

PROPOSAL TO ADOPT A TEXTBOOK

Proposal Request Information

Prior to filling out this form, please read the [Textbook Adoption Proposal Checklist](#) with pertinent policies regarding textbook adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	4th
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Eagle Ridge Elementary	
Date	1/10/24	
Requesting Educator	Heidi Crepeau	
Email address	hacrepeau@dcsdk12.org	
Phone number	303-387-7075	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tyson Emborg	temborg@dcsdk12.org
IT Representative	Joel Boeckmann	jnboeckmann@dcsdk12.org
Colleague	Kristy Brady	kpbrady@dcsdk12.org
Parent	Erin Veruchi	Ejveruchi@gmail.com

Ib. BOOK INFORMATION

Title of proposed text	The Colorado Story- 3rd Edition
Author (s)	Thomas J.Noel and Debra B. Faulkner
Publisher	Gibbs Smith Education
Edition	3rd
ISBN number	978-1-4236-6190-0
Copyright date	2024

Course and/or subject area in which textbook will be used	Social Studies
Grade level(s)	4th
Total cost for purchasing the textbooks? <u>See Checklist for Required Process</u>	\$5,027. 94 (2/5/24)
Dates the textbook information was displayed at the school and posted on the school's website (2 week min.)	February 1-22, 2024
Date the textbook was communicated to the School Accountability Committee?	February 5, 2024

Ic. RATIONALE

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

Adopting a new social studies textbook for 4th grade can be justified for several reasons, with a focus on the outdated nature of the current textbook, changes in terminology, and the incorporation of essential questions to enhance critical thinking skills. Here's a breakdown of the rationale:

Outdated Information:

- The existing social studies textbook contains outdated information, given the dynamic nature of historical events, social structures, and global developments.
- Keeping students informed with accurate and current information is crucial for fostering a comprehensive understanding of the subject matter.

Changes in Terminology:

- Language and terminology evolve over time, and the old textbook may use outdated or insensitive terms that do not align with contemporary standards.
- Updating the textbook ensures that students are exposed to language that is culturally sensitive, inclusive, and reflective of current societal norms.

Alignment with Curriculum Standards:

- Curriculum standards for social studies have changed since the adoption of the current textbook. A new textbook aligns more closely with the updated standards, ensuring that students are learning the content deemed essential for their grade level by the state of Colorado.

Integration of Essential Questions:

- The inclusion of essential questions in the new textbook is a significant enhancement for students' critical thinking skills.

- Essential questions encourage students to think deeply, analyze information, and make connections between concepts, fostering a more engaged and active learning experience.

Promotion of Critical Thinking Skills:

- Social studies is not just about memorizing facts but also about developing critical thinking skills. The new textbook's emphasis on essential questions indicates a commitment to promoting these skills.
- Critical thinking is a crucial skill for students as it helps them analyze, evaluate, and synthesize information, preparing them for future academic and real-world challenges.

Enhanced Pedagogical Approaches:

- The new textbook incorporates innovative pedagogical approaches, interactive activities, and multimedia resources that cater to diverse learning styles and engage students more effectively than the outdated textbook.

Preparation for Future Learning:

- Adopting a new textbook that encourages critical thinking and inquiry prepares students for the more advanced social studies concepts they will encounter in subsequent grades.
- It helps build a solid foundation for future learning and instills a lifelong interest in the subject.

In summary, the decision to adopt a new social studies textbook for 4th grade is grounded in the need for up-to-date and inclusive content, alignment with current curriculum standards, and a pedagogical approach that supports the development of essential critical thinking skills among students.

