

**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:	5th & up
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**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	Ranch View Middle School	
Date	9/3/2021	
Requesting Educator	Erin Isley	
Email address	ecisley@dcsdk12.org	
Phone number	303-482-6681	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Debra Yarcho	dyarcho@dcsdk12.org
Colleague	Eirinn Boyd	<a href="mailto:eirinn.boyd@dcsdk12.org">eirinn.boyd@dcsdk12.org</a>
Parent #1	Heather Burkhardt	<a href="mailto:hburkhardt@dcsdk12.org">hburkhardt@dcsdk12.org</a>
Parent #2	Valerie Bateman	<a href="mailto:vlbateman@dcsdk12.org">vlbateman@dcsdk12.org</a>

**Ib. BOOK INFORMATION - Heather**

Title of proposed book	Ghost
Author (s)	Jason Reynolds
Publisher	Atheneum Books for Young Readers
Edition	1st
ISBN number	ISBN 10 - 1481450158
Copyright date	2016

Course and/or subject area in which work will be used	Language Arts and used as an SEL book in 7th grade schoolwide
Grade level(s)	6 and up
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	September 30 - October 15, 2021
Date the book was communicated to the School Accountability Committee?	September 27, 2021

**Ic. NOVEL DESCRIPTION**

When we meet Castle “Ghost” Crenshaw, he is struggling to cope with his past, a dark period in which his violent, alcoholic father tried to hurt both Ghost and his mother. This is how Ghost learned to run. With his father now incarcerated, Ghost and his mother are attempting to move on and establish a new life on their own. Ghost struggles to keep interest in school and stay out of trouble, and he is not always treated well by his peers. By accident or fate, Ghost relectanly ends up on an elite track team led by a tough coach who ultimately becomes an important mentor and father figure. While Ghost learned to run to escape his father, he now needs help harnessing his skills by developing discipline, being a good teammate, and sticking with something, rather than running away. The new track team provides Ghost with an opportunity to learn from his past and grow up in many ways, but he learns that he can’t do it on his own.

This novel illustrates the value of community and being part of a team. It shows kids that the past doesn’t define you and that people can rise from difficult circumstances with the help of caring and accepting friends and mentors. Middle school students will especially relate to Ghost’s occasional ambivalence about school and his desire to be accepted for who he is. All readers will appreciate and admire Ghost’s resilience and growth, aided by the support and devotion of his mother, the tough love of his coach, and the acceptance and encouragement of his teammates. Middle school Language Arts curriculum focuses on stories that feature young people who overcome challenges in order to allow students to see themselves reflected in the literature they read. *Ghost* provides not only a mirror for some students, but also a window for others to understand how individuals are shaped by their background and experiences and how all people need to feel support and belonging in order to be successful in life.

**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).*

**Reading For all Purposes, Standard 3. Read a wide range of literary texts to build knowledge**

**and to better understand the human experience.**

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

Evidence Outcomes

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

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

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

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

This novel is rich in character growth and lessons and will provide students with the opportunity to create relevant themes that apply not only to the story, but to other universal experiences and perhaps their own lives. Students will be able to track the main character’s growth by summarizing the story in order to analyze how he develops throughout the text.

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

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

**CDE Comprehensive Health Standards**

*7th grade: Develop healthy self-management skills to prevent and manage stress.*

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

**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

***Booklist starred (September 1, 2016 (Vol. 113, No. 1))***

Grades 5-8. Castle “Ghost” Cranshaw has been running for three years, ever since the night his father shot a gun at him and his mother. When he gets recruited by a local track coach for a championship team, they strike a deal: if Ghost can stop getting into fights at school, he can run for the Defenders, but one altercation and he’s gone. Despite Ghost’s best intentions, everyone always has something to say about his raggedy shoes, homemade haircut, ratty clothes, or his neighborhood, and he doesn’t last 24 hours without a brawl. Will Coach and his mom give him another chance to be part of something bigger than himself, or is he simply destined to explode? With his second fantastic middle-grade novel of the year (*As Brave as You*, 2016), the ferociously talented Reynolds perfectly captures both the pain and earnest longing of a young boy. The first in the four-book

Track series, this is raw and lyrical, and as funny as it is heartbreaking. It tackles issues such as theft, bullying, and domestic violence with candor and bravery, while opening a door for empathy and discussion. An absolute must-read for anyone who has ever wondered how fast you must be to run away from yourself. HIGH-DEMAND BACKSTORY: Is anyone else putting out so many stellar books so quickly? The author of *The Boy in the Black Suit* and *All American Boys* (both 2015) keeps dashing along.

## Review #2

### ***Kirkus Reviews starred (August 1, 2016)***

Castle "Ghost" Crenshaw feels like he's been running ever since his dad pulled that gun on him and his mom—and used it. His dad's been in jail three years now, but Ghost still feels the trauma, which is probably at the root of the many "altercations" he gets into at middle school. When he inserts himself into a practice for a local elite track team, the Defenders, he's fast enough that the hard-as-nails coach decides to put him on the team. Ghost is surprised to find himself caring enough about being on the team that he curbs his behavior to avoid "altercations." But Ma doesn't have money to spare on things like fancy running shoes, so Ghost shoplifts a pair that make his feet feel impossibly light—and his conscience correspondingly heavy. Ghost's narration is candid and colloquial, reminiscent of such original voices as Bud Caldwell and Joey Pigza; his level of self-understanding is both believably childlike and disarming in its perception. He is self-focused enough that secondary characters initially feel one-dimensional, Coach in particular, but as he gets to know them better, so do readers, in a way that unfolds naturally and pleasingly. His three fellow "newbies" on the Defenders await their turns to star in subsequent series outings. Characters are black by default; those few white people in Ghost's world are described as such. An endearing protagonist runs the first, fast leg of Reynolds' promising relay. (Fiction. 10-14)

## Review #3

### ***School Library Journal (December 1, 2016)***

Gr 5-9-At school, Castle "Ghost" Crenshaw is taunted about where he lives and what he wears. He also has an anger management problem, but the kid can run, really run. Supported by a loving mother and a tough but caring track-and-field coach, Ghost learns a few lessons about life and teamwork while reminding readers of the potential in everyone. Nuanced characters facing real-life problems delivered with the author's irresistible warmth and humor. © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc.)

