

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 FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	6th and Up
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	ThunderRidge High School	
Date	7/26/2021	
Requesting Educator	Jason Mercado	
Email address	jmercado@dcsdk12.org	
Phone number		
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Rachel Brown	rbrown@dcsdk12.org
Colleague	Kelsey Faletra	kjfaetra1@dcsdk12.org
Parent #1	Stephanie Pellegrino	spellegrino@dcsdk12.org
Parent #2	Erin Henderson	ehenderson@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed book	The Circuit: Stories From the Life of a Migrant Child
Author (s)	Francisco Jiménez
Publisher	University of New Mexico Press
Edition	1st
ISBN number	9780826317971
Copyright date	1997

Course and/or subject area in which work will be used	English I/Honors English I
Grade level(s)	6+
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	Sept. 27, 2021
Date the book was communicated to the School Accountability Committee?	9/24/2021

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.

The autobiographical book by Santa Clara University professor Francisco Jiménez tells the story of him and his family as they work “the circuit” during the 1940s. The term refers to migrant workers moving from farm to farm searching for work. Told from a child’s point of view, it looks into the migrant perspective of searching for stability, education, and the American Dream.

The Circuit gives another perspective of post-war America. While we traditionally read texts such as *Of Mice and Men*, *The Circuit* gives a minority viewpoint on similar themes and conflicts. The novel helps to give a wider view on the country and growth with a unique perspective.

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).

The Circuit aligns to DCSD curriculum and Colorado Academic Standards through the framework of Reading for All Purposes (Standard 2). Within the standard, it will focus on the postgraduate objective to “[r]ead a wide range of literary texts to build knowledge and to better understand the human experience”. The Grade Level Expectations that can be completed by the text fall under GLE 1: Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements. By reading an autobiographical text which focuses on the culture, traditions, and struggles of minorities in a differing time period, students will be exposed to an alternate viewpoint to open more to their relationships to the human experience. Additionally, the anticipated evidence outcomes will allow students to “[d]etermine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)

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

Starred Review ALA Booklist

Starred Review Jimenez's exquisite autobiographical short story "The Circuit" is widely anthologized. Now he has connected it with 11 more stories that are based on his experience as a child in a migrant farmworker family, from the time they leave Mexico to enter the U.S. "under the wire" through the years of moving from place to place, picking cotton, picking grapes, picking strawberries, thinning lettuce, topping carrots, always moving. Panchito's dream is elemental: to stay in one place, to go to school without months of interruption. His joy is to return to a place that he recognizes. Each of these short stories builds quietly to a surprise that reveals the truth, and together the stories lead to the tearing climax. The characters aren't idealized: though the family is warm, their bitter struggle creates anger and jealousy as well as love. They meet a migrant worker who had to leave his family behind in Mexico, but Panchito and his parents and his brothers and sisters are "all living at home," together, even though they are "moving still." Some teachers are kind; some classrooms and playgrounds are ugly. The simple words are both fact and poetry: the physicalness of the backbreaking work ("When you get tired from squatting, you can pick on your knees"); the yearning for education, for place. Almost nothing has been written for young readers about this Chicano experience, except for Pat Mora's picture book about Rivera, Tomas and the Library Lady (1997), Ada Flor Ada's Gathering the Sun (1997), and photo-essays, such as Beth Atkin's Voices from the Fields (1993). Like Steinbeck's classic Grapes of Wrath Jimenez's stories combine stark social realism with heartrending personal drama.

Review #2

School Library Journal

Gr 6 Up Francisco Jimenez was born in Mexico, entered California illegally as a very young child, and spent his boyhood alternating between migrant farm work and the classroom. This collection of autobiographical short stories was written years later, when Jimenez had become an established professor at Santa Clara University (CA), but they give immediate access to the feelings of the growing boy. Adrian Vargas reads in a lightly accented English, offering a voice that is evidently that of the full grown man remembering, rather than that of the youth he remembers. Each story is simple, direct, and redolent with the smells of the earth, the sounds of the ever-changing home with its growing number of siblings, and the amazing experiences each new schoolroom offers. The frustrations range from those specific to poverty and migrancy, including the inability to follow up on promises made by a good teacher because the family moves on the day the offer of trumpet lessons has been proffered, through the universal experience of an older brother saddled with an ignorant younger sibling who insensitively feeds his prized penny collection into the grocery store's gumball

machine. Jimenez and Vargas both maintain a leisurely pace appropriate to storytelling that can reach a wide audience, giving the images constructed from words time to bloom in the audience's mind before wrapping each tale in a tight, often surprising, close. Highly recommended for both pleasure listening and for classroom use and discussion. Francisca Goldsmith, Berkeley Public Library, CA

