

**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](#) (scroll down to novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	11th and 12th
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**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	Castle View High School	
Date	12/2/22	
Requesting Educator Name	Gretchen Stulock	
Requesting Educator Email	gstulock@dcsdk12.org	
Novel Adoption School Process Manager Name	Jordi Owens	
Novel Adoption School Process Manager Email	jowens1@dcsdk12.org	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Debra Yarcho	dyarcho@dcsdk12.org
Colleague	Michael Schneider	mfschneider@dcsdk12.org
Parent #1	Lilly Reyes	jclillyhr@gmail.com
Parent #2	Juan Carlos Hernandez	lumbercart.woodwork@gmail.com

**Ib. BOOK INFORMATION**

Title of proposed book	Chronicle of a Death Foretold
Author (s)	Gabriel Garcia Marquez
Publisher	Vintage International

Edition	First Vintage International Edition, October 2003
ISBN number	0-394-53078-8
Copyright date	1982
Course and/or subject area in which work will be used	World Literature, Latin American Literature, AP Literature and Composition, IB Literature
Grade level(s)	11, 12
Lexil Level Score (If you are unsure, please visit <a href="https://hub.lexile.com/fina-a-book/search">https://hub.lexile.com/fina-a-book/search</a> )	1210L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	2/6/2023 - 2/20/2023
Date the book was communicated to the School Accountability Committee?	2/1/2023

**Ic. NOVEL DESCRIPTION**

Please write a brief description of the novel in your own words and how it relates to the content and age group of students using this proposed book.

Gabriel Garcia Marquez's *Chronicle of a Death Foretold* begins as the narrator returns to his hometown, years after the violent murder of Santiago Nasar. After her groom returns her to her family after their wedding, Angela Vicario's brothers, in the name of honor, seek revenge and plot to kill her first lover. While the story's chronology remains fuzzy and the facts scrambled, the commentary of morality and criticism of community inaction are clear.

*Chronicle of a Death Foretold* is a digestible first introduction to magical realism and the iconic work of Nobel Prize winner Marquez. The novel is rich in literary elements including figurative language, allusion, unconventional chronology, and complex characterization. This novel is a foundational text in the world of Latin American Literature and provides students at a variety of high school levels the chance to study and analyze complex literature. Specifically for Advanced Placement Literature and Composition students, *Chronicle of a Death Foretold* is a fundamental text in Latin American literature and its depth pushes even the closest readers to continually question their understanding and interpretations. This novel allows students to explore the genre of magical realism and push their thinking about truth and knowledge.

This text not only aligns with the Colorado State Standards for literature but also fulfills the College

Board's guidance that students read texts that allow them to reflect on a text's context -- both social and historical -- to inform their understanding and interpretation. Situated in Colombia where the Catholic church, traditional gender roles, and honor are foundational values, *Chronicle of a Death Foretold* provides students with ample opportunities to understand and appreciate such context. This text is a standard text in many International Baccalaureate and Advanced Placement classes across the globe and nation.

Finally, this text goes beyond a simple story with a clear message. Marquez challenges readers to delve deeper into the story and ask questions about responsibility, honor, community, and, ultimately, truth.

We were unable to find three professional reviews due to the age of the text. So we are providing information about IB and AP courses. This author is on both the IB approved author list and AP list. [International Baccalaureate prescribed reading list](#). The prescribed reading list -- as published by IB -- is a list of international authors from a variety of locations and time periods whose work can be used in the course. The titles are up to the teachers, but the authors are approved.

#### AP English Literature & Composition Book List

There is no required reading or book list for the AP English Literature exam, but the College Board provides a list of authors and poets with whom you should be familiar and whose work is of the caliber and density that you are expected to understand.

## Id. ALIGNMENT WITH DCSD'S CURRICULUM

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

*(Please cite the specific CAS Grade Level Expectations and if applicable, the Evidence Outcomes (EOs) the novel will help address).*

*Chronicle of a Death Foretold* aligns with DCSD's curriculum in a multitude of areas. While it easily aligns with many of the literature-focused standards, here are a few standards where *Chronicle of a Death Foretold* would fit better than other texts.

