

**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](#) (scroll down to the novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	11th & 12th
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**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	ThunderRidge High School	
Date	5/11/23	
Requesting Educator Name	Holly Jensen	
Requesting Educator Email	hajensen@dcsdk12.org	
Novel Adoption School Process Manager Name	Stephanie Sjoland	
Novel Adoption School Process Manager Email	smsjoland@dcsdk12.org	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Laura Overstreet	loverstreet@dcsdk12.org
Parent #1	Denise Orsini	<a href="mailto:Deniseorsini@comcast.net">Deniseorsini@comcast.net</a>
Parent #2	Mildred Bautista	<a href="mailto:citachuck@gmail.com">citachuck@gmail.com</a>

**Ib. BOOK INFORMATION**

Title of proposed book	Atomic Habits
Author (s)	James Clear
Publisher	Avery
Edition	1st

ISBN number	978-0735211292
Copyright date	2018
Course and/or subject area in which work will be used	English
Grade level(s)	9-12
Lexile Level Score (If you are unsure, please visit <a href="https://hub.lexile.com/fina-a-boo/k/search">https://hub.lexile.com/fina-a-boo/k/search</a> )	Not Found
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	8/23/2023
Date the book was communicated to the School Accountability Committee?	8/23/2023

**Ic. NOVEL DESCRIPTION**

This book provides strategies for how to start new habits and break bad ones. Clear also dives into reasons behind certain habits and discusses how a person's disposition and overall being relate to habits.

It will be used in order to help seniors develop meaningful habits for when they graduate as well as habits to help guide their progress on their Senior Project (ThunderRidge).

**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).*

Colorado Essential Skills:

1. Develop, plan, and organize self-behavior. (Personal Skills, Personal Responsibility)
2. Work effectively in a climate of ambiguity and changing priorities. (Personal Skills, Perseverance/Resilience)
3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills, Task/Time Management)

*can be a great book for students to make relevant connections in their lives. The book provides*

*practical advice and examples on how to build and change habits, which can be applied to various aspects of a student's life, including academics, extracurricular activities, and personal growth. Students can relate the concepts in the book to their own experiences and challenges, making it a valuable resource for self-improvement and personal development.*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)

*Students will have many graded-discussions in which they will need to support their ideas with evidence from the text.*

Students Can:

a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

*Students will have many graded-discussions in which they will need to support their ideas with evidence from the text.*

## 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

***Atomic Habits* by James Clear starts predictably with the author sharing his qualifications – how he overcame adversity to become a success, how he built his business, how he's spoken to Fortune 500 companies and major league teams about habit formation.** Further, he follows what appears to be the new formula for personal productivity titles, extending his personal brand with liberal references to his website, creating that ubiquitous infomercial vibe.

However, within this off-putting framework, Clear writes an engaging book with content worth the time and effort. His four laws of good habit building, along with their inverses to break bad habits, do provide the "operating manual" that the author promises. While some of his techniques are what might be expected, such as tracking progress, others, such as focusing on the environment around a habit,

answering the questions of where, when, and how in addition to what, and paring a habit down to a two-minute task are thought-provoking and valuable.

Further, Clear goes beyond behavior to address the relationship between habits and identity and the need for readers to think about what kind of person they want to be and how habits can shape that aspirational identity. He also explains the long-term/short-term payoff of habits, both good and bad, and how many people carry on with bad habits because the short-term payoff is pleasant, while ignoring the accumulating long-term bad consequences of those actions.

The book provides the added bonus of solid writing, making it an easy and enjoyable read, which may do a disservice to the sheer amount of helpful information and the number of useful techniques. To get the most out of the book, readers need to review and strategize which techniques will work best for the particular habits they want to build. While Clear provides links to worksheets, tables, and specialized chapters for businesses and parents, they are reserved for readers who can show proof of purchase.

Atomic Habits is overflowing with actionable ideas on both habit building and habit breaking, thoughtfully organized, and engagingly written – a good read to start a new year off right. Highly recommend.

*Also available on OverDrive as an [ebook](#) and [audiobook](#).*

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<https://sites.fuqua.duke.edu/fordlibrary/2019/01/21/book-review-atomic-habits/>

Review #2

## Science Teaching 2.0: Atomic Habits for Teachers and Students

September 28, 2020 Lauren Colliver Atomic Habits with Teachers and Students, Misc 6

### What are “Atomic Habits”?

Atomic habits are a series of small changes and tiny breakthroughs that compound over time to help you fulfill your full potential (Clear, 2018, p. 7, 9). It can be succinctly summarized as “tiny changes, remarkable results” (Clear, 2018).

With this definition of atomic habits in mind: 1) how can we, as teachers, use atomic habits in our science classrooms and 2) how can our students use atomic habits to become student scientists?

**For teachers**, atomic habits can be implemented in the science classroom in two important ways: 1)

environment design and 2) reflection and review.

