

BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 15

Date 1/19/2023

Name of Novel Thirteen Reasons Why

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:

+ Due to its "sister" Netflix series, this book is great for (standard) encouraging outside reading.

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"> 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.	✓
<p>Evidence from the text relating to QUALITY:</p> <p><i>perspective of narrator / Clay + Hanna is easily understood + gives both male/female voices</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:

Not Pervasive Vulgarity - relevant sexual content related to current societal occurrence as well as enough innuendo vs graphic description

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:

BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 15

Date 1.17.23

Name of Novel Thirteen Reasons Why

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:

"Limitless possibilities. And for the first time in a long time, I felt hope." "Maybe a therapist would have helped, Hannah."

Despite having elements that are worthy of the district's standards, the subject matter and a graphic silent rape scene are too disturbing for a teen to read alone. With parental approval and teacher guided classroom reading this engaging book can provide valuable higher-level thinking, problem solving, empathy, participation, empowerment for a difficult subject, but for high school students only?

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"> 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.	✓
<p>Evidence from the text relating to QUALITY:</p> <p>"It reminded me of innocence. And I wanted my first kiss to be just that. Innocent."</p> <p>"I want to tell him I'm sorry, that I can't imagine what that must've been like."</p> <p>"A flood of emotion rushes into me. Pain and anger. Sadness and pity. But most surprisingly of all, hope."</p> <p>"When you mess with one part of a person's life, you're messing with their entire life. Everything... affects everything."</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:

"As if letting him finger me was going to cure all my problems." "you started kissing my shoulder, my neck, sliding your fingers in and out. And then you kept going. you didn't stop there."

APPROPRIATENESS

7+8

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:

Parental authority and teacher guidance should be required.

Background Information for Library Materials in Review

Book Title: <i>Thirteen Reasons Why</i>	<p>Synopsis</p> <p>When high school student Clay Jenkins receives a box in the mail containing thirteen cassette tapes recorded by his classmate Hannah, who committed suicide, he spends a bewildering and heartbreaking night crisscrossing their town, listening to Hannah's voice recounting the events leading up to her death.</p>
Book Author Asher, Jay	
Copyright Year: 2007	

Source: Novelist Plus - accessed via SCDiscus

Professional Reviews of *Thirteen Reasons Why*

Source: Follett Titlewave

Booklist (September 1, 2007 [Vol. 104, No. 1])

Grades 8-11. When Clay Jensen plays the cassette tapes he received in a mysterious package, he's surprised to hear the voice of dead classmate Hannah Baker. He's one of 13 people who receive Hannah's story, which details the circumstances that led to her suicide. Clay spends the rest of the day and long into the night listening to Hannah's voice and going to the locations she wants him to visit. The text alternates, sometimes quickly, between Hannah's voice (*italicized*) and Clay's thoughts as he listens to her words, which illuminate betrayals and secrets that demonstrate the consequences of even small actions. Hannah, herself, is not free from guilt, her own inaction having played a part in an accidental auto death and a rape. The message about how we treat one another, although sometimes heavy, makes for compelling reading. Give this to fans of Gail Giles psychological thrillers.

Kirkus Reviews starred (September 1, 2007)

"Everything affects everything," declares Hannah Baker, who killed herself two weeks ago. After her death, Clay Jensen—who had a crush on Hannah—finds seven cassette tapes in a brown paper package on his doorstep. Listening to the tapes, Hannah chronicles her downward spiral and the 13 people who led her to make this horrific choice. Evincing the subtle—and not so subtle—cruelties of teen life, from rumors, to reputations, to rape, Hannah explains to her listeners that, "in the end, everything matters." Most of the novel quite literally takes place in Clay's head, as he listens to Hannah's voice pounding in his ears through his headphones, creating a very intimate feel for the reader as Hannah explains herself. Her pain is gut-wrenchingly palpable, and the reader is thrust face-first into a world where everything is related, an intricate yet brutal tapestry of events, people and places. Asher has created an entrancing character study and a riveting look into the psyche of someone who would make this unfortunate choice. A brilliant and mesmerizing debut from a gifted new author. (Fiction, YA)

Publishers Weekly (October 8, 2007)

This uncommonly polished debut opens on a riveting scenario: 13 teenagers in a small town have each been designated to listen, in secret, to a box of audiotapes recorded by their classmate Hannah and mailed on the very day she commits suicide. "I'm about to tell you the story of my life," she says. "More specifically, why my life ended. And if you're listening to these tapes, you're one of the reasons why." Clay, the narrator, receives the tapes a few weeks after the suicide (each listener must send the box to the next, and Hannah has built in a plan to make sure her posthumous directions are followed), and his initial shock turns to horror as he hears the dead girl implicate his friends and acquaintances in various acts of callousness, cruelty or crime.

Asher expertly paces the narrative, splicing Hannah's tale with Clay's mounting anxiety and fear. Just what has he done? Readers won't be able to pull themselves away until that question gets answered-no matter that the premise is contrived and the plot details can be implausible. The author gets all the characters right, from the popular girl who wants to insure her status to the boy who rapes an unconscious girl at a party where the liquor flows too freely, and the veneer of authenticity suffices to hide the story's flaws. Asher knows how to entertain an audience; this book will leave readers eager to see what he does next. Ages 13-up. (Oct.) Copyright 2007 Reed Business Information.

School Library Journal (November 1, 2007)

Gr 7 Up-High school senior Clay Jensen receives seven audiotapes in the mail. They contain the story of why Hannah Baker, a girl he adored, committed suicide. Each side is devoted to a person in her life and a reason for her death. Clay also has a map of places featured on the recordings. He spends a torturous night listening and wandering, unearthing the depth and causes of Hannah's unhappiness. His torment is private-how did he hurt a girl he treasured from afar-and empathic-her hurts and betrayals tear him apart. Clay's pain is palpable and exquisitely drawn in gripping, casually poetic prose. The complex and soulful characters expose astoundingly rich and singularly teenage inner lives, with emotions as raw as cut wrists. The mood is more serious than somber, and Clay's thoughtful synthesis of Hannah's increasingly explosive narrative saves the novel from melodrama. In fact, Hannah's and Clay's narratives are woven together so seamlessly that the characters appear to converse naturally from opposite sides of mortality. Compounded, the tapes build the plot in increasingly tense increments-Hannah's story is a freight train of despair and suspense that picks up speed as it moves to her final undoing. Like the protagonist in John Green's *Looking for Alaska* (Dutton, 2005), Hannah is an animate ghost; Clay's bereaved voice bears witness to her tragedy. The episodic structure is nicely suited to reluctant readers, but the breakneck pace and dizzying emotion are the true source of this novel's irresistible readability at all levels.-Johanna Lewis, New York Public Library Copyright 2007 Reed Business Information.

Awards/Distinctions Awarded to *Thirteen Reasons Why*

Source: NovelistPlus; Author's Website

Association of Booksellers for Children - Best Books
Book Sense Pick - Winter
Borders Original Voices Finalist
Barnes and Noble Top Ten Best for Teens
Chicago Public Library Best Books
International Reading Association - Young Adults' Choices
Kirkus Reviews Editor's Choice
South Carolina Young Adult Book Award Winner: 2010
YALSA Best Books for Young Adults: 2008
YALSA Quick Picks for Reluctant Young Adult Readers: Fiction: 2008
YALSA Selected Audiobooks for Young Adults

Regulation IS - 38 School Library Materials Selection & Adoption

November 2022

BCSD's mission, vision, + goals

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended.

S. C. Code, 1976, as amended:

[Section 59-31](#)-10 - Library committee.

[Section 59-31](#)-220 – Furnishing library books.

South Carolina Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

American Library Association – School Library Media Research: *Independent Reading and School Achievement. Volume 3, 2000.*

Beaufort County Schools Coherent Governance Manual:

[GC-1](#) Board Purpose.

[GC-2](#) Governing Commitments (GC 2.1, 2.2, 2.3).

[GC-3](#) Board Job Description (GC-3.4.b.c.d., 3.17).

[GC-6](#) Annual Work Plan.

[GC-11](#) Diversity Statement and Goals.

[B/SR-4](#) Authority of the Superintendent.

[B/SR-5.8](#) Superintendent Accountability.

[OE-1](#) Global Operational Expectation.

[OE-3](#) Treatment of Stakeholders (OE-3.1, 3.3).

[OE-10](#) Communicating with the Board (OE-10.1, 10.2, 10.4, 10.6, 10.12, 10.16).

[OE-11](#) Communicating with the Public (OE-11.1, 11.2.a.b.c).

[OE-12](#) Instructional Program.

[OE-16](#) FOIA (OE-16.1, 16.2).

Beaufort County Schools

Regulation IS - 38.1 Procedures for Handling Questioned or Challenged School Library Materials

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended

S. C. Code, 1976, as amended:

[Section 59-31-10](#) - Library committee.

South Carolina Department of Education Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

Beaufort County Schools Coherent Governance Manual:

[GC-1](#) Board Purpose.

[GC-2](#) Governing Commitments (GC 2.1, 2.2, 2.3).

[GC-3](#) Board Job Description (GC-3.4.b.c.d., 3.17).

[GC-6](#) Annual Work Plan.

[GC-11](#) Diversity Statement and Goals.

[B/SR-4](#) Authority of the Superintendent.

**BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 15

Date 1.19.23

Name of Novel Thirteen Reasons Why

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: <u>This is a part of our world. Guidance counselors talk about bullying & we have district apps where students report things/concerns of this nature.</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"> 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.	✓
<p>Evidence from the text relating to QUALITY:</p> <p>At the end of the book there were questions for the author as how the book came to be. Author had a close relative attempt suicide</p> <ul style="list-style-type: none"> - wants readers to be aware of how we treat others - students have said, "the book made her want to be wonderful" - Book was written to be thought provoking. 	

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. 263-265 discussed an incident in a hot tub, but it was not depicted as vulgar nor did it discuss a graphic act.

- Discussion in book about a party and a girl who was drunk. There was an insinuation that something happened in the room, but never anything in specific detail

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 text discusses that the setting for the book is based in a high school setting.

↳ Appropriate for 7-12, but some 6th it would be appropriate.

Background Information for Library Materials in Review

Book Title: <i>Thirteen Reasons Why</i>	<p align="center">Synopsis</p> <p>When high school student Clay Jenkins receives a box in the mail containing thirteen cassette tapes recorded by his classmate Hannah, who committed suicide, he spends a bewildering and heartbreaking night crisscrossing their town, listening to Hannah's voice recounting the events leading up to her death.</p>
Book Author Asher, Jay	
Copyright Year: 2007	

Source: Novelist Plus - accessed via SCDiscus

Professional Reviews of *Thirteen Reasons Why*

Source: Follett Titlewave

Booklist (September 1, 2007 [Vol. 104, No. 1])

Grades 8-11. When Clay Jensen plays the cassette tapes he received in a mysterious package, he's surprised to hear the voice of dead classmate Hannah Baker. He's one of 13 people who receive Hannah's story, which details the circumstances that led to her suicide. Clay spends the rest of the day and long into the night listening to Hannah's voice and going to the locations she wants him to visit. The text alternates, sometimes quickly, between Hannah's voice (*italicized*) and Clay's thoughts as he listens to her words, which illuminate betrayals and secrets that demonstrate the consequences of even small actions. Hannah, herself, is not free from guilt, her own inaction having played a part in an accidental auto death and a rape. The message about how we treat one another, although sometimes heavy, makes for compelling reading. Give this to fans of Gail Giles psychological thrillers.

Kirkus Reviews starred (September 1, 2007)

"Everything affects everything," declares Hannah Baker, who killed herself two weeks ago. After her death, Clay Jensen—who had a crush on Hannah—finds seven cassette tapes in a brown paper package on his doorstep. Listening to the tapes, Hannah chronicles her downward spiral and the 13 people who led her to make this horrific choice. Evincing the subtle—and not so subtle—cruelties of teen life, from rumors, to reputations, to rape, Hannah explains to her listeners that, "in the end, everything matters." Most of the novel quite literally takes place in Clay's head, as he listens to Hannah's voice pounding in his ears through his headphones, creating a very intimate feel for the reader as Hannah explains herself. Her pain is gut-wrenchingly palpable, and the reader is thrust face-first into a world where everything is related, an intricate yet brutal tapestry of events, people and places. Asher has created an entrancing character study and a riveting look into the psyche of someone who would make this unfortunate choice. A brilliant and mesmerizing debut from a gifted new author. (Fiction, YA)

Publishers Weekly (October 8, 2007)

This uncommonly polished debut opens on a riveting scenario: 13 teenagers in a small town have each been designated to listen, in secret, to a box of audiotapes recorded by their classmate Hannah and mailed on the very day she commits suicide. "I'm about to tell you the story of my life," she says. "More specifically, why my life ended. And if you're listening to these tapes, you're one of the reasons why." Clay, the narrator, receives the tapes a few weeks after the suicide (each listener must send the box to the next, and Hannah has built in a plan to make sure her posthumous directions are followed), and his initial shock turns to horror as he hears the dead girl implicate his friends and acquaintances in various acts of callousness, cruelty or crime.

Asher expertly paces the narrative, splicing Hannah's tale with Clay's mounting anxiety and fear. Just what has he done? Readers won't be able to pull themselves away until that question gets answered-no matter that the premise is contrived and the plot details can be implausible. The author gets all the characters right, from the popular girl who wants to insure her status to the boy who rapes an unconscious girl at a party where the liquor flows too freely, and the veneer of authenticity suffices to hide the story's flaws. Asher knows how to entertain an audience; this book will leave readers eager to see what he does next. Ages 13-up. (Oct.) Copyright 2007 Reed Business Information.

School Library Journal (November 1, 2007)

Gr 7 Up-High school senior Clay Jensen receives seven audiotapes in the mail. They contain the story of why Hannah Baker, a girl he adored, committed suicide. Each side is devoted to a person in her life and a reason for her death. Clay also has a map of places featured on the recordings. He spends a torturous night listening and wandering, unearthing the depth and causes of Hannah's unhappiness. His torment is private-how did he hurt a girl he treasured from afar-and empathic-her hurts and betrayals tear him apart. Clay's pain is palpable and exquisitely drawn in gripping, casually poetic prose. The complex and soulful characters expose astoundingly rich and singularly teenage inner lives, with emotions as raw as cut wrists. The mood is more serious than somber, and Clay's thoughtful synthesis of Hannah's increasingly explosive narrative saves the novel from melodrama. In fact, Hannah's and Clay's narratives are woven together so seamlessly that the characters appear to converse naturally from opposite sides of mortality. Compounded, the tapes build the plot in increasingly tense increments-Hannah's story is a freight train of despair and suspense that picks up speed as it moves to her final undoing. Like the protagonist in John Green's *Looking for Alaska* (Dutton, 2005), Hannah is an animate ghost; Clay's bereaved voice bears witness to her tragedy. The episodic structure is nicely suited to reluctant readers, but the breakneck pace and dizzying emotion are the true source of this novel's irresistible readability at all levels.-Johanna Lewis, New York Public Library Copyright 2007 Reed Business Information.