Review #3

[Publishers Weekly](#)

Gr 4-8-Jimenez has created a moving autobiography that some critics have compared to John Steinbeck's *Grapes of Wrath*. The story, originally published in English as *The Circuit*, begins in Mexico when the author is very young and his parents inform him that they are going on a very long trip to "El Norte." What follows is a series of stories of the family's unending migration from one farm to another as they search for the next harvesting job. Each story is told from the point of view of the author as a young child. The simple and direct narrative stays true to this perspective, never falling into moralistic or cliched patterns. The backbreaking work and the soul-crushing effect of the endless packing and moving are portrayed through a child's dismay at having to leave a school where he has just gotten comfortable or, worse, having to miss several months of a school year in order to work. Panchito's desire to help his family by working in the fields often clashes with his academic yearning. In this case, as in the case of many Mexican migrant farm workers, the American dream never comes to fruition. Lifting the story up from the mundane, Jimenez deftly portrays the strong bonds of love that hold this family together. An afterword recorded by the author gives even more background on his family. Vargas's narration offers an authentic and strong Mexican voice. Highly recommended for all collections and bookstores.

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)

Jason Mercado

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	Not only is the reading level appropriate for these grade levels, but the subject matter is relevant and common.
requires parent permission for students to read the book?	N	Neither subject matter nor language would require parent permission
allows students to create meaning and make relevant connections to other knowledge and experience	Y	As a text written from a minority perspective, the text gives an alternative view of an issue many students are familiar with. The varying viewpoint allows for another connection to the issue
actively engages students through the text	Y	The narrative style and vignette chapters keep the story intriguing and engaging.
facilitates learning that has long-term significance	Y	Since the text offers a varying perspective, the ability to look further into the topic facilitates the ability for learning that will last
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iib. EVALUATION of Book (to be completed by District Coordinator) Rachel Brown

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	The lexile level and content are accessible for students in 6-12 grades.
requires parent permission for students to read the book?	N	The content and language of the book are appropriate and does not have topics that would require parental approval.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This text allows students to step into the shoes of a migrant student. For many of DCSD students, this will be a side of immigration they have not read about or experienced.
actively engages students through the text	Y	The reader gradually becomes more and more attached to the main character as the text progresses. It is a quick paced book that will keep students' attention.
facilitates learning that has long-term significance	Y	For some students, this text provides them an opportunity to see themselves represented by a character in the book. For other students, it allows them to understand the plight of migrant workers.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	This text aligns with Standard 2: Reading for all Purposes, and especially aligns with the outcome of providing students access to a variety of text that allow them to see the human experience.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	This text is appropriate for all high school levels, and it could be read by middle school students as well. I think it would be appropriate for a student as young as 10, but the content (immigration, migrant work, the American dream, struggle and perseverance) is a great fit for the high school classroom, as many of the texts read in 9-10th grade address those issues and themes, and students will be able to connect it to other texts, the world, and themselves.
requires parent permission for students to read the book?	N	There is nothing glaringly questionable, intense, or objectionable in this text that would merit needing parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	<p>This text would be a great paired text with John Steinbeck’s <i>Of Mice and Men</i> as it addresses the struggles and transient experiences of migrant workers. The perspective is from a young Mexican boy who is in a family of migrant workers who move from labor camp to labor camp, so it would provide opportunities for ripe discussions comparing and contrasting the experiences of the characters in <i>Of Mice and Men</i> and the characters of <i>The Circuit</i>.</p> <p>There are many passages that could lead to discussions about the effects of tone on the meaning of a work as a whole, as well as how perspective/POV affects the story being told. Since this is an autobiographical text, students could also analyze it as a piece of rhetoric, considering its purpose and message of his stories and why Jimenez felt they needed to be told.</p>
actively engages students through the text	Y	<p>The text is from the perspective of a child, which helps students connect and engage in the story, and it is also a shorter work, so students will not be intimidated by its length. The language is accessible as well, which will help struggling or reluctant readers access the text. It is also autobiographical, which often engages readers who prefer to read about true events.</p> <p>I think students will also be intrigued and inspired by the sheer back-breaking work that Francisco and his family endure, and I think it will likely foster empathy.</p>