This novel aligns to the following Colorado Academic Standards and Evidence Outcomes:

**Read a wide range of literary texts to build knowledge and to better understand the human experience.**

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed)." (CCSS: RL.11-12.3).
  - The complex narrative structure of this text is unmatched by other texts currently on the approved book list. Marquez's sequencing of events impacts characterization, builds suspense, and contributes to the themes of the novel.
- Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact."

(CCSS: RL.11-12.5).

- Marquez's work is complex and nuanced in its nontraditional and non chronological plot structure, providing opportunities for students to reconsider what makes for a "good" plotline or arc.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)

### **Ie. RECOMMENDATIONS**

Three recommendations, referrals or reviews must be included. Please use professional reviews (reviews from the School Library Journal, Kirkus, Booklist, Publisher's weekly etc.). The District Library Media Center will be happy to direct you to these sources. List the sources of the reviews below and attach copies of all reviews.

#### Review #1

##### **Kirkus:**

*/\* Starred Review \*/* In this new novella by the Nobel Prize-winner, a Colombian-village murder 20 years in the past is raked over, brooded upon, made into a parable: how an Arab living in the town was assassinated by the loutish twin Vicario brothers when their sister, a new bride, was rejected by her bridegroom--who discovered the girl's unchastity. Cast off, beaten, grilled, the girl eventually revealed the name of her corrupter--Santiago Nassar. And, though no one really believed her (Nassar was the least likely villain), the Arab was indeed killed: the drunken brothers broadcasted their intentions casually; they went so far as to sharpen their murder weapons--old pig-sticking knives--in the town market; and the town, universal witness to the intention, reacted with epic ambivalence--sure, at first, that such an injustice couldn't occur, yet also resigned to its inevitability. As in *In Evil Hour* (1979) and other works, then, what Garcia Marquez offers here is an orchestration of grim social realities--an awareness that seems vague at first, then coheres into a solid, pessimistic vision. But, while *In Evil Hour* threaded the message with wit, fanciful imagination, and storytelling flair (the traits which have made Garcia Marquez popular as well as honored), this new book seems crammed, airless, thinly diagrammatic. The theme of historical imperative comes across in a didactic, mechanistic fashion: "He never thought it legitimate," G-M says of one character, ironically, "that life should make use of so many coincidences forbidden literature, so there should be the untrammelled fulfillment of a death so clearly foretold ." (Also, the novella's structural lines are uncomfortably close to those of Robert Pinget's *Libera Me Domine*.) So, while the recent Nobel publicity will no doubt generate added interest, this is minor, lesser Garcia Marquez: characteristic themes illustrated without the often-characteristic charm and dazzle. (Kirkus Reviews, April 1, 1983)

Review #2

**NEW YORK TIMES BOOK REVIEW**

Date: March 27, 1983, Sunday, Late City Final Edition Section 7; Page 1, Column 1; Book Review Desk

Lead: **CHRONICLE OF A DEATH FORETOLD**, By Gabriel Garcia Marquez. Translated by Gregory Rabassa. 120 pp. New York: Alfred A. Knopf. \$10.95.

Link: <https://archive.nytimes.com/www.nytimes.com/books/97/06/15/reviews/marquez-chronicle.html>

MURDER MOST FOUL AND COMIC

**Date:** March 27, 1983, Sunday, Late City Final Edition Section 7; Page 1, Column 1; Book Review Desk

**Byline:** By LEONARD MICHAELS; Leonard Michaels is the author of "Going Places," stories, and "The Men's Club," a novel.

**Lead:** **CHRONICLE OF A DEATH FORETOLD**, By **Gabriel Garcia Marquez**. Translated by Gregory Rabassa. 120 pp. New York: Alfred A. Knopf. \$10.95.

**GABRIEL GARCIA MARQUEZ** is known for his short stories and novels, especially "One Hundred Years of Solitude," which has magical vitality and a great abundance of remarkable characters and incidents. He is also known as the winner of the 1982 Nobel Prize for Literature. His new novel, "**Chronicle of a Death Foretold**," which is very strange and brilliantly conceived, is a sort of metaphysical murder mystery in which the detective, **Garcia Marquez** himself, reconstructs events associated with the murder 27 years earlier of Santiago Nasar, a rich, handsome fellow who lived in the Caribbean town where the author grew up. Thus, as a character in his own novel, **Garcia Marquez** interviews people who remember the murder and studies documents assembled by the court. He accumulates many kinds of data - dreams, weather reports, gossip, philosophical speculation - and makes a record of what happened first, second, third, etc. In short, a **chronicle**.

