Notice of Regular Meeting

The Board of Trustees
Celina Independent School District

A Regular Meeting of the Board of Trustees of Celina Independent School District will be held Monday, May 18, 2026, beginning at 6:00 PM in the Moore Middle School Library, 300 E GA Moore Pkwy, Celina, TX 75009.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **CALL TO ORDER & ESTABLISH QUORUM**
   1.A. Pledge of Allegiance
   1.B. Invocation
2. **TRUSTEE OATHS OF OFFICE**
3. **SUPERINTENDENT'S REPORT**
   3.A. Information / Superintendent's Update
   Presenter: Dr. Tom Maglisceau
4. **PUBLIC COMMENT**
   4.A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
5. **CONSTRUCTION REPORT**
   Presenter: David Fink
6. **CLOSED MEETING**
   6.A. Personnel - Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.
      6.A.1. Hires / Retires / Resignations
      6.A.2. Organization of Board Officers
   6.B. Real Property - Pursuant to Texas Government Code Section 551.072, deliberation regarding the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person.
   6.C. Safety and Security - Pursuant to Texas Government Code Section 551.089, deliberation regarding security devices or security audits. (1) Security assessments or deployments relating to information resources technology; (2) network security information as described by Section 2059.055 (b); or (3) the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.
   6.D. Cybersecurity or Critical Infrastructure Facility - Pursuant to Texas Government Code Section 551.0761, deliberation regarding a cybersecurity measure, policy, or contract solely intended to protect a critical infrastructure facility located within the jurisdiction of the school district.
7. **RECONVENE - Open meeting to vote on matters considered in closed session in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, to take action necessary regarding personnel.**
8. **ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION**
9. **INFORMATION AGENDA ITEMS**
   9.A. Policy Update: FNAB (LOCAL) & GC (LOCAL)

Presenter: Dr. Jason Johnston & Dave Wilson

10. **ACTION AGENDA ITEMS**
    - 10.A. Consider and Approve Policy Update: DC (LOCAL)
      Presenter: Dr. Jason Johnston & Dave Wilson
    - 10.B. Consider and Approve Compensation Plan
      Presenter: Dr. Melissa Kelly & Mindy Schoen
    - 10.C. Consider and Approve District of Innovation - Proposed Amendment
      Presenter: Dr. Jason Johnston
    - 10.D. Consider and Approve Amended 2026-2027 Academic Calendar
      Presenter: Dr. Jason Johnston
    - 10.E. Consider and Approve 2027-2028 Academic Calendar
      Presenter: Dr. Jason Johnston
    - 10.F. Consider and Approve Library Materials Challenge: *Lily and Dunkin*
      Presenter: Dr. Kyla Prusak
    - 10.G. Consider and Approve Library Materials Challenge: *Where the Crawdads Sing*
      Presenter: Dr. Kyla Prusak
    - 10.H. Consider and Approve Library Materials Challenge: *Beloved*
      Presenter: Dr. Kyla Prusak
    - 10.I. Consider and Approve Library Materials Challenge: *Dear Evan Hansen*
      Presenter: Dr. Kyla Prusak
    - 10.J. Consider and Approve Library Materials Challenge: *Deadline*
      Presenter: Dr. Kyla Prusak
    - 10.K. Consider and Approve Library Materials Challenge: *Eat, Pray, Love*
      Presenter: Dr. Kyla Prusak
    - 10.L. Consider and Approve Library Materials Challenge: *Excuse Me While I Ugly Cry*
      Presenter: Dr. Kyla Prusak
    - 10.M. Consider and Approve Library Materials Challenge: *Laura Dean Keeps Breaking Up With Me*
      Presenter: Dr. Kyla Prusak
    - 10.N. Consider and Approve Library Materials Challenge: *The Bluest Eyes*
      Presenter: Dr. Kyla Prusak
    - 10.O. Consider and Approve Library Materials Challenge: *The Carnival at Bray*
      Presenter: Dr. Kyla Prusak
11. **CONSENT AGENDA ITEMS**
    - 11.A. Director of Communications
    - 11.B. Staff Development Waiver
    - 11.C. Capital Improvement Projects - Summer 2026
    - 11.D. Landscape Maintenance Agreement
    - 11.E. Bus Purchase
    - 11.F. Minutes of the April 20, 2026 Regular Board Meeting
    - 11.G. Monthly Cash Distributions/Cash Balance/Investment Report/Budget Amendments
12. **ADJOURNMENT**

If, during the course of the meeting, discussion of any items on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the preside officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [*See* BEC(LEGAL)]

This meeting was posted in accordance with the Texas Open Meetings Act on Tuesday, May 12, 2026, at 6:52 PM.

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For the Board of Trustees

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Policy Update**

Meeting Date: May 18, 2026

Submitted by: Dave Wilson, Director of Safe and Secure Schools

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
		2. We will continuously provide and support effective teaching in every classroom.
		3. We will provide and support a guaranteed and viable curriculum.
		4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
		6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Board Policy BF(LOCAL), local policies may be adopted or amended by a majority vote of the Board at any regular or special meeting, provided that Board members have received advance written notice of the proposed change and the item has been placed on the meeting agenda. Legally referenced (LEGAL) policies are reviewed but not adopted by the Board.

Policies and policy amendments may be initiated by the Superintendent, Board members, district staff, or community members. However, such proposals are generally submitted to the Board with a recommendation from the Superintendent.

District administration has collaborated with legal counsel and the Texas Association of School Boards (TASB) to review and update the following local policies to ensure continued alignment with district practices: GC (LOCAL) and FNAB (LOCAL).

Policy: GC (LOCAL) and FNAB (LOCAL).

Budgetary Impact: N/A

Recommendation: N/A

CISD Board Agenda Item Synopsis

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Subject: **Policy Update**

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Policies and policy amendments may be initiated by the Superintendent, Board members, district staff, or community members. However, such proposals are generally submitted to the Board with a recommendation from the Superintendent.

District administration has collaborated with legal counsel and the Texas Association of School Boards (TASB) to review and update the following local policy to ensure continued alignment with district practices: DC (LOCAL).

Policy: DC (LOCAL)

Budgetary Impact: N/A

Recommendation: District administration recommends updates to policy DC (LOCAL) as presented.

PROPOSED REVISIONS

Personnel Duties

The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Posting Vacancies

The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

Applications

All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

[For information related to the evaluation of criminal history records, see DBAA.]

Employment of Contractual Personnel

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.

The Board retains final authority for the employment of contractual personnel; however, from the day after the regular Board meeting in May until the day before the regular Board meeting in August the Board delegates to the Superintendent final authority to employ contractual personnel in positions below principal or director. The Superintendent shall inform the Board of any persons hired under this authority.

[See DCA, DCB, DCC, and DCE as appropriate]

Employment of Noncontractual Personnel

Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).

The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]

~~**Authority for Employment of All Personnel**~~

~~***Note:*** For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).~~

~~The Board delegates to the Superintendent the final authority for employment of contractual personnel, as well as the final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCA, DCB, DCC, DCD, and DCE as appropriate.]~~

Employment Assistance Prohibited

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Compensation Plan**

Meeting Date: May 18, 2026

Submitted by: Mindy Schoen , Director of Human Resources

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers		1. We will provide and support a safe, civil and collaborative culture.
		2. We will continuously provide and support effective teaching in every classroom.
		3. We will provide and support a guaranteed and viable curriculum.
		4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
		6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. **We will attract, recruit, develop, and retain high-quality professional staff.**

Background Information: Celina ISD compensation plan provides an overview of how the district structures employee pay, including salaries, and stipends. It reflects the district's commitment to attracting and retaining high-quality staff while remaining competitive within the current job market. The plan outlines a consistent and equitable approach to compensation across roles and campuses. It also ensures alignment with district priorities, board policy, and state requirements.

Policy: DEA (Local) – Compensation and Benefits: Compensation Plan/Salary Schedules

Budgetary Impact: Compensation

Recommendation: The administration recommends that the Board of Trustees approve the proposed compensation plan as presented. This plan reflects a balanced approach to maintaining fiscal responsibility while remaining competitive in the current job market. Approval of the plan will support the District's efforts to attract and retain high-quality staff and ensure consistency in compensation practices across the organization.

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **District of Innovation (DOI) - Amendment**

Meeting Date: May 18, 2026

Submitted by: Jason Johnston, Ed.D., Sr. Chief

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
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		6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Board Policy AF (LEGAL)(LOCAL), Celina ISD is designated as a District of Innovation (DOI). In January 2022, the Celina ISD Board of Trustees approved the current DOI Plan, as posted on the District website, through January 2027.

Following recent changes in state legislation, district administration reviewed the current DOI Plan in collaboration with stakeholders and determined that certain existing exemptions should be removed in order to align the plan with current legal requirements and district practice.

In accordance with TAC §102.1313, Amendment, Rescission, or Renewal, which specifies:

> "A district innovation plan may be amended, rescinded, or renewed if the action is approved by a majority vote of the district-level committee established under the Texas Education Code (TEC), §11.251, or a comparable committee if the district is exempt from that section, and a two-thirds majority vote of the board of trustees."

The Bobcat Council approved the proposed amendments to the District of Innovation Plan on April 29, 2026. These amendments remove select exemptions from the current plan and will not impact the existing term of the DOI Plan, which remains in effect through January 31, 2027. Upon Board approval, the updated District of Innovation Plan will be posted on the District website and notice of the amended plan will be submitted to the Texas Education Agency as required by law.

Policy: AF (LEGAL)(LOCAL)

Budgetary Impact: N/A

Recommendation: District administration recommends approval of the amended District of Innovation Plan as approved by Bobcat Council and presented by staff.

DISTRICT OF INNOVATION EXEMPTIONS - UPDATES

DISTRICT OF INNOVATION EXEMPTIONS- UPDATES

- Chapter 37
  - Campus Behavior Coordinator
  - Student Discipline
  - Removal for Certain Conducts (e-cigs)
- Local School Health Advisory Council
- Certification Required

DISTRICT OF INNOVATION EXEMPTIONS - UPDATES

Current Chapter 37 Innovation/Exemption:

Campus Behavior Coordinator (TEC 37.0012)

- A person at each campus must be designated to serve as the campus behavior coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal.

Current Innovation: Exemption from this requirement will provide campuses the opportunity to allow campus administrators to fully understand and get to know the students in their caseload rather than sourcing all discipline matters to one employee designated as a campus behavior coordinator. While it is imperative that all employees work together and be informed as to the discipline that is occurring on a campus, it is just as crucial for students to depend on an administrator they know and trust in all facets of their education, including their discipline. Each campus principal should have the freedom to designate more than one campus behavior coordinator to best meet the needs of their students and teachers.

RECOMMENDED UPDATE: Remove Exemption

DISTRICT OF INNOVATION EXEMPTIONS - UPDATES

Current Chapter 37 Innovation/Exemption:

Student Discipline Suspension Limitation for Students Below 3rd Grade (TEC 37.005)

- A student who is enrolled in a grade level below grade three may not be placed in out-of-school suspension.

Current Innovation: Regardless of grade-level, when a student's behavior reaches a level of disruption that inhibits the operation of a school and the well-being of its students, immediate action should be taken to maintain the effectiveness and safety of the educational environment. In certain instances, a student may exhibit behaviors that require a campus to develop a plan that provides specific support and resources to ensure a safe and productive learning environment. In these instances, the needs of the student can be best met through a short out-of-school suspension to allow staff time to prepare the plan and acquire the associated resources.

RECOMMENDED UPDATE: Remove Exemption

DISTRICT OF INNOVATION EXEMPTIONS - UPDATES

Current Chapter 37 Innovation/Exemption:

Removal for Certain Conduct (E-Cigarettes) (TEC 37.006)

- A student **<u>may</u>** (*previously said **<u>shall</u>***) be removed from class and placed in a disciplinary alternative education program if the student possesses, uses, sells, gives, or delivers to another person an e-cigarette

Current Innovation: Celina ISD continues to work towards eliminating the use of e-cigarettes and vapes. However, we believe the District could more effectively address these student health concerns through education and collaboration with families. The District believes students possessing e-cigarettes containing nicotine should be best supported by providing additional wellness education while remaining on the campus with appropriate consequences. Students with second and subsequent offenses may be assigned to the DAEP. The district is not requesting exempt provisions under Section 37.006, which requires mandatory removal to DAEP for possessing controlled substances such as marijuana and THC. Additionally, this exemption would not apply to the selling or distribution of any e-cigarettes or vaping products.

RECOMMENDED UPDATE: Remove Exemption

DISTRICT OF INNOVATION EXEMPTIONS - UPDATES

Other Legislative Alignment Updates (Non Chapter 37):

Local School Health Advisory Council (TEC 28.004)

- The local school health advisory council shall meet at least four times each year.

Current Innovation: The guidance and feedback from the School Health Advisory Council is valuable to ensuring our community's values are reflected within our district's health curriculum and instruction. Celina ISD is seeking an exemption from the required minimum number of meetings to a locally controlled minimum to be determined on a yearly basis by the SHAC.

RECOMMENDED UPDATE: Remove Exemption

DISTRICT OF INNOVATION EXEMPTIONS - UPDATES

Other Legislative Alignment Updates (Non Chapter 37):

Certification Required

- A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B

Current Innovation: The district maintains its commitment to hire certified professionals and will continue to seek employees with the necessary certifications for teaching and tutoring/intervention positions where required by state law. However, the flexibility in allowing Celina ISD to make local decisions about teacher certification would provide a better opportunity to offer innovation in course selections for CTE courses as well as hard-to-fill positions and high demand dual credit courses. Additionally, this added flexibility would allow Celina ISD to partner more fully with colleges, universities and other education preparation programs to assist high quality professionals with a passion for teaching.

RECOMMENDED UPDATE: **Maintain through 2029 (Board approved TEA Waiver)**

DISTRICT OF INNOVATION PLAN - STATUS

Current Plan Term: Began January 31, 2022, and ends January 31, 2027

Bobcat Council will begin the work on a new Innovation Plan early in the 2026-2027 school year.

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Consider Approval of the Amended 2026-2027 Academic Calendar**

Meeting Date: May 18, 2026

Submitted by: Jason Johnston, Ed.D., Sr. Chief

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
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	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
	✔	5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: The Board approved the 2026-2027 Academic Calendar at the April 28, 2025 Regular Board Meeting. Based on feedback from the Academic Calendar Committee, an adjustment to the 2026-2027 calendar is being recommended to better support student opportunity and district and campus operations. The proposed calendar adjustment has been reviewed and approved by the Bobcat Council.

Policy: N/A

Budgetary Impact: N/A

Recommendation: The District recommendation is for the Members of the Board to approve the amended 2026-2027 Academic Calendar.

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: Consider Approval of the 2027-2028 Academic Calendar

Meeting Date: May 18, 2026

Submitted by: Jason Johnston, Ed.D., Sr. Chief

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
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	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: Annually, the administration works with our stakeholders to develop an academic calendar that best supports the academic needs and professional learning of the district. In an effort to be good partners with our families, staff, and the greater Celina community, the district would like to present a proposed 2027-2028 Academic Calendar. Approval of the calendar would provide stakeholders the opportunity to plan around school activities further in advance. The proposed calendar aligns with the Board approved 2026-2027 Academic Calendar, has been recommended by the Academic Calendar Committee, and has been approved by the Bobcat Council.

Policy:

Budgetary Impact: N/A

Recommendation: The District recommendation is for the Members of the Board to approve the 2027-2028 Academic Calendar.

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *Lily and Dunkin***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
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	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *Lily and Dunkin* by Donna Gephart, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *Lily and Dunkin* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *Lily and Dunkin* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *Lily and Dunkin* by Donna Gephart, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA INDEPENDENT SCHOOL DISTRICT

COMMUNITY • EXCELLENCE • INNOVATION • LEADERSHIP • STEWARDSHIP

Library Materials Challenge Executive Report
May 18, 2026

Title: *Lily and Dunkin*
Author: Donna Gephart
ISBN: 9780553536768

Report Contents

Timeline

Executive Summary

Supporting Review Material

Library Materials Challenge Form

Library Materials Challenge Form Additional Attachments

SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	February 19, 2026
Board Notification	February 23, 2026
Superintendent Notification	February 23, 2026
School Library Advisory Council Notification	February 23, 2026
Campus Administration Notification	February 23, 2026
SLAC Review Process Window	February 27 - April 23, 2026
School Library Advisory Council Meeting	April 9, 2026
School Library Advisory Council Meeting	April 23, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on February 23, 2026, the district received a Library Materials Challenge Form for *Lily and Dunkin* by Donna Gephart (ISBN: 9780553536768). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized form. The review process was completed within the window of February 27, 2026 - April 23, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the April 9, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. One non-voting member of the SLAC reported to have read the book, in its entirety.

Two non-voting members cited supporting evidence of the book having "harmful content" and two non-voting members cited supporting evidence of the book having "obscene material". Zero non-voting members cited supporting evidence of "pervasively vulgar" content. One non-voting member cited supporting evidence of "educationally unsuitable" content, while zero non-voting members cited supporting evidence of "profane content". Also, zero non-voting members cited supporting evidence of "indecent content".

Four voting members provided supporting evidence that threshold definitions were met. One voting member cited supporting evidence meeting the thresholds of "harmful content". Zero voting members cited supporting evidence of "obscene material". One voting member provided supporting evidence of "educationally unsuitable". Zero voting members cited supporting evidence meeting the threshold of "profane content" or "indecent content".

During the April 9, 2026 meeting, the recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to the book being "educationally unsuitable" with a second by Tim Garver. The SLAC voted 2-2 to remove

the book from the CISD library collection. Chris Caldwell made a motion to table the vote, which was seconded by Tim Garver. The voting members voted 4-0 to table the decision on this title and revisit it during the April 23, SLAC meeting.

During the April 23, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. The recommended action was made by Anna Shore to continue to include the title as a part of the high school library collection. A second was made by Rosemary Talkington. The SLAC voted 3-1 to continue to include the title as a part of the high school library collection.

The School Library Advisory Council submits its recommendation to continue to include the title as a part of the high school library collection to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *Lily and Dunkin*	**Author:** Donna Gephart
ISBN: 9780553536768	**Last Check-Out:** 4/2023
Current Library Level: Moore Middle School, 1 copy	**Recommended Library/Age Level:** Kirkus- Ages 10 and up School Library Journal- 5th-8th Grades

Book Summary- Wordpress.com

Lily and Dunkin by Donna Gephart is a young adult novel following the alternating perspectives of Lily, a transgender girl trying to live authentically, and Dunkin, a boy with bipolar disorder trying to fit in after moving to Florida. They form an unlikely friendship, navigating bullying, family struggles, and mental health challenges during their eighth-grade year.

Key Aspects of the Novel:

Lily (Tim) McGrother: Lily is a transgender girl born in a male body, seeking support to start hormone blockers, with a supportive mom but a resisting father.

Dunkin (Norbert) Dorfman: A new boy in town with bipolar disorder who stops taking his medication, leading to improved basketball skills but dangerous manic episodes.

Themes: The story centers on bullying, gender identity, mental health, and the courage to be oneself.

Friendship: Lily and Dunkin meet during the summer and form a connection, helping each other through their respective struggles.

The story concludes with both characters finding acceptance, with Lily working toward living as her true self and Dunkin learning to manage his mental health

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Booklist starred, 02/15/16
Bulletin of the Center for Children's Books, 06/01/16
Horn Book Guide, 04/01/17
Publishers Weekly, 03/07/16
School Library Connection starred, 08/01/16
School Library Journal starred, 08/01/16 *
Voice of Youth Advocates (VOYA), 04/01/16

Book Review 1

School Library Journal (August 1, 2016)
Gr 5-8-Lily and Dunkin have a chance meeting just before entering eighth grade and sense an immediate connection; both harbor deep secrets. Gephart expertly weaves

the characters' separate but similar struggles with school, family, and society with concurrent narratives. Lily was assigned male at birth but has always felt she is a girl; she's pressuring her family to give her hormone blockers as she races toward puberty. Her dad is the holdout, wanting only to protect his child from ridicule and danger. Norbert (who hates that name but loves Dunkin Donuts) has bipolar disorder and has been forced to move in with his grandma after something mysterious happened to his father. During school, a group called the "Neanderthals" attack Lily with insults and bullying, while courting gigantic Dunkin into strengthening their basketball team's chance at a championship. Lily also gets wrapped up in the city's decision to cut down her favorite tree, while Dunkin begins skipping his meds in order to perform better on the court. The conclusions are both satisfying and provocative. The narration provided by Ryan Gesell and Michael Crouch is excellent. Also exceptional are the author's personal notes at the end about how and why this important story came about and Pat Scales's thought-provoking discussion questions. VERDICT Listeners who enjoyed Jazz Jennings's Being Jazz or Holly Goldberg Sloan's Counting by 7s will appreciate this unique tale, a timely novel suitable for any middle school kid who feels different.-Deb Whitbeck, formerly at West Ottawa Public Schools, Holland, MI © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Book Review 2

Kirkus Reviews (February 15, 2016)

Lily is trans and is facing puberty, which will make her look less than herself than she does now, while new kid Dunkin's manic impulsiveness makes him a misfit; though they click immediately, life gets complicated. According to her author's note, Gephart promised her son a story with a character who is bipolar like him and promised herself a story of a trans girl, to help foster understanding of people like them. Gephart clearly has a lot of heart, and she tells their stories with compassion. They speak in alternating first-person narration with cursive headers for Lily and block capitals for Dunkin. Dunkin's insensitivity during manic episodes doesn't erase the fact that he's a good kid, and that comes through. But trans readers will likely not recognize themselves in Lily, even if they share some common ground. Lily is perfectly polite, unfailingly kind, with nary a bad thought, angelic right up to her fairy-tale ending. Though Gephart does a good job of rounding out her other characters, Lily is so pristine that she feels mythical, falling into the pile of fiction's magical misfits so perfect it's impossible not to accept this one little departure from the norm. There are too few messy, complicated trans heroes that still find love and acceptance in literature for kids, and while cis readers may find it educational, this isn't going to change that. Gephart's compassion is noble, but it's not enough to make Lily's story resonate. (resources) (Fiction. 10-14)

CELINA
INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 2/19/26

Email: mwwagoner@yahoo.com **Phone:** 757-971-0190

Street Address: 5079 Still Meadow Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: Martin, Moore, CHS

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

Lily and Dunkin
Donna Gephart
ISBN: 978-0-553-53676-8
Sec 33.021; sexually explicit material; 43.21 patently offensive (attachment)

Part II: Submitting the Library Materials Challenge Form

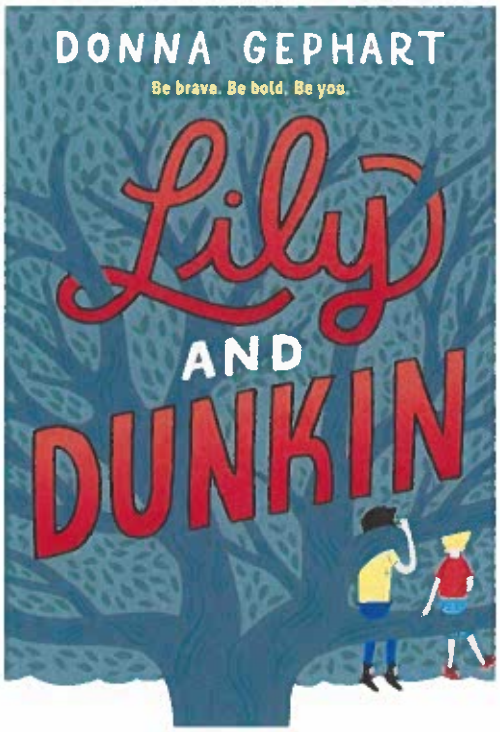
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

LILY AND DUNKIN



Juvenile

Book Summary:

A young teenage boy begins to transition into a girl with the aid of hormone blockers, while her new neighbor stops taking his mood stabilizers and ends up institutionalized.

Summary of Concerns:

This book contains alternate sexualities; alternate gender ideologies; profanity and derogatory terms; commentary on suicide.

By Donna Gephart

ISBN: 978-0-553-53676-8

2/5 Teen Guidance
BookLooks Review Rating

Page	Content
1	Lily Jo is not my name. Yet. But I'm working on that. That's why I'm in the closet.
4	I slip into Mom's sandals, barely believing my feet have now grown as large as hers, but they have. In her full-length mirror, I see how the top of the dress bags out. If only I had something up there to fill it out, like Mom and Sarah do. I consider grabbing one of Mom's bras and stuffing it with socks, to see how it would look. How it would feel.
7	"Timothy McGrother," Dad says quietly. "If you want to wear that"- he juts his chin toward Mom's beautiful dress with disgust- "you'll do it inside our house. Not out here."
8	What does he see? A girl stuck in a boy's body or a boy stuck in a girl's dress? ...But the boy smiles. At me. Outside in bright daylight, while I'm wearing my mom's dress and sandals. Maybe he thinks I'm a girl.
18	"Could we change my name before I go to this new school?"
20	It's way too early for a beer...and TV.
23	"I've dressed like a boy all the way through seventh grade." Dad nods. "That's right." I test the water. "For you." "For me?" He shakes his head. "You mean for you, Tim." ...I know I was born with boy parts. I get that. And it makes people uncomfortable if I dress and act like a boy. It's what they've learned to expect. But remember when I was little and wore Sarah's dresses?"
24	"But it's not who I am. Every day, every single minute of every single day, I know that I...am...a...girl." ..."The hormone blockers. Remember I told you about them? I have to get started on them now or else-"
25	"Why won't he let me be...me? Am I so bad? he wouldn't even let me talk about the hormone blockers. I need them, Mom!"
26	"He's making it impossible for me," I say. "I can't go on like this. I can't turn into-" ..."I don't have more time." I pull away from Mom. "I'm beginning to change. And it's making me crazy. I need to start hormone blockers right now or things are going to happen that can't be reversed. I can't wait any more, and I need one of you to sign the form so I can get them." "I'll talk to him," Mom says. "Again. Please be patient a little longer. I want your dad to be on board before we take this next step."
35	After signing up for a computer, I research hormone blockers again- I need to be certain about the right time to start them. There's something called Tanner Stage II. That's when my boy parts start growing, when hair starts growing down there, when all the things I don't want to happen start happening. That's when I'm supposed to start the hormone blockers. That means I should be starting them now. It's not like I'm asking for estrogen or surgery. Yet. I just don't want to grow hair down there or get a deep voice or a bulging Adam's apple or...Why can't Dad support me on this?

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Page	Content
43	I touch my own chin, panicked because I feel a new hair. I have to get hormone blockers!
48	I look at Dad and realize I don't want to say that he was the boy who walked by while I was wearing Mom's dress this morning.
50	"We have to give her the hormone blockers," Mom says. "I know you don't like the idea of them, Gary. But..." ..."He'll be better off without them, Ellie. Let nature take its course. When Tim becomes more boy-like, it'll be good for him."
51	"Remember that time I caught Lily with the nail clippers after her bath?" Dad's quiet. "She told me she wanted to cut her penis off, Gary. That it didn't belong." An unbearable silence, then Mom's voice: "She was five years old, Gary. She knew when she was five." I knew before I was five. And I remember holding those nail clippers that Mom had left on the counter. But back then, I didn't think about the possibility of bleeding to death. I just wanted it gone. And I still do. ..."...Middle school kids can be rotten. The world can be rotten. Letting this go on is what's dangerous to Tim."
53	"The way my mom thinks is the way most of the world thinks. That's why we have to protect Tim, keep him from dressing like a girl outside this house. Let him turn into the boy he's supposed to be. That's the best thing for him." ..."Just not on the best way to do it. Lily has to get those hormone blockers."
59	"Oh, here we go again. Your dad doesn't accept who you really are, so you can't be that person, blah, blah, blah."
61	I think of Tim wearing a dress on a dare and how I thought he was a girl.
72	I love that Dare calls me Lily when we're not in school. Mom calls me Lily now, too, even though Dad doesn't like it. And Sarah told me she'd call me Lily when I'm ready to fully be Lily.
78	Mom hands us a sign she made. It reads: Lily and Dare- 1st day of 8th grade. ...Last year's sign read: Tim and Dare- 1st day of 7th grade. And each year before that was the same, except for the grade. I guess the sign changed because Mom changed.
79	I peek back to see if Mom's watching. She's standing outside the door, one hand over her heart. The other is holding the sign.
80	In addition to four new mustache hairs, which I plucked, I found another couple wiry hairs down there this morning, and I'm going to lose it if Dad doesn't let me get hormone blockers soon.
145	Today in Mr. Creighton's class, he does a quick lesson on pronouns before we break into critique groups to work on our stories. He says some of us aren't using them correctly. He. She. It. They. We. Them. Mr. Creighton's right. Some people don't use pronouns correctly. For example, "she" is the correct pronoun for me. But people keep incorrectly referring to me as "he."

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Page	Content
	She. I can't wait until the whole world calls me by the correct pronoun. She. Someday, they'll get it right. She. Someday...
167	"Lily, do you mind if we talk about your hormone blockers?"
167	"Your mother told me that your father would rather you didn't get them. How will you feel when you grow hair on your face and around your penis, when your voice deepens and your shoulders broaden?" I can't believe she says the word penis just like that. I'm NOT okay with hair growing around my penis, because I'm not okay with my penis. ..."Lily, why do you think your father doesn't want you to get the hormone blockers?" ..."He doesn't like...he doesn't like...who I am."
170	As soon as the three of us are in the car, Dad says, "Go to the endocrinologist's office," and hands Mom the envelope. ...I know what this means because I read all about hormone blockers on the Internet. If my parents say it's okay and a psychologist or therapist writes a letter saying it's okay, I might be able to get the blockers. Go, Mom. Go! Before Dad changes his mind.
171	The endocrinologist asks me a million questions about how my body's been changing and how I feel about those changes and even about some of the things I did when I was a little kid, like wore Sarah's dresses and played with dolls. ...I don't even mind the pinch from the needle for the blood test, because I know if everything goes right, I'll finally be able to start getting hormone blockers.
179	If my blood test comes back okay, I'll start on the hormone blockers soon, and that's all thanks to Dad's change of heart.
181	"You happy about the hormone blockers?" I swallow. "Of course." "You're absolutely sure that's what you want?" "Absolutely!" A part of me is afraid he's going to take it all back, say I can't get them after all. "Good," Dad says, running a hand through his hair. "Because they're expensive." A wave of guilt washes over me. "I know, I'm sorry." Dad puts the newspaper down and looks right at me. "You're worth it. And don't forget that."
193	"...I think it's important now that I'll be getting the hormone blockers. Small steps toward being me."
208	Not for the first time, I wish my boobs looked like hers. Developed. Unmistakably feminine. Someday, I tell myself, I'll be able to move on to female hormones. Then I'll finally, finally get the body that matches who I am- more curves, fewer angles.
211	"My sister is a boy." ..."I...I was trying to be funny. I mean I have a brother, not a sister. That's all."

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Page	Content
222	My whole body tingles as I pull my shorts up to expose my thigh. No more facial hair. No deep voice. No Adam's apple. No new hair growing down there. No anything else growing down there! "That's it?" I ask after the doctor plunges the needle into my thigh. I had expected the shot to really hurt, but it didn't. ..."To celebrate, Lily. We need to celebrate this milestone." ..."We do need to celebrate." And we do!
235	"I'm thankful for my family and friends," I say, giving Dad a special nod because he made sure I got my hormone blockers.
276	"It was just a mistake when your mom called you Lily. Right? A weird mistake."
278	"I look like a boy. I have boy parts." I can't believe I said that. "But I feel like a girl. I always have." ...I wonder how it could make sense to someone who was born into the body that matches who they are. ..."It's just that I never met anyone before who was transgender," he says.
289	"...Does Vasquez know about Tim being Transgender?..."
279	I can't believe Dunkin named it. "Well, that's what I am," I say. "Transgender." I'll have a lot to talk to Dr. Klemme about on my next visit.
308	In one swift, surprising motion, Vasquez bends and yanks down my shorts and underwear. "Well, look at that," he says. "You are a boy. Barely." They all crack up. Someone smacks me on my bare rear end.
317	Then I admit the one thing I couldn't face until now: "He killed himself. That's the reason Mom and I moved here to Beckford Palms."
321	I look at myself in the mirror. Mom's dress and sandals. Bright red nail polish. My hair long enough to put up in two little clips on each side. I think about what Vasquez did to me in the locker room, how he tried to shame me for being myself. I think of the reaction I'll get when I walk into the dance as me- Lily Jo McGother-girl.
332	"She showed me a statistic. Forty-three percent of transgender kids try to kill themselves." Dad sniffs again, hard. "Then she said, 'Would you rather have a dead son or a live daughter?'"
332	"She explained that kids who get a lot of love and support have a much lower suicide risk."
335	Joppe is a girl, born with male anatomy.
335	...but every time I read an article about a transgender individual, I saved it. ...I poked at beginnings of this new novel about a transgender girl, but I wasn't brave enough to commit. ...I thought of how brave every transgender person is, living in an authentic life, or trying to live it, in a world where people are often ignorant and less than accepting.

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Page	Content
349	1. A transgender person is someone who does not identify with the biological gender assigned to him or her at birth. Lily, born Tim, associates as a female and wants to start the hormone therapy that will allow her to begin the physical transition to becoming a girl. When did Lily begin to think of herself as a girl? Why is it best that she begin the hormone therapy now? Her mother and sister are very supportive, but her father is not. Discuss why her father is resistant. How is Lily's father finally convinced to support her decision?

Profanity/Derogatory	Count
Faggot/Fag	20
Piss	7
Shit	1

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Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: [redacted] Lily and Dunkin

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: This book seems to encourage homosexuality & Aversive therapy

Determination:
☒ Content meets definition
☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

I do not see how this book ads to education of our kids.

Determination:
- [x] Content meets definition
- [ ] Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Determination:
- [ ] Content meets definition
- [ ] Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☒ Harmful Material ☒ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 (2) 3 4	
2. Provides a wide range of background information	1 (2) 3 4	
3. Includes accurate, authentic factual content from authoritative	(1) 2 3 4	
4. Has high potential user appeal and interest	(1) 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	(1) 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 (2) 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	(1) 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	(1) 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	(2) 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 (2) 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

■ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Lily and Dunkin

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☑ Parent	☐ Other	

Book Familiarity:	☑ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
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4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
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Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

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☑ If material does not meets one of the threshold definitions–**Continue**

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5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 (3) 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 (3) 4	

PART II — Recommendation

Recommendation:

☑ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Lily & Dunkin

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

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Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

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Supporting Evidence:
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Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Talkington

Book Title: Lily and Dunkin

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	1 (2) 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 (2) 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 (2) 3 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☒ Approve with age/location restrictions Middle School + High School

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo

Book Title: Lily and Dunkin

2023 related Blocked

Member Type:	☐ Voting Member ☑ Non-Voting Member

Committee Role:	☐ Administrator ☑ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

promotes idea harmful
educational unsuitable

Determination:
☑ Content meets definition
☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: unsuitable for minor

Determination:
- ☑ Content meets definition
- ☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
- ☑ Content meets definition
- ☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 (4)	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Matt Calvert

Book Title: Lily + Dunkin

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☒ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☐ Parent	☐ Other	

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
☐ meant for conversations at home w/ parents
Determination: ☒ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

- ☐ Approve for library collection
- ☐ Approve with age/location restrictions
- ☐ Do not approve
- ☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Gabe Carter

Book Title: Lily Duncan

Member Type:	☐ Voting Member ☑ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☑ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
This Book details a Childs journey of Becoming Transgender and is aimed at ages 10 and up. The Explicit details of the Process provide no value to a Childs education in Public Schools, and absolutely not at a middle school level
Determination: ☒ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

- ☐ Approve for library collection
- ☐ Approve with age/location restrictions
- ☐ Do not approve
- ☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Ken Pasqua

Book Title: Lily and Dunkin

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
(23) I know I was born with boy parts, but when I was little I wore Saras dresses.

(8)(Same theme)

I wouldn't feel comfortable recommending this to a child.

Determination:
☐ Content meets definition
☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
(pg 51) "She Wanted to cut her penis off"

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: LeiAnn Stovall

Book Title: Lily + Dunkin

Member Type:	☐ Voting Member	☒ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☐ Parent	☒ Other	

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

The topic of the book is controversial & I don't personally agree, but I don't think it fits the definition of "patently offensive."

Determination:

☐ Content meets definition

☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

does mention suicide for kids that feel "trapped" in their bodies

Determination:

☐ Content meets definition – no definition

☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Determination:

☐ Content meets definition

☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Lily & Dunkin

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☒ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
To claim Lily & Dunkin is harmful material overlooks the essential role of literature which is to act as both a window and a mirror. For students struggling with mental health or identity, this book is a mirror that validates their existence. For others, it is a window that fosters the empathy necessary to prevent bullying. The novel provides a safe age-appropriate space for students to understand complex realities they or their peers are already facing in the real world. It has social value, the dominant theme is not harmful. It does not glorify gender identity issues. The real harm lies in silencing these stories, which tells a very vulnerable population (children) that their lives are too 'controversial' to be discussed. We must show kindness, compassion, and support to these marginalized, misunderstood, and struggling students. This book could save a life especially if it spurs conversations and ways for others to seek understanding of someone different than themselves.

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

No

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
There is nothing obscene in this book. It has literary, artistic, political and scientific value. Themes that prevail throughout the book are kindness, courage, and health. It has scientific + emotional value by giving a voice to children who are often ignored or bullyed. By all standards of literary review, this book is a purposeful, moral, and compassionate work of art. NOT an obscene one. It promotes the survival of children that feel different. It may bring up uncomfortable topics but never obscene according to definitions provided!

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something." None

Supporting Evidence:
The novel provides an honest, age-appropriate look at bipolar disorder and gender dysphoria. These are not vulgar topics. They are human realities. The author treats the characters struggles with dignity and scientific accuracy. The rough edges of the story are essential to show the depth of the characters' courage and the strength of the friendship that saves them. Our students need to develop empathy. Middle school is like surviving a battlefield. Reading about these topics will not cause a student to become bypolar or to begin to question their identity!

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition !!!

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: Education must prepare students for a diverse world. This novel offers critical insights into a neurdiversity and identity, promoting a culture of kindness rather than exclusion. It is highly suited for middle grade readers because it addresses complex themes with a gentle age appropriate hand focusing on the power of friendship and family support during times of transition and trial. Also, the book has educational values teaching conflict resolution, health education, critical thinking and literary merit of dual perspectives, narrative structure and voice.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
There are very few instances of hard language in this book. The language used is used to show the rough edges of characters like Dunkin when he is struggling with his diagnosis or ~~Lily~~ the harshness of the bullies Lily faces. It (the language) is not meant to be emulated but used to characterize the pain and conflict within the story. It is authentic & allows the reader to feel the weight of the situation. This language is mild and used very sparingly - we can't sanitize pain and suffering.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence: The claim that this book has indecent content is unsubstantiated! There is a complete and total absence of sexual behavior in this book. Lily want and feels like she has always been a girl but her claims & expressions are about wanting her body to match her inner feelings. She does not talk about crushes or dating relationships.
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 (4)	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Standards

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. *13 TAC 4.1*

A district shall consider the standards in developing, implementing, or expanding library services. *Education Code 33.021(b)*

Collection Development

A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. *Education Code 33.021(c)*

Library Material Definitions

"Harmful material" means material whose dominant theme taken as a whole:

Harmful Material

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Education Code 33.020(1); Penal Code 43.24(a)

Indecent Content

"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. *Education Code 33.020(2)*

Library Material

"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. *Education Code 33.020(3)*

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
   a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
   b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and

3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(a)(1); Miller v. California, 413 U.S. 15 (1973)

Patently Offensive

"Patently offensive" means so offensive on its face as to affront current community standards of decency. *Penal Code 43.21(a)(4)*

Profane Content

"Profane content" means content that includes grossly offensive language that is considered a public nuisance. *Education Code 33.020(4)*

Library Collection Development Standards

A district must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials.

A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code 28.002 [see EHAA], while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;

2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;

3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and

4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

13 TAC 4.2(a)-(b)

Responsibility

A district is responsible for ensuring its school libraries implement and adhere to these collection development standards. *13 TAC 4.2(j)*

A district should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development stan-

dards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*

Procedures

A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*

A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*

Policy Requirements

A school library collection development policy must:

1. Describe the purpose and collection development goals;
2. Designate the responsibility for collection development;
3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;

c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

e. Ensure schools provide library catalog transparency, including, but not limited to:

(1) Online catalogs that are publicly available; and

(2) Information about titles and how and where material can be accessed;

f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(1) Access to district/campus policies relating to school libraries;

(2) Consistent access to library resources; and

(3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

13 TAC 4.2(c); Education Code 33.021(d)(2)

Findings of Fact

"Educationally unsuitable" is a finding of fact based on many factors. Given the number of possible factors, a finding of fact must include reasoning for a library material being unsuitable or suitable.

The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

"Pervasively vulgar" requires a finding of fact that vulgarity is present and referenced throughout a library material. Since "pervasive" means existing in or spreading through every part, a determination that a library material is "pervasively vulgar" requires a review of the whole book. The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

Evaluation of Materials

Evaluation of materials as referenced in this provision includes a consideration of the factors described at 13 Administrative Code 4.2(b), consideration of local priorities and district standards, and at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the district's educators and library staff and/or consultation with library staff of similarly situated districts and their collections and collection development policies;
3. An extensive review of the text of item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

13 TAC 4.2(d)

Acquisition of Library Materials

Policy Requirements

The board of a district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:

1. Approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council (SLAC) if the district established a SLAC;

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;

3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and

4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

These provisions do not apply to library materials that have been donated to or that are to be procured by a school library that:

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;

2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or

3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

Board Review and Meeting

Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list.

The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

Education Code 33.026(b-c)

A district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended. *Education Code 33.026(e)*

School Library Advisory Council Recommendation

If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. *Education Code 33.026(d)*

Policy Review

A district's collection development policy should be reviewed at least every three years and updated as necessary. *13 TAC 4.2(h)*

Instruction in TEKS

Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. *Education Code 33.0205*

Parental Access

A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.

A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.

Education Code 33.023

[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]

Record of Student Library Use

A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] *Education Code 33.024*

School Library Advisory Council

Permissive Establishment

The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. *Education Code 33.025(a)*

Mandatory Establishment

The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established. *Education Code 33.025(b)*

A district that establishes a local SLAC must consider the recommendations of the local SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge under Education Code 33.027, or making changes to policies or guidelines related to a school library catalog. *Education Code 33.025(c)*

Composition

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

1. Classroom teachers employed by the district;
2. Librarians employed by the district;
3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;
4. School administrators employed by the district;
5. The business community; and
6. The clergy.

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the board whether library materials proposed for acquisition under Education Code 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;

5. The policies and procedures for processing challenges received under Education Code 33.027; and

6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

Any recommendation made by the local SLAC must adhere to the library standards approved under Education Code 33.027.

Education Code 33.025(d-e)

Meetings

The local SLAC shall meet at least two times each year and at other times as necessary to fulfill the SLAC's duties. For each meeting, the SLAC shall:

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;

2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

3. Make an audio or video recording of the meeting; and

4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 33.025

Challenge or Appeal of Library Material

A parent of or person standing in parental relation to a student enrolled in a district, a person employed by the district, or a person residing in the district may submit:

1. To the district a written challenge to any library material in the catalog of a school library in the district using a form adopted by TEA [see below at Challenge Form]; or

2. To the district's board an appeal of an action taken by the district in response to a written challenge received.

Education Code 33.027(a)(1)-(2)

Challenge Form

TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. *Education Code 33.027(e)*

Copy of Challenge to SLAC

Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. *Education Code 33.027(b)*

Library Material Review Committee

If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. *Education Code 33.027(c)*

Board Action on Written Challenge

The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.

The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.

Education Code 33.027(d)

In taking action on a written challenge or appeal, the board shall consider:

1. If applicable, the advice of the district's local SLAC; and

2. Whether the library material challenged or appealed is suitable for the subject and grade level for which the library material is intended, including by considering whether the library material adheres to the library standards approved under Education Code 33.021 and reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.

Education Code 33.027(f)

Access During Challenge

A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. *Education Code 33.027(g)*

Notice of Removed Material

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. *Education Code 33.027(h)*

Action Not Required

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. *Education Code 33.027(i)*

Liability

A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. *Education Code 35.004*

Joint Facilities

A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. *Education Code 33.022*

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

School Library Advisory Council

The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.

The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Collection Development Policy

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure the members of the SLAC, librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.

3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The SLAC shall recommend to the Board a list of library materials for procurement.

The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or

guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program.

The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff, SLAC, and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

In addition to copies of the completed form being provided to the members of the SLAC in accordance with law, copies shall also be provided to the Board, the Superintendent, the school librarian, and any other staff designated in administrative procedures.

SLAC Recommendation

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or

video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the SLAC's recommendation.

Appeal

An individual who submitted a challenge may appeal the decision of the SLAC to the Board in accordance with the challenge procedures.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Resolution Establishing a Local School Library Advisory Council

WHEREAS, Senate Bill 13 from the 89th Legislative Session relates to a District's library materials and catalog, the establishment of a local school library advisory council (SLAC), and parental rights regarding public school library catalogs and access by the parent's child to library materials;

WHEREAS, Education Code 33.025 allows a District to establish a SLAC to assist the District in ensuring that local community values are reflected in each school library catalog in the District;

WHEREAS, a District that establishes a SLAC must consider the recommendations of the SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge to the library material, or making changes to policies or guidelines related to a school library catalog;

WHEREAS, the SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the Board of Trustees whether library materials proposed for acquisition under the law are appropriate for each grade level of the District or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the District and local public libraries and community organizations;
4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received;
6. The action to be taken by the District in response to a challenge;

WHEREAS, any recommendation made by the SLAC must adhere to the library standards approved under Education Code 33.021;

WHEREAS, the SLAC must consist of at least five members, with each member appointed by the Board of Trustees, and with each Trustee appointing an equal number of members;

WHEREAS, a majority of the voting members of the SLAC must be persons who are parents of students enrolled in the District and who are not employed by the District;

WHEREAS, one of those members of the SLAC shall serve as chair of the council;

WHEREAS, the Board of Trustees may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

7. Classroom teachers employed by the District;
8. Librarians employed by the District;

9. School counselors certified under Subchapter B, Chapter 21, employed by the District;
10. School administrators employed by the District;
11. The business community;
12. The clergy;

WHEREAS, the SLAC shall meet at least two times each year and at other times as necessary to fulfill the council's duties;

WHEREAS, for each meeting, the SLAC shall:

13. Post at least 72 hours before the meeting:
14. Post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the District;
15. Ensure that the notice required is posted on the District's website, if the District has a website;
16. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;
17. Make an audio or video recording of the meeting;
18. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the District;

WHEREAS, as soon as practicable after receipt of the minutes and audio or video recording discussed above, the District shall post the minutes and audio or video recording on the District's website, if the District has a website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District establishes a local school library advisory council.

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *Where the Crawdads Sing***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *Where the Crawdads Sing* by Delia Owens, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *Where the Crawdads Sing* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *Where the Crawdads Sing* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *Where the Crawdads Sing* by Delia Owens, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA INDEPENDENT SCHOOL DISTRICT

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Library Materials Challenge Executive Report
May 18, 2026

Title: *Where the Crawdads Sing*
Author: Delia Owens
ISBN: 9780735219113

Report Contents

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Library Materials Challenge Form Additional Attachments

SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	February 19, 2026
Board Notification	February 23, 2026
Superintendent Notification	February 23, 2026
School Library Advisory Council Notification	February 23, 2026
Campus Administration Notification	February 23, 2026
SLAC Review Process Window	February 27 - April 23, 2026
School Library Advisory Council Meeting	April 9, 2026
School Library Advisory Council Meeting	April 23, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on February 23, 2026, the district received a Library Materials Challenge Form for *Where the Crawdads Sing* by Delia Owens (ISBN: 9780735219113). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized form. The review process was completed within the window of February 27, 2026 - April 23, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the April 9, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. Two non-voting members of the SLAC reported to have read the book, in its entirety.

One non-voting member cited supporting evidence of the book having "harmful content" and one non-voting member cited supporting evidence of the book having "obscene material", but then checked that "content does not meet definition". Zero non-voting members cited supporting evidence of "pervasively vulgar" content. Zero non-voting members cited supporting evidence of "educationally unsuitable" content, while one non-voting member cited supporting evidence of "profane content". Zero non-voting members cited supporting evidence of "indecent content".

One voting member provided supporting evidence that threshold definitions were met. Zero voting members provided supporting evidence of the book having "harmful material". One voting member cited supporting evidence of "obscene material". One voting member provided supporting evidence of "pervasively vulgar" content. One voting member provided supporting evidence that this book is "educationally unsuitable". One voting member cited supporting evidence meeting the threshold of "profane content", and one voting member included supporting evidence of "indecent content".

One voting member determined that this book meets one of the threshold definitions and should not be approved. Three voting members recommended that this title be approved for library collection, with two of the three citing it should be approved for the high school library only.

During the April 9, 2026 meeting, recommended action was made by Tim Garver to remove the book from the CISD library collection due to "indecent content" with a second by Chris Caldwell. The SLAC voted 2-2 to remove the book from the CISD library collection. Anna Shore made a motion to keep the book in the Celina High School library collection.The motion was seconded by Allison Chao. The SLAC voted 2-2 to keep the book in the Celina High School library collection. Tim Garver made a motion to table a decision, which was seconded by Anna Shore. The voting members voted 4-0 to table the decision on this title and revisit it during the April 23, SLAC meeting.

During the April 23, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. The recommended action was made by Anna Shore to continue to include the title as a part of the high school library collection. A second was made by Allison Chao. The SLAC voted 3-1 to continue to include the title as a part of the high school library collection.

The School Library Advisory Council submits its recommendation to continue to include the title as a part of the high school library collection to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *Where the Crawdads Sing*	**Author:** Delia Owens
ISBN: 9780735219113	**Last Check-Out:** April 2025
Current Library Level: Celina High School, 1 copy	**Recommended Library/Age Level:** Titlewave Suggests- Adult Common Sense Media- age 14 and up

Book Summary- Wordpress.com

Where the Crawdads Sing follows Kya Clark, a misunderstood "Marsh Girl" abandoned in the North Carolina wild, who thrives, publishes natural history books, and becomes entangled with two men. After her ex-lover Chase Andrews is found dead, she is accused of murder. The ending reveals she was acquitted but did, in fact, kill him, dying peacefully in the marsh before her husband, Tate, finds the hidden evidence.

Synopsis and Key Events

A Childhood of Abandonment: Growing up in the 1950s/60s, Kya's family abandons her one by one due to her father's abuse, leaving her to survive alone in the shack from a young age.

Marsh Education & Romance: Jumpin' (a local) and his wife Mabel provide minimal support, while Kya grows profoundly knowledgeable about the marsh. She finds love with Tate Walker, who teaches her to read, but he leaves for college. Later, she falls for popular Chase Andrews, who treats her poorly and is engaged to another woman.

The Murder Case: When Chase is found dead at the base of a fire tower, the town focuses on the shunned "Marsh Girl". Evidence is circumstantial (missing necklace, missing footprints), and she is arrested.

The Trial: Her lawyer, Tom Milton, mounts a strong defense, arguing the town has treated her unfairly. Kya is found not guilty by the jury.

The Ending:

Reunion and Life: After the trial, Kya reunites with Tate. They live together in the shack, marrying in their own way, and she lives a quiet life as a successful author studying the marsh.

The Reveal: Decades later, Kya dies of a heart attack in her beloved marsh at age 64.

The Final Evidence: While sorting through her things, Tate discovers that Kya truly did kill Chase to protect herself from his violent advances. He finds her secret journal entry explaining her action, along with the missing shell necklace she had taken from Chase's body. Tate destroys the necklace to protect her legacy.

Key Themes:

The story emphasizes survival and the harsh justice of nature, as noted on this YouTube video, with many viewing the killing of Chase as a necessary act of self-defense against a predator.

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Booklist, 07/01/18
Booklist starred, 03/15/19 *
Kirkus Reviews, 06/01/18
New York Times, 08/19/18
Publishers Weekly, 06/18/18

Book Review 1

Kirkus Reviews (June 1, 2018)
A wild child's isolated, dirt-poor upbringing in a Southern coastal wilderness fails to shield her from heartbreak or an accusation of murder."The Marsh Girl," "swamp trash"—Catherine "Kya" Clark is a figure of mystery and prejudice in the remote North Carolina coastal community of Barkley Cove in the 1950s and '60s. Abandoned by a mother no longer able to endure her drunken husband's beatings and then by her four siblings, Kya grows up in the careless, sometimes-savage company of her father, who eventually disappears, too. Alone, virtually or actually, from age 6, Kya learns both to be self-sufficient and to find solace and company in her fertile natural surroundings. Owens (Secrets of the Savanna, 2006, etc.), the accomplished co-author of several nonfiction books on wildlife, is at her best reflecting Kya's fascination with the birds, insects, dappled light, and shifting tides of the marshes. The girl's collections of shells and feathers, her communion with the gulls, her exploration of the wetlands are evoked in lyrical phrasing which only occasionally tips into excess. But as the child turns teenager and is befriended by local boy Tate Walker, who teaches her to read, the novel settles into a less magical, more predictable pattern. Interspersed with Kya's coming-of-age is the 1969 murder investigation arising from the discovery of a man's body in the marsh. The victim is Chase Andrews, "star quarterback and town hot shot," who was once Kya's lover. In the eyes of a pair of semicomic local police officers, Kya will eventually become the chief suspect and must stand trial. By now the novel's weaknesses have become apparent: the monochromatic characterization (good boy Tate, bad boy Chase) and implausibilities (Kya evolves into a polymath—a published writer, artist, and poet), yet the closing twist is perhaps its most memorable oddity. Despite some distractions, there's an irresistible charm to Owens' first foray into nature-infused romantic fiction.

Book Review 2

Booklist (July 2018 (Vol. 114, No. 21)
Owens' (Secrets of the Savanna, 2006) first novel is a leisurely, lyrical tale of a young woman growing up in isolation in the 1950s and 60s, in a marsh on the North Carolina coast. Kya is abandoned by her troubled mother when she is only six. Soon after, her four, much-older siblings leave, as does her alcoholic father a couple of years later. As Kya matures and teaches herself to be a naturalist, she is torn between two slightly older boys: kind, observant Tate and rascally, attractive Chase. Chase dies falling

from a fire tower in his twenties, and the investigation of his possible murder, which alternates with the story of Kya's coming-of-age, provides much of the novel's suspense. Because the characters are painted in broad, unambiguous strokes, this is not so much a naturalistic novel as a mythic one, with its appeal rising from Kya's deep connection to the place where she makes her home, and to all of its creatures.

CELINA
INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 2/19/26

Email: mwwagoner@yahoo.com **Phone:** 757-971-0190

Street Address: 5079 Still Meadow Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: Martin, Moore, CHS

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

Where the Crawdads Sing
Delia Owens
ISBN: 9780735219113
Sec 33.021; sexually explicit material; 43.21 patently offensive (attachment)

Part II: Submitting the Library Materials Challenge Form

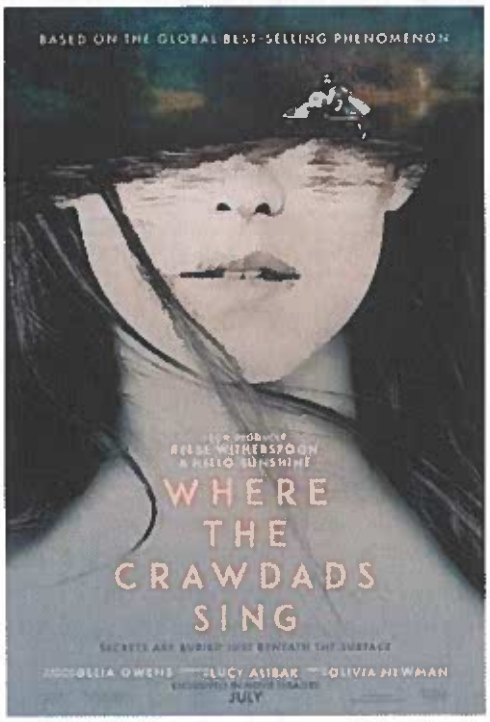
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

WHERE THE CRAWDADS SING



Adult

Book Summary:

The story of a young woman's life of loss and love is told.

Summary of Concerns:

This book contains sexual activities; sexual nudity; sexual assault; explicit violence including domestic violence and child abuse; profanity and derogatory terms; alcohol and drug use; and hate including racism.

By Delia Owens

ISBN: 9780735219113

CONTENT WARNING

You are about to access material that may contain content of an ADULT nature. These files may include pictures and materials that some viewers may find offensive. If you are under the age of 18, or if such material offends you or if it is illegal for you to view these materials, please exit now.

3/5 Minor Restricted
BookLooks Review Rating

Page	Content
	questioningly for signs to desist; not like now. He pulled away, the deep golden-brown layers of his eyes boring into hers. Slowly he unbuttoned her shirt and pulled it off, exposing her breasts. He took his time to examine them with his eyes and fingers, circling her nipples. Then he unzipped her shorts and pulled them down, until they dropped to the ground. Almost naked for the first time in front of him, she panted and moved her hands to cover herself. Gently he moved her hands away and took his time looking at her body. Her groin throbbed as if all her blood had surged there. He stepped out of his shorts and, still staring at her, pushed his erection against her. When she turned away in shyness, he lifted her chin and said, "Look at me. Look me in the eyes, Kya." "Tate, Tate." She reached out, trying to kiss him, but he held her back, forcing only her eyes to take him in. She didn't know raw nakedness could bring such want. He whispered his hands against her inner thighs, and instinctively she stepped each foot to the side slightly. His fingers moved between her legs and slowly massaged parts of her she never knew existed. She threw her head back and whimpered. Abruptly, he pushed away from her and stepped back. "God, Kya, I'm sorry. I'm sorry." "Tate, please, I want to." "Not like this, Kya." "Why not? Why not like this?" She reached for his shoulders and tried to pull him back to her. "Why not?" she said again. He picked up her clothes and dressed her. Not touching her where she wanted, where parts of her body still pounded.
136	"Damn it, Kya. Damn it to hell!"
161	When she looked at him, he lifted her chin with his hand and kissed her. He touched her neck lightly, then feathered his fingers over her blouse toward her breast. Kissing and holding her, more firmly now, he leaned back until they were lying on the blanket. Slowly he moved until he was on top of her, pushed his groin between her legs, and in one movement pulled up her blouse. She jerked her head away and squirmed out from under him, her blacker-than-night eyes blazing. Tugged her top down. "Easy, easy. It's okay." She lay there—hair strewn across the sand, face flushed, red mouth slightly parted—stunning. Carefully, he reached up to touch her face, but fast as a cat, she sprang away, and stood. Kya breathed hard. Last night, dancing alone on the lagoon shore, swaying about with the moon and mayflies, she'd imagined she was ready. Thought she knew all about mating from watching doves. No one had ever told her about sex, and her only experience with foreplay had been with Tate. But she knew the details from her biology books and had seen more creatures copulating—and it wasn't merely "rubbing their bottoms together" like Jodie had said—than most people ever would.
163	She hadn't seen Chase since their beach picnic ten days ago, but still felt the shape and firmness of his body pinning hers against the sand.
175	At one shack somebody yelled, "Sheriff!" and mostly naked bodies took off in all directions, charging through brambles. "Damn potheads," the sheriff said. "At least the moonshiners kept their clothes on."

