

BEAUFORT COUNTY SCHOOL DISTRICT  
Tally of Official Vote by Committee

Committee Number: 2

Date: 12/1/2022

Name of Novel: The Perks of Being a Wallflower by Chbosky, Stephen

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

Official Tally of Votes	
<input checked="" type="checkbox"/>	Challenged material should be returned to school library circulation.
<input checked="" type="checkbox"/>	Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Tally of votes per grade level: <div style="display: flex; justify-content: space-around; align-items: flex-end;"><div>_____ K-5</div><div>_____ 6-8</div><div><del>    </del> 1 9-12</div></div>
<input checked="" type="checkbox"/>	Remove the challenged material in its entirety

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English 2 Honors/Pre-AP  
Book Circles (choice)

The English 2 Honors course covers some of the College Board's Pre-AP curriculum. I tend to begin with rhetorical analysis, SOAPStone, Rhetorical Appeals, GSE Paragraphs etc, and then I move on to Literature analysis by the last ¾ of the semester. I give students a choice of Young Adult novels to read with which students read within a group setting. These books are chosen for their impact during the decade they were written. Some choices I provide include; *A Separate Peace* and *The Lord of The Flies* for World War II era or *The Chocolate War* for the 1970s and *Tiger Eyes* for the 1980s. In the past, I have offered *Speak* and *the perks of being a wallflower* for the 1990s which students have enjoyed and often choose to read. Students read and analyze these books through various literary approaches (Formal, Historical, Biographical, Sociological, Philosophical, Psychological, and Reader's Response). Students begin with the historical research of the decade in which the text was written or written about as well as biographical research on the author. Each student then reads a section of the book through the lens of one of these approaches, provides evidence and commentary from the section, shares out to their group, and then they discuss it. Each student has an opportunity to examine a section of the book from a different literary perspective. The final project is a review of the novel through the various literary approaches and a recommendation based on the connections they made with characters and themes.

## The Perks of Being a Wallflower by Stephen Chbosky

### Educational Significance

1. This novel supports BCSD's mission, vision, and goals by providing a "personalized learning approach" and supporting a "diverse community" of students. Charlie is a victim of sexual abuse from a relative and his response to events in the story is informative to students who may have experienced the same and are suffering from the same manner of repressed memories and behavioral mannerisms Charlie exhibits. Charlie represents our neurodiverse community by displaying what appears to be undiagnosed Autism and behavior consistent with a trauma survivor including overanalysis of situations, sensitivity to others' emotions, and seeking gratification/self-soothing through the use of alcohol and drugs. This novel also reflects the experience of gay teenagers and the stigma associated with homosexual relationships, also representative of our diverse community.
2. The novel contributes to improved academic achievement for a variety of learners due to its epistolary format of letter writing, an engaging and unconventional manner of writing that many children actively seek out when choosing books for personal reading and as an academic supplement to assignments. National School Library Standards VC1 states "learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats" and numerous peer-reviewed research studies show the correlation between improved academic achievement and reading.
3. This novel promotes the integration of higher-level thinking skills because of the incorporation of the many books Charlie's English teacher has him read in addition to his normal classwork. *On the Road*, *The Stranger*, *This Side of Paradise*, *Peter Pan*, *A Separate Peace*, *To Kill a Mockingbird*, *The Catcher in the Rye*, *The Great Gatsby*, *Hamlet*, *Walden*, and *The Fountainhead* are accessible titles, many of them on the approved extended reading lists for BCSD high schools, and are used as part of the English curriculum. A study of those titles can be broken down into the specific challenges Charlie faces and how they reflect in his response. *Perks* could be an optional companion novel to one of the aforementioned texts that analyze the corresponding characters, relationships, and events across several ELA curriculum standards.
4. This novel reflects the needs/interests of the school and culture of the community through the inclusion of everyday situations and the characters' response to drugs, alcohol, bullying, suicide, sex (both wanted and unwanted), teen pregnancy/abortion, and sexual trauma. The subject matter is relevant and highly relatable to high school students of all levels since Charlie is a 9th grader but was held back so he is older and driving by the second semester, his friends are graduating, hence the entire 9-12 spectrum is represented. The events in *Perks* are not unique and happen right here in Beaufort County, they are a direct reflection of many of our students' lived experiences. Not only does this story show how easily a student can be affected by negative thoughts and patterns, it is also an outstanding example of positive interventions, setting boundaries, getting help through therapy, and building meaningful relationships.
5. *Perks* adds value to the school library collection because it is representative of our student body, and as previously mentioned provides numerous examples of positive behavior and supports in light of difficult circumstances. Specific examples include:

- a. Support given/received by siblings and parents (page 3, 25, 26, 47, 49, 79, 80, 88, 99, 117, 118, 121, 123, 131, 134, 171, 173, 197, 210)
- b. Support given/received by friends (page 32, 35, 38, 67, 70, 101, 109, 111, 112, 137, 151, 154, 161, 194, 200, 203)
- c. Parental support of reading broadly (page 5)
- d. Self-awareness, introspection, and actualizations in variety of circumstances (page 2, 7, 12, 13, 14, 15, 16, 21, 26, 32, 33, 34, 42, 45, 52, 60, 74, 81, 93, 99, 100, 102, 105, 114, 129, 135, 137, 139, 144, 154, 165, 169, 179, 196, 201, 211)
- e. Bystander intervention (page 8, 35, 151)
- f. Support/special interest given by teacher (page 9, 24, 26, 46, 63, 75, 103, 106, 107, 134, 164, 165, 181)
- g. Mature observations and expression of feelings or events (page 18, 20, 21, 22, 27, 33, 34, 45, 48, 53, 57, 59, 60, 62, 69, 76, 87, 90, 94, 96, 103, 105, 111, 113, 114, 117, 118, 138, 145, 155, 163, 169, 173, 182, 194, 209, 211, 212)
- h. Research for personal enlightenment (page 64, 101)
- i. Open and frank discussion of consent (page 112, 124, 202)

#### Quality, Content, Manner of Representation

1. *Perks* is engaging, relatable, and representative of various students and student perspectives. It is free of textual errors and is organized in a format that makes it highly desirable for students to read. Many students seek out books that are written as diaries or in the form of letters because it is the best way to get a direct first-person point of view and a deep understanding of the events according to that character.
2. This was Stephen Chbosky's first novel, however, he is also credited with screenwriting 5 films including the film adaptation of this book on its 20th anniversary (2012). He wrote a second novel in 2019.
3. Can be found for purchase anywhere from \$5 to \$20 depending on the version which is highly valuable with regards to the amount of circulation it would receive and would be cost-effective for larger purchase as a class set.
4. It has high artistic quality and literary style as previously mentioned due to the epistolary format. Writing in a series of letters means you have first-hand access to the main character's point of view, the series of events happen in order for the most part or is relayed a few days later keeping the information flow understandable yet still allowing for discovery and foreshadowing of events which lends directly to English Language standards for decoding text and identifying literary elements and plot devices.
5. *Perks* is highly sensitive to information presented about sexual intimacy and consequences (pages 70, 112, 117, 124, 202), family problems relating to generational trauma and abuse (pages 6, 58, 70, 87, 147, 213), the existence of racial prejudice and how its combated (pages 56, 187), and demonstrates a positive approach to topics of suicide and bullying in school (pages 3, 7, 73, 150). Additionally, these concepts are not just written on the page with no context. Because Charlie is writing the letters the reader gets his full account of the events, what he thinks about them, how he analyzes the situations and responds to them based on his experiences and what we later learn is a trauma-formed response.

6. Based on the format of chronological letters through the school year and then separated into 4 parts that coincide with major revelations and/or changes in the dynamic of Charlie's psyche it has a high degree of readability and clarity.