Awards/Distinctions Awarded to *Thirteen Reasons Why*

Source: NovelistPlus; Author's Website

Association of Booksellers for Children - Best Books
Book Sense Pick - Winter
Borders Original Voices Finalist
Barnes and Noble Top Ten Best for Teens
Chicago Public Library Best Books
International Reading Association - Young Adults' Choices
Kirkus Reviews Editor's Choice
South Carolina Young Adult Book Award Winner: 2010
YALSA Best Books for Young Adults: 2008
YALSA Quick Picks for Reluctant Young Adult Readers: Fiction: 2008
YALSA Selected Audiobooks for Young Adults

Packet Prepared for: Beth Bournias

- | | |
|--|--|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Community Member |
| <input type="checkbox"/> School Librarian | <input checked="" type="checkbox"/> District Director or Coordinator |
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> School Improvement Council Member |
| <input type="checkbox"/> Parent Representing a School Family | |

Thank you for volunteering to serve on one of Beaufort County School District's School Library Materials Review Committees. You have been randomly selected and assigned to Committee #15, which will be reviewing *Thirteen Reasons Why* by Asher, Jay.

After independently reading the enclosed book in full, committee members will meet in person to share and discuss findings as a group. Committees will then vote on any actions to be taken regarding the book's availability in BCSD school libraries. The date, time, and location for this meeting is below:

Okatie Elementary School
53 Cherry Point Rd, Okatie, SC 29909
Thursday January 19, 2023 @ 5:45 p.m.

Below is a brief overview of the committee review process and the contents of this packet.

1. Library Materials Review Committees will follow BCSD Administrative Regulation IS 38.1 (*Procedures for Handling Questioned or Challenged School Library Materials.*) A copy of this document is included in this packet for your review, along with a copy of IS 38 (*School Library Materials Selection & Adoption.*) Online versions can be accessed at the following URL's:

IS 38 (School Library Materials Selection & Adoption)
<https://boardpolicyonline.com/?b=beaufort&s=249543>

IS 38.1 (Procedures for Handling Questioned or Challenged School Library Materials)
<https://boardpolicyonline.com/?b=beaufort&s=1303535>

2. To ensure effective committee discussions, each committee member has been provided with the same edition of your assigned book. You may write in and annotate the book as needed, or use sticky notes/flags to mark specific pages & passages.
Committee members are welcome to review other editions or formats of the book if desired, but please note that differences in page numbers and print scale may make it more difficult to effectively refer back to specific passages during committee discussions.

3. In this packet, you will also find a copy of the "Beaufort County School District Reconsideration Committee Checklist." The upcoming committee discussion and voting meeting will be structured around the categories and criteria included in this document. You may use this document to organize your thoughts/notes as you read the assigned book, and may continue to update it during committee discussions. *During the voting process, this document will be collected from each committee member. To preserve anonymity, please do not write your name on this document, and use a black pen.*
4. In accordance with Administrative Regulation IS 38, School Librarians must consult reputable, unbiased, and professionally prepared selection aides when selecting materials to add to a school library collection. Examples of professionally prepared selection aides include: Booklist, Bulletin of the Center for Children's Books, Horn Book, Kirkus, Library Journal/School Library Journal, and Publisher's Weekly.

If available in Follett Titlewave (a primary book vendor for BCSD's school libraries) book reviews from the abovementioned selection aides are included in the enclosed document "Background Information for Library Materials in Review." This document also includes basic publication information, a plot synopsis, and a listing of state/national accolades awarded to the book, if applicable. This information is included for contextual purposes. Committee members are welcome to seek out and refer to additional research/reviews, if desired.

5. At the committee's discussion and voting meeting, members will work as a group to share and discuss findings, and to vote on any actions to be taken regarding the book's availability in BCSD school libraries. Votes will be tallied from anonymous submissions, and final results will be reported to the appropriate parties, including the Superintendent and Board of Education.

At this meeting, committee members are asked to follow the below norms for a productive review process:

- a. Respect our commitment to provide exceptional educational experiences to all students of Beaufort County School District by following the process outlined in Administrative Regulation IS 38.1.
- b. Respect our commitment to make our review team meetings productive by staying on topic and focusing on the checklist component items.
- c. Respect the work of the committees by coming prepared and remaining engaged in the review process.
- d. Respect other committee members by asking for clarification and engaging in civil discussion.

Regulation IS - 38 School Library Materials Selection & Adoption

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended.

S. C. Code, 1976, as amended:

[Section 59-31](#)-10 - Library committee.

[Section 59-31](#)-220 – Furnishing library books.

South Carolina Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

American Library Association – School Library Media Research: *Independent Reading and School Achievement. Volume 3, 2000.*

Beaufort County Schools Coherent Governance Manual:

[GC-1](#) Board Purpose.

[GC-2](#) Governing Commitments (GC 2.1, 2.2, 2.3).

[GC-3](#) Board Job Description (GC-3.4.b.c.d., 3.17).

[GC-6](#) Annual Work Plan.

[GC-11](#) Diversity Statement and Goals.

[B/SR-4](#) Authority of the Superintendent.

[B/SR-5.8](#) Superintendent Accountability.

[OE-1](#) Global Operational Expectation.

[OE-3](#) Treatment of Stakeholders (OE-3.1, 3.3).

[OE-10](#) Communicating with the Board (OE-10.1, 10.2, 10.4, 10.6, 10.12, 10.16).

[OE-11](#) Communicating with the Public (OE-11.1, 11.2.a.b.c).

[OE-12](#) Instructional Program.

[OE-16](#) FOIA (OE-16.1, 16.2).

Beaufort County Schools

Regulation IS - 38.1 Procedures for Handling Questioned or Challenged School Library Materials

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended

S. C. Code, 1976, as amended:

[Section 59-31-10](#) - Library committee.

South Carolina Department of Education Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

Beaufort County Schools Coherent Governance Manual:

[GC-1](#) Board Purpose.

[GC-2](#) Governing Commitments (GC 2.1, 2.2, 2.3).

[GC-3](#) Board Job Description (GC-3.4.b.c.d., 3.17).

[GC-6](#) Annual Work Plan.

[GC-11](#) Diversity Statement and Goals.

[B/SR-4](#) Authority of the Superintendent.

**BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 15

Date 1/19/23

Name of Novel Thirteen Reasons Why

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"/>
<p>Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:</p> <p>This book the very real issue of teenage suicide. Some view discussing this matter with children/teens is controversial. I disagree and believe these difficult issues should be talked about. Under the BCSD "Objectives for School Library Services and Materials Selection" item B(c), it provides ability for libraries to have "controversial" issues. Additionally, item B(c), this book addresses an "appreciation and interest for both informational and recreational reading."</p>	

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"> 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.	✓
<p>Evidence from the text relating to QUALITY:</p> <p>This book is written in an interesting style where Hannah's voice is in italics and Clay's voice is intermixed. The book has received many awards. It addresses a real life issue that so many teens deal with.</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. (middle school + up)	✓
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY: This book does address sexual abuse but in an appropriate way. It is not the main focus of the book and Asher does not use excessive profanity or go into great detail of the sexual abuse. Again, these are things that teens are dealing with. This book would provide a great way for parents, teachers and/or school ^{counselors} teachers to talk to teens.	

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 American Academy of Pediatrics is now recommending adolescents 12 and up be screened for suicide risk as a part of regular preventive care. Between 2007 and 2018, suicide rates among people aged 10-24 in the U.S. went up by 57%. It's a myth that talking about suicide makes it more likely a person will attempt suicide. - This information is from an article written by Ralph Ellis and sourced by the American Academy of Pediatrics			

**BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 15

Date January 19, 2023

Name of Novel Thirteen Reasons Why

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"/>
<p>Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:</p> <p>Swicide and bullying are problems our teens are facing. A book like 13 Reasons is one that can bring those types of discussion topics to a classroom setting. Also, ELA classes can study character development, plot & other story elements</p>	

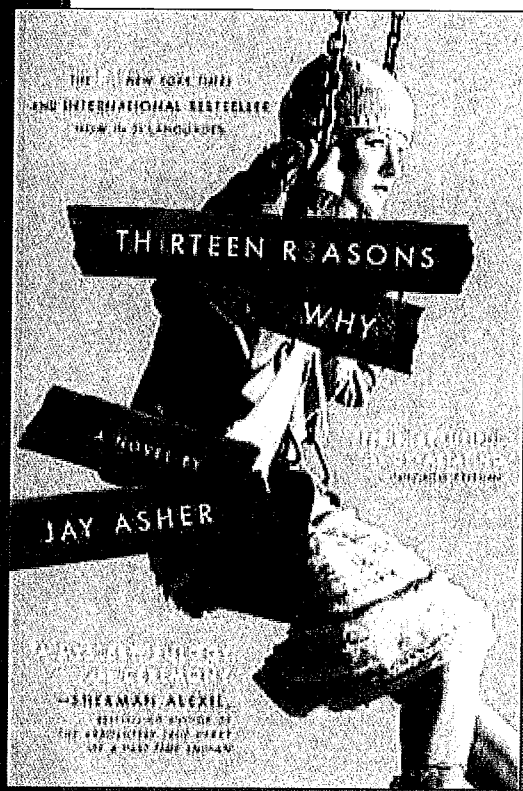
QUALITY, CONTENT, MANNER OF PRESENTATION	Check all that apply
<p>The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:</p> <ul style="list-style-type: none"> i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal. 	<p>✓ ✓ ✓ ✓</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>Award winning (16 State Awards)</p> <p>ALA Best Books for Young Adults</p> <p>Well-developed characters</p> <p>Sense of mystery that is developed through the plot.</p> <p>Outstanding storytelling that deals w/ a tough subject matter.</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.	<input checked="" type="checkbox"/>
The novel does not depict or describe sexual conduct in a clearly offensive way.	<input checked="" type="checkbox"/>
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	<input checked="" type="checkbox"/>
The novel is free from graphic depictions of sexual activity.	<input checked="" type="checkbox"/>
Evidence from the text relating to PERVASIVE VULGARITY: <i>I didn't find any pervasive vulgarity.</i>	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The novel is appropriate to the maturity level of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The novel is appropriate to the content area.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The novel/material reflects the contemporary community standards.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evidence from the text relating to APPROPRIATENESS: <i>This novel deals w/ topics that are important for teens to know about and be aware of. Even though this was written in 2007, the topics are still relevant to teens. Topics like: bullying, assault, rape, suicide, not speaking up, cyberbullying, ALL need to be discussed before it happens.</i>			

EVERYTHING affects EVERYTHING

Common Core
State Standard
9.RL.3



Ages 12 up • Grades 6 up
978-1-595-14188-0 (PB) • \$10.99

Thirteen Reasons Why

by Jay Asher

I think I've made myself very clear, but no one's stepping forward to stop me. A lot of you cared, just not enough. And that . . . that is what I needed to find out.

And I did find out.

And I'm sorry.

Clay Jensen does not want to have anything to do with the tapes his classmate and crush, Hannah, has left behind after committing suicide. Compelled to listen as she shares each act of cruelty or selfishness that contributed to her feelings of ostracism, Clay relives the pain Hannah felt, as her classmate's lack of empathy becomes increasingly disturbing.

Common Core Connection:

Standard: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

In haunting prose and page-turning suspense, Clay's and Hannah's stories unwind as her final days and hours are revealed on the cassette tapes she has left behind. Encourage students to keep a journal to record their feelings and reactions to the raw emotions that both characters reveal on the pages of *Thirteen Reasons Why*. Have non-fiction resources on teen suicide available to students as they read this book.

The online media for this book give readers multiple ways to interact with the content and characters, especially through links and artifacts on Hannah's blog. From song lyrics to podcasts to video tributes, the emotional rawness of this book inspires creative responses that eulogize Hannah's life. Have students work in teams to create timelines that feature memorable aspects related to the book's theme and message by comparing and contrasting how Clay's and Hannah's characters change and evolve through the intertwined narratives shared in the book.

To learn more, visit

www.thirteenreasonswhy.com and 13RWProject.com.

USING *THIRTEEN REASONS WHY* AS A COMMUNITY READ

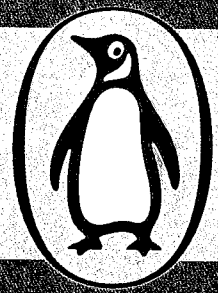
Start a common dialogue about bullying, abuse, and suicide.