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Page	Content
	I won't be out much in the next few days with Christmas comin' up and all. There's lots of events and stuff, and some relatives comin' in."
197	"You don't live in town. You don't know that Chase goes out with other women. Just the other night I watched him drive away after a party with a blonde in his pickup. He's not good enough for you."
202	After lovemaking, they cuddled in blankets around the stove.
212	It hadn't been a coincidence that Chase slyly mentioned marriage as bait, immediately bedded her, then dropped her for someone else. She knew from her studies that males go from one female to the next, so why had she fallen for this man? His fancy ski boat was the same as the pumped-up neck and outsized antlers of a buck deer in rut: appendages to ward off other males and attract one female after another.
229	He shoved Ma backward. "Ya out whoring, that's what. That how you git the money? Tell me now." He grabbed Ma by the arms and shook her so hard her face seemed to rattle around her eyes, which stayed very still and wide open. ..."Pa, please, stop!" Kya cried out, then sobbed. He lifted his hand and slapped Kya hard across the cheek. "Shut up, ya prissy-pot crybaby! Git that silly-looking dress and fancy shoes off ya. Them's whorin' clothes." She ducked down, holding her face, chasing after Ma's hand-painted eggs. "I'm talkin' to ya, woman! Whar ya gettin' yo' money?" He lifted the iron fire poker from the corner and moved toward Ma. Kya screamed as loud as she could and grabbed at Pa's arm as he slammed the poker across Ma's chest. Blood popped out on the flowery sundress like red polka dots. Then a big body moved down the hall and Kya looked up to see Jodie tackle Pa from behind, sending them both sprawling across the floor. Her brother got between Ma and Pa and hollered for Kya and Ma to run, and they did. But before she turned, Kya saw Pa raise the poker and whack Jodie across the face, his jaw twisting grossly, blood spewing. The scene played out in her mind now in a flash. Her brother crumbling onto the floor, lying among purple-pink eggs and chocolate bunnies. She and Ma running through palmettos, hiding in brush. Her dress bloody, Ma kept saying it was fine, the eggs wouldn't break, and they could still cook the chicken. Kya didn't understand why they stayed hidden there—she was sure her brother was dying, needed their help, but she was too afraid to move.
264	"Let go of me!" She twisted, tried to yank away, but he gripped her with both hands, hurting her arms. He put his mouth on hers and kissed her. She threw her arms up, knocking his hands away. She pulled her head back, hissing, "Don't you dare." "There's my lynx. Wilder than ever." Grabbing her shoulders, he clipped the back of her knees with one of his legs and pushed her to the ground. Her head bounced hard on the dirt. "I know ya want me," he said, leering. "No, stop!" she screamed. Kneeling, he jammed his knee in her stomach, knocking the breath from her, as he unzipped his jeans and pulled them down. She reared up, pushing him with both hands. Suddenly he slugged her face with his right fist. A sick popping sound rang out inside her head. Her neck snapped back, and her body was thrown backward onto the ground. Just like Pa hitting Ma. Her mind blanked for seconds against a pounding pain; then she twisted and turned, trying to squirm out from under him, but he was too strong. Holding both her arms over her head with one hand, he unzipped her shorts and ripped down her panties as she kicked at him. She screamed, but there was no one to hear. Kicking at the ground, she struggled to free herself, but he

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Profanity/Derogatory Term	Count
Ass	1
Bitch	3
Fuck	3
Nigger	6
Shit	11
Tit	1

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Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Where Crawdads sing

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Book talks about guy putting hands between legs of girl

[redacted]

Determination:
☒ Content meets definition
☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence: words used in this book over and over should NOT be in our schools

Bitch
Nigger
Fuck
Shit

Determination:
☒ Content meets definition
☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

This book offer NO Educational value

Rape sexp abuse

Determination:

☒ Content meets definition

☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Ass

Bitch

Fuck

tits

Nigga

Shit

Determination:

☒ Content meets definition

☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Man slipping hands between legs of girl Name Cases of Sex
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☒ Educationaly Unsuitable	☒ Obscene Material ☒ Profane Content	☒ Pervasively Vulgar ☒ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 (2) 3 4	
2. Provides a wide range of background information	1 (2) 3 4	
3. Includes accurate, authentic factual content from authoritative	1 (2) 3 4	
4. Has high potential user appeal and interest	(1) 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	(1) 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 (2) 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	(1) 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	(1) 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	(1) 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 (2) 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

(X) Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Where the Crawdads Sing

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☑ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☑ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 (4)	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☑ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Where The Crawdads Sing

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	The book tells the viewpo of several characters.
2. Provides a wide range of background information	1 2 3 (4)	city vs. swamp living
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 (3) 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 (4)	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 (3) 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 (3) 4	

PART II — Recommendation

Recommendation:

☒ Approve for library collection - for CHS library

☒ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Talkington

Book Title: Where the Crawdads Sing

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☑ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Contains sexual content + descriptions - but not offensive

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	Character viewpoints
2. Provides a wide range of background information	1 2 3 (4)	Character backgrounds - math
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 (3) 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 (3) 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 (3) 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 (3) 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

☒ Approve with age/location restrictions CHS only

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

2025

Member Name: Tracey Balsamo

Book Title: Where The Crawdads Sing

Member Type:	☐ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 (4)	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☑ Approve for library collection good

☑ Approve with age/location restrictions High School

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Jarratt Calvert

Book Title: Where the Crawdads Sing

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☒ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Determination:
☐ Content meets definition
☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Gabe Carter

Book Title: Where the Crawdads Sing

Member Type:	☐ Voting Member ☑ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☑ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
very descriptively depicts rape, abuse, and illicit sexual acts,

Determination:
☐ Content meets definition
☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
☐ Content meets definition
☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: Out of date language that is not appropriate today
Determination: ☑ Content meets definition ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: ~~Mrs.~~ Ken Pasqua

Book Title: Where the Crawdads Sing

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: "He pushed his erection against her." I wouldn't feel comfortable recommending this to any child Pg. 136
Determination: ☐ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: LuAnn Stovall

Book Title: Where the Crawdads Sing

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

There is sexual content present, but it is limited & not graphic or explicit. The purpose for including is character & plot development ~ not written to arouse.

Determination:

☐ Content meets definition

☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Where the Crawdads Sing

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☒ Librarian ☐ Parent ☐ Other

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

The content is not harmful or gratutous but descriptive of the isolation and vulnerability of Kya. The sexual encounters aren't there for romance. These instances, including the rape, are there to highlight her extreme lonliness and her desperate search for human connection. These scenes describe the preditory nature of society that abandoned her. The removal of these scenes would be to sanitize the reality of her struggle and diminish the strength she displays in overcoming systemic and personal trama. The book does not encourage or glorify harmful behavior but chronicles it. It contains some hard to read scenes but they shape Kya and make her survival more beautiful. The theme in many classics - the ugly parts of life are used to protray beautiful things like survival, resilience and personal growth.

Determination:

☐ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
This book is not obscene when "taken as whole" as said above. The sexual violence in the book is included to evoke revulsion, empathy, and sorrow. NOT sexual arousal. It is meant to be uncomfortable because trauma is uncomfortable. Obscenity requires a lack of serious literary value. To label ~~the~~ Kya's trauma as obscene is to silence the reality of many survivors' experiences.

Determination:
☐ Content meets definition
☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
I do not believe the book is pervasively vulgar. If a scene exists solely to shock, it is gratuitous. If it exists to explain a characters trauma or setting, it is realistic. To find these instances as vulgar would be to misread the authors intent. This book uses grit and raw human interaction to illustrate the obsticals in Kya's path. The book doesn't persuade the readee to be vulgar, instead it persuades the reader to see the humanity in those who have been treated vulgarly by society.

Determination:
☐ Content meets definition
☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
This novel has significant merit as a tool for interdisciplinary learning. The text offers profound insights into environmental science, historical sociology, and the legal system of the mid-20th century. The book also serves an essential social-emotional purpose. It challenges readers to develop empathy for those living on the fringes of society. Education should engage students with the complexities of the human condition in a way that fosters maturity + critical analysis.

Determination:
□ Content meets definition
X Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
The language used acurately depicts the time period. The book contains some hard language and the use of the "N" word but this language is not encouraged or glorified. The book is not racist. It simply depicts racism by using period accurate language to expose the ugliness and bigotry and narrow mindedness of the town people. Exposure is not endorsement. We can't sanitize history. Instead it allows a space for conversations.

Determination:
□ Content meets definition
X Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
The book does not celebrate or promote indecency. The author provides a true account of the trauma inherent to Kya's isolation. To censer the "indecent" obsticals Kya faces such as sexual assault and social degradation is to erase the very challenges that define hee strength. The book does not celebrate indecency, it honors the survival of the human spirit in the face of it.

Determination:
☐ Content meets definition
☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 (4)	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☒ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Standards

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. *13 TAC 4.1*

A district shall consider the standards in developing, implementing, or expanding library services. *Education Code 33.021(b)*

Collection Development

A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. *Education Code 33.021(c)*

Library Material Definitions

"Harmful material" means material whose dominant theme taken as a whole:

Harmful Material

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Education Code 33.020(1); Penal Code 43.24(a)

Indecent Content

"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. *Education Code 33.020(2)*

Library Material

"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. *Education Code 33.020(3)*

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
   a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
   b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and

3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(a)(1); Miller v. California, 413 U.S. 15 (1973)

Patently Offensive

"Patently offensive" means so offensive on its face as to affront current community standards of decency. *Penal Code 43.21(a)(4)*

Profane Content

"Profane content" means content that includes grossly offensive language that is considered a public nuisance. *Education Code 33.020(4)*

Library Collection Development Standards

A district must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials.

A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code 28.002 [see EHAA], while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

13 TAC 4.2(a)-(b)

Responsibility

A district is responsible for ensuring its school libraries implement and adhere to these collection development standards. *13 TAC 4.2(j)*

A district should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development stan-

dards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*

Procedures

A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*

A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*

Policy Requirements

A school library collection development policy must:

1. Describe the purpose and collection development goals;
2. Designate the responsibility for collection development;
3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;

c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

e. Ensure schools provide library catalog transparency, including, but not limited to:

(1) Online catalogs that are publicly available; and

(2) Information about titles and how and where material can be accessed;

f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(1) Access to district/campus policies relating to school libraries;

(2) Consistent access to library resources; and

(3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

13 TAC 4.2(c); Education Code 33.021(d)(2)

Findings of Fact

"Educationally unsuitable" is a finding of fact based on many factors. Given the number of possible factors, a finding of fact must include reasoning for a library material being unsuitable or suitable.

The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

"Pervasively vulgar" requires a finding of fact that vulgarity is present and referenced throughout a library material. Since "pervasive" means existing in or spreading through every part, a determination that a library material is "pervasively vulgar" requires a review of the whole book. The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

Evaluation of Materials

Evaluation of materials as referenced in this provision includes a consideration of the factors described at 13 Administrative Code 4.2(b), consideration of local priorities and district standards, and at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the district's educators and library staff and/or consultation with library staff of similarly situated districts and their collections and collection development policies;
3. An extensive review of the text of item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

13 TAC 4.2(d)

Acquisition of Library Materials

Policy Requirements

The board of a district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:

1. Approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council (SLAC) if the district established a SLAC;

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;

3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and

4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

These provisions do not apply to library materials that have been donated to or that are to be procured by a school library that:

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;

2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or

3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

Board Review and Meeting

Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list.

The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

Education Code 33.026(b-c)

A district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended. *Education Code 33.026(e)*

School Library Advisory Council Recommendation

If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. *Education Code 33.026(d)*

Policy Review

A district's collection development policy should be reviewed at least every three years and updated as necessary. *13 TAC 4.2(h)*

Instruction in TEKS

Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. *Education Code 33.0205*

Parental Access

A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.

A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.

Education Code 33.023

[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]

Record of Student Library Use

A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] *Education Code 33.024*

School Library Advisory Council

Permissive Establishment

The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. *Education Code 33.025(a)*

Mandatory Establishment

The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established. *Education Code 33.025(b)*

A district that establishes a local SLAC must consider the recommendations of the local SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge under Education Code 33.027, or making changes to policies or guidelines related to a school library catalog. *Education Code 33.025(c)*

Composition

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

1. Classroom teachers employed by the district;
2. Librarians employed by the district;
3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;
4. School administrators employed by the district;
5. The business community; and
6. The clergy.

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the board whether library materials proposed for acquisition under Education Code 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;

5. The policies and procedures for processing challenges received under Education Code 33.027; and

6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

Any recommendation made by the local SLAC must adhere to the library standards approved under Education Code 33.027.

Education Code 33.025(d-e)

Meetings

The local SLAC shall meet at least two times each year and at other times as necessary to fulfill the SLAC's duties. For each meeting, the SLAC shall:

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;

2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

3. Make an audio or video recording of the meeting; and

4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 33.025

Challenge or Appeal of Library Material

A parent of or person standing in parental relation to a student enrolled in a district, a person employed by the district, or a person residing in the district may submit:

1. To the district a written challenge to any library material in the catalog of a school library in the district using a form adopted by TEA [see below at Challenge Form]; or

2. To the district's board an appeal of an action taken by the district in response to a written challenge received.

Education Code 33.027(a)(1)-(2)

Challenge Form

TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. *Education Code 33.027(e)*

Copy of Challenge to SLAC

Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. *Education Code 33.027(b)*

Library Material Review Committee

If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. *Education Code 33.027(c)*

Board Action on Written Challenge

The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.

The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.

Education Code 33.027(d)

In taking action on a written challenge or appeal, the board shall consider:

1. If applicable, the advice of the district's local SLAC; and

2. Whether the library material challenged or appealed is suitable for the subject and grade level for which the library material is intended, including by considering whether the library material adheres to the library standards approved under Education Code 33.021 and reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.

Education Code 33.027(f)

Access During Challenge

A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. *Education Code 33.027(g)*

Notice of Removed Material

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. *Education Code 33.027(h)*

Action Not Required

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. *Education Code 33.027(i)*

Liability

A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. *Education Code 35.004*

Joint Facilities

A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. *Education Code 33.022*

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

School Library Advisory Council

The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.

The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Collection Development Policy

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure the members of the SLAC, librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.

3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The SLAC shall recommend to the Board a list of library materials for procurement.

The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or

guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program.

The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff, SLAC, and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

In addition to copies of the completed form being provided to the members of the SLAC in accordance with law, copies shall also be provided to the Board, the Superintendent, the school librarian, and any other staff designated in administrative procedures.

SLAC Recommendation

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or

video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the SLAC's recommendation.

Appeal

An individual who submitted a challenge may appeal the decision of the SLAC to the Board in accordance with the challenge procedures.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Resolution Establishing a Local School Library Advisory Council

WHEREAS, Senate Bill 13 from the 89th Legislative Session relates to a District's library materials and catalog, the establishment of a local school library advisory council (SLAC), and parental rights regarding public school library catalogs and access by the parent's child to library materials;

WHEREAS, Education Code 33.025 allows a District to establish a SLAC to assist the District in ensuring that local community values are reflected in each school library catalog in the District;

WHEREAS, a District that establishes a SLAC must consider the recommendations of the SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge to the library material, or making changes to policies or guidelines related to a school library catalog;

WHEREAS, the SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the Board of Trustees whether library materials proposed for acquisition under the law are appropriate for each grade level of the District or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the District and local public libraries and community organizations;
4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received;
6. The action to be taken by the District in response to a challenge;

WHEREAS, any recommendation made by the SLAC must adhere to the library standards approved under Education Code 33.021;

WHEREAS, the SLAC must consist of at least five members, with each member appointed by the Board of Trustees, and with each Trustee appointing an equal number of members;

WHEREAS, a majority of the voting members of the SLAC must be persons who are parents of students enrolled in the District and who are not employed by the District;

WHEREAS, one of those members of the SLAC shall serve as chair of the council;

WHEREAS, the Board of Trustees may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

7. Classroom teachers employed by the District;
8. Librarians employed by the District;

9. School counselors certified under Subchapter B, Chapter 21, employed by the District;

10. School administrators employed by the District;

11. The business community;

12. The clergy;

WHEREAS, the SLAC shall meet at least two times each year and at other times as necessary to fulfill the council's duties;

WHEREAS, for each meeting, the SLAC shall:

13. Post at least 72 hours before the meeting:

14. Post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the District;

15. Ensure that the notice required is posted on the District's website, if the District has a website;

16. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

17. Make an audio or video recording of the meeting;

18. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the District;

WHEREAS, as soon as practicable after receipt of the minutes and audio or video recording discussed above, the District shall post the minutes and audio or video recording on the District's website, if the District has a website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District establishes a local school library advisory council.

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *Beloved***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *Beloved* by Toni Morrison, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *Beloved* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *Beloved* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *Beloved* by Toni Morrison, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA INDEPENDENT SCHOOL DISTRICT

COMMUNITY • EXCELLENCE • INNOVATION • LEADERSHIP • STEWARDSHIP

Library Materials Challenge Executive Report
May 18, 2026

Title: *Beloved*
Author: Toni Morrison
ISBN: 0812472136

Report Contents

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Library Materials Challenge Form Additional Attachments

SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	March 2, 2026
Board Notification	March 3, 2026
Superintendent Notification	March 3, 2026
School Library Advisory Council Notification	March 3, 2026
Campus Administration Notification	March 3, 2026
SLAC Review Process Window	March 3 - April 23, 2026
School Library Advisory Council Meeting	April 23, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *Beloved* by Toni Morrison (ISBN: 0812472136). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - April 23, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the April 23, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. Zero non-voting members of the SLAC reported to have read the book, in its entirety, with one non-voting member stating "I have read most of the book".

Three non-voting members cited supporting evidence of the book having "harmful content" and three non-voting members cited supporting evidence of the book having "obscene material". One non-voting member cited supporting evidence of "pervasively vulgar" content. One non-voting member cited supporting evidence of "educationally unsuitable" content, while zero non-voting members cited supporting evidence of "profane content". Zero non-voting members cited supporting evidence of "indecent content".

Four voting members provided supporting evidence that threshold definitions were met. One voting member provided supporting evidence of the book having "harmful material". Four voting members cited supporting evidence of "obscene material". Zero voting members provided supporting evidence of "pervasively vulgar" content. Zero voting members provided supporting evidence that this book is "educationally unsuitable". Two voting members cited supporting evidence meeting the threshold of "profane content", and three voting members included supporting evidence of "indecent content".

The recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "indecent content" with a second by Anna Shore. The SLAC voted 4-0 to remove the book from the CISD library collection.

The School Library Advisory Council submits its recommendation to remove the book from the CISD library collection due to "indecent content" to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *Beloved*	**Author:** Toni Morrison
ISBN: 0812472136	**Last Check-Out:** 2010
Current Library Level: Celina High School, 1 copy	**Recommended Library/Age Level:** Titlewave: Professional (new classification) meaning has educational value but has adult material or content School Library Journal: Grades 10+

Book Summary- Wordpress.com, SparkNotes+7 & Audible

Beloved follows Sethe, a formerly enslaved woman in 1870s Ohio haunted by the ghost of the infant daughter she killed to save from slavery. A mysterious woman, Beloved, arrives who is believed to be the reincarnation of that daughter. Beloved consumes Sethe's life.

Key Plot Details:

The Act: Sethe escapes from Sweet Home plantation to Ohio, but when slave catchers find her, she attempts to kill her children to spare them slavery, killing only her eldest daughter. Sethe lives with her surviving daughter, Denver, in a house haunted by the baby's spirit until Paul D, another formerly enslaved person, arrives and seemingly drives the spirit away.

Beloved's Arrival: A young woman calling herself Beloved appears, bringing with her the manifested trauma of slavery. She becomes physically demanding, sucking the life out of Sethe.

The Climax/Ending: Consumed by guilt and obsession, Sethe neglects her own survival to satisfy Beloved. Denver breaks her isolation to seek help from the community. A group of Black women gather at 124, singing and praying to exorcise Beloved. As a white abolitionist, Mr. Bodwin, approaches, Sethe mistakes him for the "schoolteacher" slaveholder who haunted her past and charges him with an ice pick. The women restrain her, and in the chaos, Beloved vanishes forever.

Resolution: Sethe collapses, initially losing her mind with grief. Paul D returns to her, encouraging her to care for herself, proclaiming, "You your best thing, Sethe. You are". Denver becomes independent and re-integrates into the community. The community works to forget the trauma of Beloved, and the novel ends with a tenuous, yet promising, future for Sethe and Paul D.

The novel explores the lasting, traumatic effects of slavery and the necessity of confronting the past to move forward.

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Pulitzer Prize for Fiction 1988
Awards

American Book Award 1988
Anisfield-Wolf Book Award for Fiction 1988
Robert F. Kennedy Memorial Book Award
Melcher Book Award
Lyndhurst Foundation Award
Elmer Holmes Bobst Award.
Reviews
Beloved by Toni Morrison is a critically acclaimed novel extensively reviewed by major professional review publications and major media outlets upon its 1987 release, boasting over 471,000 community reviews on platforms like Goodreads. Key professional reviewers include Kirkus Reviews, School Library Journal, Horn Book, Publishers Weekly, The New York Times Book Review, and Booklist

Book Review 1

Kirkus Reviews (Sept. 16, 1987)
Morrison's truly majestic fifth novel—strong and intricate in craft; devastating in impact.
Set in post-Civil War Ohio, this is the story of how former slaves, psychically crippled by years of outrage to their bodies and their humanity, attempt to "beat back the past," while the ghosts and wounds of that past ravage the present. The Ohio house where Sethe and her second daughter, 10-year-old Denver, live in 1873 is "spiteful. Full of a [dead] baby's venom." Sethe's mother-in-law, a good woman who preached freedom to slave minds, has died grieving. It was she who nursed Sethe, the runaway—near death with a newborn—and gave her a brief spell of contentment when Sethe was reunited with her two boys and first baby daughter. But the boys have by now run off, scared, and the murdered first daughter "has palsied the house" with rage. Then to the possessed house comes Paul D., one of the "Pauls" who, along with Sethe, had been a slave on the "Sweet Home" plantation under two owners—one "enlightened," one vicious. (But was there much difference between them?) Sethe will honor Paul D.'s humiliated manhood; Paul D. will banish Sethe's ghost, and hear her stories from the past. But the one story she does not tell him will later drive him away—as it drove away her boys, and as it drove away the neighbors. Before he leaves, Paul D. will be baffled and anxious about Sethe's devotion to the strange, scattered and beautiful lost girl, "Beloved." Then, isolated and alone together for years, the three women will cling to one another as mother, daughter, and sister—found at last and redeemed. Finally, the ex-slave community, rebuilding on ashes, will intervene, and Beloved's tortured vision of a mother's love—refracted through a short nightmare life—will end with her death.
Morrison traces the shifting shapes of suffering and mythic accommodations, through the shell of psychosis to the core of a victim's dark violence, with a lyrical insistence and a clear sense of the time when a beleaguered peoples' "only grace...was the grace they could imagine."

Book Review 2

School Library Journal (Sep 13, 2024)
Gr 10 Up–Past sins find a way of making themselves known in the present. Formerly enslaved Sethe resides with her daughter Denver. Their lives take a turn when Paul D arrives, and a mysterious girl who calls herself Beloved comes into their home. As the narrative progresses, it is revealed that Beloved embodies the spirit of Sethe's murdered daughter. Morrison's iconic novel is a journey, one that is not always pretty, through the decisions that Sethe made to keep her children from slavery. It cuts right to the heart of what life after the Civil War was like for those who were now supposedly free. Like all of Morrison's works, this classic demonstrates the power that lies behind our voices and pens and the art of storytelling. The work amplifies the topics of trauma, love, and literacy. VERDICT Scenes of rape and violence make this a difficult read, but it is a must particularly for those who are studying the physiological and historical effects of the Civil War.

CELINA INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 3/2/2024

Email: Mwwagoner2@yahoo.com **Phone:** 757 971 0181

Street Address: 5079 Still Meadows Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: CHS, Moore Middle School

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

Beloved by Toni Morrison

See 33.021 Sexually explicit mat ; 43.21 patently offensive
(Attachment)

Part II: Submitting the Library Materials Challenge Form

For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

Supporting Review Material

Title: *Beloved*	**Author:** Toni Morrison
ISBN: 0812472136	**Last Check-Out:** 2010
Current Library Level: Celina High School, 1 copy	**Recommended Library/Age Level:** Titlewave: Professional (new classification) meaning has educational value but has adult material or content School Library Journal: Grades 10+

Book Summary- Wordpress.com, SparkNotes+7 & Audible

Beloved follows Sethe, a formerly enslaved woman in 1870s Ohio haunted by the ghost of the infant daughter she killed to save from slavery. A mysterious woman, Beloved, arrives who is believed to be the reincarnation of that daughter. Beloved consumes Sethe's life.

Key Plot Details:

The Act: Sethe escapes from Sweet Home plantation to Ohio, but when slave catchers find her, she attempts to kill her children to spare them slavery, killing only her eldest daughter. Sethe lives with her surviving daughter, Denver, in a house haunted by the baby's spirit until Paul D, another formerly enslaved person, arrives and seemingly drives the spirit away.

Beloved's Arrival: A young woman calling herself Beloved appears, bringing with her the manifested trauma of slavery. She becomes physically demanding, sucking the life out of Sethe.

The Climax/Ending: Consumed by guilt and obsession, Sethe neglects her own survival to satisfy Beloved. Denver breaks her isolation to seek help from the community. A group of Black women gather at 124, singing and praying to exorcise Beloved. As a white abolitionist, Mr. Bodwin, approaches, Sethe mistakes him for the "schoolteacher" slaveholder who haunted her past and charges him with an ice pick. The women restrain her, and in the chaos, Beloved vanishes forever.

Resolution: Sethe collapses, initially losing her mind with grief. Paul D returns to her, encouraging her to care for herself, proclaiming, "You your best thing, Sethe. You are". Denver becomes independent and re-integrates into the community. The community works to forget the trauma of Beloved, and the novel ends with a tenuous, yet promising, future for Sethe and Paul D.

The novel explores the lasting, traumatic effects of slavery and the necessity of confronting the past to move forward.

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Pulitzer Prize for Fiction 1988

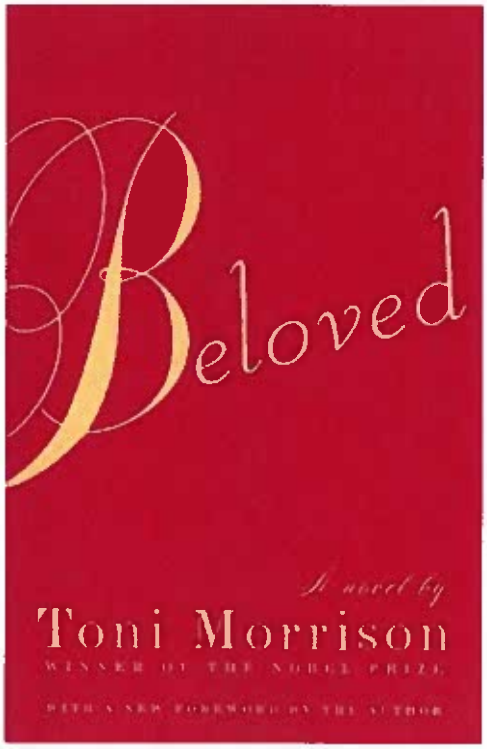
Awards
American Book Award 1988
Anisfield-Wolf Book Award for Fiction 1988
Robert F. Kennedy Memorial Book Award
Melcher Book Award
Lyndhurst Foundation Award
Elmer Holmes Bobst Award.
Reviews
Beloved by Toni Morrison is a critically acclaimed novel extensively reviewed by major professional review publications and major media outlets upon its 1987 release, boasting over 471,000 community reviews on platforms like Goodreads. Key professional reviewers include Kirkus Reviews, School Library Journal, Horn Book, Publishers Weekly, The New York Times Book Review, and Booklist

Book Review 1

Kirkus Reviews (Sept. 16, 1987)
Morrison's truly majestic fifth novel—strong and intricate in craft; devastating in impact.
Set in post-Civil War Ohio, this is the story of how former slaves, psychically crippled by years of outrage to their bodies and their humanity, attempt to "beat back the past," while the ghosts and wounds of that past ravage the present. The Ohio house where Sethe and her second daughter, 10-year-old Denver, live in 1873 is "spiteful. Full of a [dead] baby's venom." Sethe's mother-in-law, a good woman who preached freedom to slave minds, has died grieving. It was she who nursed Sethe, the runaway—near death with a newborn—and gave her a brief spell of contentment when Sethe was reunited with her two boys and first baby daughter. But the boys have by now run off, scared, and the murdered first daughter "has palsied the house" with rage. Then to the possessed house comes Paul D., one of the "Pauls" who, along with Sethe, had been a slave on the "Sweet Home" plantation under two owners—one "enlightened," one vicious. (But was there much difference between them?) Sethe will honor Paul D.'s humiliated manhood; Paul D. will banish Sethe's ghost, and hear her stories from the past. But the one story she does not tell him will later drive him away—as it drove away her boys, and as it drove away the neighbors. Before he leaves, Paul D. will be baffled and anxious about Sethe's devotion to the strange, scattered and beautiful lost girl, "Beloved." Then, isolated and alone together for years, the three women will cling to one another as mother, daughter, and sister—found at last and redeemed. Finally, the ex-slave community, rebuilding on ashes, will intervene, and Beloved's tortured vision of a mother's love—refracted through a short nightmare life—will end with her death.
Morrison traces the shifting shapes of suffering and mythic accommodations, through the shell of psychosis to the core of a victim's dark violence, with a lyrical insistence and a clear sense of the time when a beleaguered peoples' "only grace...was the grace they could imagine."

Book Review 2
School Library Journal (Sep 13, 2024) Gr 10 Up–Past sins find a way of making themselves known in the present. Formerly enslaved Sethe resides with her daughter Denver. Their lives take a turn when Paul D arrives, and a mysterious girl who calls herself Beloved comes into their home. As the narrative progresses, it is revealed that Beloved embodies the spirit of Sethe's murdered daughter. Morrison's iconic novel is a journey, one that is not always pretty, through the decisions that Sethe made to keep her children from slavery. It cuts right to the heart of what life after the Civil War was like for those who were now supposedly free. Like all of Morrison's works, this classic demonstrates the power that lies behind our voices and pens and the art of storytelling. The work amplifies the topics of trauma, love, and literacy. VERDICT Scenes of rape and violence make this a difficult read, but it is a must particularly for those who are studying the physiological and historical effects of the Civil War.

BELOVED



Young Adult

Book Summary:

A former slave woman recalls her life in slavery.

Summary of concerns:

This book contains sexual activities; beastiality commentary; violence; racial commentary; profanity; and derogatory terms.

By Toni Morrison

ISBN: 0-8124-7213-6

CONTENT WARNING

You are about to access material that may contain content of an ADULT nature. These files may include pictures and materials that some viewers may find offensive. If you are under the age of 18, or if such material offends you or if it is illegal for you to view these materials, please exit now.

3/5 Minor Restricted
BookLooks Review Rating

Page	Content
xvi	In the eighties, the debate was still roiling: equal pay, equal treatment, access to professions, schools... and choice without stigma. To marry or not. To have children or not. Inevitably these thoughts led me to the different history of black women in this country—a history in which marriage was discouraged, impossible, or illegal; in which birthing children was required, but "having" them, being responsible for them—being, in other words, their parent—was as out of the question as freedom.
xvii	Assertions of parenthood under conditions peculiar to the logic of institutional enslavement were criminal. ...A newspaper clipping in The Black Book summarized the story of Margaret Garner, a young mother who, having escaped slavery, was arrested for killing one of her children (and trying to kill the others) rather than let them be returned to the owner's plantation.
7	Boys hanging from the most beautiful sycamores in the world. It shamed her—remembering the wonderful soughing trees rather than the boys.
11	If a Negro got legs he ought to use them. Sit down too long, somebody will figure out a way to tie them up. ...The five Sweet Home men looked at the new girl and decided to let her be. They were young and so sick with the absence of women they had taken to calves.
12	It took her a year to choose—a long, tough year of thrashing on pallets eaten up with dreams of her. A year of yearning, when rape seemed the solitary gift of life. ..."Beg to differ, Garner. Ain't no nigger men."
13	And so they were: Paul D Garner, Paul F Garner, Paul A Garner, Halle Suggs and Sixo, the wild man. All in their twenties, minus women, fucking cows, dreaming of rape, thrashing on pallets, rubbing their thighs and waiting for the new girl—the one who took Baby Suggs' place after Halle bought her with five years of Sundays.
19	I told that to the women in the wagon. Told them to put sugar water in cloth to suck from so when I got there in a few days she wouldn't have forgot me. The milk would be there and I would be there with it." "Men don't know nothing much," said Paul D, tucking his pouch back into his vest pocket, "but they do know a suckling can't be away from its mother for long." "Then they know what it's like to send your children off when your breasts are full." ..."After I left you, those boys came in there and took my milk. That's what they came in there for. Held me down and took it. I told Mrs. Garner on em. She had that lump and couldn't speak but her eyes rolled out tears. Them boys found out I told on em. Schoolteacher made one open my back and when it closed it made a tree. It grows there still." ..."They used cowhide on you?" ..."And they took my milk." ..."They beat you and you was pregnant?" ..."And they took my milk!"
20	As she raised up from the heat she felt Paul D behind her and his hands under her breasts.

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Page	Content
	...Behind her, bending down, his body an arc of kindness, he held her breasts in the palms of his hands.
24	Overwhelmed as much by the down-right luck of finding her house and her in it as by the certainty of giving her his sex, Paul D dropped twenty-five years from his recent memory. A stair step before him was Baby Suggs' replacement, the new girl they dreamed of at night and fucked cows for at dawn while waiting for her to choose. ...It was over before they could get their clothes off. Half-dressed and short of breath, they lay side by side resentful of one another and the skylight above them.
25	Sethe lay on her back, her head turned from him. Out of the corner of his eye, Paul D saw the float of her breasts and disliked it, the spread-away, flat roundness of them that he could definitely live without, never mind that downstairs he had held them as though they were the most expensive part of himself.
30	Nothing could be as good as the sex with her Paul D had been imagining off and on for twenty-five years.
31	And there on top of a mattress on top of the dirt floor of the cabin they coupled for the third time, the first two having been in the tiny cornfield Mr. Garner kept because it was a crop animals could use as well as humans. Both Halle and Sethe were under the impression that they were hidden. Scrunched down among the stalks they couldn't see anything, including the corn tops waving over their heads and visible to everyone else. Sethe smiled at her and Halle's stupidity. Even the crows knew and came to look. Uncrossing her ankles, she managed not to laugh aloud. The jump, thought Paul D, from a calf to a girl wasn't all that mighty. Not the leap Halle believed it would be. And taking her in the corn rather than her quarters, a yard away from the cabins of the others who had lost out, was a gesture of tenderness.
49	After Alfred he had shut down a generous portion of his head, operating on the part that helped him walk, eat, sleep, sing. If he could do those things—with a little work and a little sex thrown in—he asked for no more, for more required him to dwell on Halle's face and Sixo laughing.
58	Two pennies and an insult were well spent if it meant seeing the spectacle of whitefolks making a spectacle of themselves. ...When Wild African Savage shook his bars and said wa wa, Paul D told everybody he knew him back in Roanoke.
73	"What happened to her?" "Hung. By the time they cut her down nobody could tell whether she had a circle and a cross or not, least of all me and I did look."
81	"The day I came in here. You said they stole your milk. I never knew what it was that messed him up. That was it, I guess. All I knew was that something broke him. Not a one of them years of Saturdays, Sundays and nighttime extra never touched him. But whatever he saw go on in that barn that day broke him like a twig." "He saw?" Sethe was gripping her elbows as though to keep them from flying

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Page	Content
	away. "He saw. Must have." "He saw them boys do that to me and let them keep on breathing air? He saw? He saw? He saw?"
83	I am full God damn it of two boys with mossy teeth, one sucking on my breast the other holding me down, their book-reading teacher watching and writing it up. I am still full of that, God damn it, I can't go back and add more. Add my husband to it, watching, above me in the loft—hiding close by—the one place he thought no one would look for him, looking down on what I couldn't look at at all. And not stopping them—looking and letting it happen. But my greedy brain says, Oh thanks, I'd love more—so I add more.
90	She said there ain't nothing to go by with whitepeople. You don't know how they'll jump. Say one thing, do another. But if you looked at the mouth sometimes you could tell by that.
128	Only when she was dead would they be safe. The successful ones—the ones who had been there enough years to have maimed, mutilated, maybe even buried her—kept watch over the others who were still in her cock-teasing hug, caring and looking forward, remembering and looking back. They were the ones whose eyes said, "Help me, 's bad" or "Look out," meaning this might be the day I bay or eat my own mess or run, and it was this last that had to be guarded against, for if one pitched and ran—all, all forty-six, would be yanked by the chain that bound them and no telling who or how many would be killed. A man could risk his own life, but not his brother's. So the eyes said, "Steady now," and "Hang by me."
137	"I want you to touch me on the inside part and call me my name." Paul D never worried about his little tobacco tin anymore. It was rusted shut. So, while she hoisted her skirts and turned her head over her shoulder the way the turtles had, he just looked at the lard can, silvery in the moonlight, and spoke quietly. "When good people take you in and treat you good, you ought to try to be good back. You don't...Sethe loves you. Much as her own daughter. You know that." Beloved dropped her skirts as he spoke and looked at him with empty eyes. She took a step he could not hear and stood close behind him. "She don't love me like I love her. I don't love nobody but her." "Then what you come in here for?" "I want you to touch me on the inside part and call me my name." "Go on back in that house and get to bed." "You have to touch me. On the inside part. And you have to call me my name." As long as his eyes were locked on the silver of the lard can he was safe. If he trembled like Lot's wife and felt some womanish need to see the nature of the sin behind him; feel a sympathy, perhaps, for the cursing curse, or want to hold it in his arms out of respect for the connection between them, he too would be lost. "Call me my name." "No." "Please call it. I'll go if you call it." "Beloved."" He said it, but she did not go. She moved closer with a footfall he didn't hear and he didn't hear the whisper that the flakes of rust made either as

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Page	Content
	they fell away from the seams of his tobacco tin. So when the lid gave he didn't know it. What he know was that when he reached the inside part he was saying, "" Red heart. Red heart,"" over and over again. Softly and then so loud it woke Denver, then Paul D. himself. "Red heart. Red heart. Red heart."
148	If schoolteacher was right it explained how he had come to be a rag doll—picked up and put back down anywhere any time by a girl young enough to be his daughter. Fucking her when he was convinced he didn't want to. Whenever she turned her behind up, the calves of his youth (was that it?) cracked his resolve. But it was more than appetite that humiliated him and made him wonder if schoolteacher was right. It was being moved, placed where she wanted him, and there was nothing he was able to do about it.
149	"Well, ah, this is not the, a man can't, see, but aw listen here, it ain't that, it really ain't, Ole Garner, what I mean is, it ain't a weakness, the kind of weakness I can fight 'cause 'cause something is happening to me, that girl is doing it, I know you think I never liked her nohow, but she is doing it to me. Fixing me. Sethe, she's fixed me and I can't break it." What? A grown man fixed by a girl? But what if the girl was not a girl, but something in disguise? A lowdown something that looked like a sweet young girl and fucking her or not was not the point, it was not being able to stay or go where he wished in 124, and the danger was in losing Sethe because he was not man enough to break out, so he needed her, Sethe, to help him, to know about it, and it shamed him to have to ask the woman he wanted to protect to help him do it, God damn it to hell.
154	White cotton sheets had never crossed his mind. He fell in with a groan and the woman helped him pretend he was making love to her and not her bed linen.
155	Tucked into the well of his arm, Sethe recalled Paul D's face in the street when he asked her to have a baby for him. Although she laughed and took his hand, it had frightened her. She thought quickly of how good the sex would be if that is what he wanted, but mostly she was frightened by the thought of having a baby once more.
212	Eighteen seventy-four and whitefolks were still on the loose. Whole towns wiped clean of Negroes; eighty-seven lynchings in one year alone in Kentucky; four colored schools burned to the ground; grown men whipped like children; children whipped like adults; black women raped by the crew; property taken, necks broken.
239	My love was too thick. What he know about it? Who in the world is he willing to die for? Would he give his privates to a stranger in return for a carving?
240	Some of them drank liquor to keep from feeling what they felt.

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Profanity/Derogatory Term	Count
Ass	1
Bitch	6
Cock	1
Coon	1
Faggot	2
Fuck	4
Goddamn	3
Nigger	37
Shit	2

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Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Beloved

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: Rape men having sex with cows

Determination:
☒ Content meets definition
☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: Rape men having sex with cows
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: the word Nigger used over and over we do NOT need this in our schools
Determination: ☒ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence: men having sex with cows
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	(1) 2 3 4	
2. Provides a wide range of background information	1 (2) 3 4	
3. Includes accurate, authentic factual content from authoritative	1 (2) 3 4	
4. Has high potential user appeal and interest	(1) 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	(1) 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	(1) 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	(1) 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	(1) 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	(1) 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 (2) 3 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☑ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Beloved

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

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Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Depicts rape, violence, bestiality Commentary

Determination:

- [x] Content meets definition
- [ ] Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:

- [ ] Content meets definition
- [x] Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
The n-word is used multiple times.
Determination: ☑ Content meets definition ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☑ Obscene Material ☑ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

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9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Beloved

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

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Supporting Evidence:
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2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

This book does reference, rape & violence. There is also a mention in context of beastiality

Determination:

- [x] Content meets definition
- [ ] Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:

- [ ] Content meets definition
- [x] Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
This book has scenes of rape & violence. It also refers to abortion & death.
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

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5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

7. ☒ Approve with age/location restrictions For 11 & 12 students, teacher resource

☒ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Talkington

Book Title: Beloved

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Beloved does mention violence, rape & inappropiateness w/ animals.
Abortion & murder (infants)

Determination:
☒ Content meets definition
☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
☐ Content meets definition
☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Violence Rape Abortion Death
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☒ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions upper level only

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo

Book Title: Beloved 2010

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☒ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
• indecent content

Determination: ☒ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☑ Content meets definition ☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☑ Content meets definition ☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☑ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation: Teacher resource

□ Approve for library collection

☑ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Jarrett Calvert

Book Title: Beloved

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☒ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

-bestiality

Determination:
☒ Content meets definition
☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
☐ Content meets definition
☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
☐ last checked out in 2010
Determination: ☒ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☒ Educationaly Unsuitable	☒ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Gabriel Carter

Book Title: Beloved

Member Type:	☐ Voting Member ☑ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☑ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

describe Bestiality (sexual act)

Determination:

☑ Content meets definition

☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:

☐ Content meets definition

☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☒ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Ken Pasqua

Book Title: Beloved

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

pg. 24 - The new girl they dreamed of at night and fucked Cows for at dawn while Waiting for her to Choose.

I Wouldn't feel Comfortable recommending this to a Child.

Determination:

☐ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: LeiAnn Stovall

Book Title: Beloved

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

"rape seemed the solitary gift of life"

"dreaming of rape"

"rubbing their thighs + waiting for the new girl

"Nothing could be as good as the sex with her Paul D had been imagining off + on for twenty five years."

Determination:

☒ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions ~~of ultimate~~ sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, ~~sadism~~, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

"... with the absence of women they had taken to calves.

"... f------ cows for at dawn

"... the calves of his youth (was that it?) cracked his resolve.

Determination:

☒ Content meets definition

☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:

☐ Content meets definition

☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Beloved

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☒ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. most of the book years ago ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: Many claim that this book is harmful for high school students because it contains graphic depictions of violence and trauma. It's presence in schools is usually restricted to advanced college level courses. Because it is adult literature, it does not shy away from the 'indecent' reality of slavery. The harrowing act of the novel reveals a mother killing her child to spare her from the life of slavery. The act is not portrayed as good or heroic but as the ultimate indictment of slavery. The "harm" in this story is the system that made such a choice thinkable.

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

☆ Morrison uses this trauma to explore 'rememory' how the past haunts the present. The book is a tool for deep historical empathy and understanding the enduring legacy of trauma

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: Calling Beloved obscene fundamentally confuses the depiction of a historical atrocity with a lack of moral fitness. Morrison's work is an essential piece of the American canon that uses difficult, raw imagery to explore the lasting psychological trauma of slavery. The scenes often cited as, in fact, an indictment of the systemic obscenity of bondage. To ban it is to suggest that the history of the marginalized is inappropriate for study, which is a disservice to both education and history.

* Won the Nobel Pulitzer Prize - studied globally

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence: The novel uses language and terrible truths that can be seen as vulgar when taken out of context. In Beloved it is not a lapse in taste, but a literary necessity. In depicting the lives of characters who were treated as property rather than people, Morrison uses unflinching, earthly, and harsh physical details to reclaim the reality of their bodies. This is intended as a tool of empathy, not an attempt to offend.

Determination:
- ☒ Content meets definition
- ☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: So much evidence as educattonally relevant for upper level AP and DC classes.

1. analyzing history - framework
2. mastery of narrative technique
3. magical realism - rememory +
4. historical + cultural literacy
5. critical thinking + ethical inquiry

Determination:
□ Content meets definition
☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: It is important to remember there is a big difference in meaningless swearing and linguistic realism. All through the lens of the intense emotional pressure of the characters' lives. Historically accurate - not included for shock value. Authentic voices. To sanitize the speech would be to impose an artificial modern standard of politeness onto a historic narrative which would strip the characters of their true voice + realism.

- portrays extreme distress -

Determination:
□ Content meets definition
☒ Content does not meet definition in context

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence: Beloved is a highly praised & honored work. It uses physical realism to ground the magical realism elements the inclusion of these elements is a hallmark of mature serious literature intended for advanced students who are capable of analyzing the human condition in its entirety.
Determination: ☐ Content meets definition ☒ Content does not meet definition in context

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 (4)	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☒ Approve with age/location restrictions and parent permission. To use as teacher resource or college class reference??

☐ Do not approve

☐ Return to committee for further review

Standards

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. *13 TAC 4.1*

A district shall consider the standards in developing, implementing, or expanding library services. *Education Code 33.021(b)*

Collection Development

A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. *Education Code 33.021(c)*

Library Material Definitions

"Harmful material" means material whose dominant theme taken as a whole:

Harmful Material

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Education Code 33.020(1); Penal Code 43.24(a)

Indecent Content

"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. *Education Code 33.020(2)*

Library Material

"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. *Education Code 33.020(3)*

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
   a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
   b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and

3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(a)(1); Miller v. California, 413 U.S. 15 (1973)

Patently Offensive

"Patently offensive" means so offensive on its face as to affront current community standards of decency. *Penal Code 43.21(a)(4)*

Profane Content

"Profane content" means content that includes grossly offensive language that is considered a public nuisance. *Education Code 33.020(4)*

Library Collection Development Standards

A district must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials.

A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code 28.002 [see EHAA], while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

13 TAC 4.2(a)-(b)

Responsibility

A district is responsible for ensuring its school libraries implement and adhere to these collection development standards. *13 TAC 4.2(j)*

A district should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development stan-

dards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*

Procedures

A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*

A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*

Policy Requirements

A school library collection development policy must:

1. Describe the purpose and collection development goals;
2. Designate the responsibility for collection development;
3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;

c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

e. Ensure schools provide library catalog transparency, including, but not limited to:

(1) Online catalogs that are publicly available; and

(2) Information about titles and how and where material can be accessed;

f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(1) Access to district/campus policies relating to school libraries;

(2) Consistent access to library resources; and

(3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

13 TAC 4.2(c); Education Code 33.021(d)(2)

Findings of Fact

"Educationally unsuitable" is a finding of fact based on many factors. Given the number of possible factors, a finding of fact must include reasoning for a library material being unsuitable or suitable.

The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

"Pervasively vulgar" requires a finding of fact that vulgarity is present and referenced throughout a library material. Since "pervasive" means existing in or spreading through every part, a determination that a library material is "pervasively vulgar" requires a review of the whole book. The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

Evaluation of Materials

Evaluation of materials as referenced in this provision includes a consideration of the factors described at 13 Administrative Code 4.2(b), consideration of local priorities and district standards, and at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the district's educators and library staff and/or consultation with library staff of similarly situated districts and their collections and collection development policies;
3. An extensive review of the text of item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

13 TAC 4.2(d)

Acquisition of Library Materials

Policy Requirements

The board of a district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:

1. Approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council (SLAC) if the district established a SLAC;

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;

3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and

4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

These provisions do not apply to library materials that have been donated to or that are to be procured by a school library that:

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;

2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or

3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

Board Review and Meeting

Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list.

The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

Education Code 33.026(b-c)

A district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended. *Education Code 33.026(e)*

School Library Advisory Council Recommendation

If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. *Education Code 33.026(d)*

Policy Review

A district's collection development policy should be reviewed at least every three years and updated as necessary. *13 TAC 4.2(h)*

Instruction in TEKS

Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. *Education Code 33.0205*

Parental Access

A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.

A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.

Education Code 33.023

[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]

Record of Student Library Use

A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] *Education Code 33.024*

School Library Advisory Council

Permissive Establishment

The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. *Education Code 33.025(a)*

Mandatory Establishment

The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established. *Education Code 33.025(b)*

A district that establishes a local SLAC must consider the recommendations of the local SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge under Education Code 33.027, or making changes to policies or guidelines related to a school library catalog. *Education Code 33.025(c)*

Composition

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

1. Classroom teachers employed by the district;
2. Librarians employed by the district;
3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;
4. School administrators employed by the district;
5. The business community; and
6. The clergy.

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the board whether library materials proposed for acquisition under Education Code 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;

5. The policies and procedures for processing challenges received under Education Code 33.027; and

6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

Any recommendation made by the local SLAC must adhere to the library standards approved under Education Code 33.027.

Education Code 33.025(d-e)

Meetings

The local SLAC shall meet at least two times each year and at other times as necessary to fulfill the SLAC's duties. For each meeting, the SLAC shall:

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;

2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

3. Make an audio or video recording of the meeting; and

4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 33.025

Challenge or Appeal of Library Material

A parent of or person standing in parental relation to a student enrolled in a district, a person employed by the district, or a person residing in the district may submit:

1. To the district a written challenge to any library material in the catalog of a school library in the district using a form adopted by TEA [see below at Challenge Form]; or

2. To the district's board an appeal of an action taken by the district in response to a written challenge received.

Education Code 33.027(a)(1)-(2)

Challenge Form

TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. *Education Code 33.027(e)*

Copy of Challenge to SLAC

Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. *Education Code 33.027(b)*

Library Material Review Committee

If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. *Education Code 33.027(c)*

Board Action on Written Challenge

The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.

The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.

Education Code 33.027(d)

In taking action on a written challenge or appeal, the board shall consider:

1. If applicable, the advice of the district's local SLAC; and

2. Whether the library material challenged or appealed is suitable for the subject and grade level for which the library material is intended, including by considering whether the library material adheres to the library standards approved under Education Code 33.021 and reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.

Education Code 33.027(f)

Access During Challenge

A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. *Education Code 33.027(g)*

Notice of Removed Material

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. *Education Code 33.027(h)*

Action Not Required

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. *Education Code 33.027(i)*

Liability

A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. *Education Code 35.004*

Joint Facilities

A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. *Education Code 33.022*

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

School Library Advisory Council

The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.

The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Collection Development Policy

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure the members of the SLAC, librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.

3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The SLAC shall recommend to the Board a list of library materials for procurement.

The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or

guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program.

The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff, SLAC, and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

In addition to copies of the completed form being provided to the members of the SLAC in accordance with law, copies shall also be provided to the Board, the Superintendent, the school librarian, and any other staff designated in administrative procedures.

SLAC Recommendation

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or

video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the SLAC's recommendation.

Appeal

An individual who submitted a challenge may appeal the decision of the SLAC to the Board in accordance with the challenge procedures.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Resolution Establishing a Local School Library Advisory Council

WHEREAS, Senate Bill 13 from the 89th Legislative Session relates to a District's library materials and catalog, the establishment of a local school library advisory council (SLAC), and parental rights regarding public school library catalogs and access by the parent's child to library materials;

WHEREAS, Education Code 33.025 allows a District to establish a SLAC to assist the District in ensuring that local community values are reflected in each school library catalog in the District;

WHEREAS, a District that establishes a SLAC must consider the recommendations of the SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge to the library material, or making changes to policies or guidelines related to a school library catalog;

WHEREAS, the SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the Board of Trustees whether library materials proposed for acquisition under the law are appropriate for each grade level of the District or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the District and local public libraries and community organizations;
4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received;
6. The action to be taken by the District in response to a challenge;

WHEREAS, any recommendation made by the SLAC must adhere to the library standards approved under Education Code 33.021;

WHEREAS, the SLAC must consist of at least five members, with each member appointed by the Board of Trustees, and with each Trustee appointing an equal number of members;

WHEREAS, a majority of the voting members of the SLAC must be persons who are parents of students enrolled in the District and who are not employed by the District;

WHEREAS, one of those members of the SLAC shall serve as chair of the council;

WHEREAS, the Board of Trustees may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

7. Classroom teachers employed by the District;
8. Librarians employed by the District;

9. School counselors certified under Subchapter B, Chapter 21, employed by the District;

10. School administrators employed by the District;

11. The business community;

12. The clergy;

WHEREAS, the SLAC shall meet at least two times each year and at other times as necessary to fulfill the council's duties;

WHEREAS, for each meeting, the SLAC shall:

13. Post at least 72 hours before the meeting:

14. Post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the District;

15. Ensure that the notice required is posted on the District's website, if the District has a website;

16. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

17. Make an audio or video recording of the meeting;

18. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the District;

WHEREAS, as soon as practicable after receipt of the minutes and audio or video recording discussed above, the District shall post the minutes and audio or video recording on the District's website, if the District has a website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District establishes a local school library advisory council.

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *Dear Evan Hansen***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *Dear Evan Hansen* by Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *Dear Evan Hansen* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *Dear Evan Hansen* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *Dear Evan Hansen* by Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA INDEPENDENT SCHOOL DISTRICT

COMMUNITY • EXCELLENCE • INNOVATION • LEADERSHIP • STEWARDSHIP

Library Materials Challenge Executive Report
May 18, 2026

Title: *Dear Evan Hansen*
Authors: Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul
ISBN: 9780316420228

Report Contents

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SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	March 2, 2026
Board Notification	March 3, 2026
Superintendent Notification	March 3, 2026
School Library Advisory Council Notification	March 3, 2026
Campus Administration Notification	March 3, 2026
SLAC Review Process Window	March 3 - April 23, 2026
School Library Advisory Council Meeting	April 23, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *Dear Evan Hansen* by Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul (ISBN: 9780316420228). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - April 23, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the April 23, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. One non-voting member of the SLAC reported to have read the book, in its entirety.

Two non-voting members cited supporting evidence of the book having "harmful content" and zero non-voting members cited supporting evidence of the book having "obscene material". One non-voting member cited supporting evidence of "pervasively vulgar" content. One non-voting member cited supporting evidence of "educationally unsuitable" content, while zero non-voting members cited supporting evidence of "profane content". One non-voting member cited supporting evidence of "indecent content".

One voting member provided supporting evidence that threshold definitions were met. One voting member provided supporting evidence of the book having "harmful material". One voting member cited supporting evidence of "obscene material". Zero voting members provided supporting evidence of "pervasively vulgar" content. Zero voting members provided supporting evidence that this book is "educationally unsuitable". One voting member cited supporting evidence meeting the threshold of "profane content", and one voting member included supporting evidence of "indecent content".

The recommended action was made by Anna Shore to continue to include the title as a part of the high school library collection. A second was made by Rosemary Talkington. The SLAC voted 3-1 to continue to include the title as a part of the high school library collection.

The School Library Advisory Council submits its recommendation to continue to include the title as a part of the high school library collection to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *Dear Evan Hansen*	**Author:** Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul
ISBN: 9780316420228	**Last Check-Out:** 5/2023
Current Library Level: Celina High School, 1 copy	**Recommended Library/Age Level:** Publisher: 9-12th Grade Kirkus: Ages 14-18

Book Summary- Wordpress.com, Lifeofpippa.co.uk, Supersummary.com

Dear Evan Hansen by Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul (based on the musical by Pasek, Paul, and Levenson) is a YA novel about Evan, a lonely teen with severe anxiety who lies about being friends with Connor Murphy, a classmate who committed suicide. The lie spirals into a viral, heartfelt movement, allowing Evan to find belonging while navigating intense grief and his own moral compromises.

Key Plot Points

The Letter: Evan writes a therapy letter to himself about his fear and his crush on Zoe Murphy (Connor's sister). Connor takes the letter and later dies by suicide with it in his pocket, leading his parents to believe it was a suicide note written to Evan.

The Lie: Unable to tell the grieving Murphys the truth, Evan invents a secret friendship, fabricating emails and memories.

The Movement: Evan, along with friends Jared and Alana, launches "The Connor Project" to honor Connor, making Evan popular and closer to the Murphys than his own single mother.

The Downfall: The truth is revealed when the lies become impossible to sustain, threatening the newfound peace of the Murphy family.

The Ending: The Murphys are devastated by the lie but, rather than exposing him, choose to forgive Evan for his actions, which were driven by a desperate need for connection. The orchard, a central symbol, is still funded, and the family finds a sense of peace. In the epilogue, Evan loses his popular standing and breaks up with Zoe, but he stops pretending to be someone else. He starts to accept himself and works on overcoming his anxieties, learning that simply being a human being is enough.

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Booklist, 09/01/07
Bulletin of the Center for Children's Books, 10/01/07
Horn Book Magazine, 09/01/07
Horn Book Magazine starred, 04/01/08
Kliatt starred, 09/01/07
Publishers Weekly starred, 07/16/07

School Library Journal, 09/01/07
Voice of Youth Advocates (VOYA), 08/01/07
Voice of Youth Advocates (VOYA) starred, 08/01/07
Wilson's Junior High School, 11/01/08
Wilson's Senior High School, 01/01/09

Book Review 1

Kirkus Reviews (August 15, 2018)
Emmich (The Reminders, 2017) joins the team behind the Tony-winning musical to create this novel adaptation. Awkward high school senior Evan Hansen has zero friends and a debilitating mixture of depression and anxiety. As a coping mechanism, his therapist assigns him to write letters to himself to reframe his thinking. When one of those letters is found on the body of Connor Murphy, a loner classmate and brother of Evan's crush, Zoe, the Murphys assume that Connor addressed a suicide note to Evan and that the boys were secretly friends. Evan does nothing to dissuade this notion, and soon his lies build as he experiences belonging and acceptance for the first time. But as his anxiety winds ever tighter and others notice loopholes in his story, Evan begins to unravel as he fears exposure. Evan's first-person narration is simultaneously sympathetic and frustrating, female characters feel underdeveloped, and the story's representation of mental health issues is at times underwhelming. Inserted interludes of Connor's ghostly first-person, post-death perspective provide marginal insight into his character, although it is here that readers learn of Connor's fluid sexuality. Whether or not they've seen or listened to the musical, many readers will latch on to the story's message that "no one deserves to be forgotten." Evan presents as white, and other major characters are African-American and Latinx. Without the rich music and stage performance it's a middling story with themes better handled elsewhere; impeccably timed for the musical's national tour, however, teens will clamor to read it. (Fiction. 14-18)

Book Review 2

Publishers Weekly (July 9, 2018)
Plenty of books have been adapted into theater, but this novel inverts the formula, drawing on a Tony Award-winning musical for its empathetic story. Evan Hansen is a lonely, anxiety-ridden teenager whose therapist suggests he write an affirmative note to himself every day. When one of Evan's letters falls into the hands of a classmate who later commits suicide, the boy's parents mistakenly believe that Evan was his best friend. Evan struggles with correcting the misperception, which succors the dead boy's parents and brings Evan popularity when a speech he gives, about how every life matters, goes viral. Alongside the show's creators, actor and writer Emmich (The Reminders) is well suited to the task of taking Evan's tortured conscience from stage to page, offering a particularly authentic first-person narration about family dynamics, the importance of kindness, and the horrors of not fitting in at high school. The timely plotline, about how one innocent lie can spin out of control with the help of the internet, makes this a must-read for teens and those who care about them.

CELINA
INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 03/02/2026

Email: mwwagoner@yahoo.com **Phone:** 757-971-0190

Street Address: 5079 Still Meadow Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: CHS

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

Dear Evan Hansen by Val Emmich

Sec 33.021 sexually explicit material; 43.21 patently offensive

Attachment provided

Part II: Submitting the Library Materials Challenge Form

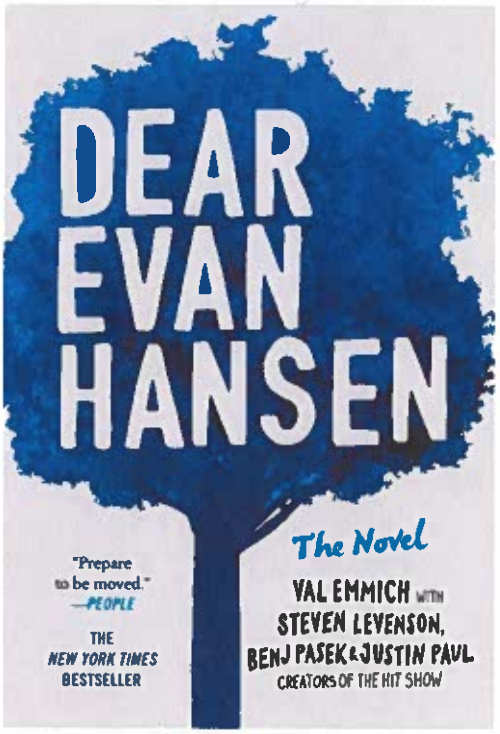
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

DEAR EVAN HANSEN



Book Summary:

A high school loner gains acceptance upon affiliation with a classmate who committed suicide.

Summary of Concerns:

This book contains sexual activities; sexual nudity; references to suicide; references to illegal drug and alcohol use; profanity; and alternate sexualities.

Young Adult

By Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul

ISBN: 9780316420228



3/5 Minor Restricted
BookLooks Review Rating

Generated by BookLooks.org

Page	Content
11	New couples. Whole new sexual orientations and gender identities.
17	He's got one thumb in his belt loop and the other hand on Kristen Caballero's waist. Last I heard, Kristen was with Mike Miller, but he graduated last year. On to the next, I see. They're making out now. It's very wet. ...I make a pit stop at the water fountain. I've already forgotten the plan: Let people see you. How am I supposed to do that? Carry around sparklers? Hand out free condoms?
19	"Is it weird to be the first person in history to break their arm from jerking off too much, or do you consider that an honor?" Jared says much too loudly. "Paint me the picture. You're in your bedroom. Lights off. Smooth jazz in the background. You've got Zoe Murphy's Instagram up on your weird, off-brand phone."
34	Maybe it's the few light whiskers on his chin or the smell of smoke on his hoodie or the black nail polish or the fact that I heard he got expelled from his last school for drugs, but Connor seems like he's way older than me, like I'm a kid and he's a man.
43	"Do you need help locating the vagina?" Jared says. "I'm sure there's an app for that."
46	He's probably off getting high somewhere and has forgotten that I even exist.
48	A letter to yourself? What the crap does that even mean? It's like some kind of sex thing?
58	"He took his own life," Mr. Murphy says.
64	(Unfortunately, the whole private school experiment was a bust. Apparently, Adderall to get through finals—or the day—is perfectly OK. But a little weed in your locker is unforgivable. Hypocrites. Maybe now they'll see how ass-backward they are. Hey, geniuses, no one dies from marijuana. Pills, though? Yup, you guessed it.)
96	"I was just thinking." "About?" "About that boy who..." ...I keep wondering how he did it. Razor blade? Pills? Noose? Carbon monoxide? The casket was closed at the wake, so maybe he used a gun? I know he didn't jump off a bridge, considering the pristine condition of my letter. I can't find any details about his death. People online keep saying it was probably an overdose, which would be fitting. And peaceful.
116	His parents think you were lovers. You realize that, right? What? Why would they think that? Umm. You were best friends, but he wouldn't let you talk about him at school? And when you did, he kicked your ass? That's like the exact formula for secret gay high school lovers.
118	Oh, right, one of those "secret" email accounts. Sure. For sending pictures of your penises to each other.
126	I want you to know that you've been on my mind this whole time. I rub my nipples every night as I picture your sweet, sweet face.
128	I should really take your advice and stop smoking pot. Maybe then everything might be okay. And I'll try to be nicer.
129	Jared is gazing across the room. "Look at the bumper on that one." I resist the temptation to look.