#### Avoidance of Pervasive Vulgarity

1. When considered as a whole, *Perks* does not appeal to sexual interest in a shameful way. In fact, there are multiple discussions of consent, what that looks like, how to ask for it, and what to do when you're not comfortable in the situation. (See pages 112, 124, and 202). The sexual activity present is not lascivious or lewdly descriptive. It is relayed in very mature language and explained in a manner that makes it understandable and clear for students.
2. Scenes describing sexual activity include:
  - a. There is one sex scene. It is when Charlie walks in on his older sister and her boyfriend having sex on the couch in the basement. (page 12) He says "my sister and this boy were naked. He was on top of her and her legs were draped over either side of the couch. And she screamed at me in a whisper. 'Get out. You pervert.' So I left." His perspective is clinical, not prurient or obsessive. Charlie later mentions feeling ashamed about having a dream about him and Sam doing what he saw his sister do (see page 21) and feels compelled to tell Sam about it because in his mind he "saw her naked without her permission", he even began to cry about it when he told her because he felt bad. The conversation that ensued set boundaries for their friendship (see page 22).
  - b. There are two discussions of masturbation. First, after Charlie dreamed about Sam on page 21 he says "Do you know what 'masturbation' is?... Masturbation is when you rub your genitals until you have an orgasm. Wow!" A clinical and biological description of an activity that many students perform or are curious about. The second time is on page 27 when Charlie tells how often he masturbates and who he thinks about "...I also forgot to tell you how often I do it now, which is a lot. I don't like to look at pictures, just close my eyes and dream about a lady I do not know. And I try not to feel ashamed. I never think about Sam when I do it." Again, this is a sterile description of an act that many students perform or are curious about including the mention of how he tries not to feel ashamed about pleasuring himself.
  - c. There is one rape scene. It is when Charlie tells the story of the first party at his house that his older siblings threw, we estimate him to be around 12 and a boy and girl come in to "use the room" (pages 30-32). He describes the boy and girl being drunk, kissing, and the girl began protesting and crying "Please. Dave. No." the boy talks softly to her about how good she looked trying to convince her that it was ok. Charlie says "I wish I could describe this a little more nicely without using words like penis, but that was the way it was." Charlie describes the girl performing oral sex: "she started to kiss his penis. She was still crying. Finally, she stopped crying because he put his penis in her mouth". Charlie "...had to stop watching at that point because I started to feel sick" ... "They kept doing other things, and she kept saying 'no'. Even when I covered my ears I could still

hear her say that." He describes the event as a detached observer with revulsion, not overt interest, and with a few key details so the reader understands the event is not consensual sex. Four years later when he's telling this story he finally realizes that was rape and is distraught about it.

- d. Charlie shares that his friend Patrick and Patrick's love interest Brad had sex (page 44). "I don't want to go into detail about it because it's pretty private stuff, but I will say that Brad assumed the role of the girl in terms of where you put things. I think that's pretty important to tell you. When they were finished, Brad started to cry really hard...Brad wouldn't even let Patrick hold him, which seems rather sad to me because if I have sex with someone, I would want to hold them." Once again, Charlie only says what needed to be said, and why it is important and gives a mature observation about intimacy. Later in the story, we learn about Brad's homophobic parent and how that destroys the boys' relationship which is likely the reason he mentioned that Brad assumed the submissive role as this would be even more unacceptable to his father.
  - e. There is a description of his Aunt Helen's assault when she was young (pages 89-90). "I will not say who. I will not say when. I will just say that my aunt Helen was molested. I hate that word. It was done by someone who was very close to her. It was not her dad. She finally told her dad. He didn't believe her because of who it was. A friend of the family... and the man kept coming over for visits." Charlie then shares how she got help, tried to put her life back together, and eventually moved in with them when he was very young. Because of this abuse to her, she later becomes an abuser to Charlie but he doesn't remember that yet.
  - f. Charlie tells the first time he makes out with a girl, he never has sex in the book, this is just exploration (pages 126-127). "And she leaned down and started kissing my neck and ears. Then my cheeks. Then my lips. And everything kind of melted away. She took my hand and slid it up her sweater, and I couldn't believe what was happening to me. Or what breasts feel like. Or later, what they looked like. Or how difficult bras are. After we had done everything you can do from the stomach up, I lay down on the floor, and Mary Elizabeth put her head on my chest. We breathed very slowly and listened to the music and the fire crack," That's it, no depravity or filthy language. Later when Charlie is with Sam (pages 202, 203) and they're kissing he experiences negative emotions when she reaches her hand down his pants the event stops. "Until she moved her hand under my pants, and she touched me. That's when I stopped her." That triggered Charlie's memory of his assault, it also highlighted the communication between them about being sexually active "It's ok that you're not ready" and the importance of gaining consent.
3. *Perks* abides by prevailing standards in the adult community in regard to being suitable material for minors based on the following:
- a. The mature handling of sexual activity to include consent and unwanted sexual contact throughout the book.

- b. The emotional analysis of each situation that Charlie encountered including the use of alcohol and drugs, the reason why he was partaking, and what he thought about them.
  - c. The use of vulgarity was not pervasive, and only the clinical names of anatomy were used [penis, breasts]. There were four curse words that appeared a total of 11 times [asshole, fuck(ing), bullshit, shit], and 4 slang and potentially offensive terms [bitchy dyke, faggot, pussy, prick] that appeared 6 times.
  - d. The gained understanding of the nature of his gay friend's existence and homosexual relationship and having to keep it secret because homosexuality was something to hide in the early 90's.
4. The remaining depictions of sexual activity are when Charlie and Patrick share stories of other people at school with each other, they are not engaging in these acts, merely telling them so they are descriptive but not overtly graphic because they do not contain explicit details. These are snippets of events and do use crude language on pages 158-160. "They did it doggy-style with one of the sandwich bags" because they didn't have a condom. A guy "was caught masturbating at a drunk party." A girl developed breasts at a young age and "would let some of the boys feel them." Another girl "who allegedly masturbated with a hot dog and had to go to the emergency room." Charlie then wonders what they must feel like now when they "go to their class reunions. I wonder if they're embarrassed, and I wonder if that's a small price to pay for being a legend." The events are relayed with only enough information to get the point across.

#### Appropriateness

1. Professional review sources recommend this book for teens and grades 9 and up, and after full review of the material I agree that it is appropriate for grades 9-12. There are many difficult issues that Charlie encounters, from the suicide of a friend before he enters high school, dealing with repressed sexual assault that happened somewhere around the age of 5-7, experiencing his first party (age 11 or 12), first use of drugs (marijuana and LSD) (age 15) and alcohol (beer, wine, brandy are mentioned) (age 15), and first sexual experience that he willingly participates in (age 16) not sex itself, just making out. These are all experiences that high school students encounter and discuss every day. The way Charlie analyzes his experiences, confronts longheld beliefs by his family, and shares honest emotions with his friends make this an outstanding example of overcoming personal and generational trauma and recovering dignity and self-worth.
2. As for maturity, this novel is again appropriate for grades 9-12 since many young people partake in their first drug or alcoholic drink between the ages of 12-16. According to WSU article (2020) the national average is rising to around 16, which is a trend in the right direction, and early onset use was typically 15 (data varies based on study participants and other parameters). So by the time students enter high school they may have already had a first-hand experience with drugs or alcohol or soon will. They may have also already experienced sexual assault according to the Department of Justice statistics as reported to law enforcement, nearly 40% of victims are under the age of 12. Charlie's sister gets pregnant and has an abortion, she happens to be 18 at the time so asks Charlie to drive her so their parents don't find out. I should also mention she ended

up in a much better relationship after breaking up with the boy who got her pregnant and graduated second in her class that year. The number of births for teens ages 15-19 is declining but in 2020 the number is 158,043. The number of pregnancies that were terminated spontaneously or otherwise is unknowable, which means this is not an isolated occurrence. There have been multiple pregnancies at the high school level in Beaufort County that I have seen with my own eyes. The age of consent in South Carolina is 16, it would be naive to think students aren't having sex. It would be beneficial to provide them with an example of exactly what negative sexual interactions look like and what positive sexual interactions look like and how the network of family and friends can support emotional and tough decisions.

3. This novel could easily support English curriculum and standards (linked below) as a supporting text for analyzing and interpreting meaning and context for each grade level and is applicable to national school library standards previously mentioned.
4. *Perks* reflects contemporary community standards despite the original publication date of 1999. The issues and experiences contained within are timeless and popular because they are real and their importance is not diminished by the passage of time. There is a 20th-anniversary edition for a reason. There is a major motion picture with popular stars acting out these roles for a reason. Charlie is a likable and relatable character that a large portion of the student body and community at large could identify with. The perfect response to why students should be able to read this book is on page 217 where the author says:

"You are not alone. Understand, friend, there are millions of us. Millions of people who struggle with (and overcome) all sorts of problems. You would be shocked to know how many people understand EXACTLY what you are going through. That doesn't mean that what you are going through is somehow less. Meaningful. Special. Unique. On the contrary, it means that what you are going through is more. It is important. It deserves to be seen, spoken of, and understood."

