



**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

<b>Title:</b> <i>The Bluest Eye</i>	<b>Author:</b> Toni Morrison
<b>ISBN:</b> 9780329798116	<b>Last Check-Out:</b> 8/23/2023
<b>Current Library Level:</b> Celina High School, 1 copy	<b>Recommended Library/Age Level:</b> Titlewave: Young Adult School Library Journal: Grades 10+
<b>Book Summary- Wordpress.com, SparkNotes+7 &amp; Audible</b>	
<p><i>The Bluest Eye</i> 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.</p> <p><b>Key Details &amp; Ending Summary</b></p> <p><b>The Pursuit of Beauty:</b> 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.</p> <p><b>The Climax:</b> Following the rape by her father, Cholly Breedlove, Pecola becomes pregnant. Her mother, Pauline, reacts with brutality rather than care.</p> <p><b>The Ending:</b></p> <p><b>Baby's Death:</b> 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.</p> <p><b>Madness and Delusion:</b> 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.</p> <p><b>Final Status:</b> She is largely abandoned by her community, living in isolation and wandering the outskirts of town.</p> <p><b>The Symbolism of Marigolds:</b> 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.</p> <p>The book highlights the destructive impact of internalized racism, social rejection, and the loss of innocence.</p>	
<b>Book Review &amp; Awards</b>	
<p><i>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.</i></p>	
<p>Library Journal, 01/01/01 *</p> <p>Publishers Weekly, 07/24/25</p> <p>School Library Journal Xpress, 03/29/24</p> <p>Wilson's Fiction, 10/01/10 *</p>	

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.



## 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:

- Parent/guardian of student enrolled in the district
- District employee
- 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**

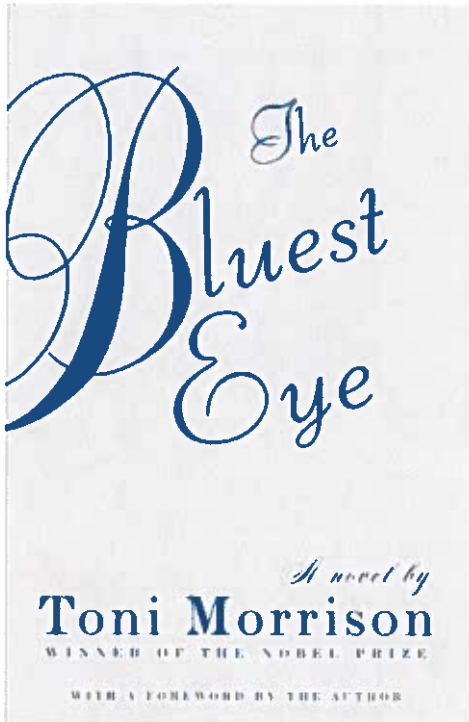
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, [rhondathornton@celinaisd.com](mailto:rhondathornton@celinaisd.com).

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](mailto:kylaprusak@celinaisd.com).

Celina ISD Local Policy: [EFB \(LOCAL\)](#)

[Texas State Library and Archives Commission \(TSLAC\) Collection Development Standards](#)

# THE BLUEST EYE



## 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.

[Add a caption for your photo here.]

**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

Page	Content
	<p>laughter filled a tiny place over his head.            ...The sight of him licking her fingers brought to mind the girlie magazines in his room.</p>
82	<p>They do not drink, smoke , or swear, and they still call sex "nookey."</p>
83	<p>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.</p>
85	<p>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.</p>
89	<p>"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.</p>
93	<p>"Mr. Henry."            "What'd he do?"</p>

Page	Content
	<p>"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."</p>
96	<p>"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..."</p>
100	<p>Black people were not allowed in the park, and so it filled our dreams.</p>
111	<p>No better than whites for meanness.</p>
113	<p>Nasty white folks is about the nastiest things they is.</p>
117	<p>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?</p>
120	<p>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 I 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</p>

Page	Content
	<p>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 I 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.</p> <p>..."But it ain't like that anymore. Most times he's thrashing away inside me before I'm woke, and through when I am..."</p>
123	<p>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.</p>
127	<p>To Aunt Jimmy she said, "You done caught cold in your womb. Drink pot liquor and nothing else."</p>
129	<p>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.</p>
135	<p>Cholly could see her bloomers and the muscles of her young thighs.</p>
136	<p>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.</p> <p>...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.</p> <p>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.</p>

Page	Content
	<p>..."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.</p>
140	It had occurred to him that Darlene might be pregnant.
149	<p>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.</p>