		<p>The story is told through “vignettes” of sorts--separate but connected short stories; the closure that each separate story provides great opportunities for close reading and will allow students to feel successful as they read the text, as each story has its own focus and “closure” before it moves on to the next.</p> <p>Lastly, students will be able to make connections to current events and the discourse surrounding immigration, and this text will likely provide them with a new perspective on the issue.</p>
<p>facilitates learning that has long-term significance</p>	<p>Y</p>	<p>Students will benefit from learning about the lives and experiences of a family that they may have little in common with, and being able to make connections between texts is a vital skill (in particular, I’m thinking of students making connections to other texts like <i>Of Mice and Men</i>).</p> <p>Additionally, some students who do not generally see themselves in the literature read in the English classroom may connect to and relate to Francisco (Panchito) and his family, and that representation is of vital importance for students to feel seen and understood.</p> <p>The next time they eat produce, perhaps students will think how it got there in the first place: through the hands and out of the hard work of people just like Francisco Jimenez and his family. The stories put a human face on something many of us take for granted, which is a lifelong lesson for all of us, not just students.</p>
<p>aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)</p>	<p>Y</p>	<p>This text certainly aligns with the proposed connections to DCSD curriculum as it pertains to “read[ing] a wide range of literary texts . . . to better understand the human experience” and especially when combined with another text that tells the story of similar experiences, it will foster opportunities for students to analyze contemporary literature with scrutiny and comparison of literary elements (GLE 1, as referenced earlier on this form). And of course, as with any engaging literary text, students can read it and glean “a theme or central idea” and “analyze . . .</p>

		its development over the course of the text,” (CCSS: RL.9-10.2) which is made accessible to them (1) due to the text’s short length and (2) the nature of its structure as “vignettes.”
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

Stephanie Pellegrino

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 6+	Y	Students in middle school can easily comprehend Jimenez’s story and understand the nuances in what is included as well as what is left out; younger students can decode the text well enough and may enjoy reading about someone their own age who has a different perspective on life and family; I particularly like that this text maintains a positive tone even though the family struggles to survive on pennies per day.
requires parent permission for students to read the book?	N	There is no objectionable content or language in this book.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	It’s seldom that we find a book that works so well on multiple levels to give students a modern perspective of what childhood is like outside of the suburbs. While the book is written for a younger audience, I can see some great use in the high school classroom (particularly modern US lit) to discuss current events.
actively engages students through the text	Y	The shifting stories help to keep kids interested, but may be a little confusing at first since it’s not a full narrative. This would be a good gateway into talking about memories, memoirs, and what we remember and deem valuable vs. what we erase.
facilitates learning that has long-term significance	Y	Pairing this text with other perspectives about childhood, migrant life, immigrants, or even family would help students to empathize with others and consider how others deal with and adapt to difficulty

		and how they can pause before judging others to consider the other person's story.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Erin Henderson

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	This book is appropriate for middle and high school aged children. The text is easy enough to understand while bringing forth great topics for discussion.
requires parent permission for students to read the book?	N	There is no content or vocabulary that would not be appropriate for this age group.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	I enjoyed that this novel was told from a child’s perspective. I feel like this would generate good conversations, especially from children who don’t necessarily know or are required to do any physical labor because of the society we live in. My own children would benefit from reading this story to understand how different their experiences are.
actively engages students through the text	Y	Once I started reading this book, I wasn’t eager to put it down. It was engaging and I believe that children will find the stories interesting as well. The Jimenez family had to work through very difficult situations and managed to do so with a positive attitude. Something I think we could all use a little more practice in doing.
facilitates learning that has long-term significance	Y	Based on the society we live in now, most people in our school district wouldn’t ever live this type of hardship first hand. Maybe reading this type of story would have a long term impact to build compassion for those less fortunate.
Recommend novel for adoption	<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			
1			
2			
3			
4			
5			
6	RB JM		
7	RB JM		
8	RB JM		
9	RB JM		
10	RB JM		
11	RB JM		
12	RB JM		

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 Educator recommend adoption of this book?	YES	NO
Date <u>Oct 26 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Jason Mercado</u>		

Vb.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Oct 26 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Kelseng Faletta</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Oct 26 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Stephanie Pellegrino</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Oct 27 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Erin Henderson</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Oct 27 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Nikki Ballow</u>		

Vf.

Does the District Coordinator 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>Rachel Brown</u>		

Vg.

Does the CIA Director 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>Corey 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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Oct 28 2021
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