Visit www.penguin.com/13RWcommunityread to download resources including:

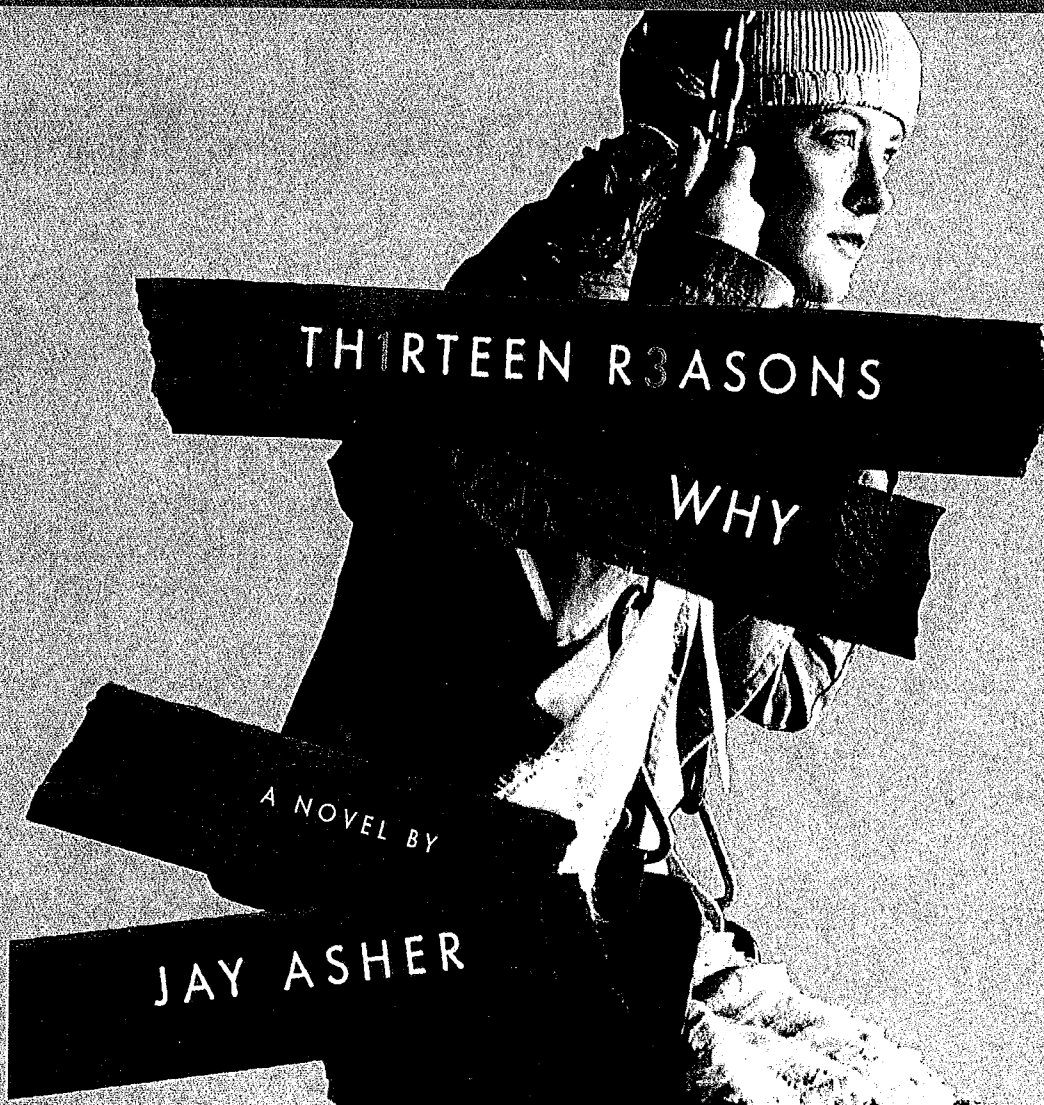
- Discussion Guide
- How to Start a Successful Community Read
- Using *Thirteen Reasons Why* in Your Community
- The Complete Stageplay (Adapted from the Book)
- 13 Questions for Author Jay Asher
- And more!

Penguin's Classroom Classics

Making Curriculum Connections!



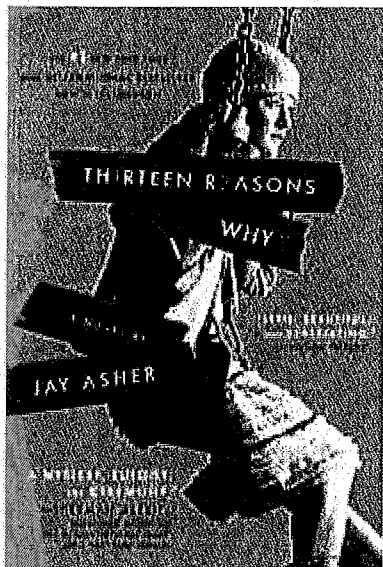
An Educator's Guide to



INSPIRE • ENGAGE • EDUCATE

The activities in this guide align with Common Core State Standards
and fit into the curriculum for grades 7–10

PenguinClassroom.com



About the Book:

Suicide and bullying, unfortunately, touch the lives of teens all around the country. Asher's book provides teachers and community leaders with an authentic way to engage teens in these important topics. We hope that this guide will:

- Begin a conversation with teachers, teens, and community leaders that focuses on prevention.
- Lead to the realization that all actions have a ripple effect with consequences.
- Increase the empathy ratio on school campuses.

We hope that *Thirteen Reasons Why* will be a catalyst for improving life for all the Hannahs of our country, not only in our schools, but in our communities as well.

Note: *Thirteen Reasons Why* by Jay Asher is a novel. This novel, however, deals with very intimate and painful topics. Asher discusses suicide and bullying, topics we would hope your students will never face in real life. If statistics are to be trusted, however, some of your students will be contemplating suicide or will be the victims of bullying

(or both). Maybe you know one of those students? Jay Asher, his publisher, and all the people connected with this book are deeply concerned with your ability to find help for your students. Make sure your community has a procedure for handling reports of suicide or bullying. If your community is not equipped to deal with these subjects, familiarize yourself with the links for the National Institute for Mental Health and the Rape, Abuse, Incest, National Network (RAINN). Placing contact information for these organizations regularly on handouts is highly recommended. Make sure your students understand the importance of reporting ALL INSTANCES OF BULLYING, HARRASSMENT, TEASING, ASSAULT, etc. Having students practice reporting make-believe incidents is a good use of time! Create a culture of caring on your campus.

If you have students considering suicide, and the odds are that you do, the National Institute for Mental Health (<http://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml>) is a good place to investigate. Make your students aware of the National Suicide Hotline at 1-800-SUICIDE (1-800-784-2433). If any of your students are a victim of sexual assault (and while females are more often the victims, males may be victims too), the Rape, Abuse, Incest, National Network (RAINN) will help provide answers for you and your students. Online information from RAINN is located at www.rainn.org. RAINN has a toll-free number at 1-800-656-HOPE. Let's change the tapes for all of the Hannahs in our schools: "She lived a long, productive life because of the help and support of her school, teachers, classmates, and community."



A Note from the Author:

When I wrote *Thirteen Reasons Why*, I felt confident that teens would understand and appreciate the ideas I wanted to talk about in the book. And I've received many inspiring letters from readers saying it made them more conscious of how they treat others, as well as the importance of really reaching out when they need help and not simply dropping hints. With adults, my fingers were crossed that they would see this as an opportunity to begin a dialogue with teens about some important issues. Thankfully, they've jumped at the chance. It's been wonderful to hear about some of the conversations that have started. Of course, simply hearing that they loved the book is great, too!

—Jay Asher

This guide was created by Ed Spicer. Ed Spicer has his Master's in diagnosing early reading and writing problems. He writes young adult book reviews for the Michigan Reading Journal and runs a teen book group at the high school in Allegan, MI. Ed has served on many American Library Association committees, including the Printz Committee and the Caldecott.

Activity and Discussion Prompts for *Thirteen Reasons Why*

1. **First Impressions:** We begin the book with the word, "Sir" and a question mark. In one word the author hints at questions of maturity for our main character, who, we later learn, is named, Clay.

- Explore the words that set the mood of this novel.
- What else does the author do to entice reader participation?

Technology Integration: Find chapter samplers of some newly released YA titles online (Amazon, Goodreads, Scribd) How do the first pages of other novels accomplish the same task?

Correlates to Common Core Standards RL.CCR.4; Key Ideas and Details (College and Career Readiness Anchor Standard); RL.9-10.1, RL.9-10.5, RL.9-10.7.

2. **You Are the Potter:** Using clay (or any other art medium, including collage):

- Create an impression of Clay listening to the tapes.
- Write a poem or a word picture using several of the words or phrases from the very first page or section to create a mood that matches the book.

Technology Integration: Go to the website of a major classical art museum such as the National Gallery of Art in Washington, DC. Find a portrait that will serve as a model for creating an interactive, multimedia poster of Hannah or Clay or yourself. Note: Students may keep adjusting these posters as they move along in the book and they may add newer characters as they meet them).

Correlates to Common Core Standards RL.9-10.3; W.9-10.3; W.9-10.9, W.CCR.4 (College and Career Readiness Anchor Standard).

3. **Beware of Surprise Gifts:** Clay is initially thrilled to receive a package, but quickly changes his tune.

- With the entire class, discuss some potential consequences of Hannah's tapes. Could the consequences be worse than she hoped?
- Discuss in small groups and as a class whether or not the gift will do what Hannah expects.
- What are the desired effects, and could there be other reasons?

Technology Integration: This may be a good time to read O. Henry's "*The Gift of the Magi*" to understand how gifts often have unintended effects: <http://www.online-literature.com/donne/1014/>.

Correlates to Common Core Standards RL.9-10.4, RL.9-10.6; SL.9-10.1.

4. **Where is my GPS?:** Hannah directs Clay and other people on Hannah's list to follow her mental journal by creating a map.
- Make a map and include a key for places that signify the important events in your life.

Technology Integration: Create an audio guided tour of your map, using a Walkman (ideally) or a smart phone. Use Google Maps to help create templates of your neighborhood. Imagine your neighborhood as Clay and Hannah's neighborhood. Convert your icons to places mentioned on Hannah's map.

Correlates to Common Core Standards SL.CCR.6 (College and Career Readiness Anchor Standard); Reading Technical Subjects, Integration of Knowledge and Ideas, RH.CCR.7 (College and Career Readiness Anchor Standard); SL.9-10.5.

5. **Following Rules:** Hannah provides Clay with the rules for listening to her tapes and what to do with them upon completion.

- Are these rules worth following? Discuss the rules from the perspective of the listeners. Why would they send the tapes on?
- Hannah hints that she has set up a method for insuring compliance with her wishes. Speculate and predict a course of action that would convince Clay to follow the rules.

Technology Integration: History is replete with rules requiring people to do odious actions. Search your school's history database (or check with your public librarian) for examples of unfair rules. Report your findings.

Correlates to Common Core Standards Reading Technical Subjects, Integration of Knowledge and Ideas, RH.CCR.8 (College and Career Readiness Anchor Standard); SL.9-10.1, SL.9-10.4.

Classroom Lesson Plans for *Thirteen Reasons Why*

(Cassettes One and Two)

1. **Truth or Rumor:** How many times have we received an email or a post, along with six million other people, that turns out to be a hoax? Hannah states that for any problem, there are thirteen different explanations from thirteen different perspectives.
- Think of a problem at home or at school that you feel comfortable sharing. In small groups, map out plausible reasons that trace the logical progression of the problem. Make sure that the sequence of events is in order.
 - Discuss whether you think Hannah's rumor would have stopped, if any one person hadn't passed it on.

Technology Integration: Investigate Snopes, the urban legend fact finder (www.snopes.com). Click on the top scams of the day. With a partner, pick the scam with the closest connection to what Hannah's classmates think. Present your evidence to other groups or to the entire class.

Correlates to Common Core Standards RL.9-10.2, RL.9-10.5, RL.9-10.10.

2. **Cause and Effect:** In addition to saying that each event has thirteen explanations, Hannah also says that the least attractive explanation is the one that is true.

- Pull out the details of Jessica's growing distrust of Hannah. Make a time line.
- Clay has not always proceeded in chronological order. Why?
- Compare Hannah's explanation of the break up with the comments Clay makes in between her recording.

Technology Integration: Compare this breakup with other partings with which you are familiar.

Explain your answers by creating four panel graphic novel pages. For suggestions on how to create your pages, see: <http://www.wikihow.com/Write-a-Comic-Book> or <http://www.ereadingworksheets.com/point-of-view/point-of-view-activities/>.

Correlates to Common Core Standards RL.9-10.2, RL.9-10.5; W.9-10.2.

3. **Molding Clay:** It is time to add Justin Foley, Alex Standall, Courtney Crimsen, and Tyler Down (for extra credit, speculate on Ms. Antilly) to our character collection from the previous collection (You are the Potter).

- Discuss why you think the author rarely describes the characters physically.

Technology Integration: Go to the website of a major modern art museum such as the Museum of Modern Art in New York. Look at several of the portraits of people. Find a portrait that will serve as a model for creating an interactive, multimedia poster of Hannah or Clay or yourself.

Correlates to Common Core Standards RL.9-10.3; W.CCR.4 (College and Career Readiness Anchor Standard); W.9-10.3, W.9-10.9.

4. **Peeping Tom:** Tyler is described as "creepy." Many in our society also describe the press or paparazzi as creepy too.

- Does Tyler have any redeeming value? What is the value, if any, of the pictures he takes?
- Examine yearbooks (yearbooks at least ten years old). Find various pictures that hint at a bigger story. Copy the pictures and write caption stories beneath that provide a plausible explanation.

Technology Integration: Using digital cameras, take posed pictures in which you try to tell a similar misleading story.

Technology Integration: Look at the way professionals manipulate images on sites like <http://www.illusionworks.com/>.

Correlates to Common Core Standards RL.9-10.7; W.9-10.2, W.9-10.6; RI.9-10.1, RI.9-10.7.

5. **Just Kidding:** In Marcus Cooley's section, Hannah states that she is now starting to seriously consider the idea of suicide. Marcus is described as a goof off. Hannah does not think Marcus is funny.

- Find examples of jokes or humorous videos. Explain what makes the humor work and then explain how it can be misinterpreted.

Technology Integration: Visit an online humor site such as <http://www.a jokeaday.com/>. Find several examples of jokes that you think are funny and jokes that are not funny. Read them to the class or to your group. Discuss which ones work and which ones do not for the whole group. Pay attention to those jokes in which your reaction differs from the group.

- Find online examples of celebrities who remind you of Courtney Crimsen. Provide annotated URLs that explain why.

Correlates to Common Core Standards RL.9-10.1, RL.9-10.3, RL.9-10.7; SL.9-10.1, SL.9-10.3, SL.9-10.5, SL.9-10.6.

Classroom Lesson Plans for *Thirteen Reasons Why* (Cassettes Three and Four)

1. **You're Not My (Arche)Type:** When Hannah describes what she likes about poetry, she says, "The closer we get to the end, the more connections I'm discovering. Deep connections. Some that I have told you about, linking one story to the next. While others, I haven't told you about at all."
- Find copies of William Carlos Williams' *The Red Wheelbarrow*. Read it aloud several times emphasizing different words to hear the effect different enunciation has on meaning.
 - Perform one version for the class and write a poetic glossary for each word in the poem with that word's various possible meanings. Why do you think Asher includes this poem?

Technology Integration: Visit <http://www.pongoteenwriting.org/>. Click to the teen poetry collection and read several of the poems until you find two that share connections with Hannah and her problems. Then click to the writing activities and complete one (perhaps the "I Just Thought You Should Know" poem addressed to Hannah. <http://www.pongoteenwriting.org/activities/featured/i-just-thought-you-should-know.html>).

Correlates to Common Core Standards RL.9-10.1, RL.9-10.4, RL.9-10.7, RL.9-10.9; W.9-10.4, W.9-10.5.