Page	Content
	<p>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.</p> <p>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.</p>
152	<p>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.</p> <p>...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.</p>
154	<p>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."</p>
165	<p>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.</p> <p>...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.</p> <p>...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!</p>
168	<p>A slim young girl in a pink crepe dress. One hand is on her hip; the other lolls about her thigh- waiting.</p>
169	<p>"Did you hear about that girl?"          "What? Pregnant?"          "Yas. But guess who?"          "Who? I don't know all these little old boys."</p>

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

# Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: The Bluest Eye

<b>Member Type:</b>	<input checked="" type="checkbox"/> Voting Member <input type="checkbox"/> Non-Voting Member
---------------------	--

<b>Committee Role:</b>	<input type="checkbox"/> Administrator <input type="checkbox"/> Board Member <input type="checkbox"/> Business/Community <input type="checkbox"/> Clergy <input type="checkbox"/> Counselor <input type="checkbox"/> Librarian <input checked="" type="checkbox"/> Parent <input type="checkbox"/> Other
------------------------	--

<b>Book Familiarity:</b>	<input type="checkbox"/> I have read the entire book. <input checked="" type="checkbox"/> I have read part of the book. <input type="checkbox"/> 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: <u>Book talks about animal abuse</u>
---

<b>Determination:</b> <input checked="" type="checkbox"/> Content meets definition <input type="checkbox"/> 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:

disuses sex over and over again  
sex with teeth

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: <input type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition
--

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

Supporting Evidence:
----------------------

Determination: <input type="checkbox"/> Content meets definition <input type="checkbox"/> 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: <input type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

**Threshold Summary**

<b>Content contains the following:</b>	<input type="checkbox"/> Harmful Material	<input checked="" type="checkbox"/> Obscene Material	<input type="checkbox"/> Pervasively Vulgar
	<input type="checkbox"/> Educationally Unsuitable	<input type="checkbox"/> Profane Content	<input type="checkbox"/> 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	(2) 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	(2) 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: The Bluest Eye

<b>Member Type:</b>	<input checked="" type="checkbox"/> Voting Member <input type="checkbox"/> Non-Voting Member
---------------------	--

<b>Committee Role:</b>	<input type="checkbox"/> Administrator <input type="checkbox"/> Board Member <input type="checkbox"/> Business/Community <input type="checkbox"/> Clergy <input type="checkbox"/> Counselor <input type="checkbox"/> Librarian <input checked="" type="checkbox"/> Parent <input type="checkbox"/> Other
------------------------	--

<b>Book Familiarity:</b>	<input type="checkbox"/> I have read the entire book. <input type="checkbox"/> I have read part of the book. <input checked="" type="checkbox"/> 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:
----------------------

<b>Determination:</b> <input type="checkbox"/> Content meets definition <input checked="" type="checkbox"/> 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:  <p style="text-align: center;">Rape</p>
Determination: <input checked="" type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

**Threshold Summary**

<b>Content contains the following:</b>	<input type="checkbox"/> Harmful Material	<input type="checkbox"/> Obscene Material	<input type="checkbox"/> Pervasively Vulgar
	<input type="checkbox"/> Educationally Unsuitable	<input type="checkbox"/> Profane Content	<input type="checkbox"/> 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

<b>Member Type:</b>	<input checked="" type="checkbox"/> Voting Member <input type="checkbox"/> Non-Voting Member
---------------------	--

<b>Committee Role:</b>	<input type="checkbox"/> Administrator <input type="checkbox"/> Board Member <input type="checkbox"/> Business/Community <input type="checkbox"/> Clergy <input type="checkbox"/> Counselor <input type="checkbox"/> Librarian <input checked="" type="checkbox"/> Parent <input type="checkbox"/> Other
------------------------	--

<b>Book Familiarity:</b>	<input type="checkbox"/> I have read the entire book. <input type="checkbox"/> I have read part of the book. <input checked="" type="checkbox"/> 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:
----------------------

<b>Determination:</b> <input type="checkbox"/> Content meets definition <input checked="" type="checkbox"/> 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:

- 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 rape, teen pregnancy, abuse, miscarriage, etc.

