

**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.

**Section I**

To be filled out by requestor/educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	Mesa Middle School	
Date	2/1/2021	
Requestor/Educator	Heidi Sobeck	
Email address	heidi.sobeck@dcsdk12.org	
Phone number		
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Strategist	Erica Mason	elmason@dcsdk12.org
Colleague	Debra Yarcho	dyarcho@dcsdk12.org
Parent #1	Amy Turba	amy.turba@dcsdk12.org
Parent #2	Kylee Thompson	kylee.thompson@gmail.com

**Ib. BOOK INFORMATION**

Title of proposed book	Restart
Author (s)	Gordon Korman
Publisher	Scholastic
Edition	
ISBN number	9781549002038
Copyright date	2017
Course and/or subject area in which work will be used	L&L
Grade level(s)	Requested - 6 --Committee Recommendation 6-12
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	1/19/21
Date the book was communicated to the School Advisory Council	1/19/21

### Ic. NOVEL DESCRIPTION

Chase Ambrose, the main character of Restart by Gordan Korman, is the “it” boy of his school. He is a football star, has two best friends, and would be what most would consider “at the top of the heap.” The problem is that Chase abuses the power that he has and mistreats others including peers at school, members of his own family, and even some senior citizens at the local nursing home where he has been forced to do community service. After a terrible accident from which Chase suffers amnesia, he is forced to rediscover who he is: the kind of student, the kind of friend, the kind of athlete, and the kind of family member he is. The more he learns and remembers his past, the more he tries to make amends for the terrible things he has done. Chase is given a whole new perspective on his life and a desire to change who he was into someone that he knows can be better if given the chance. The question is, is it too late?

Told through multiple perspectives of middle school students, Restart, is an engaging middle grade novel. It relates to 6th grade students and 6th grade content through the use of humor and real human experience. The characters are relatable for students as characters that they can either identify with, understand, or connect with. The plot line is engaging as students must read on to discover how Chase is going to connect the pieces and put his life back together. This novel best aligns with the Narrative Unit and standards from the DCSD Curriculum Framework and Colorado State Standards. It provides students with the opportunity to analyze a text from different points of view. In addition, it also reinforces literary elements and devices such as figurative language. It aligns with 6th grade content for both reading and writing purposes, serving as an exemplar when students construct their own narratives.

### Id. ALIGNMENT WITH DCSD’S CURRICULUM

Please write a detailed description of how the novel **aligns to DCSD’s Curriculum (Colorado Academic Standards, Higher Order Thinking Skills, and 21st Century Skills, 4 Cs)**:

Restart aligns with the Narrative Unit in DCSD’s Curriculum and Colorado Academic Standards. The novel will be used as a piece of literature in which students can analyze literary elements to build their comprehension. It will also be used as an exemplar text when students practice writing engaging narratives whether they are real or imagined. In addition, Restart touches on the critical issue of bullying and how that impacts lives both within school and without. The novel will be used for students to explore informational texts as well around the topic of bullying. Students will practice responding to the text using both examples from literature and informational texts with a common topic/theme. Specifically, Restart aligns with the IB Learner Profile used at Mesa Middle School. Students will explore the learner profile traits of being open-minded, principled, caring, and reflective individuals. They will also analyze how the characters use and exemplify those learner traits as well. Students will analyze the text, evaluate, and even justify character actions as part of demonstrating Higher Order Thinking Skills. The novel will allow students to collaborate and communicate over the topic of bullying and its impact on students and schools. In addition, students will discuss what it means to be resilient and work through problems even when a situation may appear hopeless using 21st Century Skills.

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

Will a bully always be a bully?

That's the question eighth-grade football captain Chase Ambrose has to answer for himself after a fall from his roof leaves him with no memory of who and what he was. When he returns to Hiawasse Middle School, everything and everyone is new. The football players can hardly wait for him to come back to lead the team. Two, Bear Bratsky and Aaron Hakimian, seem to be special friends, but he's not sure what they share. Other classmates seem fearful; he doesn't know why. Temporarily barred from football because of his concussion, he finds a new home in the video club and, over time, develops a new reputation. He shoots videos with former bullying target Brendan Espinoza and even with Shoshanna Weber, who'd hated him passionately for persecuting her twin brother, Joel. Chase voluntarily continues visiting the nursing home where he'd been ordered to do community service before his fall, making a special friend of a decorated Korean War veteran. As his memories slowly return and he begins to piece together his former life, he's appalled. His crimes were worse than bullying. Will he become that kind of person again? Set in the present day and told in the alternating voices of Chase and several classmates, this finding-your-middle-school-identity story explores provocative territory. Aside from naming conventions, the book subscribes to the white default.

