

**BEAUFORT COUNTY SCHOOL DISTRICT  
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 11

Date 1/19/2023

Name of Novel Impulse

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

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

EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance)	✓
The novel contributes to improved academic achievement for a variety of learners and learning styles.	✓
The novel promotes the integration of higher-level thinking skills.	✓
The novel reflects the needs/interests of the school and the culture of the school community.	✓
The novel/material adds value to the library/school collection	✓
The novel reflects a clear, adequate, and broad presentation of the content.	✓
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: ① Tony - sexual orientation (gender identity) ② Vanessa - Bipolar - (medical condition)	



QUALITY, CONTENT, MANNER OF PRESENTATION	Check all that apply
<p>1 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>	✓
2 Ensure reputation and significance of author and producer.	✓
3 The novel/material contains a value/currency commensurate with cost.	✓
4 The novel/material has high artistic quality, and/or literary style.	✓
5 The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.	✓
6 Ensure that the novel/material contains clarity adequacy, and scope of text.	✓
7 The presentation of contents is organized in a manner that provides clarity and ease to the reader.	✓
8 The novel/material ensures a high degree of readability and/or comprehensibility.	✓
<p>Evidence from the text relating to QUALITY:</p> <p>⑧ → Quick Picks for Reluctant YA readers</p> <p>④ → Free verse format is attractive for young readers and well-reviewed</p> <p>⑥</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: pg. 343 - One Stall, 4 feet - not sure why this was necessary	

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: ④ Confusion about approach to gay → bi → straight the notion that "love" could change sexual orientation pg. 587-590			



CDC reports Youth & young adults ages (10-24 yrs)  
account for 14% of all suicides

US Pharmacists

Suicide Mortality & Attempts among adolescents  
Olga Hilar - St. John's University

~ Suicide is 3<sup>rd</sup> leading cause of death  
in adolescents (15-24 yrs) and 2<sup>nd</sup> leading  
cause of death among younger  
adolescents (10-14 yrs)



## COVID-19 Resources >>

PUBLISHED AUGUST 16, 2022

### **Suicide Mortality and Attempts Among Adolescents**

**Olga Hilas, PharmD, MPH, BCPS, BCGP**

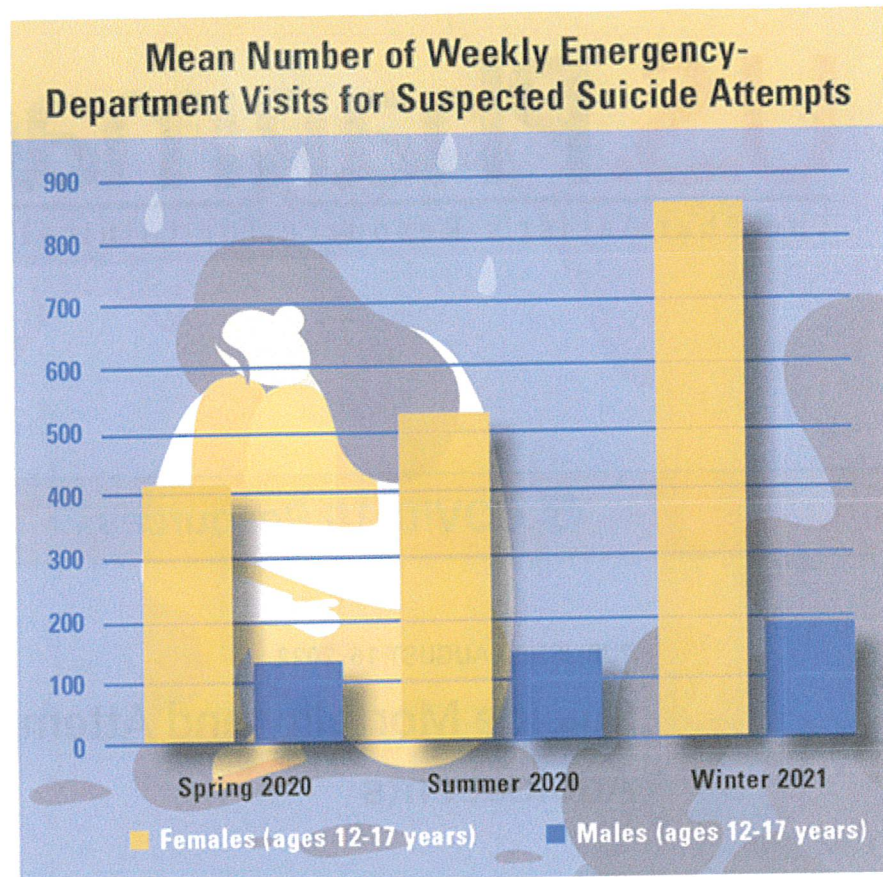
*Professor, Clinical Health Professions*