The murder of Santiago Nasar will stand among the innumerable murders of modern literature as one of the best and most powerfully rendered, superior even to the great, slow murder of Quilty in "Lolita," or the sensational and bathetic murder of the German soldier in "Mr. Sammler's Planet," or various murders in Camus, Sartre, Capote, Mailer and others. Flannery O'Connor's deftly stunning murders in "A Good Man Is Hard to Find" compete well against Gabriel Garcia Marquez, but she too is a genius of the uncanny and the banal.

Review #3

The Nobel Prize in Literature 1982 was awarded to Gabriel García Márquez "for his novels and short stories, in which the fantastic and the realistic are combined in a richly composed world of imagination, reflecting a continent's life and conflicts."

Swedish Academy - *The Permanent Secretary*

Press release

**The Nobel Prize in Literature 1982**

## Gabriel García Márquez

With this year's Nobel Prize in Literature to the Colombian writer, Gabriel García Márquez, the Swedish Academy cannot be said to bring forward an unknown writer.

García Márquez achieved unusual international success as a writer with his novel in 1967 (*One Hundred Years of Solitude*). The novel has been translated into a large number of languages and has sold millions of copies. It is still being reprinted and read with undiminished interest by new readers. Such a success with a single book could be fatal for a writer with less resources than those possessed by García Márquez. He has, however, gradually confirmed his position as a rare storyteller, richly endowed with a material from imagination and experience which seems inexhaustible. In breadth and epic richness, for instance, the novel, *El otoño del patriarca*, 1975, (*The Autumn of the Patriarch*) compares favourably with the first-mentioned work. Short novels such as *El coronel no tiene quien le escriba*, 1961 (*No One Writes to the Colonel*), *La mala hora*, 1962 (*In Evil Hour*), or last year's *Crónica de una muerte anunciada* (*Chronicle of a Death Foretold*), complement the picture of a writer who combines the copious, almost overwhelming narrative talent with the mastery of the conscious, disciplined and widely read artist of language. A large number of short stories, published in several collections or in magazines, give further proof of the great versatility of García Márquez's narrative gift. His international successes have continued. Each new work of his is received by expectant critics and readers as an event of world importance, translated into many languages and published as quickly as possible in large editions.

Nor can it be said that any unknown literary continent or province is brought to light with the prize to Gabriel García Márquez. For a long time, Latin American literature has shown a vigour as in few other literary spheres, having won acclaim in the cultural life of today. Many impulses and traditions cross each other. Folk culture, including oral storytelling, reminiscences from old Indian culture, currents from Spanish baroque in different epochs, influences from European surrealism and other modernism are blended into a spiced and life-giving brew from which García Márquez and other Spanish-American writers derive material and inspiration. The violent conflicts of a political nature – social and economic – raise the temperature of the intellectual climate. Like most of the other important writers in the Latin American world, García Márquez is strongly committed, politically, on the side of the poor and the weak against domestic oppression and foreign economic exploitation. Apart from his fictional production, he has been very active as a journalist, his writings being many-sided, inventive, often, provocative, and by no means limited to political subjects.

The great novels remind one of [William Faulkner](#). García Márquez has created a world of his own around the imaginary town of Macondo. Since the end of the 1940s his novels and short stories have led us into this peculiar place where the miraculous and the real converge – the extravagant flight of his own fantasy, traditional folk tales and facts, literary allusions, tangible, at times, obtrusively graphic, descriptions approaching the matter-of-factness of reportage. As with Faulkner, or why not Balzac, the same chief characters and minor persons crop up in different stories, brought forward into the light in various ways – sometimes in dramatically revealing situations, sometimes in comic and grotesque complications of a kind that only the wildest imagination or shameless reality itself can achieve. Manias and passions harass them. Absurdities of war let courage change shape with craziness, infamy with chivalry, cunning with madness. Death is perhaps the most important director behind the scenes in García Márquez's invented and discovered world. Often his stories revolve around a dead person – someone who has died, is dying or will die. A tragic sense of life characterizes García Márquez's books – a sense of the incorruptible superiority of fate and the inhuman, inexorable ravages of history. But this awareness of death and tragic sense of life is broken by the narrative's apparently unlimited, ingenious vitality which, in its turn, is a representative of the at once frightening and edifying vital force of reality and life itself. The comedy and grotesqueness in García Márquez can be cruel, but can also glide over into a conciliating humour.