Korman's trademark humor makes this an appealing read. (*Fiction. 9-14*)  
<https://www.kirkusreviews.com/book-reviews/gordon-korman/restart/>

Review #2

*Publishers Weekly (April 3, 2017)*

When a middle school bully suffers amnesia after a bad fall, it gives him the chance to start fresh, but rebuilding his life is an uphill battle when everyone else still remembers the sins of his past. Eighth-grader Chase Ambrose attempts to reconstruct himself based on what his friends and family tell him, but the more he learns about how he mistreated others, the less he likes the old Chase. Unable to play football while he's healing, Chase joins the video club, whose members have good reason to distrust him. And while his former self did community service at a local retirement home, the new Chase comes to enjoy spending time with the residents-especially a grumpy veteran whose stories he values. In this compelling and sometimes humorous tale of nature and identity, Korman (Slacker) offers an intriguing exploration of the potential for redemption. By telling the story from multiple perspectives (Chase's, as well as those of several classmates), he conveys a complex, thorough picture of Chase's influence and impact on those around him. Ages 8-12. Agent: Elizabeth Harding, Curtis Brown. (May) © Copyright PWxyz, LLC. All rights reserved.

Review #3

*Booklist (March 15, 2017 (Vol. 113, No. 14))*

Grades 4-7. Recovering after a fall, Chase regains consciousness in a hospital bed surrounded by complete strangers—including his mother and brother. After he returns to school, he struggles to regain what amnesia has erased, but what he learns isn't reassuring. His two old buddies from the football team are bullies. The kids he wants to hang out with now, like those in the video club, were often their victims, and they're understandably wary of the new Chase. If he regains his memory, will he become the jerk he was before? Chapter by chapter, the very readable first-person narration shifts among seven students, giving readers access to many points of view. Their reactions to the changes in Chase's outlook vary according to their personalities and their prior relationships with him. The characters are well drawn, and the scenes in which Chase befriends an elderly veteran at an assisted facility are nicely integrated into the novel. A talented storyteller, Korman shows bullying, regret, and forgiveness from various perspectives and leaves readers with ideas to ponder.

**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 **District strategist for final review prior to submission to CIPG Director.**

**IIa. EVALUATION of Book (to be completed by requestor/educator) Heidi Sobek**

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	Research shows that students are more likely to engage with a text if the characters and plot are relatable. The more connections a student can make as they read and discuss, the more thorough their understanding and overall comprehension. <u>Restart</u> is a middle grade novel about middle school students. It addresses several themes and experiences that middle schoolers go through on a daily basis.
requires parent permission for students to read the book?	N	No content would require parent permission
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	The novel is told through multiple perspectives giving students more opportunity to connect with and understand different characters and their points of view. In addition, the novel is written about real-life experiences that students can understand. Finally, the story is told using humor to engage students.
facilitates learning that has long-term significance	Y	The novel addresses the issue of bullying and its effects on the whole community. By knowing and understanding bullying, today's students can be part of the movement to treat others with kindness and respect, no matter what.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**Iib. EVALUATION of Book (to be completed by CIPG Strategist) Erica Mason**

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) : 6th grade	Y	This book illustrates typical middle school trials and tribulations due to bullying. The book presents a fairly humorous and engaging look at the characters problems.
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	The text alternates through voice and perspective of multiple characters. This approach is engaging and the author brings humor to serious situations.
facilitates learning that has long-term significance	Y	Student discourse could be facilitated and be highly engaging around the very serious topic of bullying. Students can engage in deep meaningful conversation and reflection in response to the varying situations that each character experiences and the various points of view in which they are presented.
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Higher Order Thinking Skills, 4 Cs, 21 <sup>st</sup> Century Skills, and Content)	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) 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	
requires parent permission for students to read the book?	N	No content would require parent permission
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students will definitely be able to relate to main characters and topics are very timely for their grade level
actively engages students through the text	Y	Author writes in a very engaging way and allows readers to be able to see different character perspectives
facilitates learning that has long-term significance	Y	Yes, a large focus is on bullying so students will be able to reflect and learn helpful choices
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Higher Order Thinking Skills, 4 Cs, 21 <sup>st</sup> Century Skills, and Content)	Y	
<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) Amy Turba**