*St. John's University College of Pharmacy & Health Sciences  
Queens, New York*

*US Pharm. 2022;47(8):14.*

Suicide rates in the United States increased by 30% from 2000 to 2018 and decreased by 3% from 2019 to 2020. However, the National Vital Statistics System determined that rates increased among adolescents and young adults. According to the CDC, youths aged 10 to 24 years account for >6,500 suicide deaths, or ~14% of all suicides. Suicide is the third leading cause of death among adolescents and young adults (ages 15-24 years) and the second leading cause of death among younger adolescents (ages 10-14 years).





**Suicide Attempts:** In a CDC survey, 44% of U.S. adolescents reported feeling “persistently sad or hopeless”—versus 37% before the COVID-19 pandemic—and 20% of them have contemplated suicide, likely due to pandemic-related stressors affecting their mental well-being. Mental health (MH)-related emergency-department (ED) visits by youths aged 12 to 17 years increased by 31% from 2019 to 2020. Youths aged 10 to 24 years exhibited the greatest increase in ED visits for suspected suicide attempts, including intentional self-harm, during the pandemic. The National Syndromic Surveillance Program reports a 48% increase in ED visits for suspected suicide attempts by U.S. females aged 12 to 17 years during the 2021 winter surveillance period versus the 2020 spring surveillance period. Overall, the rate of ED visits for suspected suicide attempts was 51% greater in females and 3.7% greater in males aged 12 to 17 years during the 2021 winter surveillance period versus 2019 prepandemic rates.



***Use of Psychological Services:*** NRC Health data indicate that nearly 43% of U.S. parents delayed their children's healthcare (HC) during the pandemic. The 2022 Pediatric Consumer Trends Report reveals that parents are beginning to use HC services again, with a 135% increase across all major HC settings (including EDs) and a 133% increase in psychological care via telehealth services from 2020 to 2021. However, 12.5% of parents are uncertain about when they will resume family members' HC activity, and 5.5% report no plans to seek future HC services.

***National Suicide Prevention Lifeline:*** In July 2022, the Federal Communications Commission launched a nationwide three-digit dialing code, **988**, for suicide prevention and MH crises. The 988 line provides access to trained counselors from more than 200 crisis centers in the existing National Suicide Prevention Lifeline network. The National Suicide Prevention Lifeline number, 1-800-273-TALK (1-800-273-8255), and the Crisis Text Line (text TALK to 741741) remain available to assist people in emotional distress or suicidal crisis. The Lifeline's network of counselors are trained to listen, provide support, and connect people to resources while working lessening stigma surrounding suicide and MH conditions.

*The content contained in this article is for informational purposes only. The content is not intended to be a substitute for professional advice. Reliance on any information provided in this article is solely at your own risk.*

To comment on this article, contact  
[rdavidson@uspharmacist.com](mailto:rdavidson@uspharmacist.com).