2. **Love and Dollars:** Valentine's Day theoretically represents a day devoted to love. When Hannah sings, "Oh my Dollar Valentine," it is clear that she does not think highly of the commercialization of Valentine's Day.
- If you were fining the characters who have appeared so far, list the characters in order of smallest to largest fine.
 - It is in the discussion of Zach that Hannah speaks of the warning signs for suicide, even recognizes that she is manifesting suicidal behavior. Consider the effect on Hannah if just one of the people listed on the tapes had not done as described. If everyone else still does exactly as described, would it make a difference for Hannah?
 - Finally, if the severity of the transgressions against Hannah is not a consideration in how the characters appear, what is? Explain. Is it simply and exclusively chronology? Factor into your answer the anomalies, such as Clay playing around with time sequences, readers knowing who will receive the tapes last, and the other out of order scenes in the novel.
- Technology Integration:** Make a multimedia collage of images and songs that link love and money, especially images and songs that Hannah would have seen.

Correlates to Common Core Standards RL.9-10.2, RL.9-10.4, RL.9-10.10; W.9-10.1, W.9-10.2, W.9-10.6.

3. **Personal Poetry:** Hannah speaks of poetry as if it were a puzzle.
- Find a jigsaw puzzle for children, one with about sixty-three to one hundred pieces so the individual pieces are big enough to show significant detail. Personify a piece and write a few poems describing all of the things in life the piece is lacking.
 - Find a piece that can serve as a metaphor for Hannah and write about the pieces of her life that Hannah hopes to add to the puzzle.
 - Grab another puzzle piece and write a thirteen-line free verse poem about thirteen connections or needs that you have. Feel free to exaggerate or feel free to treat the exercise honestly.
 - Write at least one poem about yourself that you are willing to share.
- Technology Integration:** Visit Teen Ink (<http://www.teenink.com/poetry/>) and find a poem that can be "solved" as Hannah explains on page 175.

Correlates to Common Core Standards RL.9-10.1, RL.9-10.4, RL.9-10.7, RL.9-10.9; W.9-10.4, W.9-10.5.

4. **Clay Time (Revisited):** We need to add Courtney, Marcus, Zach, and Ryan. Since we last left them, we now have a lot more detail about the relationship that Clay had with Hannah.
- Go back and find all of the information that you can about the interactions Clay had with Hannah. Is there any information up to the end of cassette four that explains how Clay fits with any of the previously named characters?
 - If you have not finished reading the book, predict what role you think Clay will fill when he finally does show up on one of the tapes.
 - Update your maps as well.
- Technology Integration:** Go to the website of an online royalty free clip art provider. Look at several photographs of people. Find one that will serve as a model for creating an interactive, multimedia poster of Hannah or Clay or yourself.

Correlates to Common Core Standards RL.9-10.3; W.CCR.4 (College and Career Readiness Anchor Standard); W.9-10.3, W.9-10.9.

Classroom Lesson Plans for *Thirteen Reasons Why*

(Cassettes Five and Six)

1. **Romeo, Oh Romeo:** Hannah's first words about Clay come from *Romeo and Juliet* by Shakespeare. She quotes, "Romeo, oh Romeo. Wherefore art thou, Romeo?" Readers may know that Juliet kills herself because Romeo has died. Readers also may know that Romeo believes Juliet has died, which leads to his suicide.
 - Why does Asher have Hannah, the poet, use these lines to introduce Clay? Hannah then says to Clay, "Clay, honey, your name does not belong on this list."
 - For extra credit, read *Romeo and Juliet*. Is there anything in this story, especially in the mixed up, mistake-filled, tragic ending that makes sense in the story by Asher? Is Hannah correct in telling Clay that he does not belong?
 - Clay now believes that his name should appear on Hannah's list. What responsibility does Clay own for Hannah's suicide, if any?

Technology Integration: Watch a movie version of *Romeo and Juliet*, noting which sections (write down the times) Hannah (or the author) would have found relevant to this novel.

Correlates to Common Core Standards RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.6, RL.9-10.9.

2. **Clay in the Kiln:**

- Using clay (or another art media), show the transitions Clay has made from the first cassette through the sixth cassette, with at least three different representations.
- List all the commonalities of character in your class and list those characterizations in which no other classmate views Clay in the same way. Keep in mind the fact that when Hannah discusses the class interpretation of her poem, she does not believe many people understood what she is talking about.

Technology Integration: Design an annotated playlist of thirteen songs that capture the essence of this book. In your annotation explain why your song belongs.

Correlates to Common Core Standards RL.9-10.3; W.CCR.4 (College and Career Readiness Anchor Standard); W.9-10.3, W.9-10.9.

3. **Innocent or Guilty?:** Justin Foley returns for a second turn under Hannah's magnifying glass, which may be surprising considering the actions of Bryce Walker.
 - Does this suggest that Justin bears twice as much blame? Prepare a case both for and against Justin.
 - Tape six also includes Tony's story. Tony states, "We're all to blame. . . . At least a little" (p. 235). Can you make a persuasive argument that Tony should replace Justin?
 - Considering Tony's claim that all are culpable, put the names of all characters in a hat (except Justin and Mr. Porter) and draw the character you will prosecute.

Correlates to Common Core Standards RL.9-10.3, RL.9-10.5; W.9-10.2.

4. **What Are Friends For?:** Fifteen percent of people calling into a sexual assault hotline report suicidal tendencies. Only thirteen percent of rapes are reported.

- It is too late for Clay to do anything to help Hannah, but what is his responsibility, if any, toward Bryce and Jessica? What would you do?
- We have looked at individual responsibility toward Hannah, but what is the group responsibility? In your personal reflection, consider the collective responsibility of the school and the people on Hannah's list; compare this with how you see your own personal responsibility. Answer the question of whether or not you would mail the tapes.
- Would you tell Hannah's parents? The school administration? Your own family? The police?

Correlates to Common Core Standards RL.9-10.10; W.9-10.3.

5. **Final Messages:** Jenny Kurtz knocked over a stop sign. Hannah does not report this fact and a student dies. Hannah has quit at this point of the book and is discussing the way in which she will kill herself. Jenny, Bryce, and Mr. Porter have not yet received the cassettes.

- Using just six words on a sign, summarize what has happened in the book.

Correlates to Common Core Standards RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5; SL.9-10.4, SL.9-10.5, SL.9-10.6.

Classroom Lesson Plans for *Thirteen Reasons Why* (Cassette Seven and the End)

1. **The Potter Meets the Clay:** The final cassette is a live, taped conversation between Hannah and Mr. Porter. Hannah clearly is angry with Mr. Porter, saying he should rot in hell.
- What signs did Mr. Porter miss? What should he have noticed, if anything?
 - Did Hannah give him a fair chance at helping her?
 - Check with your school's counseling center or guidance office and research the tools available for suicide prevention. Look at the warning signs for suicide and find instances of them in the book (list the sign and the appropriate page number for that warning sign).

Technology Integration: Go to the site for the National Institute for Mental Health (<http://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml>) and two other similar sites. Compare the information found online with the information in your school. Make recommendations, if necessary, for updating the information in your school's counseling or guidance office.

Correlates to Common Core Standards RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.10; W.9-10.7, W.9-10.8.

2. **The Beginning:** At the very end of the book, Clay ends the book by saying, "Skye."

- Is there a significance to ending the book this way?
- Have you changed? How and why?
- Write your final thoughts, including how effective Asher is with his novel.

Technology Integration: Go to Goodreads, Amazon, Barnes and Noble indiebound, and other sites that review books. Read at least ten different reviews of *Thirteen Reasons Why*. Copy the review that most closely matches your own review and the review that makes you think the author read a different book. Explain what each person gets right and gets wrong.

Correlates to Common Core Standards RL.9-10.10, RL.9-10; W.9-10.8.

Awards and Honors for *Thirteen Reasons Why*

2008-2009 Kansas Heartland Award (Grades 6-12)
2008-2009 Florida Teens Read Award (Grades 9-12)
2008-2009 Kentucky Bluegrass Award (Grades 9-12)
2008-2009 Michigan Thumbs Up! Book Award (Grades 7-12)
2009-2010 Arizona Grand Canyon Reader Award (Teen Books)
2009-2010 Georgia Peach Book Award for Teen Readers (Grades 9-12)
2009-2010 Missouri Gateway Readers Award (Grades 9-12)
2009-2010 New Hampshire Flume Award (Grades 9-12)
2009-2010 New Jersey Garden State Teen Book Award (Grades 9-12)
2009-2010 North Carolina NCSLMA YA Book Award (High School)
2009-2010 Oklahoma Sequoia High School Book Award (Grades 9-12)
2009-2010 South Carolina Children's Book Awards (Young Adult)
2009-2010 Texas Tayshas High School Reading List (Grades 9-12)
2009-2010 Virginia Reader's Choice Award (High School)
2009-2010 Washington Evergreen Young Adult Book Award (Grades 7-12)
2009-2010 Wyoming Soaring Eagle Book Award (Grades 7-12)
2009-2010 New York 3 Apples Children's Choice Award (Teen)
2010-2011 Indiana Eliot Rosewater Indiana High School Book Award (Grades 9-12)
2010-2011 Pennsylvania Young Reader's Choice Awards (Young Adult)

A Q&A with *Thirteen Reasons Why* author **JAY ASHER**



Q. Describe your research and writing process, briefly?

A: Years before I came up with the premise, a close relative of mine attempted suicide. She was the same age as Hannah Baker. Over the years, we spoke about how she got to the point where ending her life seemed the only way out of her pain. I learned what brought her to that point, and she was also able to describe what she hadn't seen clearly and what more she could've done for herself. When I began writing, I didn't want to do more research into suicide, other than what I'd learned from my relative. After I wrote a draft, I read books on suicide to see how Hannah's story fit into a more general view of signs and patterns, and it fit almost perfectly. I first wrote Hannah's portion of the story from beginning to end. That took eighteen months. Then I spent almost as long adding Clay's reactions to her recorded words. Because so much time had gone by, I forgot most of what I'd written, so a lot of Clay's reactions are similar to my own reactions to reading what she had to say.

Q. What are some of the most important messages you hope to send in writing *Thirteen Reasons Why*?

The main message is simply the Golden Rule. At one point, Hannah states that you never truly know what's going on in anyone's life but your own. You don't know what else they're dealing with or have dealt with. As well, I wanted people to notice where Hannah could've done more to help herself, and that's why Clay's half of the conversation is so important.

Q. How did you come up with the various characters, and the order that they appeared?

I came up with their reasons for being on the tapes first. There were certain situations I needed Hannah to experience, and then I developed characters that would bring those situations about. The order was mostly concerned with building tension.

Q. Who was the hardest character for you to write? The "easiest"?

Clay wasn't necessarily hard to write, but coming up with things for his character to do while listening to Hannah's words caused some frustration. But that frustration always developed into interesting predicaments or insights. Hannah's character was the easiest because her voice was there the moment the concept came to me. My job was simply to let her speak and not add my own judgment to her character.

Q. *Thirteen Reasons Why* has reached teen readers and communities on a global level. If you could visit every fan or reader, what would you tell them?

The phrase Thank You plays a part in the book, and that's the first thing I would tell them. It's a huge honor to know people have taken time out of their lives to spend with my characters. And then I would listen to their impressions of the book, and what it meant to them.

Q. Why is this an important community read?

There are so many books that could be important community reads, but I've been told this book has qualities that make it particularly great for group reads. In a way, this is thirteen short stories connected by a few characters, so there are many places to begin a discussion. The characters are all flawed, though many of them don't realize the flaws, so almost every chapter can be dissected many ways. What are some reasons each situation happened? Why did it have the effect it did? What could the characters have done differently, and why didn't they? Each "reason" bleeds into other stories, which is interesting to discuss, but each "reason" also stands alone, which makes it easy to focus the conversations. It also helps that many readers become frustrated with characters they also have sympathy for. With a community read, people often have very different levels of that frustration and sympathy for each character. Discussing why can be very powerful.

Q. With the prevalence of bullying, what are the lessons we can hope to teach with *Thirteen Reasons Why*?

Treat each other with respect. Don't be afraid to reach out to someone in need. And don't be afraid to ask for help when you need it.



Penguin Young Readers Group
PenguinClassroom.com



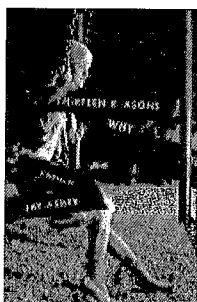
[/PenguinClassroom](https://www.facebook.com/PenguinClassroom)



[@PenguinClass](https://twitter.com/PenguinClass)

Online resources for Jay Asher's

Thirteen Reasons Why



Visit online:

TeachingBooks.net/qlfdbz8

Or Scan This Code



TeachingBooks®

BCSD

Access Directions

To sign in to TeachingBooks:

- Go to TeachingBooks.net/SignIn
- Username: beaufort
- Password: palmetto
- Click "Sign In"

Packet Prepared for: Joanna Sargent

- | | |
|--|--|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Community Member |
| <input checked="" type="checkbox"/> School Librarian | <input type="checkbox"/> District Director or Coordinator |
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> School Improvement Council Member |
| <input type="checkbox"/> Parent Representing a School Family | |

Thank you for volunteering to serve on one of Beaufort County School District's School Library Materials Review Committees. You have been randomly selected and assigned to Committee #15, which will be reviewing *Thirteen Reasons Why* by Asher, Jay.

After independently reading the enclosed book in full, committee members will meet in person to share and discuss findings as a group. Committees will then vote on any actions to be taken regarding the book's availability in BCSD school libraries. The date, time, and location for this meeting is below:

Okatie Elementary School
53 Cherry Point Rd, Okatie, SC 29909
Thursday January 19, 2023 @ 5:45 p.m.

Below is a brief overview of the committee review process and the contents of this packet.

1. Library Materials Review Committees will follow BCSD Administrative Regulation IS 38.1 (*Procedures for Handling Questioned or Challenged School Library Materials.*) A copy of this document is included in this packet for your review, along with a copy of IS 38 (*School Library Materials Selection & Adoption.*) Online versions can be accessed at the following URL's:

IS 38 (School Library Materials Selection & Adoption)
<https://boardpolicyonline.com/?b=beaufort&s=249543>

IS 38.1 (Procedures for Handling Questioned or Challenged School Library Materials)
<https://boardpolicyonline.com/?b=beaufort&s=1303535>

2. To ensure effective committee discussions, each committee member has been provided with the same edition of your assigned book. You may write in and annotate the book as needed, or use sticky notes/flags to mark specific pages & passages. *Committee members are welcome to review other editions or formats of the book if desired, but please note that differences in page numbers and print scale may make it more difficult to effectively refer back to specific passages during committee discussions.*

3. In this packet, you will also find a copy of the "Beaufort County School District Reconsideration Committee Checklist." The upcoming committee discussion and voting meeting will be structured around the categories and criteria included in this document. You may use this document to organize your thoughts/notes as you read the assigned book, and may continue to update it during committee discussions. *During the voting process, this document will be collected from each committee member. To preserve anonymity, please do not write your name on this document, and use a black pen.*
4. In accordance with Administrative Regulation IS 38, School Librarians must consult reputable, unbiased, and professionally prepared selection aides when selecting materials to add to a school library collection. Examples of professionally prepared selection aides include: Booklist, Bulletin of the Center for Children's Books, Horn Book, Kirkus, Library Journal/School Library Journal, and Publisher's Weekly.