Id. ALIGNMENT WITH DCSD’S GUARANTEED AND VIABLE CURRICULUM

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

The Colorado Story 3rd Edition- Alignment of 4th Grade Colorado Standards- 2022

Colorado Academic Standards	Colorado Essential Standards	The Colorado Story - 3rd Edition
<p>Fourth Grade Standard 1. History</p> <p>Academic Standard 4.1.1 a. Draw inferences about Colorado history from primary sources such as journals, diaries, maps, treaties, oral histories, etc. b. Identify cause-and-effect relationships using primary</p>	<p>Fourth Grade Standard 1. History</p> <p>Essential Skills 4.1.1 1. Identify and explain the perspectives of the various groups important in Colorado history when exploring the development of the state. For example: African American, Latino, Asian American, Indigenous Peoples, LGBTQ,</p>	<p>The Colorado Story - 3rd Edition</p> <p>Academic Standard 4.1.1 Chapter 1 = outcomes a, b Chapter 2 = outcomes a,b,c,d Chapter 3 = outcomes a,b,c,d,e Chapter 4 = outcomes a,b,c,d,e Chapter 5 = outcomes a,b,c,d,e Chapter 6 = outcomes a,b,d Chapter 7 = outcomes a,b,c,d</p>

<p>sources to understand the history of Colorado’s development.</p> <p>c. Explain, through multiple perspectives, the human interactions among people and cultures that are indigenous to or migrated to present-day Colorado. Including but not limited to: historic tribes of Colorado, the Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders.</p> <p>d. Identify and describe how political and cultural groups have affected the development of the region. Including but not limited to: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers.</p> <p>e. Discuss the multiple perspectives of settler colonialism/Westward Expansion and the impact on the political and cultural landscape of the region presently known as Colorado.</p>	<p>religious groups, working class, and labor unions (Global and Cultural Awareness).</p> <p>2. Recognize and describe cause-and-effect relationships in the history of Colorado (Critical Thinking and Analysis).</p>	<p>Chapter 8 = outcomes a,b Chapter 9 = outcomes a,b</p>
<p>Academic Standard 4.1.2</p> <p>a. Construct a timeline of the major events in Colorado history.</p> <p>b. Explain the relationship between major events in Colorado history and events in United States history during the same era. Including but not limited to: Colorado statehood,</p>	<p>Essential Skills 4.1.2</p> <p>1. Recognize and describe cause-and-effect relationships within Colorado history and draw conclusions about how various events and people affected the development of the state (Critical Thinking and Analysis).</p>	<p>Academic Standard 4.1.2</p> <p>Chapter 1 = outcome a Chapter 2 = outcomes a, c Chapter 3 = outcomes a,c,d Chapter 4 = outcomes a,b,c,d Chapter 5 = outcomes a,b,c,d Chapter 6 = outcomes a,b,c,d Chapter 7 = outcomes a,b,c,d</p>

<p>the Ludlow and Sand Creek Massacres, creation of national parks in Colorado, the Great Depression, the Dust Bowl, Amaché, Chicano movement, and busing in Denver.</p> <p>c. Describe both past and present interactions among the people and cultures in Colorado. For example: African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious groups.</p> <p>d. Describe the impact of various technological developments. For example: Changes in mining technologies, agricultural technology (center pivot irrigation), transportation, early 20th century industrial developments, and 20th century nuclear and computer technologies.</p>		
<p>Fourth Grade Standard 2. Geography</p> <p>Academic Standard 4.2.1</p> <p>a. Answer questions about Colorado regions using maps and other geographic tools.</p> <p>b. Use geographic grids, including latitude and longitude, to locate places and answer questions about maps and images of Colorado.</p> <p>c. Create and investigate geographic questions about</p>	<p>Fourth Grade Standard 2. Geography</p> <p>Essential Skill 4.2.1</p> <p>1. Articulate the most effective tools to access information about the geography of Colorado (Media Literacy).</p> <p>2. Ask questions to develop further understanding about the geography and development of Colorado (Critical Thinking and Analysis).</p>	<p>The Colorado Story - 3rd Edition</p> <p>Academic Standard 4.2.1</p> <p>Chapter 1 = outcomes a,b,c,d,e</p> <p>Chapter 2 = outcome d</p> <p>Chapter 4 = outcome a</p> <p>Chapter 5 = outcome d</p> <p>Chapter 5 = outcome d</p> <p>Chapter 7 = outcome d</p>