Determination:

- Content meets definition
- Content does not meet definition

### Threshold Summary

<b>Content contains the following:</b>	<input type="checkbox"/> Harmful Material	<input type="checkbox"/> Obscene Material	<input type="checkbox"/> Pervasively Vulgar
	<input type="checkbox"/> Educationally Unsuitable	<input type="checkbox"/> Profane Content	<input type="checkbox"/> Indecent Content

Determination:

- If material meets one of the threshold definitions—**Stop review, do not approve**
- If material does not meet 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**

<b>Selection Criteria</b>	<b>Rating (1-4)</b>	<b>Evidence/Notes</b>
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: The Bluest Eyes

2023

<b>Member Type:</b>	<input checked="" type="checkbox"/> Voting Member	<input type="checkbox"/> Non-Voting Member
---------------------	---	--

<b>Committee Role:</b>	<input type="checkbox"/> Administrator	<input type="checkbox"/> Board Member	<input type="checkbox"/> Business/Community
	<input type="checkbox"/> Clergy	<input type="checkbox"/> Counselor	<input type="checkbox"/> Librarian
	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Other	

<b>Book Familiarity:</b>	<input type="checkbox"/> I have read the entire book.
	<input type="checkbox"/> I have read part of the book.
	<input checked="" type="checkbox"/> 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.

<b>Supporting Evidence:</b>	1940s psychological effects of racism
-----------------------------	--

<b>Determination:</b>
<input type="checkbox"/> Content meets definition
<input checked="" type="checkbox"/> 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 exploitive - Handled in serious literary contexts
Determination:	
<input type="checkbox"/> Content meets definition	
<input checked="" type="checkbox"/> Content does not meet definition	

### Threshold Summary

Content contains the following:	<input type="checkbox"/> Harmful Material	<input type="checkbox"/> Obscene Material	<input type="checkbox"/> Pervasively Vulgar
	<input type="checkbox"/> Educationally Unsuitable	<input type="checkbox"/> Profane Content	<input checked="" type="checkbox"/> Indecent Content

Determination:

- If material meets one of the threshold definitions—**Stop review, do not approve**
- If material does not meet 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: Jamatt Calvert

Book Title: The Bluest Eye

<b>Member Type:</b>	<input type="checkbox"/> Voting Member	<input checked="" type="checkbox"/> Non-Voting Member
---------------------	--	---

<b>Committee Role:</b>	<input type="checkbox"/> Administrator	<input checked="" type="checkbox"/> Board Member	<input type="checkbox"/> Business/Community
	<input type="checkbox"/> Clergy	<input type="checkbox"/> Counselor	<input type="checkbox"/> Librarian
	<input type="checkbox"/> Parent	<input type="checkbox"/> Other	

<b>Book Familiarity:</b>	<input type="checkbox"/> I have read the entire book.
	<input type="checkbox"/> I have read part of the book.
	<input checked="" type="checkbox"/> 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:
----------------------

<b>Determination:</b>
<input type="checkbox"/> Content meets definition
<input checked="" type="checkbox"/> 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: <input type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

**Threshold Summary**

<b>Content contains the following:</b>	<input type="checkbox"/> Harmful Material	<input type="checkbox"/> Obscene Material	<input type="checkbox"/> Pervasively Vulgar
	<input type="checkbox"/> Educationaly Unsuitable	<input type="checkbox"/> Profane Content	<input type="checkbox"/> 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

<b>Member Type:</b>	<input type="checkbox"/> Voting Member	<input checked="" type="checkbox"/> Non-Voting Member
---------------------	--	---

<b>Committee Role:</b>	<input type="checkbox"/> Administrator	<input type="checkbox"/> Board Member	<input type="checkbox"/> Business/Community
	<input checked="" type="checkbox"/> Clergy	<input type="checkbox"/> Counselor	<input type="checkbox"/> Librarian
	<input type="checkbox"/> Parent	<input type="checkbox"/> Other	

<b>Book Familiarity:</b>	<input type="checkbox"/> I have read the entire book.
	<input checked="" type="checkbox"/> I have read part of the book.
	<input type="checkbox"/> 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 "FEMTA BASED TRADITIONAL VALUES"  
SO DOESNT 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 TERMINAT.

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 PORNOGRAPHY OF SEXUAL ORGANS.

