

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

Proposal Request Information

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

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

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

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

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

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

Section I

To be filled out by Lead Requestor:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

District Department Name	Curriculum, Instruction, & Assessment	
Date	March 1, 2021	
Lead Requestor’s Name	Rachel Brown	
Email address	rdbrown@dcsdk12.org	
Phone number		
Additional Proposal Review Team Members	Reviewer’s Name	Contact Information - email
School Administrator	Michelle Franci, Katie Kruse	Michelle.franci@dcsdk12.org and kskruse@dcsdk12.org
Teacher 1	Kate Manion - 5th Grade	katherine.manion@dcsdk12.org
Teacher 2	Tracie Goode - 2nd Grade	tracie.goode@dcsdk12.org

Parent/Community Member	Mitch Smith (SAC & DAC representative)	mitchandal13@gmail.com
IT Representative	Mark Blair	mark.blair@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed text	McGraw Hill - Wonders (2020)																	
Author (s)	Dr. Diane August, Dr. Donald Bear, Kathy Bumgardner, Peggy Cerna, Dr. Jana Echevarria, Dr. Douglas Fisher, Dr. David Francis, Dr. Vicki Gibson, Dr. Jan Housbrouck, Dr. Laura Justice, Teresa Mwaler, Jay McTighe, Dr. Timothy Shanahan, Dr. Gilberto Soto, Dr. Tracy Spinrad, Dr. Josefino Tinajero, Dr. Doris Walker-Dalhouse, Dinah Zike																	
Publisher	McGraw Hill																	
Edition	2nd (Previous Edition - 2017)																	
ISBN number	9780076900039, 9780076900046, 9780076900053, 9780076900060, 9780076900077, 9780076900084, 9780076984619																	
Copyright date	2020																	
Subject area in which textbook/required curriculum materials will be used	English Language Arts																	
Grade level(s) the Textbook/Required Curriculum Materials are for	K-6																	
School or district cost for purchasing the textbook/required curriculum materials?	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>1 Year: Price Per Student</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>\$63.00</td> </tr> <tr> <td>1</td> <td>\$142.50</td> </tr> <tr> <td>2</td> <td>\$90.00</td> </tr> <tr> <td>3</td> <td>\$86.49</td> </tr> <tr> <td>4</td> <td>\$78.99</td> </tr> <tr> <td>5</td> <td>\$78.99</td> </tr> <tr> <td>6</td> <td>\$78.99</td> </tr> </tbody> </table>		Grade Level	1 Year: Price Per Student	K	\$63.00	1	\$142.50	2	\$90.00	3	\$86.49	4	\$78.99	5	\$78.99	6	\$78.99
Grade Level	1 Year: Price Per Student																	
K	\$63.00																	
1	\$142.50																	
2	\$90.00																	
3	\$86.49																	
4	\$78.99																	
5	\$78.99																	
6	\$78.99																	
Dates the textbook/required curriculum materials information was displayed at the district office and posted on the district website? (2 week min.)	March 1-April 20, 2021																	

<p>Date the textbook/required curriculum materials was communicated to a parent group for a volunteer to be on the review team? (Please name the group and date)</p>	<p>SAC Presentation: February 16, 2021 PTO Presentation: February 23, 2021 SME Parent Community Communication and Feedback requested: March 4th to March 12th</p>
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Ic. RATIONALE

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

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

Id. ALIGNMENT WITH DCSD’S CURRICULUM

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

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

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

Furthermore, McGraw-Hill has provided a [CAS alignment for K-6](#). You can view where each Evidence Outcome is experienced as part of Wonders 2020. This includes all four standards: Oral Expression & Listening; Reading for All Purposes; Writing & Composition, and Research, Inquiry, & Design.