If available in Follett Titlewave (a primary book vendor for BCSD's school libraries) book reviews from the abovementioned selection aides are included in the enclosed document "Background Information for Library Materials in Review." This document also includes basic publication information, a plot synopsis, and a listing of state/national accolades awarded to the book, if applicable. This information is included for contextual purposes. Committee members are welcome to seek out and refer to additional research/reviews, if desired.

5. At the committee's discussion and voting meeting, members will work as a group to share and discuss findings, and to vote on any actions to be taken regarding the book's availability in BCSD school libraries. Votes will be tallied from anonymous submissions, and final results will be reported to the appropriate parties, including the Superintendent and Board of Education.

At this meeting, committee members are asked to follow the below norms for a productive review process:

- a. Respect our commitment to provide exceptional educational experiences to all students of Beaufort County School District by following the process outlined in Administrative Regulation IS 38.1.
- b. Respect our commitment to make our review team meetings productive by staying on topic and focusing on the checklist component items.
- c. Respect the work of the committees by coming prepared and remaining engaged in the review process.
- d. Respect other committee members by asking for clarification and engaging in civil discussion.

Regulation IS - 38 School Library Materials Selection & Adoption

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended.

S. C. Code, 1976, as amended:

[Section 59-31-10](#) - Library committee.

[Section 59-31-220](#) – Furnishing library books.

South Carolina Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

American Library Association – School Library Media Research: *Independent Reading and School Achievement. Volume 3, 2000.*

Beaufort County Schools Coherent Governance Manual:

[GC-1](#) Board Purpose.

[GC-2](#) Governing Commitments (GC 2.1, 2.2, 2.3).

[GC-3](#) Board Job Description (GC-3.4.b.c.d., 3.17).

[GC-6](#) Annual Work Plan.

[GC-11](#) Diversity Statement and Goals.

[B/SR-4](#) Authority of the Superintendent.

[B/SR-5.8](#) Superintendent Accountability.

[OE-1](#) Global Operational Expectation.

[OE-3](#) Treatment of Stakeholders (OE-3.1, 3.3).

[OE-10](#) Communicating with the Board (OE-10.1, 10.2, 10.4, 10.6, 10.12, 10.16).

[OE-11](#) Communicating with the Public (OE-11.1, 11.2.a.b.c).

[OE-12](#) Instructional Program.

[OE-16](#) FOIA (OE-16.1, 16.2).

Beaufort County Schools

Regulation IS - 38.1 Procedures for Handling Questioned or Challenged School Library Materials

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended

S. C. Code, 1976, as amended:

[Section 59-31-10](#) - Library committee.

South Carolina Department of Education Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

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[GC-3](#) Board Job Description (GC-3.4.b.c.d., 3.17).

[GC-6](#) Annual Work Plan.

[GC-11](#) Diversity Statement and Goals.

[B/SR-4](#) Authority of the Superintendent.

Background Information for Library Materials in Review

Book Title: <i>Thirteen Reasons Why</i>	<p align="center">Synopsis</p> <p>When high school student Clay Jenkins receives a box in the mail containing thirteen cassette tapes recorded by his classmate Hannah, who committed suicide, he spends a bewildering and heartbreaking night crisscrossing their town, listening to Hannah's voice recounting the events leading up to her death.</p>
Book Author Asher, Jay	
Copyright Year: 2007	

Source: Novelist Plus - accessed via SCDiscus

Professional Reviews of *Thirteen Reasons Why*

Source: Follett Titlewave

Booklist (September 1, 2007 [Vol. 104, No. 1])

Grades 8-11. When Clay Jensen plays the cassette tapes he received in a mysterious package, he's surprised to hear the voice of dead classmate Hannah Baker. He's one of 13 people who receive Hannah's story, which details the circumstances that led to her suicide. Clay spends the rest of the day and long into the night listening to Hannah's voice and going to the locations she wants him to visit. The text alternates, sometimes quickly, between Hannah's voice (italicized) and Clay's thoughts as he listens to her words, which illuminate betrayals and secrets that demonstrate the consequences of even small actions. Hannah, herself, is not free from guilt, her own inaction having played a part in an accidental auto death and a rape. The message about how we treat one another, although sometimes heavy, makes for compelling reading. Give this to fans of Gail Giles psychological thrillers.

Kirkus Reviews starred (September 1, 2007)

"Everything affects everything," declares Hannah Baker, who killed herself two weeks ago. After her death, Clay Jensen—who had a crush on Hannah—finds seven cassette tapes in a brown paper package on his doorstep. Listening to the tapes, Hannah chronicles her downward spiral and the 13 people who led her to make this horrific choice. Evincing the subtle—and not so subtle—cruelties of teen life, from rumors, to reputations, to rape, Hannah explains to her listeners that, "In the end, everything matters." Most of the novel quite literally takes place in Clay's head, as he listens to Hannah's voice pounding in his ears through his headphones, creating a very intimate feel for the reader as Hannah explains herself. Her pain is gut-wrenchingly palpable, and the reader is thrust face-first into a world where everything is related, an intricate yet brutal tapestry of events, people and places. Asher has created an entrancing character study and a riveting look into the psyche of someone who would make this unfortunate choice. A brilliant and mesmerizing debut from a gifted new author. (Fiction. YA)

Publishers Weekly (October 8, 2007)

This uncommonly polished debut opens on a riveting scenario: 13 teenagers in a small town have each been designated to listen, in secret, to a box of audiotapes recorded by their classmate Hannah and mailed on the very day she commits suicide. "I'm about to tell you the story of my life," she says. "More specifically, why my life ended. And if you're listening to these tapes, you're one of the reasons why." Clay, the narrator, receives the tapes a few weeks after the suicide (each listener must send the box to the next, and Hannah has built in a plan to make sure her posthumous directions are followed), and his initial shock turns to horror as he hears the dead girl implicate his friends and acquaintances in various acts of callousness, cruelty or crime.

Asher expertly paces the narrative, splicing Hannah's tale with Clay's mounting anxiety and fear. Just what has he done? Readers won't be able to pull themselves away until that question gets answered-no matter that the premise is contrived and the plot details can be implausible. The author gets all the characters right, from the popular girl who wants to insure her status to the boy who rapes an unconscious girl at a party where the liquor flows too freely, and the veneer of authenticity suffices to hide the story's flaws. Asher knows how to entertain an audience; this book will leave readers eager to see what he does next. Ages 13-up. (Oct.) Copyright 2007 Reed Business Information.

School Library Journal (November 1, 2007)

Gr 7 Up-High school senior Clay Jensen receives seven audiotapes in the mail. They contain the story of why Hannah Baker, a girl he adored, committed suicide. Each side is devoted to a person in her life and a reason for her death. Clay also has a map of places featured on the recordings. He spends a torturous night listening and wandering, unearthing the depth and causes of Hannah's unhappiness. His torment is private-how did he hurt a girl he treasured from afar-and empathic-her hurts and betrayals tear him apart. Clay's pain is palpable and exquisitely drawn in gripping, casually poetic prose. The complex and soulful characters expose astoundingly rich and singularly teenage inner lives, with emotions as raw as cut wrists. The mood is more serious than somber, and Clay's thoughtful synthesis of Hannah's increasingly explosive narrative saves the novel from melodrama. In fact, Hannah's and Clay's narratives are woven together so seamlessly that the characters appear to converse naturally from opposite sides of mortality. Compounded, the tapes build the plot in increasingly tense increments-Hannah's story is a freight train of despair and suspense that picks up speed as it moves to her final undoing. Like the protagonist in John Green's *Looking for Alaska* (Dutton, 2005), Hannah is an animate ghost; Clay's bereaved voice bears witness to her tragedy. The episodic structure is nicely suited to reluctant readers, but the breakneck pace and dizzying emotion are the true source of this novel's irresistible readability at all levels.-Johanna Lewis, New York Public Library Copyright 2007 Reed Business Information.

Awards/Distinctions Awarded to *Thirteen Reasons Why*

Source: NovelistPlus; Author's Website

Association of Booksellers for Children - Best Books
 Book Sense Pick - Winter
 Borders Original Voices Finalist
 Barnes and Noble Top Ten Best for Teens
 Chicago Public Library Best Books
 International Reading Association - Young Adults' Choices
 Kirkus Reviews Editor's Choice
 South Carolina Young Adult Book Award Winner: 2010
 YALSA Best Books for Young Adults: 2008
 YALSA Quick Picks for Reluctant Young Adult Readers: Fiction: 2008
 YALSA Selected Audiobooks for Young Adults

**BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 15

Date 1/19/23

Name of Novel Thirteen Reasons Why

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> <p>ELA Standard (6.1) - Reading: Literary Text - Determine 1 or more themes and analyze the development & relationships to character, setting, & plot...</p> <p>11.1 Analyze how the author's development of perspectives of the characters & the reader create suspense.</p>	

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>This novel is high-interest & will engage secondary readers.</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: <p style="text-align: center;">The sexual assault portrayed in this novel is not graphic and is appropriate for upper middle & high school.</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;">The issues of mental health, alcohol abuse, sexual assault, and toxic school culture are pertinent & appropriate for middle & high school students. This book deals w/ these difficult issues in an appropriate and sensible way.</p>			

Background Information for Library Materials in Review

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Grades 8-11. When Clay Jensen plays the cassette tapes he received in a mysterious package, he's surprised to hear the voice of dead classmate Hannah Baker. He's one of 13 people who receive Hannah's story, which details the circumstances that led to her suicide. Clay spends the rest of the day and long into the night listening to Hannah's voice and going to the locations she wants him to visit. The text alternates, sometimes quickly, between Hannah's voice (italicized) and Clay's thoughts as he listens to her words, which illuminate betrayals and secrets that demonstrate the consequences of even small actions. Hannah, herself, is not free from guilt, her own inaction having played a part in an accidental auto death and a rape. The message about how we treat one another, although sometimes heavy, makes for compelling reading. Give this to fans of Gail Giles psychological thrillers.

Kirkus Reviews starred (September 1, 2007)

"Everything affects everything," declares Hannah Baker, who killed herself two weeks ago. After her death, Clay Jensen—who had a crush on Hannah—finds seven cassette tapes in a brown paper package on his doorstep. Listening to the tapes, Hannah chronicles her downward spiral and the 13 people who led her to make this horrific choice. Evincing the subtle—and not so subtle—cruelties of teen life, from rumors, to reputations, to rape, Hannah explains to her listeners that, "in the end, everything matters." Most of the novel quite literally takes place in Clay's head, as he listens to Hannah's voice pounding in his ears through his headphones, creating a very intimate feel for the reader as Hannah explains herself. Her pain is gut-wrenchingly palpable, and the reader is thrust face-first into a world where everything is related, an intricate yet brutal tapestry of events, people and places. Asher has created an entrancing character study and a riveting look into the psyche of someone who would make this unfortunate choice. A brilliant and mesmerizing debut from a gifted new author. (Fiction, YA)

Publishers Weekly (October 8, 2007)

This uncommonly polished debut opens on a riveting scenario: 13 teenagers in a small town have each been designated to listen, in secret, to a box of audiotapes recorded by their classmate Hannah and mailed on the very day she commits suicide. "I'm about to tell you the story of my life," she says. "More specifically, why my life ended. And if you're listening to these tapes, you're one of the reasons why." Clay, the narrator, receives the tapes a few weeks after the suicide (each listener must send the box to the next, and Hannah has built in a plan to make sure her posthumous directions are followed), and his initial shock turns to horror as he hears the dead girl implicate his friends and acquaintances in various acts of callousness, cruelty or crime.

Asher expertly paces the narrative, splicing Hannah's tale with Clay's mounting anxiety and fear. Just what has he done? Readers won't be able to pull themselves away until that question gets answered-no matter that the premise is contrived and the plot details can be implausible. The author gets all the characters right, from the popular girl who wants to insure her status to the boy who rapes an unconscious girl at a party where the liquor flows too freely, and the veneer of authenticity suffices to hide the story's flaws. Asher knows how to entertain an audience; this book will leave readers eager to see what he does next. Ages 13-up. (Oct.) Copyright 2007 Reed Business Information.

School Library Journal (November 1, 2007)

Gr 7 Up-High school senior Clay Jensen receives seven audiotapes in the mail. They contain the story of why Hannah Baker, a girl he adored, committed suicide. Each side is devoted to a person in her life and a reason for her death. Clay also has a map of places featured on the recordings. He spends a torturous night listening and wandering, unearthing the depth and causes of Hannah's unhappiness. His torment is private-how did he hurt a girl he treasured from afar-and empathic-her hurts and betrayals tear him apart. Clay's pain is palpable and exquisitely drawn in gripping, casually poetic prose. The complex and soulful characters expose astoundingly rich and singularly teenage inner lives, with emotions as raw as cut wrists. The mood is more serious than somber, and Clay's thoughtful synthesis of Hannah's increasingly explosive narrative saves the novel from melodrama. In fact, Hannah's and Clay's narratives are woven together so seamlessly that the characters appear to converse naturally from opposite sides of mortality. Compounded, the tapes build the plot in increasingly tense increments-Hannah's story is a freight train of despair and suspense that picks up speed as it moves to her final undoing. Like the protagonist in John Green's *Looking for Alaska* (Dutton, 2005), Hannah is an animate ghost; Clay's bereaved voice bears witness to her tragedy. The episodic structure is nicely suited to reluctant readers, but the breakneck pace and dizzying emotion are the true source of this novel's irresistible readability at all levels.-Johanna Lewis, New York Public Library Copyright 2007 Reed Business Information.