Van Dongen, J. (2020). *Study shows rising age of first drug use in teens, young adults*.  
<https://news.wsu.edu/press-release/2020/03/02/study-shows-rising-age-first-drug-use-teens-young-adults/>

Snyder, H. (2000). *Sexual assault of young children as reported to law enforcement*.  
<https://bjs.ojp.gov/content/pub/pdf/saycrle.pdf>

SC ELA Standards via Rubicon Atlas  
<https://beaufort.rubiconatlas.org/Atlas/References/Standards/View/Default?ShowKey=1&AllStatutes=1&localStandards=1&DistrictID=1&FromReferences=1&>

**PROCEDURES FOR HANDLING QUESTIONED OR  
CHALLENGED SCHOOL LIBRARY MATERIALS**

**Admin. Reg. IS-38.1  
November 2022**

- I. Purpose.** This administrative regulation establishes the Superintendent's expectations regarding procedures for receiving and handling questioned or challenged school library materials in the Beaufort County School District (BCSD).
- II. 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.
- III. Reconsideration of School Library Materials.**
  - A. All BCSD employees are charged with the responsibility of upholding the principle of intellectual freedom rather than defending a selected educational resource.
  - B. The BCSD shall be operated to promote academic freedom, the student's right to read, and the fair and reasonable competition of ideas and information. School officials may not broadly remove books from a school library based on "narrowly partisan or political" grounds that may violate students' first amendment rights to receive information and ideas.
  - C. Under exigent circumstances, BCSD district administrators reserve the right to institute an Administrative Review Committee to conduct a review.
  - D. The reconsideration process should conserve limited staff resources, discourage the monopolization of the challenge process by a few individuals, and require complainants to submit complete, substantive, and fully researched challenge requests.
- IV. Rights to Challenge.** Any BCSD student or employee, any parent/legal guardian of a BCSD student, and any person residing in a BCSD attendance zone may challenge specific materials found in school libraries.
  - A. The BCSD recognizes the right of a parent/legal guardian to ask that particular school library materials not be made available to their own children, by completing the, "Request to Opt-Out of School Library Materials Form," attached to this Administrative Regulation as Attachment 1. This form is also available on the BCSD website and at the school site.

B. Complainants may request the addition of, removal of, restriction of, or expanded access to the school library materials by completing the, “Request For Reconsideration Of School Library Materials Form,” attached to this Administrative Regulation as Attachment 2. This form is also available on the BCSD website and at the school site.

C. In reviewing challenges, priority will be given to:

- Challenges filed by BCSD students (or their parents/legal guardians) who are currently and directly affected by the use of specific materials.
- Challenges filed by BCSD teachers or school/district administrators whose students are currently and directly affected by the use of specific materials.

V. **School-Site Reconsideration Procedure.** Upon receiving a complaint, the school administrator (or their designee) should schedule an informal conference with the complainant and the school librarian or teacher concerned. If the complaint cannot be resolved satisfactorily during this informal conference, the following options are made available:

A. If a student (or their parent/legal guardian) objects to specific materials located in a school or classroom library, they may request alternative instructional materials using the “Request to Opt-Out of School Library Materials Form”. The school administrator or their designee shall communicate this request to the student’s teachers, school librarian, and other staff as necessary.

B. If the complainant would like to request any change that broadly affects access to the material in question, the following procedure shall be followed:

1. The school administrator or their designee should explain the steps of the reconsideration process to the complainant. Without making any specific commitments which would affect general access to the material in question, the school administrator/designee should assure the complainant and any involved parties that BCSD policy will be followed. The material in question will be removed from general use throughout the BCSD during the reconsideration process.
2. Complainants wishing to file a formal materials challenge should do so by completing the, “Request For Reconsideration Of School Library Materials Form,” in its entirety, returning a copy to the district Chief Instructional Services Officer or designee. A separate form must be completed for each material being requested for reconsideration. The form attached to this administrative regulation, shall be posted prominently on the district website, and available upon request at schools.

C. To evaluate the challenged material(s), the Superintendent or designee shall appoint a Materials Reconsideration Committee which may be composed of an odd number of the following individuals:

1. At least one teacher with expertise in the content area and grade level;
  2. At least one school librarian;
  3. At least one school administrator;
  4. At least one parent representing a school family other than the complainant;
  5. At least one community member;
  6. At least one district-level director or coordinator with expertise in the content area;  
and
  7. At least one member of a School Improvement Council within the district/school;
- D. When possible, each member of the Materials Reconsideration Committee should represent different schools, and none should be employed at the school for which the request has been filed. At the discretion of the Superintendent, exceptions to this rule may be made for material that is widely available at most BCSD schools.
- E. BCSD Materials Reconsideration Committee and Administrative Review Committee will use the “Beaufort County School District Reconsideration Committee Checklist” attached to this Administrative Regulation as Attachment 3.

## **VI. Materials Reconsideration Committee.**

- A. The Materials Reconsideration Committee will study the complainant’s submissions on the, “Request For Reconsideration Of School Library Materials Form,” read/examine the referenced materials in full, and meet as a group to share and discuss their findings. The value of any material must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents
- B. The Materials Reconsideration Committee shall complete its review and issue a written report within fifteen (15) business days of initial receipt of the formal complaint. A copy of the report shall be sent to the complainant, the Superintendent, and the Board of Education.
- C. If the Materials Reconsideration Committee recommends any changes regarding access to the material in question (such as the addition/removal of the material) the Superintendent or designee will be responsible for communicating those changes to the appropriate personnel who shall ensure that such changes are made in a timely manner.
- D. If the Materials Reconsideration Committee recommends the material in question be removed, the BCSD must ensure no other copies exist in school library circulation within the BCSD for the school level(s) it has been recommended for removal.

- E. If the Materials Reconsideration Committee recommends the material in question is acceptable, the BCSD must immediately place such materials back into circulation.
- F. Appropriateness of a book or reading material cannot be challenged again until the expiration of five (5) years from the original challenge date.

**VII. Administrative Review Committee.** BCSD reserves the right to appoint an Administrative Review Committee, and to conduct a review of school library materials. The Administrative Review Committee members will consist:

- 1. At least one teacher with expertise in the context area and grade level;
- 2. At least one school librarian;
- 3. At least one school administrator;
- 4. At least one district-level director or coordinator with expertise in the content area;
- 5. At least one parent;
- 6. At least one community member;
- 7. At least one member of the School Improvement Council within the district/school; and

**VIII. Appeals Process.** Complainants wishing to appeal the decision of the Materials Reconsideration Committee must do so, in writing, to the Board of Education within seven (7) business days of receipt of the committee's decision. After reviewing the committee's report on the material in question, the Board of Education will make a determination regarding the material in question within fifteen (15) business days effective from the date the appeal is requested.

Adopted: June, 2022; November, 2022

Legal references:

- A. Federal legislation:
  - 1. Copyright Act of 1976, Title 17 USC Section 101 *et seq.*, effective January 1, 1978.
  - 2. 20 U.S.C. Code, Section 1232h, as amended
- B. S. C. Code, 1976, as amended:
  - 1. Section 59-31-10 - Library committee.
- C. South Carolina Department of Education Standards for School Library Resource Collections.
- D. South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

E. Beaufort County Schools Coherent Governance Manual:

1. GC-1 Board Purpose.
2. GC-2 Governing Commitments (GC 2.1, 2.2, 2.3).
3. GC-3 Board Job Description (GC-3.4.b.c.d., 3.17).
4. GC-6 Annual Work Plan.
5. GC-11 Diversity Statement and Goals.
6. B/SR-4 Authority of the Superintendent.
7. B/SR-5.8 Superintendent Accountability.
8. OE-1 Global Operational Expectation.
9. OE-3 Treatment of Stakeholders (OE-3.1, 3.3).
10. OE-10 Communicating with the Board (OE-10.1, 10.2, 10.4, 10.6, 10.12, 10.16).
11. OE-11 Communicating with the Public (OE-11.1, 11.2.a.b.c).
12. OE-12 Instructional Program.
13. OE-16 FOIA (OE-16.1, 16.2).

## **SCHOOL LIBRARY MATERIALS SELECTION & ADOPTION**

**Admin. Reg. IS-38  
November 2022**

- I. Purpose.** This Administrative Regulation establishes the Superintendent's expectations for the selection and adoption of school library materials to support and enrich the instructional program and recreational reading needs of students in the Beaufort County School District (BCSD).
- II. 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.
- III. Definitions.**
  - A. Instructional Material.** Instructional materials are all materials designed for use by students and their teachers as a learning resource. They may be printed or non-printed and may include books, audiovisual materials and kits, and computer programs.
  - B. Instructional Program.** School libraries should support the academic curriculum to promote student achievement by providing information resources in a variety of formats within school grade bands.
  - C. Recreational Reading.** Recreational reading is the reading students choose to do on their own. It reflects the reader's personal choice of the material, within the scope of the school library's collection. Recreational reading is done for information or for pleasure, no one assigns it.
- IV. Role of the School Library Professionals.**
  - A.** School Librarians at each school hold the primary responsibility for identifying, selecting, classifying, and organizing school library materials. School library materials include library books, audiovisuals, electronic resources, and other materials. Since materials are selected to provide for the broad curricular needs and interests of the school community, school librarians welcome and consider suggestions from principals, teachers, students, and other members of the school community. The school principal has the responsibility to adhere to the BCSD defined procedures and practices for the purchase of all instructional materials.
  - B.** School Librarians should develop a school library collection which creates and sustains a diverse and accessible range of materials appropriate to the developmental and maturity levels of the students served. A well-developed school library collection provides space and resources for a variety of views and ideas and supports students as they develop the critical information literacy skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas within a pluralistic and increasingly media-rich society.