Ie. SCHOOL LEVEL IMPLEMENTATION CONSIDERATIONS

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

Implementation Considerations:

CDE Review Comments, “The following resources should not be accessible to Colorado schools online or in print; the "Teach it your way" section viewed in online materials, the Running Record assessments, or the balanced literacy tools. These resources are not aligned to the rubric or call to action around implementing scientifically and evidence-based reading instruction within the CO READ Act.”

Professional Development:

McGraw Hill will collaborate with the district planning teams to determine a calendar and structure for initial implementation trainings, advanced follow-up sessions and support for the life of the adoption, at the district and the site levels. The McGraw Hill Wonders Professional Development plan contains a broad range of offerings to help educators maintain high levels of success with these resources, as well as to help foster ongoing professional growth and development of district teachers and administrators. As part of its commitment to Douglas County, McGraw Hill will partner with the district’s curriculum and instruction team to develop a customized professional development plan that supports both initial implementation and ongoing support and capacity building.

McGraw Hill is committed to partnering with teachers and administrators in Douglas County to define and achieve your elementary literacy resource goals through the use of Wonders. Members of an experienced cadre of Curriculum Specialists are skilled in offering in-person or virtual synchronous workshops, support, interactive sessions, and trainings that address research-based practices and strategies to meet the needs of Douglas County’s unique classrooms. In addition to in person support for the implementation of the Wonders resources, Online Implementation Modules are available for all teachers throughout the adoption and include asynchronous support with online video libraries through the learning portal. The online format provides flexibility and access for teachers, administrators and coaches, with short video clips of master teachers using model lessons and experts located at point of use.

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

If. PROFESSIONAL REVIEWS

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

EdReports

“The materials for Wonders K-1-2 meet the expectations of alignment, including instruction and practice to develop skills and understanding. The materials include many high quality texts and tasks that support students' development of literacy skills, although their organization is not consistently focused on increasing students' comprehension skills from beginning to end of year. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills. Instruction for foundational skills includes the core components necessary.”

[EdReports](#)

CDE

“The program meets the overall criteria outlined within the rubric; reviewers do have the following comments regarding student texts used.

- Program materials include controlled, decodable texts with phonics patterns that have been previously taught
- It also has clear structured phonic lessons that are built upon over time and include weekly assessments which includes phonics and PA.
- The program design guides teachers to use leveled readers which include many phonic elements and word types that have not been previously taught.
- Students are guided to read these texts in small group and independently.
- Reviewers noted that there is a separate book for running records which is in the assessment materials and references the three-cueing system through MSV analysis. This book should not be utilized in Colorado.
- Lexile levels are also provided on the student materials and vary from week to week.

Although there are leveled readers as a part of the program, determining the appropriate use should not be reliant on running records or any assessment based on the three-cueing system. The program aligns to scientifically based reading constructs such as having a clear scope and sequence of phonic skills, common vocabulary that goes through all levels of texts, consistent instructional routines are included to support instruction in all 5 reading components and clear gradual release model is embedded” CDE. For full overview, please review the [Wonders Program Summary](#).