<p>Colorado in relation to other places.</p> <p>d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.</p> <p>e. Describe similarities and differences between the physical geography of Colorado and its neighboring states.</p>		
<p>Academic Standard 4.2.2</p> <p>a. Describe how the physical environment provides opportunities for and places constraints on human activities.</p> <p>b. Explain how physical environments influence immigration into the state.</p> <p>c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment.</p> <p>d. Describe how places in Colorado are connected by movement of goods, services, and technology.</p>	<p>Essential Skill 4.2.2</p> <p>1. Define the problems faced by people in Colorado because of the physical environment they encountered (Critical Thinking and Analysis).</p>	<p>Academic Standard 4.2.2</p> <p>Academic Standard 4.2.2</p> <p>Chapter 1 = outcomes a,b,c,d</p> <p>Chapter 2 = outcomes a,c</p> <p>Chapter 4 = outcomes b,c,d</p> <p>Chapter 5 = outcomes a,b,c,d</p> <p>Chapter 6 = outcomes a,b,c,d</p> <p>Chapter 7 = outcomes a,b,c,d</p>
<p>Fourth Grade Standard 3. Economics</p> <p>Academic Standard 4.3.1</p> <p>a. Define positive and negative economic incentives and</p>	<p>Fourth Grade Standard 3. Economics</p> <p>Essential Skill 4.3.1</p> <p>1. Set goals and develop strategies which take into account positive and negative</p>	<p>The Colorado Story - 3rd Edition</p> <p>Academic Standard 4.3.1</p> <p>Chapter 1 = outcomes c</p> <p>Chapter 3= outcomes c,d</p> <p>Chapter 6 = outcomes a,b,d</p>

<p>describe how people typically respond to those incentives.</p> <p>b. In a given situation, create a plan of appropriate incentives to achieve a desired result. For example: Offering a prize to the person who picks up the most trash on the playground.</p> <p>c. Give examples of the kinds of goods and services produced in Colorado, in different historical periods, and their connection to economic incentives.</p> <p>d. Explain how productive resources (natural, human, and capital) have influenced the types of goods produced and services provided in Colorado.</p>	<p>incentives in order to remain focused on learning goals (Perseverance and Resilience).</p>	
<p>Fourth Grade Standard 4. Civics</p> <p>Academic Standard 4.4.1</p> <p>a. Give examples of issues faced by the state of Colorado and develop possible solutions.</p> <p>b. Provide supportive arguments for both sides of a current public policy debate involving diverse stakeholders.</p> <p>c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved. Including but not limited to the contributions of African Americans, Latinos,</p>	<p>Fourth Grade Standard 4. Civics</p> <p>Essential Skill 4.4.1</p> <p>1. Regulate reactions to differing perspectives (Adaptability and Flexibility).</p> <p>2. Identify and explain multiple perspectives when exploring issues faced by the state of Colorado (Global and Cultural Awareness).</p> <p>3. Participate in social or community activities (Civic Engagement).</p>	<p>The Colorado Story - 3rd Edition</p> <p>Academic Standard 4.4.1</p> <p>Chapter 1 = outcome a</p> <p>Chapter 5 = outcome a</p> <p>Chapter 7 = outcomes a,b,c,d</p> <p>Chapter 9 = outcomes a,b,c,d</p>

<p>Japanese Americans, Indigenous Peoples, LGBTQ, and religious groups. d. Identify and use appropriate sources to investigate and analyze issues from multiple diverse perspectives.</p>		
<p>Academic Standard 4.4.2 a. Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government. b. Identify and explain a variety of roles leaders, citizens, and others play in state government. c. Identify and explain the services the state government provides and how those services are funded. d. Describe how the decisions of the state government affect local governments and interact with the federal government and sovereign indigenous nations. e. Describe how a citizen might engage in local and state government to demonstrate their rights or initiate change.</p>	<p>Essential Skill 4.4.2 1. Recognize how members of a community rely on each other to make decisions and enact change (Civic Engagement).</p>	<p>Academic Standard 4.4.2 Chapter 5 = outcome a,b,c,d Chapter 7 = outcomes b,c Chapter 9 = outcome a,b,c,d</p>
<p>Fourth Grade Standard 5. Personal Finance Literacy Academic Standard 4.5.1</p>	<p>Fourth Grade Standard 5. Personal Finance Literacy Essential Skills 4.5.1</p>	<p>The Colorado Story - 3rd Edition Academic Standard 4.5.1 Chapter 8 = outcomes a,b,c</p>

