# BEAUFORT COUNTY SCHOOL DISTRICT Tally of Official Vote by Committee

	6		f.g.		All ba	Name of No	Committee
Remove the challenged material in its entirety	K-56-8 JM I 9-12	Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Tally of votes per grade level:	Challenged material should be returned to school library circulation.	Official Tally of Votes	All ballots are confidential and anonymous. Based on the rubric rating and evidence presented.	Name of Novel: The Kite Runner by Hosseini, Khaled	Committee Number: Ц Date: 12/1/2022
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#### **BEAUFORT COUNTY SCHOOL DISTRICT** RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 4 Date 11/17/22	we we setting a set of the set of
Name of Novel The Kite Runner by Hosseini, Khaled	
Directions: After reading the selected novel, review the material using the below criteria review of the book the following Beaufort County School District Non Discrimination will consideration:	. Note upon be taken into
Non-Discrimination. The BCSD affirms the right of all individuals to be treated with reprotected from intimidation, discrimination, physical harm, and/or harassment. The BCS to nondiscrimination and equal opportunity for all students, parents/legal guardians applicants for admission and employment, personnel, and community members who participate in its educational programs or activities. Accordingly, the BCSD does against any individual on the basis of race, religion, gender, gender identity, sexual opregnancy, childbirth, or any related medical conditions, color, physical or mental disabolder), ancestry, genetic information, national origin, or any other applicable status protective.	SD is committed, staff, visitors rticipate or see not discriminate prientation, sexuality age (40 o
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)	1
The novel contributes to improved academic achievement for a variety of learners and learning styles.	V
The novel promotes the integration of higher-level thinking skills.	V
The novel reflects the needs/interests of the school and the culture of the school community.	V
The novel/material adds value to the library/school collection	1
The novel reflects a clear, adequate, and broad presentation of the content.	V
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:	

AVOIDANCE OF PERVASIVE VULGARITY	
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	V
The novel does not depict or describe sexual conduct in a clearly offensive way.	<b>V</b>
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:  P. 7 - Suggestive gestures + language p116 - recollection  P 279-280 Sexual Slavery p. 256 - orphinase  P. 75-77 rape  P. 130 - I sentonce recollector + mostly allusions to	actionsy.

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.			V
The novel/material reflects the contemporary community standards.			
Evidence from the text relating to APPROPRIATENESS:  Off, of Community Standards Roth vos 354 US 476  Twhether to the average person, apply conferm porary Community Standards dominant them of the material take  whole appeals to prurient interes	ing the const,	<u>as</u>	<u>a</u>

## BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 4 Date 11/17/22

Name of Novel The Kite Runner by Hasseini, Khaled

Directions: After reading the selected novel, review the material using the below criteria. review of the book the following Beaufort County School District Non Discrimination will consideration:  Non-Discrimination. The BCSD affirms the right of all individuals to be treated with respected from intimidation, discrimination, physical harm, and/or harassment. The BCSD affirms the pendiagrimination and a production of the pendiagrim in the pendiagr	be taken into spect and to be
to nondiscrimination and equal opportunity for all students, parents/legal guardians applicants for admission and employment, personnel, and community members who par to participate in its educational programs or activities. Accordingly, the BCSD does ragainst any individual on the basis of race, religion, gender, gender identity, sexual opregnancy, childbirth, or any related medical conditions, color, physical or mental disabolder), ancestry, genetic information, national origin, or any other applicable status protective. Title VII, Title IX or any other local, state, or federal law.	ticipate or seeled to the discriminate or interesting the discriminate or interesting the discriminate of
EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	V
The novel directly supports the acquisition of related standards. (Educational Significance) All HS ELA Standards for Reading Literature	
The novel contributes to improved academic achievement for a variety of learners and learning styles. easy to follow challenge readers	
The novel promotes the integration of higher-level thinking skills.	<b>/</b>
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	V.
The novel reflects a clear, adequate, and broad presentation of the content.	
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:	
AVANCE CONTRACTOR OF A LANGE CONTRACTOR OF A	

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.	V
The novel does not depict or describe sexual conduct in a clearly offensive way.	V
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	V
The novel is free from graphic depictions of sexual activity.	V
Evidence from the text relating to PERVASIVE VIII GARITY:	

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.			/
The novel is appropriate to the maturity level of students.			V
The novel is appropriate to the content area.			V
The novel/material reflects the contemporary community standards.			V

Evidence from the text relating to APPROPRIATENESS:

### BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 4	Date 11/17/22
Name of Novel The Kite Runner by	tosseini, 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 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.	1
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	V
The novel reflects a clear, adequate, and broad presentation of the content.	
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.	V
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.			V
The novel is appropriate to the maturity level of students.			V
The novel is appropriate to the content area.			W
The novel/material reflects the contemporary community standards.			
Evidence from the text relating to APPROPRIATENESS:			

Committee Number: \_\_\_

#### BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

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. review of the book the following Beaufort County School District Non Discrimination will I consideration:	
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EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	1/
The novel directly supports the acquisition of related standards. (Educational Significance)	V
The novel contributes to improved academic achievement for a variety of learners and learning styles.	V
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.	V
The novel/material adds value to the library/school collection	V
The novel reflects a clear, adequate, and broad presentation of the content.	V
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:  Py 30 Inquiry - Sand Citerary Standard 3.2	

Sce attached sheet univeral 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.	V
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.	V
The novel is free from graphic depictions of sexual activity.	V
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.			W
The novel is appropriate to the maturity level of students.			V
The novel is appropriate to the content area.			V
The novel/material reflects the contemporary community standards.			V
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 ()

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

		T				-	
i con Euron	ENGLISH 4	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.
the state of the s	ENGLISH 3	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.
	ENGLISH 2	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.
	ENGLISH 1	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.

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

The state of the s	rot marate questions, propose capita	manous, and consider afternative v	tews and multiple perspectives.
2.1 Analyze ideas and information 2.1 Analyze ideas and	2.1 Analyze ideas and	2.1 Analyze ideas and	2.1 Analyze ideas and
from text and multimedia by	information from text and	information from text and	information from text and
formulating questions,	multimedia by formulating	multimedia by formulating	multimedia by formulating
proposing interpretations and	questions, proposing	questions, proposing	questions, proposing
explanations, and considering	interpretations and	interpretations and	interpretations and
alternative views and multiple	explanations, and considering	explanations, and considering	explanations, and considering
perspectives.	alternative views and multiple	alternative views and multiple	alternative views and multiple
	perspectives.	perspectives.	perspectives.

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

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.
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;	identify implications for future	inquiry.

Standard 4: Synthesize information to share learning and/or take action.

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

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

			-	ß									
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.	5.3 Analyze the process to	evaluate and revise plan and	strategies; address successes	and misconceptions; and	apply learning to future	inquiry.
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.	5.3 Analyze the process to	evaluate and revise plan and	strategies; address successes	and misconceptions; and	apply learning to future	inquiry.
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.	5.3 Analyze the process to	evaluate and revise plan and	strategies; address successes	and misconceptions; and	apply learning to future	inquiry.
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.	5.3 Analyze the process to evaluate	and revise plan and strategies;	address successes and	misconceptions; and apply	learning to future inquiry.	

# 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. review of the book the following Beaufort County School District Non Discrimination will consideration:	Note upon be taken into
Non-Discrimination. The BCSD affirms the right of all individuals to be treated with resprotected from intimidation, discrimination, physical harm, and/or harassment. The BCS to nondiscrimination and equal opportunity for all students, parents/legal guardians, applicants for admission and employment, personnel, and community members who part to participate in its educational programs or activities. Accordingly, the BCSD does not against any individual on the basis of race, religion, gender, gender identity, sexual of pregnancy, childbirth, or any related medical conditions, color, physical or mental disable older), ancestry, genetic information, national origin, or any other applicable status protective.	D is committed staff, visitors ticipate or seel of discriminate rientation, sex ility, age (40 o
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)	1
The novel contributes to improved academic achievement for a variety of learners and learning styles.	N
The novel promotes the integration of higher-level thinking skills.	1/+
The novel reflects the needs/interests of the school and the culture of the school community.	V
The novel/material adds value to the library/school collection	1/1
The novel reflects a clear, adequate, and broad presentation of the content.	1/+
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:  This book is a picture, into the history of Afghanistan 1975-2003. This would be an amazing historica	1
Fiction none to teach about Islamic culture and wo that led to 9-11 in the US. I count think of another fact could teach this 50 well 10	VIZERENT

AVOIDANCE OF PERVASIVE VULGARITY			heck all lat apply			
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	а		1/			
The novel does not depict or describe sexual conduct in a clearly offensive wa	ay.	,				
The novel abides by prevailing standards in the adult community in regard to material for minors.	suitabl	e	2			
The novel is free from graphic depictions of sexual activity.			1/			
Evidence from the text relating to PERVASIVE VULGARITY:  While this stim does describe the rape of a 13, you old bey this is a crucial point of the story and wasn't of a pervetted nature. This crucial a speak serves as the a recessary plot point and drives the story. It wasn't described in a graphic was						
APPROPRIATENESS K-5 6-8 9-12						
The novel is appropriate to the age and grade level of students.	X	X	7/			
The novel is appropriate to the maturity level of students.	X	×	1/			
The novel is appropriate to the content area.	X	X	1			
The novel/material reflects the contemporary community standards.	X	X	V			
XV						

#### BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

Committee Number:	
Name of Novel The Kite Ru	mer 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.	<b>V</b>
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.	V
The novel reflects the needs/interests of the school and the culture of the school community.  Asian community	/
The novel/material adds value to the library/school collection	<b>V</b>
The novel reflects a clear, adequate, and broad presentation of the content.	/
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: Requires context clues & critical thinking to understan	d the

ELA Standards: M/C 5.1 - determine meaning & develop logical interpretations

7.2 - allude to themes barchetypes from historical & cultural traditions

10 - apply a range of strategies to determine & deepen the meaning of known lunbrown 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.	V
The novel does not depict or describe sexual conduct in a clearly offensive way.	V
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 of discussion without throwing it in your face. Of to use context clues to fully understand what is happened the moment.	matter ne has bening

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.			<b>V</b>
The novel is appropriate to the maturity level of students.			<b>V</b>
The novel is appropriate to the content area.			1
The novel/material reflects the contemporary community standards.			1
Evidence from the text relating to APPROPRIATENESS:  Text mentions adult situations like: rape 77-79 child trafficking infidelity p. 270-272 murder p. 270-273 infertility suicide p. 343 p. But does such in a manner that does not and is not graphic. Each situation is pertilesson the main character must learn about up for himself and others.	nt 6	glor.	fy

# BEAUFORT COUNTY SCHOOL DISTRICT Official Vote by Committee

Committee Number:	Date: December 1,2022
Name of Novel: The Kite F	2 vnner
All ballots are confidential and anonyn p	nous. Based on the rubric rating and evidence resented.
Challenged material should be returned	to school library circulation.
☐ Challenged material returned to school areas, or grade levels. Select: ☐ K-5 ☐ 6-8 ☐ 9-12	library circulation, only for certain age groups, conten
☐ Pemove the challenged material in its €	entiretv

# BEAUFORT COUNTY SCHOOL DISTRICT Official Vote by Committee

Committee Number:	Date: 12/1/2022
Name of Novel: The Kite Runner	
	us. Based on the rubric rating and evidence sented.
☐ Challenged material should be returned to	school library circulation.
☐ Challenged material returned to school libraterial returned libraterial returned to school libraterial returned lib	ary circulation, only for certain age groups, content
☐ Remove the challenged material in its entir	retv

# BEAUFORT COUNTY SCHOOL DISTRICT Official Vote by Committee

Committee Number: _	4	Date:	12-1-22
Name of Novel:	The	KiteR	unner
All ballots are co	nfidential and	anonymous. Based presented.	on the rubric rating and evidence
☐ Challenged mat	erial should be	returned to school libr	ary circulation.
	erial returned to levels. Select:	o school library circula	tion, only for certain age groups, content
El Challenged mat	erial returned to levels. Select:	o school library circula	tion, only for certain age groups, content
Challenged mat areas, or grade	erial returned to levels. Select:	o school library circula	tion, only for certain age groups, content

# BEAUFORT COUNTY SCHOOL DISTRICT Official Vote by Committee

Committee Number:	Date:	12-1-2022
Name of Novel:	Pali birakemuleana (elimo e usa unga e <b>u</b> m	
All ballots are confidential and anonymous preser		on the rubric rating and evidence
hallenged material should be returned to so Challenged material returned to school library areas, or grade levels. Select:  K-5  6-8  9-12		
☐ Remove the challenged material in its entirety	у	

# BEAUFORT COUNTY SCHOOL DISTRICT Official Vote by Committee

Committee Number:	Date: 12/1/22
Name of Novel: The Kite Runner	by Hosseini, Khaled
	us. Based on the rubric rating and evidence sented.
Challenged material should be returned to Challenged material returned to school librareas, or grade levels. Select:  K-5  6-8 9-12	school library circulation. rary circulation, only for certain age groups, conten
☐ Remove the challenged material in its enti	irety

# BEAUFORT COUNTY SCHOOL DISTRICT Official Vote by Committee

Committee Number:	Date: ,	12/1/2022	<del>,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</del>
Name of Novel: The Kite R	unner		
All ballots are confidential and anor	nymous. Based o presented.	on the rubric rating and evider	ıce
Challenged material should be return	ed to school librar	ry circulation.	
Challenged material returned to scho areas, or grade levels. Select:  K-5  6-8  9-12	ol library circulatio	on, only for certain age groups, o	conten
☐ Remove the challenged material in it	s entirety		