With his stories, Gabriel García Márquez has created a world of his own which is a microcosmos. In its tumultuous, bewildering, yet, graphically convincing authenticity, it reflects a continent and its human riches and poverty. Perhaps more than that: a cosmos in which the human heart and the combined forces of history, time and again, burst the bounds of chaos – killing and procreation.

To cite this section

MLA style: Press release. NobelPrize.org. Nobel Prize Outreach AB 2023. Thu. 26 Jan 2023.

<<https://www.nobelprize.org/prizes/literature/1982/press-release/>>

**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)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	While the premise suggests sexual activity, there are no sexually explicit scenes in the story. While Santiago Nasar’s murder scene is descriptive, it is not inappropriate for upperclassmen and the focus remains on the town’s inaction rather than the murder itself.
requires parent permission for students to read the book?	N	This novel is relatively mild in its violence, language, and sexual scenes. It should not require a permission slip.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This novel is a great example of intertextuality as the story hints and alludes to other canonical texts including Shakespearean themes of jealousy, honor, and revenge, and the Bible with biblical allusions and Santiago as a Christ figure. The complexity of the characters and plot give students a plethora of opportunities to make connections with other texts. The novel also makes students consider the ways in which their own traditions and values can lead to or help avoid the erosion of community.
actively engages students through the text	Y	This novel is thrilling as students experience the mystery and suspense of figuring out the plot sequence. Marquez engages the reader by leaving them feeling helpless. Much like the townspeople, they know that Santiago Nasar will die but cannot do anything to stop it. The novel is compelling and asks readers to consider deep, existential questions about morality, community, and responsibility.
Gives an opportunity for all students to access	Y	Marquez’s novel is one that students can return to time and time again and each time they find new significance and meaning in the work. The themes of the novel inspire students to be reflective and critical

		<p>in assessing their own actions (and inactions) and can be a formative text in appreciating culture as a foundational context for literature and art. The text itself is quite short, making it more accessible to even reluctant readers. There is the potential to pair the original Spanish edition alongside an English version in class to ensure that students can access the novel.</p>
<p>Is in alignment with <a href="#">Board File ADB on Education Equity</a>, AND contributes to an inclusive culture for all students?</p>	<p>Y</p>	<p><i>Chronicle of a Death Foretold</i> is canonical in Latin America. Gabriel Garcia Marquez is the “godfather” of magical realism. His texts should be more widely taught, particularly in the state of Colorado where we have large populations of Latino students. This text is culturally inclusive of many Latino values and traditions. Including this text in classrooms that typically lean on Western Canon will provide necessary opportunities for representation of identities and diversity within our classrooms.</p>
<p><b>Recommend novel for adoption</b></p>		<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>