<p>a. Define choice and opportunity cost.</p> <p>b. Determine the relationship between long-term goals and opportunity cost.</p> <p>c. Analyze scenarios of choices including opportunity cost.</p>	<p>1. Make connections between information gathered and personal experiences to apply and/or test solutions when making a purchase (Self-Advocacy and Initiative).</p> <p>2. Regulate one's emotions, thoughts, and behaviors in different situations when making a purchase (Self-Management).</p> <p>3. Ask questions to develop further personal understanding of how to make informed purchases (Critical Thinking and Analysis).</p>	
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SECTION II: Review Team Information

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

IIa. EVALUATION of textbook (to be completed by requesting educator)

The proposed textbook...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	4th Grade
develops essential knowledge and skills	Y	<ul style="list-style-type: none"> -All chapters include learning goals -All state S.S. standards are represented in the text -All lessons have a “Become a Better Reader” sidebar to encourage high level reading strategies such as: make connections, visualize the text, context clues, recognize patterns, etc. -Lessons include essential and background knowledge such as: basic geography, how to read a map, features and regions, economics, personal financial literacy, historic peoples, government branches, timelines -All chapters examine text/resource evidence for given topics
provides breadth and depth of content	Y	<ul style="list-style-type: none"> -Chapters begin with lessons which give information and background knowledge and build to deeper level knowledge -There are “tech tie in” pieces at the end of all chapters for students to explore topics in more detail -Variety of photos (old and new) and text features -Open ended questions for discussions and student responses throughout the text -Our choices affect others and the development of Colorado
allows students to create meaning and make relevant connections to other knowledge and experience	Y	<ul style="list-style-type: none"> -All Chapters have “Big Questions”/essential questions -Throughout the text there are pieces called, “Linking the Past to the Present.” These sidebars help students connect past and present events. There are also questions/response/discussion opportunities in this feature. -Chapters end with a segment called, “Examine the Evidence.” These pages include relevant text pieces, photos, sketches, quotes, maps, etc. Students follow

		<p>the routine: look, think, and decide to analyze and communicate their findings in the evidence.</p> <p>-Current issues are addressed: environment, transportation, mining, fracking</p>
<p>the information in the text includes a variety of cultural perspectives.</p>	Y	<p>-Five Points, the Civil Rights Movement, The Chicano Movement, immigrants, traditions, cultural festivals</p>
<p>the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.</p>	Y	<p>-Throughout the text are, “What do you think?” questions that are centered around cultural/social issues. Ex: “Do you think all people are treated fairly today? Which groups are still fighting for equal treatment?” or “How do you think civil rights activism in the middle of the 20th century influenced the Black Lives Matter movement?”</p> <p>-Appropriate references to culturally sensitive terms and groups: “Indigenous Peoples,” “Historic People,” “First Native,”</p> <p>-Throughout the text are “Colorado Portrait” pieces which focus on Coloradoans who have made an impact on Colorado’s history. There are a variety of groups represented in these pieces: men, women including African American, and different indigenous groups.</p>
<p>the text reflects the current research in the content area.</p>	Y	<p>-This text is current to the 2022 state standards. Issues such as: environmental protection, the Covid- 19 Pandemic, Black Lives Matter, fracking, the rise of electric scooters, and social media are included in the text</p>
<p>Recommend textbook for adoption</p>		<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