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Page	Content
132	I'm pretty sure they're talking about weed, Zoe says. Where? I don't see that, Cynthia says. When they say trees? Oh, Cynthia says. Oh.
160	"I didn't think so. My mom's clueless when it comes to that stuff. She never knew when my brother was high. He'd be talking so slow and she'd be like, 'He's just tired.'"
167	It's been four days since I tried to kiss Zoe Murphy. I mean, I did kiss her. It was just really brief and she didn't reciprocate, but it did, in fact, happen. ...My first kiss was with Robin, who lived in the one-story home across the street. It happened in her pool. It was a lightning-speed peck, more funny than anything, just because we both wanted to find out what it felt like. And my second kiss was from Amy Brodsky when I was ten. She just leaned over at recess one day and I instantly fell in love with her, until I saw her do the exact same thing to two other boys over the course of the next week. I haven't been the same since kissing Zoe.
170	Most of the news is about a celebrity sex scandal or an upcoming election.
171	"I was already noticing that people were mentioning Connor less, and now this. People don't care anymore. All anyone wants to talk about is Ms. Bortel. Some people are saying she slept with a student, but I also heard she might have had an affair with Principal Howard."
182	"Look at the size of this pillar. I bet you the Murphys are swingers." "What? No. They're just normal."
210	She looks up. She takes a step. And then, my lips and her lips, again. Only this time it's not my doing. She pulls back and exhales.
228	But people share some scary shit, like about sucking dick for meth.
231	I thank her and we finally leave Workout Heaven. "Dude. You're a hit with the MILF crowd."
234	He was the first person I'd known who was openly and proudly gay. (I was something in between. Fluid. The way I thought about both girls and guys. Back then I had only begun to put those thoughts into action.)
235	What's crazy, I was basically just smoking weed at the time. ...Wilderness camp was a literal walk in the park compared with rehab. The kids I was with were hard addicts.
252	I finally know what it means to kiss someone. Like, really kiss, for many seconds at a stretch.
258	"We should throw a kegger." I laugh. "We should definitely throw a kegger. For sure." "Until your mom comes home." ..."In three hours." It's possible I've forgotten how to use words.
269	In the hallway at school the next morning, Zoe gives me a kiss in front of everyone. ...She kisses me again quickly, this time on the cheek, and heads off.
272	My parents are out of town this weekend. The last time they used the liquor cabinet was Rosh Hashanah '97. We can drink whatever we want.
275	"We're just in here having a glass of wine, getting to know each other," Cynthia says. ...Larry stands. "Are we ready for another bottle?" "Open the Portland," Cynthia tells Larry. Then, explaining to my mom, "It's completely one

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Page	Content
	hundred percent sustainable, the entire production process. There was a whole feature on them in the New York Times. Incredible." ...Larry returns with the new bottle, which he's poured into a fancy glass container.
296	"If we weren't friends," I say, "then why did he write his suicide note to me?"
299	Just contributed another fifty Gave forty-one. The age my daughter would be if she hadn't taken her life
304	Cynthia is in her husband's face. "When he threatened to kill himself the first time, do you remember what you said?"
328	In the living room: two dots in the ceiling. We said they were nipples, Zoe and I. The joke was someone fell upstairs and imprinted their chest.

Profanity	Count
Ass	8
Bitch	2
Dick	6
Fuck	37
Shit	29

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Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo

Book Title: Dear Evan Hansen 2023

Member Type:	☐ Voting Member ☑ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition ☑ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☑ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: ~~Dear Evan Hansen~~ Jarratt Calvert

Book Title: Dear Evan Hansen

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☒ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☒ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rachel Carter

Book Title: Dear Evan Hansen

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☒ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: Glorifies Anxiety, detailed Suicide Methods Sexually Explicit
Determination: ☑ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☑ Harmful Material ☑ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Ken Pasqua

Book Title: Dear Evan Hansen

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Pg. 19 - It's weird to be the first person in the world to break their arm by jerking off to much.

I wouldn't feel comfortable recommending this to a child.

Determination:

☐ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence: Pg. 43 - Do you need help locating the Vagina
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Lei Ann Stovall

Book Title: Dear Evan Hansen

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

ways to commit suicide - razor blade, pills, noose, carbon monoxide, gun, jump off bridge, overdose... "which would be fitting. And peaceful

Determination:

☒ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence: "sending pictures of your penises to each other" "sucking dick for meth"
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Dear Evan Hansen

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☒ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: The claim that this book contains harmful content stems from a fear that depicting mental health issues + moral failures will negatively influence young readers. However, literature is most effective when it tackles the very issues students are facing in silence. The novel provides a critical look at the consequences of social media isolation and the weight of dishonesty. It serves as a starting point for life-saving conversations about suicide prevention. By removing the book, we are not protecting students from harm but we are removing the very language they need to ask for help and to understand the value of their own lives. If we only let our students read about 'perfect' characters we are not preparing them for a world that requires grace, forgiveness, and the courage to be honest.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: This book has immense social and artistic value. It has been used globally to facilitate discussions on adolescent mental health and the dangers of social media performityity. It is a contemporary fiction that seeks to help people feel found not to provide indecent thrills. Evan's lie causes him anxiety + discomfort. It does not glorify this behavior. It is a potential life saving novel.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
The sexual content in this novel is minimal and generally focuses on Evan's awkwardness and his deep-seated fear of rejection. The author humanizes the struggles of anxiety rather than sexualizing the character. There is no graphic or gratuitous content. The book focuses on feelings and internal monologue. Remember the plot ← ☆ is a cautionary tale about the danger of living a lie

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: The book is perfect for teaching + discussing social-Emotional Learning and Digital Citizenship. Suitability can be defined by a books ability to help students navigate the complexities of their own lives and the digital world they inhabit. Education should not merely consist of 'safe' stories. We must engage with the actual pressures students face, providing them with the critical thinking skills need to navigate those pressures with integrity. Normalizes the conversations around anxiety & encourages seeking help.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: Evan suffers from severe social anxiety. The profanity in his internal dialog often occurs during moments of high intensity panic or emotional overwhelm. This provides indication of pain. The language is not glorified but an honest window into the mental noise of anxiety. By including rough edges of Evan & others grieving, the author creates a world that feels real & high stakes which allows the eventually redemptive ending to carry more weight. We need our students to experience these lessons in a safe environment of literature. We want them to learn we can struggle, fail, and recover. There is help. there is hope. We can survive.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence: The novel explores themes of social anxiety, the aftermath of suicide, and the complexity of human relationships. These are heavy gritty topics but they are handled with a focus on character growth and moral consequences rather than gratuitous or "indecent" intent. If we take isolated excerpts of Evan's thoughts out of context, we can call them indecent. But if we look at the whole work, we see a boy who is so lost he makes a terrible mistake but the story does not let him off hook until he tells the truth.
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Dear Evan Hansen

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

explains best way to commit suicide
talk about nude pics via text

Determination:

☑ Content meets definition
☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Sending pics of penises via kik
Rubbing nipples

Determination:
☒ Content meets definition
☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
☐ Content meets definition
☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: word Fuck and Shit used over & over
Determination: ☒ Content meets definition ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Rubbing Nudes Scaly pics of penis
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☒ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Dear Evan Hansen

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☑ Parent	☐ Other	

Book Familiarity:	☐ I have read the entire book. ☑ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☑ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 (3) 4	
2. Provides a wide range of background information	1 (2) 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	1 2 (3) 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 (3) 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 (2) 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 (3) 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 (3) 4	

PART II — Recommendation

Recommendation:

☑ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Dear Evan Hansen

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☒ Parent	☐ Other	

Book Familiarity:	☑ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	1 2 (3) 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 (3) 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 (3) 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 (3) 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☒ Approve with age/location restrictions Should be allowed @ CHS

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Tallington

Book Title: Dear Evan Hansen

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☑ Parent	☐ Other	

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

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5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	1 2 (3) 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 (3) 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 (3) 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 (3) 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☒ Approve with age/location restrictions CHS

☐ Do not approve

☐ Return to committee for further review

Standards

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. *13 TAC 4.1*

A district shall consider the standards in developing, implementing, or expanding library services. *Education Code 33.021(b)*

Collection Development

A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. *Education Code 33.021(c)*

Library Material Definitions

"Harmful material" means material whose dominant theme taken as a whole:

Harmful Material

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Education Code 33.020(1); Penal Code 43.24(a)

Indecent Content

"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. *Education Code 33.020(2)*

Library Material

"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. *Education Code 33.020(3)*

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
   a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
   b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and

3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(a)(1); Miller v. California, 413 U.S. 15 (1973)

Patently Offensive

"Patently offensive" means so offensive on its face as to affront current community standards of decency. *Penal Code 43.21(a)(4)*

Profane Content

"Profane content" means content that includes grossly offensive language that is considered a public nuisance. *Education Code 33.020(4)*

Library Collection Development Standards

A district must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials.

A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code 28.002 [see EHAA], while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

13 TAC 4.2(a)-(b)

Responsibility

A district is responsible for ensuring its school libraries implement and adhere to these collection development standards. *13 TAC 4.2(j)*

A district should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development stan-

dards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*

Procedures

A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*

A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*

Policy Requirements

A school library collection development policy must:

1. Describe the purpose and collection development goals;
2. Designate the responsibility for collection development;
3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;

c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

e. Ensure schools provide library catalog transparency, including, but not limited to:

(1) Online catalogs that are publicly available; and

(2) Information about titles and how and where material can be accessed;

f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(1) Access to district/campus policies relating to school libraries;

(2) Consistent access to library resources; and

(3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

13 TAC 4.2(c); Education Code 33.021(d)(2)

Findings of Fact

"Educationally unsuitable" is a finding of fact based on many factors. Given the number of possible factors, a finding of fact must include reasoning for a library material being unsuitable or suitable.

The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

"Pervasively vulgar" requires a finding of fact that vulgarity is present and referenced throughout a library material. Since "pervasive" means existing in or spreading through every part, a determination that a library material is "pervasively vulgar" requires a review of the whole book. The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

Evaluation of Materials

Evaluation of materials as referenced in this provision includes a consideration of the factors described at 13 Administrative Code 4.2(b), consideration of local priorities and district standards, and at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the district's educators and library staff and/or consultation with library staff of similarly situated districts and their collections and collection development policies;
3. An extensive review of the text of item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

13 TAC 4.2(d)

Acquisition of Library Materials

Policy Requirements

The board of a district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:

1. Approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council (SLAC) if the district established a SLAC;

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;

3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and

4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

These provisions do not apply to library materials that have been donated to or that are to be procured by a school library that:

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;

2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or

3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

Board Review and Meeting

Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list.

The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

Education Code 33.026(b-c)

A district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended. *Education Code 33.026(e)*

School Library Advisory Council Recommendation

If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. *Education Code 33.026(d)*

Policy Review

A district's collection development policy should be reviewed at least every three years and updated as necessary. *13 TAC 4.2(h)*

Instruction in TEKS

Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. *Education Code 33.0205*

Parental Access

A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.

A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.

Education Code 33.023

[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]

Record of Student Library Use

A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] *Education Code 33.024*

School Library Advisory Council

Permissive Establishment

The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. *Education Code 33.025(a)*

Mandatory Establishment

The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established. *Education Code 33.025(b)*

A district that establishes a local SLAC must consider the recommendations of the local SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge under Education Code 33.027, or making changes to policies or guidelines related to a school library catalog. *Education Code 33.025(c)*

Composition

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

1. Classroom teachers employed by the district;
2. Librarians employed by the district;
3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;
4. School administrators employed by the district;
5. The business community; and
6. The clergy.

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the board whether library materials proposed for acquisition under Education Code 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;

5. The policies and procedures for processing challenges received under Education Code 33.027; and

6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

Any recommendation made by the local SLAC must adhere to the library standards approved under Education Code 33.027.

Education Code 33.025(d-e)

Meetings

The local SLAC shall meet at least two times each year and at other times as necessary to fulfill the SLAC's duties. For each meeting, the SLAC shall:

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;

2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

3. Make an audio or video recording of the meeting; and

4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 33.025

Challenge or Appeal of Library Material

A parent of or person standing in parental relation to a student enrolled in a district, a person employed by the district, or a person residing in the district may submit:

1. To the district a written challenge to any library material in the catalog of a school library in the district using a form adopted by TEA [see below at Challenge Form]; or

2. To the district's board an appeal of an action taken by the district in response to a written challenge received.

Education Code 33.027(a)(1)-(2)

Challenge Form

TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. *Education Code 33.027(e)*

Copy of Challenge to SLAC

Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. *Education Code 33.027(b)*

Library Material Review Committee

If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. *Education Code 33.027(c)*

Board Action on Written Challenge

The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.

The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.

Education Code 33.027(d)

In taking action on a written challenge or appeal, the board shall consider:

1. If applicable, the advice of the district's local SLAC; and

2. Whether the library material challenged or appealed is suitable for the subject and grade level for which the library material is intended, including by considering whether the library material adheres to the library standards approved under Education Code 33.021 and reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.

Education Code 33.027(f)

Access During Challenge

A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. *Education Code 33.027(g)*

Notice of Removed Material

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. *Education Code 33.027(h)*

Action Not Required

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. *Education Code 33.027(i)*

Liability

A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. *Education Code 35.004*

Joint Facilities

A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. *Education Code 33.022*

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

School Library Advisory Council

The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.

The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Collection Development Policy

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure the members of the SLAC, librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.

3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The SLAC shall recommend to the Board a list of library materials for procurement.

The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or

guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program.

The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff, SLAC, and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

In addition to copies of the completed form being provided to the members of the SLAC in accordance with law, copies shall also be provided to the Board, the Superintendent, the school librarian, and any other staff designated in administrative procedures.

SLAC Recommendation

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or

video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the SLAC's recommendation.

Appeal

An individual who submitted a challenge may appeal the decision of the SLAC to the Board in accordance with the challenge procedures.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Resolution Establishing a Local School Library Advisory Council

WHEREAS, Senate Bill 13 from the 89th Legislative Session relates to a District's library materials and catalog, the establishment of a local school library advisory council (SLAC), and parental rights regarding public school library catalogs and access by the parent's child to library materials;

WHEREAS, Education Code 33.025 allows a District to establish a SLAC to assist the District in ensuring that local community values are reflected in each school library catalog in the District;

WHEREAS, a District that establishes a SLAC must consider the recommendations of the SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge to the library material, or making changes to policies or guidelines related to a school library catalog;

WHEREAS, the SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the Board of Trustees whether library materials proposed for acquisition under the law are appropriate for each grade level of the District or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the District and local public libraries and community organizations;
4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received;
6. The action to be taken by the District in response to a challenge;

WHEREAS, any recommendation made by the SLAC must adhere to the library standards approved under Education Code 33.021;

WHEREAS, the SLAC must consist of at least five members, with each member appointed by the Board of Trustees, and with each Trustee appointing an equal number of members;

WHEREAS, a majority of the voting members of the SLAC must be persons who are parents of students enrolled in the District and who are not employed by the District;

WHEREAS, one of those members of the SLAC shall serve as chair of the council;

WHEREAS, the Board of Trustees may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

7. Classroom teachers employed by the District;
8. Librarians employed by the District;

9. School counselors certified under Subchapter B, Chapter 21, employed by the District;
10. School administrators employed by the District;
11. The business community;
12. The clergy;

WHEREAS, the SLAC shall meet at least two times each year and at other times as necessary to fulfill the council's duties;

WHEREAS, for each meeting, the SLAC shall:

13. Post at least 72 hours before the meeting:
14. Post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the District;
15. Ensure that the notice required is posted on the District's website, if the District has a website;
16. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;
17. Make an audio or video recording of the meeting;
18. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the District;

WHEREAS, as soon as practicable after receipt of the minutes and audio or video recording discussed above, the District shall post the minutes and audio or video recording on the District's website, if the District has a website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District establishes a local school library advisory council.

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *Deadline***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *Deadline* by Chris Crutcher, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *Deadline* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *Deadline* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *Deadline* by Chris Crutcher, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA INDEPENDENT SCHOOL DISTRICT

COMMUNITY • EXCELLENCE • INNOVATION • LEADERSHIP • STEWARDSHIP

Library Materials Challenge Executive Report
May 18, 2026

Title: *Deadline*
Author: Chris Crutcher
ISBN: 9780060850890

Report Contents

Timeline

Executive Summary

Supporting Review Material

Library Materials Challenge Form

Library Materials Challenge Form Additional Attachments

SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	March 2, 2026
Board Notification	March 3, 2026
Superintendent Notification	March 3, 2026
School Library Advisory Council Notification	March 3, 2026
Campus Administration Notification	March 3, 2026
SLAC Review Process Window	March 3 - April 23, 2026
School Library Advisory Council Meeting	April 23, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *Deadline* by Chris Crutcher (ISBN: 9780060850890). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - April 23, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the April 23, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. One non-voting member of the SLAC reported to have read the book, in its entirety.

One non-voting member cited supporting evidence of the book having "harmful content" and zero non-voting members cited supporting evidence of the book having "obscene material". One non-voting member cited supporting evidence of "pervasively vulgar" content (excessive language). One non-voting member cited supporting evidence of "educationally unsuitable" content, while one non-voting member cited supporting evidence of "profane content". Zero non-voting members cited supporting evidence of "indecent content".

Two voting members provided supporting evidence that threshold definitions were met. One voting member provided supporting evidence of the book having "harmful material". Zero voting members cited supporting evidence of "obscene material". Zero voting members provided supporting evidence of "pervasively vulgar" content. One voting member provided supporting evidence that this book is "educationally unsuitable". Three voting members cited supporting evidence meeting the threshold of "profane content", and one voting member included supporting evidence of "indecent content".

The recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "profane content" with a second by Anna Shore. The SLAC voted 3-1 to remove the book from the CISD library collection.

The School Library Advisory Council submits its recommendation to remove the book from the CISD library collection due to "profane content" to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *Deadline*	**Author:** Chris Crutcher
ISBN: 9780060850890	**Last Check-Out:** 2010
Current Library Level: Celina High, 1 copy	**Recommended Library/Age Level:** Kirkus: Young Adult Booklist: Grades 10+

Book Summary- Wordpress.com, SparkNotes+7 & Audible

Deadline by Chris Crutcher is a young adult novel about Ben Wolf, an eighteen-year-old high school senior diagnosed with a rare, terminal blood disease who decides to live his final year to the fullest rather than seek treatment.

Key Plot Points

The Diagnosis: After being told he has less than a year to live, Ben keeps his condition secret from his family and community, refusing medical intervention.

Living Fully: Despite his small stature, Ben joins the high school football team, pursues his crush Dallas Suzuki, and confronts his long-standing disagreements with a local teacher.

Relationships: Ben deepens his bond with his younger brother Cody and gains a mentor figure in a local doctor who knows his secret, urging him toward transparency.

Confronting Truth: The novel centers on Ben dealing with mortality, seeking to make an impact in his small Idaho town before his time runs out.

Ending Explained

The Death: Ben does not survive until graduation. He dies of his illness, passing away comfortably and in a state of mental peace.

The Legacy: Ben's brother, Cody, reads Ben's prepared graduation speech in his place, carrying Ben's voice and lessons into the future.

Conclusion: The novel concludes with a hopeful tone, emphasizing that while Ben's life was short, he left a lasting impression on his community, proving that even a brief life can have profound value.

The story highlights the importance of living truthfully and the impact individuals have on others.

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Booklist, 09/01/07
Bulletin of the Center for Children's Books, 10/01/07
Horn Book Magazine, 09/01/07
Horn Book Magazine starred, 04/01/08
Kliatt starred, 09/01/07
Publishers Weekly starred, 07/16/07
School Library Journal, 09/01/07

Voice of Youth Advocates (VOYA), 08/01/07
Voice of Youth Advocates (VOYA) starred, 08/01/07
Wilson's Junior High School, 11/01/08
Wilson's Senior High School, 01/01/09

Book Review 1

School Library Journal (July 1, 2008)
Gr 9 Up-Eighteen-year-old Ben, after a physical for the track team, finds out that he has a terminal, aggressive blood disorder in this novel (Greenwillow, 2007) by Chris Crutcher. The teen decides to hold his doctor to patient-doctor confidentiality rules and keep his illness a secret from everyone, including his family, while choosing to spend the year he has left living his life to the fullest. He will try to make the football team, on which his brother is the quarterback, a possibility in tiny Trout, Idaho, even though he is too small and too light. He will also try to pursue Dallas Suzuki, the girl of his dreams, attempt to enlighten his ultra-conservative civics teacher about censorship and racism, and try to save the town drunk along the way. Ben tackles all of these situations with humor, heart, and sincerity. Mature teens (strong language and sexual situations) will relate to the novel's valuable messages about tolerance, forgiveness, and honesty. Steven Boyer portrays Ben in an endearing manner, while creating just the right collection of voices for the large cast of characters. The placement of well-timed, long pauses between emotional chapters adds to the poignancy. While listeners will be heartbroken as Ben's illness progresses, they will be uplifted by the way he touches the lives of the people he'll leave behind. Fans of Chris Crutcher, Terry Trueman, and David Klass will find this story fulfilling.

Book Review 2

Horn Book Magazine (September/October, 2007)
After learning that he has a terminal disease and, at most, a year to live, eighteen-year-old Ben Wolf decides to keep the information to himself and to forgo all treatment, thinking that "my chances aren't about living, they're about living well." He changes sports from cross-country to football (now coached by Louie Banks, from Crutcher's Running Loose [rev. 8/83]) and becomes aggressive -- and successful -- in pursuing the smart and sexy Dallas Suzuki. He wants to "maximize his education" and becomes an autodidact, challenging what he sees as the meaningless drivel taught in high school. That Ben's social awareness parallels many of Crutcher's previous themes (freedom of speech, individual choice, free expression) will come as no surprise, but Ben's nothing-to-lose perspective allows both him and Crutcher to raise the stakes. As the year progresses, Ben realizes that his decision is more complicated than he first knew: by not revealing his secret, he's also lying to family and friends. Ben particularly worries about his younger brother, fellow football-player Cody. Can he survive without Ben, or will Ben's death allow him to stand on his own? Multiple subplots -- the most notable involving a guilty ex-priest -- don't always add to the story and can inch over the top. But Crutcher's latest is for the most part an exhilarating read that will make readers wonder about the meaning and worth of their own lives.

CELINA
INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 03/02/2026

Email: mwwagoner@yahoo.com **Phone:** 757-971-0190

Street Address: 5079 Still Meadow Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: CHS

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

Deadline by Chris Crutcher

Sec 33.021 sexually explicit material; 43.21 patently offensive

Attachment provided

Part II: Submitting the Library Materials Challenge Form

For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

Supporting Review Material

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Kliatt starred, 09/01/07
Publishers Weekly starred, 07/16/07
School Library Journal, 09/01/07
Voice of Youth Advocates (VOYA), 08/01/07

Voice of Youth Advocates (VOYA) starred, 08/01/07
Wilson's Junior High School, 11/01/08
Wilson's Senior High School, 01/01/09

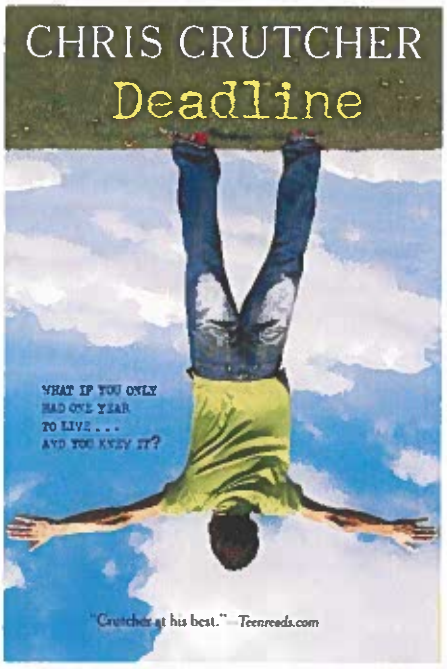
Book Review 1

School Library Journal (July 1, 2008)
Gr 9 Up-Eighteen-year-old Ben, after a physical for the track team, finds out that he has a terminal, aggressive blood disorder in this novel (Greenwillow, 2007) by Chris Crutcher. The teen decides to hold his doctor to patient-doctor confidentiality rules and keep his illness a secret from everyone, including his family, while choosing to spend the year he has left living his life to the fullest. He will try to make the football team, on which his brother is the quarterback, a possibility in tiny Trout, Idaho, even though he is too small and too light. He will also try to pursue Dallas Suzuki, the girl of his dreams, attempt to enlighten his ultra-conservative civics teacher about censorship and racism, and try to save the town drunk along the way. Ben tackles all of these situations with humor, heart, and sincerity. Mature teens (strong language and sexual situations) will relate to the novel's valuable messages about tolerance, forgiveness, and honesty. Steven Boyer portrays Ben in an endearing manner, while creating just the right collection of voices for the large cast of characters. The placement of well-timed, long pauses between emotional chapters adds to the poignancy. While listeners will be heartbroken as Ben's illness progresses, they will be uplifted by the way he touches the lives of the people he'll leave behind. Fans of Chris Crutcher, Terry Trueman, and David Klass will find this story fulfilling.

Book Review 2

Horn Book Magazine (September/October, 2007)
After learning that he has a terminal disease and, at most, a year to live, eighteen-year-old Ben Wolf decides to keep the information to himself and to forgo all treatment, thinking that "my chances aren't about living, they're about living well." He changes sports from cross-country to football (now coached by Louie Banks, from Crutcher's Running Loose [rev. 8/83]) and becomes aggressive -- and successful -- in pursuing the smart and sexy Dallas Suzuki. He wants to "maximize his education" and becomes an autodidact, challenging what he sees as the meaningless drivel taught in high school. That Ben's social awareness parallels many of Crutcher's previous themes (freedom of speech, individual choice, free expression) will come as no surprise, but Ben's nothing-to-lose perspective allows both him and Crutcher to raise the stakes. As the year progresses, Ben realizes that his decision is more complicated than he first knew: by not revealing his secret, he's also lying to family and friends. Ben particularly worries about his younger brother, fellow football-player Cody. Can he survive without Ben, or will Ben's death allow him to stand on his own? Multiple subplots -- the most notable involving a guilty ex-priest -- don't always add to the story and can inch over the top. But Crutcher's latest is for the most part an exhilarating read that will make readers wonder about the meaning and worth of their own lives.

Deadline



Book Summary

Tells the story of an eighteen-year-old high school senior who is dying from a rare blood disease. He decides to forgo treatment and live his last year to the fullest.

Summary of Concerns

This book contains; activism (social justice), alcohol/addiction, child abuse, controversial racial and religious commentary, deadly illness, death, deception, derogatory terms, drugs (mentioned), explicit sexual activities (mild), incest (resulting in pregnancy), mental illness, molestation, pedophilia, profanity, racism, suicide and violence.

YA

By Chris Crutcher

ISBN 9780060850890

CONTENT WARNING

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Youth Restricted

Page	Content
34	"Well, if I'm going to put the lid on adolescence in the next few days, I pretty much need to get laid." Marla blanches. "Not with you," I say. "Dallas Suzuki." "What's a Dallas Suzuki?" "Only the focus of my lust and my undying love." "In that order?" "You should see her." "I have to say it offends my feminine sensibilities to help fuel the rocket of your sexual intentions, young man."
86	"Sure," I say. "I can come in for a little while." Now I don't kiss and tell and I think only dickwads brag about their sexual conquests, but I'm dying and this is my first and final story and I have to say it like it is. We get to the part in the Friday Night Lights DVD where the cheerleader takes the quarterback into the bathroom to make him prove he's not gay, and all of a sudden we're up in Dallas's bedroom and I'm proving I'm not gay. "Whoa! What was that?" I'm lying in Dallas Suzuki's bed with her and I am out of my element and I probably don't have to tell you what an understatement that is. "That was sex," Dallas says, and rolls over facing away.
156	"I was just making a point," I tell my brother now. "We live in a country where racism and divisiveness and ignorance and fear rule the day. It's so bad, there are things that happened four hundred years ago they're afraid to tell us about today. Just because we live in Podunk, Idaho, where it's easy not to pay any attention to all that, doesn't mean we're not going to get confronted with it when we get out in the world."
172	"You're wrong," Coach says. "I would say it to you. There are a lot of books I think are trash. There are a lot of books I wouldn't recommend to anyone. I mean, there's a book in the Old Testament—which if memory serves from the last state senate campaign, is a big book in your house—that says we're supposed to kill active homosexuals. My younger sister is a homosexual. Active, I think." He waves his hand over our little band of book burners.
176	"By her uncle. But we both know that can't happen, right? People don't get ruined like that, awful as that is. The only truly ruined people are those who believe they are." "That can't be right." "Ah, but it can." "I can't believe that." I look at him harshly. "What if you lived in a culture where every father had
177	sexual relations with every daughter before the age of ten? What if it was just what was done? What if you were consid ered a horrible parent if you didn't do that, and would lose your child? What if every girl in the world was chastised if she missed that coming-of-age event?" My mind spins. "Or what if it was to be done by the oldest uncle, as it hap pened to your friend? What if only girls who had not had that experience were put on the outside?"
192	We're quiet and she starts rubbing my back again. "How about this?" she says after a few seconds. "Would you love me if Joe Henry were my little boy instead of my brother?" Different tone. "What?" "He's my son," she says. Her hands rest on my shoulders. I do the math in my head. "Thirteen," she says. "Barely." "Wow. Your uncle?" So she tells me. "As soon as we graduate I'm coming out with it." Her voice quivers ever so slightly. "It's been awful. When I first told my mother about Uncle Roy she slapped my face, and then I got pregnant and she couldn't deny it. She is big-time Catholic so there was no getting rid of it, which I wanted to do and am really glad
193	I didn't. Since then it's just been this monstrous secret. That's why you don't see her around much; she thinks you already know. Anyway, once we went through all the sleight of hand—Mom told everyone she was preg nant and we were going to live with the father, then came back after Joe Henry was born and said the dad abandoned us—I couldn't make myself tell the truth.
200	"I have decided, after reading Lies My Teacher Told Me—I love that title by the way—that we're still an inherently bigoted country. Our history books are
201	whitewashed of our racial history, particularly recent racial history. Did you know back then the director of the FBI actually undertook a smear campaign on Martin Luther King, Jr.? But I digress. This project is particu larly current because Malcolm X learned acceptance after going to Mecca, which, like I said before, is right in the middle of all the nastiness today. It's like ironic, or whatever.

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Page	Content
201	And there will be a lesson if I'm successful and a lesson if I'm not. We'll all learn something." "We may have our racial problems, but the United States of America is the freest country in the world, for every race. On what do you base your assumptions of racism?" "Living here," I say. "Watching old news clips from New Orleans when Hurricane Katrina hit and then watching the Spike Lee HBO movie. Did you know they found dead bodies more than a year after Hurricane Katrina? No way that happens in, like, Beverly Hills, California. When the World Trade Center was bombed they combed through the rubble. It's all we heard about. The President was at that site within days. We might not still have lynchings, but that doesn't mean bigotry is gone."
213	"I was in my twenties when I realized I was fasci nated with young boys. I tried everything to make it not true: drank, used drugs, went out with as many pretty girls as would go out with me. Only every time I tried to have sex, it . . . it just didn't work, and I was thinking about kids. Boys. "I made a couple of lame suicide attempts, none of which could have killed me, then I found myself hang ing around schools and parks. Scary stuff. I grew up Catholic so I started going to church every Sunday, sit ting in the empty church for hours at a time on week nights, praying to God to help me. And I thought He did. I walked out of the church late one night, knowing my only escape was to give myself over to Him. I pledged to enroll in seminary and become a priest. I fig ured if I stayed as close to God as I could, He'd keep me safe."
214	"Only God was nowhere to be found. Kids were there." He shakes his head slowly as his voice cracks. "Sometimes I wonder if I lied to myself, did it on purpose, like you said, to get closer to them. I was an altar boy once, though nothing happened to me." "You were never molested?" I've heard that most molesters usually were molested as kids. "I was molested, but not in the church. I was ordained and eventually placed in a small diocese in northern Michigan, pretty close to where I grew up. I did everything by the book. The town loved me. I had fantasies, of course, but I said them out loud to God and every day I asked Him to watch over me. And it seemed as if He did. "Keep telling me," He said, "and I'll keep you safe." Rudy looks toward the corner of the ceiling, but way past the corner if you see his eyes. Way past and back in time. "Then there was Donny Blankenship. Great kid.
215	Good little athlete. His parents brought him to me when he was eleven because they wanted him to experience being an altar boy, like his father. The Blankenships were my friends. They had me to dinner; I played golf with them. I was almost a part of their family." Rudy seems to be talking to himself now, barely aware I'm here. "The moment they brought him to me, I was aware of the attraction. I should have said no, made some excuse, but I brought him in. Classic grooming. I prayed and prayed. God kept telling me it was okay, that I had thoughts but it was my behavior that counted. Keep praying and don't worry. Only it wasn't God talking at all. It was Rudy McCoy, setting, baiting the trap. I groomed Danny and I groomed myself. "And then one day he came to see me in my office, completely down. His girlfriend had chosen someone else, and he was devastated. Thirteen years old. First girlfriend. He needed comfort and I gave it to him, and I gave him more. He was confused and I told him all the right lies, how he was special, maybe it was a good thing his girlfriend had left, and how God wanted him to help a good priest find his way; that the church expected special things from special people. My God, I was making it up as I went, and he was vulnerable and
216	"And it went on and on and I hated myself and told myself I would stop and that I would find a way to make it up to him, but he just got quieter and more compliant. I went to his family's home for holidays, continued to play golf with his father. I sat in his living room, separat ing myself further and further from the truth. All the signs were there. His parents came to me, said his grades were dropping, he was losing interest in sports. "My God, I counseled him for more than a year as if nothing was going on. And he accepted my counseling. And then I was walking past the pews very early one morning and found him, slumped to the side, a bullet through his head, all evidence of his life drained out in the blood soaking into the wood. I missed him by maybe a half hour." Rudy's eyes well with tears. "I murdered a fourteen-year-old boy."

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Page	Content
223	"All the stuff that's going on. Like Rudy McCoy's a drunk and then he's an expriest, then he's my social conscious guru, then he's a child molester. Jesus, which is it?" "I told you to call me Hey-Soos, and it's all of them." "Man, what am I supposed to do now? You know what I'm supposed to do, don't you? I'm supposed to turn him in. The stats on those guys say they don't do just one kid. Dallas's uncle is a child molester. What do you think she'd say if she knew I was friends with one?" "What do you think she'd say?" "I think she'd say, 'Choose.' That's what I'd say if I was her. I'd say, 'That bastard wrecked my life and I'm not hanging with anyone who hangs with those bastards.'"
224	"Whatever. I just need to know what to do. I don't have the luxury of making a mistake." "Okay, let's go over it. Do you think Rudy McCoy is an immediate danger to anyone?" "No." "Why not?" "Because I think he was telling the truth," I say. "I think he's been keeping himself under control by staying fucked up on drugs and alcohol. No reason to tell me that if it wasn't true. Anyway, I don't think he's a danger." "Do you think he's in danger?" I consider that. Shit. "Yes." "Why?" "He hates himself. He doesn't have any control over what caused the worst thing he ever did."
225	Hey-Soos says, "Okay, how about Dallas?" "What about her?" "Is she in danger?" "No, but like I said, if I hang out with a child molester, I might be."
266	Mid-January The Malcolm X Avenue idea doesn't sit a lot better with the voters of our fair county than it does with Lambeer. I think I know why he's considered such a good teacher in these parts. "Good morning, Mr. Gardner. I wonder if you'd consider signing my petition to turn a street in our fair city into Malcolm X Avenue." "Hey, Ben, how are you? What?" "Malcolm X Avenue. I'm doing a project for my cur rent events class. I thought Trout would look, like, seriously progressive if we took this diversity bull by the horns. Malcolm X Avenue would be a good start toward that." Mr. Gardner looks over his glasses at me from behind the checkout counter at Gardner's SuperMart. "You talkin' about Malcolm X the Black Muslim nigger?"
273	"Hey, Rudy," I say again. I should let him sleep—he gets so little—but I'm feeling urgent lately, so I knock lightly on his door. "Rudy. Hey." The door opens into blackness and I reach around the corner and flip that switch. The 40-watt bulb flickers on and there's Rudy, lying on the bed fully dressed, eyes
274	closed, hands folded over his chest. He's not breathing. There's a small stack of books by the cot, The Autobiography of Malcolm X on top, with an envelope sticking out just inside the front cover. I don't wonder even for a second, just step over and take the envelope. It says BEN like I knew it would. I touch his hand, which is cold. He's been like this awhile. Rudy's my first dead guy. My first thought is I'm gonna look just like this soon. It's not so bad; he took pains not to look ghoulish, I think. Eyes closed. He looks calm and I realize it's the first time I've seen that. His face is dead, but it's not tortured.
275	"Hey, Ben. Trouble?" His voice is scratchy, like the call woke him. "Yeah, kinda. I think Rudy McCoy committed suicide. He's over at Halls. I stopped in to see him and he's lyin' there on his bed. I think he's been dead awhile." "What makes you think it's suicide? He probably drank himself to death."

Profanity & Sexual or Derogatory Terms	Count
Ass / Jackass / Asshole etc.	26
Bastard	2
Breast / Tit	1
Dick	4
Fuck, Fucked, Fucking etc.	31
Ni**er	2
Piss	8
Shit / Bullshit etc.	70

Sacrilegious & other offensive language usage	Count
Damn	8
God / God damn etc.	27
Hell	44
Jesus	18
Lord	1
Christ	1

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Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Dead line

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

This has what just happed in Celina written all over it with Elliot

Determination:
☒ Content meets definition
☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: this book has NO place in our schools. Speaks of man grooming and raping boy

[redacted]

Determination:
☒ Content meets definition
☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

The language alone in this book should keep it from Being in our School

Fuck
GD
Bullshit
Dick

Determination:
☒ Content meets definition
☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence: man rapeing boy after grooming him
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☒ Harmful Material ☒ Educationaly Unsuitable	☒ Obscene Material ☒ Profane Content	☒ Pervasively Vulgar ☒ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	(2) 3 4	
2. Provides a wide range of background information	(2) 3 4	
3. Includes accurate, authentic factual content from authoritative	(2) 3 4	
4. Has high potential user appeal and interest	(2) 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	(2) 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 (2) 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	(2) 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	(2) 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	(2) 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	(2) 3 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Deadline

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☑ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☑ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 (3) 4	
2. Provides a wide range of background information	1 2 (3) 4	
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	1 (2) 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 (3) 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 (3) 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 (3) 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 (3) 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Deadline

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: There is some strong language & sexual situations implied. This would only be appropriate for upper level high schoolers.
Determination: ☒ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☒ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve** – I would vote to leave this as an 11 & 12 grade only at CHS.

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Tallington

Book Title: Deadline

Member Type:	☐ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Profanity, strong language, sexual situations. Deadline would only be appropriate for 11-12 highschool audience.
Determination: ☒ Content meets definition ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☒ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo 2010

Book Title: Deadline 1 copy

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☒ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Jarrett Calvert

Book Title: Deadline

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☒ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
- hasn't been checked out since 2010
Determination: ☑ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☒ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Gabby Carter

Book Title: Deadline

Member Type:	☐ Voting Member ☑ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☑ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

excessive language

Determination:
- ☑ Content meets definition
- ☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: No Scitability
Determination: ☑ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☑ Profane Content	☑ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Ken Pasqua

Book Title: Deadline

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☐ Parent	☒ Other	

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Pg. 172 - A book in the OTestment reference Killing homosexuals

Pg. 213 - In my 20's I realized I Was fascinated With Young boys.

B + C I don't feel Comfortable Recommending this book to a Child.

Determination:

- ☐ Content meets definition
- ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: LuAnn Stovall

Book Title: Deadline

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
p. 214 - 216 - attraction to young boys, pursued + groomed altar boys, one in particular commits suicide

Determination:
☐ Content meets definition
☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Deadline

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☒ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: The novel explores the heavy emotional reality of a teenager facing his own mortality. Ben makes unconventional & controversial choices but this does not harm the reader. Instead it provides a safe literary space for students to grapple with complex moral questions regarding agency, life, and death. His choice to not get medical treatment is not glorified but simply his choice. his consequences. The book explores that even in tragedy, one can find humor, connection and meaning

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: The author's intent is clearly one of clinical & emotional honesty not prurient interest. By depicting the physical & emotional realities of a teenage, Crutcher validates the reader's own transition into adulthood. These instances are meant to depict the human search for connection in the face of tragedy. The author has used realism to show the distress of Ben but it is a lot to process. Taken as a whole I still say the overall theme is not obscene

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence: Includes frequent profanity. Most reviewers say it isn't too much for high school. They say it is used to establish a realistic, high stakes environment for a teenage facing a terminal illness. They say it is necessary to provide realism. - ~~Actually wrong box.~~ - Profane box

Hard to say about vulgar - their is a lot of context to understand the actions of a young man dealing with terminal illness.

Determination:
- ☒ Content meets definition
- ☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: the novel provides a safe place to discuss + react to terminal illness of a student. High interest topic. also a wonderful door to discuss ethics. The value of time life and death questions. I wish he could rewrite with a little less grit because the possibilities for discussion & life changing connections are endless with this book.

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: Excessive use of profanity. I feel this is where I have an issue. The book has an amazing theme & a great topic for teens to first see that we can't take our days for granted but the language makes it difficult. It would appeal to high risk male reluctant readers but should probably require a parent note/permission.

- also some creepy priest episodes.

Determination:
- ☒ Content meets definition
- ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☒ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 (2) 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 (2) 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation Too much profanity -

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Standards

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. *13 TAC 4.1*

A district shall consider the standards in developing, implementing, or expanding library services. *Education Code 33.021(b)*

Collection Development

A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. *Education Code 33.021(c)*

Library Material Definitions

"Harmful material" means material whose dominant theme taken as a whole:

Harmful Material

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Education Code 33.020(1); Penal Code 43.24(a)

Indecent Content

"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. *Education Code 33.020(2)*

Library Material

"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. *Education Code 33.020(3)*

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
   a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
   b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and

3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(a)(1); Miller v. California, 413 U.S. 15 (1973)

Patently Offensive

"Patently offensive" means so offensive on its face as to affront current community standards of decency. *Penal Code 43.21(a)(4)*

Profane Content

"Profane content" means content that includes grossly offensive language that is considered a public nuisance. *Education Code 33.020(4)*

Library Collection Development Standards

A district must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials.

A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code 28.002 [see EHAA], while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

13 TAC 4.2(a)-(b)

Responsibility

A district is responsible for ensuring its school libraries implement and adhere to these collection development standards. *13 TAC 4.2(j)*

A district should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development stan-

dards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*

Procedures

A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*

A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*

Policy Requirements

A school library collection development policy must:

1. Describe the purpose and collection development goals;
2. Designate the responsibility for collection development;
3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;

c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

e. Ensure schools provide library catalog transparency, including, but not limited to:

(1) Online catalogs that are publicly available; and

(2) Information about titles and how and where material can be accessed;

f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(1) Access to district/campus policies relating to school libraries;

(2) Consistent access to library resources; and

(3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

13 TAC 4.2(c); Education Code 33.021(d)(2)

Findings of Fact

"Educationally unsuitable" is a finding of fact based on many factors. Given the number of possible factors, a finding of fact must include reasoning for a library material being unsuitable or suitable.

The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

"Pervasively vulgar" requires a finding of fact that vulgarity is present and referenced throughout a library material. Since "pervasive" means existing in or spreading through every part, a determination that a library material is "pervasively vulgar" requires a review of the whole book. The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

Evaluation of Materials

Evaluation of materials as referenced in this provision includes a consideration of the factors described at 13 Administrative Code 4.2(b), consideration of local priorities and district standards, and at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the district's educators and library staff and/or consultation with library staff of similarly situated districts and their collections and collection development policies;
3. An extensive review of the text of item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

13 TAC 4.2(d)

Acquisition of Library Materials

Policy Requirements

The board of a district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:

1. Approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council (SLAC) if the district established a SLAC;

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;

3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and

4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

These provisions do not apply to library materials that have been donated to or that are to be procured by a school library that:

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;

2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or

3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

Board Review and Meeting

Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list.

The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

Education Code 33.026(b-c)

A district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended. *Education Code 33.026(e)*

School Library Advisory Council Recommendation

If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. *Education Code 33.026(d)*

Policy Review

A district's collection development policy should be reviewed at least every three years and updated as necessary. *13 TAC 4.2(h)*

Instruction in TEKS

Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. *Education Code 33.0205*

Parental Access

A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.

A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.

Education Code 33.023

[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]

Record of Student Library Use

A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] *Education Code 33.024*

School Library Advisory Council

Permissive Establishment

The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. *Education Code 33.025(a)*

Mandatory Establishment

The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established. *Education Code 33.025(b)*

A district that establishes a local SLAC must consider the recommendations of the local SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge under Education Code 33.027, or making changes to policies or guidelines related to a school library catalog. *Education Code 33.025(c)*

Composition

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

1. Classroom teachers employed by the district;
2. Librarians employed by the district;
3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;
4. School administrators employed by the district;
5. The business community; and
6. The clergy.

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the board whether library materials proposed for acquisition under Education Code 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;

5. The policies and procedures for processing challenges received under Education Code 33.027; and

6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

Any recommendation made by the local SLAC must adhere to the library standards approved under Education Code 33.027.

Education Code 33.025(d-e)

Meetings

The local SLAC shall meet at least two times each year and at other times as necessary to fulfill the SLAC's duties. For each meeting, the SLAC shall:

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;

2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

3. Make an audio or video recording of the meeting; and

4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 33.025

Challenge or Appeal of Library Material

A parent of or person standing in parental relation to a student enrolled in a district, a person employed by the district, or a person residing in the district may submit:

1. To the district a written challenge to any library material in the catalog of a school library in the district using a form adopted by TEA [see below at Challenge Form]; or

2. To the district's board an appeal of an action taken by the district in response to a written challenge received.

Education Code 33.027(a)(1)-(2)

Challenge Form

TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. *Education Code 33.027(e)*

Copy of Challenge to SLAC

Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. *Education Code 33.027(b)*

Library Material Review Committee

If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. *Education Code 33.027(c)*

Board Action on Written Challenge

The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.

The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.

Education Code 33.027(d)

In taking action on a written challenge or appeal, the board shall consider:

1. If applicable, the advice of the district's local SLAC; and

2. Whether the library material challenged or appealed is suitable for the subject and grade level for which the library material is intended, including by considering whether the library material adheres to the library standards approved under Education Code 33.021 and reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.

Education Code 33.027(f)

Access During Challenge

A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. *Education Code 33.027(g)*

Notice of Removed Material

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. *Education Code 33.027(h)*

Action Not Required

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. *Education Code 33.027(i)*

Liability

A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. *Education Code 35.004*

Joint Facilities

A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. *Education Code 33.022*

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

School Library Advisory Council

The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.

The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Collection Development Policy

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure the members of the SLAC, librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.

3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The SLAC shall recommend to the Board a list of library materials for procurement.

The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or

guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program.

The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff, SLAC, and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

In addition to copies of the completed form being provided to the members of the SLAC in accordance with law, copies shall also be provided to the Board, the Superintendent, the school librarian, and any other staff designated in administrative procedures.

SLAC Recommendation

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or

video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the SLAC's recommendation.

Appeal

An individual who submitted a challenge may appeal the decision of the SLAC to the Board in accordance with the challenge procedures.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Resolution Establishing a Local School Library Advisory Council

WHEREAS, Senate Bill 13 from the 89th Legislative Session relates to a District's library materials and catalog, the establishment of a local school library advisory council (SLAC), and parental rights regarding public school library catalogs and access by the parent's child to library materials;

WHEREAS, Education Code 33.025 allows a District to establish a SLAC to assist the District in ensuring that local community values are reflected in each school library catalog in the District;

WHEREAS, a District that establishes a SLAC must consider the recommendations of the SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge to the library material, or making changes to policies or guidelines related to a school library catalog;

WHEREAS, the SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the Board of Trustees whether library materials proposed for acquisition under the law are appropriate for each grade level of the District or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the District and local public libraries and community organizations;
4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received;
6. The action to be taken by the District in response to a challenge;

WHEREAS, any recommendation made by the SLAC must adhere to the library standards approved under Education Code 33.021;

WHEREAS, the SLAC must consist of at least five members, with each member appointed by the Board of Trustees, and with each Trustee appointing an equal number of members;

WHEREAS, a majority of the voting members of the SLAC must be persons who are parents of students enrolled in the District and who are not employed by the District;

WHEREAS, one of those members of the SLAC shall serve as chair of the council;

WHEREAS, the Board of Trustees may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

7. Classroom teachers employed by the District;
8. Librarians employed by the District;

9. School counselors certified under Subchapter B, Chapter 21, employed by the District;
10. School administrators employed by the District;
11. The business community;
12. The clergy;

WHEREAS, the SLAC shall meet at least two times each year and at other times as necessary to fulfill the council's duties;

WHEREAS, for each meeting, the SLAC shall:

13. Post at least 72 hours before the meeting:
14. Post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the District;
15. Ensure that the notice required is posted on the District's website, if the District has a website;
16. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;
17. Make an audio or video recording of the meeting;
18. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the District;

WHEREAS, as soon as practicable after receipt of the minutes and audio or video recording discussed above, the District shall post the minutes and audio or video recording on the District's website, if the District has a website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District establishes a local school library advisory council.

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *Eat Pray Love***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *Eat Pray Love* by Elizabeth Gilbert, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *Eat Pray Love* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *Eat Pray Love* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *Eat Pray Love* by Elizabeth Gilbert, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA INDEPENDENT SCHOOL DISTRICT

COMMUNITY • EXCELLENCE • INNOVATION • LEADERSHIP • STEWARDSHIP

Library Materials Challenge Executive Report
May 18, 2026

Title: *Eat Pray Love*
Authors: Elizabeth Gilbert
ISBN: 9780143038412

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SLAC Library Materials Challenge Evaluation Rubrics

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Timeline

Library Materials Challenge Form Received	March 2, 2026
Board Notification	March 3, 2026
Superintendent Notification	March 3, 2026
School Library Advisory Council Notification	March 3, 2026
Campus Administration Notification	March 3, 2026
SLAC Review Process Window	March 3 - May 6, 2026
School Library Advisory Council Meeting	May 6, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *Eat Pray Love* by Elizabeth Gibert (ISBN: 9780143038412). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - May 6, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the May 6, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. One voting member of the SLAC reported to have read the book, in its entirety, two voting members read part of the book. One non-voting member reported to have read the book, in its entirety.

One voting member noted that the book has "harmful material" providing supporting evidence. Two non-voting members also included supporting evidence for this book having "harmful material" meeting the definition, as stated in the rubric. One voting member cited "obscene material" providing evidence, while one non-voting member also provided supporting evidence with "obscene material" meeting the definition. Two voting members cited the book being "educationally unsuitable" with supporting evidence. Two non-voting members also noted that this book is "educationally unsuitable" and that the content meets the definition. One voting member noted "profane content" providing supporting evidence. Two voting members indicated "indecent content" and provided evidence that the content meets the definition. Two voting members indicated that this material meets the threshold definitions and that this book should not be approved for CISD. Four non-voting members also indicated that the book content contains a threshold that meets definitions and should not be approved due to "harmful content", "obscene material", and the book being "educationally unsuitable".

The recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "indecent content" with a second by Anna Shore. The SLAC voted 3-1 to remove the book from the CISD library collection due to "indecent content".

The School Library Advisory Council submits its recommendation to remove the book from the CISD library collection due to "indecent content" to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *Eat, Pray, Love*	**Author:** Elizabeth Gilbert
ISBN: 13: 9780143038412	**Last Check-Out:** 2011
Current Library Level: Celina High, 1 copy	**Recommended Library/Age Level:** Titlewave: Adult School Library Journal: Public Library

Book Summary- New York Times Reviews, Hater's Guide & Legal Nomads

Eat, Pray, Love
The book is famously organized into 108 chapters, divided into three sections of 36 chapters each. This mirrors a mala (prayer beads), signaling that the journey itself is a form of meditation.
1. Italy: The Pursuit of Pleasure (Eat)
Following a grueling divorce and a rebound relationship that left her depleted, Gilbert lands in Rome.
Objective: To rediscover the physical senses.
Key Theme: L'arte di non fare niente (The art of doing nothing).
Outcome: She stops viewing food and leisure as "guilty pleasures" and starts seeing them as essential components of being human. She regains her physical health and the ability to feel joy without external validation.
2. India: The Pursuit of Devotion (Pray)
Gilbert moves to an ashram (implied to be the Gurudev Siddha Peeth) to undergo rigorous spiritual discipline.
Objective: To find forgiveness and quiet the "monkey mind."
Key Theme: Seva (Selfless service).
Outcome: Through hours of meditation and scrubbing floors, she experiences a spiritual breakthrough. She manages to "forgive" her ex-husband and herself, moving from a state of frantic seeking to a state of internal stillness.
3. Indonesia: The Pursuit of Balance (Love)
The final leg in Bali is designed to bridge the gap between the indulgence of Italy and the asceticism of India.
Objective: To integrate the spiritual and the physical.
Key Theme: Pikiran Tenang (Quiet mind/Balance).
Outcome: She studies under a medicine man, Ketut Liyer, and helps a struggling healer, Wayan, secure a home. However, the true test of her balance comes when she meets Felipe.
The Ending: Integration and Resolution
The ending of the book is often misinterpreted as a "romantic rescue," but professionally, it is viewed as an integration of self.
The Conflict: When Gilbert falls for Felipe, she initially panics. She fears that a new relationship will destroy the hard-won autonomy she gained in Italy and India.

The Resolution: She realizes that true balance isn't about being alone or being "perfectly" spiritual; it's about the ability to remain grounded while being vulnerable.
The Final Scene: The book concludes on a boat trip to the Gili Islands. Gilbert looks at Felipe and realizes she has achieved the prophecy given to her years prior—she is "whole." She has moved from a woman defined by her roles (wife, girlfriend) to a woman defined by her own internal equilibrium.
Key Takeaway: The ending signifies that the "journey" doesn't end in a destination, but in a shift of perspective where she no longer needs to run away to find herself.

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Booklist starred, 01/01/06
Library Journal, 01/01/06
Library Journal starred, 01/01/06
New York Times, 02/26/06
Publishers Weekly starred, 11/21/05

Book Review 1

Kirkus Reviews (January 1, 2006)
An unsuccessful attempt at a memoir from novelist and journalist Gilbert (The Last American Man, 2002, etc.).
While weeping one night on the bathroom floor because her marriage was falling apart, the author had a profound spiritual experience, crying out to and hearing an answer of sorts from God. Eventually, Gilbert left her husband, threw herself headlong into an intense affair, then lapsed into as intense a depression when the affair ended. After all that drama, we get to the heart of this book, a year of travel during which the author was determined to discover peace and pleasure. In Rome, she practiced Italian and ate scrumptious food. Realizing that she needed to work on her "boundary issues," she determined to forego the pleasure of sex with Italian men. In India, she studied at the ashram of her spiritual guru (to whom she had been introduced by the ex-lover), practiced yoga and learned that in addition to those pesky difficulties with boundaries, she also had "control issues." Finally she headed to Bali, where she became the disciple of a medicine man, befriended a single mother and fell in love with another expat. Quirky supporting characters pop up here and there, speaking a combination of wisdom and cliché. At the ashram, for example, she meets a Texan who offers such improbable aphorisms as, "You gotta stop wearing your wishbone where your backbone oughtta be." Gilbert's divorce and subsequent depression, which she summarizes in about 35 pages, are in fact more interesting than her year of travel. The author's writing is prosaic, sometimes embarrassingly so: "I'm putting this happiness in a bank somewhere, not merely FDIC protected but guarded by my four spirit brothers."

Book Review 2
Library Journal (November 15, 2006) At 30, Gilbert had everything an American woman was expected to want in order to be happy-a husband, a successful career, a house. She should have been ready to start a family, but, instead, found herself panic-stricken, anxious, confused, and miserable. On the night she lay sobbing on her bathroom floor, Gilbert made the decision to seek a divorce, which became painful and expensive. In order to regain balance in her life, she embarked on a yearlong journey around the world. Selling all of her belongings, Gilbert planned to spend four months in each of three countries that started with the letter "I": Italy, India, and Indonesia. Her first stop is Rome, because she loves the language and wants to experience the exquisite cuisine. She gains pounds and friends before moving on to Mumbai, India, where her goal is to meditate in an ashram. From India, Gilbert travels to Bali, where she hopes to achieve balance. Gilbert recounts her experiences in a mostly upbeat, exuberant manner that is almost infectious. An award-winning, critically acclaimed author, she does a very credible job of reading her own book and lends a degree of authenticity that another voice might not bring. Recommended for all public library collections.-Gloria Maxwell, Penn Valley Community Coll., Kansas City, MO Copyright 2006 Reed Business Information.

CELINA
INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 03/02/2026

Email: mwwagoner@yahoo.com **Phone:** 757-971-0190

Street Address: 5079 Still Meadow Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: CHS

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

Eat Pray Love by Elizabeth Gilbert

Sec 33.021 sexually explicit material; 43.21 patently offensive

Attachment provided

Part II: Submitting the Library Materials Challenge Form

For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

Pending Final Report

Eat, Pray, Love



Book Summary

A memoir that follows a woman's year-long journey of self-discovery after a difficult divorce through Italy, India and Indonesia.

Summary of Concerns

This book contains; alcohol, controversial cultural/religious/social commentary, DEI/CRT, depression, divination, divorce, profanity, sex toys (discussed), sexual content and transvestism involving a minor (implied).

Young Adult

By Elizabeth Gilbert

ISBN 9780143038412



4/5

Adults Only

Page	Content
33	I moved right in with David after I left my husband. He was—is—a gorgeous young man. A born New Yorker, an actor and writer, with those brown liquid-center Italian eyes that have always (have I already mentioned this?) unstitched me. Street-smart, independent, vegetarian, foulmouthed, spiritual, seductive. A rebel poet-Yogi from Yonkers. God's own sexy rookie shortstop. Bigger than life. Bigger than big. Or at least he was to me. The first time my best friend Susan heard me talking about him, she took one look at the high fever in my face and said to me, "Oh my God, baby, you are in so much trouble."
87	One obvious topic still needs to be addressed concerning my whole pursuit of pleasure thing in Italy: What about sex? To answer that question simply: I don't want to have any while I'm here. It's a kind of emergency life-saving policy, more than anything else. I got started early in life with the pursuit of sexual and romantic pleasure. I barely had an adolescence before I had my first boyfriend, and I have consistently had a boy or a man (or sometimes both) in my life ever since I was fifteen years old. That was—oh, let's see—about nineteen years ago, now. That's almost two solid decades I have been entwined in some kind of drama with some kind of guy. Each overlapping the next, with never so much as a week's breather in between. And I can't help but think that's been something of a liability on my path to maturity.
102	Now, to the innocent eye it might appear that I already am traveling. And longing to travel while you are already traveling is, I admit, a kind of greedy madness. It's kind of like fantasizing about having sex with your favorite movie star while you're having sex with your other favorite movie star.
111	He's right—the front of this Internet café is far too public and brightly lit a place to fall apart. He drives for a bit, then pulls the car over in the center of the Piazza della Repubblica, one of Rome's more noble open spaces. He parks in front of that gorgeous fountain with the bodacious naked nymphs cavorting so pornographically with their phallic flock of stiff-necked giant swans. This fountain was built fairly recently, by Roman standards. According to my guidebook, the women who modeled for the nymphs were a pair of sisters, two popular burlesque dancers of their day. They gained a fair bit of notoriety when the fountain was completed; the church tried for months to prevent the thing from being unveiled because it was too sexy.
131	"What's Rome's word?" I asked. "SEX," he announced. "But isn't that a stereotype about Rome?" "No." "But surely there are some people in Rome thinking about other things than sex?" Giulio insisted: "No. All of them, all day, all they are thinking about is SEX." "Even over at the Vatican?" "That's different. The Vatican isn't part of Rome. They have a different word over there. Their word is POWER." "You'd think it would be FAITH." "It's POWER," he repeated. "Trust me. But the word in Rome—it's SEX."
287	In reality, though, it turns out Bali has had exactly as bloody and violent and oppressive a history as anywhere else on earth where human beings have ever lived. When the Javanese kings first immigrated here in the sixteenth century, they essentially established a feudal colony, with a strict caste system which—like all self-respecting caste systems—tended not to trouble itself with consideration for those at the bottom. The economy of early Bali was fueled by a lucrative slave trade (which not only preceded European participation in the international slave traffic by several centuries, but also outlived Europe's trafficking of human lives for a good long while). Internally, the island was constantly at war as rival kings staged attacks (complete with mass rape and murder) on their neighbors. Until the late nineteenth century, the Balinese had a reputation amongst traders and sailors for being vicious fighters. (The word amok, as in "running amok," is a Balinese word, describing a battle technique of suddenly going insanely wild against one's enemies in suicidal and bloody hand-to-hand combat; the Europeans were frankly terrified by this practice.)