**IIb. EVALUATION of Book (to be completed by District Coordinator) Debra Yarcho**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Grades 11 & 12
requires parent permission for students to read the book?	N	This novel is relatively mild in its violence, language, and sexual scenes.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The novel has a wide range of genres and character depth that will help students to formulate their own meanings and draw connections from different experiences.
actively engages students through the text	Y	The length of this text is short and the author effectively describes all of the important details of the main characters and plot.
Gives an opportunity for all students to access	Y	This text will allow students to access their critical thinking skills and take away important life lessons.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	No content that might be questioned (sexual situations and violence) crosses into the realm of inappropriate for high school classes. The focus of these situations stays on a town’s reaction to these rather than gratuitous scenes. They drive a more nuanced, thematic discussion.
requires parent permission for students to read the book?	N	See comment above
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Much of this novel allows students to focus on social norms and values and their impact on a community. It can be an opportunity for them to evaluate their own communities. Additionally, the novel is rich with biblical and literary allusion, so students can make connections to much of their own reading.
actively engages students through the text	Y	The storytelling structure is much different than a traditional plot - even a traditional mystery. They may even be drawn into feeling powerless as they know how the mystery unfolds without the ability to stop it.
Gives an opportunity for all students to access	Y	Everyone, including teens, have been placed in difficult situations where they need to make tough decisions. It will allow them to see the connections between action (or inaction) - and the importance of being an upstander rather than bystander. Marquez allows each reader to make their own personal connections.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	The novel and writer are considered canon in Latin America. As our schools become more diverse, it is important that students can experience characters that resemble them and their culture. It is time for us to expand our canon to include a more diverse range of authors.
<b>Recommend novel for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	I would consider no scenes in this novel to be inappropriate for highschoolers. There is mention of a sexual situation and violence, however the author focuses primarily on the town's lack of attention to those actions, given the cultural norms of the town in the 1950s.
requires parent permission for students to read the book?	N	I, as a parent, feel comfortable allowing this book to be taught without the need of consent given its content in regards to the mild suggestiveness of violence and sexual acts.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	While reading this novel, students here in the U.S. can learn and gain a new found appreciation of latin-american cultural and social norms, dating back to the mid-twentieth century. Along with that, students will have the ability to make connections to other texts, through themes they are already familiar with, such as gender, economic status, religion, and social restrictions.
actively engages students through the text	Y	The plot of this novel is told by an anonymous narrator, which alone is enough to keep students on their toes, wondering who it could be. The story also unfolds in non-chronological order, creating tension between the book and the reader.
Gives an opportunity for all students to access	Y	The thematic messages in this novel have the power to inspire students to think critically about Latin American social and cultural norms all while diving into it through the lenses of religion, family, community, and gender roles. This text gives students the ability to feel a fresh sense of relatableness, given the redundancy of the literature that has been in our curriculums for decades.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**Iie. EVALUATION of Book (to be completed by Parent #2)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Yes it is appropriate for students at the High School level.
requires parent permission for students to read the book?	N	I'm a parent of two highschoolers, a senior and a junior, and I can say that this book does not require permission from a parent. I would love my kids to read this extraordinary novel.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	"Chronicles of a Death Foretold" is one of those novels whose reading does more than entertain the students, something that certainly has a lot of merit since we are presented with the outcome of the story right at the beginning of the work, guiding students to make reflections instantly. This work by Gabriel García Márquez touches on various elements of society that will certainly not leave anyone indifferent and will leave students thinking. It's a reading that will not only entertain them but will leave them pondering.
actively engages students through the text	Y	The story of this novel is told from the point of view of several characters which take us to the past, giving the audience a better vision of what happened the day Santiago Násar's life ended.  Having different points of view greatly enriches the story, in turn, making this approach attention-grabbing.
Gives an opportunity for all students to access	Y	It is very accessible, in fact it is one of Gabriel García Márquez shortest novels. With the magical realism students will likely forget they're reading for school altogether.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

**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			GS, DY
1			GS, DY
2			GS, DY
3			GS, DY
4			GS, DY
5			GS, DY
6			GS, DY
7			GS, DY
8			GS, DY
9			GS, DY
10			GS, DY
11	GS, DY		
12	GS, DY		

**IIIb. CIA PROCESS REVIEW**

	District Coordinator
Sections I & II are complete.	Yes
Building administrator has reviewed the proposal.	Yes
The novel was on display at the school for two weeks.	Yes
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.	Yes
Information about the novel was shared with the School Advisory Council.	Yes

**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>Mar 09 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u><i>Gretchen Stulock</i></u>		

**Vb.**

Does the evaluating <b>Colleague</b> recommend adoption of this book?	YES	NO
Date <u>Mar 10 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u><i>Michael Schneider</i></u>		

**Vc.**

Does the evaluating <b>Parent #1</b> recommend adoption of this book?	YES	NO
Date <u>Mar 10 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u><i>Lilly Reyes</i></u>		

**Vd.**

Does the evaluating <b>Parent (#2)</b> recommend adoption of this book?	YES	NO
Date <u>Mar 10 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u><i>Juan Carlos Hernandez</i></u>		

**Ve.**

Does the evaluating educator's <b>Administrator</b> recommend adoption of this book?	YES	NO
Date <u>Mar 11 2023</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u><i>Stephanie Morris</i></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>Mar 11 2023</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Debra Yarcho</u>		

**Vg.**

Does the <b>CIA Director</b> support adoption of this book?	YES	NO
Date <u>Mar 15 2023</u>	<input checked="" 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 _____		
Superintendent Signature _____		

**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 _____		