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

The proposed textbook...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	This text meets the grade appropriate instructional expectations found in 4th grade Social Studies with a focus on the history of Colorado.
develops essential knowledge and skills	Y	This text focuses on the essential knowledge and skills aligned with the 2022 Colorado Academic Standards for 4th grade Social Studies. This includes the grade appropriate coverage of essential knowledge identified within the standards (e.g., Spanish Exploration, Colorado Statehood, Ludlow Massacre, etc.). This also includes materials which meet the 4th grade Colorado Academic Standards related to History, Geography, Economics, Civics, and Personal Financial Literacy. In addition the text also includes grade appropriate skills that have been embedded within the standards and are called out within the text (e.g., historical inquiry, disciplinary literacy, causes and effect, patterns, etc.).
provides breadth and depth of content	Y	This text provides both breadth and depth of the expected content found within the Colorado Academic Standards for Social Studies appropriate for the 4th grade. This includes opportunities for students to learn about economic choices, government roles, and geographic tools in addition to the guiding historical chronology. In each case students are provided a grade appropriate amount of information and activity related to a deep understanding of content expectations.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This text provides multiple and ongoing opportunities for students to connect their newfound knowledge to relevant and contemporary curriculum connections. This includes the use of extensive opportunities through textbook sections titled: “Maps and Charts,” “Connect It,” “Examine the Evidence!,” “Social Studies Station,” and “Become a Better Reader.” This also calls upon the student to be an active participant in the learning process by thinking like an historian through the process of inquiry.
the information in the text includes a variety of cultural perspectives.	Y	This text includes a variety of cultural perspectives as identified in the new Colorado Academic Standards for Social Studies. This includes information found within the standard text and within supplemental sections

		which included a series of “Colorado Portraits,” who are notable individuals who have contributed to Colorado’s unique cultural landscape. The text also includes contemporary topics which incorporates the expectations of the new standards.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	This text is aligned to the expectations of the new Colorado Academic Standards with respect to gender, ethnic and racial uniqueness, similarities and interdependence. This includes embedded materials within essential knowledge which incorporate a range of topics from Indigenous People’s, Women’s Suffrage, Japanese America incarceration at Amache to the Chicano Movement. In each case the presented materials focus on a factual understanding and incorporates a wide range of perspectives in respect to gender, ethnic and racial uniqueness, similarities and interdependence.
the text reflects the current research in the content area.	Y	This text reflects current research and materials in meeting the expectations of the new Colorado Academic Standards, instructional pedagogy, and inclusive content. The text is newly published so recent more events (e.g., Covid-19, Black Lives Matter, etc.) and topics of discussion (e.g., fracking, etc.) are also included within the narrative.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	This text aligns with the expectations of the new Colorado Academic Standards for 4th grade Social Studies as well as the included Essential Skills found within those standards focused on the study and understanding of Colorado History.
Recommend textbook for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IIc. EVALUATION of textbook (to be completed by a colleague)

The proposed textbook...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)		4th grade
develops essential knowledge and skills	Y	<ul style="list-style-type: none"> ● This textbook covers all state standards for 4th grade social studies ● States specific learning goals for each chapter ● Includes important vocabulary ● Contains text features and maps that enhance learning and understanding ● What do you think? sections provide a great opportunity for discussions ● Tech tie in ● Essential questions at the start of each chapter and a review of the question at the end- Allows students to share how the information has changed or altered their perspective
provides breadth and depth of content	Y	<ul style="list-style-type: none"> ● Big question- probe for deeper meaning and foster critical thinking skills ● All standards are covered and the workbook provides opportunities to expand on concepts and make important connections ● Activities correspond well to our literacy standards
allows students to create meaning and make relevant connections to other knowledge and experience	Y	<ul style="list-style-type: none"> ● Photos and graphics are colorful and engaging ● Many opportunities to stop and reflect using higher level thinking skills-”Big question, What do you think? Check it! Examine the evidence” ● Incorporates vocabulary lessons using latin and greek roots and context clues ● Become a better Reader sidebars provide students with strategies to improve comprehension ● Check it questions have a dig deep and dig deeper questions to allow students to explain their thinking
the information in the text includes a variety of cultural perspectives.	Y	<ul style="list-style-type: none"> ● Current terminology ● Explains in a 4th grade friendly way the troubles the indigenous people faced when the explorers/ settlers arrived