**SECTION II: Review Team Information**

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

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	The main character is in middle school
requires parent permission for students to read the book?	N	Content is appropriate for the grade level
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students will reflect on important people in Ghost’s life and connect it to mentors in their life.
actively engages students through the text	Y	Ghost is comical yet addresses topics important to middle schoolers.
facilitates learning that has long-term significance	Y	The main character weighs pressures from home, school, and social life. Students will not only relate, but learn from Ghost’s choices.
<b>Recommend novel for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**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) 6- 8	Y	
requires parent permission for students to read the book?	N	The content of this book is appropriate and suitable for middle grade readers.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students will appreciate the meaning of being a part of a team and working to connect with their peers.
actively engages students through the text	Y	Students will be able to relate to the main characters while their friendship is forming.
facilitates learning that has long-term significance	Y	The main character overcomes a lot of difficult experiences and learns to make better choices.
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	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) Eirinn Boyd**

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): 7 & 8	Y	This novel perfectly suits middle school readers as the protagonist is a 7th grade student. His perspective, daily worries, and overall development are highly-relatable to middle grade readers. The content, language, etc. is developmentally appropriate for the age group.
requires parent permission for students to read the book?	N	The content of this book is appropriate and suitable for middle grade readers.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	In this novel, students will see that the experiences of middle schoolers are important and meaningful. They may connect with the protagonist’s struggles and/or develop empathy and understanding for what others may be going through.
actively engages students through the text	Y	<i>Ghost</i> is a high-interest novel that will hold the attention of middle school readers through the excellent character development, the relatable setting, and the effective and realistic plot development.
facilitates learning that has long-term significance	Y	This novel connects perfectly to the following CAS: <i>Read a wide range of literary texts to build knowledge and to better understand the human experience.</i> The main character of this novel will stay with readers and will help them remember to treat others with kindness and empathy; that all people need to feel they belong; and that we all need friends and mentors throughout life.
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	<i>Ghost</i> is rich with literary elements and techniques that students can identify and analyze. The novel will provide students with opportunities to develop their skills on several Colorado Academic Standards related to Reading for All Purposes.
<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)- Heather Burkhardt**

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) 7/8	Y	The characters in the book are in middle school.
requires parent permission for students to read the book?	N	As a parent, I didn't find anything in the story that I objected to. Very age appropriate.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	I think most kids can relate to being on a sports team and interacting with coaches and other players. The main character has an anger management problem and comes from a family with dysfunction and violence. Most kids can either relate or empathize with his circumstances.
actively engages students through the text	Y	Jason Reynolds is an award winning YA writer and writes dialogue in a very authentic and engaging way. A very easy and poignant read.
facilitates learning that has long-term significance	Y	I think this novel has staying power with a good storyline and memorable characters. The subject matter and journey of the main character stays with you.
<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) Valerie Bateman**

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 main characters are in middle school, dealing with issues found even at the middle school level.
requires parent permission for students to read the book?	N	While there are difficult themes (family dysfunction, bullying, poverty), I didn't find anything offensive. As a parent, I would be ok with my middle schooler reading this book without my permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	These characters are very relatable in their emotions and thoughts. Each character has a different set of circumstances, but the author draws the reader in to connect with what makes them human.
actively engages students through the text	Y	I really enjoyed reading this in Ghost's voice and dialect, for lack of a better word. It gave him so much depth as a character. It reminded me of how engaging and relatable Junie B Jones is to young readers. I loved the theme of the world record chapter titles. It also leaves a great cliffhanger - I want to read the next book!
facilitates learning that has long-term significance	Y	This is a great text for putting students in other people's situations. I could feel Ghost's struggle and reasons for stealing the shoes. It also shows how he began to change his thinking about himself and others when he became part of the team. That is a significant long-term lesson to learn.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

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

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

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

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

**IIIb. CIA PROCESS REVIEW**

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

**SECTION IV: District Level Process Review**

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

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

SECTION V: Signatures/Approvals

**Va.**

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

**Vb.**

Does the evaluating <b>Colleague</b> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Eirinn Boyd</u>		

**Vc.**

Does the evaluating <b>Parent #1</b> 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>Heather Burkhardt</u>		

**Vd.**

Does the evaluating <b>Parent (#2)</b> recommend adoption of this book?	YES	NO
Date <u>Oct 26 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Valerie Bateman</u>		

**Ve.**

Does the evaluating educator's <b>Administrator</b> recommend adoption of this book?	YES	NO
Date <u>Oct 26 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Erin Kyla</u>		

**Vf.**

Does the <b>District Coordinator</b> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Oct 26 2021</u>	<input checked="" type="checkbox"/>	<input 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>Oct 26 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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