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Page	Content
319	white weirdo, and said, "That's because you have bad memory problem. You don't remember anymore how nice is sex. I used to have bad memory problem, too, when I was married. Every time I saw a handsome man walking down the street, I would forget I had a husband back home." She nearly fell over laughing. Then she composed herself and concluded, "Everybody need sex, Liz." At this moment, a great-looking woman came walking into the shop, smiling like a lighthouse beam. Tutti leapt up and ran into her arms, shouting, "Armenia! Armenia! Armenia!" Which, as it turned out, was the woman's name—not some kind of strange nationalist battle cry. I introduced myself to Armenia, and she told me she was from Brazil. She was so dynamic, this woman—so Brazilian. She was gorgeous, elegantly dressed, charismatic and engaging and indeterminate in age, just insistently sexy.
338	"Romance." I defined. "Women and men in love. Or sometimes men and men in love, or women and women in love. Kissing and sex and marriage—all that stuff."
355	We find one small seaside town where all the locals have gathered in a darkened street for a birthday ceremony; Yudhi and I are both pulled out of the crowd (honored strangers) and invited to dance with the prettiest girl in the village. (She's enveloped in gold and jewels and incense and Egyptian looking makeup; she's probably thirteen years old but moves her hips with the soft, sensual faith of a creature who knows she could seduce any god she wanted.) The next day we find a strange family restaurant in the same village where the Balinese proprietor announces that he's a great chef of Thai food, which he decidedly is not, but we spend the whole day there anyhow, drinking icy Cokes and eating greasy pad thai and playing Milton Bradley board games with the owner's elegantly effeminate teenage son. (It occurs to us only later that this pretty teenage boy could well have been the beautiful female dancer from the night before; the Balinese are masters of ritual transvestism.)
358	When we return to Ubud, I go straight back to Felipe's house and don't leave his bedroom for approximately another month. This is only the faintest of exaggerations. I have never been loved and adored like this before by anyone, never with such pleasure and single-minded concentration. Never have I been so unpeeled, revealed, unfurled and hurled through the event of lovemaking.
362	But all the fun and games caught up with me after a few weeks. After all those nights of not sleeping and all those days of too much lovemaking, my body struck back and I got attacked by a nasty infection in my bladder. A typical affliction of the overly sexed, especially likely to strike when you're not used to being overly sexed anymore. It came up as fast as any tragedy can strike. I was walking through town one morning doing some chores when suddenly I was buckled over with burning pain and fever. I'd had these infections before, during my wayward youth, so I knew what it was. I panicked for a moment—these things can be awful—but then thought, "Thank God my best friend in Bali is a healer," and I ran into Wayan's shop. "I'm sick!" I said. She took one look at me and said, "You sick from making too much sex, Liz."
365	"You're not embarrassed to fix people for problems like this, from sex?" I asked Wayan. "Liz—I'm healer. I fix all problems, with women's vaginas, with men's bananas. Sometimes for women, I even make fake penises. For making sex alone." "Dildos?" I asked, shocked. "Not everyone has Brazilian boyfriend, Liz," she admonished. Then she looked at Felipe and said brightly, "If you ever need help making stiff your banana, I can give you medicine." I was busily assuring Wayan that Felipe needed not one bit of help with his banana, but he interrupted me—always the entrepreneur—to ask Wayan if this banana-stiffening therapy of hers could perhaps be bottled and marketed. "We could make a fortune," he said. But she explained, no, it's not like that. All her medicines must be made fresh each day in order to work. And they must be accompanied by her prayers. Anyway, internal medicine is not the only way Wayan can firm up a man's banana, she assured us; she can also do this with massage. Then, to our lurid fascination, she described the different massages she does for men's impotent bananas, how she grips around the base of the thing and kind of shakes it around for about an hour to encourage the blood to flow, while incanting special prayers. I asked, "But Wayan—what happens when the man comes back every day and says, 'Still not cured, Doctor! Need another banana massage!'

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Page	Content
365	"She laughed at this bawdy idea, and admitted that, yes, she has to be careful not to spend too much time fixing men's bananas because it causes a certain amount of . . . strong feeling . . . within her, which she isn't sure is good for the healing energy. And sometimes, yes, the men get out of control. (As you would, too, if you'd been impotent for years and suddenly this beautiful mahogany-skinned woman with long black silky hair gets the engine to turn over again.) She told us about the one man who leapt up and started chasing her around the room during an impotency cure, saying: "I need Wayan! I need Wayan!" But that's not all Wayan can do. Also, she told us, she is sometimes called upon to be a teacher of sex for a couple who are either struggling with impotence or frigidity, or who are having trouble making a baby. She has to draw magic pictures on their bedsheets and explain to them
366	which sexual positions are appropriate for which time of the month. She said that if a man wants to make a baby he should make intercourse with his wife "really, really hard" and should shoot "water out from his banana into her vagina really, really fast." Sometimes Wayan has to actually be there in the room with the copulating couple, explaining just how hard and fast this must be done. I ask, "And is the man able to shoot water out of his banana really hard and really fast with Dr. Wayan standing over him watching?" Wayan told us all. What she does in the case of male infertility is to inform the man that his wife is infertile and needs to be seen privately every afternoon for "healing sessions." When the wife comes to the shop
367	alone, Wayan calls some young stud from the village to come over and have sex with her, hopefully creating a baby. Felipe was appalled: "Wayan! No!" But she just calmly nodded. Yes. "It's the only way. If the wife is healthy, she will have baby. Then everybody happy."
368	I suggested, "Maybe you should teach sex education class, Wayan. You could teach men how to touch women in a soft way, then maybe their wives would like sex more. Because if a man really touches you gently, caresses your skin, says loving things, kisses you all over your body, takes his time . . . sex can be nice." Suddenly she blushed. Wayan Nuriyasih, this banana-massaging, bladder-infection-treating, dildo-peddling, small-time-pimp, actually blushed. "You make me feel funny when you talk like that," she said, fanning herself. "This talking, it makes me feel . . . different. Even in my underpants I feel different! Go home now, you both. No more talk like this about sex. Go home, go to bed, but only sleeping, OK? Only SLEEPING!"

Profanity & Sexual or Derogatory Terms	Count
Ass / Jackass / Asshole etc.	16
Bitch	1
Breast / Tit	3
Fuck, Fucked, Fucking etc.	7
Penis	1
Piss	3
Shit / Bullshit etc.	21
Whore	1
Sacrilegious & other offensive language usage	**Count**
Damn	9
God / God damn etc.	31
Hell	19
Lord	3

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Eat, Pray, Love

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☒ Parent	☐ Other	

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

The book references sex, sex toys, std's, etc.

Determination:
- [x] Content meets definition
- [ ] Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
- [ ] Content meets definition
- [x] Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
more of an adult rated book.
Determination: ☒ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☒ Educationaly Unsuitable	☒ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Eat Pray Love

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: a lot of sex mentioned in the Book
Determination: ☒ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

Book has no educational value

Determination:
☒ Content meets definition
☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

the language in the Book is vulgar and do not rep the core value of the Celina School System

Determination:
☒ Content meets definition
☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Sex taken about many times
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☒ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☒ Profane Content	☒ Pervasively Vulgar ☒ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	(1) 2 3 4	
2. Provides a wide range of background information	(1) 2 3 4	
3. Includes accurate, authentic factual content from authoritative	(1) 2 3 4	
4. Has high potential user appeal and interest	(1) 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	(1) 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 (2) 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	(1) 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	(1) 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	(1) 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 (2) 3 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Talkington

Book Title: Eat, Pray, Love 2011

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☑ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

- does not meet the threshold for "harmful material"
- The title is a memoir about adult relationships, divorce, emotional healing and a few sexual references
- Not primarily written to arouse sexual interest or exploit sexuality in a graphic or ~~sen~~sensationalized way.
- mature - not patently offensive

Determination:

☐ Content meets definition

☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
- reflective travel memoir; doesn't contain sustained graphic sexual descriptions

Determination:
- ☐ Content meets definition
- ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
the mature content is not pervasive or explicit.

Determination:
- ☐ Content meets definition
- ☑ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

suitable for upper highschool

Determination:

- ☐ Content meets definition
- ☐ Content does not meet definition

?

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Not grossly offensive or a public nuisance.

Determination:

- ☐ Content meets definition
- ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
- not graphic or pornographic - sexual content is limited & secondary to the memoir's themes (more about emotional growth, spirituality, travel & self discovery vs. sexual stimulation.
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☒ Harmful Material ☐ Educationaly Unsuitable	☒ Obscene Material ☒ Profane Content	☒ Pervasively Vulgar ☒ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 (3) 4	cultural, spiritual & personal perspectives
2. Provides a wide range of background information	1 2 (3) 4	travel
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 (2) 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 (3) 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 (3) 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: ~~Eat, Pray, Love~~ Allison Chao

Book Title: Eat, Pray, Love

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☑ Parent	☐ Other	

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☑ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	(1) 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 (2) 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 (3) 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☑ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Eat, Pray Love ~

Book Title: Jarratt Calvert *

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☒ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Dhasn't been checked out since 2011
Determination: ☒ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☒ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: CHRIS CARTER

Book Title: EAT, PRAY, LOVE

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☒ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

"THE LONGEST, LOUDEST, FLESHSMACKINGEST, BED THUMPINGEST, BACK-BREAKINGEST SESSION OF LOVEMAKING"

"TOO MUCH SEX"

DOES NOT ALIGN W/ CISD MISSION.

Determination:

☒ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: "F" WORD USED 8 TIMES ~~APPROXIMATELY 20 CHAPTERS ABOUT SEX~~
Determination: ☒ Content meets definition ☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☒ Harmful Material	☒ Obscene Material	☐ Pervasively Vulgar
	☐ Educationaly Unsuitable	☐ Profane Content	☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: LeiAnn Stovall

Book Title: Eat, Pray, Love

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

- sex toys
- transvestism w/ a young boy potentially encouraged by an adult (father)
- mentioned as a custom of that culture - not socially appropriate here

Determination:

☒ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
written for an adult audience, not teens - 34 year old woman going through a divorce - academic purpose? - not sure students will be able to relate
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Eat, Pray, Love

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☒ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

While I do not believe this book meets the definition of "harmful material" it is classified as Adult non-fiction. The themes of adult life experiences included are divorce and mid life transitions are not relatable to our students. Divorce is a topic that can relate to student if a teenager character was in the book. Therefore even though it is not harmful, it may be unsuitable for teens.

Determination:

☐ Content meets definition

☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Under Texas law and the Miller Test, a book is only obscene if is essentially "hard core pornography" with no literary or social value. This book does not meet the definition. It is a renowned memoir that focuses on spiritual and emotional growth. The book is sexually relevant but not sexually explicit.

Determination:
☐ Content meets definition
☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Under Texas Penal Code 43.21 or the TSLAC Mandatory standards, this work does not meet the definition of "Vulgar" content. More importantly this book is classified as Adult Non-fiction. which our students would not find relative @ their age. ~~[illegible]~~ this means it is unsuitable for teens - not pervasively vlgar.

Determination:
☐ Content meets definition
☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: While this book is a memoir with social and spiritual value, it does not meet the definitions of patently obscene, vulgar, or harmful, it is classified as Adult Non-Fiction. therefore it is a developmental mismatch. The themes of mid-life issues, identity crisises and fertility problems do not fit the social-emotional learning goals of 9-12 grade students. There are other YA novels that can cover similar themes of global travel + self discovery.

Determination:
- [x] Content meets definition
- [ ] Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
There are some instances of hard language but it isn't grossly offensive. Not glorified.

Determination:
- [ ] Content meets definition
- [x] Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence: [redacted]
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☒ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	(1) 2 3 4	Not appealing for H.S.
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 (3) 4	
7. Enriches and supports the TEKS and curriculum, considering interests	(1) 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 (3) 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	(1) 2 3 4	Not for HS students
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☒ Do not approve - Not Young Adult - Educationally Lacking

☐ Return to committee for further review

Standards

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. *13 TAC 4.1*

A district shall consider the standards in developing, implementing, or expanding library services. *Education Code 33.021(b)*

Collection Development

A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. *Education Code 33.021(c)*

Library Material Definitions

"Harmful material" means material whose dominant theme taken as a whole:

Harmful Material

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Education Code 33.020(1); Penal Code 43.24(a)

Indecent Content

"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. *Education Code 33.020(2)*

Library Material

"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. *Education Code 33.020(3)*

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
   a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
   b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and

3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(a)(1); Miller v. California, 413 U.S. 15 (1973)

Patently Offensive

"Patently offensive" means so offensive on its face as to affront current community standards of decency. *Penal Code 43.21(a)(4)*

Profane Content

"Profane content" means content that includes grossly offensive language that is considered a public nuisance. *Education Code 33.020(4)*

Library Collection Development Standards

A district must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials.

A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code 28.002 [see EHAA], while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

13 TAC 4.2(a)-(b)

Responsibility

A district is responsible for ensuring its school libraries implement and adhere to these collection development standards. *13 TAC 4.2(j)*

A district should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development stan-

dards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*

Procedures

A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*

A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*

Policy Requirements

A school library collection development policy must:

1. Describe the purpose and collection development goals;
2. Designate the responsibility for collection development;
3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;

c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

e. Ensure schools provide library catalog transparency, including, but not limited to:

(1) Online catalogs that are publicly available; and

(2) Information about titles and how and where material can be accessed;

f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(1) Access to district/campus policies relating to school libraries;

(2) Consistent access to library resources; and

(3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

13 TAC 4.2(c); Education Code 33.021(d)(2)

Findings of Fact

"Educationally unsuitable" is a finding of fact based on many factors. Given the number of possible factors, a finding of fact must include reasoning for a library material being unsuitable or suitable.

The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

"Pervasively vulgar" requires a finding of fact that vulgarity is present and referenced throughout a library material. Since "pervasive" means existing in or spreading through every part, a determination that a library material is "pervasively vulgar" requires a review of the whole book. The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

Evaluation of Materials

Evaluation of materials as referenced in this provision includes a consideration of the factors described at 13 Administrative Code 4.2(b), consideration of local priorities and district standards, and at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the district's educators and library staff and/or consultation with library staff of similarly situated districts and their collections and collection development policies;
3. An extensive review of the text of item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

13 TAC 4.2(d)

Acquisition of Library Materials

Policy Requirements

The board of a district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:

1. Approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council (SLAC) if the district established a SLAC;

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;

3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and

4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

These provisions do not apply to library materials that have been donated to or that are to be procured by a school library that:

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;

2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or

3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

Board Review and Meeting

Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list.

The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

Education Code 33.026(b-c)

A district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended. *Education Code 33.026(e)*

School Library Advisory Council Recommendation

If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. *Education Code 33.026(d)*

Policy Review

A district's collection development policy should be reviewed at least every three years and updated as necessary. *13 TAC 4.2(h)*

Instruction in TEKS

Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. *Education Code 33.0205*

Parental Access

A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.

A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.

Education Code 33.023

[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]

Record of Student Library Use

A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] *Education Code 33.024*

School Library Advisory Council

Permissive Establishment

The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. *Education Code 33.025(a)*

Mandatory Establishment

The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established. *Education Code 33.025(b)*

A district that establishes a local SLAC must consider the recommendations of the local SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge under Education Code 33.027, or making changes to policies or guidelines related to a school library catalog. *Education Code 33.025(c)*

Composition

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

1. Classroom teachers employed by the district;
2. Librarians employed by the district;
3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;
4. School administrators employed by the district;
5. The business community; and
6. The clergy.

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the board whether library materials proposed for acquisition under Education Code 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;

5. The policies and procedures for processing challenges received under Education Code 33.027; and

6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

Any recommendation made by the local SLAC must adhere to the library standards approved under Education Code 33.027.

Education Code 33.025(d-e)

Meetings

The local SLAC shall meet at least two times each year and at other times as necessary to fulfill the SLAC's duties. For each meeting, the SLAC shall:

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;

2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

3. Make an audio or video recording of the meeting; and

4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 33.025

Challenge or Appeal of Library Material

A parent of or person standing in parental relation to a student enrolled in a district, a person employed by the district, or a person residing in the district may submit:

1. To the district a written challenge to any library material in the catalog of a school library in the district using a form adopted by TEA [see below at Challenge Form]; or

2. To the district's board an appeal of an action taken by the district in response to a written challenge received.

Education Code 33.027(a)(1)-(2)

Challenge Form

TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. *Education Code 33.027(e)*

Copy of Challenge to SLAC

Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. *Education Code 33.027(b)*

Library Material Review Committee

If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. *Education Code 33.027(c)*

Board Action on Written Challenge

The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.

The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.

Education Code 33.027(d)

In taking action on a written challenge or appeal, the board shall consider:

1. If applicable, the advice of the district's local SLAC; and

2. Whether the library material challenged or appealed is suitable for the subject and grade level for which the library material is intended, including by considering whether the library material adheres to the library standards approved under Education Code 33.021 and reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.

Education Code 33.027(f)

Access During Challenge

A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. *Education Code 33.027(g)*

Notice of Removed Material

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. *Education Code 33.027(h)*

Action Not Required

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. *Education Code 33.027(i)*

Liability

A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. *Education Code 35.004*

Joint Facilities

A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. *Education Code 33.022*

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

School Library Advisory Council

The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.

The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Collection Development Policy

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure the members of the SLAC, librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.

3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The SLAC shall recommend to the Board a list of library materials for procurement.

The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or

guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program.

The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff, SLAC, and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

In addition to copies of the completed form being provided to the members of the SLAC in accordance with law, copies shall also be provided to the Board, the Superintendent, the school librarian, and any other staff designated in administrative procedures.

SLAC Recommendation

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or

video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the SLAC's recommendation.

Appeal

An individual who submitted a challenge may appeal the decision of the SLAC to the Board in accordance with the challenge procedures.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Resolution Establishing a Local School Library Advisory Council

WHEREAS, Senate Bill 13 from the 89th Legislative Session relates to a District's library materials and catalog, the establishment of a local school library advisory council (SLAC), and parental rights regarding public school library catalogs and access by the parent's child to library materials;

WHEREAS, Education Code 33.025 allows a District to establish a SLAC to assist the District in ensuring that local community values are reflected in each school library catalog in the District;

WHEREAS, a District that establishes a SLAC must consider the recommendations of the SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge to the library material, or making changes to policies or guidelines related to a school library catalog;

WHEREAS, the SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the Board of Trustees whether library materials proposed for acquisition under the law are appropriate for each grade level of the District or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the District and local public libraries and community organizations;
4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received;
6. The action to be taken by the District in response to a challenge;

WHEREAS, any recommendation made by the SLAC must adhere to the library standards approved under Education Code 33.021;

WHEREAS, the SLAC must consist of at least five members, with each member appointed by the Board of Trustees, and with each Trustee appointing an equal number of members;

WHEREAS, a majority of the voting members of the SLAC must be persons who are parents of students enrolled in the District and who are not employed by the District;

WHEREAS, one of those members of the SLAC shall serve as chair of the council;

WHEREAS, the Board of Trustees may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

7. Classroom teachers employed by the District;
8. Librarians employed by the District;

9. School counselors certified under Subchapter B, Chapter 21, employed by the District;
10. School administrators employed by the District;
11. The business community;
12. The clergy;

WHEREAS, the SLAC shall meet at least two times each year and at other times as necessary to fulfill the council's duties;

WHEREAS, for each meeting, the SLAC shall:

13. Post at least 72 hours before the meeting:
14. Post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the District;
15. Ensure that the notice required is posted on the District's website, if the District has a website;
16. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;
17. Make an audio or video recording of the meeting;
18. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the District;

WHEREAS, as soon as practicable after receipt of the minutes and audio or video recording discussed above, the District shall post the minutes and audio or video recording on the District's website, if the District has a website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District establishes a local school library advisory council.

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *Excuse Me While I Ugly Cry***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *Excuse Me While I Ugly Cry* by Joya Goffney, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *Excuse Me While I Ugly Cry* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *Excuse Me While I Ugly Cry* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *Excuse Me While I Ugly Cry* by Joya Goffney, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA
INDEPENDENT SCHOOL DISTRICT
COMMUNITY • EXCELLENCE • INNOVATION • LEADERSHIP • STEWARDSHIP

Library Materials Challenge Executive Report
May 18, 2026

Title: *Excuse Me While I Ugly Cry*
Authors: Joya Goffney
ISBN: 9780063024816

Report Contents

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Library Materials Challenge Form Additional Attachments

SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	March 2, 2026
Board Notification	March 3, 2026
Superintendent Notification	March 3, 2026
School Library Advisory Council Notification	March 3, 2026
Campus Administration Notification	March 3, 2026
SLAC Review Process Window	March 3 - May 6, 2026
School Library Advisory Council Meeting	May 6, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *Excuse Me While I Ugly Cry* by Joya Goffney (ISBN: 9780063024816). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - May 6, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the May 6, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. Two voting members read part of this book. One non-voting member of the SLAC reported to have read the book, in its entirety.

A non-voting member cited evidence of "harmful material," while no other voting members (4) or non-voting members (2) identified any "harmful material" and indicated that the content does not meet the definition. One of the four voting members noted that this book includes "obscene material", while the other three voting members noted that the content does not meet the definition. Three non-voting members indicated that the content does not meet definition for "obscene material". Zero members both voting and non-voting note "pervasively vulgar", or "educationally unsuitable" content. One voting member cited evidence of "profane content", while the other three voting members noted that the content does not meet the definition. Three non-voting members also agreed that the content does not meet definition. One voting member cited evidence that this book contains "indecent content", while three voting members noted the content does not meet the definition. Three non-voting members also cited no evidence of "indecent content" that meets definition in this book. Three of the four voting members recommend that this title remain in the library collection, while one voting member recommended this book not be approved due to "obscene material" and "indecent content". Two non-voting members also recommend this book remain in the CISD library collection.

The recommended action was made by Anna Shore to continue to include the title as a part of the high school library collection. A second was made by Rosemary Talkington. The SLAC voted 3-1 to continue to include the title as a part of the high school library collection.

The School Library Advisory Council submits its recommendation to continue to include the title as a part of the high school library collection to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *Excuse Me While I Ugly Cry*	**Author:** Goffney, Joya
ISBN: 978-0-06-302479-3	**Last Check-Out:** 8/25/2025
Current Library Level: Celina High School, 1 copy	**Recommended Library/Age Level:** Titlewave: Adult Kirkus: 14 & up

Book Summary- Wordpress.com, SparkNotes+7 & Audible

Excuse Me While I Ugly Cry by Joya Goffney is a Young Adult contemporary novel that follows Quinn, a Black high school senior in Texas who keeps a journal of her deepest secrets, fears, and lists, including "Things That I Would Never Admit Out Loud" and "All the Boys I'd Like to Kiss". When her journal goes missing, an anonymous blackmailer begins posting her secrets on Instagram, forcing her to complete the list "Things to Do Before I Graduate" to prevent the entire book from being released.

Key Plot Points

The Blackmail: The blackmailer forces Quinn out of her comfort zone by requiring her to complete seven of her greatest fears.

An Unlikely Alliance: Quinn teams up with Carter Bennett, a classmate she thought hated her but who was actually the last to have her journal, to identify the blackmailer.

Self-Discovery: Through the process of being blackmailed, Quinn starts standing up for herself, examining her prejudices, and embracing her Blackness in a predominantly white school.

Friendships and Romance: Quinn develops a close friendship with Olivia and a romantic relationship with Carter, moving on from her obsession with her childhood friend, Matt.

Ending Explained

The Blackmailer's Identity: The person behind the blackmail is revealed to be Destany, a person who was once her best friend but had drifted away.

The Climax: After the journal is returned and her secrets are exposed, Quinn takes control of the situation and decides to "let love drive" instead of fear.

The Resolution: Quinn faces her fears, accepts that she didn't get into Columbia, and resolves her issues with her parents. She decides to stop hiding her true self and ends up with a new, more authentic life, with her new friends and a stronger sense of self.

The story concludes with a satisfying, albeit emotional, growth for Quinn as she learns to embrace her vulnerability, apologizing to those she hurt (like her dad) and confronting her internalized biases. The novel emphasizes that the "ugly cry" is a moment of letting go of the need for perfection and control

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Booklist starred, 03/15/21
Bulletin of the Center for Children's Books, 05/01/21
Kirkus Reviews starred, 03/15/21
School Library Journal, 04/01/21

Book Review 1

School Library Journal (April 1, 2021)
Gr 8 Up-Quinn makes a list for everything in her spiral notebook: It keeps her grounded. But when her notebook goes missing and an Instagram account posts one of her lists, an anonymous blackmailer informs Quinn she needs to complete her list of seven fears or else the entire notebook goes public. She knows Carter is the last person who had her notebook, though he swears he's not the blackmailer. To prove it, he teams up with Quinn to complete the list, hunt down the real culprit, and show Quinn how to let go. Goffney's debut novel hits all the right points as a dynamic modern romance full of heartache and courage. Quinn's experience as a Black teen attending a predominantly white private school accurately emphasizes the racial prejudice that exists today. Even as Quinn faces horrible situations (like her white friends using a racial slur), Olivia and Auden are characters who show the importance of respect, true friendship, and allyship. Throughout the novel, Quinn struggles with her emotions, using her lists as a crutch. As she faces her seven fears, she discovers that a person shouldn't box themselves into a set of ideals; and always leave room for growth and forgiveness. Quinn and Carter are Black. Olivia is biracial and Auden is white. Verdict for fans of Ben Philippe's Charming as a Verb or Nicola Yoon's The Sun Is Also a Star, Quinn's story is for readers seeking more than just a simple romance.-Emily Walker, Lisle Lib. Dist., IL

Book Review 2

Kirkus Reviews starred (March 15, 2021)
After her journal goes missing, a high school senior is blackmailed into completing her most sensitive to-do list. By all appearances Quinn has everything—her family is rich, she is well liked at her private school, and next fall she's headed to Columbia, her parents' alma mater. But it's an act: Quinn uses her journal as a place to alleviate

some of the pressure around her secrets and fears so she doesn't have to directly confront them. The biggest among them are that she was in fact rejected by Columbia and has been lying about it and that being one of only five Black students at a mostly White school is really hard. When Carter, a Black classmate she crushes on, mistakenly takes her journal and then loses it, the person who finds it starts anonymously threatening her. If Quinn doesn't complete her "To Do Before I Graduate" list, the mystery person promises to reveal her secrets on social media. Because Carter lost the journal, he volunteers to help her discover the culprit. The character development is excellent; even Quinn's parents get rich storylines. Goffney's explorations of race and class are also well executed. At its heart, this is a story about finding the courage to be honest and take risks and the freedom that follows from embracing authenticity. A perfect mix of humor and romance—and a source of inspiration for being brave. (Fiction. 14-18)

CELINA
INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 03/02/2026

Email: mwwagoner@yahoo.com **Phone:** 757-971-0190

Street Address: 5079 Still Meadow Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: CHS

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

Excuse me While I Cry Ugly by Joya Goffney

Sec 33.021 sexually explicit material; 43.21 patently offensive

Attachment provided

Part II: Submitting the Library Materials Challenge Form

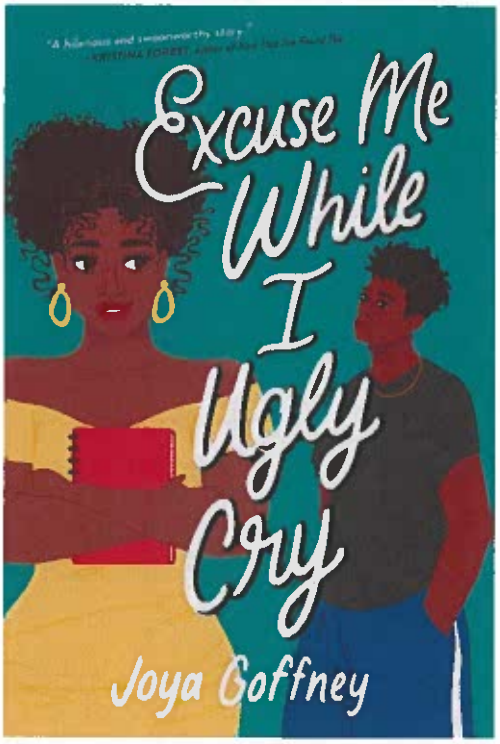
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

EXCUSE ME WHILE I UGLY CRY



Young Adult

Book Summary:

A high school senior loses her written list of lies and thoughts of importance to her.

Summary of Concerns:

This book contains explicit sexual activities; sexual nudity; references to racism; controversial political, social, and racial commentary; alcohol use by minors; and profanity and derogatory terms.

By Joya Goffney

ISBN: 978-0-06-302481-6

CONTENT WARNING

You are about to access material that may contain content of an ADULT nature. These files may include pictures and materials that some viewers may find offensive. If you are under the age of 18, or if such material offends you or if it is illegal for you to view these materials, please exit now.

3/5 Minor Restricted
BookLooks Review Rating

Page	Content
3	3. A "real Black guy," as I've heard it put around the halls of our predominantly white private school, which makes me wonder about the authenticity of my own Blackness. I've never heard anyone call me a "real Black girl." In fact, I've only ever heard the opposite. I bet he never has to deal with white people telling Black jokes around him. Must be nice.
4	8. A player? I've heard rumors about him and Emily Hayes getting busy at a party last year. ...9. Kinda antisocial. He doesn't typically hang around the white kids at school, which means he doesn't have many friends. I only see him talk to Olivia Thomas. Every time I see them laughing together, it makes me wish I had Black friends too.
6	"I mean"—he shrugs, making his way toward me, gazing at the living room furniture—" getting into Columbia doesn't mean you're smart. It just means you're rich." ...He says, "Which, obviously, you're very rich," motioning to the multi-thousand-dollar vase on the mantel and the sixty-inch landscape electric fireplace. He sounds bitter about it. Then he eyes me from my flip-flops to the top of my poofy hair. "Girls like you ain't gotta work nearly as hard as somebody like me." My jaw tightens. He has no idea what I've had to work for. And even if I am rich, I'm still one of only five Black kids at our school. I have to deal with the same racist bullshit he does.
9	"Your dad's home," he says, smiling, but then his smile falters, like he's having a hard time holding it up. "When he saw me, he thought I was a burglar." Carter drops his eyes, pressing his lips tight. "Guess he's not used to seeing a real nigga in his house."
18	Six, he could never fully understand why I feel the way I do, because he's white.
20	This is about the list of boys I've kissed, the list of reasons I'm in love with Matt, and this:..
21	7. I used to embrace being called an Oreo (white on the inside, Black on the outside), until I realized the implications—I realized far too late. ...His name comes up several times in my journal. First, in my fuck/ marry/ kill trials, where I typically choose to fuck him, on the hot side of my Hot or Not list, on my Boys with Whom I Wouldn't Mind Repopulating the Earth after the Apocalypse list, which, I admit, is basically a replica of the hot side of my Hot or Not list.
43	FIVE LIES PEOPLE BELIEVE ABOUT ME 1. I'm cool with my white friends saying the N-word around me.
44	"What happened?" Kaide asks. "Affirmative action couldn't save you?" I freeze. The two Dartmouth girls laugh, but Lucy's taken aback. "That's racist." "How is it racist? It's just a question. Isn't that what affirmative action is for? To give a pass to people who aren't white, for not being white?" ...Embarrassed, sure, but more ashamed than anything. Ashamed that I don't open my mouth and tell him how much harder my parents had to work just to be considered alongside less qualified white people. No. I let them walk away with those ideas in their heads, like always. Speaking out against racism when you're the only Black kid in class sounds like a bad idea to me, especially given the circumstances: that they all got accepted into Ivy League schools while I'm the Black girl who lied about it.
49	Harvard Kaide commented below that: I should probably stop singing along to Drake and Vontae and DaBaby and literally every rapper ever when I'm around you? What makes you so special?

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Page	Content
	Apparently, you have to run all your music choices by her, because she's black. Not even affirmative action can make up for how much you suck.
69	Carter immediately asks, "Does she not like Black people?" Funny. That's where my mind went too. Auden shakes his head. "No, she loves Black people." We both raise our eyebrows at him. "I mean, she doesn't love—she loves Black people the same amount that she loves other races."
76	3. I think he's more fuck material than marriage or murder. ...5. How intricately I write about fantasy sex with Matt.
81	"He's letting you retake that quiz tomorrow morning, but you better understand that you won't get many chances like this, especially not with skin as dark as ours. You have to work twice as hard as everyone else." ..."Figure out what you want to do in life, Quinn. Pick a major. Pick an apartment. This undecided mess is just"—she waves her hand dismissively—" a luxury only rich white boys can afford. You are not that. You have to be better than that if you want to compete."
83	You made a Black boy feel unsafe in our home. My skin is as black as his, so I can't be sure what you think of me. Am I a criminal too?
87	"I always thought that he was conscious . . . you know?" "No, I don't know what you mean." "Like, conscious of race issues and stuff." Matt's face folds and stays folded. The mention of race makes him uncomfortable. "I feel like maybe he doesn't love his skin color as much as I thought, and maybe—" "Wait, why would you think that?" He looks up. "That's crazy. I've known your dad for a long time. I know he prides himself on being the first Black chief surgeon at his hospital. It's like the second thing he tells people, behind his name. Then after that is the fact that he went to Columbia." ...My dad can be proud that he's the first Black chief surgeon, but that doesn't mean he's proud to be Black.
94	6. She's gotten into several fights over our four years at Hayworth, all of them with white boys she's claimed were racist, entitled pricks.
97	"Right. I almost forgot you were into white boys."
99	This just in: Head photographer gives amazing head. Olivia Thomas is open for business. Shooting heads and blowing them, too!
102	"You played 'Strange Fruit' by Billie Holiday," I say. When I look up from my hands, he's just as surprised as I was. "It was a bold statement in a classroom full of white kids, but I don't think anyone knew that song." ..."The back door was open. I bet teenagers go in there all the time—" "Do drugs and shit," Olivia says.
104	Days My Blackness Has Been on Trial
106	"Why can't I stay in the car?" "Why? Are you afraid of Black people, just like your dad is?" ...I'm not used to being surrounded by people with my skin color. It makes me feel like they can see how other I am. But they can't, right? I could blend in if I tried. I could embrace the

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Page	Content
	country in my accent. I could say ain't and y'all and the N-word and they wouldn't know a thing.
107	But I mean, I look just like them. I should feel safer here than in my neighborhood. White people used to lynch people who look like me, so why on earth would I feel safer around them?
111	She directs me to a poor excuse for a park crowded with Black bodies day-drinking and celebrating?
123	My seat is rising, the visor shading the side of my face, and my eyes are falling to his lips right-fucking-there. In a low voice, he asks, "Better?" His arm is sorta kinda resting atop my thighs, and his eyes are sorta kinda taking me apart.
124	I ask, "Do you really think he hates the color of his skin?" ..."I don't know. I think it's a little harsh to say he hates being Black. Maybe he's just . . ." ..."All my life, he's taught me what challenges I'll have being Black—he's warned me about unfair grading and harsher punishments and stuff like that. But I never really experienced any of it. That kind of stuff isn't what I needed . . . preparation for." Carter leans in. "Those were the challenges of their generation." He crosses his arms over the console. He looks excited to be talking about this with me. "And it's definitely still a threat for our generation, but not as much." ..."My parents never warned me about the fact that the way I talk and the way I act might lead people to call me white." ..."Being the exception to Black stereotypes automatically means that you're not as Black." ...I never thought he had to deal with being the exception too. What with the way he talks and the way he carries himself and the fact that everyone at school considers him a "real" Black guy. I let all those assumptions color my view of him. I'm no better than the white kids. ..."I didn't think you minded being called an Oreo." My eyes narrow. "I never used the word Oreo." I only used the word Oreo in my journal. "You didn't have to," he says. "I've been called an Oreo before."
126	Olivia throws a hand over the back of my seat, landing on my shoulder. "You too—get to my house by eight. We need to get you a fake ID." "What?" I spin around. "If we're doing this, we're doing it right." ...I look at him. "Fake IDs? No one said anything about fake IDs." "Quinn, it'll be fine. Just think about how to get out of the house tonight. We're gonna be out all night." ...Going downtown is one thing, but fake IDs? I'm eighteen. I could go to prison.
128	4. He's either cheating on Mom or he doesn't require much sex. ...6. His father disowned him for leaving. He came back after his father died.
130	We're surrounded by white people, as usual in this part of town.
134	AS SOON AS THE DOOR OF OLIVIA'S APARTMENT OPENS, she shoves a fake ID in my hands. "You're twenty-two. Memorize the birthday."
135	Olivia leads me past the couch into a dark kitchen, where she grabs a six-pack of Dos Equis from the fridge. I'm stunned still at her gall to drink in her mother's home, while her mother is home.

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Page	Content
136	I look at the photos to the right of Kristina. The entire line is pieced together just as it was when the photos were first vandalized, spelling out: This just in: Head photographer gives amazing head. ..."I don't know. They make me feel like a real artist amid a sexual revolution or something." ..."Get one of these," she says, pointing to the beer. "Oh, I—that's okay," I stammer. "I don't really drink." "You don't go downtown, either," she says with a smile. "Have you ever drank before?" "I've had a few sips here and there." Usually unwillingly.
139	I take a gulp of beer, anxious. ..."We gon' get this shit laid, momma. Get you lookin' fine as hell." I laugh, taking another gulp of beer. It tastes like apple juice, minus the apple? It tastes like it looks—bronze. And it makes me feel like I'm wading through wet cement. I finish my first one while Olivia is working on her second.
141	I finish off my second beer; she hands me a third and then starts on my makeup.
143	"My lips feel like they're going numb. What kind of lipstick is this?" "That's not the lipstick. That's the beer." "Beer makes your face numb?" I ask, appalled. She laughs. "When you drink enough of it. And when you're a lightweight."
144	I can't stop looking at my body, cleavage popping, curves running, melanin radiant and exposed through the cutouts and the extra-high slit. ...Olivia turns me around. "Look at that ass! Girl, you have to model for me someday." ...1. Maybe then I would feel more welcome in Black spaces. Hanging with Olivia makes me feel okay to show the parts of me that are rooted in my Blackness. Like, for once, I'm not trying to come out of my skin. ...2. Maybe then I wouldn't be so judgmental toward people of my own race, namely Carter. Because Olivia has this way of embracing and defying stereotypes all at the same time. ...3. Maybe then I wouldn't have let anyone call me an Oreo or say the N-word in my presence. Because Olivia is Black and white, all mixed up, but she still feels enough obligation to beat up racist white boys on the fly.
148	"Everything all right?" He glances at Olivia, but then his eyes fall right back to me. "We're just a little tipsy," Olivia says, laughing.
149	"Damn, Quinn!" Olivia laughs. "You're such a lightweight." I smile. It's not the alcohol. I'm simply weak in the knees. ..."What if they find out my ID is fake?" "They're not even gonna look at it." Olivia turns in the passenger seat. "You're hot. You're good to go." ..."You've gotten caught?" "They asked for my address, and I was so drunk that I messed up the street name. But I was like, 'Oh, what does it matter? It's not like I'm going home tonight anyway.' Then I batted my lashes at the bouncer, and he let me go." She shrugs.
153	I'm swathed in the smell of his shower soap, staring up at his kissable neck.
155	She smiles, hugging her chest against my arm. "We're both twenty-two." "ID and ticket?"

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Page	Content
	Audacious, she cups her left boob and pulls both our IDs and paper tickets out of her bosom.
156	"What do you want?" Olivia asks. "Beer?" She smiles. "How about shots?" "I don't know." I widen my eyes, feeding off her excitement. "Less liquid, more power," she says, raising her brows. "Shots'll have you dancing around here, screaming, getting naked." "What?" She laughs. "I'm just kidding . . . sorta." I laugh, too, glancing at the bartender. ...When the bartender gets to us, Olivia orders four shots of tequila. She throws a stack of tens on the counter, takes one of the shot glasses, and downs it. ...He and Carter step up to the bar, both of them grabbing shot glasses. I grab mine too. It's a clear liquid in a tiny glass. No big deal. I'm just curious to see how much "power" it has. I try doing like Olivia and throwing it back all at once, but I'm no pro. I swallow it in three gulps, leaving the alcohol in my mouth for too long. It burns, and oh God, it's nasty. Olivia rubs my back as I cough. "You did it! I'm so proud of you." I smile, feeling the liquor warm my stomach and pulsate outward. Auden's shot glass is empty, too, but Carter's still holding his. He's trying to convince Auden to take it for him. "Does Carter not take shots?" I ask in Olivia's ear. "He's our DD. He's being responsible," she says, smiling big. "You should go offer to take it for him." She raises her eyebrows, mischievously. ..."It would be so hot," she says. ...I take the shot from him, attempting to woo him with my steady eye contact, because, for once tonight, I feel confident enough to hold eye contact. He watches me, amused. I lick my lips, then slowly pour the liquor into my mouth. My cheeks fill with the disgusting poison, and my eyes water. I swallow it down, then scowl at the lingering taste.
158	"My play for what?" "Getting Carter," she says, like it's obvious. She flips her braids over her shoulder and pulls up the top of her strapless dress. "Getting him in what way?" She rolls her eyes. "Getting him in bed, duh." I pull my lips back in panic. "I don't—what? Are you serious?" "Oh. Are you a virgin?" I press my lips tight and nod. "So start slow. How are you gonna get Carter all up on your mouth?" I scowl. "I hardly know him." She sighs, turning back to the bar. "I'm getting another drink. Want one?"
159	Olivia gets her drink, shouts, "Let's go!" then shoots it back. She turns to me, her expression showing exactly how drunk she is—the same look that's probably on my face right now.
162	Finally, the bartender makes it over to us. Carter leans forward. "Two shots of tequila." "Make that four shots!" Auden shouts, pulling out his wallet. He throws money on the counter as the bartender pours four shots for us. ...Auden ignores me, throwing back one shot and then another. I pour one into my mouth with my eyes closed.

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Page	Content
	...Taking tequila shots is easy when you're already drunk. I need to add that to my list of life lessons. Honestly, though, everything is easy when I'm drunk, except standing, walking, using the restroom, and talking coherently. I'm three beers and four shots in. I've gone to the restroom twice. I'm swerving when I'm supposed to be standing straight.
163	"Wow, you're really drunk." ..."I'm not that drunk. I'm not as drunk as Auden."
164	It isn't until the crowd sings along that I realize how much of a minority Carter and I are here. How most of the crowd is white, and how they have no problem rapping every word, even the N-word. I know that it's just the lyrics. I know they're not calling me the N-word, but every time I hear it chorused, I recoil. And I can't do anything about it. I'm not supposed to be, or even allowed to be, offended by it. My blood boils because I am offended by it. My skin slicks with sweat because I'm also scared. ...I know the N-word is slipping between their lips too, just like everyone else.
165	Carter sits on one side, Auden on my other. "What happened?" Auden shouts. Carter says over my head, "You see how those people look more like you than they look like us?" I squeeze my eyes shut at how good it feels to hear him say us. It makes me feel better, like I'm not alone, which just makes me want to cry, because if only I hadn't been alone at that party last weekend, maybe things would be different now. "Did you hear the lyrics and the fact that they were all singing along?" ..."I'll go get you some water." "Not water. Beer. Dos Equis." He fights a smile, but the smile wins. "I second that," Auden slurs behind me. "Y'all are crazy if you think I'm getting you more alcohol. I will get you water." ..."You know, Quinn, I'll never understand why white people fight tooth and nail to be able to say that word. I just don't see the appeal."
167	"I know from experience that there are places where that word is still used hatefully." I scrunch my eyebrows. "What do you mean you know from experience?" "My parents are from a tiny town in East Texas. The backwoods." He looks down to his hands in his lap. "When we visit, I have to sit through my family's racism." He looks back up. "It was particularly bad when Obama was president." I flick my eyebrows up. "I bet." "I don't think white people should say the 'friendly' version of that word, knowing that somewhere, someone is still using it as hate speech. Doesn't seem fair to Black people that every time they hear it, they have to figure out whether or not they're being insulted." ...I've never felt this seen by a white friend. I feel like buying him a gift. ...Auden and I cheer, snatching our beers from him. "Y'all are gonna be so messed up tomorrow," he says, watching us drink.
168	"We are not going back to my house," Auden says, pointing his beer at us. ..."I don't know that. Fear is dangerous. Fear kills Black men."
169	He's smiling, and I'm thinking back to what Olivia said about finding a way to get him "all up on my mouth." Then I'm leaning in.

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170	"Do you think it's because I'm white? Maybe she doesn't like white guys." "She's half white." "That doesn't mean she likes white guys."
179	I'm reminded of how close I got to kissing him last night, how much I still really want to. I must still be drunk.
182	He glances at me with a smile. "You were wild. You kept begging me to sleep with you." ..."You were wild last night, though. You were all over me, talking 'bout, 'Do you think I'm sexy, Carter?' Trying to kiss me and—" ..."Hush." I scowl at him. "I was drunk."
192	I can't remember if he was Black or white. Maybe he was a racist neighbor who wanted to stop Black kids from going to school . . .
197	His eyes look like they remember we almost kissed a few minutes ago. I drop my gaze, because I don't have the courage that I had back there, when it was raining and it felt like we were on our own little island.
198	2. Go to Houston and face my judgments about my own race. 3. Talk to Carter Bennett about my dad and stereotypes and Oreos.
200	Then, reading my mind, he asks, "What are you wearing?" A surprised smile pops up on my lips. "Carter, that is so inappropriate." "What?" He laughs. "Like you weren't thinkin' it." I totally was. "Don't play with me," he says. "Why do you want to know? What are you wearing?" "Nothing," he says. ..."Nah, I'm wearing underwear and socks. Honestly, I don't know how people wear entire outfits to bed. That's too much fabric for me." "I agree." ..."You agree? So, what does that mean? What are you wearing, Jackson?" "The same thing you are, minus the socks." "Whoaaa," he howls. "Shit."
202	"I was there with Destany and Gia. We were outside, and Gia was venting to a whole group of people about a Black lady who had accused her of stealing at the Gap, which she had been." I roll my eyes. "But while she was venting, she kept calling the Black lady the N-word." I whisper it, feeling ashamed all over again. "And I just sat there and let her say it." ..."That's not the worst part. After they realized I was there, Destany, my best friend, said to them, 'Don't worry about Quinn. She's practically white anyway.'" ..."I think I walked away without explaining because I was ashamed of myself. I mean, that wasn't the first time they'd said racist shit, but that was the first time I realized they could be talking about me. You know what I mean?" "I know exactly what you mean." He takes his time choosing his words. "I believe there comes a time when you have to learn what it means to have our skin. It's like an awakening." ..."About how my white friends would think of me as an exception to their stereotypes?" "Yeah." "I was about nine or ten, and my best friend, Derrick, was throwing a pool party." "Uh-oh."

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Page	Content
	"Yep." He laughs. "You already know where this is going. He said that everyone was invited, but I noticed I was the only Black person on the guest list. I asked him why, and guess what he said." "Tell me." "He said, 'I figured none of them would come.' He was like, 'Because Black people can't swim, and doesn't it mess up y'all's hair or something?'"
204	"So," he says, "panties and bra, or just panties?" I take that back. I am no longer comfortable.
205	I should not pick up my phone and text him: Only panties. But I do. ...3. I imagine him in his bed, thinking about me in my underwear. 4. Which requires reciprocal thinking about him in his underwear.
209	"I see an amazing, smart, talented, beautiful Black girl." "And when you look at other girls who look like me, is that what you see?" He frowns. "Of course, Quinn." "Okay, so please explain what happened with Carter." I lean into him with pleading eyes. "I made a mistake." He shrugs, eyes unsettled. "I hadn't slept in a while, and I honestly don't think I've ever seen a boy who looks like Carter step foot in my house. Ever." "So you thought he was trying to rob us?" He looks down at his hands in his lap. "I don't know what I thought. But, yeah, maybe." He looks up and meets my gaze. "But please don't question my love for you and just how much I value you. I made a mistake with Carter, and honestly, it was a wake-up call. I need more Black friends." "Have you ever had Black friends?" ..."All I had were Black friends at Columbia. I was a member of the BSO. I've talked about this before." ..."Anyway, I need more Black people in my life. I didn't realize, until now, how important that is. There's something about having Black friends that makes you feel . . . whole."
211	His eyes meet my gaze, and then he glances at my legs exposed in these extra-short shorts, and my cleavage in this low-cut tank top.
212	"I haven't had a single Black person, outside of my family, in this house in years." ..."On this side of town, it's hard to come by Black families. And this one," Dad says, looking at me, "has only had white friends. That's no excuse, of course. That's probably my fault, too, when it comes down to it. Fighting off prejudices is a conscious effort, even for Black people, and I realize I haven't been fighting for a long time."
217	"I've let them get away with so much worse in the past, and now all of a sudden I have a problem with Gia's racism?"
219	I filter through all the imaginary scenarios that kept me up last night. Every single one of them ended with us kissing. But the transition into that was always smoother than this. I leaned in, and he leaned in, and just like that, we were kissing. ..."What do you want, Quinn?" "I want to kiss you." ...He says, "Okay," and leans in, grabbing my chin. My heart stops. "So do it." Then I make the mistake of looking at Carter's lips. His lips are all I've wanted for the past twenty-four hours. Forty-eight hours. Hell, seventy-two hours. I find myself leaning in too.

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Page	Content
	His breath shakes out from between his lips, beating in light waves against mine. I lean closer, closing my eyes, brushing the tip of his nose with mine. ...And without giving it a second thought, I press my lips against his.
221	HOW IT FEELS TO KISS CARTER 1. Like everything in me is rushing to my lips to get a taste of him, too. ...5. Like it doesn't matter if this is all a game, because I must be winning if I get to kiss him. 6. Like I really hope that this isn't just a game to him, because kissing him doesn't feel like a game at all. ...His lips caress mine, softer than I thought possible. Then I press harder against his mouth, and he reciprocates. I feel breathless and weightless, tingles spreading all the way down, taking over my body. I push against him until he's lying on my bed and I'm falling on top of him. His fingers slide up my back, lifting my T-shirt so he can press his hands against my bare skin. I shiver, opening my mouth against his lips. His tongue slips inside. I've never been kissed like this. My list of boys I've ever kissed is extremely short and all occasions happened in elementary school, but Carter doesn't know that. And I hope he doesn't suspect by the way I kiss him back. I go with his flow, let him lead, dissolve into a bunch of sensory receptors and natural urges.
222	Then she throws her arms around our shoulders. "I'm so glad y'all are finally doing it." I pull from under her arm, standing up. "We only kissed." She gives me a look. "I've seen kissing. That was more than kissing."
224	I attach a photo that Carter snapped of us kissing. Then I press send.
225	4. Spread rumor that she only hangs with boys because she doesn't want competition for the dick.
227	He leans down, and like a magnet, his lips pull me in. He pecks me once, twice, three times. Then he pulls away.
230	Austin kind of shields me from that—the conservative, country, rural side of Texas. We drive past a sign showing support for Donald Trump. "Wow," Carter croaks, staring at the trailer house and the wooden fence, also holding an infamous "Come and Take It" flag, printed with a black rifle and a single black star at the top. "I'd love to live next door to them," Auden says sarcastically in the back seat. "Bad first impression," I say, glancing at Carter.
237	The way he kisses, he's had to have had practice. "Um. What about the seven hundred girls your sister was talking about?" He laughs. "First of all, that is a gross exaggeration on Imani's part. Second, those girls were just girls." "What does that mean?" "They weren't serious." "You used them for sex?" He narrows his eyes. "It was always a mutual relationship." "So they used you for sex too?"
238	He kisses me slow and deep, running his hands up the sides of my neck into the back of my hair, getting his fingers tangled in my coils, and it doesn't even bother me. I'm sure he's no stranger to Black-girl hair. I let him tip my head back as Brandy whispers through my speakers, singing beneath the sounds of our lips parting and rejoining.

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Page	Content
	"You should probably go. Huh?" Carter asks after a while. I nod, closing my mouth against his again, closing my eyes. He kisses me back for a minute, because it truly is the best thing in the world, and it's so hard to stop.
250	"Because I'm 'practically white anyway.'" She furrows her brow, then her eyes light up. "Are you serious? Because of that? That was just a joke, Quinn. I mean, obviously you're not white." "Obviously," Gia says, sneering at my dark skin. I take a step back. "A joke? You think Gia degrading that Gap employee's humanity by repeatedly referring to her as 'that fucking N-word' is a joke? And the second I thought you might tell her to stop, you denied my right to be offended, you dismissed my identity as a Black girl, and completely erased my voice in the conversation, all with just four little words. That was a joke to you?" "Quinn, you always blow this race stuff out of proportion," Destany says.
261	Because I want to kiss him, but I need to know the truth.
263	I want him on my lips. But I know I shouldn't want that.
266	And he had me convinced that he somehow knew that my favorite music is '90s R& B, that he somehow knew how much I hate Vontae, and that he somehow knew about my usage of the term Oreo, but all this time it was because he'd read my journal.
272	"I have to get raw and naked with you." He hurries to clarify, "Not physically, but emotionally naked, like I forced you to get with me."
274	She's telling Dad about the case she's working on right now, and he's listening with a glass of wine in hand, sitting on the floor. ..."Quinn, baby, can you bring us that wine bottle that's on the bar," Mom says, motioning to the kitchen. "Oh, hi, Olivia."
299	"I find it interesting that two Black students were bullied on school grounds, and you don't seem to think anything can be done." ...She turns back to Principal Falcon. "Here's the thing: two Black females were harassed under your watch by two white females, one of whom is being protected by a donor. This is a discrimination lawsuit waiting to happen."
302	"I never knew that the . . ." She looks down. "The race stuff, I didn't know it bothered you. I mean, we were all joking. And you were always different. We were never talking about you." She looks at me, tears pouring down her face. She doesn't understand that she can't talk about Black people without talking about me too. She doesn't understand that using the N-word in any context is never a joke. Not for me, it isn't.
304	"I wish I had known everything so much sooner—Columbia, the racism, the blackmail. I can't believe you kept all this from me."
314	Unfortunately, I couldn't stop thinking about all those sexual fantasies you wrote about him.
338	I can't imagine only wanting him for sex and nothing else.
340	"I was a little surprised, but it was nothing compared to reading your sex fantasies. You put so many details in . . . you should write erotica."
342	"I want you to be able to celebrate our differences. I need you to be aware that our differences will get us different outcomes in life. And I need you to know that just because

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Page	Content
	I don't fit into your stereotypes, that doesn't mean I'm any less Black." ..."Quinn, I was just joking about the 'practically white' thing." "But you understand how that's not funny? And how inappropriate that joke was in that moment? Gia was repeatedly using a racial slur, and that hurt me. That word hurts me."
347	He glances down at my lips, but then he looks away, exhaling. We haven't kissed again. Not since we started "building trust." We've both wanted to, but it hasn't felt right. The sour taste in my mouth still lingers, even after the nasty words have gone. It's taken a minute for it to fade back to sweet desire.
352	"Are you sure you're ready?" he says, looking down at my lips. "Yeah." I lean in. And at the feel of his mouth, I take a deep breath. Kissing Carter feels like I'm right where I need to be.

Profanity/Derogatory Term	Count
Ass	20
Bitch	11
Dick	1
Fuck	9
Nigger/Nigga	2
Piss	10
Prick	1
Shit	46

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Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Excuse me while I ugly Cry

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Book talks about giving head

Determination:
☒ Content meets definition
☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
☐ Content meets definition
☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: language in this book is rough
Determination: ☒ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Book talk about giving head and other sex acts
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☒ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☒ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 (2) 3 4	
2. Provides a wide range of background information	1 (2) 3 4	
3. Includes accurate, authentic factual content from authoritative	1 (2) 3 4	
4. Has high potential user appeal and interest	(1) 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	(1) 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 (2) 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	(1) 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	(2) 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	(2) 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

- ☐ Approve for library collection
- ☐ Approve with age/location restrictions
- ☒ Do not approve
- ☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Excuse Me While I Ugly Cry

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

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Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

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Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☑ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 (3) 4	
2. Provides a wide range of background information	1 2 (3) 4	
3. Includes accurate, authentic factual content from authoritative	1 (2) 3 4	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 (2) 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 (2) 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 (3) 4	

PART II — Recommendation

Recommendation:

☑ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Excuse Me While I Ugly Cry

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Tallington

Book Title: Excuse Me While I Ugly Cry 2025

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

A. Not sexuality dominant in theme; story focuses on identity, anxiety, friendship, grief, family pressure + self acceptance
- not written to sexually arouse readers.

B. mild-moderate profanity & doesn't contain graphic sexual depiction pornography, explicit nudity

C. Social emotional learning; contemporary adolescent social pressures

Determination:

☐ Content meets definition

☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Not obscence according to rubric.

Typical of mainstream young adult litrature

Determination:

☐ Content meets definition

☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

- some profanity + realistic teen dialogue + emotionally charged dialogue.
- Not pervasively vulgar

humorous + reflective vs. vulgar.

Determination:

☐ Content meets definition

☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

highly relevant themes to teens - social pressures, mental health relationships, self image, family expectations, honesty

Appropriate for secondary campus-diversity goals.

Determination:
- ☐ Content meets definition
- ☑ Content does not meet definition

X

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

not extreme profanity that's likely to cause educational disruption

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

A

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 (3) 4	teen relationships / friend family
2. Provides a wide range of background information	1 (2) 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 (3) 4	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 (3) 4	SEL
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Sarah Calvert

Book Title: Excuse Me While I Ugly Cry

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☒ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Determination:
☐ Content meets definition
☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 (3) 4	
2. Provides a wide range of background information	1 (2) 3 4	
3. Includes accurate, authentic factual content from authoritative	1 (2) 3 4	
4. Has high potential user appeal and interest	1 2 (3) 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 (2) 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 (2) 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: LeAnn Stovall

Book Title: Excuse Me While I Ugly Cry

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

underage drinking + obtaining fake id's

p. 135, 136, 139, 141, 143, 148, 149, 156, 159, 162 163, 165, 167, 168, 179, 182

Seems excessive; normalizing harmful behavior? Also illegal!

Determination:

☒ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Excuse Me While I Ugly Cry

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☒ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: This book's dominant themes include navigating anxiety, confronting racial & prejudice and fostering authentic friendships. These themes provide significant social and emotional value to high school students. The inclusion of blackmail, racism and dysfunctional family dynamics are not glorified. Instead, they are obsticals the protagonist must overcome to grow. These elements are part of a narrative about honesty and bravery. The book addresses real-world issues in age appropriate settings. Explores adolescent growth.

Determination:
☐ Content meets definition
☒ Content does not meet definition

* Underage drinking & fake ID

Rather than glorify this incident, it is handled with narrative responsibility + serves a clear cautionary purpose. The author depicts this scene as a direct result of the protagonist's escalating anxiety and poor decision making under duress. Quinn faces significant consequences including the breakdown of family trust + a profound loss of self respect which she spends the rest of the novel working to recla

* This realistic portrayal of adolescent struggle offers social emotional valu & pathways for the reader to learn, connect and develop ~~ways to handle~~ tools + decision processes to handle failures of their own.

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: The book's focus is on emotional honesty and anxiety, not sexual arousal. There are no graphic or explicit sexual acts described in the text. This title is a Junior Library Guild Gold Standard Selection, a distinction that confirms its high literary & artistic merit for a young adult audience.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence: I did not find anything that feels vulgar in the book. Quinn is obsessed with perfection & image in the beginning of the story. We watch her walls of perfection crumble with the weight of dishonesty & anxiety of her fake perfection. Her mistakes become raw, messy, uncontrolled & a bit socially unacceptable as she hits her rock bottom & ugly cries. None of this is glorified & the reader feels the crash coming. Quinn and the reader learn that authenticity is more valuable than a perfect image.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: The novel provides a vital mirror for Black female students, specifically addressing the 'strong Black woman' trope and the unique pressures of navigating predominantly white academic spaces. Libraries are required to provide a diversity of appeal and materials that represent a variety of perspectives. The book chronicles Quinn's journey of fear + anxiety to healthy coping mechanisms and the importance of professional + family support. It encourages emotional honesty in a YA realistic setting. Very suitable

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
In a 300 p. novel, these handful of words are statistically insignificant. They do not dominate the text or define the reading experience. It is used to express moments of extreme frustration, betrayal or shock.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence: While this book contains romance situations, it focuses on the emotional chemistry between Quinn & Tarek. There is romantic tension, swoony moments and kissing but the book does not contain graphic descriptions of sexual acts.
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

Representation in Young Adult Literature is a key factor in student literacy and social emotional development. Students are more likely to read & succeed when they see themselves reflected in the library's collection.

This title is so relatable to H.S. students. The dishonesty parent pressure, broken homes, feelings of anxiety to perform, living a lie. The opportunities to learn from Quinns mistakes & her ultimate honesty are endless.

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

We need more books written by authentic authors of all cultures. This one is excellent!

Standards

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. *13 TAC 4.1*

A district shall consider the standards in developing, implementing, or expanding library services. *Education Code 33.021(b)*

Collection Development

A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. *Education Code 33.021(c)*

Library Material Definitions

"Harmful material" means material whose dominant theme taken as a whole:

Harmful Material

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Education Code 33.020(1); Penal Code 43.24(a)

Indecent Content

"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. *Education Code 33.020(2)*

Library Material

"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. *Education Code 33.020(3)*

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
   a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
   b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and

3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(a)(1); Miller v. California, 413 U.S. 15 (1973)

Patently Offensive

"Patently offensive" means so offensive on its face as to affront current community standards of decency. *Penal Code 43.21(a)(4)*

Profane Content

"Profane content" means content that includes grossly offensive language that is considered a public nuisance. *Education Code 33.020(4)*

Library Collection Development Standards

A district must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials.