### 1) Environment Design

Exemplary science teachers design the classroom environment to foster good habits for themselves and, in turn, their students. Clear (2018) advises making “cues of good habits obvious in your environment” (p. 90). Obvious cues in the science classroom that can promote the habit of teaching and learning through inquiry include:

- Having plants and animals in the classroom
- Creating discovery stations around the classroom
- Keeping class materials and resources organized and accessible
- Making the classroom interesting and inviting by considering desk/furniture arrangements, hanging posters, signs, etc.

### 2) Reflection and Review

In *Atomic Habits*, Clear (2018) defines reflection and review as “a process that allows you to remain conscious of your performance over time” (p. 250). Like the Career Best Effort (CBE) program utilized by the Las Angeles Lakers, exemplary science teachers consciously reflect on and review their own performance by:

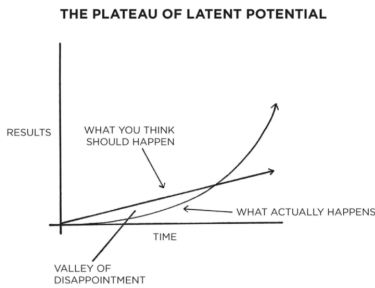
- Monitoring progress made toward goals or objectives
- Identifying mistakes and areas for improvement
- Considering ways for improvement in the future

**Real-world application:** Create list of realistic goals and systems to accomplish those goals for the academic year. Ask yourself: what went well, what didn’t go well, and what did I learn? Designate a time (i.e. quarter, semester, and/or annual) to review your outcomes, reflect on successes and shortcomings, and adjust your goals and/or systems if needed.

**For students**, atomic habits can be utilized in the science classroom in two important ways: 1) understanding what progress looks like and 2) using habits to develop the student scientist identity.

#### 1) What progress actually looks like for students

Students (and teachers) often expect learning to occur quickly and in a linear fashion (Clear, 2018, p. 20). However, breakthrough moments in learning are usually the result of diligent work and consistent habits over time.



Clear (2018), p. 22.

It's important for students to understand that the small changes they make will not often appear to make a difference until the critical point is reached – learning is a compounding process that requires patience and diligence to keep going until the desired outcome is reached (Clear, 2018, p. 28).

## 2) Using habits to develop a student scientist identity

How can students become student scientists? It requires a change in identity, and “identity emerges out of your habits” (Clear, 2018, p. 41). Clear (2018) provides two steps that students can take to change their identity from student to student scientist:

- 1) determine the kind of person you want to be (e.g., a student scientist) and,
- 2) prove that you are becoming that person taking small steps toward your desired identity each day (e.g., reviewing science notes 20 minutes each day) (p. 39).

**Real-world application:** A useful strategy for students who want to improve their study habits is a form of implementation intention called habit stacking (Clear, 2018, p. 70-72). Habit stacking pairs a new habit with a current habit (Clear, 2018, p. 74). For example, a student can make a habit stacking plan by stating that “after I finish eating dinner, I will review my science notes for twenty minutes.” Using this technique, a student will create a new habit of reviewing their science notes after completing the habit of eating dinner.

**Final thoughts:** Understanding how atomic habits work can help both teachers and students design and implement them in a way that creates a more productive and efficient learning environment.

<https://sites.miamioh.edu/exemplary-science-teaching/2020/09/science-teaching-2-0-atomic-habits-for-teachers-and-students/>

## Atomic Habits: Helping Music Students Build The Habit Of Practice

**"We Are What We Repeatedly Do, Excellence Then Is Not An Act It's A Habit."**

**– Will Durant (Often Attributed To Aristotle)**

As a music teacher, I think a lot about excellence. How do I teach with excellence? How do I develop it in my students? How do I help my own children develop it?

I've always loved the quote about excellence being a habit because I have come to realize how accurate it is that what we do over and over is what develops us.

So how do we help instill good habits in ourselves and the children we work with?

Recently I read a great book that explains how habits are developed. It is on my list of books to re-read every year – it's that good! I highly recommend reading [Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones by James Clear](#). The author weaves together lots of research about habit formation, and I want to share one piece of what he talked about and how it applies to music students.

**In The Book, James Clear Lays Out A Framework Of Four Laws Of Behavior Change:**

- 1. Make It Obvious**
- 2. Make It Attractive**
- 3. Make It Easy**
- 4. Make It Satisfying**

This really got me thinking about how true this is when we are establishing the habit of practice.

Maybe you are just starting lessons with your child and trying to set up a practice routine for the first time. Or, maybe your child needs to get back into the habit of regular practice after being inconsistent about it. This framework is a great way to think about getting the practice habit going.

### **Make It Obvious**

Make sure you and your child know what to practice. It is hard to get started if it's unclear what to do first. This can sometimes keep us from doing anything.