#### **We recommend**

Urge Emergency Care for Acute Conditions, Despite Pandemic  
By staff, US Pharmacist. 2020

Changes of radiological examination volumes over the course of the COVID-19 pandemic: a comprehensive analysis of the





Inflammatory Syndrome Rare in  
Children After COVID-19 Vaccine  
By Staff, US Pharmacist, 2022


Volume of Less-Severe Omicron  
Variant Cases Overwhelms  
Healthcare  
By staff, US Pharmacist, 2022


U.S. Pharmacist Weekly News  
Update | October 21, 2020  
by staff, US Pharmacist, 2020


The Pharmacist's Role in Pediatric  
Poison Control  
Mena Alrais Dellarocca et al., US  
Pharmacist, 2021

different waves of infection   
Florian Nima Fleckenstein et al.,  
Insights into Imaging, 2022

Summary of the proceedings of the  
International Forum 2020:  
"Radiologists fighting COVID-19: a  
united response to a global crisis"  
  
Insights into Imaging, 2021

The impact of first and second  
wave of COVID-19 on knee and hip  
surgeries in Sweden   
Andrea Dell'Isola et al., Journal of  
Experimental Orthopaedics, 2021

Physical Conditioning Strategies for  
the Prevention of Concussion in  
Sport: a Scoping Review   
Daniel Garnett et al., Sports  
Medicine - Open, 2021

Aiming at Optimal Physical Activity  
for Longevity (OPAL)   
Martin Kopp et al., Sports Medicine  
- Open, 2021

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**BEAUFORT COUNTY SCHOOL DISTRICT  
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 11

Date Jan 19, 2023

Name of Novel Impulse

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



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><i>written in free verse → great way to introduce poetry</i></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: <p style="text-align: center;">Very little</p>	

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: <p style="text-align: center;">Real-life experiences, difficult decisions, mental illnesses, Real danger to suddenly stopping medication</p>			







# **BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 11

Date 1-19-2023

Name of Novel Impulse by Ellen Hopkins

**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.	✓
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:

Style of novel - prose; is a way to reach students intimidated by a full novel.

multiple points of view featured in the novel

ELA Reading Lit. Text 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

Standard 13: Read independently and comprehend a variety of texts for (see attached)



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>Novel is a quick read in prose form. Offers a variety of viewpoints of similar situations. Also offers real life situations and problems that students face.</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: While sex is described, it is in context of the issues the main characters face - assault, difficult life choices, trying to impress others.	

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: This novel paints a picture of real-life situations that students may be experiencing - loss, abuse, coping, depression, etc.			







**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

**Meaning and Context**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 Trace the development of a common theme in two different artistic mediums.

7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.

**Language, Craft, and Structure**

**Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and**

**jargon; acquire and use general academic and domain-specific vocabulary.**

10.1 Use context clues to determine meanings of words and phrases.

**Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.**

11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

12.1 Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.

12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.

**Range and Complexity**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**

13.1 Engage in whole and small group reading with purpose and understanding.

13.2 Read independently for sustained periods of time to build stamina.

13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

**Reading - Informational Text (RI)**

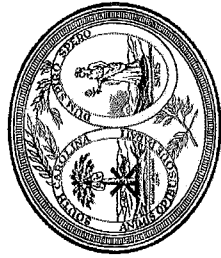
**Principles of Reading**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**





**South Carolina College- and Career-Ready  
Standards and Indicators for  
English 1**

**Inquiry-Based Literacy Standards (I)**

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

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

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

2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.

**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

- 3.1 Develop a plan of action by using appropriate discipline specific strategies.
- 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
- 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.
- 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.

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

- 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.