A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code 28.002 [see EHAA], while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

13 TAC 4.2(a)-(b)

Responsibility

A district is responsible for ensuring its school libraries implement and adhere to these collection development standards. *13 TAC 4.2(j)*

A district should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development stan-

dards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*

Procedures

A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*

A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*

Policy Requirements

A school library collection development policy must:

1. Describe the purpose and collection development goals;
2. Designate the responsibility for collection development;
3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;

c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

e. Ensure schools provide library catalog transparency, including, but not limited to:

(1) Online catalogs that are publicly available; and

(2) Information about titles and how and where material can be accessed;

f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(1) Access to district/campus policies relating to school libraries;

(2) Consistent access to library resources; and

(3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

13 TAC 4.2(c); Education Code 33.021(d)(2)

Findings of Fact

"Educationally unsuitable" is a finding of fact based on many factors. Given the number of possible factors, a finding of fact must include reasoning for a library material being unsuitable or suitable.

The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

"Pervasively vulgar" requires a finding of fact that vulgarity is present and referenced throughout a library material. Since "pervasive" means existing in or spreading through every part, a determination that a library material is "pervasively vulgar" requires a review of the whole book. The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

Evaluation of Materials

Evaluation of materials as referenced in this provision includes a consideration of the factors described at 13 Administrative Code 4.2(b), consideration of local priorities and district standards, and at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the district's educators and library staff and/or consultation with library staff of similarly situated districts and their collections and collection development policies;
3. An extensive review of the text of item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

13 TAC 4.2(d)

Acquisition of Library Materials

Policy Requirements

The board of a district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:

1. Approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council (SLAC) if the district established a SLAC;

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;

3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and

4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

These provisions do not apply to library materials that have been donated to or that are to be procured by a school library that:

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;

2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or

3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

Board Review and Meeting

Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list.

The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

Education Code 33.026(b-c)

A district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended. *Education Code 33.026(e)*

School Library Advisory Council Recommendation

If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. *Education Code 33.026(d)*

Policy Review

A district's collection development policy should be reviewed at least every three years and updated as necessary. *13 TAC 4.2(h)*

Instruction in TEKS

Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. *Education Code 33.0205*

Parental Access

A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.

A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.

Education Code 33.023

[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]

Record of Student Library Use

A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] *Education Code 33.024*

School Library Advisory Council

Permissive Establishment

The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. *Education Code 33.025(a)*

Mandatory Establishment

The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established. *Education Code 33.025(b)*

A district that establishes a local SLAC must consider the recommendations of the local SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge under Education Code 33.027, or making changes to policies or guidelines related to a school library catalog. *Education Code 33.025(c)*

Composition

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

1. Classroom teachers employed by the district;
2. Librarians employed by the district;
3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;
4. School administrators employed by the district;
5. The business community; and
6. The clergy.

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the board whether library materials proposed for acquisition under Education Code 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;

5. The policies and procedures for processing challenges received under Education Code 33.027; and

6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

Any recommendation made by the local SLAC must adhere to the library standards approved under Education Code 33.027.

Education Code 33.025(d-e)

Meetings

The local SLAC shall meet at least two times each year and at other times as necessary to fulfill the SLAC's duties. For each meeting, the SLAC shall:

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;

2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

3. Make an audio or video recording of the meeting; and

4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 33.025

Challenge or Appeal of Library Material

A parent of or person standing in parental relation to a student enrolled in a district, a person employed by the district, or a person residing in the district may submit:

1. To the district a written challenge to any library material in the catalog of a school library in the district using a form adopted by TEA [see below at Challenge Form]; or

2. To the district's board an appeal of an action taken by the district in response to a written challenge received.

Education Code 33.027(a)(1)-(2)

Challenge Form

TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. *Education Code 33.027(e)*

Copy of Challenge to SLAC

Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. *Education Code 33.027(b)*

Library Material Review Committee

If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. *Education Code 33.027(c)*

Board Action on Written Challenge

The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.

The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.

Education Code 33.027(d)

In taking action on a written challenge or appeal, the board shall consider:

1. If applicable, the advice of the district's local SLAC; and

2. Whether the library material challenged or appealed is suitable for the subject and grade level for which the library material is intended, including by considering whether the library material adheres to the library standards approved under Education Code 33.021 and reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.

Education Code 33.027(f)

Access During Challenge

A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. *Education Code 33.027(g)*

Notice of Removed Material

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. *Education Code 33.027(h)*

Action Not Required

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. *Education Code 33.027(i)*

Liability

A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. *Education Code 35.004*

Joint Facilities

A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. *Education Code 33.022*

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

School Library Advisory Council

The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.

The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Collection Development Policy

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure the members of the SLAC, librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.

3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The SLAC shall recommend to the Board a list of library materials for procurement.

The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or

guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program.

The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff, SLAC, and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

In addition to copies of the completed form being provided to the members of the SLAC in accordance with law, copies shall also be provided to the Board, the Superintendent, the school librarian, and any other staff designated in administrative procedures.

SLAC Recommendation

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or

video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the SLAC's recommendation.

Appeal

An individual who submitted a challenge may appeal the decision of the SLAC to the Board in accordance with the challenge procedures.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Resolution Establishing a Local School Library Advisory Council

WHEREAS, Senate Bill 13 from the 89th Legislative Session relates to a District's library materials and catalog, the establishment of a local school library advisory council (SLAC), and parental rights regarding public school library catalogs and access by the parent's child to library materials;

WHEREAS, Education Code 33.025 allows a District to establish a SLAC to assist the District in ensuring that local community values are reflected in each school library catalog in the District;

WHEREAS, a District that establishes a SLAC must consider the recommendations of the SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge to the library material, or making changes to policies or guidelines related to a school library catalog;

WHEREAS, the SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the Board of Trustees whether library materials proposed for acquisition under the law are appropriate for each grade level of the District or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the District and local public libraries and community organizations;
4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received;
6. The action to be taken by the District in response to a challenge;

WHEREAS, any recommendation made by the SLAC must adhere to the library standards approved under Education Code 33.021;

WHEREAS, the SLAC must consist of at least five members, with each member appointed by the Board of Trustees, and with each Trustee appointing an equal number of members;

WHEREAS, a majority of the voting members of the SLAC must be persons who are parents of students enrolled in the District and who are not employed by the District;

WHEREAS, one of those members of the SLAC shall serve as chair of the council;

WHEREAS, the Board of Trustees may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

7. Classroom teachers employed by the District;
8. Librarians employed by the District;

9. School counselors certified under Subchapter B, Chapter 21, employed by the District;
10. School administrators employed by the District;
11. The business community;
12. The clergy;

WHEREAS, the SLAC shall meet at least two times each year and at other times as necessary to fulfill the council's duties;

WHEREAS, for each meeting, the SLAC shall:

13. Post at least 72 hours before the meeting:
14. Post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the District;
15. Ensure that the notice required is posted on the District's website, if the District has a website;
16. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;
17. Make an audio or video recording of the meeting;
18. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the District;

WHEREAS, as soon as practicable after receipt of the minutes and audio or video recording discussed above, the District shall post the minutes and audio or video recording on the District's website, if the District has a website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District establishes a local school library advisory council.

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *Laura Dean Keeps Breaking Up With Me***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *Laura Dean Keeps Breaking Up With Me* by Mariko Tamaki, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *Laura Dean Keeps Breaking Up With Me* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *Laura Dean Keeps Breaking Up With Me* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *Laura Dean Keeps Breaking Up With Me* by Mariko Tamaki, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA INDEPENDENT SCHOOL DISTRICT

COMMUNITY • EXCELLENCE • INNOVATION • LEADERSHIP • STEWARDSHIP

Library Materials Challenge Executive Report
May 18, 2026

Title: *Laura Dean Keeps Breaking Up With Me*
Authors: Mariko Tamaki
ISBN: 9781250312846

Report Contents

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SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	March 2, 2026
Board Notification	March 3, 2026
Superintendent Notification	March 3, 2026
School Library Advisory Council Notification	March 3, 2026
Campus Administration Notification	March 3, 2026
SLAC Review Process Window	March 3 - May 6, 2026
School Library Advisory Council Meeting	May 6, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *Laura Dean Keeps Breaking Up With Me* by Mariko Tamaki (ISBN: 9781250312846). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - May 6, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the May 6, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. One voting member of the SLAC reported to have read the book, in its entirety. Two voting members noted they read part of the book. One non-voting member of the SLAC reported to have read the book, in its entirety, while one also read part of the book.

One voting member cited supporting evidence of the book having "harmful content". One non-voting member cited supporting evidence of the book having "harmful content", citing part (A) of the threshold definition was met. Zero voting members noted any evidence of "obscene material" or "pervasively vulgar" content. One of the four non-voting members cited both "obscene" and "pervasively vulgar" material. This non-voting member did provide supporting evidence that the content meets definitions in both categories. One voting member cited "educationally unsuitable" and "profane content", while the other three voting members indicated that the content does not meet the definition. Two non-voting members cited evidence of this title being "educationally unsuitable", with one of those non-voting members also citing "profane content". Zero voting members noted this book as having any "indecent content" that meets the definition, while one non-voting member did determine that "indecent content" meets the definition. Three out of the four voting members rated this book using the rubric selection criteria and recommended this book be approved for library collection. One voting member provided evidence that threshold definitions were met citing "harmful material", "profane content", and "pervasively vulgar" material.

The recommended action was made by Anna Shore to continue to include the title as a part of the high school library collection. A second was made by Allison Chao. The SLAC voted 3-1 to continue to include the title as a part of the high school library collection.

The School Library Advisory Council submits its recommendation to continue to include the title as a part of the high school library collection to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *Laura Dean Keeps Breaking Up With Me*	**Author:** Tamaki, Mariko
ISBN: 978-0-06-302479-3	**Last Check-Out:** 8/25/2025
Current Library Level: Celina High School, 1 copy	**Recommended Library/Age Level:** Titlewave: Young Adult Kirkus: 14 & up

Book Summary- Wordpress.com, SparkNotes+7 & Audible

Laura Dean Keeps Breaking Up with Me is a graphic novel by Mariko Tamaki and illustrated by Rosemary Valero-O'Connell that focuses on Freddy Riley, a teenager caught in a toxic, on-again-off-again relationship with the charming but thoughtless Laura Dean. The story explores themes of toxic relationships, self-worth, and the prioritization of friendships.

The Problem: Freddy is in love with Laura Dean, the most popular girl in school. Laura keeps breaking up with her, only to demand to get back together, a cycle that happens multiple times.

Neglected Friendships: While fixated on her relationship, Freddy neglects her best friend, Doodle, who is going through her own serious struggles, including an unintended pregnancy.

Seeking Advice: Reeling from a breakup, Freddy seeks advice from a mysterious medium called the Seek-Her, who simply tells her to "break up with her". She also writes letters to an advice columnist named Anna Vice.

The Turning Point: Freddy starts to realize her friends are more reliable than her girlfriend. She begins to notice a girl from the donut shop, Vi, and learns that her relationship with Laura is making her a bad friend.

Ending Explained

The Breakup: Inspired by advice from Anna Vice, who suggests relationships should make you better rather than taking from you, Freddy finally finds the courage to break up with Laura Dean.

Laura's Reaction: When confronted by Freddy, Laura is surprised and angered, cursing at her and crying.

Resolution: Freddy supports her best friend Doodle, attending her abortion appointment with her. The novel ends with Freddy going to prom and dancing with Doodle, having realized her own self-worth and chosen to be a better friend rather than "Laura Dean's ex-girlfriend".

Laura Dean Keeps Breaking Up with Me highlights the necessity of ending toxic, manipulative relationships and valuing the friends who support you.

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Booklist starred, 04/15/19
Bulletin of the Center for Children's Books starred, 05/01/19
Horn Book Magazine starred, 07/01/19
Kirkus Reviews starred, 04/01/19
Michael L. Printz Honor, 2020
New York Times, 06/30/19
Publishers Weekly starred, 03/04/19
School Library Journal, 05/01/19

Book Review 1

School Library Journal (May 1, 2019)
Gr 9 Up-Frederica Riley's tall, confident, and effortlessly cool girlfriend Laura Dean is the most popular girl in school. Laura breaks Freddy's heart over and over again, but Freddy still takes her back each time. Doodle, Freddy's BFF, introduces her to Seek-Her, a mysterious medium who echoes what Freddy's friends have been saying: stay away from Laura. But Freddy continues to sacrifice friendships for the sake of a destructive relationship, and consulting advice columnist Anna Vice may be the teen's last chance to listen to reason. Valero-O'Connell's artwork is the best part of this graphic novel. Soft, sweeping lines emphasize Freddy's emotional torment, the unconventional paneling lending itself to the tone of the story. It's not easy for someone in a toxic relationship to be objective, but Freddy manages not only to help herself but also to be there for Doodle, who arguably has the biggest problems of the entire novel. In fact, teenage Doodle's relationship with an adult is glossed over and should have been addressed. However, Tamaki and Valero-O'Connell do bring to life an artful narrative of relationships-old, new, harmful, and healing-and what happens when you learn to navigate them. VERDICT It's frustrating to watch Freddy flounder, making bad decision after bad decision, but there's something endearingly vulnerable about her beautifully drawn experiences that will resonate with teenagers. Consider for medium and large collections.-Michael Marie Jacobs, Darlington School, GA © Copyright 2019.

Book Review 2

Booklist starred (April 15, 2019 (Vol. 115, No. 16)
Grades 9-12. Freddy finds herself in an on-again, off-again relationship with the impossibly cool Laura Dean, who, surely not by accident, has an air of James Dean about her, from her floppy hair to her slouchy posture to her piercing gaze. Freddy feels invincible in Laura's orbit, and even after things truly go wrong, like when Laura sneaks off to make out with other girls, Freddy's inexorably lured back in. Freddy's friends range from dismayed to resigned, but none so much as Doodle, who's dealing with problems of their own and desperately needs a friend. Freddy's emails to an advice columnist offer insight into her thoughts and feelings, which are further telegraphed in the stunning artwork, which masterfully captures the mood with

gestures and facial expressions, from Freddy curled into herself behind a curtain of her thick black hair to Doodle focused intently on their Dungeons and Dragons plans. Shifting perspectives and soft pink washes give the artful black-ink artwork a cinematic feel. Tamaki (This One Summer, 2015) truly gets to the heart of the struggle to balance the intoxicating allure of being loved by someone thrilling and a desire for a healthy, autonomous sense of identity, all in pitch-perfect teen dialogue. Touching gently but powerfully on topics of bullying, homophobia, and toxic relationships, this superb graphic novel has its finger on the pulse of teenage concerns.

CELINA
INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 03/02/2026

Email: mwwagoner@yahoo.com **Phone:** 757-971-0190

Street Address: 5079 Still Meadow Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: Moore Middle School

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

Laura Dean Keeps Breaking Up With Me by Mariko Tamaki

Sec 33.021 explicit material, indecent and profane content; 43.21 patently offensive

Attachment provided

Part II: Submitting the Library Materials Challenge Form

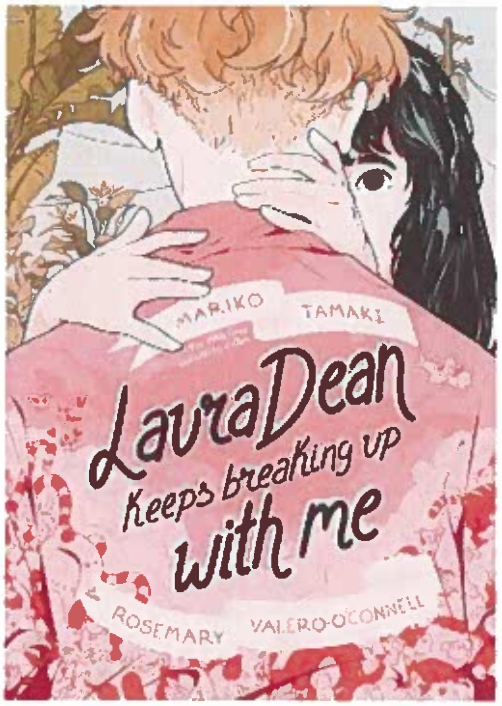
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

LAURA DEAN KEEPS BREAKING UP WITH ME



Young Adult Graphic Novel

Summary of Concerns:

This book contains inexplicit sexual activities; alcohol use; and profanity.

By Mariko Tamaki

ISBN:978-1-250-31284-6

2/5 Teen Guidance
BookLooks Review Rating

Generated by BookLooks.org

Page	Content
12	The illustration on this page, depicts two girls kissing heavily on a bed. One of the girls has her lower body under a blanket while the other girl has her dress pulled up high on her upper thighs.
13	"Where did you get Schnapps?" "That is not a beverage. That is disgusting." "Oh my God, I can smell it from here. Is it made of gum or something?" The illustrations on this page, depict an underaged girl drinking alcoholic beverages and requiring assistance walking from her friends.
16	"This isn't some fucked-up performance are thing, is it?" ..."She doesn't usually drink."
30	"Of course, I know there are LGBTQIA activists out there who fought for centuries for me to have the right to fuck up like this. ..."The first gay mayor?"
31	"I'm aware that I should be grateful that I have the ability to get broken up with and publicly humiliated the same as my hetero friends. I am progress." "He was a city supervisor in San Francisco and some asshole killed him." "Because he was a homosexual." "Homosexual? You mean because he was gay." "It's the same thing!" "Yeah, but you're making it sound like some sort of medical condition. He was a proud GAY man." ..."Okay! Hey! We can say Harvey Milk was a n openly gay person back when it was very rare for a man in politics certainly, and in life in general, to be an openly gay person."
33	"And to be clear, it's no fun having the thing that's making you feel super shitty in the ecosystem of your high school, and it's REALLY SHITTY knowing that everyone around you knows why you are miserable."
53	"So, Ms. Vice, if you're not just some bogus column written by a computer program to propagate heteronormative values, or something, please help me."
54	"Sorry if the heteronormativity thing is rude. If you don't do lesbian advice just ignore this. But, obviously, that makes you homophobic."
86	"I want this." ..."I want to be this person. This girlfriend in bed with her girlfriend."
104	"You should totally get an IUD. I can't believe I even took the pill." "It doesn't poke you?"
109	The illustrations on this page depict two girls kissing in a bathroom stall.

Generated by BookLooks.org

124	"Clearly the traditional family of mom and dad and kids is pretty much over." "I am the only person I know who has that kind of basic family thing going on." "I mean, I'm pretty sure that particular type of plural marriage is a tool of the patriarchy, but the basic idea of trying a different way of being with a someone might not be the worst thing."
160	"Ey, this might not mean much to a bunch of baby dykes." "Yeah. Baby dykes." ..."Ugh. Baby dykes. Who wants to be called a baby anything?"
219	"HOLY SHIT!" The illustration on this page depicts a positive pregnancy test.
220	"Holy shit. When did this happen?" "A while ago." "Whose...Whose is it?"
222	"You don't know him. He's my DM." "My dungeon master." "His name is Peter. He's married."
223	"We used a condom. It broke." "I missed my period. We bought a test...I bought a test."
224	"Oh my GOD, Doodle! You slept with a married guy?"
230	"So what are you going to do?" "I'm not keeping it, if that's what you're asking." "Okay. So, how do you do that?"
231	"I can get an abortion." "Right. Okay." "Did you go to a clinic?" "I will." "It's a pill."

Profanity	Count
Fuck	11
Shit	9

Generated by BookLooks.org

Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Laura Dean Keeps Breaking up with Me

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Pamales gay and lesbian lifestyles

Determination:

☒ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

This Book has NO value in Education

Determination:
☑ Content meets definition
☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Fuck is said many times in the Book.
I kids Can't Say it in the Classroom
It should not be in the library

Determination:
☑ Content meets definition
☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☒ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☒ Profane Content	☒ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 (2) 3 4	
2. Provides a wide range of background information	1 (2) 3 4	
3. Includes accurate, authentic factual content from authoritative	(1) 2 3 4	
4. Has high potential user appeal and interest	(1) 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	(1) 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	(1) 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	(1) 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	(1) 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	(1) 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 (2) 3 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Laura Dean Keeps Breaking Up With Me

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☑ Parent	☐ Other	

Book Familiarity:	☑ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

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Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☑ If material does not meets one of the threshold definitions–**Continue**

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4. Has high potential user appeal and interest	(1) 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 (2) 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 (2) 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 (3) 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☑ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Anne Shore

Book Title: Laura Dean Keeps Breaking Up with Me

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☒ Parent	☐ Other	

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

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Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
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5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
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6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

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4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 (3) 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 (3) 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 (3) 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Tollington

Book Title: Lava Dean Keeps Breaking Up w/ Me 2025

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Emotional growth, friendship + identity
- References to sexuality - but not graphic

LGBTQ

Determination:
☐ Content meets definition
☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Sexuality references occure w/ realistic young adult relationships.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Some profanity, but not pervasively vulgar

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

highschool students

SEL; self worth, toxic relationships, communicate, empathy

diverse viewpoints + authentic addescent experiences

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

occosional profanity + mature teen language

contextual + consistent w/ young adult lit

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
minimal indecent content brief mentions of sexuality, contraception & relationships but not graphic
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	SEL
2. Provides a wide range of background information	1 2 (3) 4	SEL
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	1 2 3 (4)	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 (3) 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Jarratt Calvert

Book Title: Laura Dean Keeps Breaking Up w/ Me

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☒ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☐ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
☐ not educational ☐ glorifying ideologies, rather than using term as part of a story
Determination: ☒ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: CHRIS CARTER

Book Title: LAURA DEAN KEEPS BREAKING UP W/ME

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☒ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

→ SHAMEFUL OR EXCESSIVE FASCINATION W/ SEX

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

P104 - SEX W/ SOMEONE THIS WEEKEND. IUD'S BEING ENCOURAGED

P224 - SEX W/ MARRIED MEN

BOOK DOES NOT SUPPORT TRADITIONAL "FAITH BASED VALUES" SO DOESN'T ALIGN W/ CISD MISSION.

Determination:

☒ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

LESBIAN TALK ALL THROUGHOUT THE BOOK, SODOMY

P152

Determination:

☒ Content meets definition

☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

LANGUAGE ABOUT SEX THROUGHOUT THIS BOOK IS VULGER

Determination:

☒ Content meets definition

☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

ENCOURAGES HARMFUL BEHAVIOR BY STUDENTS

Determination:
☒ Content meets definition
☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

"F" WORD USED THROUGHOUT.

Determination:
☒ Content meets definition
☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
THE WHALE BOOK IS ABOUT SODOMY.
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☒ Harmful Material ☒ Educationaly Unsuitable	☒ Obscene Material ☒ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: LeiAnn Stovall

Book Title: Laura Dean Keeps Breaking Up With Me

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

While I don't personally condone same-sex relationships, I think these elements are presented in a non-graphic manner & do not meet the definition of harmful material.

Determination:

☐ Content meets definition

☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Determination:
☐ Content meets definition
☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
~~20 instances / 304 pages~~

Determination:
☐ Content meets definition
☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

Does Celina ISD have a definition? Could be debated locally due to same-sex relationships & a subplot involves abortion

Determination:

☐ Content meets definition – no standard definition

☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

20 instances of profanity / 304 pages

Determination:

☐ Content meets definition

☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Laura Dean Keeps Breaking Up With Me

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☒ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

This book was awarded the Printz Honor Award which is a award for excellence in literature that provides value to students. No illustrations of graphic content, no nudity or explicit sexual acts. The dominant theme is self respect and healthy boundries. The book is a "how to" guide to determining toxic relationships of any nature. A skill that prevents harm in the real world. It also highlights the importance of priortizing platonic friendships over romantic obsessions.

No harmful content.

Determination:

☐ Content meets definition

☒ Content does not meet definition

It would be harmful to rob our students of the opportunity to learn, be seen, feel included and or developing empathy. The protagonist, Freddy, struggles with a partner who is ~~obsessed~~ charismatic but gaslights and neglects her. By reading this, students learn to identify the red flags of toxic behavior. This makes the book highly suitable as a tool for personal development & mental health awareness.

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: As stated before, the awards this title has claimed are evidence of literary, artistic & socio/emotional value - learning opportunities gained from the characters struggles → success. The illustrations are not graphic even when portraying kissing, embracing & implied sexual activity. - these situations are illustrated with artistic restraint + focus on the emotions & heartbreak - not sexual arousal.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something." !

Supporting Evidence: The book is primarily about "Freddy" learning to value herself and her friends as she deals with a toxic unhealthy relationship. She does not resort to vengence or violence. Her friends show concern & support. [redacted] The fact that she is gay is not exploited. or glorified it is just a fact. The obsticals + struggles she experiences are common in any romantic relationship. It focuses on her emotional feelings not her sexual identity. No evidence of vulgarness.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: This novel provides a safe space for students to explore themes of selfworth, emotional boundaries, and the importance of healthy friendships. The text allows students to identify + exit a toxic relationship OR to help a friend in that situation. It focuses on boundries & healthy choices. I also allows students to read about how friends can support each other. It is developmentally appropriate, highly vetted, award winning resource. Educationally suitable.

Determination:
□ Content meets definition
X Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence: The novel contains some instances of realistic adolescent profanity. The language is used with restraint to depict the emotional realities of teen relationships + is not pervasive.

Determination:
□ Content meets definition
X Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence: Laura Dean Keeps Breaking Up With Me depicts a romantic relationship. While there are scenes of intimacy, they are not graphic. The book does not contain offensive descriptions of sexual acts nor does it contain visual depictions of sexual acts. It is a story about the emotional toll of an unhealthy relationship, not a sexual one.
Determination: ☐ Content meets definition ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *The Bluest Eye***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *The Bluest Eye* by Toni Morrison, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *The Bluest Eye* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *The Bluest Eye* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *The Bluest Eye* by Toni Morrison, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA INDEPENDENT SCHOOL DISTRICT

COMMUNITY • EXCELLENCE • INNOVATION • LEADERSHIP • STEWARDSHIP

Library Materials Challenge Executive Report
May 18, 2026

Title: *The Bluest Eye*
Authors: Toni Morrison
ISBN: 9780307386588

Report Contents

Timeline

Executive Summary

Supporting Review Material

Library Materials Challenge Form

Library Materials Challenge Form Additional Attachments

SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	March 2, 2026
Board Notification	March 3, 2026
Superintendent Notification	March 3, 2026
School Library Advisory Council Notification	March 3, 2026
Campus Administration Notification	March 3, 2026
SLAC Review Process Window	March 3 - May 6, 2026
School Library Advisory Council Meeting	May 6, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *The Bluest Eye* by Toni Morrison (ISBN: 9780307386588). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - May 6, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the May 6, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. One voting member of the SLAC reported having read part of the book. One non-voting member of the SLAC reported to have read the book in its entirety and another non-voting member read part of the book.

A non-voting member cited no supporting evidence for any of the threshold definitions. Three non-voting members cited supporting evidence that this book meets at least one content definition. Two non-voting members cited supporting evidence of the book having "harmful content". One of four voting members cited and provided supporting evidence that this book contains "harmful material". One voting member provided supporting evidence that the book has content that meets the definition of "obscene material", and two non-voting members cited supporting evidence of "obscene material" noting (B) in the obscene material definition. Zero voting members cited "pervasively vulgar" content. One non-voting member cited that the content meets the definition" of "pervasively vulgar" content, and provided supporting evidence. One voting member made the determination that this book is "educationally unsuitable" and noted that content meets the definition, and four non-voting members also indicated that this book meets the definition of being "educationally unsuitable" and provided supporting evidence. Zero voting members cited "profane content", while two non-voting members noted "profane content" and provided supporting evidence. Two voting members cited evidence for "indecent content", while one non-voting member noted "indecent content"

and cited supporting evidence. Four voting members provided supporting evidence that threshold definitions were met. One of those members noted that the book should not be approved due to "obscene material" and another noted that the content contains "indecent content", therefore meeting at least one of the threshold definitions. Four non-voting members also noted this book having content that meets definitions and agreed that this book not be approved.

The recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "obscene content" with a second by Anna Shore. The SLAC voted 4-0 to remove the book from the CISD library collection.

The School Library Advisory Council submits its recommendation to remove the book from the CISD library collection due to "obscene content" to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *The Bluest Eye*	**Author:** Toni Morrison
ISBN: 9780329798116	**Last Check-Out:** 8/23/2023
Current Library Level: Celina High School, 1 copy	**Recommended Library/Age Level:** Titlewave: Young Adult School Library Journal: Grades 10+

Book Summary- Wordpress.com, SparkNotes+7 & Audible

The Bluest Eye by Toni Morrison follows Pecola Breedlove, a young Black girl in 1940s Ohio who desires blue eyes, believing they will make her loved and beautiful. After being raped by her father and becoming pregnant, Pecola suffers a mental breakdown, retreating into a delusion that she has received the blue eyes, ending up isolated, pregnant with a dead baby, and insane.

Key Details & Ending Summary

The Pursuit of Beauty: Pecola believes she is ugly, a sentiment echoed by her community, parents, and societal standards. She equates beauty with "whiteness," specifically desiring blue eyes to escape her harsh reality and her parents' violent, abusive relationship.

The Climax: Following the rape by her father, Cholly Breedlove, Pecola becomes pregnant. Her mother, Pauline, reacts with brutality rather than care.

The Ending:

Baby's Death: Pecola goes to a local "fortune teller" (Soaphead Church) for her desired eyes. He tricks her into poisoning a dog, claiming the act grants her wish. Pecola has a miscarriage, and the baby dies.

Madness and Delusion: Unable to handle the trauma, Pecola breaks mentally, becoming fully delusional. She converses with an imaginary friend, convinced she finally has the bluest eyes, which she believes everyone is jealous of.

Final Status: She is largely abandoned by her community, living in isolation and wandering the outskirts of town.

The Symbolism of Marigolds: Claudia, the narrator, reflects on how she and her sister tried to protect Pecola by planting marigold seeds. The seeds did not grow, symbolizing the failure of the community to protect Pecola.

The book highlights the destructive impact of internalized racism, social rejection, and the loss of innocence.

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Library Journal, 01/01/01 *
Publishers Weekly, 07/24/25
School Library Journal Xpress, 03/29/24
Wilson's Fiction, 10/01/10 *

Wilson's Senior High School, 10/01/07 *
Wilson's Senior High School, 10/01/11 *

Book Review 1

Library Journal (January 1, 2001)
Recorded Books expands the Morrison audiobook collection by revisiting the Nobel prize winner's early works. Her debut novel, The Bluest Eye, explores the impact of racism and poverty on adolescent Pecola Breedlove. Surrounded by images of white icons–Shirley Temple, Mary Jane, and the classic family from Dick & Jane readers–Pecola is tormented by both her family and peers. Alcoholism, rape, and humiliation drive her into the relative safety of madness where she finally finds the only bit of self-worth, believing her eyes are truly the bluest. In 1981's Tar Baby, Morrison deals with a different set of cruelties. The six major characters are her most diverse, and the conflicts are both realistic and symbolic, embodying the opposition of wealth and poverty, youth and age, male and female, black and white, in a microcosm of society found on a Caribbean island. Lynne Thigpen again expertly captures the richness of the author's characters, descriptions, and language. These two new releases are important to any collection of current American social fiction.–Joyce Kessel, Villa Maria Coll., Buffalo, NY
Copyright 2001

Book Review 2

Library Journal starred (February 1, 2025)
Set in Lorain, OH, in the years following the Great Depression, the debut novel by Nobel Prize winner Morrison is a powerful work that centers the experience of Black girlhood and introduces readers to the author's skillful command of language. Pecola Breedlove is an 11-year-old girl who believes she is ugly and prays to have blue eyes so the world will see her differently. Through Pecola's family and community, the novel traces the generational trauma of racism: her mother, who has internalized white standards of beauty, is left feeling unworthy of love; her father, abandoned as a baby, was humiliated by two white men during his first sexual experience and perpetuates that humiliation and violence when he rapes and impregnates his young daughter. An outcast when her baby dies, Pecola descends into madness, believing that her eyes have finally turned blue. VERDICT Morrison's unflinching depictions imbue her characters with a richness and complexity that directs readers to regard them as worthy of attention and love. Even in the most painful scenes, she compels readers not to look away. An important text for generating discussion on race, culture, and U.S. society, this is an essential work for public, high school, and academic libraries.-Hallie Rich © Copyright 2025.

CELINA INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 03/02/2026

Email: mwwagoner@yahoo.com **Phone:** 757-971-0190

Street Address: 5079 Still Meadow Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: CHS

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

The Bluest Eye by Toni Morrison

Sec 33.021 sexually explicit material; 43.21 patently offensive

Attachment provided

Part II: Submitting the Library Materials Challenge Form

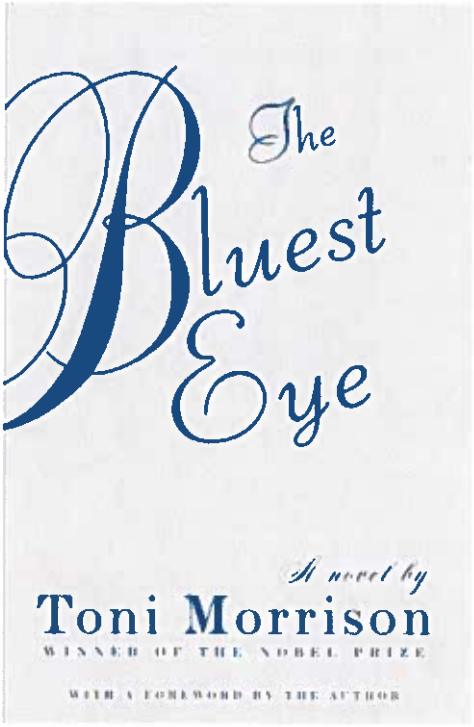
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

THE BLUEST EYE



[Add a caption for your photo here.]

Summary of Concerns:

This book contains profanity and derogatory terms; sexual activities including sexual assault and molestation; alcohol use; inflammatory racial and religious commentary and references.

By Toni Morrison

ISBN: 9780307386588



4/5 Not For Minors
BookLooks Review Rating

Page	Content
18	When she comes out of the car we will beat her up, make red marks on her white skin, and she will cry and ask us do we want to pull her pants down.
29	I destroyed white baby dolls. But the dismembering of dolls was not the true horror. The truly horrifying thing was the transference of the same impulses to little white girls.
32	"You want to go up to Mr. Henry's room and look at girlie magazines?" Frieda made an ugly face. She didn't like to look at dirty pictures.
36	"Mrs. MacTeer! Mrs. MacTeer!" Rosemary hollered. "Frieda and Claudia are out here playing nasty! Mrs. MacTeer!" Mama opened the window and looked down at us. "What?" "They're playing nasty, Mrs. MacTeer. Look. And Claudia hit me 'cause I seen them!" Mama slammed the window shut and came running out the back door. "What you all doing? Oh. Uh-huh. Uh-huh. Playing nasty, huh?"
41	Pleading eyes and tightened testicles.
44	Even from where Pecola lay, she could smell Cholly's whiskey. ...Cholly had come home drunk.
48	She ran into the bedroom with a dishpan full of cold water and threw it in Cholly's face. He sat up, choking and spitting. Naked and ashen, he leaped from the bed, and with a flying tackle, grabbed his wife around the waist, and they hit the floor. Cholly picked her up and knocked her down with the back of his hand. She fell in a sitting position, her back supported by Sammy's bed frame. She had not let go of the dishpan, and began to hit at Cholly's thighs and groin with it. He put his foot in her chest, and she dropped the pan. Dropping to his knee, he struck her several times in the face, and she might have succumbed early had he not hit his hand against the metal bed frame when his wife ducked. ...Sammy, who had watched in silence their struggling at his bedside, suddenly began to hit his father about the head with both fists, shouting "You naked fuck!" over and over and over. Mrs. Breedlove, having snatched up the round, flat stove lid, ran tippy-toe to Cholly as he was pulling himself up from his knees, and struck him two blows, knocking him right back into the senselessness out of which she had provoked him. Panting, she threw a quilt over him and let him lie.
59	Neither were they the sloppy, inadequate whores who, unable to make a living at it alone, turn to drug consumption and traffic or pimps to help complete their scheme of self-destruction, avoiding suicide only to punish the memory of some absent father or to sustain the misery of some silent mother. ...On one occasion the town well knew, they lured a Jew up the stairs, pounced on him, all three, held him up by the heels, shook everything out of his pants pockets, and threw him out of the window.
60	Into her eyes came the picture of Cholly and Mrs. Breedlove in bed. He making sounds as though he were in pain, as though something had him by the throat and wouldn't let go.
77	Instead we saw Mr. Henry and two women. In a playful manner, the way grandmothers do with babies, he was sucking the fingers of the women, whose

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Page	Content
	laughter filled a tiny place over his head. ...The sight of him licking her fingers brought to mind the girlie magazines in his room.
82	They do not drink, smoke , or swear, and they still call sex "nookey."
83	He must rest his weight on his elbows when they make love, ostensibly to avoid hurting her breasts but actually to keep her from having to touch or feel too much of him. While he moves inside her, she will wonder why they didn't put the necessary but private parts of the body in some more convenient place- like the armpit, for example, or the palm of the hand. Someplace one could get to easily, and quickly, without undressing. She stiffens when she feels one of her paper curlers coming undone from the activity of love; imprints in her mind which one it is that is coming loose so she can quickly secure it once he is through. She hopes he will not sweat the damp may get into her hair; and that she will remain dry between her legs—she hates the glucking sound they make when she is moist. When she senses some spasm about to grip him, she will make rapid movements with her hips, press her fingernails into his back, suck in her breath, and pretend she is having an orgasm. She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief.
85	White kids; his mother did not like him to play with niggers. She had to explain to him the difference between colored people and niggers. They were easily identifiable. Colored people were neat and quiet; niggers were dirty and loud.
89	"Gimme my cat!" His voice broke. With a movement both awkward and sure he snatched the cat by one of its hind legs and began to swing it around his head in a circle. "Stop that!" Pecola was screaming. The cat's free paws were stiffened, ready to grab anything to restore balance, its mouth wide, its eyes blue streaks of horror. Junior tried to push her away, but she grabbed the arm which was swinging the cat. They both fell, and in falling, Junior let go the cat, which, having been released in mid-motion, was thrown full force against the window. It slithered down and fell on the radiator behind the sofa. Except for a few shudders, it was still. There was only the slightest smell of singed fur. Geraldine opened the door. "What is this?" Her voice was mild, as though asking a perfectly reasonable question. "Who is this girl?" "She killed our cat," said Junior. "Look." He pointed to the radiator, where the cat lay, its blue eyes closed, leaving only an empty, black, and helpless face.
93	"Mr. Henry." "What'd he do?"

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Page	Content
	"Daddy beat him up." ..."He...picked at me." "Picked at you? You mean like Soaphead Church?" "Sort of." "He showed his privates at you?" "Noooo. He touched me." "Where?" "Here and there." She pointed to the tiny breasts that, like two fallen acorns, scattered a few faded rose leaves on her dress. "Really? How did it feel?" ..."It didn't feel like anything." "But it wasn't supposed to? Feel good, I mean?" Frieda sucked her teeth. "What'd he do? Just walk up and pinch them?" She sighed. "First he said how pretty is was. Then he grabbed my arm and touched me."
96	"You could drink whiskey." "Where would I get whiskey?" ..."Pecola," I said. "Her father's always drunk. She can get us some." "You think so?" "Sure. Cholly's always drunk..."
100	Black people were not allowed in the park, and so it filled our dreams.
111	No better than whites for meanness.
113	Nasty white folks is about the nastiest things they is.
117	I hurt just like them white women. Just 'cause I wasn't hooping and hollering before didn't mean I wasn't feeling pain. What'd they think? That just 'cause I knowed how to have a baby with no fuss that my behind wasn't pulling and aching like theirs?
120	Then he lift his head, turn over, and put his hand on my waist. If I don't move, he'll move his hand over to pull and knead my stomach. Soft and slow-like. I still don't move, because 1 don 't want him to stop. I want to pretend sleep and have him keep on rubbing my stomach. Then he will lean his head down and bite my tit. Then I don 't want him to rub my stomach anymore. I want him to put his hand between my legs. I pretend to wake up, and turn to him, but not opening my legs. I want him to open them for me. He does, and I be soft and wet where his fingers are strong and hard. I be softer than I ever been before. All my strength in his hand. My brain curls up like wilted leaves. A funny, empty feeling is in my hands. I want to grab holt of something, so I hold his head. His mouth is under my chin. Then I don 't want his hand between my legs no more, because I think I am softening away. I stretch my legs open, and he is on top of me. Too heavy to hold, and too light not to. He puts his thing in me. In me. In me. I wrap my feet around his back so he can 't get away. His face is next to mine. The bed springs sounds like them crickets used to back home. He puts his fingers in mine, and we stretches our arms outwise like Jesus on the cross. I hold on tight. My fingers and my feet hold on tight, because everything else is going, going. I know he wants me to come first. But I can 't. Not until he does. Not until I feel him loving me. Just me. Sinking into me. Not until I know that my flesh is all that be on his mind. That

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Page	Content
	he couldn't stop if he had to. That he would die rather than take his thing out of me. Of me. Not until he has let go of all he has, and give it to me. To me. To me. When he does, I feel a power I be strong, I be pretty, I be young. And then I wait. He shivers and tosses his head. Now I be strong enough, pretty enough, and young enough to let him make me come. I take my fingers out of his and put my hands on his behind. My legs drop back onto the bed. I don't make no noise, because the chil 'ren might hear. I begin to feel those little bits of color floating up into me—deep in me. That streak of green from the june-bug light, the purple from the berries trickling along my thighs, Mama Is lemonade yellow runs sweet in me. Then I feel like I'm laughing between my legs, and the laughing gets all mixed up with the colors, and I'm afraid I'll come, and afraid 1 won 't. But I know I will. And I do. And it be rainbow all inside. And it lasts and lasts and lasts. I want to thank him, but don't know how, so I pat him like you do a baby. ..."But it ain't like that anymore. Most times he's thrashing away inside me before I'm woke, and through when I am..."
123	When Cholly was four days old, his mother wrapped him in two blankets and one newspaper and placed him on a junk heap by the railroad.
127	To Aunt Jimmy she said, "You done caught cold in your womb. Drink pot liquor and nothing else."
129	He was aware, in his sleep, of being curled up in a chair, his hands tucked between his thighs. In a dream his penis changed into a long hickory stick, and the hands caressing it were the hands of M'Dear.
135	Cholly could see her bloomers and the muscles of her young thighs.
136	He rose to his knees facing her and tried to tie her ribbon. Darlene put her hands under his open shirt and rubbed the damp tight skin. When he looked at her in surprise, she stopped and laughed. He smiled and continued knotting the bow. She put her hands back under his shirt. ...She tickled his ribs with her fingertips. He giggled and grabbed his rib cage. They were on top of each other in a moment. She corkscrewing her hands into his clothes. He returning the play, digging into the neck of her dress, and then under her dress. When he got his hand in her bloomers, she suddenly stopped laughing and looked serious. Cholly, frightened, was about to take his hand away, but she held his wrist so he couldn't move it. He examined her then with his fingers, and she kissed his face and mouth. Cholly found her muscadine-lipped mouth distracting. Darlene released his head, shifted her body, and pulled down her pants. After some trouble with the buttons, Cholly dropped his pants down to his knees. Their bodies began to make sense to him, and it was not as difficult as he had thought it would be. She moaned a little, but the excitement collecting inside him made him close his eyes and regard her moans as no more than pine sighs over his head. Just as he felt an explosion threaten, Darlene froze and cried out. He thought he had hurt her, but when he looked at her face, she was staring wildly at something over his shoulder. He jerked around. There stood two white men. One with a spirit lamp, the other with a flashlight. There was no mistake about their being white; he could smell it. Cholly jumped, trying to kneel, stand, and get his pants up all in one motion. The men had long guns.

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Page	Content
	..."I said, get on wid it. An' make it good, nigger, make it good." ...The flashlight man lifted his gun down from his shoulder, and Cholly heard the clop of metal. He dropped back to his knees. Darlene had her head averted, her eyes staring out of the lamplight into the surrounding darkness and looking almost unconcerned, as though they had no part in the drama taking place around them. With a violence born of total helplessness, he pulled her dress up, lowered his trousers and underwear. "Hee hee hee hee heeeeee." Darlene put her hands over her face as Cholly began to simulate what had gone on before. He could do no more than make-believe. The flashlight made a moon on his behind. "Hee hee hee hee heeee." "Come on, coon. Faster. You ain't doing nothing for her.' "Hee hee hee hee heeee." Cholly, moving faster, looked at Darlene. He hated her. He almost wished he could do it—hard, long, and painfully, he hated her so much. The flashlight wormed its way into his guts and turned the sweet taste of muscadine into rotten fetid bile. He stared at Darlene's hands covering her face in the moon and lamplight. They looked like baby claws. "Hee hee hee hee heee." ..."Wait," said the spirit lamp, "the coon ain't comed yet." "Well, he have to come on his own time. Good luck, coon baby." ...Cholly raised himself and in silence buttoned his trousers. Darlene did not move. Cholly wanted to strangle her, but instead he touched her leg with his foot. "We got to get, girl. Come on!" She reached for her underwear with her eyes closed, and could not find them. The two of them patted about in the moonlight for the panties. When she found them, she put them on with the movements of an old woman.
140	It had occurred to him that Darlene might be pregnant.
149	Pecola lost her balance and was about to careen to the floor. Cholly raised his other hand to her hips to save her from falling. He put his head down and nibbled at the back of her leg. His mouth trembled at the firm sweetness of the flesh. He closed his eyes, letting his fingers dig into her waist. The rigidness of her shocked body, the silence of her stunned throat, was better than Pauline's easy laughter had been. The confused mixture of his memories of Pauline and the doing of a wild and forbidden thing excited him, and a bolt of desire ran down his genitals, giving it length, and softening the lips of his anus. Surrounding all of this lust was a border of politeness. He wanted to fuck her tenderly. But the tenderness would not hold. The tightness of her vagina was more than he could bear. His soul seemed to slip down to his guts and fly out into her, and the gigantic thrust he made into her then provoked the only sound she made—a hollow suck of air in the back of her throat. Like the rapid loss of air from a circus balloon. Following the disintegration—the falling away—of sexual desire, he was conscious of her wet, soapy hands on his wrists, the fingers clenching, but whether her grip was from a hopeless but stubborn struggle to be free, or from some other emotion, he could not tell.

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Page	Content
	Removing himself from her was so painful to him he cut it short and snatched his genitals out of the dry harbor of her vagina. She appeared to have fainted. Cholly stood up and could see only her grayish panties, so sad and limp around her ankles. Again the hatred mixed with tenderness. The hatred would not let him pick her up, the tenderness forced him to cover her. So when the child regained consciousness, she was lying on the kitchen floor under a heavy quilt, trying to connect the pain between her legs with the face of her mother looming over her.
152	The careful design was marred occasionally by rare but keen sexual cravings. He could have been an active homosexual but lacked the courage. Bestiality did not occur to him, and sodomy was quite out of the question, for he did not experience sustained erections and could not endure the thought of somebody else's. And besides, the one thing that disgusted him more than entering and caressing a woman was caressing and being caressed by a man. In any case, his cravings, although intense, never relished physical contact. He abhorred flesh on flesh. ...all the natural excretions and protections the body was capable of- disquieted him. His attentions therefore gradually settled on those humans whose bodies were least offensive- children. And since he was too diffident to confront homosexuality, and since little boys were insulting, scary, and stubborn, he further limited his interests to little girls. They were usually manageable and frequently seductive. His sexuality was anything but lewd; his patronage of little girls smacked of innocence and was associated in his mind with cleanliness.
154	They were industrious, orderly, and energetic, hoping to prove beyond a doubt De Gobineau's hypothesis that "all civilizations derived from the white race, that none can exist without its help, and that a society is great and brilliant only so far as it preserves the blood of the noble group that created it."
165	The little girls are the only things I'll miss. Do you know that when I touched their sturdy little tits and bit them—just a little—I felt I was being friendly? I didn't want to kiss their mouths or sleep in the bed with them or take a child bride for my own. Playful, I felt, and friendly. ...Two of them, Doreen and Sugar Babe, they'd come together. I gave them mints, money, and they'd eat ice cream with their legs open while I played with them. It was like a party. And there wasn't nastiness, and there wasn't any filth, and there wasn't any odor, and there wasn't any groaning—just the light white laughter of little girls and me. And there wasn't any look—any long funny look—any long funny Velma look afterward. No look that makes you feel dirty afterward. That makes you want to die. With little girls it is all clean and good and friendly. ...I did what You did not, could not, would not do: I looked at that ugly little black girl, and I loved her. I played You. And it was a very good show!
168	A slim young girl in a pink crepe dress. One hand is on her hip; the other lolls about her thigh- waiting.
169	"Did you hear about that girl?" "What? Pregnant?" "Yas. But guess who?" "Who? I don't know all these little old boys."

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Page	Content
	"That's just it. Ain't no little old boy. They say it's Cholly." "Cholly? Her daddy?" "Uh-huh." "Lord. Have mercy. That dirty nigger." ..."Oh, come on. She ain't but twelve or so."
178	Oh. She's all right. For a half-white girl, that is.
180	All he did was get drunk and beat her up. ...Anyway, if she didn't love him, she sure let him do it to her a lot. ...I saw them all the time. She didn't like it. Then why'd she let him do it to her? Because he made her.
182	You said he tried to do it to you when you were sleeping on the couch. See there! You don't even know what you're talking about. It was when I was washing dishes.

Profanity	Count
Ass	1
Bitch	1
Coon	2
Fuck	3
Nigger	8

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Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: The Blood EYE

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: Book talks about animal abuse
Determination: ☒ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

disusses sex over and over again

sex with teens

Determination:

☒ Content meets definition

☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:

☐ Content meets definition

☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	(1) 2 3 4	
2. Provides a wide range of background information	(1) 2 3 4	
3. Includes accurate, authentic factual content from authoritative	(1) 2 3 4	
4. Has high potential user appeal and interest	(1) 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	(1) 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	(1) 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	(1) 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	(1) 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	(1) 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	(1) 2 3 4	

PART II — Recommendation

Recommendation:

- ☐ Approve for library collection
- ☐ Approve with age/location restrictions
- ☒ Do not approve
- ☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: The Bluest Eye

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

Determination: ☐ Content meets definition ☑ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☑ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Rape
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: The Bluest Eye

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

This book is for older students. many controversial topics for older teens.

Determination:

- [x] Content meets definition
- [ ] Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Determination:

- [ ] Content meets definition
- [x] Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
This book has rape, teen pregnancy, abuse, miscarriage, etc.
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Talkington

Book Title: The Bluest Eyes 2023

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: 1940's
pychological effects of rascism

Determination:
☐ Content meets definition
☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

mentions of sexual assault + abuse - but not graphic

The content is widely studied in secondary & collegiate lit. courses.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

some profanity + racially charged language for authentic historical & social dialogue

dialogue realistic of characters

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

upper high school
critical analysis

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

consistent w/ historical setting

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:

mature content
- sexual assault
- incest
- abuse
- trauma

- Not sensationalized or exploitative.
- Handled in serious literary context

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☒ Indecent Content

Determination:

- ☐ If material meets one of the threshold definitions–**Stop review, do not approve**
- ☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 (4)	
2. Provides a wide range of background information	1 2 3 (4)	
3. Includes accurate, authentic factual content from authoritative	1 2 3 (4)	
4. Has high potential user appeal and interest	1 2 (3) 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 (4)	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 (4)	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 (4)	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 (4)	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 (4)	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 (4)	

PART II — Recommendation

Recommendation:

- ☐ Approve for library collection
- ☐ Approve with age/location restrictions
- ☐ Do not approve
- ☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Jarratt Calvert

Book Title: The Bluest Eye

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☒ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

☐ These are just very hard topics for a school setting.
Rape, incest, molestation.

Determination:
☑ Content meets definition
☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Determination:
☐ Content meets definition
☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

□ If material meets one of the threshold definitions–**Stop review, do not approve**

□ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: CHRIS CARTER

Book Title: THE BLUEST EYE

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☒ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

RAPE - VIOLENT ABUSE WITH SEX P42-43

THIS BOOK DOES NOT SUPPORT "FAITH BASED TRADITIONAL VALUES" SO DOESN'T ALIGN WITH THE MISSION OF CISD.

Determination:

☒ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

P 162-163

GRAPHIC DESCRIPTION OF GENITALS DURING A RAPE SCENE.

Determination:

☒ Content meets definition

☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

GRAPHIC DESCRIPTION OF HORRIBLE ACTS.

Determination:

☒ Content meets definition

☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
THESE HORRIFIC ACTS ARE EDUCATIONALLY UNSUITABLE!
Determination: ☒ Content meets definition ☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
USE OF "F" & "N" WORD THROUGHOUT.
Determination: ☒ Content meets definition ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
OFFENSIVE PORTRAYAL OF SEXUAL ORGANS.
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☒ Harmful Material ☒ Educationaly Unsuitable	☒ Obscene Material ☒ Profane Content	☒ Pervasively Vulgar ☒ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: LeiAnn Stovall

Book Title: The Bluest Eye

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
sexual abuse & incest that is explicit in implication

Determination:
☒ Content meets definition
☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☒ Content meets definition ☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

racism, incest, sexual violence, trauma

Determination:

☒ Content meets definition

☐ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Determination:

☒ Content meets definition

☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

- ☐ Approve for library collection
- ☐ Approve with age/location restrictions
- ☐ Do not approve
- ☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: The Bluest Eye

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☒ Librarian ☐ Parent ☐ Other

Book Familiarity:	☒ I have read the entire book. - Long time ago ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: This novel is an award winning work of American literature written by a Nobel Prize winner that explores the damaging effects of internalized racism and societal beauty standards. It's intention is to foster empathy and provide critical insight into the historical & cultural context of inequity. It does not meet the definition of harm.

Determination:
☐ Content meets definition
☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: The book has undeniable redeeming social value. It is considered a masterpiece for its exploration of the psychological effects of racism. The sexual violence is intended to portray the tragic and harrowing exploration of trauma, poverty, and systemic failure.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
The vast majority of the text is dedicated to complex narrative, character development, and social critique. The vulgarity is thematic and incidental rather than pervasive. The difficult parts of the book are included to be an honest work and "correct for the time" when dealing with Adult Fiction - mature themes & a serious purpose. Not to glorify or shock

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

Although this book, (topic + theme) has great value + accurately depicts the effects of racism, it also deals with extremely heavy, mature themes including incest, sexual violence, and deep psychological trauma. These themes require a level of emotional maturity and life experience that the average H.S. student may not possess yet. The classification of Adult Fiction reflects this level of difficult material. Not meant for H.S. Students. Need a version that is rated YA

Determination:

- [x] Content meets definition
- [ ] Content does not meet definition

Not rated YA

* unsuitable - Not obscene or graphic

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Language is period accurate. Not glorified

Not many instances

Not for shock value

Not racist but exposing racism

Determination:

- [ ] Content meets definition
- [x] Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:

Same as before. The hard scenes are their to protray the historical & cultural effects of racism. Has great literary value. so it does not meet the definition of indecent content.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material	☐ Obscene Material	☐ Pervasively Vulgar
	☒ Educationaly Unsuitable	☐ Profane Content	☐ Indecent Content

Determination:

- ☒ If material meets one of the threshold definitions–**Stop review, do not approve**
- ☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	Adult not YA
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

But not age appropriate.

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☒ Do not approve

☐ Return to committee for further review

Standards

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. *13 TAC 4.1*

A district shall consider the standards in developing, implementing, or expanding library services. *Education Code 33.021(b)*

Collection Development

A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. *Education Code 33.021(c)*

Library Material Definitions

"Harmful material" means material whose dominant theme taken as a whole:

Harmful Material

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Education Code 33.020(1); Penal Code 43.24(a)

Indecent Content

"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. *Education Code 33.020(2)*

Library Material

"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. *Education Code 33.020(3)*

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
    a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
    b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and

3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(a)(1); Miller v. California, 413 U.S. 15 (1973)

Patently Offensive

"Patently offensive" means so offensive on its face as to affront current community standards of decency. *Penal Code 43.21(a)(4)*

Profane Content

"Profane content" means content that includes grossly offensive language that is considered a public nuisance. *Education Code 33.020(4)*

Library Collection Development Standards

A district must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials.

A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code 28.002 [see EHAA], while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

13 TAC 4.2(a)-(b)

Responsibility

A district is responsible for ensuring its school libraries implement and adhere to these collection development standards. *13 TAC 4.2(j)*

A district should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development stan-

dards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*

Procedures

A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*

A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*

Policy Requirements

A school library collection development policy must:

1. Describe the purpose and collection development goals;
2. Designate the responsibility for collection development;
3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;

c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

e. Ensure schools provide library catalog transparency, including, but not limited to:

(1) Online catalogs that are publicly available; and

(2) Information about titles and how and where material can be accessed;

f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(1) Access to district/campus policies relating to school libraries;

(2) Consistent access to library resources; and

(3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

13 TAC 4.2(c); Education Code 33.021(d)(2)

Findings of Fact

"Educationally unsuitable" is a finding of fact based on many factors. Given the number of possible factors, a finding of fact must include reasoning for a library material being unsuitable or suitable.

The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

"Pervasively vulgar" requires a finding of fact that vulgarity is present and referenced throughout a library material. Since "pervasive" means existing in or spreading through every part, a determination that a library material is "pervasively vulgar" requires a review of the whole book. The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

Evaluation of Materials

Evaluation of materials as referenced in this provision includes a consideration of the factors described at 13 Administrative Code 4.2(b), consideration of local priorities and district standards, and at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the district's educators and library staff and/or consultation with library staff of similarly situated districts and their collections and collection development policies;
3. An extensive review of the text of item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

13 TAC 4.2(d)

Acquisition of Library Materials

Policy Requirements

The board of a district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:

1. Approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council (SLAC) if the district established a SLAC;

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;

3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and

4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

These provisions do not apply to library materials that have been donated to or that are to be procured by a school library that:

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;

2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or

3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

Board Review and Meeting

Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list.

The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

Education Code 33.026(b-c)

A district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended. *Education Code 33.026(e)*

School Library Advisory Council Recommendation

If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. *Education Code 33.026(d)*

Policy Review

A district's collection development policy should be reviewed at least every three years and updated as necessary. *13 TAC 4.2(h)*

Instruction in TEKS

Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. *Education Code 33.0205*

Parental Access

A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.

A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.

Education Code 33.023

[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]

Record of Student Library Use

A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] *Education Code 33.024*

School Library Advisory Council

Permissive Establishment

The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. *Education Code 33.025(a)*

Mandatory Establishment

The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established. *Education Code 33.025(b)*

A district that establishes a local SLAC must consider the recommendations of the local SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge under Education Code 33.027, or making changes to policies or guidelines related to a school library catalog. *Education Code 33.025(c)*

Composition

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

1. Classroom teachers employed by the district;
2. Librarians employed by the district;
3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;
4. School administrators employed by the district;
5. The business community; and
6. The clergy.

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the board whether library materials proposed for acquisition under Education Code 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;

5. The policies and procedures for processing challenges received under Education Code 33.027; and

6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

Any recommendation made by the local SLAC must adhere to the library standards approved under Education Code 33.027.

Education Code 33.025(d-e)

Meetings

The local SLAC shall meet at least two times each year and at other times as necessary to fulfill the SLAC's duties. For each meeting, the SLAC shall:

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;

2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

3. Make an audio or video recording of the meeting; and

4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 33.025

Challenge or Appeal of Library Material

A parent of or person standing in parental relation to a student enrolled in a district, a person employed by the district, or a person residing in the district may submit:

1. To the district a written challenge to any library material in the catalog of a school library in the district using a form adopted by TEA [see below at Challenge Form]; or

2. To the district's board an appeal of an action taken by the district in response to a written challenge received.

Education Code 33.027(a)(1)-(2)

Challenge Form

TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. *Education Code 33.027(e)*

Copy of Challenge to SLAC

Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. *Education Code 33.027(b)*

Library Material Review Committee

If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. *Education Code 33.027(c)*

Board Action on Written Challenge

The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.

The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.

Education Code 33.027(d)

In taking action on a written challenge or appeal, the board shall consider:

1. If applicable, the advice of the district's local SLAC; and

2. Whether the library material challenged or appealed is suitable for the subject and grade level for which the library material is intended, including by considering whether the library material adheres to the library standards approved under Education Code 33.021 and reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.

Education Code 33.027(f)

Access During Challenge

A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. *Education Code 33.027(g)*

Notice of Removed Material

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. *Education Code 33.027(h)*

Action Not Required

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. *Education Code 33.027(i)*

Liability

A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. *Education Code 35.004*

Joint Facilities

A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. *Education Code 33.022*

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

School Library Advisory Council

The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.

The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Collection Development Policy

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure the members of the SLAC, librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.

3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The SLAC shall recommend to the Board a list of library materials for procurement.

The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or

guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program.

The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff, SLAC, and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

In addition to copies of the completed form being provided to the members of the SLAC in accordance with law, copies shall also be provided to the Board, the Superintendent, the school librarian, and any other staff designated in administrative procedures.

SLAC Recommendation

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or

video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the SLAC's recommendation.