**V. Objectives for School Library Services and Materials Selection.**

- A. The school library is integral to and supports the school curriculum. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.
- B. Materials provided in school libraries will build a broad collection of knowledge representing multiple viewpoints, interests, and formats. Adhering to the South Carolina Standards for School Library Resource Collections and language defined in this Administrative Regulations, the collection will address the needs of appropriate school grade bands and text complexity. Materials will be selected with a focus on the following objectives:
  - a. To provide resources for a variety of views and ideas and to support students as they develop critical information literacy skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world;
  - b. To develop an accurate and up-to-date library collection which meets the instructional and curricular needs of the school and its' students;
  - c. To encourage an appreciation and interest for both informational and recreational reading/viewing/listening;
  - d. To equitably provide for the needs of diverse learners, including students with disabilities or accessibility needs, multilingual learners, students with varying reading or maturity levels, and students of varying socioeconomic backgrounds;
  - e. To provide materials representative of multiple viewpoints that may include sensitive or controversial issues;
  - f. To provide materials representative of the many religious, ethnic, racial, and cultural groups which contribute to our local and global societies;
  - g. Reflect the linguistic pluralism of the community; and
  - h. Provide resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval.
- C. School Librarians do not necessarily endorse every idea or presentation they make available for use within a library's collection. It would conflict with the public interest for School Librarians to establish their own political, moral, or aesthetic views as a standard criterion for selecting library material. Materials shall support and be consistent with the BCSD general educational goals and the educational goals and objectives of each individual school. Materials shall be appropriate for the students for whom they are selected.
  - a. The School Librarians shall use their professional training and expertise to continually evaluate the existing collection and identify areas in need of improvement. The school librarian accepts requests for materials from administration, faculty, staff, students, and parents, and establishes a school-level library acquisitions committee to examine, evaluate, and approve suggested school

library materials. When selecting materials, School Librarians must consult reputable, unbiased, and professionally prepared selection aides (such as School Library Journal, Kirkus Reviews, Booklist, Publisher's Weekly, The Horn Book, and The Bulletin of the Center for Children Books). The school-level library acquisitions committee will review the entire list of suggested school library material. Items considered for purchase will be reviewed using the SCDE guidelines in addition to the following considerations:

1. Needs of the school and value to the collection;
2. Reputation and significance of author and producer;
3. Clarity, adequacy, and scope of text;
4. Validity, accuracy, objectivity, currency, appropriateness of text;
5. Organization and presentation of contents;
6. High degree of readability and/or comprehensibility;
7. High artistic quality and/or literary style; and
8. Value commensurate with cost.
9. Educational significance:
  1. Support the BCSD's mission, vision, and goals.
  2. Directly support the acquisition of related standards.
  3. Contribute to improved academic achievement for a variety of learners and learning styles.
  4. Promote the integration of higher-level thinking skills.
  5. Reflects the needs/interests of the school and the culture of the school community.
  6. Adds value to the library/school collection.
  7. Reflects a clear, adequate, and broad presentation of the content.
10. Be of excellent quality, content, and manner of presentation.
  1. Be aligned to instructional standards, as outlined in the South Carolina Department of Education College and Career Readiness Standards.
  2. 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:
    - i. No errors, validity, accuracy;
    - ii. Objectivity;
    - iii. Well written; and
    - iv. Strong visual appeal.

3. Ensure reputation and significance of author and producer.
4. Contains a value commensurate with cost.
5. High artistic quality, and/or literary style.
6. Avoid bias and adhere to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.
7. Contains clarity, adequacy, and scope of text.
8. Organized in a manner that provides clarity and ease to the reader.
9. Ensures a high degree of readability and/or comprehensibility.

#### 11. Avoid pervasive vulgarity

1. When considered as a whole, does not appeal to sexual interest in a shameful manner.
2. Does not depict or describe, in a clearly offensive way, sexual conduct.
3. Abides by prevailing standards in the adult community as to what is suitable material for minors.
4. Is free from graphic depictions of sexual activity.

#### 12. Appropriateness of text to the:

1. Age and grade level of students.
2. Maturity level of students.
3. Content area.
4. Reflects the contemporary community standards.

- D. The approved final list is to be submitted to the principal for consideration and approval.
- E. Principal approval is required for material that is likely to be controversial.
- F. Upon approval of book purchasing list, school is to follow BCSD procurement practices for purchasing and acquisition. As best practice, schools are to order library/class set materials at increments not to exceed \$4500, to allow for appropriate review of titles.
- G. A technical review is required prior to purchasing/downloading any software, hardware, online programs, or other digital resources.
- H. The purchase of school library materials must be in alignment with this Administrative Regulation and confirmed by the school principal.
- I. Resource sharing shall be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
- J. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.

- K. In accordance with Administrative Regulation OS-9 Authorized Signatures, school principals and department heads are authorized to sign all BCSD purchase orders and payment requests.
  - L. Gift materials will be evaluated by the criteria outlined above and will be accepted or rejected in accordance with these criteria. Gifted materials may be rejected in accordance with these criteria or additional considerations, such as available space, duplication/overlap of current resources, conflicting collection development priorities, and other related factors.
- VI. Classification and Organization of School Library Materials.** The classification and organization of library materials (to include cataloging, labeling, shelving, and special displays) will be determined by School Librarians to best meet the needs of the school community. A consortium catalog will be used to allow for standardized cataloging processes and to facilitate resource-sharing opportunities between individual schools, such as interlibrary loan.
- VII. School Library Collection Inventories and Analyses.** School Librarians will conduct collection inventories and analyses at least once a year, to ensure accurate cataloging data/records and to identify aged, outdated, or lost materials. Generally, librarians should build library collections with the following goals:
- A. As needed, at least 5% of the collection is updated annually.
  - B. The overall average copyright date for the fiction books, including Easy, paperbacks, audiobooks and ebooks, is no more than 15 years from the current calendar date.
  - C. The overall average copyright date for the nonfiction books, including Easy, audiobooks and ebooks, is no more than 5 years from the current calendar date.
  - D. The average copyright date for the total collection is no more than 11 years from current calendar date.
- VIII. Materials Deselection.** Weeding, or the regular removal of items from a library collection, is essential to maintaining a current and appealing collection. In adherence with the South Carolina Department of Education Standards for School Library Resource Collections, and to keep the library collection relevant to current and anticipated needs, school librarians will regularly weed from the library catalog based on subjective and objective criteria as follows:
- A. Objective Criteria for weeding is based on collection data sourced from the above referenced collection inventories, analyses, and circulation reports. Objective criteria for weeding may include:
    - a. Material exceeds overall target copyright date for the collection area as listed above.

- b. Material's circulation records are historically low or represent a significant decline from previous years. (ex. less than 2 circulations in the last 2 calendar years)

B. Subjective Criteria for weeding may include:

- a. Material is damaged.  
(ex. irreparably torn pages, covers, or bindings)
- b. Material is physically unappealing.  
(ex. outdated covers or illustrations)
- c. Material is inaccurate, biased, or depicts inappropriate stereotypes.
- d. Material is superseded by a newer or better edition/resource.
- e. Material is no longer appropriate for the maturity or reading levels of the students served.  
(ex. The school's grade level bands have changed)
- f. Material is no longer relevant to patron interests.  
(ex. Biographies of once-famous figures; multiple copies of past award winners)

C. Clarification of subjective criteria for weeding guidance from BCSD

- a. Needs of the school and value to the collection;
- b. Reputation and significance of author and producer;
- c. Clarity, adequacy, and scope of text;
- d. Validity, accuracy, objectivity, currency, appropriateness of text;
- e. Organization and presentation of contents;
- f. High degree of readability and/or comprehensibility;
- g. High artistic quality and/or literary style; and
- h. Value commensurate with cost.
- i. Educational significance:
  - 1. Support the BCSD's mission, vision, and goals.
  - 2. Directly support the acquisition of related standards.