		<ul style="list-style-type: none"> Engaging articles on Camp Amache, the Cold War, Civil Rights Movement, Five Points, the Chicano Movement, new immigrants, BLM
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	<ul style="list-style-type: none"> Examples of cultural festivals- Questions about traditions your family celebrates Questions to discuss such as “Do you think people are treated fairly today” “Which groups are still fighting for equal rights?” Linking the past with the present- How did the Civil Rights Movement influence BLM?
the text reflects the current research in the content area.	Y	<ul style="list-style-type: none"> Chapter 7- Modern Colorado begins with The Cold War and moves on to Who We Are Today- Covid 19, activism, social media Discusses current Issues such as the environment, fracking, transportation, and technology
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	All Colorado State Standards are covered (see above)
Recommend for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IId. EVALUATION of textbook (to be completed by Parent)

The proposed textbook...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	4th Grade
develops essential knowledge and skills	Y	Each chapter outlines the Learning Goals and Key Terms that will be identified and reviewed throughout the chapter. These are shown in many different ways through biographies, photographs, examples of sources, timelines, maps, charts, cause and effects, textbook treasure hunts, etc. Each chapter is ended with critical thinking through a Check It section asking the students to “dig deeper” and analyze what knowledge has been outlined.
provides breadth and depth of content	Y	Each chapter starts with “The Big Question” and proceeds to highlight the Lessons in which these questions will be looked at and answered. These questions are then presented in numerous ways such as time lines, highlighted keywords, maps with explanations on what they’re reading, and detailed photographs. At the end of each chapter, there are also reviews going over all important information that has been highlighted.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Each chapter is written so there are constant present day correlations being asked which is allowing the critical thinking component to be heavy throughout the book. This is done through “What Do You Think”, “Connect It”, and “Dig Deeper” sections.
the information in the text includes a variety of cultural perspectives.	Y	Throughout the book, Colorado’s Pioneers, Indigenous tribes, Explorers, Migrants, Government officials-both past and present day, are all shown through text and photographs.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	The text is using updated terms like Indigenous Tribes vs the outdated term, Indians, as previously used in the outdated textbook. The text covers the Civil Rights

	<p>Movement, BLM, The Cold War, The Chicano Movement, cultural festivals, etc, bringing attention to many cultures and racial uniqueness. Throughout the text, it shows different perspectives and asks thought provoking questions to give the students critical thinking and class discussion opportunities.</p>
Recommend for adoption	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

IIe. EVALUATION of textbook (to be completed by IT Representative)

The proposed textbook...	Y/N	Comments
meets privacy act requirements	Y	
vendor has signed <i>Data Protection Addendum</i>	N	
Recommend for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SECTION V: Signatures/Approvals

Va.

Does the evaluating Educator recommend adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Heidi Crepeau</u>		

Vb.

Does the evaluating Colleague recommend adoption of this textbook?	YES	NO
Date <u>Mar 27 2024</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Kristy Brady</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Erin Veruchi</u>		

Vd.

Does the evaluating IT Representative recommend adoption of this textbook?	YES	NO
Date <u>Mar 28 2024</u>	<input checked="" type="checkbox"/>	
Evaluating IT Representative Signature <u>Joel Boeckmann</u>		

Ve.

Does the evaluating Requesting Educator's Administrator recommend adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Douglas Humphreys</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>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Tyson Emborg</u>		

Vg.

Does the Curriculum, Instruction and Assessment Director support adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
CIA Director Signature <u>Erica Mason</u>		

Vh.

Does the DCSD Cabinet Member support adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
DCSD Cabinet Member Signature <u>Matt Reynolds</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the <i>Superintendent</i> approve adoption of this textbook?	YES	NO
Date _____		
Superintendent Signature _____		

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

Does the <i>Board of Education</i> approve adoption of this textbook?	YES	NO
Date _____		
Board of Education Signature _____		

OFFICE USE

	DATE	INITIALS
Approved textbook list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIPG folder on District server		