**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 | |
|---|---|
| 0 | 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:<br>____ K-5 ____ 6-8 IIII 9-12 |
| | Remove the challenged material in its entirety |

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| **Official Tally of Votes** | |
|---|---|
| 6 | 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. Tally of votes per grade level:<br>_____ K-5 _____ 6-8 IIII 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: * see objectives for school libraries * | |

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|---|
| The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:<br>i. No errors, validity, accuracy; ✓<br>ii. Objectivity;<br>iii. Well written; and<br>iv. Strong visual appeal. | ✓ |
| Ensure reputation and significance of author and producer. 10+ wks on NYT best seller from | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ |
| The novel/material has high artistic quality, and/or literary style. | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | ✓ |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | ? |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |
| Evidence from the text relating to QUALITY:<br>Inner musings of characters. (p. 203, p. 105)<br>Foreshadowing + end of chapter cliff-hangers<br>1st sentence of bk. p. 34 | |

| 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. | "minors" – some, not all. |
| The novel is free from graphic depictions of sexual activity. | |
| Evidence from the text relating to PERVASIVE VULGARITY:<br>p. 7 - suggestive gestures + language p116 - recollection<br>p279-280 sexual slavery p. 256 - orphanage "selling children"<br>p. 75-77 rape<br>p. 120 - Isentana recollection + 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:<br>Def. of Community Standards Roth. v US 354 US 476<br>"whether to the average person, applying contemporary community standards, the dominant theme of the material taken as a whole appeals to prurient 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) 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. analysis | ✓ |
| 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: ever-changing global society/diverse community/ | |

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|---|
| The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:<br>i. No errors, validity, accuracy; pg. 195<br>ii. Objectivity;<br>iii. Well written; and whole book<br>iv. Strong visual appeal. imagery pg. 11 | ✓ |
| Ensure reputation and significance of author and producer. Afterword | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ |
| The novel/material has high artistic quality, and/or literary style. | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | ✓ |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | ✓ |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |
| Evidence from the text relating to QUALITY:<br>pg. 74 | |

| 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:<br>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. | | | ✓ |
| 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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| 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: | |

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|---|
| The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:<br>i. No errors, validity, accuracy;<br>ii. Objectivity;<br>iii. Well written; and<br>iv. Strong visual appeal. | ✓ |
| Ensure reputation and significance of author and producer. | ✓ |
| The novel/material contains a value/currency commensurate with cost. | |
| The novel/material has high artistic quality, and/or literary style. | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | ✓ |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | ✓ |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |
| Evidence from the text relating to QUALITY: | |

| 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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| 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: Pg 30 Inquiry-Based Literacy Standard 3.2 | |

See attached sheet
universal themes – humanity; class;

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|---|
| The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:<br>i. No errors, validity, accuracy;<br>ii. Objectivity;<br>iii. Well written; and<br>iv. Strong visual appeal. | ✓ |
| Ensure reputation and significance of author and producer. | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ |
| The novel/material has high artistic quality, and/or literary style. | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | ✓ |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | ✓ |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |
| Evidence from the text relating to QUALITY:<br>Pg 134 struggle between father son - growth of family relationships | |

| 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: | | | |

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. |

**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. | 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry. |

**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. | 4.1 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. | 4.2 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. | 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. | 5.1 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. | 5.2 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. | 5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry. | 5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry. | 5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry. |

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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: This book is a picture into the history of Afghanistan from 1975-2003. This would be an amazing historical 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 | |

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|---|
| The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:<br>i. No errors, validity, accuracy;<br>ii. Objectivity;<br>iii. Well written; and<br>iv. Strong visual appeal. | ✓ |
| Ensure reputation and significance of author and producer. | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ |
| The novel/material has high artistic quality, and/or literary style. | ✓+ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | ✓ |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | ✓ |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |

Evidence from the text relating to QUALITY:

This is a thoroughly well-written historical fiction novel. The author himself was an Afghan refugee to the U.S. and has written a quality novel describing the plight of the Afghan people over the years 1975-2003. This was a NYT bestseller and is an amazing story of high caliber.

| 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:<br>While this story does describe the rape of a 10 13, yr old boy, this is a crucial point of the story and wasn't of a perverted nature. This crucial ~~a~~ scene 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:<br>This is a mature reading, but appropriate & relevant for high school students.<br>Won SLJ Adult Books for High School Students, 2003. | | | |

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| 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. Asian 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: Requires context clues & critical thinking to understand the material. | |

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

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|---|
| The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:<br>i. No errors, validity, accuracy;<br>ii. Objectivity;<br>iii. Well written; and<br>iv. Strong visual appeal. | ✓ |
| Ensure reputation and significance of author and producer. | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ |
| The novel/material has high artistic quality, and/or literary style. | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | ✓ |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | ✓ |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |
| Evidence from the text relating to QUALITY:<br>Well-written, culturally significant, provides explanation and detail to words/situations the reader may not be familiar with. | |

| 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:<br>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:<br>Text mentions adult situations like:<br>rape 77-79<br>infidelity p.270-272<br>infertility<br>child trafficking p.280-282<br>murder p.270-272<br>suicide p.343 p.347<br>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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**BEAUFORT COUNTY SCHOOL DISTRICT**
**Official Vote by Committee**

**Committee Number:** 4 **Date:** 12-1-22

**Name of Novel:** The Kite Runner

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**Official Vote by Committee**

**Committee Number:** 4 **Date:** 12-1-2022

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**BEAUFORT COUNTY SCHOOL DISTRICT**
**Official Vote by Committee**

**Committee Number:** 4 **Date:** 12/1/22

**Name of Novel:** The Kite Runner by Hosseini, Khaled

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**BEAUFORT COUNTY SCHOOL DISTRICT**
**Official Vote by Committee**

**Committee Number:** 4 **Date:** 12/1/2022

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