3. Contribute to improved academic achievement for a variety of learners and learning styles.
  4. Promote the integration of higher-level thinking skills.
  5. Reflects the needs/interests of the school and the culture of the school community.
  6. Adds value to the library/school collection.
  7. Reflects a clear, adequate, and broad presentation of the content.
- j. Be of excellent quality, content, and manner of presentation.
1. Be aligned to instructional standards, as outlined in the South Carolina Department of Education College and Career Readiness Standards.
  2. 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:
    - i. No errors, validity, accuracy;
    - ii. Objectivity;
    - iii. Well written; and
    - iv. Strong visual appeal.
  3. Ensure reputation and significance of author and producer.
  4. Contains a value commensurate with cost.
  5. High artistic quality, and/or literary style.
  6. Avoid bias and adhere to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.
  7. Contains clarity, adequacy, and scope of text.
  8. Organized in a manner that provides clarity and ease to the reader.
  9. Ensures a high degree of readability and/or comprehensibility.
- k. Avoid pervasive vulgarity
1. When considered as a whole, does not appeal to sexual interest in a shameful manner.
  2. Does not depict or describe, in a clearly offensive way, sexual conduct.
  3. Abides by prevailing standards in the adult community as to what is suitable material for minors.
  4. Is free from graphic depictions of sexual activity.
- l. Appropriateness of text to the:
1. Age and grade level of students.
  2. Maturity level of students.
  3. Content area.
  4. Reflects the contemporary community standards.
- m. Resources should be free of political bias, unless being used to address a related standard. In this case, a broad range of views should be presented.

Adopted: July 18, 2001  
Revised: October, 2007; September, 2009; October, 2017; June 2022; November 2022

Legal references:

- A. Federal legislation:
  - 1. Copyright Act of 1976, Title 17 USC Section 101 *et seq.*, effective January 1, 1978.
  - 2. 20 U.S.C. Code, Section 1232h, as amended.
- B. S. C. Code, 1976, as amended:
  - 1. Section 59-31-10 - Library committee.
  - 2. Section 59-31-220 – Furnishing library books.
- C. South Carolina Standards for School Library Resource Collections.
- D. South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.
- E. American Library Association – School Library Media Research: *Independent Reading and School Achievement. Volume 3, 2000.*
- F. Beaufort County Schools Coherent Governance Manual:
  - 1. GC-1 Board Purpose.
  - 2. GC-2 Governing Commitments (GC 2.1, 2.2, 2.3).
  - 3. GC-3 Board Job Description (GC-3.4.b.c.d., 3.17).
  - 4. GC-6 Annual Work Plan.
  - 5. GC-11 Diversity Statement and Goals.
  - 6. B/SR-4 Authority of the Superintendent.
  - 7. B/SR-5.8 Superintendent Accountability.
  - 8. OE-1 Global Operational Expectation.
  - 9. OE-3 Treatment of Stakeholders (OE-3.1, 3.3).
  - 10. OE-10 Communicating with the Board (OE-10.1, 10.2, 10.4, 10.6, 10.12, 10.16).
  - 11. OE-11 Communicating with the Public (OE-11.1, 11.2.a.b.c).
  - 12. OE-12 Instructional Program.
  - 13. OE-16 FOIA (OE-16.1, 16.2).

## Background Information for Library Materials in Review

<b>Book Title:</b> <i>The Perks of Being a Wallflower</i>	<b>Synopsis</b>  Charlie is shy, introspective, intelligent beyond his years yet socially awkward; he is a wallflower, caught between trying to live his life and trying to run from it. Charlie attempts to navigate his way through the uncharted territory of high school: the world of first dates and mix-tapes, family dramas and new friends. Standing on the fringes of life offers a unique perspective. But there comes a time to see what it looks like from the dance floor.  <u>Source: Novelist Plus - accessed via SCDiscus</u>
<b>Book Author</b> Chbosky, Stephen	
<b>Copyright Year:</b> 1999	

### **Professional Reviews of *The Perks of Being a Wallflower***

Source: Follett Titlewave

Booklist (Vol. 95, No. 12 (February 15, 1999))

"Dear friend, I am writing to you because she said you listen and understand." In his letters to a never-identified person, 15-year-old Charlie's freshman high-school year (1991-92) and coming-of-age ring fresh and true. First-novelist Chbosky captures adolescent angst, confusion, and joy as Charlie reveals his innermost thoughts while trying to discover who he is and whom he is to become. Intellectually precocious, Charlie seems a tad too naive in many other ways, yet his reflections on family interactions, first date, drug experimentation, first sexual encounter, and regular participation in Rocky Horror Picture Show screenings are compelling. He vacillates between full involvement in the crazy course of his life and backing off completely. Eventually, he discovers that to be a whole person who knows how to be a real friend rather than a patsy, he must confront his past--and remember what his beloved, deceased Aunt Helen did to him. Charlie is a likable kid whose humor-laced trials and tribulations will please both adults and teens.

Kirkus Reviews (1999)

Aspiring filmmaker/first-novelist Chbosky adds an upbeat ending to a tale of teenaged angst--the right combination of realism and uplift to allow it on high school reading lists, though some might object to the sexuality, drinking, and dope-smoking. More sophisticated readers might object to the rip-off of Salinger, though Chbosky pays homage by having his protagonist read *Catcher in the Rye*. Like Holden, Charlie oozes sincerity, rails against celebrity phoniness, and feels an extraliterary bond with his favorite writers (Harper Lee, Fitzgerald, Kerouac, Ayn Rand, etc.). But Charlie's no rich kid: the third child in a middle-class family, he attends public school in western Pennsylvania, has an older brother who plays football at Penn State, and an older sister who worries about boys a lot. An epistolary novel addressed to an anonymous "friend," Charlie's letters cover his first year in high school, a time haunted by the recent suicide of his best friend. Always quick to shed tears, Charlie also feels guilty about the death of his Aunt Helen, a troubled woman who lived with Charlie's family at the time of her fatal car wreck. Though he begins as a friendless observer, Charlie is soon pals with seniors Patrick and Sam (for Samantha), stepsiblings who include Charlie in their circle, where he smokes pot for the first time, drops acid, and falls madly in love with the inaccessible Sam. His first relationship ends miserably because Charlie remains compulsively honest, though he proves a loyal friend (to Patrick when he's gay-bashed) and brother (when his sister needs an abortion). Depressed when all his friends prepare for college, Charlie has a catatonic breakdown, which resolves itself neatly and reveals a long-repressed truth about Aunt Helen. A plain-written narrative suggesting that passivity, and thinking too

much, lead to confusion and anxiety. Perhaps the folks at (co-publisher) MTV see the synergy here with Daria or any number of videos by the sensitive singer-songwriters they feature.

Publishers Weekly (January 25, 1999)

A trite coming-of-age novel that could easily appeal to a YA readership, filmmaker Chbosky's debut broadcasts its intentions with the publisher's announcement that ads will run on MTV. Charlie, the wallflower of the title, goes through a veritable bath of bathos in his 10th grade year, 1991. The novel is formatted as a series of letters to an unnamed "friend," the first of which reveals the suicide of Charlie's pal Michael. Charlie's response--valid enough--is to cry. The crying soon gets out of hand, though--in subsequent letters, his father, his aunt, his sister and his sister's boyfriend all become lachrymose. Charlie has the usual dire adolescent problems--sex, drugs, the thuggish football team--and they perplex him in the usual teen TV ways. He hangs out with a group of seniors, among whom are Patrick and Samantha. Patrick is gay, and Charlie learns about gay. Sam is pretty, and Charlie learns about heartbreak. Sam is, alas, going out with Craig. Charlie goes out with the uppity Mary Elizabeth. Patrick goes with Brad but breaks up with him when Brad's father discovers their relationship. Into these standard teenage issues Chbosky infuses a droning insistence on Charlie's supersensitive disposition. Charlie's English teacher and others have a disconcerting tendency to rhapsodize over Charlie's giftedness, which seems to consist of Charlie's unquestioning assimilation of the teacher's taste in books. In the end we learn the root of Charlie's psychological problems, and we confront, with him, the coming rigors of 11th grade, ever hopeful that he'll find a suitable girlfriend and increase his vocabulary. (Feb.)