SECTION II: Review Team Information

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

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

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	The content of the texts are at both the interest level and developmental level for students K-6. It provides diversity in texts as well as levels through structured literacy.
develops essential knowledge and skills	Y	Wonders 2020 provides multiple opportunities for students to show mastery on all Colorado Academic Standards. In addition, it provides lessons that support the application of essential skills. In addition, it has Social Emotional Learning built into the program.
provides breadth and depth of content	Y	Since the program spirals through the Colorado Academic Standards, it allows students the opportunity to go more in depth with that skill each time they apply it in class. In addition, the inclusion of science, social studies, and a variety of cultures creates a breadth of experiences for students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The texts offer opportunities to teachers to connect to Colorado Academic Standards for Science and Social Studies, which provides students opportunities to master skills in other subject areas.
the information in the text includes a variety of cultural perspectives.	Y	McGraw-Hill has worked hard to make Wonders 2020 inclusive and provide equity and access for all students. For more information on equity and access with Wonders 2020, please check out the EA Overview .
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	McGraw-Hill has worked hard to make Wonders 2020 inclusive and provide equity and access for all students. For more information on equity and access with Wonders 2020, please check out the EA Overview .
the text reflects the current research in the content area.	Y	With current research supporting the need for structured literacy, Wonders 2020 has embraced that and created a comprehensive core program that is supported by current research and renowned researchers.
Recommend textbook for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Yes	Wonders is a comprehensive structured literacy program that builds strong literacy foundations, accesses complex fiction and nonfiction texts, writes to sources, and builds social emotional learning skills applicable for K-6 students.
develops essential knowledge and skills	Yes	According to CAS 2021, the essential knowledge and skills are clearly outlined in the Wonders scope and sequence for every two week unit in all grades K to 6.
provides breadth and depth of content	Yes	Referencing the scope and sequence you can also see that Wonders clearly targets each of the 5 domains of reading. It cycles through various genres, addressing both literary elements and text features that align with GLE.
allows students to create meaning and make relevant connections to other knowledge and experience	Yes	Wonders creates meaningful and relevant connections to CAS Social Studies & Science to build background knowledge. It weaves in literacy elements while integrating other content areas through both fiction and nonfiction text. Essential Questions and literature of each genre study in the unit promote focus on a key social emotional learning skill, such as self-confidence, logic and reasoning, and pro-social behavior.
the information in the text includes a variety of cultural perspectives.	Yes	<p>Wonders teaches the whole child, and every child.</p> <p>Wonders is committed to diversity. Every student will see his or her face in their resources. Stories are relatable and in non-stereotypical ways.</p> <p>Wonders is built to ensure success for English Language Learners.</p> <p>Wonders provides access to culturally relevant complex text selected for both quantitative and qualitative measures.</p> <p>Wonders Equity and Access Document: https://mh.my.salesforce.com/sfc/p/#80000000LRll/a/0y0000009Lja/X_vfGZo0B9eUK9YAF_L9NIM_xeHujeRBgefghXPRv_M</p>

<p>the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.</p>	<p>Yes</p>	<p>Both nonfiction and fiction texts in Wonders supports and celebrates all genders, ethnic and racial uniqueness and similarities and independence.</p> <p>Wonders provides a holistic approach designed to build a collaborative community of learners where all students feel empowered to take risks and share feedback.</p> <p>Wonders Equity and Access Document: https://mh.my.salesforce.com/sfc/p/#80000000LRll/a/0y0000009Lja/X_vfGZo0B9eUK9YAF_L9NIM_xeHujeRBgefhgXPRv_M</p>
<p>the text reflects the current research in the content area.</p>	<p>Yes</p>	<p>Wonders was developed using stringent criteria for researched-based effectiveness. The majority of the research was obtained from the following sources:</p> <ul style="list-style-type: none"> ● Developing Early Literacy: Report of the National Early Literacy Panel ● Report of the National Reading Panel ● Preventing Reading Difficulties in Young Children, a review of research on early childhood reading commissioned by the National Research Council ● Writing to Read: Evidence of How Writing Can Improve Reading: A Report from the Carnegie Corporation of New York ● Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools ● Improving Reading Comprehension in Kindergarten-3rd Grade <p>For information on the research behind Wonders and the authors of the curriculum, click here.</p>
<p>aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)</p>	<p>Yes</p>	<p>Wonders Standards Connections that Align with CAS 2020: https://mh.my.salesforce.com/sfc/p/#80000000LRll/a/0y0000009Lnw/ibg_nhdONnjqBtgjOTFe1hCc_1OcK8Xbtic2FskSFdA</p> <p>Colorado Academic Standards 2020: https://www.cde.state.co.us/apps/standards/</p>
<p>Recommend textbook for adoption</p>		<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Ic. EVALUATION of Textbook/Required Curriculum Materials (to be completed by a Teacher #1)

