of others. |
| <b>Recommend novel for adoption</b>                  | <input checked="" type="checkbox"/> Yes x<br><input type="checkbox"/> No |  |

**IIe. EVALUATION of Book (to be completed by Parent #2) - Lisa Wilkesheski**

| <b>The proposed novel...</b>  | <b>Y/N</b>  | <b>Examples/Justification</b><br>Please be specific and give examples when applicable   |
|---|---|---|
| is appropriate for the <a href="#">following</a> grade level(s)                                   | Y   | Yes, I believe the book is appropriate for the grade level.   |
| requires parent permission for students to read the book?   | N   | I do not think this book would require parent permission before reading, however, I do think the themes in this book may lead to students wanting to converse with adults about their reactions to the topics                                   |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y   | This story is a great example of historical fiction following three different young refugees' journeys. I think the parallel in age of the middle school readers to the characters will allow students to derive meaning and make connections.  |
| actively engages students through the text  | Y   | The story is very engaging, especially in the way it flips back and forth from all three characters' narration and then ties the characters together in the end. It is a little long, so I think the book needs to be given to a strong reader. |
| facilitates learning that has long-term significance  | Y   | This is the type of story that readers can empathize with and will stay with them for a long time. It also gives great insight into history of three different times periods in and engaging way.   |
| <b>Recommend novel for adoption</b>   | <input checked="" type="checkbox"/> xYes<br><input type="checkbox"/> No |   |

**SECTION III: Requestor/Educator & District Coordinator Level Process Review - All**

**IIIa. Grade Level Recommendations (to be collaborated on between Requesting Educator & District Coordinator based on recommendations made by the review team)**

Place initials in the columns indicating level of recommendation. Complete by initialing for every grade level indicated on the chart below. Please include justification if necessary for the level(s) of recommendation below the chart.

**Note: If approved by the Board of Education, this novel can be used by all educators in DCSD. Please consider the use of this book for all PK-12 grades, not just the grade or content you teach.**

| Grade level | Recommended | Recommended: Requires parent notification and consent: The novel/book may contain some mature content and themes | Not Recommended: Content inappropriate for grade level(s) |
|-------------|-------------|--|---|
| PK/K        |             |  | tk, EI  |
| 1           |             |  | tk, EI  |
| 2           |             |  | tk, EI  |
| 3           |             |  | tk, EI  |
| 4           |             |  | tk, EI  |
| 5           | tk, EI      |  |   |
| 6           | tk, EI      |  |   |
| 7           | tk, EI      |  |   |
| 8           | tk, EI      |  |   |
| 9           | tk, EI      |  |   |
| 10          | tk, EI      |  |   |
| 11          | tk, EI      |  |   |
| 12          | tk, EI      |  |   |

**IIIb. CIA PROCESS REVIEW**

|  |                      |
|--|----------------------|
|  | District Coordinator |
| Sections I & II are complete.  | tking                |
| Building administrator has reviewed the proposal.  | tking                |
| The novel was on display at the school for two weeks.  | tking                |
| Information about the novel was available on the district's and school's website for two weeks prior to being submitted to the district coordinator. | tking                |
| Information about the novel was shared with the School Advisory Council.   | tking                |

**SECTION IV: District Level Process Review**

**IV. DISTRICT LEVEL REVIEW** (to be completed by the Director CIA)

|   |                       |
|---|-----------------------|
|   | CIA Director Initials |
| The novel adoption process has been followed.   | EM                    |
| The novel was displayed in the school that is making the request.                                       | EM                    |
| The novel was displayed on the district website prior to approval.                                      | EM                    |
| Notice was provided and the novel was available in the district office for two weeks prior to approval. | EM                    |
| Does the District Coordinator and review team support adoption of this book?                            | EM                    |

**SECTION V: Signatures/Approvals**

**Va.**

|  |                                     |                          |
|--|-------------------------------------|--------------------------|
| Does the evaluating <b>Educator</b> recommend adoption of this book? | YES                                 | NO                       |
| Date <u>Oct 25 2021</u>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluating Educator Signature <u>Erin Isley</u>                      |                                     |                          |

**Vb.**

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| Does the evaluating <b>Colleague</b> recommend adoption of this book? | YES                                 | NO                       |
| Date <u>Oct 27 2021</u>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluating Colleague Signature <u>Ann Rhinehart</u>                   |                                     |                          |

**Vc.**

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| Does the evaluating <b>Parent #1</b> recommend adoption of this book? | YES                                 | NO                       |
| Date <u>Oct 28 2021</u>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluating Parent (#1) Signature <u>Heather Burkhardt</u>             |                                     |                          |

**Vd.**

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| Does the evaluating <b>Parent (#2)</b> recommend adoption of this book? | YES                                 | NO                       |
| Date <u>Oct 28 2021</u>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluating Parent (#2) Signature <u>Lisa Wilkesheski</u>                |                                     |                          |

**Ve.**

|  |                                     |                          |
|--|-------------------------------------|--------------------------|
| Does the evaluating educator's <b>Administrator</b> recommend adoption of this book? | YES                                 | NO                       |
| Date <u>Oct 28 2021</u>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Administrator Signature <u>Erin Kylla</u>  |                                     |                          |

**Vf.**

|  |                                     |                          |
|--|-------------------------------------|--------------------------|
| Does the <b>District Coordinator</b> certify that the information on this form accurately reflects the process followed at the site. | YES                                 | NO                       |
| Date <u>Oct 28 2021</u>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District Coordinator Signature <u>Tracie King</u>  |                                     |                          |

**Vg.**

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| Does the <b>CIA Director</b> support adoption of this book? | YES                                 | NO                       |
| Date <u>Oct 28 2021</u>                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| CIA Director Signature <u>Erica Mason</u>                   |                                     |                          |

**SECTION VI: Superintendent's Approval**

**SUPERINTENDENT'S APPROVAL**

|  |                                     |                          |
|--|-------------------------------------|--------------------------|
| Does the Superintendent approve adoption of this book? | YES                                 | NO                       |
| Date <u>Oct 28 2021</u>                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Superintendent Signature <u>Carey Wise</u>             |                                     |                          |

**SECTION VII: Board of Education Approval**

**BOARD OF EDUCATION APPROVAL**

|  |     |    |
|--|-----|----|
| Does the Board of Education approve adoption of this book? | YES | NO |
| Date _____   |     |    |
| Board of Education Signature _____                         |     |    |

**OFFICE USE**

|  | DATE | INITIALS |
|--|------|----------|
| Approved novel list updated (including recommended grade level)            |      |          |
| Approved form with BOE signatures scanned to CIA folder on District server |      |          |

## Document Details

|                    |                                  |
|--------------------|----------------------------------|
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## Document History

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|                           |  |  |
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