School Library Journal (June 1999)

Gr 9 Up An epistolary narrative cleverly places readers in the role of recipients of Charlie's unfolding story of his freshman year in high school. From the beginning, Charlie's identity as an outsider is credibly established. It was in the spring of the previous school year that his best friend committed suicide and now that his class has gone through a summer of change, the boy finds that he has drifted away from old friends. He finds a new and satisfying social set, however, made up of several high school seniors, bright bohemians with ego-bruising insights and, really, hearts of gold. These new friends make more sense to Charlie than his star football-playing older brother ever did and they are able to teach him about the realities of life that his older sister doesn't have the time to share with him. Grounded in a specific time (the 1991/92 academic year) and place (western Pennsylvania), Charlie, his friends, and family are palpably real. His grandfather is an embarrassing bigot; his new best friend is gay; his sister must resolve her pregnancy without her boyfriend's support. Charlie develops from an observant wallflower into his own man of action, and, with the help of a therapist, he begins to face the sexual abuse he had experienced as a child. This report on his life will engage teen readers for years to come. Franciscia Goldsmith, Berkeley Public Library, CA  
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### **Awards/Distinctions Awarded to *The Perks of Being a Wallflower***

Source: Follett Titlewave, NovelistPlus

YALSA Best Books for Young Adults: 2000

YALSA Quick Picks for Reluctant Young Adult Readers: 2000

New York Public Library Books for the Teen Age: 2001

## *The Perks of Being a Wallflower* by Stephen Chbosky

### Educational Significance

1. This novel supports BCSD's mission, vision, and goals by providing a "personalized learning approach" and supporting a "diverse community" of students. Charlie is a victim of sexual abuse from a relative and his response to events in the story is informative to students who may have experienced the same and are suffering from the same manner of repressed memories and behavioral mannerisms Charlie exhibits. Charlie represents our neurodiverse community by displaying what appears to be undiagnosed Autism and behavior consistent with a trauma survivor including overanalysis of situations, sensitivity to others' emotions, and seeking gratification/self-soothing through the use of alcohol and drugs. This novel also reflects the experience of gay teenagers and the stigma associated with homosexual relationships, also representative of our diverse community.
2. The novel contributes to improved academic achievement for a variety of learners due to its epistolary format of letter writing, an engaging and unconventional manner of writing that many children actively seek out when choosing books for personal reading and as an academic supplement to assignments. National School Library Standards VC1 states "learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats" and numerous peer-reviewed research studies show the correlation between improved academic achievement and reading.
3. This novel promotes the integration of higher-level thinking skills because of the incorporation of the many books Charlie's English teacher has him read in addition to his normal classwork. *On the Road*, *The Stranger*, *This Side of Paradise*, *Peter Pan*, *A Separate Peace*, *To Kill a Mockingbird*, *The Catcher in the Rye*, *The Great Gatsby*, *Hamlet*, *Walden*, and *The Fountainhead* are accessible titles, many of them on the approved extended reading lists for BCSD high schools, and are used as part of the English curriculum. A study of those titles can be broken down into the specific challenges Charlie faces and how they reflect in his response. *Perks* could be an optional companion novel to one of the aforementioned texts that analyze the corresponding characters, relationships, and events across several ELA curriculum standards.
4. This novel reflects the needs/interests of the school and culture of the community through the inclusion of everyday situations and the characters' response to drugs, alcohol, bullying, suicide, sex (both wanted and unwanted), teen pregnancy/abortion, and sexual trauma. The subject matter is relevant and highly relatable to high school students of all levels since Charlie is a 9th grader but was held back so he is older and driving by the second semester, his friends are graduating, hence the entire 9-12 spectrum is represented. The events in *Perks* are not unique and happen right here in Beaufort County, they are a direct reflection of many of our students' lived experiences. Not only does this story show how easily a student can be affected by negative thoughts and patterns, it is also an outstanding example of positive interventions, setting boundaries, getting help through therapy, and building meaningful relationships.
5. *Perks* adds value to the school library collection because it is representative of our student body, and as previously mentioned provides numerous examples of positive behavior and supports in light of difficult circumstances. Specific examples include:

- a. Support given/received by siblings and parents (page 3, 25, 26, 47, 49, 79, 80, 88, 99, 117, 118, 121, 123, 131, 134, 171, 173, 197, 210)
- b. Support given/received by friends (page 32, 35, 38, 67, 70, 101, 109, 111, 112, 137, 151, 154, 161, 194, 200, 203)
- c. Parental support of reading broadly (page 5)
- d. Self-awareness, introspection, and actualizations in variety of circumstances (page 2, 7, 12, 13, 14, 15, 16, 21, 26, 32, 33, 34, 42, 45, 52, 60, 74, 81, 93, 99, 100, 102, 105, 114, 129, 135, 137, 139, 144, 154, 165, 169, 179, 196, 201, 211)
- e. Bystander intervention (page 8, 35, 151)
- f. Support/special interest given by teacher (page 9, 24, 26, 46, 63, 75, 103, 106, 107, 134, 164, 165, 181)
- g. Mature observations and expression of feelings or events (page 18, 20, 21, 22, 27, 33, 34, 45, 48, 53, 57, 59, 60, 62, 69, 76, 87, 90, 94, 96, 103, 105, 111, 113, 114, 117, 118, 138, 145, 155, 163, 169, 173, 182, 194, 209, 211, 212)
- h. Research for personal enlightenment (page 64, 101)
- i. Open and frank discussion of consent (page 112, 124, 202)

#### Quality, Content, Manner of Representation

1. *Perks* is engaging, relatable, and representative of various students and student perspectives. It is free of textual errors and is organized in a format that makes it highly desirable for students to read. Many students seek out books that are written as diaries or in the form of letters because it is the best way to get a direct first-person point of view and a deep understanding of the events according to that character.
2. This was Stephen Chbosky's first novel, however, he is also credited with screenwriting 5 films including the film adaptation of this book on its 20th anniversary (2012). He wrote a second novel in 2019.
3. Can be found for purchase anywhere from \$5 to \$20 depending on the version which is highly valuable with regards to the amount of circulation it would receive and would be cost-effective for larger purchase as a class set.
4. It has high artistic quality and literary style as previously mentioned due to the epistolary format. Writing in a series of letters means you have first-hand access to the main character's point of view, the series of events happen in order for the most part or is relayed a few days later keeping the information flow understandable yet still allowing for discovery and foreshadowing of events which lends directly to English Language standards for decoding text and identifying literary elements and plot devices.
5. *Perks* is highly sensitive to information presented about sexual intimacy and consequences (pages 70, 112, 117, 124, 202), family problems relating to generational trauma and abuse (pages 6, 58, 70, 87, 147, 213), the existence of racial prejudice and how its combated (pages 56, 187), and demonstrates a positive approach to topics of suicide and bullying in school (pages 3, 7, 73, 150). Additionally, these concepts are not just written on the page with no context. Because Charlie is writing the letters the reader gets his full account of the events, what he thinks about them, how he analyzes the situations and responds to them based on his experiences and what we later learn is a trauma-formed response.

6. Based on the format of chronological letters through the school year and then separated into 4 parts that coincide with major revelations and/or changes in the dynamic of Charlie's psyche it has a high degree of readability and clarity.

#### Avoidance of Pervasive Vulgarity

1. When considered as a whole, *Perks* does not appeal to sexual interest in a shameful way. In fact, there are multiple discussions of consent, what that looks like, how to ask for it, and what to do when you're not comfortable in the situation. (See pages 112, 124, and 202). The sexual activity present is not lascivious or lewdly descriptive. It is relayed in very mature language and explained in a manner that makes it understandable and clear for students.
2. Scenes describing sexual activity include:
  - a. There is one sex scene. It is when Charlie walks in on his older sister and her boyfriend having sex on the couch in the basement. (page 12) He says "my sister and this boy were naked. He was on top of her and her legs were draped over either side of the couch. And she screamed at me in a whisper. 'Get out. You pervert.' So I left." His perspective is clinical, not prurient or obsessive. Charlie later mentions feeling ashamed about having a dream about him and Sam doing what he saw his sister do (see page 21) and feels compelled to tell Sam about it because in his mind he "saw her naked without her permission", he even began to cry about it when he told her because he felt bad. The conversation that ensued set boundaries for their friendship (see page 22).
  - b. There are two discussions of masturbation. First, after Charlie dreamed about Sam on page 21 he says "Do you know what 'masturbation' is?... Masturbation is when you rub your genitals until you have an orgasm. Wow!" A clinical and biological description of an activity that many students perform or are curious about. The second time is on page 27 when Charlie tells how often he masturbates and who he thinks about "...I also forgot to tell you how often I do it now, which is a lot. I don't like to look at pictures, just close my eyes and dream about a lady I do not know. And I try not to feel ashamed. I never think about Sam when I do it." Again, this is a sterile description of an act that many students perform or are curious about including the mention of how he tries not to feel ashamed about pleasuring himself.
  - c. There is one rape scene. It is when Charlie tells the story of the first party at his house that his older siblings threw, we estimate him to be around 12 and a boy and girl come in to "use the room" (pages 30-32). He describes the boy and girl being drunk, kissing, and the girl began protesting and crying "Please. Dave. No." the boy talks softly to her about how good she looked trying to convince her that it was ok. Charlie says "I wish I could describe this a little more nicely without using words like penis, but that was the way it was." Charlie describes the girl performing oral sex: "she started to kiss his penis. She was still crying. Finally, she stopped crying because he put his penis in her mouth". Charlie "...had to stop watching at that point because I started to feel sick" ... "They kept doing other things, and she kept saying 'no'. Even when I covered my ears I could still

hear her say that." He describes the event as a detached observer with revulsion, not overt interest, and with a few key details so the reader understands the event is not consensual sex. Four years later when he's telling this story he finally realizes that was rape and is distraught about it.