Make a plan before you start. Take notes in lessons and ask your teacher to clarify if you're not sure what practice should look like at home. I like families to think about following the format of lessons which might be something like scales, note reading or specific exercises, review material, and new music.

Just saying "Time to practice" or "go practice" does not make it obvious what actually has to be done. You can use my [Three-minute method of planning practice](#) if you need help getting started with this.

### **Make It Attractive**

Practice is hard work. It is not naturally attractive to most students, which is why it can be so hard to be consistent. A lot of what makes practice attractive is the environment we practice in.

Is it positive?

Are we getting encouragement or criticism?

In his bonus chapter on Atomic Habits of parenting, James Clear says

**"Interestingly, one of the best ways to motivate your children to act a certain way is to act that way yourself."**

Are you showing enthusiasm for practice as the practice parent?

Are you setting up a positive practice environment? ([read more about that here](#))

Do you practice something on a regular basis that your child sees you working on?  
As children get older, it is often peers that make practicing more attractive to get done.  
Is your child attending group classes regularly?  
Are they part of a youth, school, or community orchestra?

### **Make It Easy**

The practice itself is hard. But, we can make it easier to get started practicing. We can make it easier to transition into practice with a routine and with a clear plan for what we'll work on. Practice is easier to accomplish when we have a scheduled time for getting it done each day. It's easier when we have a space to practice in with minimal distractions.

It's easier when we have an instrument in working order, and that gets a good sound.

**"The idea behind make it easy is not to only do easy things. The idea is to make it as easy as possible in the moment to do things that pay off in the long run."** – James Clear in *Atomic Habits*

### **Make It Satisfying**

**"If there is a reward associated with a behavior—that is, it feels good and has a satisfying ending—then we have a reason to repeat it in the future."** James Clear

Clear points out that one of the most significant ways parents can provide rewards in this way is through praise.

Recently I attended a workshop where Charles Krigbaum was speaking, and he talked a lot about asking parents to listen to review pieces and just offer encouragement – I think that is an excellent example of this idea at work.

### **Clear also suggests ignoring the bad but giving tons of attention to the good.**

He also suggests coming up with some kind of token system – the key being that you give them out when good things happen but don't take anyway when there is something not as good happening.

These ideas make us focus on building a habit with positive reinforcement. It's very tempting only to point out what needs work, but this is not making it a more satisfying experience to practice and can actually be counterproductive.

I recently read a post from a parent in one of the facebook groups I am a part of who used this type of reward system. The parent shared that each time their child practiced something well, they put one penny in a jar. After one hundred pennies were collected, they went to the dollar store to pick out a reward.

Think how satisfying it is to see all that positive feedback add up – it makes practicing the next time much more appealing!

<https://suzukitriangle.com/atomic-habits/>



**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)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	<p>"Atomic Habits" by James Clear provides students with a framework for creating meaning and making relevant connections to other knowledge and experiences in several ways:</p> <p>Real-life Examples: The book is filled with real-life examples and case studies that illustrate the concepts presented. Students can relate these examples to their own experiences and draw parallels between the book's principles and their daily lives. This helps them see the immediate relevance of the content.</p> <p>Personal Reflection: The book encourages personal reflection on one's habits and behaviors. It prompts students to think about their own habits, both good and bad, and consider how the book's ideas apply to them individually. This introspection allows students to connect the book's content to their own experiences.</p> <p>Practical Application: "Atomic Habits" offers practical strategies for habit formation and change. Students can experiment with these strategies in their own lives, whether it's improving study habits, fitness routines, or time management. This hands-on application allows them to connect the book's concepts to tangible results.</p> <p>Discussion and Collaboration: Classroom discussions and group activities centered around the book can facilitate meaningful connections. Students can share their interpretations of the text, how they've applied its</p>

		<p>principles, and how these ideas intersect with their classmates' experiences. Such discussions foster a deeper understanding of the material and its relevance.</p> <p>Goal Setting: The book emphasizes goal setting and the importance of aligning habits with long-term objectives. Students can connect this aspect to their academic and personal goals, helping them see how habit formation can support their aspirations.</p> <p>Critical Thinking: By critically evaluating the book's ideas and assessing their applicability to various situations, students develop critical thinking skills. They learn to discern which habits are worth changing and how to adapt the book's strategies to different contexts.</p>
actively engages students through the text	Y	<p>"Atomic Habits" provides students with actionable strategies and practical advice for implementing habit changes. Each chapter concludes with a section called "How to Apply This" that offers specific steps for putting the concepts into practice.</p> <p>The book is filled with engaging stories and real-life examples that capture students' attention. These stories make the concepts relatable and memorable, allowing students to connect with the material on a personal level.</p>
Gives an opportunity for all students to access	Y	
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	
<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) Tracie King**

