

BEAUFORT COUNTY SCHOOL DISTRICT
Tally of Official Vote by Committee

Committee Number: 4 Date: 12/1/2022

Name of Novel: The Kite Runner by Hosseini, Khaled

All ballots are confidential and anonymous. Based on the rubric rating and evidence presented.

Official Tally of Votes		
#	Challenged material should be returned to school library circulation.	
6	Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Tally of votes per grade level: _____ K-5 _____ 6-8 <u>1111</u> 9-12	
	Remove the challenged material in its entirety	

Attachment 3

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 4

Date 11/17/22

Name of Novel The Kite Runner by Hosseini, Khaled

Directions: After reading the selected novel, review the material using the below criteria. Note upon review of the book the following Beaufort County School District Non Discrimination will be taken into consideration:

Non-Discrimination. The BCSD affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. The BCSD is committed to nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, applicants for admission and employment, personnel, and community members who participate or seek to participate in its educational programs or activities. Accordingly, the BCSD does not discriminate against any individual on the basis of race, religion, gender, gender identity, sexual orientation, sex, pregnancy, childbirth, or any related medical conditions, color, physical or mental disability, age (40 or older), ancestry, genetic information, national origin, or any other applicable status protected by Title VI, Title VII, Title IX or any other local, state, or federal law.

EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance)	✓
The novel contributes to improved academic achievement for a variety of learners and learning styles.	✓
The novel promotes the integration of higher-level thinking skills.	✓
The novel reflects the needs/interests of the school and the culture of the school community.	✓
The novel/material adds value to the library/school collection	✓
The novel reflects a clear, adequate, and broad presentation of the content.	✓
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <i>* see objectives for school libraries *</i>	

AVOIDANCE OF PERVASIVE VULGARITY		Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.		✓
The novel does not depict or describe sexual conduct in a <u>clearly offensive</u> way.		✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.		"minors" - some, not all.
The novel is free from graphic depictions of sexual activity.		
Evidence from the text relating to PERVASIVE VULGARITY: p. 7 - suggestive gestures + language p. 279-280 sexual slavery p. 75-77 rape p. 120 - 1 sentence recollection p. 116 - recollection p. 256 - orphanage "selling children" + mostly allusions to actions		

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.			✓
The novel is appropriate to the maturity level of students.			✓
The novel is appropriate to the content area.			✓
The novel/material reflects the contemporary community standards.			✓
Evidence from the text relating to APPROPRIATENESS: Def. of community standards Roth v BS 354 US 476 "whether to the average person, applying contemporary community standards, the <u>dominant theme</u> of the material <u>taken as a whole</u> appeals to <u>prurient</u> interest,"			

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EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance) <u>all HS ELA standards for Reading Literature</u>	✓
The novel contributes to improved academic achievement for a variety of learners and learning styles. <u>easy to follow / challenge readers</u>	✓
The novel promotes the integration of higher-level thinking skills. <u>analysis</u>	✓
The novel reflects the needs/interests of the school and the culture of the school community.	
The novel/material adds value to the library/school collection	✓
The novel reflects a clear, adequate, and broad presentation of the content.	✓
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <u>ever-changing global society / diverse community /</u>	

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	<input checked="" type="checkbox"/>
The novel does not depict or describe sexual conduct in a clearly offensive way.	<input checked="" type="checkbox"/>
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	<input checked="" type="checkbox"/>
The novel is free from graphic depictions of sexual activity.	<input checked="" type="checkbox"/>
Evidence from the text relating to PERVASIVE VULGARITY: pg. 75-77	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.			<input checked="" type="checkbox"/>
The novel is appropriate to the maturity level of students.			<input checked="" type="checkbox"/>
The novel is appropriate to the content area.			<input checked="" type="checkbox"/>
The novel/material reflects the contemporary community standards.			<input checked="" type="checkbox"/>
Evidence from the text relating to APPROPRIATENESS:			