- 4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
- 4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

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

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

**Fundamentals of Reading**

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

**Reading – Literary Text (RL)**

**Principles of Reading**

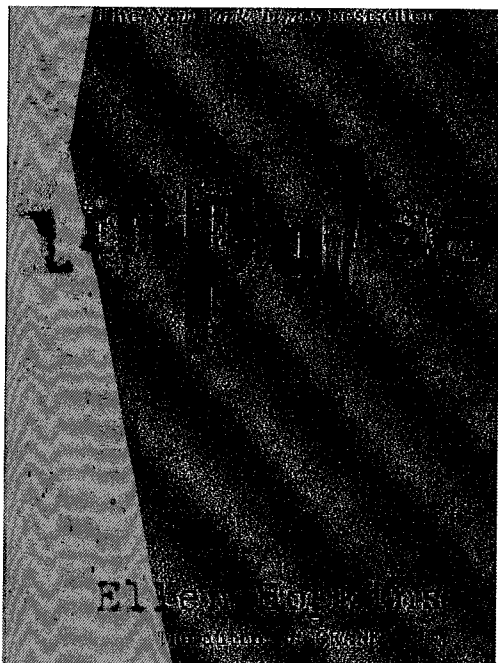
**Standard 1: Demonstrate understanding of the organization and basic features of print.**

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**



# IMPULSE



*Young Adult*

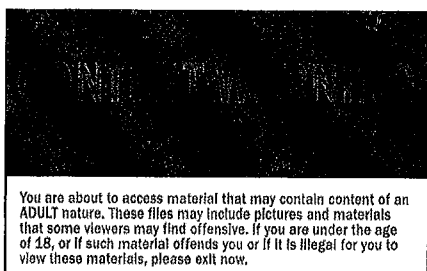
**By Ellen Hopkins**

ISBN: 1-41690357-7

1-41690356-9

## Summary of Concerns:

This book contains violence; sexual nudity; sexual activities; profanity; and illegal drug use.



**3** / 5

**Minor Restricted**  
BookLooks Review Rating



Page	Content
10	I wonder what Dad said when he heard I tried to put myself six feet under--and failed. I should have put the gun to my head, worried less about brain damage, more about getting dead. Finis. Instead, I decided a shot through the heart would make it stop beating, rip it apart to bleed me out.
13	I won't tell you I never tried crystal, but it really wasn't my thing. ...I diddled with pot first, but that tasty green weed couldn't drag me low enough. Which mostly left downers, "borrowed" from medicine cabinets and kitchen cabinets and nightstands. Wherever I could find them. And once in a while--not often, because it was pricey and tough to score--once in a while, I tumbled way low, took a ride on the H train. Oh yeah, that's what I'm talking about. A hot shot clear to hell. I Wasn't Worried About getting hooked, though I knew plenty of heroin addicts.  ...I mean, you'd think half a bottle of Valium would do the trick. Maybe it would have, but I had to toss in a fifth of Jack Daniels. Passed out, just as I would have expected.
17	So I just sit here, brain wobbling. Tipping. Tripping on Prozac. I wonder if they give everyone Prozac on their twice--daily med deliveries.
18	The First Cut Wasn't the deepest. No, not at all. It was like the others, a subtle rend of anxious skin, a gentle pulse of crimson, just enough to hush the demons shrieking inside my brain. But this time they wouldn't shut up. Just kept on howling, like Mama, when she was in a bad way. ...So I gave myself to the knife, asked it to bite a little harder, chew a little deeper. The hot, scarlet rush felt so delicious I couldn't stop there. The blade might have reached bone, but my little brother, Bryan, barged into the bathroom, found me leaning against Grandma's new porcelain tub, turning its unstained white pink. You should have hear him scream. ...My fingers trace the sunken scar as I pace the plain room...
21	Oh yes, Mom's expensive tastes went a long way toward getting me laid.
23	Maybe I could think up a way to kill yourself with a felt pen. Maybe I could sell the idea to the dozen or so freaks in here determined to do themselves in. Maybe I'll use it myself.
24	Or the plain Jane, churchgoing soccer moms who plaster on some anonymous face, then sneak out once a week or so, pretending they're off with girlfriends when they're really looking for ways to get laid. ...She made no bones about getting laid, something she did plenty of. Laid by no good, nasty losers, single, married, it didn't matter, long as they had a few bucks and the necessary attachments, in good working order. Beat up. Knocked up. Messed up. She got all of those things, didn't care.
24	Her only son, because after one particularly ugly abortion, her body decided it had had enough of Ma's mistreatment and formed scar tissue around her ovaries.
31	Ranching hookers. They do that in parts of Nevada.