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	Wonders is a comprehensive structured literacy program that builds strong literacy foundations, accesses complex fiction and nonfiction texts, writes to sources, and builds social emotional learning skills applicable for K-6 students.
develops essential knowledge and skills	Y	According to CAS 2021, the essential knowledge and skills are clearly outlined in the Wonders scope and sequence.
provides breadth and depth of content	Y	Referencing the scope and sequence you can also see that Wonders clearly targets each of the 5 domains of reading. It cycles through various genres, addressing both literary elements and text features that align with GLE.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Each Unit includes a genre and essential question focus with an intentional connection to other relevant grade level topics in science, social studies, etc. This focus builds and leverages background knowledge and experience
the information in the text includes a variety of cultural perspectives.	Y	Wonders has incorporated a variety of authors and stories that demonstrate a diverse point of view. The units provide a variety of cultural perspectives throughout the genre studies.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Wonders has clearly considered the need to include a variety of genders and ethnicities. In reviewing the student anthology, the author biographies demonstrate the unique voices and characters the included authors hope to represent. In showing an awareness of a variety of sensitivities, the anthology brings to light how gender and racial uniqueness propels human nature and how a student relates to the world.
the text reflects the current research in the content area.	Y	Wonders was developed using stringent criteria for researched-based effectiveness. The majority of the research was obtained from the following sources: <ul style="list-style-type: none"> ● Developing Early Literacy: Report of the National Early Literacy Panel ● Report of the National Reading Panel

		<ul style="list-style-type: none"> ● Preventing Reading Difficulties in Young Children, a review of research on early childhood reading commissioned by the National Research Council ● Writing to Read: Evidence of How Writing Can Improve Reading: A Report from the Carnegie Corporation of New York ● Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools ● Improving Reading Comprehension in Kindergarten-3rd Grade
<p>aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)</p>	<p>Y</p>	<p>After evaluating the Wonders curriculum, it is evident that it clearly aligns with Colorado State Standards and essential skills.</p>
<p>Recommend for adoption</p>		<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

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

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	Wonders is a comprehensive structured literacy program that builds strong literacy foundations, accesses complex fiction and nonfiction texts, writes to sources, and builds social emotional learning skills applicable for K-6 students.
develops essential knowledge and skills	Y	According to CAS 2021, the essential knowledge and skills are clearly outlined in the Wonders scope and sequence for every two week unit.
provides breadth and depth of content	Y	Referencing the scope and sequence you can also see that Wonders clearly targets each of the 5 domains of reading. It cycles through various genres, addressing both literary elements and text features that align with GLE.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Wonders creates meaningful and relevant connections to CAS Social Studies & Science to build background knowledge. It weaves in literacy elements while integrating other content areas through both fiction and nonfiction text.
the information in the text includes a variety of cultural perspectives.	Y	Wonders has incorporated a variety of authors and stories that demonstrate a diverse point of view. The units provide a variety of cultural perspectives throughout the genre studies.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Based on scope and sequence and looking through specifically 2nd grade student book, one can visually see there is a variety of cultures, racial uniqueness, and genders represented and celebrated in several texts in several scenarios. For example Unit 5, Genre Study 2 (weeks 3 & 4) the title “Grace for President” - the story is about women being presidents. Pictures show several different races and genders as well. In Unit 4 (2nd grade specific) - The essential question is “How are kids around the world different” -- this brings different perspectives and cultures. The anchor text describes two cousins from Mexico and America and their letter writing back and forth.