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	The novel is appropriate for sixth grade students, especially as they are in their first year of middle school or getting ready to enter middle school the following year. Since the main characters are middle school students, students reading the novel can connect and relate to common middle school themes.
requires parent permission for students to read the book?	N	The novel does not contain inappropriate content for middle school students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	One of the best things about <u>Restart</u> is the journey that the main character, Chase, takes as he rediscovers himself. He is given the opportunity to transform and change his life for the better. As Mesa is an IB school, students can connect the relevant content to the IB Learner Profile traits. For example, Chase, and even his peers reflect throughout the whole novel. Even the student Joel, who is the most victimized, is willing to be open-minded and give Chase another chance to redeem himself.
actively engages students through the text	Y	Students are engaged in the text through character dialogue and circumstances that are similar to the experiences of their everyday lives.
facilitates learning that has long-term significance	Y	As a parent, I like knowing that my student learns a strong lesson about bullying. It also reminds students that people can change, and people can also give grace and be forgiving. Sometimes, we all just need a fresh start!
<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) Kylee Thompson**

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	The novel gives an opportunity to see situations from various characters giving the reader an opportunity to see how one event can be interpreted several different ways. It also details the negative impact of bullying that is appropriate for students to read about and take note of.
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	As mentioned above, this helps readers connect to all sides of the story as it's told from several character's perspective. It is also a funny way to tell about the different experiences and feelings faced by middle schoolers.
actively engages students through the text	Y	The change of perspective keeps it interesting and it has funny moments throughout.
facilitates learning that has long-term significance	Y	I think reading this book will help students realize the impact their actions can have on others which is a lesson best learned earlier than later.
<b>Recommend novel for adoption</b>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> No

**SECTION III: Requestor/Educator & CIPG Strategist Level Process Review**

**IIIa. Grade Level Recommendations (to be collaborated on between Requestor/Educator & CIPG Strategist 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			Not Recommended
1			Not Recommended
2			Not Recommended
3			Not Recommended
4			Not Recommended
5			Not Recommended
6	EM, DY, HMS		
7	EM, DY, HMS		
8	EM, DY, HMS		
9	EM, DY, HMS		
10	EM, DY, HMS		
11	EM, DY, HMS		
12	EM, DY, HMS		

SECTION IV: Signatures/Approvals

IVa.

Does the evaluating <b>Educator/Requestor</b> recommend adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u><i>Heidi M. Sobeck</i></u> <small>Heidi M. Sobeck (Mar 31, 2021 11:30 MDT)</small>		

IVb.

Does the evaluating <b>CIPG Strategist</b> certify that the information on this form accurately reflects the process followed at the site?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
Evaluating CIPG Strategist Signature <u><i>Erica Mason</i></u> <small>Erica Mason (Mar 31, 2021 11:40 MDT)</small>		

IVc.

Does the evaluating <b>Colleague</b> recommend adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u><i>Debra Yarcho</i></u> <small>Debra Yarcho (Mar 31, 2021 11:43 MDT)</small>		

IVd.

Does the evaluating <b>Parent (#1)</b> recommend adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input type="checkbox"/> X	
Evaluating Parent (#1) Signature <u><i>Amy Turba</i></u> <small>Amy Turba (Mar 31, 2021 11:56 MDT)</small>		

IVe.

Does the evaluating <b>Parent (#2)</b> recommend adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input type="checkbox"/> X	
Evaluating Parent (#2) Signature <u><i>Kylee Turba</i></u> <small>Kylee Turba (Mar 31, 2021 12:14 MDT)</small>		

**IVf.**

Does the evaluating Educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
Signature <u><i>Anthony J. Jackowski</i></u> <small>Anthony J. Jackowski (Mar 31, 2021 13:01 MDT)</small>		

**IVg.**

Does the <i>CIPG Director</i> support adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
CIPG Director Signature <u><i>Erica Mason</i></u> <small>Erica Mason (Mar 31, 2021 11:40 MDT)</small>		

**SECTION V: Superintendent's Approval**

**SUPERINTENDENT'S APPROVAL**

Does the Superintendent approve adoption of this book?	YES	NO
Date <u>Apr 4, 2021</u>	<input checked="" type="checkbox"/>	
Superintendent Signature <u><i>Corey J. Wise</i></u> <small>Corey J. Wise (Apr 4, 2021 18:56 MDT)</small>		

**SECTION VI: 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 CIPG folder on District server		