Page	Content
33	There's Schizo Stanley, three hundred pounds of loaded gun, who tried to off his little brother. Yeah, he denies it, but hmm. wonder how Daddy's Xanax got mixed into Junior's milk.
36	I mean, he spoke at length about torturing insects-- I tattered their wings and tore off their legs, joint by joint, watched them crawl incircles, like little lost infants, until they decided to die.
44	Once he told me, God had a plan, and it didn't include wangs in bung holes.
51	Wonder how Ma managed to feed me when I was an actual baby. Formula, I hear, costs major bucks, and I just can't see her letting me snuggle up against her titties. Those things were bait, and not for babies.
53	...For once in my life, I don't have to have sex. No one demands it in exchange for drugs, ten minutes of disgust for a well-deserved rush. ...But you can't forget something like that, no matter how much you drink, snort, or shoot into your veins. No one expects it in exchange for food, just a burger and fries, please; for a hot however to wash off the streets, a warm bed to crash in.
59	I've almost got her right where I want her--on her knees, my hands caught in her silky blond hair as she whispers, I want you, Conner.
64	Learned when to shut my mouth, when to scream; how to glom on to the guys with power, tap into it and suck real hard, suck them inside out.
64	Larry is a decent man, she said, when I told her about it the first time. A bit rough around the edges, yes, but he'd never ever do such a thing, little liar. Like an eight-year-old child could make up something so evil and perverse. She wouldn't even believe it when I pulled down my jeans. The proof was right there on my underwear, streaked pink with blood. You sat on something, that's all. Or maybe you did it to yourself Pig!
71	When I was younger than you, but old enough to know right from wrong, I had sex with a teacher too.
76	How I wish he was here no to put out this fire, this low bank of coals, smoldering between my legs.
77	Saw her lying on the floor, an empty pill bottle near her quiet form. I walked over, looked down into her unfocused eyes, saw something resembling peace. I should have called 911. Instead, I backed slowly away, exited out the front door.
78	The way she cries when I kiss her, or how she never fails to orgasm?
79	"...At first all I wanted was sex with her, but soon I wanted more. More sex, yes, in unusual places, and all different kinds..."
91	Not meth, that's for sure. He's way too buff to be huffing that shit, and way too clear to be cleaning himself off downers.
94	He's so cute! Says Lori. How would you like to rub up against that? Just like a kitty cat, agrees Dahlia. In fact, my kitty's purring. Meow!
106	The paper clip sat in plain sight, almost an invitation. ...It's cool and comforting in my hand as I slowly unfold it, test its semisharp point with one finger.