- d. Charlie shares that his friend Patrick and Patrick's love interest Brad had sex (page 44). "I don't want to go into detail about it because it's pretty private stuff, but I will say that Brad assumed the role of the girl in terms of where you put things. I think that's pretty important to tell you. When they were finished, Brad started to cry really hard...Brad wouldn't even let Patrick hold him, which seems rather sad to me because if I have sex with someone, I would want to hold them." Once again, Charlie only says what needed to be said, and why it is important and gives a mature observation about intimacy. Later in the story, we learn about Brad's homophobic parent and how that destroys the boys' relationship which is likely the reason he mentioned that Brad assumed the submissive role as this would be even more unacceptable to his father.
  - e. There is a description of his Aunt Helen's assault when she was young (pages 89-90). "I will not say who. I will not say when. I will just say that my aunt Helen was molested. I hate that word. It was done by someone who was very close to her. It was not her dad. She finally told her dad. He didn't believe her because of who it was. A friend of the family... and the man kept coming over for visits." Charlie then shares how she got help, tried to put her life back together, and eventually moved in with them when he was very young. Because of this abuse to her, she later becomes an abuser to Charlie but he doesn't remember that yet.
  - f. Charlie tells the first time he makes out with a girl, he never has sex in the book, this is just exploration (pages 126-127). "And she leaned down and started kissing my neck and ears. Then my cheeks. Then my lips. And everything kind of melted away. She took my hand and slid it up her sweater, and I couldn't believe what was happening to me. Or what breasts feel like. Or later, what they looked like. Or how difficult bras are. After we had done everything you can do from the stomach up, I lay down on the floor, and Mary Elizabeth put her head on my chest. We breathed very slowly and listened to the music and the fire crack," That's it, no depravity or filthy language. Later when Charlie is with Sam (pages 202, 203) and they're kissing he experiences negative emotions when she reaches her hand down his pants the event stops. "Until she moved her hand under my pants, and she touched me. That's when I stopped her." That triggered Charlie's memory of his assault, it also highlighted the communication between them about being sexually active "It's ok that you're not ready" and the importance of gaining consent.
3. *Perks* abides by prevailing standards in the adult community in regard to being suitable material for minors based on the following:
- a. The mature handling of sexual activity to include consent and unwanted sexual contact throughout the book.

- b. The emotional analysis of each situation that Charlie encountered including the use of alcohol and drugs, the reason why he was partaking, and what he thought about them.
  - c. The use of vulgarity was not pervasive, and only the clinical names of anatomy were used [penis, breasts]. There were four curse words that appeared a total of 11 times [asshole, fuck(ing), bullshit, shit], and 4 slang and potentially offensive terms [bitchy dyke, faggot, pussy, prick] that appeared 6 times.
  - d. The gained understanding of the nature of his gay friend's existence and homosexual relationship and having to keep it secret because homosexuality was something to hide in the early 90's.
4. The remaining depictions of sexual activity are when Charlie and Patrick share stories of other people at school with each other, they are not engaging in these acts, merely telling them so they are descriptive but not overtly graphic because they do not contain explicit details. These are snippets of events and do use crude language on pages 158-160. "They did it doggy-style with one of the sandwich bags" because they didn't have a condom. A guy "was caught masturbating at a drunk party." A girl developed breasts at a young age and "would let some of the boys feel them." Another girl "who allegedly masturbated with a hot dog and had to go to the emergency room." Charlie then wonders what they must feel like now when they "go to their class reunions. I wonder if they're embarrassed, and I wonder if that's a small price to pay for being a legend." The events are relayed with only enough information to get the point across.

#### Appropriateness

1. Professional review sources recommend this book for teens and grades 9 and up, and after full review of the material I agree that it is appropriate for grades 9-12. There are many difficult issues that Charlie encounters, from the suicide of a friend before he enters high school, dealing with repressed sexual assault that happened somewhere around the age of 5-7, experiencing his first party (age 11 or 12), first use of drugs (marijuana and LSD) (age 15) and alcohol (beer, wine, brandy are mentioned) (age 15), and first sexual experience that he willingly participates in (age 16) not sex itself, just making out. These are all experiences that high school students encounter and discuss every day. The way Charlie analyzes his experiences, confronts longheld beliefs by his family, and shares honest emotions with his friends make this an outstanding example of overcoming personal and generational trauma and recovering dignity and self-worth.
2. As for maturity, this novel is again appropriate for grades 9-12 since many young people partake in their first drug or alcoholic drink between the ages of 12-16. According to WSU article (2020) the national average is rising to around 16, which is a trend in the right direction, and early onset use was typically 15 (data varies based on study participants and other parameters). So by the time students enter high school they may have already had a first-hand experience with drugs or alcohol or soon will. They may have also already experienced sexual assault according to the Department of Justice statistics as reported to law enforcement, nearly 40% of victims are under the age of 12. Charlie's sister gets pregnant and has an abortion, she happens to be 18 at the time so asks Charlie to drive her so their parents don't find out. I should also mention she ended

up in a much better relationship after breaking up with the boy who got her pregnant and graduated second in her class that year. The number of births for teens ages 15-19 is declining but in 2020 the number is 158,043. The number of pregnancies that were terminated spontaneously or otherwise is unknowable, which means this is not an isolated occurrence. There have been multiple pregnancies at the high school level in Beaufort County that I have seen with my own eyes. The age of consent in South Carolina is 16, it would be naive to think students aren't having sex. It would be beneficial to provide them with an example of exactly what negative sexual interactions look like and what positive sexual interactions look like and how the network of family and friends can support emotional and tough decisions.

3. This novel could easily support English curriculum and standards (linked below) as a supporting text for analyzing and interpreting meaning and context for each grade level and is applicable to national school library standards previously mentioned.
4. *Perks* reflects contemporary community standards despite the original publication date of 1999. The issues and experiences contained within are timeless and popular because they are real and their importance is not diminished by the passage of time. There is a 20th-anniversary edition for a reason. There is a major motion picture with popular stars acting out these roles for a reason. Charlie is a likable and relatable character that a large portion of the student body and community at large could identify with. The perfect response to why students should be able to read this book is on page 217 where the author says:

"You are not alone. Understand, friend, there are millions of us. Millions of people who struggle with (and overcome) all sorts of problems. You would be shocked to know how many people understand EXACTLY what you are going through. That doesn't mean that what you are going through is somehow less. Meaningful. Special. Unique. On the contrary, it means that what you are going through is more. It is important. It deserves to be seen, spoken of, and understood."

Van Dongen, J. (2020). *Study shows rising age of first drug use in teens, young adults.*

<https://news.wsu.edu/press-release/2020/03/02/study-shows-rising-age-first-drug-use-teens-young-adults/>

Snyder, H. (2000). *Sexual assault of young children as reported to law enforcement.*

<https://bjs.ojp.gov/content/pub/pdf/saycrle.pdf>

SC ELA Standards via Rubicon Atlas

<https://beaufort.rubiconatlas.org/Atlas/References/Standards/View/Default?ShowKey=1&AllStatutes=1&localStandards=1&DistrictID=1&FromReferences=1&>

Attachment 3

**BEAUFORT COUNTY SCHOOL DISTRICT  
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 2Date 11/17/22Name of Novel The Perks of Being a Wallflower by Chbosky, Stephen

**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 <i>ex's on pg 9 sticky notes</i>	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. <i>comparative analysis / journaling</i>	<input 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 type="checkbox"/>
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <i>SCDE - ed.sc.gov Charlie is a modern day Holden Caulfield ✓</i>	

ELA Standards: 2 · 3 · 4 · 5  
Eng I-IV

Language-Craft-Structure (LCS)  
Eng I-IV Standard 9 · 10 · 11 · 12

10

Reading - Literary Text (RL)

Meaning & Context (MC)

Eng I-IV Standards 4 ·

Standard 5 · 6 · 7 · 8

Eng I-IV



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. <i>no - 'matter of fact' observational</i>	
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. <i>↓ pg 24</i>	
The novel is free from graphic depictions of sexual activity. <i>44-45 (no actual 'private')</i>	✓
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: <i>Bill Anderson</i> <i>teacher writing journaling to work through his friend's suicide and Aunt's death</i> <i>Secure - psych. about repressed feelings/memories, maturity - growth from observing life/unpleasant things engaging in it -</i> <i>English teacher recognizes talent/becomes mentor</i> <i>- Patrick/Sam - bring him into their friend group intellectual/social acceptance</i>			

pg 24 - We accept the love we think we deserve -  
 Charlie tells Patrick about Graham's abusive bf - Patrick alerts parents

pg 30-31 - observes date rape but does not know if it's real  
 pg 32 - takes out date to Sam/Patrick and realizes the situation - contemplates  
 what to do - punishment for Graham's Vio. later

Attachment 3BEAUFORT COUNTY SCHOOL DISTRICT  
RECONSIDERATION COMMITTEE CHECKLISTCommittee Number: 2Date 11/17/22Name of Novel The Perks of Being a Wallflower by Chbosky, Stephen