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

<b>Content contains the following:</b>	<input checked="" type="checkbox"/> Harmful Material	<input checked="" type="checkbox"/> Obscene Material	<input checked="" type="checkbox"/> Pervasively Vulgar
	<input checked="" type="checkbox"/> Educationally Unsuitable	<input checked="" type="checkbox"/> Profane Content	<input checked="" type="checkbox"/> 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: Liam Stovall

Book Title: The Bluest Eye

<b>Member Type:</b>	<input type="checkbox"/> Voting Member	<input checked="" type="checkbox"/> Non-Voting Member
---------------------	--	---

<b>Committee Role:</b>	<input type="checkbox"/> Administrator	<input type="checkbox"/> Board Member	<input type="checkbox"/> Business/Community
	<input type="checkbox"/> Clergy	<input type="checkbox"/> Counselor	<input type="checkbox"/> Librarian
	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Other	

<b>Book Familiarity:</b>	<input type="checkbox"/> I have read the entire book.
	<input type="checkbox"/> I have read part of the book.
	<input checked="" type="checkbox"/> 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**

<b>Content contains the following:</b>	<input type="checkbox"/> Harmful Material	<input type="checkbox"/> Obscene Material	<input type="checkbox"/> Pervasively Vulgar
	<input type="checkbox"/> Educationally Unsuitable	<input type="checkbox"/> Profane Content	<input type="checkbox"/> 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:	<input type="checkbox"/> Voting Member	<input checked="" type="checkbox"/> Non-Voting Member
--------------	--	---

Committee Role:	<input type="checkbox"/> Administrator	<input type="checkbox"/> Board Member	<input type="checkbox"/> Business/Community
	<input type="checkbox"/> Clergy	<input type="checkbox"/> Counselor	<input checked="" type="checkbox"/> Librarian
	<input type="checkbox"/> Parent	<input type="checkbox"/> Other	

Book Familiarity:	<input checked="" type="checkbox"/> I have read the entire book. - Long time ago
	<input type="checkbox"/> I have read part of the book.
	<input type="checkbox"/> 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~~ great value & accurately depicts ~~the~~ 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:

Not rated YA

Content meets definition

Content does not meet definition

\* 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

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 there to portray 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:	<input type="checkbox"/> Harmful Material	<input type="checkbox"/> Obscene Material	<input type="checkbox"/> Pervasively Vulgar
	<input checked="" type="checkbox"/> Educationally Unsuitable	<input type="checkbox"/> Profane Content	<input type="checkbox"/> Indecent Content

Determination:

- If material meets one of the threshold definitions—**Stop review, do not approve**  
 If material does not meet 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

<b>Standards</b>	<p>The <i>School Library Programs: Standards and Guidelines for Texas</i> are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. <i>13 TAC 4.1</i></p> <p>A district shall consider the standards in developing, implementing, or expanding library services. <i>Education Code 33.021(b)</i></p>
Collection Development	<p>A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. <i>Education Code 33.021(c)</i></p>
<b>Library Material Definitions</b>	<p>"Harmful material" means material whose dominant theme taken as a whole:</p>
Harmful Material	<ol style="list-style-type: none"> <li>1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;</li> <li>2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and</li> <li>3. Is utterly without redeeming social value for minors.</li> </ol> <p><i>Education Code 33.020(1); Penal Code 43.24(a)</i></p>
Indecent Content	<p>"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. <i>Education Code 33.020(2)</i></p>
Library Material	<p>"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. <i>Education Code 33.020(3)</i></p>
Obscene	<p>"Obscene" means material or a performance:</p> <ol style="list-style-type: none"> <li>1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;</li> <li>2. Depicts or describes: <ol style="list-style-type: none"> <li>a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or</li> <li>b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,</li> </ol> </li> </ol>

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)*

<i>School Library Advisory Council Recommendation</i>	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. <i>Education Code 33.026(d)</i>
Policy Review	A district's collection development policy should be reviewed at least every three years and updated as necessary. <i>13 TAC 4.2(h)</i>
<b>Instruction in TEKS</b>	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. <i>Education Code 33.0205</i>
<b>Parental Access</b>	<p>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.</p> <p>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.</p> <p><i>Education Code 33.023</i></p> <p>[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]</p>
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.] <i>Education Code 33.024</i>
<b>School Library Advisory Council</b> 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. <i>Education Code 33.025(a)</i>

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)*

<b>Access During Challenge</b>	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. <i>Education Code 33.027(g)</i>
<b>Notice of Removed Material</b>	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. <i>Education Code 33.027(h)</i>
<b>Action Not Required</b>	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. <i>Education Code 33.027(i)</i>
<b>Liability</b>	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. <i>Education Code 35.004</i>
<b>Joint Facilities</b>	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. <i>Education Code 33.022</i>

---

**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;

DATE ISSUED:

1 of 2

EFB(EXHIBIT)

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: \_\_\_\_\_