Awards/Distinctions Awarded to *Thirteen Reasons Why*

Source: NovelistPlus; Author's Website

Association of Booksellers for Children - Best Books
 Book Sense Pick - Winter
 Borders Original Voices Finalist
 Barnes and Noble Top Ten Best for Teens
 Chicago Public Library Best Books
 International Reading Association - Young Adults' Choices
 Kirkus Reviews Editor's Choice
 South Carolina Young Adult Book Award Winner: 2010
 YALSA Best Books for Young Adults: 2008
 YALSA Quick Picks for Reluctant Young Adult Readers: Fiction: 2008
 YALSA Selected Audiobooks for Young Adults

Packet Prepared for: Kathleen Harper

- | | |
|--|--|
| <input checked="" type="checkbox"/> Teacher | <input type="checkbox"/> Community Member |
| <input type="checkbox"/> School Librarian | <input type="checkbox"/> District Director or Coordinator |
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> School Improvement Council Member |
| <input type="checkbox"/> Parent Representing a School Family | |

Thank you for volunteering to serve on one of Beaufort County School District's School Library Materials Review Committees. You have been randomly selected and assigned to Committee #15, which will be reviewing *Thirteen Reasons Why* by Asher, Jay.

After independently reading the enclosed book in full, committee members will meet in person to share and discuss findings as a group. Committees will then vote on any actions to be taken regarding the book's availability in BCSD school libraries. The date, time, and location for this meeting is below:

Okatie Elementary School
53 Cherry Point Rd, Okatie, SC 29909
Thursday January 19, 2023 @ 5:45 p.m.

Below is a brief overview of the committee review process and the contents of this packet.

1. Library Materials Review Committees will follow BCSD Administrative Regulation IS 38.1 (*Procedures for Handling Questioned or Challenged School Library Materials.*) A copy of this document is included in this packet for your review, along with a copy of IS 38 (*School Library Materials Selection & Adoption.*) Online versions can be accessed at the following URL's:

IS 38 (School Library Materials Selection & Adoption)
<https://boardpolicyonline.com/?b=beaufort&s=249543>

IS 38.1 (Procedures for Handling Questioned or Challenged School Library Materials)
<https://boardpolicyonline.com/?b=beaufort&s=1303535>

2. To ensure effective committee discussions, each committee member has been provided with the same edition of your assigned book. You may write in and annotate the book as needed, or use sticky notes/flags to mark specific pages & passages. *Committee members are welcome to review other editions or formats of the book if desired, but please note that differences in page numbers and print scale may make it more difficult to effectively refer back to specific passages during committee discussions.*

3. In this packet, you will also find a copy of the "Beaufort County School District Reconsideration Committee Checklist." The upcoming committee discussion and voting meeting will be structured around the categories and criteria included in this document. You may use this document to organize your thoughts/notes as you read the assigned book, and may continue to update it during committee discussions. *During the voting process, this document will be collected from each committee member. To preserve anonymity, please do not write your name on this document, and use a black pen.*
4. In accordance with Administrative Regulation IS 38, School Librarians must consult reputable, unbiased, and professionally prepared selection aides when selecting materials to add to a school library collection. Examples of professionally prepared selection aides include: Booklist, Bulletin of the Center for Children's Books, Horn Book, Kirkus, Library Journal/School Library Journal, and Publisher's Weekly.

If available in Follett Titlewave (a primary book vendor for BCSD's school libraries) book reviews from the abovementioned selection aides are included in the enclosed document "Background Information for Library Materials in Review." This document also includes basic publication information, a plot synopsis, and a listing of state/national accolades awarded to the book, if applicable. This information is included for contextual purposes. Committee members are welcome to seek out and refer to additional research/reviews, if desired.

5. At the committee's discussion and voting meeting, members will work as a group to share and discuss findings, and to vote on any actions to be taken regarding the book's availability in BCSD school libraries. Votes will be tallied from anonymous submissions, and final results will be reported to the appropriate parties, including the Superintendent and Board of Education.

At this meeting, committee members are asked to follow the below norms for a productive review process:

- a. Respect our commitment to provide exceptional educational experiences to all students of Beaufort County School District by following the process outlined in Administrative Regulation IS 38.1.
- b. Respect our commitment to make our review team meetings productive by staying on topic and focusing on the checklist component items.
- c. Respect the work of the committees by coming prepared and remaining engaged in the review process.
- d. Respect other committee members by asking for clarification and engaging in civil discussion.

Regulation IS - 38.1 Procedures for Handling Questioned or Challenged School Library Materials

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended

S. C. Code, 1976, as amended:

[Section 59-31-10](#) - Library committee.

South Carolina Department of Education Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

Beaufort County Schools Coherent Governance Manual:

[GC-1](#) Board Purpose.

[GC-2](#) Governing Commitments (GC 2.1, 2.2, 2.3).

[GC-3](#) Board Job Description (GC-3.4.b.c.d., 3.17).

[GC-6](#) Annual Work Plan.

[GC-11](#) Diversity Statement and Goals.

[B/SR-4](#) Authority of the Superintendent.

Regulation IS - 38 School Library Materials Selection & Adoption

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended.

S. C. Code, 1976, as amended:

[Section 59-31-10](#) - Library committee.

[Section 59-31-220](#) – Furnishing library books.

South Carolina Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

American Library Association – School Library Media Research: *Independent Reading and School Achievement. Volume 3, 2000.*

Beaufort County Schools Coherent Governance Manual:

[GC-1](#) Board Purpose.

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Beaufort County Schools

Packet Prepared for: Kristen Austin

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|--|--|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Community Member |
| <input type="checkbox"/> School Librarian | <input type="checkbox"/> District Director or Coordinator |
| <input checked="" type="checkbox"/> School Administrator | <input type="checkbox"/> School Improvement Council Member |
| <input type="checkbox"/> Parent Representing a School Family | |

Thank you for volunteering to serve on one of Beaufort County School District's School Library Materials Review Committees. You have been randomly selected and assigned to Committee #15, which will be reviewing *Thirteen Reasons Why* by Asher, Jay.

After independently reading the enclosed book in full, committee members will meet in person to share and discuss findings as a group. Committees will then vote on any actions to be taken regarding the book's availability in BCSD school libraries. The date, time, and location for this meeting is below:

Okatie Elementary School
53 Cherry Point Rd, Okatie, SC 29909
Thursday January 19, 2023 @ 5:45 p.m.

Below is a brief overview of the committee review process and the contents of this packet.

1. Library Materials Review Committees will follow BCSD Administrative Regulation IS 38.1 (*Procedures for Handling Questioned or Challenged School Library Materials.*) A copy of this document is included in this packet for your review, along with a copy of IS 38 (*School Library Materials Selection & Adoption.*) Online versions can be accessed at the following URL's:

IS 38 (School Library Materials Selection & Adoption)
<https://boardpolicyonline.com/?b=beaufort&s=249543>

IS 38.1 (Procedures for Handling Questioned or Challenged School Library Materials)
<https://boardpolicyonline.com/?b=beaufort&s=1303535>

2. To ensure effective committee discussions, each committee member has been provided with the same edition of your assigned book. You may write in and annotate the book as needed, or use sticky notes/flags to mark specific pages & passages. *Committee members are welcome to review other editions or formats of the book if desired, but please note that differences in page numbers and print scale may make it more difficult to effectively refer back to specific passages during committee discussions.*

3. In this packet, you will also find a copy of the "*Beaufort County School District Reconsideration Committee Checklist*." The upcoming committee discussion and voting meeting will be structured around the categories and criteria included in this document. You may use this document to organize your thoughts/notes as you read the assigned book, and may continue to update it during committee discussions. *During the voting process, this document will be collected from each committee member. To preserve anonymity, please do not write your name on this document, and use a black pen.*
4. In accordance with Administrative Regulation IS 38, School Librarians must consult reputable, unbiased, and professionally prepared selection aides when selecting materials to add to a school library collection. Examples of professionally prepared selection aides include: Booklist, Bulletin of the Center for Children's Books, Horn Book, Kirkus, Library Journal/School Library Journal, and Publisher's Weekly.

If available in Follett Titlewave (a primary book vendor for BCSD's school libraries) book reviews from the abovementioned selection aides are included in the enclosed document "*Background Information for Library Materials in Review*." This document also includes basic publication information, a plot synopsis, and a listing of state/national accolades awarded to the book, if applicable. This information is included for contextual purposes. Committee members are welcome to seek out and refer to additional research/reviews, if desired.

5. At the committee's discussion and voting meeting, members will work as a group to share and discuss findings, and to vote on any actions to be taken regarding the book's availability in BCSD school libraries. Votes will be tallied from anonymous submissions, and final results will be reported to the appropriate parties, including the Superintendent and Board of Education.

At this meeting, committee members are asked to follow the below norms for a productive review process:

- a. Respect our commitment to provide exceptional educational experiences to all students of Beaufort County School District by following the process outlined in Administrative Regulation IS 38.1.
- b. Respect our commitment to make our review team meetings productive by staying on topic and focusing on the checklist component items.
- c. Respect the work of the committees by coming prepared and remaining engaged in the review process.
- d. Respect other committee members by asking for clarification and engaging in civil discussion.

Background Information for Library Materials in Review

Book Title: <i>Thirteen Reasons Why</i>	<p style="text-align: center;">Synopsis</p> <p>When high school student Clay Jenkins receives a box in the mail containing thirteen cassette tapes recorded by his classmate Hannah, who committed suicide, he spends a bewildering and heartbreaking night crisscrossing their town, listening to Hannah's voice recounting the events leading up to her death.</p> <p style="text-align: right;"><small>Source: Novelist Plus - accessed via SCDiscus</small></p>
Book Author Asher, Jay	
Copyright Year: 2007	

Professional Reviews of *Thirteen Reasons Why*

Source: Follett Titlewave

Booklist (September 1, 2007 [Vol. 104, No. 1])

Grades 8-11. When Clay Jensen plays the cassette tapes he received in a mysterious package, he's surprised to hear the voice of dead classmate Hannah Baker. He's one of 13 people who receive Hannah's story, which details the circumstances that led to her suicide. Clay spends the rest of the day and long into the night listening to Hannah's voice and going to the locations she wants him to visit. The text alternates, sometimes quickly, between Hannah's voice (*italicized*) and Clay's thoughts as he listens to her words, which illuminate betrayals and secrets that demonstrate the consequences of even small actions. Hannah, herself, is not free from guilt, her own inaction having played a part in an accidental auto death and a rape. The message about how we treat one another, although sometimes heavy, makes for compelling reading. Give this to fans of Gail Giles psychological thrillers.

Kirkus Reviews starred (September 1, 2007)

"Everything affects everything," declares Hannah Baker, who killed herself two weeks ago. After her death, Clay Jensen—who had a crush on Hannah—finds seven cassette tapes in a brown paper package on his doorstep. Listening to the tapes, Hannah chronicles her downward spiral and the 13 people who led her to make this horrific choice. Evincing the subtle—and not so subtle—cruelties of teen life, from rumors, to reputations, to rape, Hannah explains to her listeners that, "in the end, everything matters." Most of the novel quite literally takes place in Clay's head, as he listens to Hannah's voice pounding in his ears through his headphones, creating a very intimate feel for the reader as Hannah explains herself. Her pain is gut-wrenchingly palpable, and the reader is thrust face-first into a world where everything is related, an intricate yet brutal tapestry of events, people and places. Asher has created an entrancing character study and a riveting look into the psyche of someone who would make this unfortunate choice. A brilliant and mesmerizing debut from a gifted new author. (Fiction, YA)

Publishers Weekly (October 8, 2007)

This uncommonly polished debut opens on a riveting scenario: 13 teenagers in a small town have each been designated to listen, in secret, to a box of audiotapes recorded by their classmate Hannah and mailed on the very day she commits suicide. "I'm about to tell you the story of my life," she says. "More specifically, why my life ended. And if you're listening to these tapes, you're one of the reasons why." Clay, the narrator, receives the tapes a few weeks after the suicide (each listener must send the box to the next, and Hannah has built in a plan to make sure her posthumous directions are followed), and his initial shock turns to horror as he hears the dead girl implicate his friends and acquaintances in various acts of callousness, cruelty or crime.

Asher expertly paces the narrative, splicing Hannah's tale with Clay's mounting anxiety and fear. Just what has he done? Readers won't be able to pull themselves away until that question gets answered-no matter that the premise is contrived and the plot details can be implausible. The author gets all the characters right, from the popular girl who wants to insure her status to the boy who rapes an unconscious girl at a party where the liquor flows too freely, and the veneer of authenticity suffices to hide the story's flaws. Asher knows how to entertain an audience; this book will leave readers eager to see what he does next. Ages 13-up. (Oct.) Copyright 2007 Reed Business Information.

School Library Journal (November 1, 2007)

Gr 7 Up-High school senior Clay Jensen receives seven audiotapes in the mail. They contain the story of why Hannah Baker, a girl he adored, committed suicide. Each side is devoted to a person in her life and a reason for her death. Clay also has a map of places featured on the recordings. He spends a torturous night listening and wandering, unearthing the depth and causes of Hannah's unhappiness. His torment is private-how did he hurt a girl he treasured from afar-and empathic-her hurts and betrayals tear him apart. Clay's pain is palpable and exquisitely drawn in gripping, casually poetic prose. The complex and soulful characters expose astoundingly rich and singularly teenage inner lives, with emotions as raw as cut wrists. The mood is more serious than somber, and Clay's thoughtful synthesis of Hannah's increasingly explosive narrative saves the novel from melodrama. In fact, Hannah's and Clay's narratives are woven together so seamlessly that the characters appear to converse naturally from opposite sides of mortality. Compounded, the tapes build the plot in increasingly tense increments-Hannah's story is a freight train of despair and suspense that picks up speed as it moves to her final undoing. Like the protagonist in John Green's *Looking for Alaska* (Dutton, 2005), Hannah is an animate ghost; Clay's bereaved voice bears witness to her tragedy. The episodic structure is nicely suited to reluctant readers, but the breakneck pace and dizzying emotion are the true source of this novel's irresistible readability at all levels.-Johanna Lewis, New York Public Library Copyright 2007 Reed Business Information.

Awards/Distinctions Awarded to *Thirteen Reasons Why*

Source: NovelistPlus; Author's Website

Association of Booksellers for Children - Best Books
 Book Sense Pick - Winter
 Borders Original Voices Finalist
 Barnes and Noble Top Ten Best for Teens
 Chicago Public Library Best Books
 International Reading Association - Young Adults' Choices
 Kirkus Reviews Editor's Choice
 South Carolina Young Adult Book Award Winner: 2010
 YALSA Best Books for Young Adults: 2008
 YALSA Quick Picks for Reluctant Young Adult Readers: Fiction: 2008
 YALSA Selected Audiobooks for Young Adults

Regulation IS - 38 School Library Materials Selection & Adoption

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended.

S. C. Code, 1976, as amended:

[Section 59-31](#)-10 - Library committee.

[Section 59-31](#)-220 – Furnishing library books.

South Carolina Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

American Library Association – School Library Media Research: *Independent Reading and School Achievement. Volume 3, 2000.*

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[OE-12](#) Instructional Program.