Appeal

An individual who submitted a challenge may appeal the decision of the SLAC to the Board in accordance with the challenge procedures.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Resolution Establishing a Local School Library Advisory Council

WHEREAS, Senate Bill 13 from the 89th Legislative Session relates to a District's library materials and catalog, the establishment of a local school library advisory council (SLAC), and parental rights regarding public school library catalogs and access by the parent's child to library materials;

WHEREAS, Education Code 33.025 allows a District to establish a SLAC to assist the District in ensuring that local community values are reflected in each school library catalog in the District;

WHEREAS, a District that establishes a SLAC must consider the recommendations of the SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge to the library material, or making changes to policies or guidelines related to a school library catalog;

WHEREAS, the SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the Board of Trustees whether library materials proposed for acquisition under the law are appropriate for each grade level of the District or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the District and local public libraries and community organizations;
4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received;
6. The action to be taken by the District in response to a challenge;

WHEREAS, any recommendation made by the SLAC must adhere to the library standards approved under Education Code 33.021;

WHEREAS, the SLAC must consist of at least five members, with each member appointed by the Board of Trustees, and with each Trustee appointing an equal number of members;

WHEREAS, a majority of the voting members of the SLAC must be persons who are parents of students enrolled in the District and who are not employed by the District;

WHEREAS, one of those members of the SLAC shall serve as chair of the council;

WHEREAS, the Board of Trustees may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

7. Classroom teachers employed by the District;
8. Librarians employed by the District;

9. School counselors certified under Subchapter B, Chapter 21, employed by the District;
10. School administrators employed by the District;
11. The business community;
12. The clergy;

WHEREAS, the SLAC shall meet at least two times each year and at other times as necessary to fulfill the council's duties;

WHEREAS, for each meeting, the SLAC shall:

13. Post at least 72 hours before the meeting:
14. Post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the District;
15. Ensure that the notice required is posted on the District's website, if the District has a website;
16. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;
17. Make an audio or video recording of the meeting;
18. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the District;

WHEREAS, as soon as practicable after receipt of the minutes and audio or video recording discussed above, the District shall post the minutes and audio or video recording on the District's website, if the District has a website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District establishes a local school library advisory council.

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Library Materials Challenge- *The Carnival at Bray***

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
		7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Texas Education Code 33.027 and Board Policy EFB (LOCAL), the Board is being asked to take action regarding a written challenge to the library material *The Carnival at Bray* by Jessie Ann Foley, which has been submitted to the district and reviewed through the district's established challenge process. Pursuant to Education Code 33.027(h), the Board is required to take action on a written challenge at the first open meeting held after the 90th day following the district's receipt of the written challenge or, if applicable, following the recommendation of the district's School Library Advisory Council (SLAC). In accordance with district procedures and applicable law, the SLAC has completed its review of *The Carnival at Bray* and submitted its recommendation for Board consideration, and the Board must now take formal action on the recommendation brought forth by the SLAC.

In taking action on the written challenge and the SLAC recommendation, the Board shall consider the advice of the local SLAC and determine whether the challenged library material is suitable for the subject area and grade level for which it is intended. This determination includes consideration of whether the material aligns with the library standards approved under Education Code 33.021, as well as any relevant reviews conducted by academic experts specializing in the subject matter or the education of students at the applicable grade level.

Should the Board, with the recommendation of the SLAC, determine that *The Carnival at Bray* should be removed from the school library catalog, state law further requires that the district notify each teacher assigned to the applicable grade level and direct the removal of any copies of the material from classroom libraries.

Policy: EFB(LEGAL), EFB(LOCAL)

Budgetary Impact: NA

Recommendation: The District recommendation is for the Members of the Board to take action on the challenged library material, *The Carnival at Bray* by Jessie Ann Foley, in accordance with the recommendation submitted by the School Library Advisory Council (SLAC) and in compliance with Texas Education Code 33.027 and Board Policy EFB (LOCAL).

CELINA INDEPENDENT SCHOOL DISTRICT

COMMUNITY • EXCELLENCE • INNOVATION • LEADERSHIP • STEWARDSHIP

Library Materials Challenge Executive Report
May 18, 2026

Title: *The Carnival at Bray*
Authors: Jessie Ann Foley
ISBN: 9780989515597

Report Contents

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SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	March 2, 2026
Board Notification	March 3, 2026
Superintendent Notification	March 3, 2026
School Library Advisory Council Notification	March 3, 2026
Campus Administration Notification	March 3, 2026
SLAC Review Process Window	March 3 - May 6, 2026
School Library Advisory Council Meeting	May 6, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *The Carnival at Bray* by Jessie Annn Foley (ISBN: 9780989515597). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. The SLAC also includes board appointed members who serve as nonvoting members from the following groups: teachers, librarian, school administrators, members of the business community and clergy.

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - May 6, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the May 6, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. One non-voting member of the SLAC reported to have read the book, in its entirety. One voting member reported to have read part of the book.

A non-voting member cited no supporting evidence for any of the threshold definitions. Two non-voting members cited supporting evidence of the book having "harmful content". One voting member cited supporting evidence of this text having "harmful content". One non-voting member cited supporting evidence for "obscene material", while one voting member also cited evidence supporting "obscene material" within the book. Zero voting or non-voting members cited evidence of "pervasively vulgar" content, and no members indicated that the content met the definition in this portion of the rubric. One of four voting members noted the book to be "educationally unsuitable", but provided no cited supporting evidence. Zero non-voting members cited evidence that this book is "educationally unsuitable". One of the four voting members provided supporting evidence that this book contains "profane content". Zero non-voting members cited evidence of "profane content". Three voting members provided supporting evidence that threshold definitions were met, noting that this book has "indecent content", two of voting members provided supporting evidence. Zero voting members cited supporting evidence meeting the threshold definition of "indecent content".

The recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "harmful material". There was not a second motion. A motion was made by Allison Chao to continue to include the title as a part of the high school library collection. There was not a second motion. After further discussion, the recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "harmful material". The motion was seconded by Rosemary Talkington. The SLAC voted 4-0 to remove the book from the CISD library collection.

The School Library Advisory Council submits its recommendation to remove the book from the CISD library collection due to "harmful material" to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: *Carnival At Bray*	**Author:** Foley, Jessie Ann
ISBN: 9798368737492	**Last Check-Out:** no check outs
Current Library Level: Celina High School, 1 copy	**Recommended Library/Age Level:** Titlewave: Young Adult School Library Journal: Grades 10+

Book Summary- Wordpress.com, SparkNotes+7 & Audible

Carnival at Bray by Jessie Ann Foley is a 1990s-set YA novel about 16-year-old Maggie Lynch, who moves from Chicago to Bray, Ireland, with her mother. Dealing with displacement, a new stepfather, and the suicide of her beloved Uncle Kevin, Maggie matures through music, friendship with an elderly local, and a transformative, rebellious trip to Rome to see Nirvana, ultimately finding her independence.

Key Details and Plot Summary

The Move: Maggie's mother moves the family to Ireland to marry her new boyfriend, forcing Maggie to leave behind her life in Chicago and her favorite uncle, Kevin.

The Setting: Set in the early 1990s, the story is heavily influenced by grunge music, providing a soundtrack to Maggie's emotional journey.

Challenges: In Bray, Maggie struggles to fit in and experiences a challenging relationship with her mother, who is described as selfish and immature.

Key Relationships: She forms an unlikely, close friendship with Dan Sean, the oldest man in town, and later sparks a romance with a local boy, Eoin.

Tragedy and Growth: The suicide of her uncle, Kevin—who had taught her to love music and encouraged her to live fully—acts as a catalyst for her to take control of her life.

The Ending

The Trip to Rome: Following a series of crises and a desire to fulfill a dream, Maggie makes a forbidden pilgrimage to Rome to watch Nirvana live.

Independence: This trip serves as her coming-of-age moment, allowing her to break out of her shell, deal with her grief, and become her own person.

Final Decision: As the novel closes, Maggie's mother moves back to Chicago after divorcing her new husband. However, Maggie chooses to stay in Ireland to finish her schooling and remains with her boyfriend, Eoin, embracing her new life.

The Carnival at Bray was a Printz Honor book, noted for its authentic depiction of teenage loss and growth.

Book Review & Awards

Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.

Kirkus Reviews starred, 09/15/14 *

Michael L. Printz Honor, 2015 *
School Library Journal, 09/01/14 *
School Library Journal, 11/01/15 *
Teacher Librarian, 04/01/15 *
Voice of Youth Advocates (VOYA), 12/01/14 *
William C. Morris YA Debut Nominees, 2015 *

Book Review 1

Kirkus Reviews starred (September 15, 2014)
In 1993, 16 year-old Maggie and her family move from Chicago to small-town Ireland with the latest of her mother's romantic partners. Moving to Bray, Maggie leaves behind warm, practical Nanny Ei and beloved Uncle Kevin, a 26-year-old who plays in a band, sneaks her into grunge rock concerts and makes himself responsible for Maggie's musical education. Arriving in Ireland, Maggie finds that she's no better at fitting in with the girls of St. Brigid's than she had been at her old school. Instead, she forms a loose web of connections with local figures: Dan Sean, a Bray legend at 99, whose home becomes a refuge for Maggie in times of family conflict; Aine, the bookish classmate with whom Maggie reluctantly goes on double dates; and Eoin, the gentle boy with whom Maggie falls in love. The narrative subtly and carefully interweaves peer and family drama--much of it involving troubled Uncle Kevin--with the highs and lows of the grunge music scene, from the transformative glory of a Nirvana concert to the outpouring of grief around the death of Kurt Cobain. Every character, every place comes alive with crisp, precise detail: Maggie's heartbroken mother "howling along in an off-key soprano" to Joni Mitchell's Blue, Dan Sean welcoming Maggie with a Cossack's hat and a hefty glass of port. Powerfully evocative. (Historical fiction. 14 & up)

Book Review 2

School Library Journal (Sep 13, 2024)
Gr 10 Up–Past sins find a way of making themselves known in the present. Formerly enslaved Sethe resides with her daughter Denver. Their lives take a turn when Paul D arrives, and a mysterious girl who calls herself Beloved comes into their home. As the narrative progresses, it is revealed that Beloved embodies the spirit of Sethe's murdered daughter. Morrison's iconic novel is a journey, one that is not always pretty, through the decisions that Sethe made to keep her children from slavery. It cuts right to the heart of what life after the Civil War was like for those who were now supposedly free. Like all of Morrison's works, this classic demonstrates the power that lies behind our voices and pens and the art of storytelling. The work amplifies the topics of trauma, love, and literacy. VERDICT Scenes of rape and violence make this a difficult read, but it is a must particularly for those who are studying the physiological and historical effects of the Civil War.

CELINA INDEPENDENT SCHOOL DISTRICT

Library Materials Challenge Form

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the Texas State Library and Archive Commission (TSLAC).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library advisory council (LSLAC), no later than the fifth day after the written challenge is received.
- The district's LSLAC must make a recommendation for action no later than the 90th day after the council receives the challenge.
- If a school district has not established an LSLAC, the school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name: Michael Wagoner **Date:** 03/02/2026

Email: mwwagoner@yahoo.com **Phone:** 757-971-0190

Street Address: 5079 Still Meadow Ln

City: Celina **State:** TX **Zip Code:** 75009

District/Charter School: CISD

Campus: CHS

Select all the following that apply:

- [x] Parent/guardian of student enrolled in the district
- [ ] District employee
- [x] District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.
2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards. If submitting a separate attachment, please indicate below that there is an attachment.

The Carnival at Bray by Jesse Foley

Sec 33.021 sexually explicit material; 43.21 patently offensive

Attachment provided

Part II: Submitting the Library Materials Challenge Form

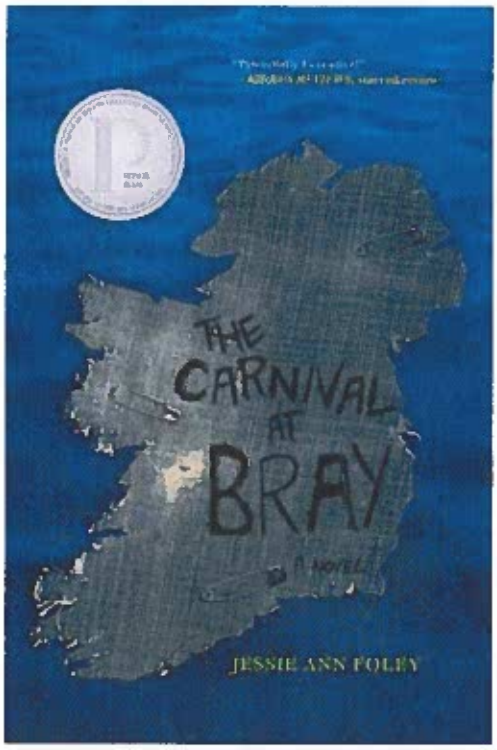
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

This completed form can be hand-delivered to the Celina ISD Central Administration Building at 205 S. Colorado, Celina, Texas, or submitted via email to Dr. Kyla Prusak, Chief Academic Officer, at kylaprusak@celinaisd.com.

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

THE CARNIVAL AT BRAY



Book Summary:

A teenager moves to a new country where she experiences love and loss.

Summary of Concerns:

This book contains alcohol use involving minors; profanity; sexual activities; sexual assault involving minors; and sexual nudity.

Young Adult

By Jessie Ann Foley

ISBN: 9780989515597



4/5 Not For Minors
BookLooks Review Rating

Page	Content
5	In the aftermath, Laura would lubricate her despair with great quantities of red wine and the occasional sleeping pill.
17	She woke up once in the middle of the night, feverish, and saw the shadows of two people moving up and down- Uncle Kevin and the blonde- and the blonde was moving on top of him and he was holding her breasts in each of his hands like Christmas ornaments. Maggie knew what they were doing but it didn't look so frightening or clinical as when she learned about it during those awful movies in health class. And it didn't look as disgusting as the porno she'd seen at Katie Grant's house, which was all spread legs and shaved bodies and smirking plastic faces.
20	He gripped her thin waist; his right hand snaking down the long pocket of her tight black jeans to squeeze her butt.
21	And although she sometimes missed the simple reassurance of her little sister's breathing in the night, Maggie could now listen to "Nightstick," without being asked what the lyrics meant, or cry when she felt sad without being asked what was wrong, or change her clothes without having to hide in the closet so that Ronnie wouldn't stare at her breasts and ask her how old she was when she grew them ("I don't know; it's not like they inflated one night while I was sleeping"), and what they felt like ("skin"), and whether she needed help with all those bra hooks("No, weirdo!").
28	But Maggie, dreamy and dizzy from the liquor, felt welded to her seat. ..."This is why I usually pour the drinks," said Mike, winking at her. Then he leaned over and whispered, "He does that for people he likes- pours 'em strong so it takes 'em longer to drink. Means he likes your company." Maggie blushed. "But I've barely said anything," she said.
30	There was nothing. She was just sitting there in silence, getting drunk. It occurred to her that a person's first drunken experience should be in the basement of a friend's house, in a forest preserve, behind the bleachers of a football field. Certainly not in the company of a sleeping ninety-nine-year-old man. She giggled a little and wondered what Uncle Kevin would make of it. "Hot port?" he would say. "Very impressive, Mags. I would have thought you'd be more of a wine cooler type of girl."
44	Paul's mouth was eager but not hideous in the starlight, and he put two firm hands on her waist, leaned in, and jammed a cold, limp tongue into her mouth. She didn't know what else to do, so she opened her mouth a little wider, trying to clear a breathing passage, closed her eyes tightly and concentrated on not drooling. His tongue began waving back and forth as if a tiny drunk man was weaving his way down the hallways of her throat. Then he began moving it in circles. Clockwise. Counterclockwise. ...He finished with a flourish, rearing his tongue back and striking forward, like a cobra.
61	The rows of older men standing at the bar with Kevin ogled Maggie's mother with the kind of detached fascination they might display watching strippers, wondering what it would be like to screw her while at the same time being thankful that she wasn't their wife.

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Page	Content
	..."Get your drunk ass out of this bar and into the truck," he said, jabbing a finger centimeters from her nose.
75	"Look what I brought," Paul grinned, pulling a small bottle of whiskey from the inside pocket of his coat. "Who wants some?..."
78	The whiskey's powers hit her square in the face when she and Paul emerged into the cold night. ...When they reached the Ferris wheel at the edge of the carnival, Maggie's head began to swim. She leaned up against the ride's cold iron base. "I don't feel so good," she said. "Are you going to gawk?" Paul asked. "Maybe." "See, I'm fine," he laughed. "Takes more than a little whiskey to get me drunk. I've been drinking with my older brothers since I was ten." He stood back to look at her face, to see if she was impressed by this fact. She tried to smile at him but her head hurt. He grabbed her waist and kissed her, his spit cold and wet on her lips. She kissed him back, her eyes drifting shut, her mouth lolling open. ...She felt his cold fingers yank up her sweater and squeeze her breasts roughly. ...He pulled her sweater off and then, after some fumbling, her bra and dropped both pieces of clothing on the wet ground. ...She could feel her nipples pucker and tighten in the salted wind. He began to suck them, hard, and she grimaced, looking over his head... ...It didn't occur to her to tell him to stop. With his free hand, he yanked at the button of her jeans, pulled down the zipper, and stuffed his hand down her underpants. He found her warm opening, and twisted two fingers inside. Her breath caught sharply on the tight tissue inside of her unknit and gave way. The strangest thing happened. The pain of what he was doing to her somehow made her feel better. A memory floated before her, of Samantha Steinle, a weird, quiet girl from her Chicago neighborhood who, in seventh grade, had taken Maggie into the bathroom stall during recess, unbuttoned the cuff of her school blouse, and showed Maggie the patterns of razor marks that she'd scored herself with from wrist to elbow. "Hurting myself is the only thing that makes me feel better," Samantha had said. Now, with Paul's fingers twisting inside of her, his teeth on the thin skin of her breasts, she finally understood what Samantha had meant. He pulled his hand from between her legs and she heard the dull clinking of his belt buckle, the sharp exhale of a zipper being undone. "Put your mouth on it," he whispered into her neck, his forearm a heavy pressure on her shoulders, and she crouched on the wet ground, her naked spine facing seaward, the puddles soaking into the knees of her jeans. He put his hands on the back of her head and pushed her closer to his thighs so she was nearly choking on it, and then his whole body stiffened and he moaned in just the way she'd heard her mother and Colm moaning through the thin walls of their bedroom. To stop herself from vomiting, she spit it out on the wet ground.
80	He turned, shambling toward the road with his hands in his pockets. In the morning she found a streak of bright red blood in the crotch of her underwear. She balled them up tightly and threw them in the trash. Then she took a long,

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Page	Content
	steamy shower, even though she knew her mom would yell at her for using all the hot water, and she held her hands over her bruised breasts to protect them from the stinging water.
86	She could feel him hesitate for a moment, but then he relaxed and pulled her closer to translate, his lips moving in her hair: "Little Rose, don't be sad for all that has happened to you." His hand moved up her back and she felt his warm palm through her thin sweater.
87	Later, when they reached her front door, Eoin kissed her again, and she was grateful for the puffy layer of her winter coat so that he might not notice the way his kiss made her whole body tremble.
108	Maggie opened it gingerly, hating to intrude on the sexual den of her mother and stepdad. But this morning, there was none of the usual languid spooning, of naked shoulders poking out from under the covers.
125	There, underlined lightly in pencil, she found the following passage: "He put his face down and rubbed his cheek against her belly and against her thighs again and again." The memory of Eoin's kiss came to her for the thousandth time, the feeling of his hand at the small of her back, and she began wondering what it would be like if Eoin were to kiss her belly and her thighs again and again.
136	"He was drinking, he was doing drugs..." ..."He grabbed his blood thinner meds- you know, the stuff he takes for his heart. He went back to Jeremy's house and he took the whole bottle of pills. The party had mostly broken up by then, so no one was around. He locked himself in the bathroom. Jeremy broke down the next day and found in the bathtub with his wrists cut." ...A razor. A bathtub full of thinned, watery blood. A small jar of pills meant to help his heart.
149	"Meet us downstairs at the bar in an hour, okay? I'm up down there, you know?"
154	More joints were passed, small bottles of brown liquor.
157	Maggie dumped the contents of her duffel bag onto the bed and began clawing through them. Her brain rung from the liquor and the beer and the weed.
164	They sat together in high-backed velvet chairs, drinking from thick crystal scotch glasses: toasting, she supposed, their cleverness.
165	Ashley looked up at Maggie and Eoin. "Did you lose something last night? You were pretty fucked up." She smiled at Eoin, her teeth Wonderbread white. "First-time weed smoker."
170	He brushed the hair from her eyes, kissed her forehead, her neck, her lips, then eased out of bed again, winked down at her, and left for the train station.
184	Back in their sparse little hotel room, Eoin kissed her under the stacks of thin blankets. Maggie could feel the swell of him press against her thighs beneath his jeans. ..."Is this too much?" He kissed her neck. "No." He moved his hands down her sweater, tracing the outline of her breasts, and skimmed his fingers over the sheer fabric of her tights. Her knees began to shake.

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Page	Content
192	Bente offered the coke to Eoin first and he declined, mildly, in that judgeless way of his, able to say no without sounding prudish. She held it out to Maggie next, who waved the drugs away with a polite shaking of her head. Bente shrugged, and passed the bag down the line, leaving Maggie wondering: If Eoin had accepted the drugs, what would she have done?
193	He kissed her so hard that her back scraped up against the cold, ancient stone, as if the past was pushing back at her, as the past does. ...His eyes hovered over her collarbone and he was peeling off her wet black dress. She was totally and completely unafraid. She tugged at his sweatshirt and pulled it over his head. This wasn't something he was doing to her, or even something they were doing together. They were making something, or beginning something, or finishing something. Her bra fell away to the linoleum floor, his pants were kicked to the other end of the bed, and the rain shook the shutters. He moved on top of her and their lives became this moment, contained in the sheets, something that no one else would ever know, a secret to keep forever, the feeling of him inside of her.
205	"Goddamn nuns think they're so much better than everyone else. Brides of Christ my ass."

Profanity	Count
Ass	7
Bitch	2
Dick	1
Fuck	14
Goddamn	4
Piss	2

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Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: The Carnival At Bray

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☒ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: Pornographic Content over and over in this Book
Determination: ☐ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:

Book has No Educational Value

Determination:
□ Content meets definition
□ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

Foul langage used over an over again in the Book

Determination:
□ Content meets definition
□ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Repeatedly six scenes
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☒ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☒ Profane Content	☒ Pervasively Vulgar ☒ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☐ Approve for library collection

☐ Approve with age/location restrictions

☑ Do not approve

☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: The Carnival at Bray

Member Type:	☑ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☑ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☑ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☒ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☒ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: The Carnival at Bray

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Underage drinking is prevelant.
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Oral sex, young woman is exposed to a bad situation that she feels are out of her control.
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Talbington

Book Title: The Carnival at Bray

Member Type:	☒ Voting Member ☐ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☒ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

- not harmful
- grief / emotional healing

Oral sex - forced

Determination:

☐ Content meets definition

☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
oral sex - forced

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
drinking - cultural

Determination:
- ☐ Content meets definition
- ☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Jarratt Calvert

Book Title: The Carnival at Bray

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☒ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☐ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

- explicit scene

Determination:
☒ Content meets definition
☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: ☐ Content meets definition ☒ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

□ Approve for library collection

□ Approve with age/location restrictions

□ Do not approve

□ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: LeAnn Stovall

Book Title: The Carnival at Bray

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator ☐ Board Member ☐ Business/Community ☐ Clergy ☐ Counselor ☐ Librarian ☐ Parent ☒ Other

Book Familiarity:	☐ I have read the entire book. ☐ I have read part of the book. ☒ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence:

suicidal ideation & past attempts/
drug/alcohol use

Determination:

☒ Content meets definition

☐ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Determination:
☒ Content meets definition
☐ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:

Determination:
☐ Content meets definition
☐ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:
Determination: □ Content meets definition □ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:
Determination: ☐ Content meets definition ☐ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☐ If material does not meets one of the threshold definitions–**Continue**

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

- ☐ Approve for library collection
- ☐ Approve with age/location restrictions
- ☐ Do not approve
- ☐ Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Carnival at Bray

Member Type:	☐ Voting Member ☒ Non-Voting Member

Committee Role:	☐ Administrator	☐ Board Member	☐ Business/Community
	☐ Clergy	☐ Counselor	☒ Librarian
	☐ Parent	☐ Other	

Book Familiarity:	☒ I have read the entire book. ☐ I have read part of the book. ☐ I have not read the book.

PART I — Threshold Definitions

If materials are found to meet one of the following criteria then it is automatically found to be necessary for removal.

1. Harmful Material - (A) appeals to the prurient interest of a minor in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Supporting Evidence: Harmful is defined as material lacking serious literary value. This book is an award winning Young Adult fiction. Won a Michael L. Printz award for literary excellence in YA writing. The rough parts do not glorify sexual abuse or drinking but depict the authentic emotional journey of a 16 year old dealing with the death of her uncle. The book provides a mirror for students dealing with grief - a safe space for students to process complex emotions through fiction is of great value.

Determination:
☐ Content meets definition
☒ Content does not meet definition

2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence: This book's narrative focuses on grief, cultural immersion, and coming of age. The romantic elements are scattered but incidental to these central themes. The sexual encounters are emotional- not graphic. Not celebrated or encouraged. The awards [redacted] this book received are proof of the artistic + literary value within the text. It is written with H.S. age characters dealing with H.S. age trauma.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

3. Pervasively Vulgar - No standard definition, but the determination of vulgarity must be taken as a whole throughout the material. "Pervasive" is defined as "existing in or spreading through every part of something."

Supporting Evidence:
-7 The drinking in this book are moderate in frequency and realistic in tone. The book does not glorify drinking and drugs or talk about the physiological "highs." The author focuses on the social environment + characters' emotional states. Used to show struggles + adolescents searching for belonging [redacted] rather than drinking to be "cool." It shows the hardship + suffering before the themes of resilience + maturity can be belived + used as a safe space to experiment with these emotions.

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

4. Educationally Unsuitable – No standard definition, but the determination of unsuitability can be taken from the rubric used by the selection committee. Broad definition.

Supporting Evidence: This book was written for 14 - 18 year olds. The American Library Association has awarded & honored this book for excellence in YA literature. That is proof that the book has educational value. 2 difficult issues - death of a family member & a move. Very relatable for our teens. Provides a story to connect to, a story to learn empathy, a story to process hard emotional turmoil. And it ends with a great message. Her problems are not resolved but she finds peace and a new beginning. This!!! She learns to live with grief - not die from it

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

* she finds her purpose in life.
* moved Chicago to Ireland
* learns "home" is not a place - but connections to others

5. Profane Content - Content that includes grossly offensive language that is considered a public nuisance.

Supporting Evidence:

The hard language is [redacted] used by the author to punctuate a moment of extreme emotional crisis for the characters. An expression of pain. It is [redacted] used sparingly. Realistic

Determination:
- ☐ Content meets definition
- ☒ Content does not meet definition

6. Indecent Content - Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

Supporting Evidence:

The sexual content is handled with emotional gravity and is secondary to the themes of grief and the musical themes. It is not graphic or gratuitous. The book has value - artistic & literary. It reflects the complex realities of H.S. students

Determination:

☐ Content meets definition

☒ Content does not meet definition

Threshold Summary

Content contains the following:	☐ Harmful Material ☐ Educationaly Unsuitable	☐ Obscene Material ☐ Profane Content	☐ Pervasively Vulgar ☐ Indecent Content

Determination:

☐ If material meets one of the threshold definitions–**Stop review, do not approve**

☒ If material does not meets one of the threshold definitions–**Continue**

I believe part of the hard issues is this book is compounded by the difference in the Ireland culture compared to U.S. - example - no drinking age limit in Ireland. Yes the book has very raw moments - esp. the sexual event where Maggie is forced to do "oral sex" but the afterwards is explained with her extreme regret, her feeling so violated she can't shower enough leading to isolation, feeling alone, feeling ruined, feeling depressed Nothing is glorified at all. I do see the book is hard to process but it could help a student as a cautionary tale to beaware, protect yourself, wait for true love don't disarm your mind with drugs + alcohol.

PART II — Selection Criteria Rubric

Rating Criteria: 4 = Fully Meets | 3 = Meets | 2 = Partially Meets | 1 = Does Not Meet

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 3 4	
2. Provides a wide range of background information	1 2 3 4	
3. Includes accurate, authentic factual content from authoritative	1 2 3 4	
4. Has high potential user appeal and interest	1 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	1 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

PART II — Recommendation

Recommendation:

☒ Approve for library collection

☐ Approve with age/location restrictions

☐ Do not approve

☐ Return to committee for further review

Standards

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. *13 TAC 4.1*

A district shall consider the standards in developing, implementing, or expanding library services. *Education Code 33.021(b)*

Collection Development

A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. *Education Code 33.021(c)*

Library Material Definitions

"Harmful material" means material whose dominant theme taken as a whole:

Harmful Material

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Education Code 33.020(1); Penal Code 43.24(a)

Indecent Content

"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. *Education Code 33.020(2)*

Library Material

"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. *Education Code 33.020(3)*

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
   a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
   b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and

3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(a)(1); Miller v. California, 413 U.S. 15 (1973)

Patently Offensive

"Patently offensive" means so offensive on its face as to affront current community standards of decency. *Penal Code 43.21(a)(4)*

Profane Content

"Profane content" means content that includes grossly offensive language that is considered a public nuisance. *Education Code 33.020(4)*

Library Collection Development Standards

A district must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials.

A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code 28.002 [see EHAA], while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

13 TAC 4.2(a)-(b)

Responsibility

A district is responsible for ensuring its school libraries implement and adhere to these collection development standards. *13 TAC 4.2(j)*

A district should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development stan-

dards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*

Procedures

A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*

A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*

Policy Requirements

A school library collection development policy must:

1. Describe the purpose and collection development goals;
2. Designate the responsibility for collection development;
3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;

c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

e. Ensure schools provide library catalog transparency, including, but not limited to:

(1) Online catalogs that are publicly available; and

(2) Information about titles and how and where material can be accessed;

f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(1) Access to district/campus policies relating to school libraries;

(2) Consistent access to library resources; and

(3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

13 TAC 4.2(c); Education Code 33.021(d)(2)

Findings of Fact

"Educationally unsuitable" is a finding of fact based on many factors. Given the number of possible factors, a finding of fact must include reasoning for a library material being unsuitable or suitable.

The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

"Pervasively vulgar" requires a finding of fact that vulgarity is present and referenced throughout a library material. Since "pervasive" means existing in or spreading through every part, a determination that a library material is "pervasively vulgar" requires a review of the whole book. The determination must be consistent with the First Amendment to the U.S. Constitution. *Parent v. Lovejoy, No. 073-R10-08-2024 (Tex. Comm'r of Educ. April 29, 2025)*

Evaluation of Materials

Evaluation of materials as referenced in this provision includes a consideration of the factors described at 13 Administrative Code 4.2(b), consideration of local priorities and district standards, and at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the district's educators and library staff and/or consultation with library staff of similarly situated districts and their collections and collection development policies;
3. An extensive review of the text of item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

13 TAC 4.2(d)

Acquisition of Library Materials

Policy Requirements

The board of a district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:

1. Approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council (SLAC) if the district established a SLAC;

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;

3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and

4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

These provisions do not apply to library materials that have been donated to or that are to be procured by a school library that:

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;

2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or

3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

Board Review and Meeting

Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list.

The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

Education Code 33.026(b-c)

A district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended. *Education Code 33.026(e)*

School Library Advisory Council Recommendation

If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. *Education Code 33.026(d)*

Policy Review

A district's collection development policy should be reviewed at least every three years and updated as necessary. *13 TAC 4.2(h)*

Instruction in TEKS

Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. *Education Code 33.0205*

Parental Access

A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.

A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.

Education Code 33.023

[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]

Record of Student Library Use

A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] *Education Code 33.024*

School Library Advisory Council

Permissive Establishment

The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. *Education Code 33.025(a)*

Mandatory Establishment

The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established. *Education Code 33.025(b)*

A district that establishes a local SLAC must consider the recommendations of the local SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge under Education Code 33.027, or making changes to policies or guidelines related to a school library catalog. *Education Code 33.025(c)*

Composition

The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

1. Classroom teachers employed by the district;
2. Librarians employed by the district;
3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;
4. School administrators employed by the district;
5. The business community; and
6. The clergy.

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the board whether library materials proposed for acquisition under Education Code 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;

5. The policies and procedures for processing challenges received under Education Code 33.027; and

6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

Any recommendation made by the local SLAC must adhere to the library standards approved under Education Code 33.027.

Education Code 33.025(d-e)

Meetings

The local SLAC shall meet at least two times each year and at other times as necessary to fulfill the SLAC's duties. For each meeting, the SLAC shall:

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;

2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

3. Make an audio or video recording of the meeting; and

4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 33.025

Challenge or Appeal of Library Material

A parent of or person standing in parental relation to a student enrolled in a district, a person employed by the district, or a person residing in the district may submit:

1. To the district a written challenge to any library material in the catalog of a school library in the district using a form adopted by TEA [see below at Challenge Form]; or

2. To the district's board an appeal of an action taken by the district in response to a written challenge received.

Education Code 33.027(a)(1)-(2)

Challenge Form

TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. *Education Code 33.027(e)*

Copy of Challenge to SLAC

Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. *Education Code 33.027(b)*

Library Material Review Committee

If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. *Education Code 33.027(c)*

Board Action on Written Challenge

The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.

The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.

Education Code 33.027(d)

In taking action on a written challenge or appeal, the board shall consider:

1. If applicable, the advice of the district's local SLAC; and

2. Whether the library material challenged or appealed is suitable for the subject and grade level for which the library material is intended, including by considering whether the library material adheres to the library standards approved under Education Code 33.021 and reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.

Education Code 33.027(f)

Access During Challenge

A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. *Education Code 33.027(g)*

Notice of Removed Material

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. *Education Code 33.027(h)*

Action Not Required

If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. *Education Code 33.027(i)*

Liability

A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. *Education Code 35.004*

Joint Facilities

A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. *Education Code 33.022*

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

School Library Advisory Council

The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.

The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Collection Development Policy

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure the members of the SLAC, librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.

3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The SLAC shall recommend to the Board a list of library materials for procurement.

The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or

guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program.

The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff, SLAC, and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

In addition to copies of the completed form being provided to the members of the SLAC in accordance with law, copies shall also be provided to the Board, the Superintendent, the school librarian, and any other staff designated in administrative procedures.

SLAC Recommendation

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or

video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the SLAC's recommendation.

Appeal

An individual who submitted a challenge may appeal the decision of the SLAC to the Board in accordance with the challenge procedures.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Resolution Establishing a Local School Library Advisory Council

WHEREAS, Senate Bill 13 from the 89th Legislative Session relates to a District's library materials and catalog, the establishment of a local school library advisory council (SLAC), and parental rights regarding public school library catalogs and access by the parent's child to library materials;

WHEREAS, Education Code 33.025 allows a District to establish a SLAC to assist the District in ensuring that local community values are reflected in each school library catalog in the District;

WHEREAS, a District that establishes a SLAC must consider the recommendations of the SLAC before adding library materials to a school library catalog, removing library materials from a school library catalog following a challenge to the library material, or making changes to policies or guidelines related to a school library catalog;

WHEREAS, the SLAC's duties include recommending:

1. Policies and procedures for the acquisition of library materials consistent with local community values;
2. To the Board of Trustees whether library materials proposed for acquisition under the law are appropriate for each grade level of the District or campus for which the library materials are proposed to be acquired;
3. If feasible, joint use agreements or strategies for collaboration between the District and local public libraries and community organizations;
4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received;
6. The action to be taken by the District in response to a challenge;

WHEREAS, any recommendation made by the SLAC must adhere to the library standards approved under Education Code 33.021;

WHEREAS, the SLAC must consist of at least five members, with each member appointed by the Board of Trustees, and with each Trustee appointing an equal number of members;

WHEREAS, a majority of the voting members of the SLAC must be persons who are parents of students enrolled in the District and who are not employed by the District;

WHEREAS, one of those members of the SLAC shall serve as chair of the council;

WHEREAS, the Board of Trustees may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:

7. Classroom teachers employed by the District;
8. Librarians employed by the District;

9. School counselors certified under Subchapter B, Chapter 21, employed by the District;

10. School administrators employed by the District;

11. The business community;

12. The clergy;

WHEREAS, the SLAC shall meet at least two times each year and at other times as necessary to fulfill the council's duties;

WHEREAS, for each meeting, the SLAC shall:

13. Post at least 72 hours before the meeting:

14. Post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the District;

15. Ensure that the notice required is posted on the District's website, if the District has a website;

16. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;

17. Make an audio or video recording of the meeting;

18. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the District;

WHEREAS, as soon as practicable after receipt of the minutes and audio or video recording discussed above, the District shall post the minutes and audio or video recording on the District's website, if the District has a website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District establishes a local school library advisory council.

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Consider Approval of Director of Communications**

Meeting Date: May 18, 2026

Submitted by: Mindy Schoen, Director of Human Resources

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
		2. We will continuously provide and support effective teaching in every classroom.
		3. We will provide and support a guaranteed and viable curriculum.
		4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
		6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Board Policy DC(LOCAL), administration is recommending the consideration and approval of the employment of a Director of Communications. This position is designed to support the District's continued growth by providing strategic leadership for internal and external communications, marketing, community engagement, and public information efforts.

The Director of Communications will work collaboratively with campuses and departments to strengthen communication systems, enhance stakeholder engagement, support brand consistency, and help communicate the mission, vision, Core Principles, and priorities of Celina ISD to students, staff, families, and the community.

Policy: DC (LOCAL)

Budgetary Impact: N/A

Recommendation: Administration recommends the Board consider and approve the proposed Director of Communications position as presented.

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Professional Development Waiver**

Meeting Date: May 18, 2026

Submitted by: Kyla Prusak, PhD , Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
	✔	5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: This waiver allows the district to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year. The waiver provides for a maximum of 2,100 total waiver minutes to use for professional development for districts that provide operational and instructional minutes. Key considerations include:

- The approval of this waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year.
- The *Staff Development Minutes Waiver* may not be used prior to the first day of student instruction or after the last day of student instruction.

Policy: DMA(LEGAL)

Budgetary Impact: None

Recommendation: The District recommendation is for the Board to approve the waiver that allows the district a maximum of 2,100 total waiver minutes to use for professional development throughout the 2026-2027 school year.

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Capital Improvement Projects — Summer 2026**

Meeting Date: May 18, 2026

Submitted by: David Fink , Director of Construction Services

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
	✔	3. We will provide and support a guaranteed and viable curriculum.
	✔	4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
	✔	5. We will foster strong numeracy skills and commit to continual growth in math success.
	✔	6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: The following five capital improvement projects have been identified for completion by Northstar Builders Group during the Summer 2026 construction window, as presented during the March board meeting construction update. Each project supports the district's ongoing commitment to maintaining and improving its facilities and transportation infrastructure.

- Building Paint Refresh - O'Dell — **$286,607.00**
- ECS / Transportation — **$1,543,398.47**
- Parking Lot Transportation Bus — **$2,370,209.96**
- CHS Pressbox Modifications & A/V Upgrades — $54,534.00 + $246,522.63 = **$301,056.63**

Total - $4,051,272.06

Policy: CH (LOCAL)

Budgetary Impact: All projects will be purchased through Bond Funds

Recommendation: The District recommendation is for the Members of the Board to approve these purchases by Northstar Builders Group for a combined total of $4,051,272.06 to be funded through Bond Funds.

CISD TRANSPORTATION EXERCISE					
Item Number	**Approx. Quantity**	**Unit**	**Item Description**	**Unit Price**	**Total Amount**
1	1	LS	UTILITY LOCATES	$ 7,500.00	$ 7,500.00
2	886	LF	8" WATER - AROUND FIRE LINE	$ 155.00	$ 137,330.00
3	1,895	LF	STORM - HP	$ 130.00	$ 246,350.00
4	8	EA	CATCH BASIN	$ 3,500.00	$ 28,000.00
5	1,526	LF	FENCING (NO SCREEN)	$ 30.00	$ 45,780.00
6	8	ACRE	EARTHWORK (INCLUDES DETENTION POND & LIME UNDER CONCRETE DRIVES)	$ 65,000.00	$ 494,513.31
7	105,165	SF	CHIP SEAL (8" FLEX BASE W/ SEAL)	$ 4.00	$ 420,660.00
8	38,296	SF	PAVING	$ 9.50	$ 363,812.00
9	0	SF	SIDEWALK	$ 8.50	$ -
10	3	EA	ROLLING GATE (NON-MOTORIZED)	$ 6,500.00	$ 19,500.00
11	1	LS	STRIPING/SIGNAGE	$ 10,000.00	$ 10,000.00
12	1	LS	JOINT SEALANTS	$ 7,500.00	$ 7,500.00
13	0	LS	SOD/IRRIGATION ALLOWANCE	$ 150,000.00	$ -
14	0	SF	DECOMPOSED GRANITE (ISLAND INFILL)	$ 5.00	$ -
15	1	LS	UNDERGROUND PATHWAYS	$ 7,500.00	$ 7,500.00
16	14	EA	SITE LIGHTS (EVERY 10,000 SF OF PAVING)	$ 6,500.00	$ 93,249.65
17					
18			TOTAL SUB COST		$ 1,881,694.96
			CONTINGENCY/GCs/FEEs/INSURANCE	20%	$ 376,338.99
			TOTAL ESTIMATED COST		**$ 2,258,033.96**

ALTERNATE 01 - LIME UNDER CHIP SEAL					
Item Number	**Approx. Quantity**	**Unit**	**Item Description**	**Unit Price**	**Total Amount**
1	11,685	SY	LIME (36 #/SF)	$ 8.00	$ 93,480.00
			CONTINGENCY	20%	$ 18,696.00
			TOTAL ESTIMATED COST		**$ 112,176.00**

GRAND TOTAL ESTIMATED COST	**$ 2,370,209.96**

Attachment A				
1	Demo Floors and Ceilings Throughout Building	ADD	$	196,000.00
2	Remove and Replace Floors Throughout Building: Carpet and LVT	ADD	$	211,000.00
3	Replace Lenses at Light Fixtures Throughout Building	ADD	$	60,000.00
4	Replace Ceiling Tile & Grid Throughout Building	ADD	$	145,000.00
5	Added Walls per Floor Plan	ADD	$	100,000.00
6	HVAC Ceiling Rework for New Ceilings	ADD	$	90,000.00
7	Added Doors and Hardware above Original Scope in New Admin	ADD	$	35,000.00
8	Millwork & Countertop Replacement	ADD	$	75,000.00
9	New Double Door and Electrified Hardware at DAEP transition	ADD	$	7,500.00
10	Additional Safety and Security Possbile Adds	Allowance	$	30,000.00
11	Additional Split System for New Safety and Security	Allowance	$	15,000.00
13	Temps Walls	Allowance	$	15,000.00
14	Floor Protection	Allowance	$	10,000.00
15	Electrical and Data for new Double Door at DAEP	Allowance	$	7,000.00
15	Contingency & Insurance	12.50%	$	124,562.50
		Total:	**$**	**925,062.50**

Proposed Contingency Expenditure

Tuesday, January 13, 2026

Claycomb Associates, Architects
Dallas, Texas 75240

Please find attached pricing for the **Proposed Contingency Expenditure No. 161** for **Celina High School -Additions & Renovations:**

Pricing for this proposed expenditure consists of the following:

Press Box modifications per CISD direction:

1. Added door and finish hardware for new room enclosure ADD $3,181.00
2. Added storefront framing & glazing ADD $9,560.00
3. Added framing, sheetrock, & ceiling modifications ADD $20,822.00
4. Replace ALL carpet & VCT, go back with new carpet & new LVT ADD $19,471.00
5. Additional fire alarm horn/strobe for new enclosure ADD $1,500.00
6. This proposed contingency does NOT include pricing for any casework/solid surface modifications, paint, HVAC diffuser relocation, sprinkler relocation, light fixture relocation or added power, AV modifications, or data modifications. If exposed to future costs, we will process that in a future PC with respective Time & Material tickets for each scope.

After review of this change by Northstar Builders Group and our Subcontractors, we find the Total **ADD** to be **$54,534.00 (Fifty-Four Thousand Five Hundred Thirty-Four and NO/100)** and to cause an increase of **0** days to the project schedule. Northstar Builders and associated subcontractors reserve the right to revisit the above-mentioned scope for items not explicitly noted in the subsequent price quotations. **After 14 days this price may be voided and repriced if not approved.**

The cost for this change shall be funded from:

- ☐ Contractor's Contingency Acknowledgement
- ☒ Owner's Contingency Acknowledgement
- ☐ Allowance:

This change is approved by:

Northstar Builders	Claycomb	Celina ISD
01/13/2026		
Date	Date	Date

PIPER-WEATHERFORD COMPANY
DISTRIBUTOR OF ARCHITECTURAL SPECIALTIES
10755 ROCKWALL ROAD
DALLAS, TEXAS 75238
PHONE: (214) 343-9000 FAX: (214) 341-9995

REQUEST FOR CHANGE

QUOTATION DATE: 11/24/25
ATTENTION: Caleb O'Dell
RE: Celina HS Adds

Adding Press box opening door, hardware, and installation.

Wood door: $1,312.25
Hardware: $989.06
Installation: $650.00
10% O/P: $230.13

TOTAL: $3,181.44

- ***TO COMPLY WITH THE REQUIREMENTS OF YOUR PURCHASE ORDER THE MATERIAL LISTED IN THIS QUOTATION WILL NOT BE ORDERED OR RELEASED FOR FABRICATION UNTIL A SIGNED ACCEPTANCE OF THIS QUOTATION IS RETURNED TO OUR OFFICE.***
- THE PRICES REFELECTED IN THIS PROPOSAL WILL BE HELD FOR THIRTY (30) DAYS, AFTER WHICH THEY WILL BE SUBJECT TO REVIEW BEFORE ANY ORDER CAN BE ACCEPTED.
- THIS PROPOSAL IS FOR MATERIAL ONLY F.O.B. FACTORY FREIGHT ALLOWED TO JOB SITE. F.O.B. POINT IS DALLAS TEXAS UNLESS OTHERWISE NOTED.
- TERMS OF PAYMENT ARE NET THIRTY (30) DAYS. NO RETAINAGE ALLOWED.
- **CURRENT SHIPPING SCHEDULE IS 6-8 WEEKS AFTER RECEIPT OF ALL APPROVED INFORMATION REQUIRED TO FABRICATE MATERIAL AND A DEFINITIVE SIGNED AGREEMENT (PURCHASE ORDER, CHANGE ORDER, CONTRACT, ETC.) BY THE PURCHASER.**
- **EXCLUSIONS: SALES TAX, UNLOADING, GLASS, GLAZING, INSTALLATIONS, FINISH PAINT, ASPHALT EMULSION, FIELD MEASUREMENTS, FASTENING DEVICES AND ALUMINUM DOOR HARDWARE UNLESS SPECIFICALLY STATED IN OUR BID.**

SINCERELY,

DATE:_____

PIPER-WEATHERFORD CO. DALLAS
Logan Bryan
Direct Line 214-389-5470
lbryan@piperweatherford.com

ACCEPTED BY:_____

PIERCE GLAZING CONTRACTORS
P.O. Box 87
RHOME, TX 76078
817-464-0151

Proposal/Scope

Project: **Celina High School Pressbox Additions**
Estimator: **Greg Hill**
Date: 11/21/2025
To: **Northstar Builders**

CSI Sections:

084113 - Aluminum Framed Storefronts
088000 - Glazing

Plans Dated: 11/21/2025
Adenda Acknowledged: 0

BASE BID: $9,560

Qualifications

Exterior Curtainwall/Storefront

Interior Storefront

1 of thus> 2"x 4-1/2" storefront frame 144"x 96" to match existing with 1/2" tempered butt-joint glazing and frosted film

Interior Glass & Mirrors

Doors/Hardware

1 of thus> 3'-4"x 7'-2" aluminum door frame with clear anodized finish.

PIERCE GLAZING CONTRACTORS
P.O. Box 87
RHOME, TX 76078
817-464-0151

Proposal/Scope

Project: **Celina High School Pressbox Additions**

PROJECT EXCLUSIONS: PE Engineered & stamped calculations, Demolition, NFRC Certification & Labeling, Water & Air infiltration & Pre-construction Testing, HM doors/frames, Hardware, Metal panels, Break metal, Skylights, Canopies, Steel, louvers, Insulation, Wood blocking, Steel, Coping, Electrical Wiring & Hook-ups, Sneeze guards, Composite Panels, Acoustic & Fire Glass, Sunshades not specified above, Automatic Door Operators, RACO Framing, Vision light kits, Concrete Saw Cutting Coring & Embedment, Fireproofing, Rigid Insulation, Shades, Window Pockets, Shower enclosures, Display & Trophy cases, Attic Stock, Bombrick / Framed mirrors, Stained glass, Stainless steel hardware, Master keying, Payment & Performance Bond, Final cleaning, Protection unless specified above.

All systems must have adequate structural support supplied by contractor.

PLEASE NOTE PRICES ARE GOOD FOR 30 DAYS AND ARE SUBJECT TO REVISION IF NOT ACCEPTED WITHIN THE PERIOD. THIS PROPOSAL IS SUBJECT TO THE TERMS AND CONDITIONS SET FORTH ON THE FOLLOWING PAGES. ACCEPTANCE OF THIS OFFER IS EXPRESSLY LIMITED TO THE TERMS AND CONDITIONS HEREIN.

PIERCE GLAZING CONTRACTORS
P.O. Box 87
RHOME, TX 76078
817-464-0151

Proposal/Scope

Project: **Celina High School Pressbox Additions**

INSURANCE

If your company or project requires more coverage than listed below, adjustments to this proposal should be considered.

General Liability			
General Aggregate	$2,000,000	Personal & Adv Injury	$1,000,000
Products Comp/OP Aggregate	$2,000,000	Medical any one person	$10,000
Each Occurrence	$1,000,000	Rented Premises	$500,000
Umbrella Liability			
Each Occurrence	$5,000,000	Aggregate	$5,000,000
Automobile Liability			
Preper Damage / Bodily Injury	$1,000,000		
Worker Compensation			
Policy Limit	$1,000,000	Bodily Injury by disease	$1,000,000

TERMS AND CONDITIONS

1. Net on completion - 95% monthly for work completed.
2. Our proposal is based on all work performed during regular work hours. Charges may be incurred for all overtime work.
3. If PURCHASER uses its own contract form in accepting this proposal it is understood that this proposal in its entirety is to become a part thereof.
4. After completion of installation, **PIERCE GLAZING CONTRACTORS.** assumes no responsibility for stains or corrosion which may occur on metal storefront construction.
5. Bid is based on using materials that are equal to or exceed the standard of materials specified.
6. **PIERCE GLAZING CONTRACTORS.** shall furnish all labor, materials, equipment and services necessary for completion and delivery and installation, if applicable, of the glass and/or materials ("Work") as specified in the **SCOPE OF WORK**
7. **CHANGES:** Changes to the Scope of Work shall be made by written Change Order only, signed by both parties, and the price and/or delivery schedule of **PIERCE GLAZING CONTRACTORS** contract shall be adjusted accordingly as set forth in such Change Order. NO change order work will be completed until WRITTEN confirmation has been received.
8. **CANCELLATION/TERMINATION:** If the Contract is terminated or if PURCHASER cancels this contract before substantial completion, PURCHASER agrees to reimburse **PIERCE GLAZING CONTRACTORS** for all expenses incurred by **PIERCE GLAZING CONTRACTORS** to the date of cancellation/termination by PURCHASER.
9. **LIMITED WARRANTY**: **PIERCE GLAZING CONTRACTORS** warrants its work against all defects in materials and workmanship for one (1) year from the date the products are installed or delivered to PURCHASER. Within that one (1) year period **PIERCE GLAZING CONTRACTORS** agrees to correct any of its work products which proves to be defective, excepting normal wear and tear or unusual abuse or neglect. EXCEPT AS EXPRESSLY STATED ABOVE, THE COMPANY MAKES NO WARRANTY, WHETHER EXPRESS OR IMPLIED, IN FACT OR AT LAW, INCLUDING IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, WITH RESPECT TO THE PRODUCT(S) OR THE USE THEREOF.
10. **LIMITATIONS OF DAMAGES**: **PIERCE GLAZING CONTRACTORS** SHALL NOT BE LIABLE FOR ANY INDIRECT, CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES. PURCHASER EXPRESSLY AGREES THAT ANY DAMAGES TO PURCHASER RESULTING FROM, RELATED TO, OR ARISING OUT OF, THE WORK DESCRIBED HEREIN, WHETHER IN CONTRACT, TORT, OR OTHERWISE, SHALL BE LIMITED TO, AND SHALL NOT EXCEED, THE CONTRACT PRICE OF THIS AGREEMENT.

Baker Drywall

REQUEST FOR CHANGE ORDER

Ref.# COR-00051
External/RCO#
GC PO#
Date Nov 20, 2025
Job # 11-3136

To: **NORTHSTAR BUILDERS GROUP**
3401 OLYMPUS BLVD, SUITE 510
COPPELL, TX 75019
Phone: 972-745-6900
Contact: JACK REAM

Project: **CELINA HS ADDITION & RENO**
3455 N. PRESTON RD
CELINA, TX 75009

Description: **Press Box**

Press Box

Labor	# of Men	Quantity	UOM	Unit Total	Rate	Total
Supervision	1	48.00	Hrs	48.00	75.00	$3,600.00
Mechanic	4	48.00	Hrs	192.00	48.00	$9,216.00
Laborer	1	48.00	Hrs	48.00	35.00	$1,680.00
					Total Labor	**$14,496.00**

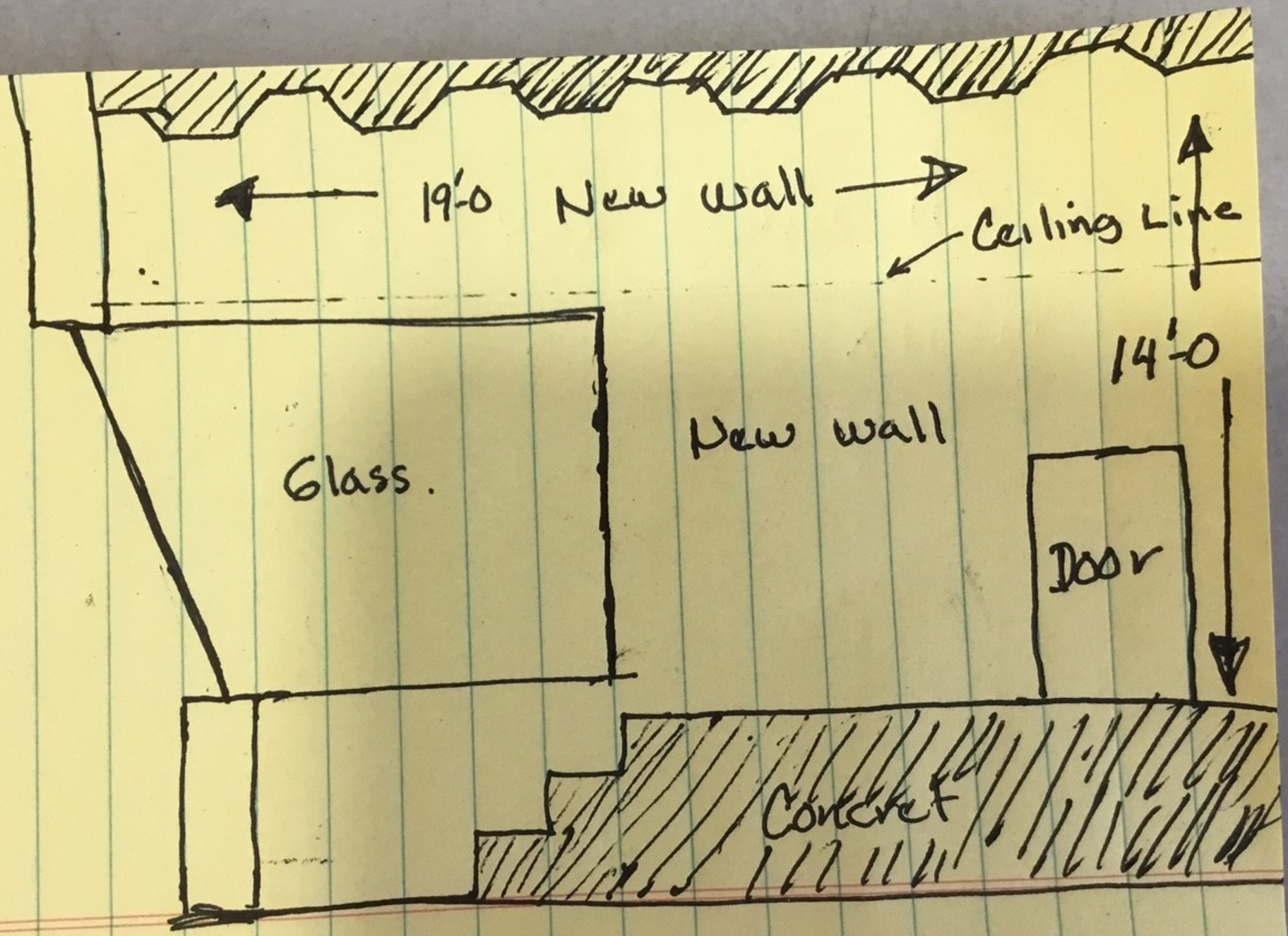
Material	Size	Quantity	UOM	Unit Price		Total
5/8" FireBloc Type X	4'x8'	16.00	SHT	.4745	SQFT	$242.94
R19 Un-Faced Fiberglass Insulation	16" X 96"	5.00	BAG	.585	SQFT	$280.80
Stud - 6" - 33 mil w/1-1/4" Flange	14'	20.00	PCS	1.3611	LF	$381.11
Track 6" - 33 mil w/1-1/4" Leg	10'	10.00	PCS	1.3481	LF	$134.81
Slotted Track 6" 30 mil w/2-1/2" leg	10'	2.00	PCS	2.405	LF	$48.10
Plywood 3/4"	4' X 8'	2.00	SHT	1.365	SQFT	$87.36
Fasteners	BOX OF 2500	2.00	BOX	.026	PCS	$130.00
Clear Anodized End Cap	10'	1.00	PCS	15.665	LF	$156.65
Main Tee	12'	1.00	CTN	.754	LF	$180.96
2' Cross Tee	2'	1.00	CTN	.715	LF	$85.80
4' Cross Tee	4'	1.00	CTN	.702	LF	$168.48
Ceiling Tile	TILE	4.00	CTN	.676	SQFT	$173.06
					Total Material	**$2,070.07**

Subtotal for Detail **$16,566.07**

Total Other Equipment Charges	Total
60' Sky Track	$2,320.00
Total Other Equipment Charges	**$2,320.00**

AUTHORIZED BY:
ON BEHALF OF: NORTHSTAR BUILDERS GROUP
PROJECT MANAGER: OMAR PUENTE
ESTIMATOR: OMAR PUENTE

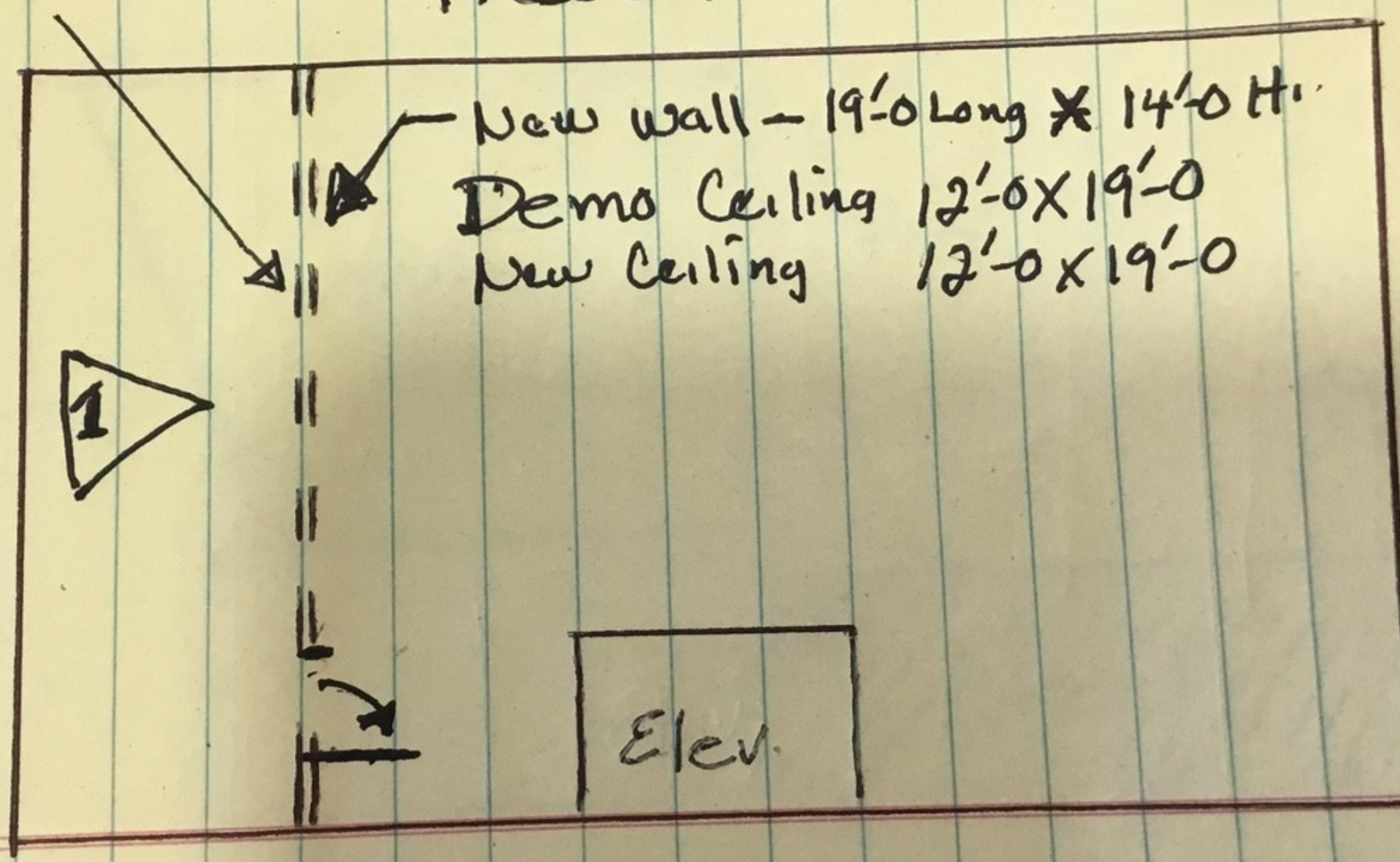
Labor Total:	**$14,496.00**	
Material Total:	**$2,070.07**	
Equipment Total:	**$2,320.00**	
Sub Total:	**$18,886.07**	
Overhead:	**$944.30**	5.00%
Profit:	**$991.52**	5.00%
Total:	**$20,821.89**	



Soud wal with Top out

New Sound Wall

PressBox Celina HS



VECTOR CONCEPTS
9010 N. Royal Lane, Suite 110
Irving Texas 75063
972-399-1303 office 972-790-7535 fax
www.vectorconcepts.com

Available on BuyBoard Cooperative Purchasing
Contract Numbers
737-24 (Sports) & 736-24 (Commercial)
starnet worldwide
COMMERCIAL FLOORING PARTNERSHIP

Change Order Request of Project 14407

Proposal # 50172
Customer PO
Contract #
Date 1/8/2026
Sales Person1 Kevin Reilly
Project Manager Clark Driver

Acct # 118
For: **972-745-6900 Fax**

NORTHSTAR BUILDERS GROUP
3401 OLYMPUS BOULEVARD
SUITE 510
COPPELL, TX 75019

Job Site: **469.742.9102**

NEW CELINA HS & ADDITIONS / RICHARD WELCH, 214-973-4062
3455 N PRESTON RD
CELINA, TX 75009
Contact: JACK REAM

Quantity	Unit	General Information / Description
1	EA	DUMPSTER
124	SY	DEMO DIRECT GLUE CARPET AND SCRAPE ADHESIVE FOR RESILIENT INSTALLATION (BASE INCLUDED)
558	SF	DEMO VCT / LVT REGULAR ADHESIVE AND SCRAPE ADHESIVE (BASE INCLUDED)
154.57	SY	SHAW INDUSTRIES DISPERSE COLOR TILE 5T479 - 24” X 24” - WARM ORANGE 78725 1A
154.57	SY	CARPET TILE LABOR
3	BG	UZIN NC 888 PATCHING COMPOUND - 10 LB BAG CARPET TILE FLOOR PREP - 1 BAG / 500 SQ. FEET (UP TO 3)
612	SF	GERFLOR CREATION GUIDEPOINT - 12” X 24” - FENNEL SEED 1014
612	SF	LVT LABOR
3	BG	UZIN NC 888 PATCHING COMPOUND - 10 LB BAG LVT FLOOR PREP - 1 BAG / 300 SQ. FEET (UP TO 3)
1	EA	STAIR TREAD MATERIALS & LABOR
480	LF	ROPPE CORPORATION BASE - PINNACLE - COVE - ROLL - 4" - DARK GRAY 150
4	EA	MOISTURE TESTING
612	SF	FREIGHT & FREIGHT SURCHARGE

Total

Grand Total $19,470.52

Deposit Date _____ Ck # _____

PROPOSAL SUBJECT TO CONTRACTUAL AGREEMENT
1926.1153 RESPIRABLE CRYSTALLINE SILICA OSHA COMPLIANCE FOR TABLE 1 ONLY
Tariffs and Fuel Surcharge Clause:
In the event that any tariffs, duties, or fuel surcharges are imposed on materials, products, or transportation services required to fulfill this order after the effective date of the

Quantity	Unit	General Information / Description

agreement, Vector Concepts, Inc. reserves the right to pass such additional costs on to the Customer. Upon written request, Vector Concepts, Inc. will provide documentation of such charges. Any resulting adjustments will be handled by Change Order.