<p>the text reflects the current research in the content area.</p>	<p>Y</p>	<p>Wonders was developed using stringent criteria for researched-based effectiveness. The majority of the research was obtained from the following sources:</p> <ul style="list-style-type: none"> ● Developing Early Literacy: Report of the National Early Literacy Panel ● Report of the National Reading Panel ● Preventing Reading Difficulties in Young Children, a review of research on early childhood reading commissioned by the National Research Council ● Writing to Read: Evidence of How Writing Can Improve Reading: A Report from the Carnegie Corporation of New York ● Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools ● Improving Reading Comprehension in Kindergarten-3rd Grade <p>For information on the research behind Wonders and the authors of the curriculum, click here.</p>
<p>aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)</p>	<p>Y</p>	<p>After evaluating the Wonders curriculum it clearly aligns with CAS and the essential skills.</p>
<p>Recommend for adoption</p>		<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

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

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	Wonders is a comprehensive structured literacy program that builds strong literacy foundations, accesses complex fiction and nonfiction texts, writes to sources, and builds social emotional learning skills applicable for K-6 students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Each Unit includes a genre and essential question focus with an intentional connection to other relevant grade level topics in science, social studies, etc. This focus builds and leverages background knowledge and experience for other subjects, social/emotional health, and cultural perspectives. For example, Grade 6, Unit 3 includes a week focused on the Essential Question “what steps can people take to promote a healthier environment?” Text for the week includes historical and current topics and an opportunity for persuasive writing.
the information in the text includes a variety of cultural perspectives.	Y	Wonders provides broad cultural representation in authors, characters, and topics. For example in Grade 6, Unit 1 includes a section focused on the Essential Question “How do new experiences offer new perspectives?” The texts include multiple different cultural perspectives and characters throughout the week.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	In review of multiple example texts gender, racial, and ethnic uniqueness is respected. For example in Grade 6 Unit 4, there are multiple topics and texts that include strong representation of characters of different genders and ethnicity.
aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	Wonders provided a comprehensive document demonstrating alignment with CAS. Overall curriculum design is based on the latest research on literacy instruction. Wonders provides differentiated opportunities for students including English Language Learners and Gifted and Talented.
Recommend for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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


The proposed textbook/required curriculum materials...	Y/N	Comments
meets privacy act requirements	Y	Students under 13 may use McGraw-Hill Wonder only if a teacher or school administrator creates their account
vendor has signed <i>Data Protection Addendum</i>	N	
Recommend for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SECTION III: District Level Process Review

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

SECTION V: Signatures/Approvals


Va.

Does the evaluating Lead Requestor recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 2, 2021</u>	✓	
Lead Requestor Signature <u></u> <small>Rachel Brown (Apr 2, 2021 16:42 MDT)</small>		


Vb.

Does the evaluating School Administrator recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 6, 2021</u>	✓	
School Administrator Signature <u></u> <small>Michelle Franci (Apr 6, 2021 12:31 MDT)</small>		

Vc.

Does the evaluating Teacher #1 recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 2, 2021</u>	✓	
Teacher (#1) Signature <u></u> <small>Kate Manion (Apr 2, 2021 16:17 MDT)</small>		

Vd.

Does the evaluating Teacher #2 recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 4, 2021</u>	✓	
Teacher (#2) Signature <u></u> <small>Tracy Goode (Apr 4, 2021 18:40 MDT)</small>		

Ve.

Does the evaluating Parent/Community Member recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 2, 2021</u>	✓	
Parent/Community Member Signature <u></u> <small>Mitchell Smith (Apr 2, 2021 19:05 MDT)</small>		

Vf.

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

Vg.

Does the CIPG Director certify that the information on this form accurately reflects the process followed at the district level.	YES	NO
Date <u>Apr 3, 2021</u>	✓	
CIPG Director Signature <u>Erica Mason</u> <small>Erica Mason (Apr 3, 2021 06:12 MDT)</small>		

Vh.

Does the DCSD Chief Academic Officer support adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 6, 2021</u>	✓	
Chief Academic Officer Signature <u>Mathias Reynolds</u> <small>Mathias Reynolds (Apr 6, 2021 11:16 MDT)</small>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Apr 2, 2021</u>	✓	
Superintendent Signature <u>Corey J. Wee</u> <small>Corey J Wee (Apr 2, 2021 20:46 MDT)</small>		

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

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

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OFFICE USE

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