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Date 11/17/22

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EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	<input checked="" type="checkbox"/>
The novel directly supports the acquisition of related standards. (Educational Significance)	<input checked="" type="checkbox"/>
The novel contributes to improved academic achievement for a variety of learners and learning styles.	<input checked="" type="checkbox"/>
The novel promotes the integration of higher-level thinking skills.	<input checked="" type="checkbox"/>
The novel reflects the needs/interests of the school and the culture of the school community.	<input checked="" type="checkbox"/>
The novel/material adds value to the library/school collection	<input checked="" type="checkbox"/>
The novel reflects a clear, adequate, and broad presentation of the content.	<input checked="" type="checkbox"/>
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:	

AVOIDANCE OF PERVASIVE VULGARITY		Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.		✓
The novel does not depict or describe sexual conduct in a clearly offensive way.		✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.		✓
The novel is free from graphic depictions of sexual activity.		✓
Evidence from the text relating to PERVASIVE VULGARITY:		

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.			✓
The novel is appropriate to the maturity level of students.			✓
The novel is appropriate to the content area.			✓
The novel/material reflects the contemporary community standards.			✓
Evidence from the text relating to APPROPRIATENESS:			

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BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 4

Date 11/17/22

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EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance)	✓
The novel contributes to improved academic achievement for a variety of learners and learning styles.	✓
The novel promotes the integration of higher-level thinking skills.	✓
The novel reflects the needs/interests of the school and the culture of the school community.	✓
The novel/material adds value to the library/school collection	✓
The novel reflects a clear, adequate, and broad presentation of the content.	✓
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <u>Pg 30</u> <u>Inquiry-Based Literacy Standard 3.2</u>	

See attached sheet
universal themes - humanity ; class ;

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	<input checked="" type="checkbox"/>
The novel does not depict or describe sexual conduct in a clearly offensive way.	<input checked="" type="checkbox"/>
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	<input checked="" type="checkbox"/>
The novel is free from graphic depictions of sexual activity.	<input checked="" type="checkbox"/>
Evidence from the text relating to PERVASIVE VULGARITY:	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.			<input checked="" type="checkbox"/>
The novel is appropriate to the maturity level of students.			<input checked="" type="checkbox"/>
The novel is appropriate to the content area.			<input checked="" type="checkbox"/>
The novel/material reflects the contemporary community standards.			<input checked="" type="checkbox"/>
Evidence from the text relating to APPROPRIATENESS:			

The **MISSION** of the Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Our **VISION** is to work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing and engaging.

Our **CORE BELIEF** is that students should be prepared to compete and contribute in an ever-changing global and multilingual society, and we believe that:

- Every student can learn using his or her valuable and unique talents and skills.
- Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.
- High expectations of the school community positively impact student success.
- Early childhood learning experiences form the foundation of future school success.
- Students learn best when they are engaged and provided with opportunities for problem solving and active participation.

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.
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Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.

3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.
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Standard 4: Synthesize information to share learning and/or take action.

4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.
5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.
5.3 Analyze the process to evaluate and revise plan and strategies; address misconceptions; and apply learning to future inquiry.	5.3 Analyze the process to evaluate and revise plan and strategies; address misconceptions; and apply learning to future inquiry.	5.3 Analyze the process to evaluate and revise plan and strategies; address misconceptions; and apply learning to future inquiry.

Attachment 3

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 4

Date 11/17/22

Name of Novel The Kite Runner by Hosseini, Khaled

Directions: After reading the selected novel, review the material using the below criteria. Note upon review of the book the following Beaufort County School District Non Discrimination will be taken into consideration:

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EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	<input checked="" type="checkbox"/>
The novel directly supports the acquisition of related standards. (Educational Significance)	<input checked="" type="checkbox"/>
The novel contributes to improved academic achievement for a variety of learners and learning styles.	<input checked="" type="checkbox"/>
The novel promotes the integration of higher-level thinking skills.	<input checked="" type="checkbox"/> +
The novel reflects the needs/interests of the school and the culture of the school community.	<input checked="" type="checkbox"/>
The novel/material adds value to the library/school collection	<input checked="" type="checkbox"/> +
The novel reflects a clear, adequate, and broad presentation of the content.	<input checked="" type="checkbox"/> +
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <u>This book is a picture into the history of Afghanistan from 1975-2002. This would be an amazing historical</u>	

fiction novel to teach about Islamic culture and world events that led to 9-11 in the US. I can't think of another novel that could teach this so well.

