BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 44 **Date** April 5, 2023

Name of Novel Smoke by Hopkins, Ellen

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:

I feel anyone who is an inspiring author needs to read this book for the sheer creativity in how its presented. Even though a sequel you do not get lost and allows the reader a clear insight to the first book.

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 covers almost all if not many struggles young adults face from religion, first love, abuse, etc. But does so in a manner that is very clear and presents in a very realistic manner.

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: No vulgarity whatsoever, just real life topics.	

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: It covers topics that all kids face and need to read about to gain a better understanding of acceptance			

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 44 **Date** 4/5/23

Name of Novel Smoke

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:	

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:	

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	✓
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY:	

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

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 44 **Date** 4/5/23

Name of Novel Smoke by Hopkins, Ellen

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:	

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:	

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	✓
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY:	

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

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 44 **Date** 04/05/23

Name of Novel Smoke by Hopkins, Ellen

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:
This novel & text had educational significance. It Conveyed material related to relationships, religious relationships, it implied w/ text context about issues in the modern world we live.

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:
The quality of the authors writing was full of insights relating to physical abuse, mental abuse + control. He is correct way to lead others, was displayed in her writing throughout the novel. The quality of her writing was consistant which made it clear + easy to read.

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	✓
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY:	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.			✓
The novel is appropriate to the maturity level of students.			✓
The novel is appropriate to the content area.			✓
The novel/material reflects the contemporary community standards.			✓
Evidence from the text relating to APPROPRIATENESS: Not all of the Novel is appropriate outside of some sexual explicits - there is suggestive in reference to sweede 25, that's rather disturbing.			

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 44 **Date** April 5, 2023

Name of Novel Smoke by Hopkins, Ellen

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:

Pulling out one page of verse would be useful for teaching poetry

Shows how poetry has shape at times to bring meaning.

Poetry style is appealing to students who don't like big books. More white space can be appealing to

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:

Quality writing
Different poetry forms added to the story

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	✓
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY:	

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

Background Information for Library Materials in Review

Book Title: *Smoke*	**Synopsis** After the death of her abusive father and loss of her beloved Ethan and their unborn child, Pattyn runs away, desperately seeking peace, as her younger sister, a sophomore in high school, also tries to put the pieces of her life back together. Source: Novelist Plus - accessed via SCDiscus
Book Author Hopkins, Ellen	
Copyright Year: 2013	

Professional Reviews of *Smoke*

Source: Follett Titlewave

Booklist (July 2013 (Vol. 109, No. 21))
Grades 9-12. In her poetic sequel to Burned (2006), Hopkins pays homage to the old adage "The truth shall set you free." In haunting memories, Pattyn and younger sister Jackie return to the horrifying scene of their father's murder: Caleb's rape of Jackie, their father's discovery of the crime and his brutal beating of his violated daughter, and Pattyn's gunpoint threat. Now Pattyn is on the run, disguised as a California migrant farm worker, while Jackie is a pariah in church, at school, and in her mother's eyes. Hopkins' riveting story line is full of the perpetual premonition of danger, and the simple free-verse format belies the complexity of both plot and craft. The poems are sparse, each word and phrase carefully chosen, each line and stanza designed to convey both girls' desperation and resilience. Each sees herself as damaged and unlovable; each harbors guilt and hate for the father who physically beat her and the mother who emotionally betrayed her. Hopkins also tackles issues of immigration, homosexuality, bullying, Mormon extremism, and America's shadowy antigovernment militia, making for a compelling and thought-provoking read.
HIGH-DEMAND BACKSTORY: Hopkins is a number-one New York Times best-selling author, and her fan base is huge, huge, huge.