Page	Content
	...I insert it just below the skin of my right wrist, down into a single blue vein. Oh God! Not enough! Easy now, right to left, vein to vein, connect the dots.
129	I think it's totally messed up that cops can arrest anyone they want, just because they don't like how a person looks. But what, exactly, is so new about that? The only difference I can see under the Patriot Act is the authorities don't have to tell anyone they've busted the guy. They can keep him for days, even weeks, and no one who cares about him will know where he's gone.
136	Nice pair of tits you got there.
159	Yesterday, when all was in chaos, I noticed an empty Coke can in a wastepaper basket. No one observed as I reached down, extracted the pull top. I remove it from its hiding place beneath my dresser. Run one finger lightly over its lovely saw-toothed edge. Place it on the fold line inside my left elbow. Close my eyes and let it bite. Easy now, a shallow cut is all I need to slice through the gray.
172	His eyes immediately fall to the V between my legs.
184	You ever munch carpet?
188	And there were a few guards who used us for their sex toys.
190	"I was in for aggravated assault on my ma's jerk-off boyfriend. I spent six mother-humping years, beating meat in juvie."
194	One pair of feet quickly lifts, and as I watch, it comes to me the shoes look awfully large to belong to a girl. That, and the soles are facing out, heels up. ...Quick! You're squashing me. Dahlia's voice. Just a minute. I'm not finished. Paul's. Well, hurry up. We're gonna get busted. ...Paul was manning Dahlia. Ugh. I make a quick escape before he does finish.
196	I want to let my hands circle her waist, lift to her small breasts.
202	Apparently she believed I would let another one of her lousy boyfriends abuse me--in whatever ways.
208	Pressed against the curve of her back, my fingers trace the contours of one breast, and then the other.
212	I am drowsy in his arms, feel his bloom against the small of my back. ..."Make love to me," I tell him.
218	And here I don't have to use paper clips or pop-tops. My trusty razor blade is in its cubby, calling out to me. Just a little slice, for old time's sake. I Go into the Bedroom Close the door, remove my steel lover from its place of honor on the closet shelf. I touch its stainless tip to my index finger. Sharp! Without pressure, it draws a crimson bead. Peel back my sleeve---- the one that covers the barbed-wire scar, affectionately place the blade beneath my left thumb. This is the best rush of all--the moment right before the cut. It's my decision now, I'm in charge. And just as I think I'll give in to temptation, reopen the old wound,
231	I turn the faucet to steamy, step under, and let its hot fingers touch me all over, trying not to think about the last time hot fingers (real ones) touched me all over.
234	He's Hard Again Now...



Page	Content
238	Stanley stands, smiling as his right hand falls toward his zipper. That's right. And this right here is my weapon of choice. Damn if he doesn't yank his ugly little thing right out of his pants.
239	They drag Stanley, sobbing and slobbering, to his feet, shriveled penis still exposed.
244	But I prefer a man who likes to be on top. "Ouch, little brother! I like it on top. And on the bottom. And standing up. And...Oh, man, I gotta stop or go jerk off!"
250	That won't happen if you 're constantly stoned. Are you strong enough to make it through a weekend without propping yourself up on antidepressants?
256	...When Bryan was a baby, I was afraid to leave him alone with Mama. One time I came home from school and he was screaming. Mama had him in the kitchen sink, giving him a bath. The water was way too hot. I yanked him from her hands, his baby skin all red and steaming."
258	She gives me this great smile and I wonder, for maybe the thousandth time, what's under her short little skirt. ....Eyes closed, I find her there in the dark, hands like silk, the kind you want to wear close to your most private places. Hands to Guide Little boys to exactly those places they want to see, to touch, to taste. ..."My main ambition, once I leave here, is getting laid by some gorgeous older woman..."
268	"I can't speak for Vanessa, but I've always wanted to try a threesome. Hetero only, though. You up for that, Tony?" I'll try anything once. And you know, I just might like it.
278	Seems you don't notice the cold, cradled by downers, mired in Valium dreams.
309	Slip your tongue any time, long as you slip it my way.
322	I should have known better than to get pregnant, but I thought maybe it would bring the father and me closer When I told Trevor he said to get an abortion. He wouldn't help pay for it, wouldn't even hold my hand while I waited to do that god-awful thing. I went alone, except for the baby inside me. It may sound odd, ut I did love that little blob. Still I made it die. And when I think too hard about it, my insides hurt.
324	You were twelve when you lost your virginity? I was eight, and I lost it to Larry.
326	I think of Conner, whose nanny decided to make him a man.

Profanity	Count
Bitch	9
Fuck	13
Piss	5
Shit	20







# **BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 11

Date 1/19/2023

Name of Novel Impulse

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

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

EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance)	✓
The novel contributes to improved academic achievement for a variety of learners and learning styles.	✓
The novel promotes the integration of higher-level thinking skills.	✓
The novel reflects the needs/interests of the school and the culture of the school community.	✓
The novel/material adds value to the library/school collection	✓
The novel reflects a clear, adequate, and broad presentation of the content.	✓
<p>Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:</p> <ul style="list-style-type: none"> <li><del>Academic</del></li> <li>Improved academic achievement due to the poetic format of writing.</li> <li>Promotes BCSD's mission, vision and goals <del>because</del> by providing a diverse community of students and providing a perspective <del>as</del> <del>an</del> accessible experience for an accessible basis for understanding others with mental health issues.</li> </ul>	