TERMS: PAYMENT IN ADVANCE *unless credit is approved and other terms are agreed. Vector Concepts will furnish, deliver, and install the above material in accordance with manufacturers guidelines for the listed price. Client is responsible for the condition of the job site which is concrete fit for purpose, to be broom swept, clear of trash & debris, other trades work completed, and ready for floor coverings. Unless specifically included, this proposal excludes: all demolition, repair of take-up of existing flooring; vacuuming, damp mopping, buffing, waxing or floor protection; floor floating, leveling or repair; sealing of floor, cleaning of removal of oil, grease, solvents, paints, plaster, or other foreign substances: asbestos control/abatement: attic stock of material: furniture movement; and addenda beyond the base bid per industry standard site conditions. This proposal includes only work during regular hours and for a single phase job. Client must submit to Vector Concepts a written report on moisture and surface alkalinity of the slab to determine its suitability as a substrate for the material to be installed. Any floor preparation or activity not included in this proposal will be billed on a time plus material basis. Client is subject to payment for stored materials whether on job site or in Vector Concepts warehouse. Vector Concepts will not accept charge backs for damage or cleaning without the option to inspect claim(s) and to repair or to make arrangements for repairs of damages. Vector Concepts is not responsible for any claims that might result from product delivery date changes beyond their control. All product manufacture warranties are directly from manufacture. This proposal is valid for THIRTY (30) days.*

Buyer _____ *Date* _____ *Seller* _____ *Date* _____

TOTAL FIRE & SAFETY, INC.

QUOTATION

PROPOSAL DATE: 11-20-25 **PROPOSAL NO.:** 2511-015

PROJECT NAME: Celina HS Stadium
PROJECT LOCATION: Celina, Texas

SCOPE OF WORK:

1. *Provide and install one red celling mount speaker strobe with box to support device in lift out celling once added room is built. Does not include permit to the city.*

DOCUMENTATION RECEIVED: Dylan **DATED:** 11-19-25

ADDENDA RECEIVED: N/A

EXCLUSIONS, CLARIFICATIONS, and DEVIATIONS:

1. This PROPOSAL excludes all 120 volt power and required breakers.
2. This PROPOSAL excludes all conduit, standard electrical back boxes, gutters, underground conduits, and raceways.
3. This PROPOSAL excludes all cutting of access holes, installing access panels, painting, patching, and tile replacement.
4. This PROPOSAL is valid for 60 days.
5. This PROPOSAL does not include sales tax.
6. This PROPOSAL excludes all changes made by the AHJ during final inspection and plan review.

TOTAL PRICE: **$1,500.00**

TERMS AND CONDITIONS OF SALE:

1. Possession of this proposal does not constitute a contractual agreement between recipient (Buyer) and Total Fire & Safety, Inc. These terms take precedence over any other terms included in a purchase order or contract issued by the buyer. Quantity of product listed is based upon documents provided to Total Fire & Safety. If there is a difference between units quoted and actual contract document, the contract document will prevail. Total Fire & Safety reserves the right to determine credit worthiness of contractor/purchaser. Terms of sale will be determined after a review of a credit application and financial statements. In any event where the credit worthiness of the buyer is a problem Total Fire & Safety may require joint check, payment in advance or other terms as agreed upon. If open account terms are granted, the following are the terms of sale. Total Fire & Safety will perform billing on the schedule as required by the project. Upon request of the buyer, Total Fire & Safety provides a schedule of values on forms. These forms closely match the AIA documents G702 & G703. If the Buyer desires Total Fire & Safety to use any form other than the AIA G702 & G703 there will be a charge for time to prepare the documents. The buyer will be responsible to bill the owner or general contractor in a timely manner. Failure on the part of the Buyer to issue billing on time does not relieve Buyer from paying Total Fire & Safety when payment is due. Payments on progress billings are due no later than 45 days from the date billed. Payments are due irregardless of payments from contractor(s) above the Buyer. If payments are not received by this time, Total Fire & Safety reserves the right to cease work on the subject project, remove any stored materials still the property of Total Fire & Safety without repercussion. If Buyer is at fault for late payment, Total Fire & Safety reserves the right to change terms of payment after an additional review. There may be late charges added up to the legal limit. Total Fire & Safety maintains General Liability insurance which includes a Blanket Additional Insured endorsement (on-going and completed operations), including primary/non-contributory wording. In addition we provide a Blanket Additional Insured endorsement on our Business Auto Liability policy. Both policies, as well as our Workers' Compensation policy, also contain a Blanket Waiver of Subrogation. These endorsements are all in effect once we have executed a written contract with you. If you ask for a specific Additional Insured or Waiver of Subrogation form it will require us to pay an additional premium which will be passed on to you.

CONTACT INFORMATION: Greg Miller @ 214-381-6116 (Office) or gmiller@totalfire.com

Accepted By_____ **Date**_____ **RelatedContract/PO**_____

Upon award of this project, we will need a complete set of contract documents, drawings, and CAD backgrounds, in order to expedite the submittals in a timely manner.

7909 Carr Street • Dallas, Texas 75227
Office (214) 381-6116 • Fax (214) 381-4633 • Toll-Free (800) 303-6116

PROPOSAL

DRI-7706

Presented By:

Digital Resources Inc

2107 Greenbriar Drive
Suite B
Southlake, TX 76092 US
(817) 481-9300
www.digitalresources.com

HUB Business ID: 2005124528

Celina ISD Stadium Upgrades

Northstar Builders Group
Caleb O'Dell
codell@nstarbuilders.com

Sales Rep:	Jeff Marler
Valid For:	30 Days
Revision:	3
Date:	5/8/2026
Terms:	Net 30

Scope of Work:

Digital Resources, Inc. will provide the installation and integration of broadcast equipment upgrades to support live production and game-day operations at Celina Bobcat Stadium. The project will modernize the existing production work flow, improve replay capability, enhance operator communication, and provide updated visual and audio support within the press box and production areas.

Scope Includes:
- Digital Resources will remove the existing outdated VizRT TriCaster system and replace it with a new updated VizRT TriCaster Vizion production system and dedicated control panel. DRI will install, configure, and test the new

Celina ISD Stadium

Cameras			
4	**Panasonic** CX370 UHD 4K Pro Camcorder with NDI|HX2 and Auto-Tracking	$5,692.51	$22,770.04
	Cameras Total		**$22,770.04**
Cameras: Motion Systems			
2	**Acebil** Shoulder Adapter with Cable for Panasonic AG-CX350	$1,776.56	$3,553.12

	Cameras: Motion Systems Total		**$3,553.12**
Cameras: Control			
4	**Varizoom** VariZoom VZ-Rock Variable Rocker Control	$213.83	$855.32
	Cameras: Control Total		**$855.32**
Cameras: Tripods			
4	**Cartoni** Focus 8 Head 75mm BB with Telescopic Pan Bar, Red Lock 2-Stage AL Tripod, Smart Lock MLS, Rubber Feet And Soft Case	$1,425.94	$5,703.76
	Cameras: Tripods Total		**$5,703.76**
Cameras: Tally			
2	**MetaSETZ** Tally Light with Shoe Mount for use with metaSETZ Tally Controllers	$54.16	$108.32
2	**MetaSETZ** 8 Output Tally Light Controller for TriCaster	$536.25	$1,072.50
	Cameras: Tally Total		**$1,180.82**
Cameras: Monitors			
2	**ELVID** FieldVision 4KV2 7" On-Camera Monitor	$236.25	$472.50
	Cameras: Monitors Total		**$472.50**
Video Switching and Distribution			
1	**Apantac** SDI Receiver over fiber optic cable with ST connector. SMPTE fiber compliant. Extends SD SDI and HD SDI signals up to 30 Km and 3G SDI up to 20 Km over a single mode fiber. Output is reclocked	$769.33	$769.33

1	**Apantac** SDI Extender over fiber optic cable with ST connector. SMPTE fiber compliant. Extends SD SDI and HD SDI signals up to 30 Km and 3G SDI up to 20 Km over a single mode fiber. Input is equalized - up to 140 meters for SD SDI and HD SDI and 120 meters for 3G SDI.	$769.33	$769.33
1	**Vizrt** 3Play 1 (Includes Control Surface)	$17,664.42	$17,664.42
1	**Vizrt** TriCaster Vizion 1RU with 16 SDI I/O	$29,442.94	$29,442.94
1	**Vizrt** TriCaster Flex Dual NDI connected 24 button crosspoint control panel with 2 ME banks	$14,228.83	$14,228.83
5	**Vizrt** ProTek Standard for Viz 3Play 3P1 2RU	$736.20	$3,681.00
5	**Vizrt** ProTek Standard for TriCaster Flex Dual	$760.74	$3,803.70
4	**Vizrt** ProTek Standard for TriCaster Vizion (2nd Year Onwards)	$2,826.99	$11,307.96
	Video Switching and Distribution Total		**$81,667.51**

Video Switching and Distribution: Broadcast

1	**Behringer** XENYX 802S Premium Analog 8-Input Mixer with USB Streaming	$94.36	$94.36
1	**C2G** 3.3ft (1m) USB 2.0 A/B Cable - Black	$4.65	$4.65
1	**C2G** 32ft (9.8m) USB A Male to A Female Active Extension Cable - Plenum, CMP-Rated	$63.12	$63.12
1	**C2G** 3ft (0.9m) Pro-Audio XLR Male to XLR Female Cable	$14.27	$14.27
1	**C2G** 6.6ft (2m) USB 3.0 A Male to A Male Cable	$9.52	$9.52
1	**DRI** Custom Broadcast PC	$1,963.19	$1,963.19
1	**Feelworld** 21.5" High-Bright Broadcast Monitor	$613.48	$613.48

1	**Lumantek** HDMI/SDI Cross Converter with Audio Mux/Demux and Scaler - Analog Audio to LiveU 800 and HDMI to LiveU 800	$362.83	$362.83
1	**Magewell** USB Capture SDI Plus - Capture SD/HD/3G/ 2K SDI + Embedded Audio	$421.52	$421.52
2	**Sescom** Sescom SC6XJSZ Audio Cable Canare Star-Quad 3-Pin XLR Female to 1/4 TRS Balanced Male - Black - 6 Foot	$25.99	$51.98
1	**Sony** Sony MDR-7506 Headphones, Soft Case, 1/4" Adapter. Limited 90-Day Warranty	$112.59	$112.59
	Video Switching and Distribution: Broadcast Total		**$3,711.51**

Character Generation System

1	**Apple** Mac Mini M4 chip, 24GB, 512GB storage, gigabit ethernet, no final cut pro license, no logic pro license,	$1,225.77	$1,225.77
1	**Apple** Apple Magic Keyboard (USB-C)	$121.47	$121.47
1	**Apple** Apple Magic Mouse (USB-C, White)	$96.93	$96.93
1	**Blackmagic Design** UltraStudio HD Mini	$606.12	$606.12
1	**C2G** C2G Thunderbolt 4 USB-C Cable - Supports 4K 60 Hz and 8K 60 Hz - 40Gbps - 2.5 Foot	$60.67	$60.67
1	**DRI** RenewedVision ProPresenter	$0.00	$0.00
	Character Generation System Total		**$2,110.96**

Video Board System

1	**Daktronics** Five (5) Year Parts Only - Includes Customer Care Level 3	$0.00	$0.00
1	**Daktronics** Upgrade Control: 1 Video Input (Primary/Backup Player and Processor, No Rack) with Mesh Controller	$38,765.00	$38,765.00

	Video Board System Total		**$38,765.00**

Monitors

4	**Samsung** 32" ViewFinity S8 (S80D) 4K UHD HDR10 High Resolution Monitor with Ergonomic Stand- Flat - 3840 x 2160 - 32Inch - 5Ms response time - 60 Hz refresh rate - 3000:1 - 350 nits - 178/178 - 16:9 - sRGB 99% - HDR Capable HDR Capable - DisplayPort,HDMI - Black - 100 x 100 mm	$498.18	$1,992.72
	Monitors Total		**$1,992.72**

Monitors: Wireless Video

1	**HOLLYLAND** Hollyland Cosmo C2 HDMI/SDI Wireless Video 2-Transmitter System 2 Transmitters / 1 Receiver Kit	$1,195.09	$1,195.09
	Monitors: Wireless Video Total		**$1,195.09**

Monitors: Mounts

4	**CHIEF** CPA COLUMN, BLACK, 36	$55.21	$220.84
4	**CHIEF** ANGLED CEILING PLATE ASSEMBLY, CPA STYLE	$75.83	$303.32
4	**CHIEF** K0 PITCH/PIVOT POLE MNT SINGLE DISP, BLK	$147.24	$588.96
	Monitors: Mounts Total		**$1,113.12**

Audio

1	**Allen & Heath** Dust Cover for SQ-5	$87.64	$87.64
1	**Allen & Heath** 96kHz XCVI FPGA processing, 48 Input Channels, DEEP Processing, 17 Faders / 6 Layers, 16 onboard preamp, 12 Stereo mixes+LR, 3 Stereo Matrix, 7" touchscreen	$3,642.12	$3,642.12
1	**Allen & Heath** Detachable metal bracket for iPad/tablet for SQ	$94.86	$94.86

1	**Apple** Apple iPad A16 Chip (128GB, Wi-Fi Only, Silver)	$428.22	$428.22
	Audio Total		**$4,252.84**
Audio: Speakers			
6	**AtlasIED** Deluxe Decora Plate Mounted 70.7V 100W Attenuator, 3dB Steps	$42.32	$253.92
6	**QSC** 6.5" Two-way ceiling speaker, 70/100V transformer with 8? bypass, 110° conical coverage, includes C-ring and rails for blind mount installation. Priced individually, sold only in pairs.	$96.93	$581.58
	Audio: Speakers Total		**$835.50**
Audio: Microphone			
1	**Audio-Technica** Line + Gradient (Shotgun) Microphone, 14.5" long	$251.46	$251.46
	Audio: Microphone Total		**$251.46**
Power			
1	**Furman Pro** 15A Remote Duplex, EVS, Smart Sequencing, 10Ft Cord	$202.18	$202.18
1	**Furman Pro** 15A Standard Power Conditioner W/Power Sequencing, 9 Outlets, 1RU, 10Ft Cord	$295.03	$295.03
	Power Total		**$497.21**
Power: Batteries			
4	**IDX** Imicro-150 Micro 145Wh High-Load Li-Ion V-Mount Battery with 2x D-Taps	$755.89	$3,023.56
	Power: Batteries Total		**$3,023.56**
Power: Chargers			

1	**IDX** 2-Channel Sequential V-Mount Quick Charger with 60W AC Adaptor	$331.40	$331.40
	Power: Chargers Total		**$331.40**

Intercom

2	**Clear-Com** Headset: Double Ear, Medium Weight, 4 pin XLR-F	$461.35	$922.70
1	**Clear-Com** Encore Main Station: 2Ch, Power supply 1.2 Amp, 1RU	$1,923.31	$1,923.31
5	**Clear-Com** Encore Beltpack: 1Ch	$414.11	$2,070.55
1	**Clear-Com** Encore Beltpack: 2Ch with Program Audio	$616.56	$616.56
1	**Clear-Com** Encore Intercom Splitter: 2Ch 6-pin to (2) 3-pin	$119.77	$119.77
1	**HOLLYLAND** Solidcom M1 Pro Full-Duplex ENC Wireless Intercom System (4 Beltpacks and Single-Ear Headsets)	$4,121.47	$4,121.47
5	**RTS** Headset - Single Sided with Flexible Dynamic Boom Mic & A4F XLR Female Connector	$308.20	$1,541.00
	Intercom Total		**$11,315.36**

Rack

1	**AJA Video Systems** 1x6 3G HD/SD SDI reclocking Distribution Amplifier, 120M 3G Cable Equalization	$483.13	$483.13
1	**Bittree** 2x32 2RU Video Patchbay (Mini-WECO)	$1,943.01	$1,943.01
1	**Bittree** Patch Cable Holder for Micro-Video/Mini-WECO (midsize) and Standard WECO	$46.60	$46.60
10	**Bittree** 12GHz Mini-WECO Midsize 75-Ohm Video Patch Cable - 24-Inch - Black	$53.60	$536.00

1	**Eaton** Eaton Tripp Lite Series 42U SmartRack Shallow-Depth Rack Enclosure Cabinet, Threaded 10-32 Mounting Holes with Doors & Side Panels	$1,788.52	$1,788.52
1	**Eaton** Tripp Lite Series SmartRack 2U Locking Rack-Mount Storage Drawer	$109.21	$109.21
1	**Middle Atlantic** 1 RU Utility Rackshelf, 10.4 Inches Deep, Vented	$50.92	$50.92
	Rack Total		**$4,957.39**

CC&H

1	**C2G** 25ft (7.6m) Performance Series Ultra Flexible High Speed HDMI® Cable with Ethernet	$62.82	$62.82
3	**C2G** 75ft (22.8m) Performance Series AOC High Speed HDMI® Cable	$350.55	$1,051.65
2	**C2G** Superbooster® 4-Port USB over Cat6a Extender Kit - USB 3.2 Gen1 (5Gbps)	$658.58	$1,317.16
1	**DRI** Misc Cables and Parts	$6,802.33	$6,802.33
	CC&H Total		**$9,233.96**

Shipping

1	**DRI** Shipping/Freight	$2,600.00	$2,600.00
	Shipping Total		**$2,600.00**

Professional Services

1	****Digital Resources Inc Professional Services Bundle** Professional Services: -Installation -Engineering -Programming -Project Management		$44,132.48
	Professional Services Total		**$44,132.48**

Celina ISD Stadium Total	**$246,522.63**

Project Subtotal:	**$246,522.63**

QUOTE SUMMARY

Equipment:	$202,390.15
Labor:	$44,132.48
Grand Total:	**$246,522.63**

Work Delays:

This installation proposal is based on continuous, uninterrupted work during standard business hours, with the job site clear of debris and free from delays caused by other trades. If DRI's scheduled mobilization is canceled on short notice due to circumstances beyond our control, a remobilization fee of $900 per occurrence will apply. DRI will make every reasonable effort to accommodate rescheduling when feasible.

Warranty:

Warranty Overview

- Our certified installation work is backed by a 1-year on-site workmanship warranty.
- All new equipment provided includes a minimum 1-year manufacturer's warranty.
- We offer free telephone support and will respond to service requests within 48 hours.
- Warranty service includes repair or replacement of defective equipment. The provision of equivalent loaner units when applicable.

Important Warranty Terms

- All equipment issues are subject to the manufacturer's warranty policies, which may or may not include on-site labor.
- If our technician determines that an issue is not related to installation workmanship, standard service rates will apply.
- On-site labor for inspection, troubleshooting, removal, or installation of equipment is not covered under warranty.
- Freight charges for warranty-related returns or repairs will be billed accordingly.

We are committed to delivering responsive, high-quality service. Should you be interested in additional coverage or prioritized support, please contact us to discuss our Service Level Agreement (SLA) options.

Reference Quote # DRI-7706 **Client PO#:** _____ **Print Name:** _____ **Title:** _____

Client: **Caleb O'Dell** **Date**

Customer Approval :

Please sign above as an authorized agent, approving the products and services proposed. By signing OR emailing your approval, you agree to Digital Resources standard terms and conditions, along with the conditions set forth as written in this proposal. Partial shipments will be shipped and invoiced unless noted otherwise. Taxes and shipping charges will be invoiced separately. Final scope of work and engineering may provide for a change in fees or services which you agree to upon approving this order. If any additional insurance endorsements are required, an additional fee will be added to the scope and total contract price.

*** Purchase will be taxable according to state / local tax laws for point of delivery. Unless information is completed below.*

NO _____ *Tax ID #* _____*(A Sales Tax Exempt Form Must Be On File)*

Email To: orders@digitalresources.com ***Thank you for your business!***

Proposal

Posada's Painting
2746 Alaska Ave.
Dallas, TX 75216
Office (214) 792-9580
Fax (214) 792-9274
E-mail: Alexis@Posadas-Painting.com

Submit to:	**Project Name:**
Northstar Builders Group 3401 Olympus Blvd STE 510 Coppell, TX 75019 Office: (972)745-6900 Fax:	Celina ISD Odell Elementary
Attn: Justin Dunkin	**Architect:**
E-mail: jdustin@nstarbuilders.com	**Date of plans:**

We hereby propose to furnish material and labor necessary for the completion of the above project:

1. Patch and repaint walls and gypboard ceilings.
2. Paint Hollow Metal doors & frames.
3. Paint accent colors and bands.
4. Sand and repaint stair metals, and handrails.
5. Paint courtyard handrails.
6. Repaint cmu walls.
7. Cover and protect flooring, base and existing finishes.
8. Aerial Lift equipment with Masonite boards.

Breakout
Labor - $217,286.00
Material - $54,321.00
Equipment - $15,000.00

Base Bid = $286,607.00

Alternates: N/A

Addendums:

Exclusions:

Material will be as specified and work to be performed in accordance with the specifications submitted and completed in a workmanlike manner. Any alteration or deviation from the above specifications involving extra cost will be executed only upon written order and will become an extra charge over the above estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. All tradesmen painters are covered by workers' compensation and general liability insurance.

Submitted On 05/07/25 By: Alexis Posada
Note: Proposal may be withdrawn if not accepted within 30 days.

LONE STAR FURNISHINGS

4301 Reeder Drive
Carrollton, TX 75010
(972) 862-9900

Sales Rep Travis Taylor
Sales Phone 972-658-3026
Sales Email travis@lonestarfurnishings.com

Quotation, REV 2

Order Number	20300
Date	05/08/2026
Customer Name	Celina ISD
Order Name	ECS Offices & Cafeteria
Terms	NET 30
Project Coordinator	Yvonne Hahn
Page	1 of 19

BILL TO	SHIP TO
Celina ISD Accounts Payable 205 S. Colorado St Celina, TX 75009 ATTN: Ashley Khastehdel Phone: 469.742.9100 Email: ashleykhastehdel@celinaisd.com	Early Childhood School 507 E Malone St Celina, TX 75009

Quote valid for 30 days

PLEASE NOTE THAT THE PRICING CONTAINED HEREIN IS PROVIDED UNDER EPCNT, ISSUING ENTITY: MESQUITE ISD, MISD RFP #2024-006 VALID THROUGH 6-30-2029. PRICING IS NOT AVAILABLE VIA ANY OTHER CONTRACTING ENTITY.

Group	Qty	Description	Unit Price	Extended Amount
1-DP	6	(1) Double Pedestal Desk Set Up: 22, 30, 35, Clinic, Reception, SRO	$4,306.64	$25,839.84

Line	Qty	Product	Unit Price	Extended Amount
1	6	Hon Company H10579--$(L2STD)-.LPT1-LPT1 10500 Series Desk Shell 66W x 30D x 29-1/2H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$550.68	$3,304.08
2	6	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak 1 per room	$159.12	$954.72
3	6	Hon Company H105102--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped B/B/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$644.80	$3,868.80
4	6	Hon Company H105104--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped F/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$644.80	$3,868.80
5	6	Hon Company H105690--$(L2STD)-.LPT1-LPT1 10500 Series 36Wx24Dx29-1/2H Lateral File Two-Drawer $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$775.84	$4,655.04
6	6	Hon Company H105292--$(L2STD)-.LPT1-LPT1 1050 Series Bookcase Hutch 36"W x 37-1/8"H $(L2STD):Grd L2 Standard Laminates	$424.84	$2,549.04

LONE STAR FURNISHINGS

4301 Reeder Drive
Carrollton, TX 75010
(972) 862-9900

Sales Rep Travis Taylor
Sales Phone 972-658-3026
Sales Email travis@lonestarfurnishings.com

Quotation, REV 2

Order Number	20300
Date	05/08/2026
Customer Name	Celina ISD
Order Name	ECS Offices & Cafeteria
Terms	NET 30
Project Coordinator	Yvonne Hahn
Page	2 of 19

Line	Qty	Product	Unit Price	Extended Amount
		.LPT1:Portico Teak LPT1:Portico Teak 1 per room		
7	3	Hon Company HF23S--.X101E Contain Satin Removable Lock Core Kit .X101E:101E Tag: Room 22	$36.92	$110.76
8	3	Hon Company HF23S--.X102E Contain Satin Removable Lock Core Kit .X102E:102E Tag: Room 30	$36.92	$110.76
9	3	Hon Company HF23S--.X103E Contain Satin Removable Lock Core Kit .X103E:103E Tag: Room 35	$36.92	$110.76
10	3	Hon Company HF23S--.X104E Contain Satin Removable Lock Core Kit .X104E:104E Tag: Reception	$36.92	$110.76
11	3	Hon Company HF23S--.X105E Contain Satin Removable Lock Core Kit .X105E:105E Tag: Clinic	$36.92	$110.76
12	3	Hon Company HF23S--.X106E Contain Satin Removable Lock Core Kit .X106E:106E Tag: SRO	$36.92	$110.76
13	6	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color 1 per room	$333.32	$1,999.92
14	12	Hon Company HIGS6--.F-.H-.IM-$(1)-.UR-10-.T Ignition Guest/Multi-Purpose Chair Four-Leg Stacking .F:Fixed .H:Hard Caster .IM:4-Way Black $(1):Grade 1 Uph .UR:Contourett 10:Black .T:Black 2 per room	$331.24	$3,974.88

LONE STAR FURNISHINGS

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Quotation, REV 2

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Group	Qty	Description	Unit Price	Extended Amount
1-DP/CT	2	(1) Double Pedestal Desk Set Up and Conference Table: 2, 6	$7,079.28	$14,158.56

Line	Qty	Product	Unit Price	Extended Amount
15	2	Hon Company H10579--$(L2STD)-.LPT1-LPT1 10500 Series Desk Shell 66W x 30D x 29-1/2H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$550.68	$1,101.36
16	2	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak 1 per room	$159.12	$318.24
17	2	Hon Company H105102--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped B/B/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$644.80	$1,289.60
18	2	Hon Company H105104--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped F/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$644.80	$1,289.60
19	2	Hon Company H105690--$(L2STD)-.LPT1-LPT1 10500 Series 36Wx24Dx29-1/2H Lateral File Two-Drawer $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$775.84	$1,551.68
20	2	Hon Company H105292--$(L2STD)-.LPT1-LPT1 1050 Series Bookcase Hutch 36"W x 37-1/8"H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$424.84	$849.68
21	3	Hon Company HF23S--.X107E Contain Satin Removable Lock Core Kit .X107E:107E Tag: Room 2	$36.92	$110.76
22	3	Hon Company HF23S--.X108E Contain Satin Removable Lock Core Kit .X108E:108E Tag: Room 6	$36.92	$110.76
23	10	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T	$333.32	$3,333.20

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Line	Qty	Product	Unit Price	Extended Amount
		HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color 5 per room		
24	4	Hon Company HIGS6--.F-.H-.IM-$(1)-.UR-10-.T Ignition Guest/Multi-Purpose Chair Four-Leg Stacking .F:Fixed .H:Hard Caster .IM:4-Way Black $(1):Grade 1 Uph .UR:Contourett 10:Black .T:Black 2 per room	$331.24	$1,324.96
25	2	Hon Company HTLA4284--.G-DP-.N-$(L2STD)-.LPT1 84"Wx42"D Racetrack Shaped Lam Top .G:2MM/Flat DP:Portico Teak .N:No Grommets $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak 1 per room	$657.80	$1,315.60
26	2	Hon Company HT29FB4284--$(P2)-.T1 Preside 29.5H Footed Base for 42x84 Top $(P2):P2 Paint Opts .T1:Platinum Metallic 1 per room	$781.56	$1,563.12

Group	Qty	Description	Unit Price	Extended Amount
1-L	2	(1) L-Shape Desk: 25B, 31B	$2,196.48	$4,392.96

Line	Qty	Product	Unit Price	Extended Amount
27	2	Hon Company H105897R--$(L2STD)-.LPT1-LPT1 10500 Series 66Wx30Dx29-1/2H Sgl Ped Dsk RH B/B/F Rect Top $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 1 per room	$923.52	$1,847.04
28	2	Hon Company H105908L--$(L2STD)-.LPT1-LPT1 10500 Series 42Wx24Dx29-1/2H Return Lt File/File Ped $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$706.68	$1,413.36

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Line	Qty	Product	Unit Price	Extended Amount
		1 per room		
29	2	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak 1 per room	$159.12	$318.24
30	2	Hon Company HF23S--.X133E Contain Satin Removable Lock Core Kit .X133E:133E Tag: Room 25B	$36.92	$73.84
31	2	Hon Company HF23S--.X134E Contain Satin Removable Lock Core Kit .X134E:134E Tag: Room 31B	$36.92	$73.84
32	2	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color 1 per room	$333.32	$666.64

Group	Qty	Description	Unit Price	Extended Amount
1-L/RT	1	(1) L-Shaped Desk with Round Meeting Table: 33	$4,289.48	$4,289.48

Line	Qty	Product	Unit Price	Extended Amount
33	1	Hon Company H105898L--$(L2STD)-.LPT1-LPT1 10500 Series 66Wx30Dx29-1/2H Sgl Ped Dsk LH B/B/F Rect Top $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$923.52	$923.52
34	1	Hon Company H105907R--$(L2STD)-.LPT1-LPT1 10500 Series 42Wx24Dx29-1/2H Return Rt File/File Ped $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$706.68	$706.68
35	1	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$159.12	$159.12
36	2	Hon Company HF23S--.X135E Contain Satin Removable Lock Core Kit	$36.92	$73.84

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Line	Qty	Product	Unit Price	Extended Amount
		.X135E:135E		
37	1	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color	$333.32	$333.32
38	1	Hon Company HTLD42--.G-DP-.N-$(L2STD)-.LPT1 Preside 42"Round Shaped Laminate Top .G:2MM/Flat DP:Portico Teak .N:No Grommets $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$353.60	$353.60
39	1	Hon Company HTFXM29--$(P2)-.T1 Preside 29.5H X-Base for 36 & 42 Tops $(P2):P2 Paint Opts .T1:Platinum Metallic	$414.44	$414.44
40	4	Hon Company HIGS6--.F-.H-.IM-$(1)-.UR-10-.T Ignition Guest/Multi-Purpose Chair Four-Leg Stacking .F:Fixed .H:Hard Caster .IM:4-Way Black $(1):Grade 1 Uph .UR:Contourett 10:Black .T:Black	$331.24	$1,324.96

Group	Qty	Description	Unit Price	Extended Amount
2-DP	5	(2) Double Pedestal Desk Set Ups: 1, 3, 5, 9, Library	$8,613.28	$43,066.40

Line	Qty	Product	Unit Price	Extended Amount
41	10	Hon Company H10579--$(L2STD)-.LPT1-LPT1 10500 Series Desk Shell 66W x 30D x 29-1/2H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 2 per room	$550.68	$5,506.80
42	10	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak 2 per room	$159.12	$1,591.20
43	10	Hon Company H105102--$(L2STD)-.LPT1-LPT1	$644.80	$6,448.00

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Line	Qty	Product	Unit Price	Extended Amount
		10500 SeriesMobile Full Ht Ped B/B/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 2 per room		
44	10	Hon Company H105104--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped F/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 2 per room	$644.80	$6,448.00
45	10	Hon Company H105690--$(L2STD)-.LPT1-LPT1 10500 Series 36Wx24Dx29-1/2H Lateral File Two-Drawer $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 2 per room	$775.84	$7,758.40
46	10	Hon Company H105292--$(L2STD)-.LPT1-LPT1 1050 Series Bookcase Hutch 36"W x 37-1/8"H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 2 per room	$424.84	$4,248.40
47	3	Hon Company HF23S--.X109E Contain Satin Removable Lock Core Kit .X109E:109E Tag: Room 1	$36.92	$110.76
48	3	Hon Company HF23S--.X110E Contain Satin Removable Lock Core Kit .X110E:110E Tag: Room 1	$36.92	$110.76
49	3	Hon Company HF23S--.X111E Contain Satin Removable Lock Core Kit .X111E:111E Tag: Room 3	$36.92	$110.76
50	3	Hon Company HF23S--.X112E Contain Satin Removable Lock Core Kit .X112E:112E Tag: Room 3	$36.92	$110.76
51	3	Hon Company HF23S--.X113E Contain Satin Removable Lock Core Kit .X113E:113E Tag: Room 5	$36.92	$110.76
52	3	Hon Company HF23S--.X114E Contain Satin Removable Lock Core Kit .X114E:114E Tag: Room 5	$36.92	$110.76
53	3	Hon Company	$36.92	$110.76

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Line	Qty	Product	Unit Price	Extended Amount
		HF23S--.X115E Contain Satin Removable Lock Core Kit .X115E:115E Tag: Room 9		
54	3	Hon Company HF23S--.X116E Contain Satin Removable Lock Core Kit .X116E:116E Tag: Room 9	$36.92	$110.76
55	3	Hon Company HF23S--.X117E Contain Satin Removable Lock Core Kit .X117E:117E Tag: Library	$36.92	$110.76
56	3	Hon Company HF23S--.X118E Contain Satin Removable Lock Core Kit .X118E:118E Tag: Library	$36.92	$110.76
57	10	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color 2 per room	$333.32	$3,333.20
58	20	Hon Company HIGS6--.F-.H-.IM-$(1)-.UR-10-.T Ignition Guest/Multi-Purpose Chair Four-Leg Stacking .F:Fixed .H:Hard Caster .IM:4-Way Black $(1):Grade 1 Uph .UR:Contourett 10:Black .T:Black 4 per room	$331.24	$6,624.80

Group	Qty	Description	Unit Price	Extended Amount
2-DP/MOB	1	(2) Double Ped Desk Set Ups, additional mobile pedestal: 7	$9,258.08	$9,258.08

Line	Qty	Product	Unit Price	Extended Amount
59	2	Hon Company H10579--$(L2STD)-.LPT1-LPT1 10500 Series Desk Shell 66W x 30D x 29-1/2H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$550.68	$1,101.36
60	2	Hon Company H1522--$(L2STD)-.LPT1	$159.12	$318.24

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Line	Qty	Product	Unit Price	Extended Amount
		Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak		
61	3	Hon Company H105102--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped B/B/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$644.80	$1,934.40
62	2	Hon Company H105104--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped F/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$644.80	$1,289.60
63	2	Hon Company H105690--$(L2STD)-.LPT1-LPT1 10500 Series 36Wx24Dx29-1/2H Lateral File Two-Drawer $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$775.84	$1,551.68
64	2	Hon Company H105292--$(L2STD)-.LPT1-LPT1 1050 Series Bookcase Hutch 36"W x 37-1/8"H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$424.84	$849.68
65	3	Hon Company HF23S--.X119E Contain Satin Removable Lock Core Kit .X119E:119E	$36.92	$110.76
66	3	Hon Company HF23S--.X120E Contain Satin Removable Lock Core Kit .X120E:120E	$36.92	$110.76
67	2	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color	$333.32	$666.64
68	4	Hon Company HIGS6--.F-.H-.IM-$(1)-.UR-10-.T Ignition Guest/Multi-Purpose Chair Four-Leg Stacking .F:Fixed .H:Hard Caster .IM:4-Way Black $(1):Grade 1 Uph .UR:Contourett 10:Black .T:Black	$331.24	$1,324.96

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Group	Qty	Description	Unit Price	Extended Amount
2-L	1	(2) L-Shaped Desks: 16	$4,392.96	$4,392.96

Line	Qty	Product	Unit Price	Extended Amount
69	1	Hon Company H105897R--$(L2STD)-.LPT1-LPT1 10500 Series 66Wx30Dx29-1/2H Sgl Ped Dsk RH B/B/F Rect Top $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$923.52	$923.52
70	1	Hon Company H105908L--$(L2STD)-.LPT1-LPT1 10500 Series 42Wx24Dx29-1/2H Return Lt File/File Ped $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$706.68	$706.68
71	1	Hon Company H105898L--$(L2STD)-.LPT1-LPT1 10500 Series 66Wx30Dx29-1/2H Sgl Ped Dsk LH B/B/F Rect Top $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$923.52	$923.52
72	1	Hon Company H105907R--$(L2STD)-.LPT1-LPT1 10500 Series 42Wx24Dx29-1/2H Return Rt File/File Ped $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$706.68	$706.68
73	2	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$159.12	$318.24
74	2	Hon Company HF23S--.X136E Contain Satin Removable Lock Core Kit .X136E:136E	$36.92	$73.84
75	2	Hon Company HF23S--.X137E Contain Satin Removable Lock Core Kit .X137E:137E	$36.92	$73.84
76	2	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color	$333.32	$666.64

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Group	Qty	Description	Unit Price	Extended Amount
3-DP/1-L	1	(3) Double Pedestal Desks & (1) L-Shaped Desk, Study Carrels: 10	$21,694.40	$21,694.40

Line	Qty	Product	Unit Price	Extended Amount
77	3	Hon Company H10579--$(L2STD)-.LPT1-LPT1 10500 Series Desk Shell 66W x 30D x 29-1/2H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$550.68	$1,652.04
78	3	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$159.12	$477.36
79	3	Hon Company H105102--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped B/B/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$644.80	$1,934.40
80	3	Hon Company H105104--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped F/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$644.80	$1,934.40
81	3	Hon Company H105690--$(L2STD)-.LPT1-LPT1 10500 Series 36Wx24Dx29-1/2H Lateral File Two-Drawer $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$775.84	$2,327.52
82	3	Hon Company H105292--$(L2STD)-.LPT1-LPT1 1050 Series Bookcase Hutch 36"W x 37-1/8"H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$424.84	$1,274.52
83	3	Hon Company HF23S--.X129E Contain Satin Removable Lock Core Kit .X129E:129E	$36.92	$110.76
84	3	Hon Company HF23S--.X130E Contain Satin Removable Lock Core Kit .X130E:130E	$36.92	$110.76
85	3	Hon Company HF23S--.X131E Contain Satin Removable Lock Core Kit .X131E:131E	$36.92	$110.76
86	1	Hon Company H105897R--$(L2STD)-.LPT1-LPT1 10500 Series 66Wx30Dx29-1/2H Sgl Ped Dsk RH B/B/F Rect Top $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$923.52	$923.52

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Line	Qty	Product	Unit Price	Extended Amount
87	1	Hon Company H105908L--$(L2STD)-.LPT1-LPT1 10500 Series 42Wx24Dx29-1/2H Return Lt File/File Ped $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$706.68	$706.68
88	1	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$159.12	$159.12
89	2	Hon Company HF23S--.X132E Contain Satin Removable Lock Core Kit .X132E:132E	$36.92	$73.84
90	4	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color	$333.32	$1,333.28
91	11	Hon Company HIGS6--.F-.H-.IM-$(1)-.UR-10-.T Ignition Guest/Multi-Purpose Chair Four-Leg Stacking .F:Fixed .H:Hard Caster .IM:4-Way Black $(1):Grade 1 Uph .UR:Contourett 10:Black .T:Black	$331.24	$3,643.64
92	2	Hon Company H514--.P-$(P1)-.P 510 Series Vertical File 4 Drawer Letter w/Lock .P:Standard Random Key Lock $(P1):P1 Paint Opts .P:Black	$540.80	$1,081.60
93	5	Fleetwood 833618 Study Carrel with High End, Starter Unit, Rectangle shape worksurface and storage shelf, 36W x 30D x 48H Laminate/Edge: Mushroom	$768.04	$3,840.20

Group	Qty	Description	Unit Price	Extended Amount
4-DP	2	(4) Double Pedestal Desk Set Ups: 4, 11	$17,226.56	$34,453.12

Line	Qty	Product	Unit Price	Extended Amount
94	8	Hon Company H10579--$(L2STD)-.LPT1-LPT1 10500 Series Desk Shell 66W x 30D x 29-1/2H	$550.68	$4,405.44

LONE STAR FURNISHINGS

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Carrollton, TX 75010
(972) 862-9900

Sales Rep Travis Taylor
Sales Phone 972-658-3026
Sales Email travis@lonestarfurnishings.com

Quotation, REV 2

Order Number	20300
Date	05/08/2026
Customer Name	Celina ISD
Order Name	ECS Offices & Cafeteria
Terms	NET 30
Project Coordinator	Yvonne Hahn
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Line	Qty	Product	Unit Price	Extended Amount
		$(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 4 per room		
95	8	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak 4 per room	$159.12	$1,272.96
96	8	Hon Company H105102--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped B/B/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 4 per room	$644.80	$5,158.40
97	8	Hon Company H105104--$(L2STD)-.LPT1-LPT1 10500 SeriesMobile Full Ht Ped F/F 15-5/8W x 22-3/4D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 4 per room	$644.80	$5,158.40
98	8	Hon Company H105690--$(L2STD)-.LPT1-LPT1 10500 Series 36Wx24Dx29-1/2H Lateral File Two-Drawer $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 4 per room	$775.84	$6,206.72
99	8	Hon Company H105292--$(L2STD)-.LPT1-LPT1 1050 Series Bookcase Hutch 36"W x 37-1/8"H $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak 4 per room	$424.84	$3,398.72
100	3	Hon Company HF23S--.X121E Contain Satin Removable Lock Core Kit .X121E:121E Tag: Room 4	$36.92	$110.76
101	3	Hon Company HF23S--.X122E Contain Satin Removable Lock Core Kit .X122E:122E Tag: Room 4	$36.92	$110.76
102	3	Hon Company HF23S--.X123E Contain Satin Removable Lock Core Kit .X123E:123E Tag: Room 4	$36.92	$110.76
103	3	Hon Company HF23S--.X124E Contain Satin Removable Lock Core Kit .X124E:124E	$36.92	$110.76

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Line	Qty	Product	Unit Price	Extended Amount
		Tag: Room 4		
104	3	Hon Company HF23S--.X125E Contain Satin Removable Lock Core Kit .X125E:125E Tag: Room 11	$36.92	$110.76
105	3	Hon Company HF23S--.X126E Contain Satin Removable Lock Core Kit .X126E:126E Tag: Room 11	$36.92	$110.76
106	3	Hon Company HF23S--.X127E Contain Satin Removable Lock Core Kit .X127E:127E Tag: Room 11	$36.92	$110.76
107	3	Hon Company HF23S--.X128E Contain Satin Removable Lock Core Kit .X128E:128E Tag: Room 11	$36.92	$110.76
108	8	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color 4 per room	$333.32	$2,666.56
109	16	Hon Company HIGS6--.F-.H-.IM-$(1)-.UR-10-.T Ignition Guest/Multi-Purpose Chair Four-Leg Stacking .F:Fixed .H:Hard Caster .IM:4-Way Black $(1):Grade 1 Uph .UR:Contourett 10:Black .T:Black 8 per room	$331.24	$5,299.84

Group	Qty	Description	Unit Price	Extended Amount
4-L	2	(4) L-Shaped Desks: 17, 18	$8,785.92	$17,571.84

Line	Qty	Product	Unit Price	Extended Amount
110	4	Hon Company H105898L--$(L2STD)-.LPT1-LPT1 10500 Series 66Wx30Dx29-1/2H Sgl Ped Dsk LH B/B/F Rect Top $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$923.52	$3,694.08

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Line	Qty	Product	Unit Price	Extended Amount
111	4	Hon Company H105907R--$(L2STD)-.LPT1-LPT1 10500 Series 42Wx24Dx29-1/2H Return Rt File/File Ped $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$706.68	$2,826.72
112	4	Hon Company H105897R--$(L2STD)-.LPT1-LPT1 10500 Series 66Wx30Dx29-1/2H Sgl Ped Dsk RH B/B/F Rect Top $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$923.52	$3,694.08
113	4	Hon Company H105908L--$(L2STD)-.LPT1-LPT1 10500 Series 42Wx24Dx29-1/2H Return Lt File/File Ped $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak LPT1:Portico Teak	$706.68	$2,826.72
114	8	Hon Company H1522--$(L2STD)-.LPT1 Wood Center Drawer 22W x 15-3/8D $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$159.12	$1,272.96
115	2	Hon Company HF23S--.X138E Contain Satin Removable Lock Core Kit .X138E:138E	$36.92	$73.84
116	2	Hon Company HF23S--.X139E Contain Satin Removable Lock Core Kit .X139E:139E	$36.92	$73.84
117	2	Hon Company HF23S--.X140E Contain Satin Removable Lock Core Kit .X140E:140E	$36.92	$73.84
118	2	Hon Company HF23S--.X141E Contain Satin Removable Lock Core Kit .X141E:141E	$36.92	$73.84
119	2	Hon Company HF23S--.X142E Contain Satin Removable Lock Core Kit .X142E:142E	$36.92	$73.84
120	2	Hon Company HF23S--.X143E Contain Satin Removable Lock Core Kit .X143E:143E	$36.92	$73.84
121	2	Hon Company HF23S--.X144E Contain Satin Removable Lock Core Kit .X144E:144E	$36.92	$73.84
122	2	Hon Company HF23S--.X145E Contain Satin Removable Lock Core Kit .X145E:145E	$36.92	$73.84
123	8	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T	$333.32	$2,666.56

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Quotation, REV 2

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Line	Qty	Product	Unit Price	Extended Amount
		HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color		

Group	Qty	Description	Unit Price	Extended Amount
CR	3	Conference Room, seats 10: 12, 15, 20	$5,476.12	$16,428.36

Line	Qty	Product	Unit Price	Extended Amount
124	3	Hon Company HTLA48144--.G-DP-.N-$(L2STD)-.LPT1 Preside 144W x 48D Racetrack Shaped Laminate Top .G:2MM/Flat DP:Portico Teak .N:No Grommets $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak 1 per room	$902.72	$2,708.16
125	3	Hon Company HT29FB48144--$(P2)-.T1 Preside 29.5H Footed Base for 42 and 48x144 Top $(P2):P2 Paint Opts .T1:Platinum Metallic 1 per room	$1,240.20	$3,720.60
126	30	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color 10 per room	$333.32	$9,999.60

Group	Qty	Description	Unit Price	Extended Amount
CR-C	1	Conference Room with Credenzas: 32	$10,024.04	$10,024.04

Line	Qty	Product	Unit Price	Extended Amount
127	1	Hon Company HTLA48144--.G-DP-.N-$(L2STD)-.LPT1 Preside 144W x 48D Racetrack Shaped Laminate Top .G:2MM/Flat DP:Portico Teak	$902.72	$902.72

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Quotation, REV 2

Order Number	20300
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Line	Qty	Product	Unit Price	Extended Amount
		.N:No Grommets $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak		
128	1	Hon Company HT29FB48144--$(P2)-.T1 Preside 29.5H Footed Base for 42 and 48x144 Top $(P2):P2 Paint Opts .T1:Platinum Metallic	$1,240.20	$1,240.20
129	10	Hon Company HCT1MM--.Y1-.A-.H-.M-$(1)-.UR-10-.AL-.SB-.T HON Mesh Mid-Back Task Chair .Y1:SimpleSynchro-Tilt w/SeatSlide .A:Height and WidthAdjustable Arm .H:Hard Casters .M:Black Mesh Back $(1):Grade 1 Uph .UR:Contourett 10:Black .AL:Adjustable Lumbar .SB:Standard Base .T:Black Frame Color	$333.32	$3,333.20
130	2	Hon Company HTLCRED72S--$(L2STD)-.LPT1-.DP-$(L2STD)-.LPT1-.J-.N-$(L2STD)-.LPT1 Preside 20x72 36H Hospitality Credenza w/Shelf $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak .DP:Portico Teak $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak .J:Loop Satin Nickel .N:No Cutout $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$2,214.68	$4,429.36
131	2	Hon Company HTLSHELF--$(L2STD)-.LPT1 Preside Laminate Credenza Shelf $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$59.28	$118.56

Group	Qty	Description	Unit Price	Extended Amount
WR	1	Work Room: 36	$2,273.96	$2,273.96

Line	Qty	Product	Unit Price	Extended Amount
132	1	Hon Company HTLCRED72S--$(L2STD)-.LPT1-.DP-$(L2STD)-.LPT1-.J-.N-$(L2STD)-.LPT1 Preside 20x72 36H Hospitality Credenza w/Shelf $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak .DP:Portico Teak $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak .J:Loop Satin Nickel .N:No Cutout $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$2,214.68	$2,214.68
133	1	Hon Company HTLSHELF--$(L2STD)-.LPT1	$59.28	$59.28

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Quotation, REV 2

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Line	Qty	Product	Unit Price	Extended Amount
		Preside Laminate Credenza Shelf $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak		

Group	Qty	Description	Unit Price	Extended Amount
WR-4	1	Workroom with (4) Tables: 31	$12,919.92	$12,919.92

Line	Qty	Product	Unit Price	Extended Amount
134	4	Hon Company HTLD42--.G-DP-.N-$(L2STD)-.LPT1 Preside 42"Round Shaped Laminate Top .G:2MM/Flat DP:Portico Teak .N:No Grommets $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$353.60	$1,414.40
135	4	Hon Company HTFXM29--$(P2)-.T1 Preside 29.5H X-Base for 36 & 42 Tops $(P2):P2 Paint Opts .T1:Platinum Metallic	$414.44	$1,657.76
136	16	Hon Company HIGS6--.F-.H-.IM-$(1)-.UR-10-.T Ignition Guest/Multi-Purpose Chair Four-Leg Stacking .F:Fixed .H:Hard Caster .IM:4-Way Black $(1):Grade 1 Uph .UR:Contourett 10:Black .T:Black	$331.24	$5,299.84
137	2	Hon Company HTLCRED72S--$(L2STD)-.LPT1-.DP-$(L2STD)-.LPT1-.J-.N-$(L2STD)-.LPT1 Preside 20x72 36H Hospitality Credenza w/Shelf $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak .DP:Portico Teak $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak .J:Loop Satin Nickel .N:No Cutout $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$2,214.68	$4,429.36
138	2	Hon Company HTLSHELF--$(L2STD)-.LPT1 Preside Laminate Credenza Shelf $(L2STD):Grd L2 Standard Laminates .LPT1:Portico Teak	$59.28	$118.56

Group	Qty	Description	Unit Price	Extended Amount
Z-BR	1	Break Room: 8	$2,812.80	$2,812.80

Line	Qty	Product	Unit Price	Extended Amount
139	2	SICO America, Inc C9010-153?-13?	$996.00	$1,992.00

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Quotation, REV 2

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Line	Qty	Product	Unit Price	Extended Amount
		Linenless 60” Round Table, wishbone folding leg Finishes: TBD		
140	12	National Public Seating 8502 NPS 8500 Series Ultra-Compact Plastic Stack Chair, Gunmetal / Chrome	$68.40	$820.80

Group	Qty	Description	Unit Price	Extended Amount
Z-CAF	1	Cafeteria	$56,193.07	$56,193.07

Line	Qty	Product	Unit Price	Extended Amount
141	250	National Public Seating 8502 NPS 8500 Series Ultra-Compact Plastic Stack Chair, Gunmetal / Chrome	$68.40	$17,100.00
142	7	National Public Seating DY85 NPS Dolly for 8500 Series Chairs, Black (capacity 40 chairs)	$267.01	$1,869.07
143	32	SICO America, Inc C9010-153?-13? Linenless 60” Round Table, wishbone folding leg Finishes: TBD	$996.00	$31,872.00
144	3	SICO America, Inc TAC12F Dolly for Linenless Tables (holds 12)	$1,784.00	$5,352.00
Individual Items				$48,641.18

Line	Qty	Product	Unit Price	Extended Amount
145	1	Lone Star Furnishings SURCHARGE HON Tariff Recovery Fee	$7,321.18	$7,321.18
146	1	Lone Star Furnishings FREIGHT Freight	$10,220.00	$10,220.00
147	1	Lone Star Furnishings INSTALL Labor to receive trucks, unload, install and remove trash.	$31,100.00	$31,100.00
			Order Sub-Total :	$328,410.97
			TOTAL ORDER :	**$328,410.97**

PLEASE REVIEW THE QUOTATION AND NOTIFY US PROMPTLY OF ANY CORRECTIONS REQUIRED

*Pricing is based on the quantities listed above. A change in quantities may result in a change in pricing. For any changes, please contact your sales representative.

Please submit Purchase Orders to Orders@lonestarfurnishings.com.

Signature: _____ Printed Name: _____

Title: _____ Date: _____

Proposed Contingency Expenditure

Wednesday, February 25, 2026

Claycomb Associates, Architects
Dallas, Texas 75240

Please find attached pricing for the **Proposed Contingency Expenditure No. 177** for **Celina High School -Additions & Renovations:**

Pricing for this proposed expenditure consists of the following:

Early Childhood Renovations per CISD direction:

1. See attachment A for breakdown of cost. **Total ADD $289,925.00**

After review of this change by Northstar Builders Group and our Subcontractors, we find the Total **ADD** to be **$289,925.00 (Two Hundred Eighty-Nine Thousand Nine Hundred Twenty-Five and NO/100)** and to cause an increase of **0** days to the project schedule. Northstar Builders and associated subcontractors reserve the right to revisit the above-mentioned scope for items not explicitly noted in the subsequent price quotations. **After 14 days this price may be voided and repriced if not approved.**

The cost for this change shall be funded from:

- ☐ Contractor's Contingency Acknowledgement
- ☒ Owner's Contingency Acknowledgement
- ☐ Allowance:

This change is approved by:

_____	_____	_____
Northstar Builders	Claycomb	Celina ISD
_____	_____	_____
Date	Date	Date

Attachment A			
1.	Demolition: Early Childhood - Remove 4' A.F.F. of restroom walls, Cafeteria ceiling tile and grid, scrape paint on kitchen floor. 6th Grade Campus - Removal and disposal of raised wood gym flooring and base, remove and disposal of existing telescoping bleachers, saw cut, removal, and disposal of 8'H x 4'LF portion of exterior tilt-panel wall for new opening	ADD	$ 55,306.00
2.	Plumbing: Provide and install new restroom fixtures, raise drinking fountains	ADD	$ 41,988.00
3.	Electrical: Make Safe at Early Childhood. Remove existing light fixtures and provide and install new light fixtures in cafeteria and kitchen, relocate power at water fountains	ADD	$ 31,213.00
4.	Drywall/ Framing: Install blocking for partitions in gang restrooms, new FRP panels at wet walls, new ceiling tiles and grid in cafeteria and kitchen	ADD	$ 61,465.00
5.	Specialties: Install six additional urinal screens in gang restrooms	ADD	$ 3,674.00
6.	Door Hardware: Install new cylindrical locksets and electrified hardware kits	ADD	$ 19,205.00
7.	Paint: Patch and paint hallways, classrooms and administration areas, paint exterior wood fences	ADD	$ 44,574.00
8.	Provide and cut in steel lintel at 6th Grade Campus new opening	Allowance	$ 10,000.00
9.	Add Card Access to the North Exterior Opening at Early Childhood	Allowance	$ 10,000.00
10.	Trimming trees and removal of one oak tree at Early Childhood	Allowance	$ 7,500.00
11.	Cleaning and caulking of sidewalk to building connection on west side of Early Childhood	Allowance	$ 5,000.00
		Total:	**$ 289,925.00**

PRECISION DEMOLITION

Interior, Selective, Wrecking Demolition & Asbestos Abatement

Dallas Office
Corporate Headquarters
1125 East State Hwy 121
Lewisville, Texas 75057
972-434-0800

Houston Office
South Texas Region
5909 Gardendale Drive
Houston, Texas 77092
281-846-3809

Austin Office
Central Texas Region
408 West Braker Lane
Austin, Texas 78753
512-942-0306

February 6th, 2026

Attn: Mr. Ryan Brown
Northstar Builders Group
3401 Olympus Boulevard, Suite 510
Coppell, Texas 75019

Phone: (214) 725.1613
rbrown@nstarbuilders.com

Re: Celina ISD Early Childhood Development

We at Precision Demolition are pleased to submit to you our proposal for the above referenced project. In consideration of the pricing listed below we propose to perform the scope described below. We acknowledge no Addenda. Specific clarifications and conditions will be listed below.

Work included in our scope:

Restroom Wall Demolition

- Removal and disposal of restroom walls 4'A.F.F.

Restroom Wall Demolition Total********$4,004.00**

(Four Thousand, Four US Dollars)

Cafeteria Ceiling Tile & Grid Demolition

- Removal and disposal of ceiling tiles, grid, and light fixtures after made safe by others

Cafeteria Ceiling Tile & Grid Demolition Total********$4,950.00**

(Four Thousand, Nine Hundred Fifty US Dollars)

Scraping of Floor Paint in Kitchen

- Precision to scrape paint from floors after kitchen equipment is protected / moved by others.

Scraping of Floor Paint in Kitchen Total**********$5,477.00

(Five Thousand, Four Hundred Seventy-Seven US Dollars)

Gymnasium Flooring Demolition – Auxiliary Building

- Removal and disposal of raised wood gymnasium flooring and base.

Gymnasium Flooring Demolition Total**********$26,875.00

(Twenty-Six Thousand, Eight Hundred Seventy-Five US Dollars)

Bleacher Demolition

- Removal and disposal of existing telescoping bleachers.

Bleacher Demolition Total**********$9,000.00

(Nine Thousand US Dollars)

Tilt-Panel Demolition

- Saw cut, removal, and disposal of 8'H x 4'LF portion of exterior tilt-panel wall for new opening.