[OE-16](#) FOIA (OE-16.1, 16.2).

Beaufort County Schools

Regulation IS - 38.1 Procedures for Handling Questioned or Challenged School Library Materials

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended

S. C. Code, 1976, as amended:

[Section 59-31-10](#) - Library committee.

South Carolina Department of Education Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

Beaufort County Schools Coherent Governance Manual:

[GC-1](#) Board Purpose.

[GC-2](#) Governing Commitments (GC 2.1, 2.2, 2.3).

[GC-3](#) Board Job Description (GC-3.4.b.c.d., 3.17).

[GC-6](#) Annual Work Plan.

[GC-11](#) Diversity Statement and Goals.

[B/SR-4](#) Authority of the Superintendent.

**BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 15 Date 1/19/23

Name of Novel Thirteen Reasons Why

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: <i>The novel follows ELA standards dealing with reading comprehension, setting, character, plot, & author's purpose</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"> 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.	✓
<p>Evidence from the text relating to QUALITY:</p> <p><i>The back+forth & set-up of the stories. High interest keeps you interested and wanting to know how Clay - character was involved.</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: <i>Timeless theme - as a whole the book is thought provoking - there are parts you could pull, but to isolate & take it out of context misses the point.</i>	

APPROPRIATENESS	K-5	6-8 7-8	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>Appropriate for Middle school through high school. 6th grade is a little too young - rich discussion - Good characters to draw to or away from. Students can see themselves in these characters</i>			

Children's Health > News

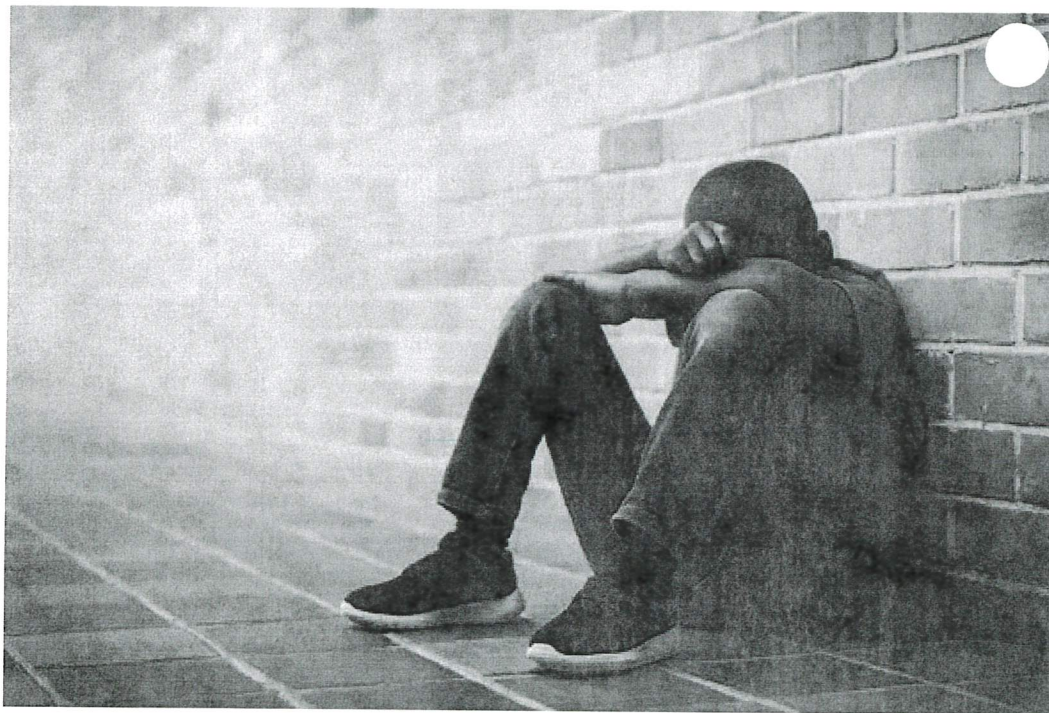


WEBMD NEWS BRIEF



American Academy of Pediatrics Recommends Adolescent Suicide Screening

Written by Ralph Ellis



June 24, 2022 – With suicide rates among young people rising in recent years, the American Academy of Pediatrics is now recommending adolescents 12 and up be screened for suicide risk as a part of regular preventive care.

The group recently added the recommendation on screening for suicide risk to its depression screening guidelines. Health care providers are urged to ask their young patients a set of questions to identify thoughts and plans for suicide, WDEF.com reported.

“Number one we need to screen for depression and the presence of depression, and those people will usually have a feeling of depressed mood, hopelessness, helplessness, and/or basically a lack of interest in pleasure or anticipation of happiness,” Timothy Fuller, medical director of behavioral health and pediatrics for the American Academy of Pediatrics, told WDEF.

It’s a myth that talking about suicide makes it more likely a person will attempt suicide, he said.

SLIDESHOW

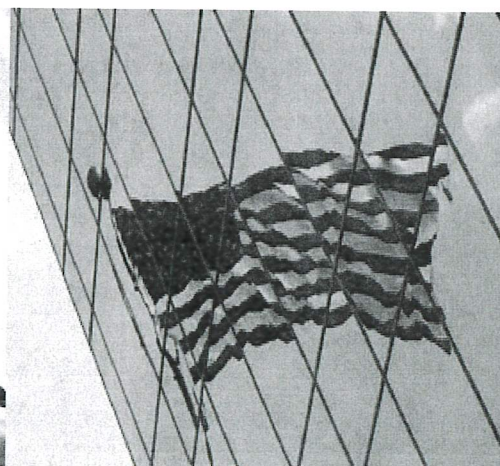
Where to Get Mental Health Help



In-Person Therapy

1 / 13

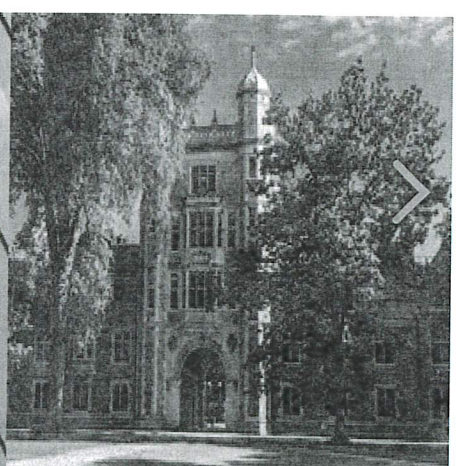
This is the most common type. You usually meet with a mental health professional at their office once a week for an hour or less. They’ll use research-based techniques to help you work through your problems and manage challenges.



Federally Funded Health Centers

2 / 13

These are a good option if you don’t have health insurance or much money to spend on therapy. The amount you pay is based on your income. You can search online to find a health center near you.



Colleges and Universities

3 /

Some colleges and universities offer low-cost therapy sessions with graduate students who need counseling experience. A licensed professional will supervise the session. Call the school’s psychology, psychiatry, or

“One of the biggest things you can do, as well, if you do have a child or teenager that has suicidality or that have depression with serious, significant suicide risk, is to just ask them how they’re doing every day,” Fuller said, according to WDEF.

The recommendation comes about 6 months after U.S. Surgeon General Vivek Murthy, MD, urged more attention be paid to youth mental health.

“Mental health challenges in children, adolescents, and young adults are real and widespread. Even before the pandemic, an alarming number of young people struggled with feelings of helplessness, depression, and thoughts of suicide – and rates have increased over the past decade,” Murthy said, according to a news release from the U.S. Department of Health and Human Services.

Between 2007 and 2018, suicide rates among people ages 10 to 24 in the U.S. went up by 57%, the department said. Estimates showed over 6,600 suicides among this age group in 2020, it said.

⊕ **Show Sources**

American Academy of Pediatrics: “Preventive Care/Periodicity Schedule.”

WDEF.com: “American Academy of Pediatrics Advocates for Teen Suicide Screening.”

U.S. Department of Health and Human Services: “U.S. Surgeon General Issues Advisory on Youth Mental Health Crisis Further Exposed by COVID-19 Pandemic.”

RELATED

How to Treat a Stuffy Nose in Babies and Toddlers



Packet Prepared for: Laura Eggers

- | | |
|--|--|
| <input type="checkbox"/> Teacher | <input checked="" type="checkbox"/> Community Member |
| <input type="checkbox"/> School Librarian | <input type="checkbox"/> District Director or Coordinator |
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> School Improvement Council Member |
| <input type="checkbox"/> Parent Representing a School Family | |

Thank you for volunteering to serve on one of Beaufort County School District's School Library Materials Review Committees. You have been randomly selected and assigned to Committee #15, which will be reviewing *Thirteen Reasons Why* by Asher, Jay.

After independently reading the enclosed book in full, committee members will meet in person to share and discuss findings as a group. Committees will then vote on any actions to be taken regarding the book's availability in BCSD school libraries. The date, time, and location for this meeting is below:

Okatie Elementary School

53 Cherry Point Rd, Okatie, SC 29909

Thursday January 19, 2023 @ 5:45 p.m.



Below is a brief overview of the committee review process and the contents of this packet.

1. Library Materials Review Committees will follow BCSD Administrative Regulation IS 38.1 (*Procedures for Handling Questioned or Challenged School Library Materials.*) A copy of this document is included in this packet for your review, along with a copy of IS 38 (*School Library Materials Selection & Adoption.*) Online versions can be accessed at the following URL's:

IS 38 (School Library Materials Selection & Adoption)

<https://boardpolicyonline.com/?b=beaufort&s=249543>

IS 38.1 (Procedures for Handling Questioned or Challenged School Library Materials)

<https://boardpolicyonline.com/?b=beaufort&s=1303535>

2. To ensure effective committee discussions, each committee member has been provided with the same edition of your assigned book. You may write in and annotate the book as needed, or use sticky notes/flags to mark specific pages & passages. *Committee members are welcome to review other editions or formats of the book if desired, but please note that differences in page numbers and print scale may make it more difficult to effectively refer back to specific passages during committee discussions.*

3. In this packet, you will also find a copy of the *"Beaufort County School District Reconsideration Committee Checklist."* The upcoming committee discussion and voting meeting will be structured around the categories and criteria included in this document. You may use this document to organize your thoughts/notes as you read the assigned book, and may continue to update it during committee discussions. *During the voting process, this document will be collected from each committee member. To preserve anonymity, please do not write your name on this document, and use a black pen.*
4. In accordance with Administrative Regulation IS 38, School Librarians must consult reputable, unbiased, and professionally prepared selection aides when selecting materials to add to a school library collection. Examples of professionally prepared selection aides include: Booklist, Bulletin of the Center for Children's Books, Horn Book, Kirkus, Library Journal/School Library Journal, and Publisher's Weekly.

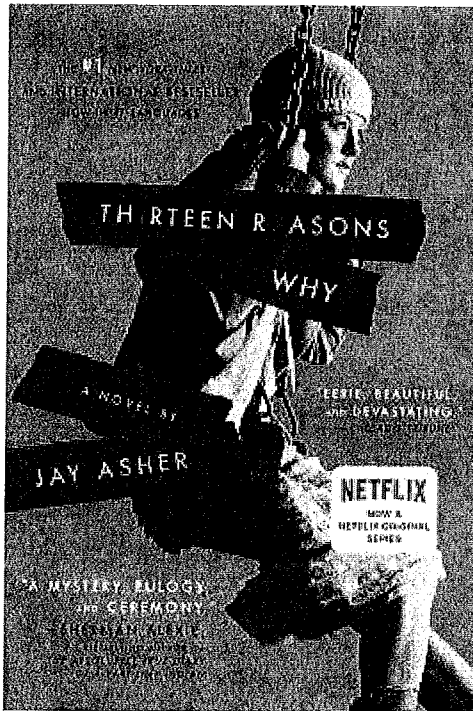
If available in Follett Titlewave (a primary book vendor for BCSD's school libraries) book reviews from the abovementioned selection aides are included in the enclosed document *"Background Information for Library Materials in Review."* This document also includes basic publication information, a plot synopsis, and a listing of state/national accolades awarded to the book, if applicable. This information is included for contextual purposes. Committee members are welcome to seek out and refer to additional research/reviews, if desired.

5. At the committee's discussion and voting meeting, members will work as a group to share and discuss findings, and to vote on any actions to be taken regarding the book's availability in BCSD school libraries. Votes will be tallied from anonymous submissions, and final results will be reported to the appropriate parties, including the Superintendent and Board of Education.

At this meeting, committee members are asked to follow the below norms for a productive review process:

- a. Respect our commitment to provide exceptional educational experiences to all students of Beaufort County School District by following the process outlined in Administrative Regulation IS 38.1.
- b. Respect our commitment to make our review team meetings productive by staying on topic and focusing on the checklist component items.
- c. Respect the work of the committees by coming prepared and remaining engaged in the review process.
- d. Respect other committee members by asking for clarification and engaging in civil discussion.

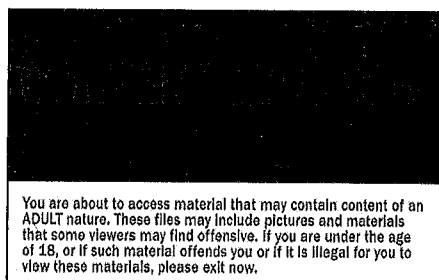
THIRTEEN REASONS WHY



Young Adult

By Jay Asher

ISBN: 978-59514-171-2



Summary of Concerns:

This book contains suicidal ideations; profanity; sexual nudity; and sexual activities.

