BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 30 **Date** 3-15-2023

Name of Novel The Haters by Andrews, Jesse

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:

Recreational reading more than educational.

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: 30 **Date** march 15th 2023

Name of Novel The Haters by Andrews, Jesse

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.	x
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.	x
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:

Reading for enjoyment.
Supports / represents many religious, ethnical racial groups.

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.	X
The novel/material contains a value/currency commensurate with cost.	X
The novel/material has high artistic quality, and/or literary style.	X
The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.	✓
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.	X
The novel is free from graphic depictions of sexual activity.	X
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.	X	X	✓
The novel is appropriate to the maturity level of students.	X	X	✓
The novel is appropriate to the content area.	✓	✓	✓
The novel/material reflects the contemporary community standards.	X	X	X
Evidence from the text relating to APPROPRIATENESS:			

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 30 **Date** 3/15/23

Name of Novel The Haters by Andrews, Jesse

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. Recreational Reading	✓
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:

The material may appeal to the interests of some students in the school, however, student interest in this book should not warrant the District supplying the material due to the excessive use of profanity (over 375 profane words to include, but not limited to: *motherfucker, fucked-up, fuck, hell, shit, shithead, ass, dick, cunt, pussy, fucking, assholes, shitty, goddamned, badass, assholes, bitch, bitched, bitching, jesus christ, shitty, pissing, shithole);* multiple obscene/graphic/suggestive content that, if one student were to text, communicate, or distribute to another student would be a direct violation of the Progressive Discipline Plan (a minimum of 80 obscene/graphic/suggestive descriptions, sexual innuendos, and depictions of sexual conduct including, but not limited to: *boner, puss, pussy, cunt, dick, jizz, cooz, masturbated, fingering, suck on a dogs dick, fucking a dog, sex with your dog, sex sucks).* The word *dick* and derivatives thereof were used at least 69 times.
If an adult were to text, communicate, or distribute to another person without consent, it would be a violation of SC State Law Section 16-15-250 (Communicating obscene messages to other persons without consent). While reading for enjoyment is aligned to SC State Standards (e.g. Reading and Complexity), a reasonable person would not condone the District purchasing this book for student use.

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.	✓

not exactly "high standards"

Evidence from the text relating to QUALITY:

This coming-of-age adventure involving three misfit budding musicians who embark on a cross-country journey involving many hijinks including alcohol drinking, pot smoking, and being shot at makes for a summer escapade that none of the main characters could forget. The Haters is a page-turner and can be read in about the time it would take to watch a feature-film. Author Jesse Andrews writes in a highly descriptive manner that allows the reader to join Wes, Corey, and Ash on their epic band tour.

My personal opinion of the quality, content, and manner of presentation of this text is secondary to my responsibility to make a professional adult decision about materials would edify students. Is the text well-written? Yes. Is the text presented in a manner that is clear and easy to read? Yes. Does the material ensure a high degree of readability? Yes. Overall, does the text meet high standards of quality in content and presentation? Yes. Given the plenteous number of swear-words (over 375), the derogatory use of the word *dick* at least 69 times, and over 80 instances of sexual depictions, innuendos, and sexual content not including three graphic scenes, that, when considered as a whole is unnecessary by prevailing adult community standards.

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

Evidence from the text relating to PERVASIVE VULGARITY:

The summarized criteria in this category necessarily ask the reviewers to discern if the sexual content is *shameful, offensive*, aligned to *prevailing adult community standards*, and *graphic* or not. The following phrases are clear evidence that this text does not belong on the shelf in BCSD school libraries: "he went down on me" (p. 150); "unless you actually like to go down on girls" (p. 151); "jam my tongue in here until you come" (p. 151); "I want to fuck" (p. 153); "I can't fuck" (p. 153); "ash's sloppy cooz" (p. 186); "Everyone thinks you're super hot and wants to fuck you" (p. 212); "substandard oral sex" (p. 214); "masturbating in sinks" (p. 214); "so bad at going down on someone that you can't even get a hard-on afterward" (p. 228); "multiple-male-orgasm sex" (p. 272); "keep it to two orgasms" (p.272); "third round of pain-fucking" (p. 273); "she committed many sex crimes against you last night" (p. 294); "like he thinks your cooz is candy crush" (p. 305); "hope I would start fucking your face" (p. 306); along with two explicit narrative sex scenes on page 267 with a recap on pages 271-272, and a depiction of oral sex technique on pages 305 and 306.