Tilt-Panel Demolition Total**********$5,000.00

(Five Thousand US Dollars)

CHANGE PROPOSAL

Neu Plumbing, Inc.
1117 Foundation Drive
Pilot Point, TX 76258
PH:(940) 580-2200
docs@neuplumbing.com

Change Proposal #: 17
DATE: Thursday January 29, 2026
CONTRACTOR: Northstar Builders Group, LLC
ATTN: Ryan Brown | Jonathan Sovereign
M#39471

PROJECT DATA:

PROJECT: Celina HS Additions & Renovations
PROJECT NO: 2412
SHEET(S): N/A
ADDRESS: 3455 N Preston Rd
CITY/ST/ZIP Celina, TX 75009

DESCRIPTION OF CHANGE:

Requested by Northstar Builders and Celina ISD to change and raise 27 toilets, 6 water coolers, 9 urinals, 12 lavs to adult heights at the Early Childhood Center. Excluding demo and patching walls.

QTY	UNIT	ITEM	UNIT COST	MATERIAL	MANHOURS	SUB
1		Moore Supply Quote # S178482582		$14,694.80	328	
1		McCarthy Wild Insulation Quote				$1,250

CLARIFICATION:
NOTICE: Due to the current volatility in all pricing for materials, we can only guarantee this price quote for 30 days. Multiple vendors and suppliers are already giving notice that they cannot hold their pricing if tariffs are imposed and all costs will be passed onto the end user. We will not be able to absorb any excessive tariffs or price increases due to related trade conflicts. Excessive cost impacts will be submitted to the Owner for reasonable reimbursement without any additional OH&P. The Owner should be informed that this environment exists and these are real possibilities.

LINE ITEM SUBTOTALS		$14,694.80	328	$ 1,250
TOTAL MATERIALS				$ 14,694.80
328 MANHOURS @	$ 50.00	LABOR		$ 16,400.00
35% PAYROLL TAXES & INSURANCE				$ 5,740.00
SUBCONTRACTOR(S)				$ 1,250.00
SUBTOTAL				$ 38,084.80
5%		OVERHEAD		$ 1,904.00
SUBTOTAL				$ 39,988.80
5%		PROFIT		$ 1,999.00
TOTAL				$ 41,987.80
___ MATERIAL ___ TOTAL _X_ EXEMPT/RESALE	8.25%	SALES TAX		$ -

We Hereby Propose To Furnish The Above For The Additional Sum Of:

Forty One Thousand Nine Hundred Eighty Eight **DOLLARS** ***$ 41,988.00***

ADDITIONAL DAYS ADDED TO CONTRACT: 0

RESPECTFULLY SUBMITTED BY: _____, **NEU PLUMBING, INC.**
Brad Reiter

PROPOSAL ACCEPTED BY: _____ **DATE:** _____

Change Order

Celina Learning Center

Leland Collier Electric

,

JOB-0086Northstar

3 February 2026
Job ID: JOB-0086

Attention: Caleb O' Dell

Re: Change Order 88 for: Celina HS & Reno

We are pleased to quote on the above Change Order 88 as follows.
1. Adding fixtures and remote GFCI and Demo
2.
3.

We reserve the right to correct this quote for errors and or omissions. All wiring to meet the requirements of the 2017 National Electrical Code.

Bid Items	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
DIRECT LABOR HRS	145.46					
DIRECT LABOR DOLLARS		7,855.06				
MATERIAL DOLLARS		8,702.15				
OVERHEAD TOTAL		1,655.72				

****Provide and install 16 additional light fixtures in Kitchen. ($800 per light fixture)**

Change Order Amount: ~~$18,212.92~~
$31,012.92

Pricing:
For the Sum of ~~$18,212.92~~
$31,012.92

The Change Order expires on 03-Mar-26.

We request an additional 0 days be added to the completion date of the project.

Sincerely,

Mark King
Leland Collier Electric

Job ID: JOB-0086
Project: Celina HS & Reno

CO: 88: Celina Learning Center

Takeoff

Vendor: TRADE/3-COL **Labor Level:** CONEST **3 Feb 2026 10:11:16**

Phase: FIXTURES

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
70341	920.00	FT	M	12/3	MC CABLE - ALUM JKT W/G	1.7143	1,577.14	0.0392	36.06
670073	68.00	EA	M	3/8 (SG380AST)	AC/MC SNAP TITE CONN-INSUL	0.7763	52.79	0.0500	3.40
2	10.00		M		REMOTE GFCI	43.1100	431.10	1.0000	10.00
3	1.00		M		LIGHTING QUOTE	4,966.1200	4,966.12	0.0000	0.00
4	1.00		M		FREIGHT	200.0000	200.00	0.0000	0.00
6	1.00		M		LIFT CHARGE	1,475.0000	1,475.00	0.0000	0.00
5	24.00		M		DEMO AND INSTALL FIXTURES	0.0000	0.00	4.0000	96.00
					Phase Totals:		**8,702.15**		**145.46**
					Job Totals:		**8,702.15**		**145.46**

Baker Drywall

25-Feb-26

341 Hwy 80 East
Mesquite, Texas 75150

To: Northstar Builders
Attn: Jonathon Sovereign

Subject: **Early Childhood Summer Work**

The following pricing is in reference to the subject noted above:

Labor:		$22,685.00
Material:		$33,192.00
Equipment:		$0.00
Sales tax:		$0.00
Subtotal:		$55,877.00
Markup:	10%	$5,587.70
Subtotal:		$61,464.70
Total:		**$61,465**

Respectfully,

Omar Puente
Project Manager
omar.puente@bakertriangle.com
Baker Drywall
(972) 289-5534
(972) 289-4580 FAX

cc: Job File

SPECTRUM

1101 Pamela Dr
Euless, TX 76040
214-654-0312 v. 214-654-0444 f.

Quotation

Date: 2/5/2026

Sell To:
Northstar

Please send payment to:
1101 Pamela Dr
Euless, TX 76040

Project Name: Celina ISD Early Childhood

Item	Description	Quantity	Total
TP	24x48 Wall Hung, Solid Plastic, Urinal Screer Color to be Black	6	

Total: **$3,674.00**

Signature *Date*

Thank you for the opportunity to earn your business!

Celina Early Childhood Center Budget

Celina, TX

NorthStar Construction

New Cylindrical Locksets Per Site Walk (QTY: 25)		**$ 10,750.00**
EL Hardware Kits (QTY:2)		**$ 6,400.00**
Installation		**$ 2,055.00**
	Sub Total	**$ 19,205.00**
Typ Lockset - $430.00	**Tax (If Applicable)**	**Exempt**
	Total	**$ 19,205.00**

Turnkey Standards

- Pricing excludes Textura. If required, please add 0.22% of contract value up to a maximum of $5,000.00 to the contract amount.
- Pricing excludes P&P bonds. If required, please add 2.5% of contract value to the contract amount.
- Pricing excludes permits and inspections.
- Pricing assumes working hours to be M-F 8:00AM - 5:00PM. If any overtime or nightwork is required pricing will vary.
- Payment Terms - Net 30
- Pricing excludes attic stock unless noted otherwise

Project Notes

- Pricing excludes permanent cores. These are assumed by owner.
- Pricing includes EL kits for two exterior doors.
- Pricing includes 25 cylindrical locks (Schlage ND Series).

Please note aluminum storefront doors, frames, hardware, and associated materials are excluded from this bid.

Please note all access doors, roll up doors, roof and floor hatches, and associated materials are excluded from this bid.

Please note this proposal is valid for 60 Days. Please ask the estimator at time of bid about potential escalation pricing.

Tanner Piepenbrok

Senior Estimator

214-901-8599

2/10/2026

Proposal

Posada's Painting
2746 Alaska Ave.
Dallas, TX 75216
Office (214) 792-9580
Fax (214) 792-9274
E-mail: Alexis@Posadas-Painting.com

Submit to:	**Project Name:**
Northstar Builders Group 3401 Olympus Blvd STE 510 Coppell, TX 75019 Office: (972)745-6900 Fax:	NISD Early Childhood Center 507 East Malone Street Celina, TX 75009
Attn: Ryan Brown	**Architect:**
E-mail: rbrown@nstarbuilders.com	**Date of plans:**

We hereby propose to furnish material and labor necessary for the completion of the above project:

1. Patch and repaint entire hallway.
2. Protect existing surfaces like flooring, base and boards.
3. Paint exterior wood fences.

Base Bid = $14,828.00

Alternates: Repaint Classrooms (no closets or storage rooms) with admin area add = $29,746.00

Addendums: N/A

Exclusions: doors and frame finishes.

Material will be as specified and work to be performed in accordance with the specifications submitted and completed in a workmanlike manner. Any alteration or deviation from the above specifications involving extra cost will be executed only upon written order and will become an extra charge over the above estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. All tradesmen painters are covered by workers' compensation and general liability insurance.

Submitted On 01/21/26 By: Alexis Posada
Note: Proposal may be withdrawn if not accepted within 30 days.

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Landscape Maintenance Service Agreement**

Meeting Date: May 18, 2026

Submitted by: Jason Johnston, Ed.D., Sr. Chief

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
	✔	2. We will continuously provide and support effective teaching in every classroom.
		3. We will provide and support a guaranteed and viable curriculum.
		4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
		6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Board policy, the Superintendent is authorized to make budgeted purchases for goods or services. However, any single budgeted purchase of $100,000 or more requires Board approval prior to execution, regardless of the procurement method. When competitive bidding is utilized, the District is required to award the contract to the vendor providing the best value to the District.

District administration solicited competitive bids for landscape maintenance services across all CISD facilities. After evaluating the proposals received, Yellowstone Landscape Central, Inc. was determined to provide the best value to the District based on established criteria. The recommended contract amount for landscape maintenance services is $265,600.00.

Policy: CH (LEGAL)(LOCAL) - Purchasing and Acquisition

Budgetary Impact: $265,600.00

Recommendation: District Administration recommends Board approval of the landscape maintenance services contract with Yellowstone Landscape Central, Inc. in the amount of $265,600.00.

YELLOWSTONE LANDSCAPE

Celina ISD

Landscape Maintenance Schedule

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
TURF MAINTENANCE													
Turf Mowing, Trimming, Clean Up													
Mow, Edge, Trim, Blow/Clean-up:	1	2	4	4	5	4	4	5	4	4	2	1	40
Admin Only Turf Fertilization:		1				1			1				3
Admin Only Pre/Post Emergent Treatment:		1									1		2
SHRUB MAINTENANCE													
Manual Weeding & Bed Detail:	1	2	4	4	4	4	5	4	4	4	3	1	40
Prune Shrubs:			1	1	1	1	1	1	1	1			8
Cut Back Perennials		1											1

Pricing Schedule

	PER SERVICE	Monthly based on Number of Visits Per month												ANNUAL TOTAL
		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
Administration	$ 126.00	$ 126.00	$ 252.00	$ 504.00	$ 504.00	$ 630.00	$ 504.00	$ 504.00	$ 630.00	$ 504.00	$ 504.00	$ 252.00	$ 126.00	$ 5,040.00
Maintenance & Operations Dept.	$ 463.00	$ 463.00	$ 926.00	$ 1,852.00	$ 1,852.00	$ 2,315.00	$ 1,852.00	$1,852.00	$ 2,315.00	$ 1,852.00	$ 1,852.00	$ 926.00	$ 463.00	$ 18,520.00
Student Opportuntiy Center	$ 21.00	$ 21.00	$ 42.00	$ 84.00	$ 84.00	$ 105.00	$ 84.00	$ 84.00	$ 105.00	$ 84.00	$ 84.00	$ 42.00	$ 21.00	$ 840.00
High School	$ 1,765.00	$ 1,765.00	$ 3,530.00	$ 7,060.00	$ 7,060.00	$ 8,825.00	$ 7,060.00	$7,060.00	$ 8,825.00	$ 7,060.00	$ 7,060.00	$ 3,530.00	$ 1,765.00	$ 70,600.00
Moore Middle School	$ 1,112.00	$ 1,112.00	$ 2,224.00	$ 4,448.00	$ 4,448.00	$ 5,560.00	$ 4,448.00	$4,448.00	$ 5,560.00	$ 4,448.00	$ 4,448.00	$ 2,224.00	$ 1,112.00	$ 44,480.00
Willard Middle School	$ 1,466.00	$ 1,466.00	$ 2,932.00	$ 5,864.00	$ 5,864.00	$ 7,330.00	$ 5,864.00	$5,864.00	$ 7,330.00	$ 5,864.00	$ 5,864.00	$ 2,932.00	$ 1,466.00	$ 58,640.00
O'Dell Elementary School	$ 191.00	$ 191.00	$ 382.00	$ 764.00	$ 764.00	$ 955.00	$ 764.00	$ 764.00	$ 955.00	$ 764.00	$ 764.00	$ 382.00	$ 191.00	$ 7,640.00
Martin Elemenetary School	$ 525.00	$ 525.00	$ 1,050.00	$ 2,100.00	$ 2,100.00	$ 2,625.00	$ 2,100.00	$2,100.00	$ 2,625.00	$ 2,100.00	$ 2,100.00	$ 1,050.00	$ 525.00	$ 21,000.00
Lykins Elementary School	$ 230.00	$ 230.00	$ 460.00	$ 920.00	$ 920.00	$ 1,150.00	$ 920.00	$ 920.00	$ 1,150.00	$ 920.00	$ 920.00	$ 460.00	$ 230.00	$ 9,200.00
Bothwell Elementary School	$ 265.00	$ 265.00	$ 530.00	$ 1,060.00	$ 1,060.00	$ 1,325.00	$ 1,060.00	$1,060.00	$ 1,325.00	$ 1,060.00	$ 1,060.00	$ 530.00	$ 265.00	$ 10,600.00
Vasquez Elementary School	$ 451.00	$ 451.00	$ 902.00	$ 1,804.00	$ 1,804.00	$ 2,255.00	$ 1,804.00	$1,804.00	$ 2,255.00	$ 1,804.00	$ 1,804.00	$ 902.00	$ 451.00	$ 18,040.00
Early Childhood School	$ 25.00	$ 25.00	$ 50.00	$ 100.00	$ 100.00	$ 125.00	$ 100.00	$ 100.00	$ 125.00	$ 100.00	$ 100.00	$ 50.00	$ 25.00	$ 1,000.00

Annual Grand Total $ 265,600.00

Additional Pricing

Additional Hourly Rate for Service	$55.00	Per man hour
Pre and Post Emergent Applications Admin Building Only	$142.00	Per Application (this is not included in the monthly pricing for the admin building)
Mulching	$110.00	Per cubic yard installed
Planting	$65.00	Per man hour
Irrigation Repairs	$95.00	Per man hour, parts not included

CISD Board Agenda Item Synopsis

CISD Board Mission: Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Subject: **Bus Purchase**

Meeting Date: May 18, 2026

Submitted by: Jason Johnston, Sr. Chief

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship **The Learner Experience** Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✔	1. We will provide and support a safe, civil and collaborative culture.
		2. We will continuously provide and support effective teaching in every classroom.
		3. We will provide and support a guaranteed and viable curriculum.
		4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
		5. We will foster strong numeracy skills and commit to continual growth in math success.
		6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
	✔	7. We will attract, recruit, develop, and retain high-quality professional staff.

Background Information: In accordance with Board Policy CH(LOCAL), the Transportation Department is requesting authorization to purchase one Collins DH400 Chevrolet 14-passenger minibus from Longhorn Bus Sales through the BuyBoard purchasing cooperative. The minibus will support student transportation needs and provide greater flexibility for small-group travel, extracurricular activities, and specialized student transportation services.

The total purchase price for the vehicle is $114,487. Funding for the purchase is available within approved Transportation bond funds.

Policy: CH (LOCAL)

Budgetary Impact: $114,487.00

Recommendation: Administration recommends approval of the purchase of one Collins DH400 Chevrolet 14-passenger minibus from Longhorn Bus Sales in the amount of $114,487 through the BuyBoard purchasing cooperative.

CONFIG NUMBER	CB231407
CONFIG DESCR	DH400-C212G
CONFIG REVISION	14P SCHOOL BUS CHEVY 24-003
CONFIG REV DATE	25MY GM 12.3K
ORDER QTY	1
DIST NAME	LONGHORN BUS SALES
DIST CONTACT	MIKE HORN
CUSTOMER NAME	CELINA ISD

QTY	DESCRIPTION
1	Full width black end caps
1	PRICE SCHEDULE COL 08/07/2023
1	Payment Terms Net 10 Days, +1 percent per month end on past due
1	Spec, FMVSS "School Bus" >10,000# GVWR, driver plus 10 or more passengers (wheelchair positions counted as 4 passengers), may be used to transport students to or from school.
1	Core components, DRW high headroom model 4 section. Standard floor (with wheelwells), 76" interior headroom, 25"X78" entrance door, 96" overall width, all-galvanized-steel construction, 2014.
1	Chassis Chev-US/2025/DRW 139 G3500/6.6L Gas/12300/Yellow/AC/Tilt/Cruise/Drivers Seat Standard/Belt/ALT.KW5/AM-FM/CAM/Standard Differential/Black Wheels/Black Bumper/No Fast Idle/No Block Heater/No Spare Tire/No Speed Governor/Standard
1	A/C 70K ACT dual compressor, 2 fan, CS-2 skirt mount condenser, dash & EV20 in-wall evaporators, Chevy gas.
1	Battery tie-in for 2021+ Chevy gas units with no battery box. DE Units Must delete Second Battery
1	Battery upgrade to replaces OEM battery with 800CCA battery
1	Delete 2nd Battery from Frame Rail
1	Bumper 10" x 3/16 galvanneal steel channel DRW, wrap around extending forward at least 12" with protecting end caps
1	Bumper Brace to attach to frame side, DH 400/500 and DE/DH 416 models, all Gas and Diesel exhaust systems.
1	Fuel system protection and preperation for Chevy gas chassis standard floor 139"WB
1	Windshield Gradient Tint Top Of Windshield Chevy
1	Door, entrance, black aluminum frame with full-length laminated AS2 glass for SH/DH units
1	Door entrance control, electric mechanism above door header, driver control panel mounted in doghouse, with manual cable-release.
1	Rear egress door, RH (curbside) hinge, Steel construction, select glass rear door upper/lower separately.
1	Rear door hinge continuous stainless steel
1	Rear Door Latch single latch at center of door, with interior red handle and exterior web style non-hitching handle.
1	Core electrical items for all Chevy School buses including Elect. Board, switch panel, buzzer, domes, step lights, and main harness
1	Backup-alarm 112dBA that is activated upon placing the bus in reverse gear, wired through the ignition.
1	Switch for heater & fan shutdown, quickly limits interior noise, includes AM/FM radio, heater, defroster, and A/C.
1	Switch, external open/close control for electric door
1	Child alert system with dome lights; armed by warning lights or door; after ignition off, an audible alert signals driver to check bus;
1	Backup camera safety system with 7" Monitor in the rearview mirror. Rosco
1	Chevy 400/416 exhaust left exit gasoline
1	Endcaps fiberglass front and rear exterior for use with school bus warning lights on DH units
1	Exterior steel rear corner skins left and right, driprail and below emergency exit rear door for DH units
1	Exterior aluminum left and right roof skins for DRW 400 (4section) units
1	Exterior steel left and right side skins, behind and above driver skins for DH 400 (4section) units
1	Skirts, steel below body panels for std floor SL408
1	No Storage/ No Battery Box, steel skirt
1	Mud Flaps Rear DH
1	Flooring black rubber, 1/8" smooth rubber under seats, 3/16" ribbed center aisle rubber 15" wide.
1	Flooring step treads, DRW standard and elevated floor models, black pebble tread with integral white pebble nosing.
1	Plywood subfloor for DH400 units, 1/2" thick
1	Add aluminum aisle trim to bus. Covers seam between under seat rubber and aisle rubber.
1	Cover tops and sides of interior wheel well with black elastomer trim cover, fits dual rear wheel wheelwells
1	Heater 60K floor mount for Chevy units placed IN RIGHT HAND REAR CORNER OF BUS, includes 2 shutoff valves
1	Heater shut off valve, cable operated with cable operator located on the dash, use on GM units only to relocate handle from under hood
1	Interior panels below window, embossed aluminum, standard floor 400 units.
1	Interior Panels Rear Wall DRW with Exit Door, with AC cutout.
1	Interior panels upper, smooth aluminum painted white for DRW 400 units.
1	Grabrail 42" long 1 1/4 dia. stainless, mounted left of entry on RH barrier, designed to prevent entanglement
1	Grabrail 30" long 1 1/4 dia. stainless, mounted right of entry, designed to prevent entanglement

1	Mirror interior clear view back bonded glass, rounded corners and protected edges, 6 x 16 flat.
1	Vandal lock for rear emergency door, with buzzer and visual indicator on panel. Engine will not start until lock is disengaged
1	Interior addition driver cup holder, mounted to center console at driver RH below switch panel.
1	Insulation in roof bow cavites and side wall cavities
1	Brake/tail LED lights flange/screw mounted flush with separate license plate light, (2) 4". Required for TX.
1	Brake/tail lights, 2- 7" LED type
1	Clearance lights LED type; row of three red lights on rear of bus and row of three amber lights on front of bus
1	Four domelights are powered through the ignition, will only function when ignition is turned on and dome light switch is on.
1	Drivers dome light tied to OEM drivers door open circuit, comes on when drivers door is open, will time itself out when door is shut.
1	Lamps, turn signal amber LED rear 7"
1	Reverse LED lights flange/screw mounted flush, (2) 4". Required for TX.
1	Lights, stepwell lights are illuminated by a DOD operated switch to light when the headlights are on and the DOD is open.
1	Strobe light, roof mounted, low profile, dual flash, with switch. Power off ignition. Strobe located 1' from rear of bus.
1	Warning lights, LED, four red & four amber 7" surface mounted, Note: if light monitor option required use LED sensitive monitor
1	Warning light system, 8 light, non-sequential, wired through battery, Master switch, Warning Start switch.
1	Warning lights are wired for strobing when activated.
1	Black Housing ADA Light, exterior located near lower edge of DOD. Comes on when DOD opens, or stepwell lights are on.
1	Dimmer switch for electrical control box lighted switches.
1	Dome light, additional above driver seat in ABS. Operated by existing passenger area dome switch.
1	Remote Heated Rearview mirror system w/ black bracketry. ROSCO AccuStyle Rearview mirror with Heated EyeMax LP Crossview
1	Headknockers to comply with FMVSS 222; foam pads covered with gray fire block upholstery.
1	Pad over driver door covered with gray fire block upholstery.
1	Paint body exterior yellow, Chevy DH/DE buses.
1	Paint scheme with black borders around warning lights and black extending the full width of front and rear caps
1	Radio, OEM supplied, 4 speakers. Provides tie-in harness to main chassis.
1	Rubrails, floor level side rubrails , 4.6" tall X 16 ga steel.
1	Rubrails, seat level side rubrails that wrap around the rear of the bus to the emergency door, 4.6" tall X 16 ga steel.
1	Rubrails, window level side rubrails , 4.6" tall X 16 ga steel.-
1	Skirt level rubrails, for use with 400 models
4	Rubrails painted black color.
1	Triangle warning reflectors (set of three), with clamp style mount to allow TWR in case to be removed.
1	Fire extinguisher, 5 lb., 3A 40BC with 10" hose and nozzle,, may only be mounted near entrance door.
1	Seat belt cutter, loaded loose in driver compartment.
1	Body fluids kit for TX
1	First aid kit 24 Unit for TX
1	Barrier, 36" left hand high back with medium gray fire block upholstery, leg at 27" position.
1	Barrier, 36" right hand high back with medium gray fire block upholstery, no welting, leg at 27" position.
3	Seat, 36" left hand, two passenger with 3 point belts, with medium gray fireblock vinyl upholstery, no welting. Leg at 27" position.
3	Seat spacing LH 28in hip/knee, maximum allowable to meet FMVSS 222 (school bus certification).
4	Seat, 36" right hand, two passenger with 3 point belts, with medium grey fireblock vinyl upholstery, no welting. Leg at 27" position.
4	Seat spacing RH 26in hip/knee.
7	Seat mounting hardware floor mount seats, required for each non-track-mount seat
1	Decal 8" tall black lettering "SCHOOL BUS", placed on both sides of bus, yellow reflective background, includes both LH and RH side.
1	Tape, reflective two inch yellow, outline sides/rear of DH/DE units
1	Endcap signage "SCHOOL BUS" decals 8" high black letters with 1" stroke on yellow reflective background, includes front and rear.
1	Signage, identification, "Collins"
1	Certification plate made of engraved metal located in drivers compartment.
1	Additional information added to Certification Label "TX-##" where ## is the specification year the bus was build under, TX spec.
1	Additional information added to Certification Label "Maximum Design Capacity #"
1	Std ext. decal 2" tall "EMERGENCY DOOR" in black/arrow in black. Std int. decal 2" tall "EMERGENCY EXIT" in black/arrow red
1	Stop Arm, EG Decal, WG, Incandescent Specialty 7500 - METAL
1	Auxiliary fan two-speed, right side over windshield.
1	Roof vent, static with non-closeable control grille.
1	Roof Hatch Transpec Low Profile Standard Safety Vent II Model 1975, 1" White Tape on Ext. Perimeter
1	Window Transition Chevy glass, AS2 laminated clear glass
1	Windows Rear Body with Rubber Mounted AS3 Laminated 28% Tinted Glass
1	Window Rear Door Lower Rubber Mounted AS3 Laminated 28% Tinted Glass
1	Window Rear Door Upper Rubber Mounted AS3 Laminated 28% Tinted Glass
8	Window Split Sash 36" with AS3 Laminated 28% Tinted Glass, providing an unobstructed 12 x 28 opening when upper sash is lowered.
1	Window Split Sash 36" RH and LH Vertical Egress, Release Handle, Buzzer, Interior/Exterior Signage, and Yellow Exterior Reflective
1	Undercoat body components, chassis components such as driveline, brake lines, wiring, exhaust system are not undercoated.
1	Warranty, standard limited body, covers body shell, structure, seat structure for 5 YR/100K MI, manufacturer's components for 2 YR/24K MI, other components 1 YR/12K MI. Excludes corrosion due to road chemicals. See warranty policy for full details.

DEALER INSTALLED ITEMS

1	PDI, DOT, WEIGHT SLIP
1	SCHOOL NAME LETTERING - EACH SIDE BELOW WINDOWS
1	FIRST LIGHT LED ILLUMINATED SCHOOL BUS SIGN FRONT AND REAR
1	REI 7 CAMERA DVR SYSTEM 2TB STORAGE
1	MOTOROLA XPR5550E TWO WAY RADIO INSTALLED BY AEROWAVE

SALE PRICE EA. $114,487.00

Quoted price is valid for 30 days or will be contingent upon availability.

PRICE DOES NOT INCLUDE BUY BOARD FEE $800 PER PURCHASE ORDER, PLEASE ADD IF APPLICABLE. BUY BOARD CONTRACT #722-23

Estimated Delivery is 30-75 days from receipt of PO. Pricing and delivery schedules are contingent upon chassis availability. Chassis supplies are limited. Longhorn Bus Sales will not be held responsible for material shortages or delays due to the global COVID-19 Pandemic or any other reasons outside our control by represented OEM or third-party vendors used to complete a customer's bus order. A bus may be delivered without third-party products (i.e., A/C, GPS, Two-way radios, Camera surveillance, etc.) and will be installed when available. Any potential shortages will not hold up invoicing and payment. Due to industry constraints, quote pricing may fluctuate. Instructions for payment of invoices will be provided upon invoicing. No one from Longhorn Bus Sales will ever contact or email wiring or ACH instructions for payment.

CUSTOMER APPROVAL IS REQUIRED WITH CUSTOMER PO.

Cust. Signature: _____

Date: _____

LONGHORN BUS SALES, 6043 NORTH GENERAL BRUCE DRIVE, TEMPLE TX 76501

Regular Meeting
Monday, April 20, 2026 6:00 PM Central

Moore Middle School Library
300 E GA Moore Pkwy
Celina, TX 75009

Tracey Balsamo:	Present
Jarratt Calvert:	Present
Jennifer Driver:	Present
Jeff Gravley:	Present
Chuck Hansen:	Present
Kelly Juergens:	Present
Michael Wagoner:	Present

Present: 7.

1. **CALL TO ORDER & ESTABLISH QUORUM**
Jeff Gravley called the meeting to order at 6:00 PM.

1.A. Pledge of Allegiance
Led by Chuck Hansen

1.B. Invocation
Led by Jeff Gravley

2. **RECOGNITIONS**

2.A. 4A DI UIL State Champion Girls Soccer Team
Coach Cody Moles recognized the 5-time 4A DI UIL State Champion Girls Soccer Team

2.B. 4A DI UIL Powerlifting State Champion
Coach Josh Sharrock recognized 4A DI UIL Powerlifting State Champion Rachel Kissinger

3. **SUPERINTENDENT'S REPORT**

3.A. Information / Superintendent's Update

4. **PUBLIC COMMENT**

4.A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
No one addressed the Board during Public Comment

5. **CONSTRUCTION REPORT**

6. **Consider and Take Possible Action Regarding the Resignation of Chuck Hansen, Board of Trustees Member.**
Motion was made to accept Chuck Hansen's resignation. This motion, made by Chuck Hansen and seconded by Tracey Balsamo, Passed.
Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0

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7. **CLOSED MEETING**
Jeff Gravley adjourned the Board to Closed Session at 6:35 PM.

7.A. Personnel - Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

7.A.1. Resignations / Retires / Rehires

7.A.2. Discuss the Process for Appointing or Electing a Board Member to fill the Board of Trustees Vacancy

7.B. Real Property - Pursuant to Texas Government Code Section 551.072, deliberation regarding the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person.

7.C. Safety and Security - Pursuant to Texas Government Code Section 551.089, deliberation regarding security devices or security audits. (1) Security assessments or deployments relating to information resources technology; (2) network security information as described by Section 2059.055 (b); or (3) the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

7.D. Cybersecurity or Critical Infrastructure Facility - Pursuant to Texas Government Code Section 551.0761, deliberation regarding a cybersecurity measure, policy, or contract solely intended to protect a critical infrastructure facility located within the jurisdiction of the school district.

8. **RECONVENE - Open meeting to vote on matters considered in closed session in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, to take action necessary regarding personnel.**
Jeff Gravley reconvened the Board to Open Session at 8:28 PM.

9. **ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION**
Motion was made to affirm the current policy in place to allow Superintendent hiring authority for MMS Principal. This motion, made by Jarratt Calvert and seconded by Kelly Juergens, Passed.
Jennifer Driver: Nay, Michael Wagoner: Nay, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea
Yea: 5, Nay: 2
Jennifer Driver: Nay, Michael Wagoner: Nay

10. **INFORMATION AGENDA ITEMS**

10.A. District Math Update

10.B. Announce 2025-2026 Trustee Continuing Education Credit Hours

11. **ACTION AGENDA ITEMS**

11.A. Consider and Take Possible Action Regarding the Process of Filling the Board of Trustees Vacancy.

Motion was made to call a special election in November to fill the vacancy on the Board of Trustees. This motion, made by Michael Wagoner and seconded by Jennifer Driver, Failed.
Tracey Balsamo: Nay, Jarratt Calvert: Nay, Jeff Gravley: Nay, Chuck Hansen: Nay, Kelly Juergens: Nay, Jennifer Driver: Yea, Michael Wagoner: Yea
Yea: 2, Nay: 5
Jennifer Driver: Yea, Michael Wagoner: Yea
Motion was made to proceed with the appointment process to fill the Board of Trustees vacancy, with input from the newly elected board member(s). This motion, made by Tracey Balsamo and seconded by Jarratt Calvert, Passed.
Jennifer Driver: Nay, Michael Wagoner: Nay, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea
Yea: 5, Nay: 2
Jennifer Driver: Nay, Michael Wagoner: Nay

11.B. Consider and Approve High Quality Instructional Materials (HQIM) Proposal
Motion was made to approve the High Quality Instructional Materials (HQIM) Proposal as presented. This motion, made by Kelly Juergens and seconded by Tracey Balsamo, Passed.
Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0

11.C. Consider and Approve Library Materials Challenge: *All American Boys*
Motion was made to uphold the SLAC Committee's recommendation regarding Library Materials Challenge: All American Boys. This motion, made by Chuck Hansen and seconded by Kelly Juergens, Passed.
Michael Wagoner: Abstain (With Conflict), Tracey Balsamo: Nay, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea
Yea: 5, Nay: 1, Abstain (With Conflict): 1
Tracey Balsamo: Nay

11.D. Consider and Approve Library Materials Challenge: *The Color Purple*

Motion was made to uphold the SLAC Committee's recommendation regarding Library Materials Challenge: The Color Purple. This motion, made by Jarratt Calvert and seconded by Tracey Balsamo, Passed.
Michael Wagoner: Abstain (With Conflict), Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea
Yea: 6, Nay: 0, Abstain (With Conflict): 1

11.E. Consider and Approve Library Materials Challenge: *Water For Elephants*
Motion was made to uphold the SLAC Committee's recommendation regarding Library Materials Challenge: Water For Elephants. This motion, made by Jennifer Driver and seconded by Jarratt Calvert, Passed.
Michael Wagoner: Abstain (With Conflict), Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea
Yea: 6, Nay: 0, Abstain (With Conflict): 1

12. **CONSENT AGENDA ITEMS**

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Motion was made to approve the Consent Agenda items as presented. This motion, made by Jarratt Calvert and seconded by Kelly Juergens, Passed.
Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0

12.A. Certification of Provision of Instructional Materials

12.B. Savvas Learning Company Purchase

12.C. Follett Content Solutions Purchase

12.D. Tarpley Music Company Purchase

12.E. School Bus Seat Belt Compliance - SB 546

12.F. Minutes of the March 30, 2026 Regular Board Meeting

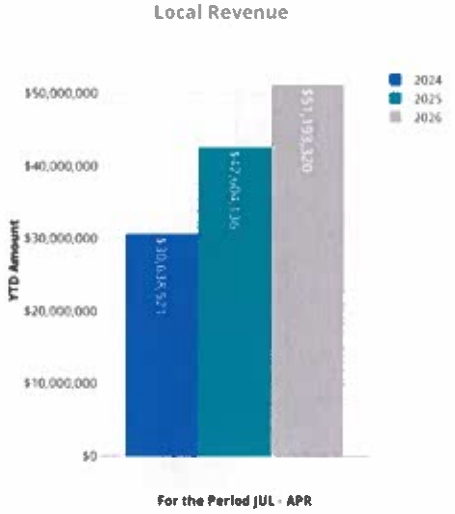
12.G. Monthly Cash Distributions/Cash Balance/Investment Report/Budget Amendments

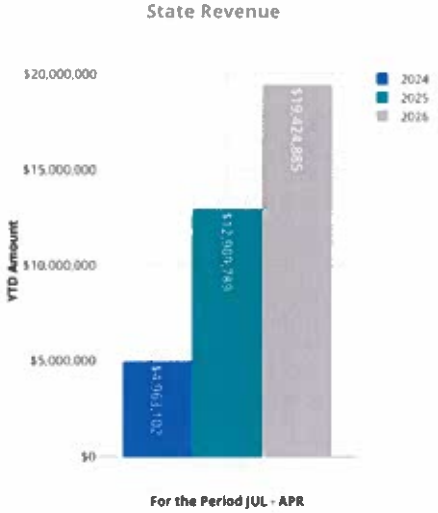
13. **ADJOURNMENT**
Motion was made to adjourn the meeting. This motion, made by Chuck Hansen and seconded by Jeff Gravley, Passed.
Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0
Jeff Gravley adjourned the meeting at 9:37 PM.

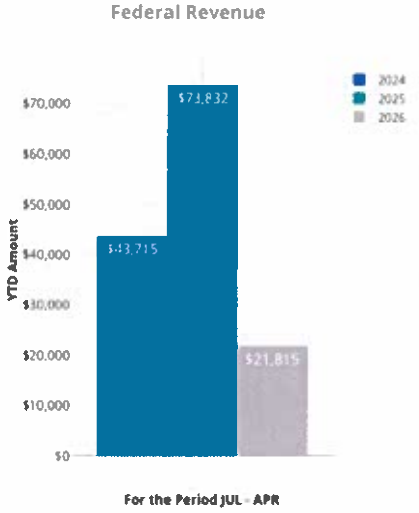
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CELINA ISD
YTD General Fund Revenue Overview
April 2026

Local Revenue	State Revenue	Federal Revenue
$51,193,320	**$19,424,885**	**$21,815**
97.25% of Budget	106.90% of Budget	24.24% of Budget





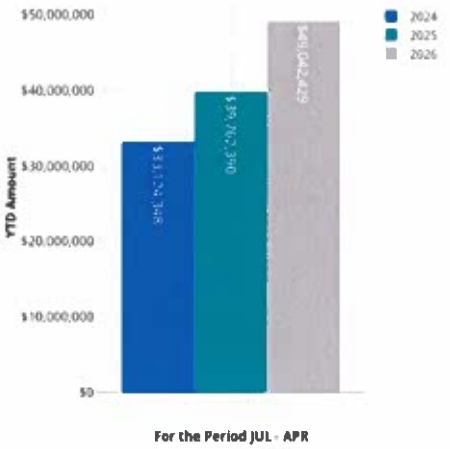


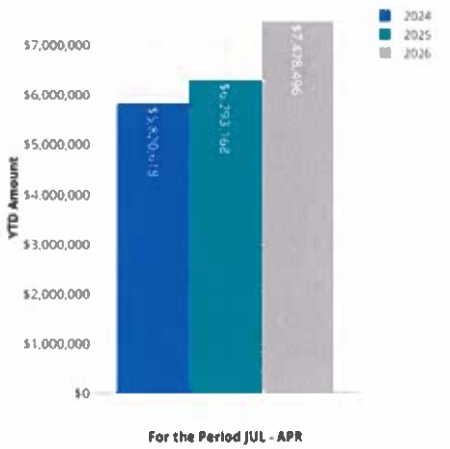
	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
LOCAL REVENUE				
5711 TAXES, CURRENT YEAR	$39,198,347	$45,611,091	$48,922,025	93.23%
5712 TAXES, PRIOR YEAR	$402,105	$792,172	$1,076,079	73.62%
5742 EARNINGS ON INVESTMENT	$672,259	$634,806	$476,500	133.22%
ALL OTHER LOCAL REVENUE	$2,331,425	$4,155,251	$2,164,671	191.96%
TOTAL LOCAL REVENUE	$42,604,136	$51,193,320	$52,639,274	97.25%
STATE REVENUE				
5811 PER CAPITA APPORTIONMENT	$1,353,151	$2,209,086	$2,692,579	82.04%
5812 FSP FORMULA FOUNDATION	$9,940,085	$14,892,379	$11,949,089	124.63%
5829 STATE PRGM DIST BY TEA	$0	$0	$0	0.00%
5831 TRS ON-BEHALF	$1,616,553	$2,323,420	$3,529,527	65.83%
ALL OTHER STATE REVENUE	$0	$0	$0	0.00%
TOTAL STATE REVENUE	$12,909,789	$19,424,885	$18,171,195	106.90%
TOTAL FEDERAL REVENUE	$73,832	$21,815	$90,000	24.24%
TOTAL REVENUE	$55,587,757	$70,640,021	$70,900,469	99.63%
7000 OTHER FINANCING SOURCES	$0	$0	$0	0.00%
TOTAL REVENUE AND OTHER FINANCING SOURCES	$55,587,757	$70,640,021	$70,900,469	99.63%

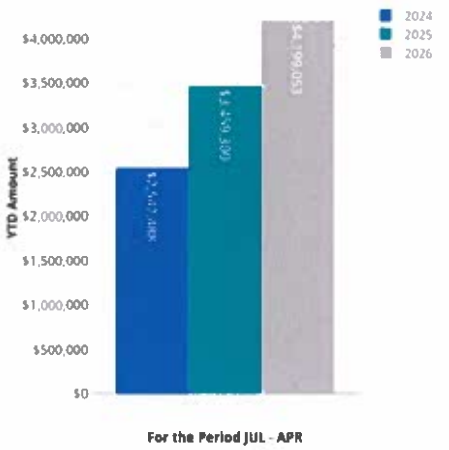
Revenue Insight:
General Fund revenues totaled $4,820,201 in April 2026, which is $4,197,136 or 673.6% more than the amount received last year for this month. The year over year difference is driven by an increase in 5700-5799 Local and Intermediate Sources of $3,156,094, an increase in 5800-5899 State Program Revenues of $1,044,984, and a decrease in 5900-5999 Federal Program Revenues of -$3,943.

CELINA ISD
YTD General Fund Expense Overview
April 2026

Salaries and Benefits	Purchased Services	Supplies & Equipment
$49,042,429	**$7,478,496**	**$4,199,053**
89.84% of Budget	68.27% of Budget	79.41% of Budget





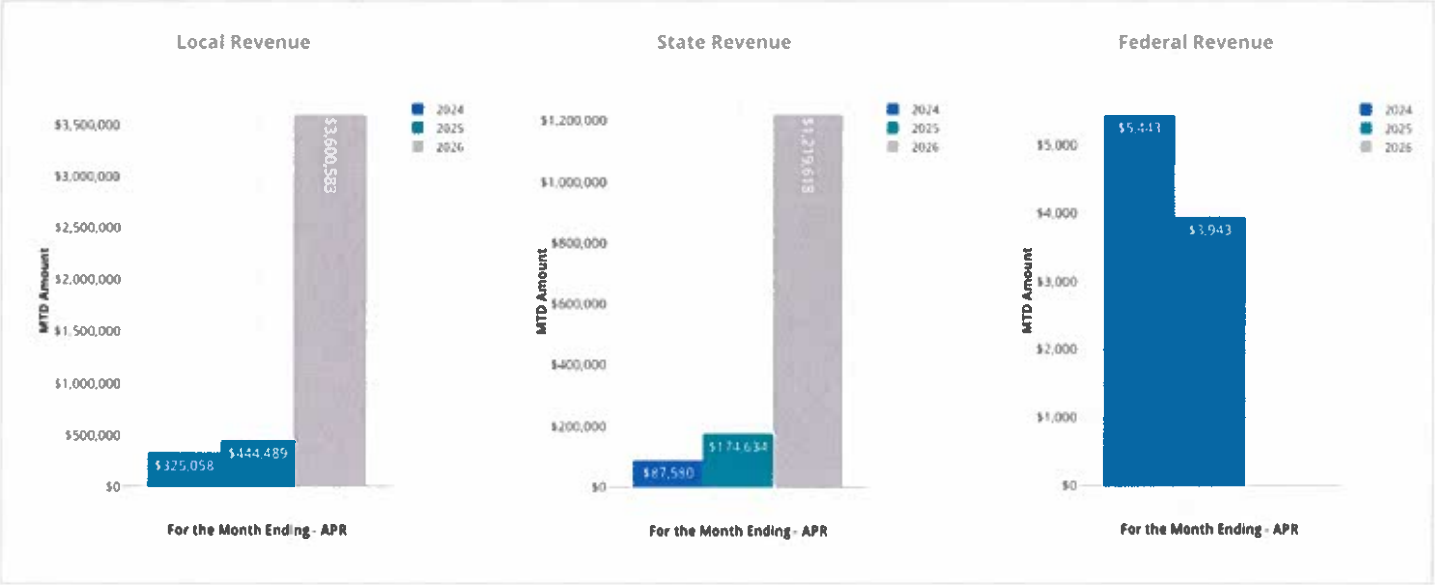


	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
Payroll Costs				
6110-6119 TEACHER AND OTHER PROFESSIONAL SALARIES	$28,488,438	$35,489,451	$38,380,734	92.47%
6120-6129 SUPPORT PERSONNEL	$5,950,365	$6,719,774	$7,701,944	87.25%
6130-6139 EMPLOYEE ALLOWANCES	$9,125	$9,075	$21,000	43.21%
6140-6149 EMPLOYEE BENEFITS	$5,314,462	$6,824,129	$8,482,796	80.45%
TOTAL SALARIES AND BENEFITS	$39,762,390	$49,042,429	$54,586,474	89.84%
PURCHASED SERVICES				
6200-6299 PURCHASED AND CONTRACTED SERVICES	$6,293,168	$7,478,496	$9,624,092	77.71%
6224 RECAPTURE	$0	$0	$1,330,981	0.00%
TOTAL PURCHASED SERVICES	$6,293,168	$7,478,496	$10,955,073	68.27%
SUPPLIES, OTHER OPERATING, CAPITAL, DEBT SERVICE				
6300 SUPPLIES	$1,796,120	$2,267,087	$3,015,899	75.17%
6400 OTHER OPERATING	$1,440,736	$1,757,637	$1,925,268	91.29%
6500 DEBT SERVICE	$82,225	$75,487	$167,500	45.07%
6600 CAPITAL OUTLAY	$140,219	$98,842	$179,390	55.10%
TOTAL SUPPLIES, OTHER, CAPITAL, AND DEBT	$3,459,300	$4,199,053	$5,288,058	79.41%
OTHER FINANCES USES				
8000 OTHER FINANCING USES	$0	$0	$0	0.00%
TOTAL TRANSFERS	$0	$0	$0	0.00%
TOTAL EXPENSES	$49,514,857	$60,719,978	$70,829,605	85.73%

Expense Insights:
General Fund expenses totaled $6,571,530 in April 2026, which is $1,498,938 or 29.5% more than the amount spent last year for this month. The year over year difference is driven by an increase in 6100-6199 Payroll Costs of $1,295,270, an increase in 6200-6299 Professional and Contracted Services of $186,539, and an increase in 6300-6399 Supplies and Materials of $67,901.

CELINA ISD
Month End Revenue Overview (MTD)
April 2026

Local Revenue	State Revenue	Federal Revenue
$3,600,583	**$1,219,618**	**$0**
6.84% of Budget	6.71% of Budget	0.00% of Budget

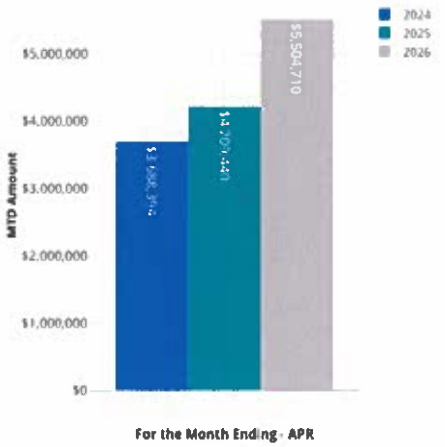


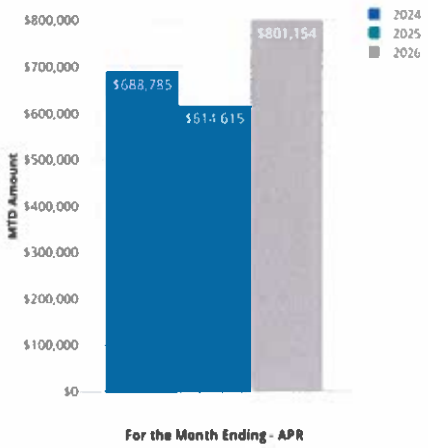
	FY 2025 MTD Amount	FY 2026 MTD Amount	FY 2026 Annual Budget	FY 2026 % MTD Budget
LOCAL REVENUE				
5711 TAXES, CURRENT YEAR	$297,547	$171,036	$48,922,025	0.35%
5712 TAXES, PRIOR YEAR	$17,764	$110,626	$1,076,079	10.28%
5742 EARNINGS ON INVESTMENT	$109,832	$0	$476,500	0.00%
ALL OTHER LOCAL REVENUE	$19,345	$3,318,921	$2,164,671	153.32%
TOTAL LOCAL REVENUE	$444,489	$3,600,583	$52,639,274	6.84%
STATE REVENUE				
5811 PER CAPITA APPORTIONMENT	$173,652	$212,376	$2,692,579	7.89%
5812 FSP FORMULA FOUNDATION	$982	$740,260	$11,949,089	6.20%
5829 STATE PRGM DIST BY TEA	$0	$0	$0	0.00%
5831 TRS ON-BEHALF	$0	$266,982	$3,529,527	7.56%
ALL OTHER STATE REVENUE	$0	$0	$0	0.00%
TOTAL STATE REVENUE	$174,634	$1,219,618	$18,171,195	6.71%
TOTAL FEDERAL REVENUE	$3,943	$0	$90,000	0.00%
TOTAL REVENUE	$623,066	$4,820,201	$70,900,469	6.8%
7000 OTHER FINANCING SOURCES	$0	$0	$0	0.00%
TOTAL REVENUE AND OTHER FINANCING SOURCES	$623,066	$4,820,201	$70,900,469	6.8%

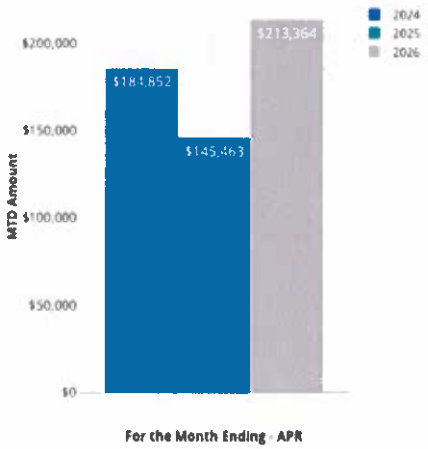
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CELINA ISD
Month End Expense Overview (MTD)
April 2026

Salaries and Benefits	Purchased Services	Supplies & Materials
$5,504,710	**$801,154**	**$213,364**
10.08% of Budget	7.31% of Budget	7.07% of Budget







	FY 2025 MTD Amount	FY 2026 MTD Amount	FY 2026 Annual Budget	FY 2026 % MTD Budget
SALARIES AND BENEFITS				
6110-6119 TEACHER AND OTHER PROFESSIONAL SALARIES	$3,206,921	$3,991,376	$38,380,734	10.40%
6120-6129 SUPPORT PERSONNEL	$689,890	$742,783	$7,701,944	9.64%
6130-6139 EMPLOYEE ALLOWANCES	$913	$563	$21,000	2.68%
6140-6149 EMPLOYEE BENEFITS	$311,716	$769,989	$8,482,796	9.08%
TOTAL SALARIES AND BENEFITS	$4,209,440	$5,504,710	$54,586,474	10.08%
PURCHASED SERVICES				
6200-6299 PURCHASED AND CONTRACTED SERVICES	$614,615	$801,154	$9,624,092	8.32%
6224 RECAPTURE	$0	$0	$1,330,981	0.00%
TOTAL PURCHASED SERVICES	$614,615	$801,154	$10,955,073	7.31%
SUPPLIES, OTHER OPERATING, CAPITAL, DEBT SERVICE				
6300 SUPPLIES	$145,463	$213,364	$3,015,899	7.07%
6400 OTHER OPERATING	$47,758	$45,603	$1,925,268	2.37%
6500 DEBT SERVICE	$0	$0	$167,500	0.00%
6600 CAPITAL OUTLAY	$55,316	$6,698	$179,390	3.73%
TOTAL SUPPLIES, OTHER, CAPITAL, AND DEBT	$248,537	$265,666	$3,015,899	7.07%
OTHER FINANCES USES				
8000 OTHER FINANCING USES	$0	$0	$0	0.00%
TOTAL OTHER FINANCING USES	$0	$0	$0	0.00%
TOTAL EXPENSES	$5,072,592	$6,571,530	$70,829,605	9.28%

Expense Insights:

General Fund expenses totaled $6,571,530 in April 2026, which is $1,498,938 or 29.5% more than the amount spent last year for this month. The year over year difference is driven by an increase in 6100-6199 Payroll Costs of $1,295,270, an increase in 6200-6299 Professional and Contracted Services of $186,539, and an increase in 6300-6399 Supplies and Materials of $67,901.

CELINA ISD
Statement of Revenues, Expenditures, and Changes in Fund Balances - General Fund
April 2026

Data Control Codes		Prior YTD	Prior Year Actuals	YTD% of PY Actuals	Current YTD	Annual Budget	YTD% of Budget
	REVENUES:						
5700	Local and Intermediate Sources	$42,604,136	$43,283,545	98.43%	$51,193,320	$52,639,274	97.25%
5800	State Program Revenues	$12,909,789	$14,083,969	91.66%	$19,424,885	$18,171,195	106.90%
5900	Federal Program Revenues	$73,832	$98,801	74.73%	$21,815	$90,000	24.24%
5020	Total Revenues	$55,587,757	$57,466,314	96.73%	$70,640,021	$70,900,469	99.63%
	EXPENDITURES:						
	Current:						
0011	Instruction	$30,006,761	$34,367,455	87.31%	$38,412,516	$42,910,857	89.52%
0012	Instructional Resources and Media Services	$188,375	$222,919	84.50%	$134,977	$139,356	96.86%
0013	Curriculum and Staff Development	$965,654	$1,089,452	88.64%	$595,556	$1,416,724	42.04%
0021	Instructional Leadership	$377,754	$454,718	83.07%	$353,106	$427,576	82.58%
0023	School Leadership	$2,748,866	$3,367,665	81.63%	$3,084,742	$3,383,567	91.17%
0031	Guidance, Counseling, & Evaluation Services	$1,937,429	$2,431,001	79.70%	$2,380,772	$2,817,141	84.51%
0032	Social Work Services	$0	$0	$0	$0	$0	$0
0033	Health Services	$522,459	$601,829	86.81%	$618,551	$721,176	85.77%
0034	Student Transportation	$2,402,030	$2,827,722	84.95%	$2,693,964	$3,283,565	82.04%
0035	Food Service	$19,588	$19,588	91.21%	$23,732	$0	0.00%
0036	Cocurricular/Extracurricular Activities	$1,965,351	$2,254,340	87.18%	$2,172,197	$2,129,786	101.99%
0041	General Administration	$1,844,543	$2,074,017	88.94%	$2,422,672	$2,500,247	96.90%
0051	Facilities Maintenance and Operations	$4,874,053	$5,625,807	86.64%	$5,834,634	$6,733,487	86.65%
0052	Security and Monitoring Services	$394,256	$384,378	102.57%	$670,975	$1,172,822	57.21%
0053	Data Processing Services	$878,805	$946,871	92.81%	$880,680	$1,128,621	78.03%
0061	Community Services	$0	$0	$0	$0	$0	$0
0071	Principal on Long-term Debt	$82,225	$90,151	91.21%	$75,487	$167,500	45.07%
0072	Interest on Long-term Debt	$0	$0	$0	$0	$0	$0
0073	Bond Issuance Costs and Fees	$0	$0	$0	$0	$0	$0
0081	Capital Outlay	$3,156	$3,156	100.00%	$0	$0	0.00%
0091	Contracted Instructional Services Between Public Schools	$0	$0	0.00%	$0	$1,330,981	0.00%
0093	Payments to Shared Service Arrangements	$0	$27,608	0.00%	$0	$35,000	0.00%
0095	Payments To Jjaep Programs	$0	$17,700	0.00%	$0	$20,000	0.00%
0096	Payments to Charter Schools	$0	$0	$0	$0	$0	$0
0097	Payments to Tax Increment Fund	$0	$0	$0	$0	$0	$0
0099	Other Intergovernmental Charges	$303,554	$405,051	74.94%	$365,418	$511,200	71.48%
6030	Total Expenditures	$49,514,857	$57,211,429	86.55%	$60,719,978	$70,829,605	85.73%
1100	Excess (Deficiency) of Revenues Over Expenditures(Under)	$6,072,900	$254,885		$9,920,043	$70,864	
	Other Financing Sources and (Uses):						
7900	Other Financing Sources	$0	$0	0.00%	$0	$0	0.00%
8900	Other Financing Uses	$0	$0	0.00%	$0	$0	0.00%
7080	Total Other Financing Sources and (Uses)	$0	$0		$0	$0	
1200	Net Change in Fund Balances	$6,072,900	$254,885		$9,920,043	$70,864	
0100	Fund Balances- Beginning	$12,534,739	$12,534,739		$12,789,624	$12,789,624	
3000	Fund Balances - Ending	$18,607,639	$12,789,624		$22,709,667	$12,860,488	

Expense Insights:
General Fund expenses totaled $6,571,530 in April 2026, which is $1,498,938 or 29.5% more than the amount spent last year for this month. The year over year difference is driven by an increase in 11 Instruction of $995,968, an increase in 52 Security/Monitoring Svs of $189,828, and an increase in 34 Student Transportation of $82,715.

CELINA ISD
Statement of Revenues, Expenditures, and Changes in Fund Balances - Food Service
April 2026

Data Control Codes		Prior YTD	Prior Year Actuals	YTD% of PY Actuals	Current YTD	Annual Budget	YTD% of Budget
	REVENUES:						
5700	Local & Intermediate Sources	$1,380,009	$1,542,194	89.48%	$1,554,911	$1,659,000	93.73%
5800	State Program Revenues	$57,262	$134,973	42.42%	$99,208	$77,400	128.18%
5900	Federal Program Revenues	$663,790	$965,755	68.73%	$883,656	$967,683	91.32%
5020	TOTAL REVENUE	$2,101,060	$2,642,922	79.50%	$2,537,774	$2,704,083	93.85%
	EXPENDITURES:						
0035	Food Services	$2,085,743	$2,468,711	84.49%	$2,534,333	$2,649,083	95.67%
0051	Plant Maintenance & Operations	$40,637	$45,528	89.26%	$50,670	$55,000	92.13%
6030	TOTAL EXPENDITURES	$2,126,380	$2,514,238	84.57%	$2,585,003	$2,704,083	95.60%
1100	Surplus / (Deficit)	-$25,320	$128,684		-$47,229	$0	
	OTHER FINANCING SOURCES / (USES):						
7900	Other Financing Sources	$0	$0	0.00%	$0	$0	0.00%
8900	Other Financing Uses	$0	$0	$0	$0	$0	$0
7080	TOTAL OTHER FINANCING SOURCES / (USES)	$0	$0		$0	$0	
1200	NET CHANGE IN FUND BALANCE	-$25,320	$128,684		-$47,229	$0	
0100	Fund Balance — Beginning	$940,392	$940,392		$1,069,075	$1,069,075	
3000	Fund Balance — Ending	$915,072	$1,069,076		$1,021,846	$1,069,076	

CELINA ISD
Statement of Revenues, Expenditures, and Changes in Fund Balances - Debt Service
April 2026

Data Control Codes		Prior YTD	Prior Year Actual	YTD% of PY Actual	Current YTD	Annual Budget	YTD% of Budget
	REVENUES						
5700	Local & Intermediate	$23,649,692	$24,121,573	98.04%	$30,575,335	$28,987,099	105.48%
5800	State Program	$2,577,377	$2,100,079	122.73%	$4,687,362	$1,548,095	302.78%
5020	TOTAL REVENUE	$26,227,069	$26,221,652	100.02%	$35,262,697	$30,535,194	115.48%
	EXPENDITURES						
0071	Debt Service	$25,407,871	$25,912,244	98.05%	$7,020,631	$28,602,975	24.55%
6030	TOTAL EXPENDITURES	$25,407,871	$25,912,244	98.05%	$7,020,631	$28,602,975	24.55%
1100	SURPLUS / (DEFICIT)	$819,198	$309,408		$28,242,066	$1,932,219	
	OTHER FINANCING SOURCES / (USES)						
7900	Other Financing Sources	$373,554	$1,216,469	30.71%	$23,756,808	$0	0.00%
8900	Other Financing Uses	$0	$0	0.00%	$19,868,550	$0	0.00%
7080	TOTAL OTHER FINANCING SOURCES / (USES)	$373,554	$1,216,469		$3,888,258	$0	
1200	NET CHANGE IN FUND BALANCE	$1,192,752	$1,525,877		$32,130,324	$1,932,219	
0100	Fund Balance — Beginning	$21,843,249	$21,843,249		$23,369,126	$23,369,126	
3000	ENDING FUND BALANCE	$23,036,001	$23,369,126		$55,499,450	$25,301,345	

CELINA ISD
Federal Fund Overview
April 2026

Fund	Prior YTD	Prior Year Actual	YTD % of PY	Annual Budget	Current YTD	YTD % of Budget
Total	**$738,847**	**$893,458**	**716.02%**	**$0**	**$730,221**	**0.00%**
211 ESEA, Title I, Part A	$71,042	$103,368	68.73%	$0	$58,914	0.00%
224 IDEA - Part B, Formula	$475,599	$589,917	80.62%	$0	$593,001	0.00%
225 IDEA - Part B, Preschool	$0	$0	0.00%	$0	$0	0.00%
244 CTE	$19,294	$22,558	85.53%	$0	$8,118	0.00%
255 ESEA, Title II, Part A	$26,939	$26,939	100.00%	$0	$16,437	0.00%
263 Title III, Part A	$20,538	$24,407	84.15%	$0	$52,341	0.00%
266 ESSER I - CARES	$0	$0	0.00%	$0	$0	0.00%
277 COVID Relief - CARES	$0	$0	0.00%	$0	$0	0.00%
279 TCLAS-ESSER III	$2,150	$2,041	105.34%	$0	$0	0.00%
281 ESSER II - CRRSA	$0	$0	0.00%	$0	$0	0.00%
282 ESSER III - ARP	$109,115	$108,702	100.38%	$0	$0	0.00%
283 ESSER-SUPP	$0	$0	0.00%	$0	$0	0.00%
284 -	$0	$0	0.00%	$0	$0	0.00%
285 -	$0	$0	0.00%	$0	$0	0.00%
288 TITLE IV PART A	$14,170	$15,525	91.27%	$0	$1,410	0.00%
289 Federally Funded Special Revenue Funds	$0	$0	0.00%	$0	$0	0.00%