Healthyplace.com

**See Acknowledges in front of book*

3 / 5

Minor Restricted
BookLooks Review Rating

Page	Content
10	Hannah Baker's suicide tapes are getting passed around.
25	Hannah took off her shirt and let Justin put his hands up her bra.
27	She came over to my table at lunch, whispered the proposition in my ear, and I had a hard-on for the rest of the day.
37	Sure, I am pressuring you with that second set of tapes, but who cares if people around town know what you think of my ass, right?
47	A cupped hand smacked my ass. And then, he said it. "Best Ass in the Freshman Class, Wally. Standing right there in your store!"
52	Alex, am I saying your list gave him permission to grab my ass? I'm saying it gave him an excuse. And an excuse was all this needed. ... I'm just going to tell you why it pissed me off. I've had my butt grabbed before- no big deal- but this time it was grabbed because someone else wrote my name on a list.
88	"He's cramming his dick in his pants."
101	Don't worry; Mrs. Crimsen, I thought. No boys in here. No alcohol. No drugs. No fun.
121	Which is funny, because whoever designed the list forgot to mention drinking and sex- which would've been the most accurate response for most of our student body.
172	Because we're juveniles, she said, as long as the suicide didn't occur in a public place with witnesses, they probably wouldn't report in the news.
174	A girl who, for some reason, blames me for her suicide.
182	They wrote about death. About the evilness of men. ...Seriously, that's how they described it. They went on to call Earth a knocked-up gaseous alien needing an abortion.
247	Fun drunks make a nice addition to any party. Not looking to fight. Not looking to score. Just looking to get drunk and laugh.
254	Okay, I'll say it. I thought about suicide. ...I thought about suicideI wish I would die. ...What about hanging? Well, what would I use? Where would I do it? And even if I knew what and where, I could never get beyond the visual of someone finding me- swinging- inches from the floor. ...You took pills. That, we all know. Some say you passed out and drowned in a bathtub full of water. It came down to two lines of thinking. If I wanted people to think it was an accident, I'd drive my car off the road. Someplace where there's no chance of survival. And there are so many places to do that on the outskirts of town. I've probably driven by each of them a dozen times in the past couple of weeks. Others say you drew the bathwater, but fell asleep on your bed while it was filling. Your mom and dad came home, found the bathroom flooded, and called your name. But there was no answer. Then there are these tapes. ...So I've decided on the least painful way possible.

Page	Content
	<p>Pills.</p> <p>My stomach pulls in, wanting to rid my body of everything. Food. Thoughts. Emotions.</p> <p>But what kinds of pills? And how many? I'm not sure. And I don't have much time to figure it out because tomorrow...I'm going to do it.</p> <p>Wow.</p> <p>...I won't be around anymore...tomorrow.</p>
264	<p>Your fingers made their way under my bra. But you didn't grab me. Testing the boundaries, I guess. Sliding your thumb along the underside of my breasts.</p> <p>"Weren't you on that list?" you said. "Best ass in the freshman class."</p> <p>Bryce, you had to see my jaw clench. You had to see my tears. Does that kind of shit turn you on?</p> <p>Bryce? Yes. It does.</p> <p>"It's true," you said.</p>
265	<p>As if letting him finger me was going to cure all my problems.</p> <p>But in the end, I never told you to get away...and you didn't.</p> <p>You stopped rubbing circles on my stomach. Instead, you rubbed back and forth, gently, along my waist. Your pinky made its way under the top of my panties and rolled back and forth, from hip to hip. Then another finger slipped below, pushing your pinky further down, brushing it through my hair.</p> <p>And that's all you needed, Bryce. You started kissing my shoulder, my neck, sliding your fingers in and out. And then you kept going. You didn't stop there.</p> <p>I'm sorry. Is this getting too graphic for some of you? Too bad.</p>

1-59514-188-X
978-1-59514-188-0
978-1-42876611-2
1-59514-171-5
1-42876611-1
0-329-66402-6
978-0-7393-6123-8
0-7393-6123-6
978-1-10153992-7
978-0-451-47826-9

Profanity	Count
Ass	7
Dick	1
Piss	1
Shit	1



[Home](#) > [Ratings System](#)

Ratings System

Authority of site?
Credentials of site owner(s)?

Book Rating System

We developed this rating system to provide a means of assessing the appropriateness of a book for a child or young adult, based on the content of the book. This rating system is meant to be a quick guide for busy parents who want to know what objectionable material is found between a book's covers.

Our reports include a wide array of potentially controversial content. Some of the included content may not seem controversial at all to some, but it is included so parents can be aware and guide their child's reading as they see fit. The ratings described here are based solely on content that has been legally and statutorily categorized as explicit, offensive, or obscene, similar to what is done for other media ratings such as motion pictures, television, and video games.

Our rating determination is for the work taken as a whole- while the cited content alone may justify a higher rating, the work taken as a whole may have mitigating factors that lead to a lower rating. A good example of this is *To Kill a Mockingbird*. The book contains terrible instances of racism that would fit well in the "Minor Restricted" (3) rating. However, taken as a whole, the book has a positive narrative rebuking racism and contains significant historical value. Therefore, we have assigned it the "Teen Guidance" (2) rating.

We strive to be as objective and judicious in our reports as possible, but ultimately the ratings assigned are our opinions. We hope our assessments are useful to individual parents and the community at large.

"**Pending Final Review**" indicates a book that is pending our full review, but contains verified information provided to us by third party individuals.

- "ratings" are by anonymous parents
- devoid of context
- Not even an attempt to establish credibility or authority in any subject.

CONTENT BASED RATING

For Everyone
Content is appropriate for all ages

Parental Guidance
Some material may be inappropriate for children under 13.

Teen Guidance
Some content may not be appropriate for children under 13.

Minor Restricted
Under 18 requires guidance of parent or guardian.

Adult Only
Content is inappropriate for children under 18.

2

- Mild Inexplicit violence
- No Hate
- No Nudity
- No Profanity
- No References to Sexuality, Gender Ideologies, or Sexual Activities
- No Drug or Alcohol Use

- Mild violence
- Mild/Infrequent Hate
- Mild/Infrequent Profanity
- Non-Sexual Nudity excluding genitalia
- No References to Sexual Activities
- No Drug or Alcohol Use
- Inexplicit Sexuality
- Inexplicit Gender Ideologies

- Moderate Violence
- Moderate Hate
- Moderate Profanity
- Non-Sexual Nudity involving genitalia
- Inexplicit Sexual Nudity/Sexual Activities
- Drug or Alcohol Use
- Explicit Sexuality
- Explicit Gender Ideologies

- Excessive/Explicit violence
- Extreme/Frequent Hate
- Excessive/Frequent Profanity
- References to Sexual Activities
(NOT involving penetration, cunnilingus, fellatio, or ejaculation)
- Drug or Alcohol Abuse

- Explicit Sexual Nudity
(depictions of sexual organs in a state of arousal)
- "Obscene" References to Sexual Activities
(involving anal, oral, or vaginal intercourse; fingering, anilingus, or ejaculation)

- Explicit References to **Aberrant** Sexual Activities
(sexual assault/battery, bestiality, or sadomasochistic abuse)

DEFINITIONS

Aberrant: deviant

Drug/Alcohol Abuse: the habitual use of illicit drugs/alcohol

Excess: exceeding a reasonable limit; extreme in frequency, intensity or severity

Explicit Sexuality/Gender Ideology: descriptive reference(s) to one's sexuality or gender identity, e.g. "Jake thinks he's bisexual because he gets equally as excited by thoughts of having sex with Jane as with John" or "John takes hormones to transition his body to a female."

Explicit Violence: Realistic depictions of physical conflict. May involve extreme and/or realistic depictions of human injury/death involving blood, gore.

Inexplicit Sexuality/Gender Ideology: nondescript reference(s) to one's sexual or gender identity, e.g. "Jake and Bob are gay and married to each other" or "John was born a boy but feels like a girl."

Mild: low frequency, intensity or severity.

Moderate: reasonable limit; not extreme in frequency, intensity or severity.

Nudity: Depiction of human male or female genitals, pubic area, or of a female breast without a covering of any portion thereof below the top of the nipple, or of male genitals in a turgid state.

Obscene: material "the average person, applying contemporary community standards," would judge as appealing primarily to prurient interests; (2) "the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law"; and (3) the work "lacks serious literary, artistic, political, or scientific value."

Violence: behavior involving physical force intended to hurt, damage, or kill someone or something.

Printer Friendly Version

Black and white version of the Book Rating System

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example@gmail.com

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Regulation IS - 38.1 Procedures for Handling Questioned or Challenged School Library Materials

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended

S. C. Code, 1976, as amended:

[Section 59-31-10](#) - Library committee.

South Carolina Department of Education Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

Beaufort County Schools Coherent Governance Manual:

[GC-1](#) Board Purpose.

[GC-2](#) Governing Commitments (GC 2.1, 2.2, 2.3).

[GC-3](#) Board Job Description (GC-3.4.b.c.d., 3.17).

[GC-6](#) Annual Work Plan.

[GC-11](#) Diversity Statement and Goals.

[B/SR-4](#) Authority of the Superintendent.

Background Information for Library Materials in Review

Book Title: <i>Thirteen Reasons Why</i>	<p align="center">Synopsis</p> <p>When high school student Clay Jenkins receives a box in the mail containing thirteen cassette tapes recorded by his classmate Hannah, who committed suicide, he spends a bewildering and heartbreaking night crisscrossing their town, listening to Hannah's voice recounting the events leading up to her death.</p> <p align="right"><i>Source: Novelist Plus - accessed via SCDiscus</i></p>
Book Author Asher, Jay	
Copyright Year: 2007	

Professional Reviews of *Thirteen Reasons Why*

Source: Follett Titlewave

Booklist (September 1, 2007 (Vol. 104, No. 1))

Grades 8-11. When Clay Jensen plays the cassette tapes he received in a mysterious package, he's surprised to hear the voice of dead classmate Hannah Baker. He's one of 13 people who receive Hannah's story, which details the circumstances that led to her suicide. Clay spends the rest of the day and long into the night listening to Hannah's voice and going to the locations she wants him to visit. The text alternates, sometimes quickly, between Hannah's voice (italicized) and Clay's thoughts as he listens to her words, which illuminate betrayals and secrets that demonstrate the consequences of even small actions. Hannah, herself, is not free from guilt, her own inaction having played a part in an accidental auto death and a rape. *The message about how we treat one another, although sometimes heavy, makes for compelling reading.* Give this to fans of Gail Giles psychological thrillers.

Kirkus Reviews starred (September 1, 2007)

"Everything affects everything," declares Hannah Baker, who killed herself two weeks ago. After her death, Clay Jensen—who had a crush on Hannah—finds seven cassette tapes in a brown paper package on his doorstep. Listening to the tapes, Hannah chronicles her downward spiral and the 13 people who led her to make this horrific choice. *Evincing the subtle--and not so subtle--cruelties of teen life, from rumors, to reputations, to rape.* Hannah explains to her listeners that, "In the end, everything matters." Most of the novel quite literally takes place in Clay's head, as he listens to Hannah's voice pounding in his ears through his headphones, creating a very intimate feel for the reader as Hannah explains herself. Her pain is gut-wrenchingly palpable, and the reader is thrust face-first into a world where everything is related, an intricate yet brutal tapestry of events, people and places. Asher has created an entrancing character study and a riveting look into the psyche of someone who would make this unfortunate choice. A brilliant and mesmerizing debut from a gifted new author. (Fiction, YA)

Publishers Weekly (October 8, 2007)

This uncommonly polished debut opens on a riveting scenario: 13 teenagers in a small town have each been designated to listen, in secret, to a box of audiotapes recorded by their classmate Hannah and mailed on the very day she commits suicide. "I'm about to tell you the story of my life," she says. "More specifically, why my life ended. And if you're listening to these tapes, you're one of the reasons why." Clay, the narrator, receives the tapes a few weeks after the suicide (each listener must send the box to the next, and Hannah has built in a plan to make sure her posthumous directions are followed), and his initial shock turns to horror as he hears the dead girl implicate his friends and acquaintances in various acts of callousness, cruelty or crime.

Asher expertly paces the narrative, splicing Hannah's tale with Clay's mounting anxiety and fear. Just what has he done? Readers won't be able to pull themselves away until that question gets answered-no matter that the premise is contrived and the plot details can be implausible. The author gets all the characters right, from the popular girl who wants to insure her status to the boy who rapes an unconscious girl at a party where the liquor flows too freely, and the veneer of authenticity suffices to hide the story's flaws. Asher knows how to entertain an audience; this book will leave readers eager to see what he does next. **Ages 13-up.** (Oct.) Copyright 2007 Reed Business Information.

School Library Journal (November 1, 2007)

Gr 7 Up-High school senior Clay Jensen receives seven audiotapes in the mail. They contain the story of why Hannah Baker, a girl he adored, committed suicide. Each side is devoted to a person in her life and a reason for her death. Clay also has a map of places featured on the recordings. He spends a torturous night listening and wandering, unearthing the depth and causes of Hannah's unhappiness. His torment is private-how did he hurt a girl he treasured from afar-and empathic-her hurts and betrayals tear him apart. Clay's pain is palpable and exquisitely drawn in gripping, casually poetic prose. The complex and soulful characters expose astoundingly rich and singularly teenage inner lives, with emotions as raw as cut wrists. The mood is more serious than somber, and Clay's thoughtful synthesis of Hannah's increasingly explosive narrative saves the novel from melodrama. In fact, Hannah's and Clay's narratives are woven together so seamlessly that the characters appear to converse naturally from opposite sides of mortality. Compounded, the tapes build the plot in increasingly tense increments-Hannah's story is a freight train of despair and suspense that picks up speed as it moves to her final undoing. Like the protagonist in John Green's *Looking for Alaska* (Dutton, 2005), Hannah is an animate ghost; Clay's bereaved voice bears witness to her tragedy. The episodic structure is nicely suited to reluctant readers, but the breakneck pace and dizzying emotion are the true source of this novel's irresistible readability at all levels.-Johanna Lewis, New York Public Library Copyright 2007 Reed Business Information.

Awards/Distinctions Awarded to *Thirteen Reasons Why*

Source: NovelistPlus; Author's Website

Association of Booksellers for Children - Best Books
Book Sense Pick - Winter
Borders Original Voices Finalist
Barnes and Noble Top Ten Best for Teens
Chicago Public Library Best Books
International Reading Association - Young Adults' Choices
Kirkus Reviews Editor's Choice
South Carolina Young Adult Book Award Winner: 2010
YALSA Best Books for Young Adults: 2008
YALSA Quick Picks for Reluctant Young Adult Readers: Fiction: 2008
YALSA Selected Audiobooks for Young Adults

Regulation IS - 38 School Library Materials Selection & Adoption

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:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.

[20 U.S.C. Code, Section 1232h](#), as amended.

S. C. Code, 1976, as amended:

[Section 59-31](#)-10 - Library committee.

[Section 59-31](#)-220 – Furnishing library books.

South Carolina Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

American Library Association – School Library Media Research: *Independent Reading and School Achievement. Volume 3, 2000.*

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[B/SR-4](#) Authority of the Superintendent.

[B/SR-5.8](#) Superintendent Accountability.

[OE-1](#) Global Operational Expectation.

[OE-3](#) Treatment of Stakeholders (OE-3.1, 3.3).

[OE-10](#) Communicating with the Board (OE-10.1, 10.2, 10.4, 10.6, 10.12, 10.16).

[OE-11](#) Communicating with the Public (OE-11.1, 11.2.a.b.c).

[OE-12](#) Instructional Program.

[OE-16](#) FOIA (OE-16.1, 16.2).

Beaufort County Schools