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 intended audience for the text is tenth grade and older. The amount of profanity, *dick* references, and careless handling of sexual conduct are evidence of the immaturity of the story's protagonists. Moreover, while there are many young males in America who talk and act this way does not define the prevailing standard. This depiction of growing up, while being socio-culturally acceptable has long-term, disastrous sociological consequences. While the target audience is tenth grade and up and involves characters of the same age, this material is not suitable for minors. SC State Law Section 16-15-305 (Disseminating, procuring or promoting obscenity unlawful) states that it is a violation of state law for [paraphrased] *a person to knowingly provide or offer any obscene writing, picture or other representation or description of the obscene*. The law goes on to define *obscene*, and *sexual conduct* in ways that are aligned to IS – 38, appealing the *average person* and *community standard*.

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 30 **Date** 3-15-2023

Name of Novel The Haters by Andrews, Jesse

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.	NO
The novel directly supports the acquisition of related standards. (Educational Significance)	NO
The novel contributes to improved academic achievement for a variety of learners and learning styles.	NO
The novel promotes the integration of higher-level thinking skills.	NO
The novel reflects the needs/interests of the school and the culture of the school community.	Yes
The novel/material adds value to the library/school collection	NO
The novel reflects a clear, adequate, and broad presentation of the content.	✓

Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:
Group learns lessons about loyalty, decision making, doing things as a group

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.	NO
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: Easy ready out lacking 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: Book contains large amount of swearing, description of sex and sexual acts. However this verbiage is not out of line with the speech of many teenagers today	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.			✓
The novel is appropriate to the maturity level of students.			✓
The novel is appropriate to the content area.			✓
The novel/material reflects the contemporary community standards.			✓
Evidence from the text relating to APPROPRIATENESS: Many kids could relate to characters and storyline. Many kids today talk every thing + everyone and would love to go on a band trip like this			

Background Information for Library Materials in Review

Book Title: *The Haters*	**Synopsis** A road trip adventure about a trio of jazz-camp escapees who, against every realistic expectation, become a band.
Book Author Andrews, Jesse	
Copyright Year: 2016	Source: Novelist Plus - accessed via SCDiscus

Professional Reviews of *The Haters*

Source: Follett Titlewave

Booklist starred (February 15, 2016 (Vol. 112, No. 12))
Grades 10-12. Andrews follows up his heartstrings-tugging best-seller turned movie, Me and Earl and the Dying Girl (2012), with an uproariously funny addition to the teen road-trip canon. Wes and his best friend Corey are attending jazz camp, and—let's be blunt—they aren't exactly standout musicians. But when they meet the mysterious Ash, who is driven by the beat of her own internal drummer, and have an epic jam session, they do what any teenager at a band camp wishes they could do: take off on a road trip for an unofficial tour. The three of them venture to various seedy venues in the South, cycling through all the highs and lows of a more established band: hookups, heartbreaks, unanticipated nudity, and drug-induced crazy times. Are some of the circumstances of the story preposterous? Quite possibly. But readers will be sucked into this story, a raunchy bromance in the vein of Superbad, which celebrates friendship and adventure. Andrews' knack for quippy, smart, and never-too-clever dialogue is a perfect match for this voice-driven book. Intertextual asides, whether lists of potential band names, fake Wikipedia entries, or screenplay-like flashbacks, only enhance this very of-the-moment novel. Effortlessly readable, deeply enjoyable, and, given the years since Andrews' fantastic debut, well worth the wait. HIGH-DEMAND BACKSTORY: Andrews' debut made a big splash, and with a full schedule of promotions on the dockets, it's likely this one will be just as much of a hit.

Kirkus Reviews (January 15, 2016)
Wes and Corey are haters. They are obsessed with music and even more obsessed with finding the reasons why everything they encounter falls short of greatness. At jazz camp they meet fellow hater Ash, an intriguing, guitar-playing, older girl. They form a band and then proceed to make a series of dumb decisions that range in severity from bad to awful as they ditch camp to search for the perfect gig. It quickly becomes clear that this tour is a pressure cooker in which everyone's ugliest traits will appear and start wreaking havoc. The banter among the three is often grating, laden with sexual frustration, dick jokes, and musical one-upmanship. Each of the three is pampered with privilege, yet something is awry. Ash is stupendously rich, the daughter of a Brazilian billionaire and a French model, both absentee. Wes was adopted from Venezuela by white, Buddhist parents who don't make him the center of their universe. Corey is white and Jewish with overattentive musician parents who sometimes can't pay all the bills. Though there are some truly hilarious scenes (such as Wes' biting observations about the awkward ways in which well-meaning white people want to talk about race or his internal, self-scathing dialogue while high), other attempts at humor, such as casual jokes about suicide bombing and rape-y behavior, while believable as adolescent banter,

strike the wrong chord. A teen road trip packed with music and drama. There's plenty here to both love and hate. (Fiction. 14-17)