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)	N	I think the book would be more appropriate for upperclassmen. I'm comfortable with approving it for 11th and 12th-grade students.
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	As students become more mature, they can certainly grasp the concept of the text that making small changes over time will make a huge impact on personal outcomes.
actively engages students through the text	Y	The text is engaging for the right students and will push their thinking on how to achieve what they want out of life.
Gives an opportunity for all students to access	Y	The text can be accessed in print, digital, and audiobook format.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	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)**

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	9-12; though the book requires enough self-awareness that upper-grade students will get more out of it
requires parent permission for students to read the book?	N	No real objectionable material; the book is centered on making your habits work according to your own goals; any claims are mostly supported by research
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	
Gives an opportunity for all students to access	Y	
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	The book discusses goal setting and successfully achieving those goals, therefore including all students and validating a range of expectations
<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)**

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)		Yes, this would be a good book to provide high school students as it offers valuable insights on how to build positive, sustainable habits. This is extremely important as it helps executive functioning skills before they move beyond the educational walls.
requires parent permission for students to read the book?		This is a self-help type of book that focuses on personal development. It does not have controversial stances or material.
allows students to create meaning and make relevant connections to other knowledge and experience		Since this book focuses on personal development, every student could benefit from its ideas. It can be a personal connection between the reader and his/ her goals- from academic to extracurricular.
actively engages students through the text		Students can take the principles of forming good habits and breaking bad habits and apply them immediately. This gives it a personal and useful connection.
Gives an opportunity for all students to access		Yes
<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)**

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	There are 2 or 3 references to pornography, but I think they are minor.
requires parent permission for students to read the book?	N	There is absolutely nothing offensive in this book or questionable. The author is now on Master Class.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	<p>Absolutely! That is what the entire book is about. Complete with high school experiences as examples.</p> <p><i>Atomic Habits</i> (Clear, 2018) is a self-help book focused on explaining how to achieve your goals by designing the process of developing “good” habits and reducing your “bad” habits. The author cites his sources from psychology as well as philosophy, neuroscience, and biology by noting theories and scientific research results. His audience is primarily geared toward adults and leaders in business. I have a B.S. in Psychology and I loved how he uses operant conditioning and other works from experts in the field, such as B.F. Skinner to support his thesis. However, other readers might glaze over the scientific details. The author gives specific step-by-step models on how the reader might utilize his models in their everyday lives. Clear emphasizes the importance of developing the process over time rather than trying to change your life with major changes. (How do you eat an elephant? One bite at a time!) The author engages the reader by giving real-life stories of how he overcame setbacks, as well as, stories from others. It is in the vein of <i>Make Your Bed</i> (McRaven, 2014) More mature high school students would benefit from this book even if they only apply a few ideas from the book. High school athletes might find this book helpful because the author’s opening story is about how he overcame a major setback as a student-athlete.</p> <p>- Mildred Bautista</p>
actively engages students through the text	Y	For the most part, when the author begins a new idea, he gives a real-life scenario and how the system is applied.
Gives an opportunity for all students to access	Y	The idea of how to create or dispel a behavior is very simple. Take one step, then take 2 steps, etc. However, there is a decent portion of the book that could cause readers' eyes to glaze over. It is just a little technical.
<b>Recommend novel for adoption</b>	<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			tk,hj
1			tk,hj
2			tk,hj
3			tk,hj
4			tk,hj
5			tk,hj
6			tk,hj
7			tk,hj
8			tk,hj
9			tk,hj
10			tk,hj
11	tk,hj		
12	tk,hj		

**SECTION V: Signatures/Approvals**

**Va.**

Does the evaluating <b>Educator</b> recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Holly Jensen</u>		

**Vb.**

Does the evaluating <b>Colleague</b> recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Laura Overstreet</u>		

**Vc.**

Does the evaluating <b>Parent #1</b> recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Denise Orsini</u>		

**Vd.**

Does the evaluating <b>Parent (#2)</b> recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Mildred Bautista</u>		

**Ve.**

Does the evaluating educator's <b>Administrator</b> recommend adoption of this book?	YES	NO
Date <u>Oct 11 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Sean Patterson</u>		



**Vf.**

Does the <i>District Coordinator</i> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Oct 11 2023</u> District Coordinator Signature <u>Tracie King</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Vg.**

Does the <i>Director of Library Programming</i> support adoption of this book?	YES	NO
Date <u>Oct 11 2023</u> Director of Library Programming Signature <u>Tracie King</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Vh.**

Does the <i>DCSD Cabinet Member</i> support adoption of this book?	YES	NO
Date <u>Oct 11 2023</u> DCSD Cabinet Member Signature <u>Matt Reynolds</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**SECTION VI: Superintendent's Approval**

**SUPERINTENDENT'S APPROVAL**

Does the Superintendent approve adoption of this book?	YES	NO
Date _____		
Superintendent Signature _____		

**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		