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	?
The novel is free from graphic depictions of sexual activity.	✓

Evidence from the text relating to PERVASIVE VULGARITY:

While this story does describe the rape of a ¹⁰13 yr old boy, this is a crucial point of the story and wasn't of a perverted nature. This crucial aspect serves as ~~the~~ a necessary plot point and drives the story. It wasn't described in a graphic way.

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.	X	X	✓
The novel is appropriate to the maturity level of students.	X	X	✓
The novel is appropriate to the content area.	X	X	✓
The novel/material reflects the contemporary community standards.	X	X	✓

Evidence from the text relating to APPROPRIATENESS:

This is a mature reading, but appropriate & relevant for high school students.

Won SLJ Adult Books for High School Students, 2003.

Attachment 3

BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 4

Date 11/17/22

Name of Novel The Kite Runner by Hosseini, Khaled

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EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance)	✓ see below
The novel contributes to improved academic achievement for a variety of learners and learning styles.	✓
The novel promotes the integration of higher-level thinking skills.	✓
The novel reflects the needs/interests of the school and the culture of the school community. <u>Asian community</u>	✓
The novel/material adds value to the library/school collection	✓
The novel reflects a clear, adequate, and broad presentation of the content.	✓
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <u>Requires context clues & critical thinking to understand the material.</u>	

EUA Standards: M/C 5.1 - determine meaning & develop logical interpretation
7.2 - allude to themes & archetypes from historical & cultural traditions
10 - apply a range¹⁰ of strategies to determine & deepen the meaning of known/unknown words, phrases, jargon

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY: Depictions are not graphic, but are handled in a matter of discussion without throwing it in your face. One has to use context clues to fully understand what is happening in the moment.	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.			✓
The novel is appropriate to the maturity level of students.			✓
The novel is appropriate to the content area.			✓
The novel/material reflects the contemporary community standards.			✓
Evidence from the text relating to APPROPRIATENESS: Text mentions adult situations like: rape 77-79 infidelity p.270-272 infertility child trafficking p.280-282 murder p.270-272 suicide p.343 p.347 But does such in a manner that does not glorify and is not graphic. Each situation is pertinent to the lesson the main character must learn about standing up for himself and others.			

BEAUFORT COUNTY SCHOOL DISTRICT
Official Vote by Committee

Committee Number: 4

Date: December 1, 2022

Name of Novel: The Kite Runner

All ballots are confidential and anonymous. Based on the rubric rating and evidence presented.

☒ Challenged material should be returned to school library circulation.

☐ Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Select:

☐ K-5

☐ 6-8

☒ 9-12

☐ Remove the challenged material in its entirety

BEAUFORT COUNTY SCHOOL DISTRICT
Official Vote by Committee

Committee Number: 4

Date: 12/1/2022

Name of Novel: The Kite Runner

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☐ Challenged material should be returned to school library circulation.

☒ Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Select:

☐ K-5

☐ 6-8

☒ 9-12

☐ Remove the challenged material in its entirety

BEAUFORT COUNTY SCHOOL DISTRICT
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Committee Number: 4

Date: 12-1-22

Name of Novel: The Kite Runner

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☒ Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Select:

☐ K-5

☐ 6-8

☒ 9-12

☐ Remove the challenged material in its entirety

BEAUFORT COUNTY SCHOOL DISTRICT
Official Vote by Committee

Committee Number: 4

Date: 12-1-2022

Name of Novel: Kite Runner

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☒ Challenged material should be returned to school library circulation.

☒ Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Select:

☐ K-5

☐ 6-8

☒ 9-12

☐ Remove the challenged material in its entirety

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Committee Number: 4

Date: 12/1/22

Name of Novel: The Kite Runner by Hosseini, Khaled

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- ☒ Challenged material should be returned to school library circulation.
- ☒ Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Select:
- ☐ K-5
 - ☐ 6-8
 - ☒ 9-12
- ☐ Remove the challenged material in its entirety

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☐ K-5

☐ 6-8

☒ 9-12

☐ Remove the challenged material in its entirety