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 <u>higher-level thinking skills</u> .	<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 type="checkbox"/>
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <u>Adolescence in the 90's</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.	✓
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: • Masturbation - 21, 27      • Sex throughout (not descriptive) • Date rape - 30-32      • Meetings in Park pl 61 • Secret homosexual relationship (Brad/Patrick)	

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: ★ - smoking, weed, LSD, drinking throughout      • movie available, not required (in whole) - Aunt Helen's Abuse      is only for Juniors/Seniors to check out? ↳ molesting Charlie p200-206 - Adolescent age = forming identity			

- "Breakfast Club" 80's
- "Wonder Years" in the 90's
- Hopeless Romantic
- Mental Health
- Teenage Love
- Suicide (Michael)
- Abortion (Charlie's Sister) p117
- Heartbreak p200

- Teacher giving Charlie "controversial books"
- Loss of "innocence"
- Bob the teacher/mentor
- Stream of consciousness, adolescent mind
- Being "good" and caring despite flaws, vices, age, mentality
- ★ Discussion Questions at end

### Attachment 3

## BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 2


Date 11/17/22

Name of Novel The Perks of Being a Wallflower by Chbosky, Stephen

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 type="checkbox"/>
The novel contributes to improved academic achievement for a variety of learners and learning styles.	<input type="checkbox"/>
The novel promotes the integration of higher-level thinking skills.	<input 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 type="checkbox"/>
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: The book serves as a vehicle for discussing trauma (sexual abuse, isolation, mental illness) many students experience and would not share otherwise. "Removing these books says there is no place for me." - Student	

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: i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and 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: <i>The narrator's self-reflection reminded me of Joyce's "Portrait of an Artist as a Young Man". However, <del>the</del> it did lack the imagery and depth of that classic work</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 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: The novel contains many <del>clear</del> explicit descriptions of sexual activity (pages 27, 31, 45, 158 for example). For <sup>some</sup> students, this provides a sense of authenticity.		

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: Explicit sexual content and mature topics (abuse etc.) make the novel unsuitable for younger students.			

Attachment 3

BEAUFORT COUNTY SCHOOL DISTRICT  
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 2

Date 11/17/22

Name of Novel The Perks of Being a Wallflower by Chbosky, Stephen

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.	X
The novel directly supports the acquisition of related standards. (Educational Significance)	X
The novel contributes to improved academic achievement for a variety of learners and learning styles.	X
The novel promotes the integration of higher-level thinking skills.	X
The novel reflects the needs/interests of the school and the culture of the school community.	X
The novel/material adds value to the library/school collection	X
The novel reflects a clear, adequate, and broad presentation of the content.	X
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <u>Attached.</u>	

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: i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal.	X
Ensure reputation and significance of author and producer.	X
The novel/material contains a value/currency commensurate with cost.	X
The novel/material has high artistic quality, and/or literary style.	X
The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.	X
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.	X
The novel/material ensures a high degree of readability and/or comprehensibility.	X
Evidence from the text relating to QUALITY:  Attached.	

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

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

## **Beaufort County School District Reconsideration Committee Checklist**

### ***The Perks of Being a Wallflower***

#### **Educational Significance**

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*The Perks of Being a Wallflower* is a NYT #1 bestselling YA novel quite specifically about the high school experience of a 15- to 16-year-old freshman, addressing complex issues through an overly inviting epistolary form. The novel is an endorsement of being actively engaged in one's life, school, and community of peers; of seeking and making opportunities for inclusivity among fellow students; and of finding a supportive teacher/mentor. This particular edition also includes the reader's guide of discussion questions for additional engagement of higher-level thinking skills.

With respect to the BCSD's MVCB, the novel supports the beliefs that:

- Every student can learn using his or her valuable and unique talents and skills.
  - Charlie's burgeoning interests in becoming a writer are fostered and supported by his teacher and his peers.
- Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.
  - The novel is an exploration of what puts teenagers at risk—physically, emotionally, socially, and intellectually—and what provides for their well-being, safety, and personal growth.
- Students learn best when they are engaged and provided with opportunities for problem solving and active participation.
  - All novels are problem-solving texts. No trouble = no story. And the overarching message of the novel is a call to action to participate in life.
- Investment, involvement and connection of all members of the school community are essential to a student's success.
  - The novel is inclusive across lines of gender and orientation, less so by race or economic standing.
- Frequent informal and formal assessment aligned to clearly defined learning objectives will provide improved student achievement.
  - Throughout the novel, Charlie's teacher/mentor figure offers writing opportunities for formal and informal assessment, modeling this belief.

#### **Quality, Content, Manner of Presentation**

---

*The Perks of Being a Wallflower* is modern classic (#16 on NPR's list of 100 Best-Ever Teen Books), widely reviewed, widely taught, successfully adapted to major, award-winning motion picture (also written and directed by the author). The novel has more than 24k reader reviews on Amazon, with an overwhelming positive rating. On Goodreads, the novel has 76k reviews and 1.5M ratings, again

overwhelmingly positive. The book has quite literally saved the lives of teenagers by talking them out of self-harm and suicide, and into the supportive care of counselors—as the 20<sup>th</sup> anniversary edition’s bonus letter implies and the reader reviews make clear. (This edition of the novel also includes backmatter information for contacting the National Sexual Assault Hotline.)

The novel is also an exquisite (and teachable) example of the epistolary form and of epistolary journaling as therapeutic practice. In addition, the books which Charlie’s English teacher/mentor gives him over the course of are a catalogue of coming-of-age classics (with a few exceptions) taught in high school and college classrooms.

All of which is to say the novel is of exceptionally high quality and is eminently teachable as well.

### **Avoidance of Pervasive Vulgarity**

---

In the context of the novel, there are multiple references to sexual assaults, none of which are graphically described. The author deftly conveys the emotional weight of these actions and their consequences. That the novel concludes with a backmatter page of information about the National Sexual Assault Hotline makes clear that the book is an endorsement against these behaviors and for seeking supportive professional help for victims. The narrative itself is likewise an endorsement of the benefits of therapeutic counseling and of supportive, healing communications among family members and peers.

### **Appropriateness**

---

*The Perks of Being a Wallflower* appears on the American Library Association’s lists of Best Book for Young Adults and Best Books for Reluctant Readers, as well as NPR’s 100 Best-Ever Teen Books. *School Library Journal* endorses the novel for grades 9 and up. The recommended reading age as identified by readers and reflected in the book’s metadata is “age 13+.” The publisher-provided grade-level recommendation in the metadata is grades 7-12. That the novel has been deemed appropriate for high school readers by multiple sources is well established.

The novel is an autobiographically inspired coming-of-age narrative which presents an honest, forthright portrayal of its narrator’s freshman year of high school in a compelling, empowering, companionable, and educational way—thus far to the benefit of millions of readers. It is more than appropriate for Beaufort County School District high school libraries; it is essential.

Attachment 3BEAUFORT COUNTY SCHOOL DISTRICT  
RECONSIDERATION COMMITTEE CHECKLISTCommittee Number: 2Date 11/17/22Name of Novel The Perks of Being a Wallflower by Chbosky, Stephen

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EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals. <i>"Personalized learning approach" &amp; diverse cont.</i>	✓
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 attached</i>	

QUALITY, CONTENT, MANNER OF PRESENTATION	Check all that apply
<p>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:</p> <ul style="list-style-type: none"> <li>i. No errors, validity, accuracy;</li> <li>ii. Objectivity;</li> <li>iii. Well written; and</li> <li>iv. Strong visual appeal.</li> </ul>	✓
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.	✓
<p>Evidence from the text relating to QUALITY:</p> <p style="font-size: 1.2em; margin-left: 40px;">See attached</p>	

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: <i>See attached</i>	

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: <i>See attached</i>			

BEAUFORT COUNTY SCHOOL DISTRICT  
Official Vote by Committee

Committee Number: 2

Date: Dec. 1, 2022

Name of Novel: The Perks of Being a Wallflower

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: 2

Date: 12/1/22

Name of Novel: The Perks of Being a Wallflower

**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: 2

Date: 12/1/22

Name of Novel: The Perks of Being a Wall Flower

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

~~Challenged~~ 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: 2

Date: 12/1/20

Name of Novel: Perks of Being a Wallflower

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

or honors 8th (Hs. credit class)

☐ Remove the challenged material in its entirety

BEAUFORT COUNTY SCHOOL DISTRICT  
Official Vote by Committee

Committee Number: 2

Date: 12/1/22

Name of Novel: The Perks of Being a Wallflower

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: 2

Date: 12/1/22

Name of Novel: Perks of Being a Wallflower

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 - only High

☒ 9-12 School credit.

☐ Remove the challenged material in its entirety