Kirkus Reviews (April 15, 2013)
Two sisters wrestle with guilt and fear after one kills the father who battered them. Readers last saw 17-year-old Pattyn at the cliffhanger ending of Burned (2006), immediately after her beloved boyfriend and their unborn baby were killed in a car wreck. Stunned with grief and fury, and with nothing left to lose, Pattyn vowed to shoot her long-abusive father, whom she blamed for the accident. This much-desired sequel begins two weeks later--and Dad's dead. Escaping town, Pattyn meets a warm, welcoming family of mostly undocumented farm laborers. They find her a ranch job, where she hides from law enforcement. Meanwhile, 15-year-old Jackie is stuck at home, narrating her own half of the story. Through free-verse poems thick with the weight of trauma, the shooting's details emerge. A schoolmate raped Jackie; blaming Jackie, Dad broke her ribs and loosened her teeth; Pattyn's gun stopped Dad forever. Now Pattyn faces "blood-caked nightmares," while Jackie fights a mother and two LDS church leaders who insist she forget her rape. Waiting for the past to "tackle [them] from behind," both girls struggle toward fragile new connections and inner strength. The lives of undocumented Americans, a renegade hate movement and a wild horse wary of trust are all organic to the plot. A strong, painful and tender piece about wresting hope from the depths of despair. (author's note) (Verse fiction. 13-17)

Publisher's Weekly (January 6, 2014)
In this sequel to Hopkins's Burned, the story of Pattyn Von Stratten continues as she struggles to start anew after the deaths of her abusive father; her lover, Ethan; and their unborn child. On the run, Pattyn winds up in California and takes work on a ranch as she works to overcome her isolation and rebuild her life. Hopkins's novel comes to life here thanks to the team of LaVoy and Thaxton. Each narrator ably captures the essence of the book, infusing the prose with emotion and providing unique and appropriate voices for the characters.

School Library Journal (September 1, 2013)
Gr 9 Up-Readers last left Pattyn in Burned (S & S, 2006), where she was mourning the loss of her love, Ethan, and their unborn baby. Smoke starts with a bang-literally. Pattyn walks in on her father beating her sister Jackie (whom he'd interrupted mid-rape by a boy from their LDS church). When he won't stop attacking her, Pattyn presumably shoots him dead, though only Jackie and Pattyn know the truth. Clearly this is not light fare. The book, told in the author's signature verse, alternates between the girls' voices. The narrative follows Pattyn as she befriends an immigrant family and anonymously seeks refuge as a housekeeper for a family with looming problems of its own. Jackie, the one left behind, must deal with their six siblings, a weak-willed mother, and the fallout from their father's death. Hopkins's popular novels are typically a chorus of downward spirals, and, at times, character development can get lost in the cacophony. Perhaps because Smoke focuses finely on only two voices, it doesn't suffer such a fate. Pattyn and Jackie are given the time and space for full-bodied development. Both have overcome (and are still living in) horrific circumstances, but neither is a victim. They are strong, sympathetic characters for whom readers will root as new love sweetly weaves its way back into their lives. Though some will likely take issue with the extremist portrayal of the Mormon church, Hopkins's fans should and will clamor for this sequel. While certainly enhanced when read in conjunction with Burned, Smoke can more than stand on its own.-Jill Heritage Maza, Montclair Kimberley Academy, Montclair, NJ (c) Copyright 2013. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Horn Book Guide (Spring 2014)
Fear and guilt drive sisters Pattyn and Jackie to keep silent about the violence and rape they experienced in Burned. Only when new threats emerge and the girls begin to fear for others do they speak up. Even when apart, the dueling sets of first-person poems sustain the dialogue between the sisters. Per usual, Hopkins lards her plot with extreme characters and melodrama.

Awards/Distinctions Awarded to *Smoke*
Source: https://www.simonandschuster.com/books/Smoke/Ellen-Hopkins/9781416983293
International Literary Association Young Adults' Choices Reading List: 2014
CBC Children's Choice Book Awards Teen Book of the Year - Finalist: 2014

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).

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-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.

Packet Prepared for: [redacted]

- ☐ Teacher
- ☒ School Librarian
- ☐ School Administrator
- ☐ Parent Representing a School Family
- ☐ Community Member
- ☐ District Director or Coordinator
- ☐ School Improvement Council Member

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 #44, which will be reviewing *Smoke* by Hopkins, Ellen.

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
Wed. April 5, 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 the committee discussion and voting 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.