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> <p>i. No errors, validity, accuracy;</p> <p>ii. Objectivity;</p> <p>iii. Well written; and</p> <p>iv. Strong visual appeal.</p>	✓
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>- Impulse is engaging, relatable and represents a variety of experiences related to students experiencing mental health issues.</p> <p>- Award-winning: YALSA Quick Pick for Reluctant/Young Adult Readers 2002</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: <p>- The novel <del>depicts</del> addresses <del>sex</del> issues such as sexuality, sexual abuse, love vs. lust in an <del>authentic</del> authentic, straight manner without <del>any</del> gratuitous details. For example, the text includes descriptions of rape, molestation (just describes the feet in the chair stall) and sexuality (erection etc.) in a manner needed to provide impact, authentically without being subjective.</p>	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.		? NO	/
The novel is appropriate to the maturity level of students.		NO	/
The novel is appropriate to the content area.		NO	/
The novel/material reflects the contemporary community standards.		NO	/
Evidence from the text relating to APPROPRIATENESS: <p>The novel includes themes such as drug abuse, sexuality, suicide, etc. not appropriate for younger readers.</p>			







**BEAUFORT COUNTY SCHOOL DISTRICT  
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 11

Date Jan 19 2023

Name of Novel Impulse by Ellen Hopkins

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

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

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



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>Touches on every topic that effects all of our students in the county in a way that is relatable and sensitive to all.</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: The novel depicts sexual activity in a nongraphic way that shows the trauma some students have gone through. It is relatable to many students.	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.	/	/	✓
The novel is appropriate to the maturity level of students.	/	/	✓
The novel is appropriate to the content area.	/	/	✓
The novel/material reflects the contemporary community standards.	/	/	✓
Evidence from the text relating to APPROPRIATENESS: The novel is a great read however it is more for older students. Our students have been abandoned <del>and</del> , abused, drugs their use and others using having a book that shows hope and a light at the end of the tunnel. p. 5, p 13, p 27 p 47 and more give examples that students can relate to.			



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The first part of the paper is devoted to a description of the general situation in the field of research on the structure of the human brain. It is shown that the knowledge of the structure of the human brain is of great importance for the understanding of the functions of the brain and for the development of the theory of the brain.

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The second part of the paper is devoted to a description of the results of the research on the structure of the human brain. It is shown that the knowledge of the structure of the human brain is of great importance for the understanding of the functions of the brain and for the development of the theory of the brain. The results of the research on the structure of the human brain are presented in the form of a table.

9

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The third part of the paper is devoted to a description of the results of the research on the structure of the human brain. It is shown that the knowledge of the structure of the human brain is of great importance for the understanding of the functions of the brain and for the development of the theory of the brain. The results of the research on the structure of the human brain are presented in the form of a table.



**BEAUFORT COUNTY SCHOOL DISTRICT  
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 11 Date 1-19-76

Name of Novel Impulse by Ellen Hopkins

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

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

EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance)	Independent
The novel contributes to improved academic achievement for a <u>variety</u> of learners and learning styles.	✓ novel in verse
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: Multiple perspectives and novel in verse format appeals to lots of readers	



QUALITY, CONTENT, MANNER OF PRESENTATION	Check all that apply
<p>The novel is to be <u>engaging</u> 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>Quality author and text is easy for readers to follow once it gets going and you realize the 3 characters we are following. Engaging topic for students to investigate.</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.	HS
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY: This book would be appropriate with the topics dealing with students in High School as these are topics the know, experience, and what students discuss. These are my experiences with students in our schools today.	

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 think the book is fine to have in the media center for recreational checkout. I do not think this would be the best choice for a class read aloud.			