Publishers Weekly (January 18, 2016)
After meeting at jazz camp, what might be the world's worst musical trio decides to ditch the camp and go on a road trip, determined to play at any venue that will have them. Teenage best friends Wes (bass) and Corey (drums) join up with a mercurial, dynamic girl named Ash (guitar) and head out on the highway, aiming for adventure but finding wacky hijinks and weird people. There's yelling, bad decisions, marijuana-fueled interludes, impromptu jam sessions, and way too much caffeine and junk food, and it all comes to a head when they realize it's time to face the music. Andrews (Me and Earl and the Dying Girl) loads his gonzo road trip with offbeat humor, philosophical musings, and musical references and debate, augmenting the narrative with fake Wikipedia entries, flashbacks, and screenplay-format exchanges. Wes's narrative voice is casual and believable, and while not all of the stylistic quirks pay off (such as an extended "drug experience gone wrong," as Wes puts it), but as a love letter to music and following one's dreams, it's just right. Ages 13-up. Agent: Claudia Ballard, William Morris Endeavor. (Apr.) © Copyright PWxyz, LLC. All rights reserved.

School Library Journal (April 1, 2016)
Gr 10 Up—The author demonstrates his unique voice in his follow-up to the popular Me and Earl and the Dying Girl. Like that debut, this work features a similar trio: a narrator, his somewhat clueless friend, and a girl who changes them both. Wes and Corey are "jazz-nerd chaff" at Bill Garabedian's Jazz Giants of Tomorrow Intensive Summer Workshop. They don't know that, of course, until they discover that this highly selective camp accepted more drummers and bassists to support other, better musicians. They're not hopeful about the next two weeks until they meet Ash, a guitarist in their ensemble who seems uninterested in playing jazz. Inevitably, the three misfits form a band and escape from camp to launch their world tour. As with most road trips, tensions rise, rivalries form, and jealousy blossoms. Ash is clearly the alpha in the group , making Wes a passive narrator. This works occasionally for the story, especially in the more surreal encounters; however, it also creates a meandering feeling that may wear out some readers. Although not every journey needs a purpose, the characters are not hugely different after what would be a life-altering event for most people. Wes learns to appreciate music rather than simply hating on it; he's a better listener. It's a subtle shift, but perhaps that's Andrews's point. VERDICT Teens who are music nerds or fans of Me and Earl and the Dying Girl will appreciate this novel's sharp wit and playful style.—Joy Piedmont, LREI, New York --Joy Piedmont (Reviewed 04/01/2016) (School Library Journal, vol 62, issue 4 , p160)

Horn Book Magazine (March/April, 2016)
Bass player Wes (named after jazz guitarist Wes Montgomery) and his best friend Corey, a drummer, are "jazz-nerd chaff. The worst of the best" at Bill Garabedian's Jazz Giants of Tomorrow Intensive Summer Workshop. The place is "mostly dudes," but then they meet Ash, one of the only girls at camp, who has her own unique musical style and flat-out refuses to play music with the condescending guys. Frustrated, she leaves—and Wes and Corey go with her. What follows is both a classic road trip novel and a contemporary and inventive teen adventure: they play (horribly) at a Chinese food buffet, hang at a commune, and almost get shot (twice!). The boys' friendship is built partly on a shared love of hating on things, and their dialogue is filled with overtly masculine humor (their "go-to trope" is "dick harm," joking that "basically, the idea is, if something is really great, we...have no choice but to do harm to our own dicks"). Ash, whose actions drive the story, is more a domineering personality than an equal member of the group, leading to authentic struggles as the three attempt to figure out their interpersonal relationships, distinctive musical sound, and identities as individuals. Issues of race, family, and socioeconomics (Wes was adopted from

Venezuela as a baby; Ash's mom is French and her dad is a Brazilian billionaire/serial philanderer) play subtly throughout the book. sian gaetano

Awards/Distinctions Awarded to *The Haters*
Source: NovelistPlus
YALSA Quick Picks for Reluctant Young Adult Readers: Fiction : 2017

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.