



**Library Materials Challenge Executive Report  
May 18, 2026**

**Title: *Excuse Me While I Ugly Cry*  
Authors: Joya Goffney  
ISBN: 9780063024816**

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## **Timeline**

Library Materials Challenge Form Received	March 2, 2026
Board Notification	March 3, 2026
Superintendent Notification	March 3, 2026
School Library Advisory Council Notification	March 3, 2026
Campus Administration Notification	March 3, 2026
SLAC Review Process Window	March 3 - May 6, 2026
School Library Advisory Council Meeting	May 6, 2026
School Board Meeting	May 18, 2026

## Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *Excuse Me While I Ugly Cry* by Joya Goffney (ISBN: 9780063024816). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

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

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - May 6, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the May 6, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. Two voting members read part of this book. One non-voting member of the SLAC reported to have read the book, in its entirety.

A non-voting member cited evidence of "harmful material," while no other voting members (4) or non-voting members (2) identified any "harmful material" and indicated that the content does not meet the definition. One of the four voting members noted that this book includes "obscene material", while the other three voting members noted that the content does not meet the definition. Three non-voting members indicated that the content does not meet definition for "obscene material". Zero members both voting and non-voting note "pervasively vulgar", or "educationally unsuitable" content. One voting member cited evidence of "profane content", while the other three voting members noted that the content does not meet the definition. Three non-voting members also agreed that the content does not meet definition. One voting member cited evidence that this book contains "indecent content", while three voting members noted the content does not meet the definition. Three non-voting members also cited no evidence of "indecent content" that meets definition in this book. Three of the four voting members recommend that this title remain in the library collection, while one voting member recommended this book not be approved due to "obscene material" and "indecent content". Two non-voting members also recommend this book remain in the CISD library collection.

The recommended action was made by Anna Shore to continue to include the title as a part of the high school library collection. A second was made by Rosemary Talkington. The SLAC voted 3-1 to continue to include the title as a part of the high school library collection.

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

### Supporting Review Material

<b>Title:</b> <i>Excuse Me While I Ugly Cry</i>	<b>Author:</b> Goffney, Joya
<b>ISBN:</b> 978-0-06-302479-3	<b>Last Check-Out:</b> 8/25/2025
<b>Current Library Level:</b> Celina High School, 1 copy	<b>Recommended Library/Age Level:</b> Titlewave: Adult Kirkus: 14 & up
<b>Book Summary- Wordpress.com, SparkNotes+7 &amp; Audible</b>	
<p><i>Excuse Me While I Ugly Cry</i> by Joya Goffney is a Young Adult contemporary novel that follows Quinn, a Black high school senior in Texas who keeps a journal of her deepest secrets, fears, and lists, including "Things That I Would Never Admit Out Loud" and "All the Boys I'd Like to Kiss". When her journal goes missing, an anonymous blackmailer begins posting her secrets on Instagram, forcing her to complete the list "Things to Do Before I Graduate" to prevent the entire book from being released.</p> <p><b>Key Plot Points</b></p> <p><b>The Blackmail:</b> The blackmailer forces Quinn out of her comfort zone by requiring her to complete seven of her greatest fears.</p> <p><b>An Unlikely Alliance:</b> Quinn teams up with Carter Bennett, a classmate she thought hated her but who was actually the last to have her journal, to identify the blackmailer.</p> <p><b>Self-Discovery:</b> Through the process of being blackmailed, Quinn starts standing up for herself, examining her prejudices, and embracing her Blackness in a predominantly white school.</p> <p><b>Friendships and Romance:</b> Quinn develops a close friendship with Olivia and a romantic relationship with Carter, moving on from her obsession with her childhood friend, Matt.</p> <p><b>Ending Explained</b></p> <p><b>The Blackmailer's Identity:</b> The person behind the blackmail is revealed to be Destany, a person who was once her best friend but had drifted away.</p> <p><b>The Climax:</b> After the journal is returned and her secrets are exposed, Quinn takes control of the situation and decides to "let love drive" instead of fear.</p> <p><b>The Resolution:</b> Quinn faces her fears, accepts that she didn't get into Columbia, and resolves her issues with her parents. She decides to stop hiding her true self and ends up with a new, more authentic life, with her new friends and a stronger sense of self.</p> <p>The story concludes with a satisfying, albeit emotional, growth for Quinn as she learns to embrace her vulnerability, apologizing to those she hurt (like her dad) and confronting her internalized biases. The novel emphasizes that the "ugly cry" is a moment of letting go of the need for perfection and control</p>	

### **Book Review & Awards**

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

Booklist starred, 03/15/21

Bulletin of the Center for Children's Books, 05/01/21

Kirkus Reviews starred, 03/15/21

School Library Journal, 04/01/21

### **Book Review 1**

#### **School Library Journal (April 1, 2021)**

Gr 8 Up-Quinn makes a list for everything in her spiral notebook: It keeps her grounded. But when her notebook goes missing and an Instagram account posts one of her lists, an anonymous blackmailer informs Quinn she needs to complete her list of seven fears or else the entire notebook goes public. She knows Carter is the last person who had her notebook, though he swears he's not the blackmailer. To prove it, he teams up with Quinn to complete the list, hunt down the real culprit, and show Quinn how to let go. Goffney's debut novel hits all the right points as a dynamic modern romance full of heartache and courage. Quinn's experience as a Black teen attending a predominantly white private school accurately emphasizes the racial prejudice that exists today. Even as Quinn faces horrible situations (like her white friends using a racial slur), Olivia and Auden are characters who show the importance of respect, true friendship, and allyship. Throughout the novel, Quinn struggles with her emotions, using her lists as a crutch. As she faces her seven fears, she discovers that a person shouldn't box themselves into a set of ideals; and always leave room for growth and forgiveness. Quinn and Carter are Black. Olivia is biracial and Auden is white. Verdict for fans of Ben Philippe's *Charming as a Verb* or Nicola Yoon's *The Sun Is Also a Star*, Quinn's story is for readers seeking more than just a simple romance.-Emily Walker, Lisle Lib. Dist., IL

### **Book Review 2**

#### **Kirkus Reviews starred (March 15, 2021)**

After her journal goes missing, a high school senior is blackmailed into completing her most sensitive to-do list. By all appearances Quinn has everything—her family is rich, she is well liked at her private school, and next fall she's headed to Columbia, her parents' alma mater. But it's an act: Quinn uses her journal as a place to alleviate

some of the pressure around her secrets and fears so she doesn't have to directly confront them. The biggest among them are that she was in fact rejected by Columbia and has been lying about it and that being one of only five Black students at a mostly White school is really hard. When Carter, a Black classmate she crushes on, mistakenly takes her journal and then loses it, the person who finds it starts anonymously threatening her. If Quinn doesn't complete her "To Do Before I Graduate" list, the mystery person promises to reveal her secrets on social media. Because Carter lost the journal, he volunteers to help her discover the culprit. The character development is excellent; even Quinn's parents get rich storylines. Goffney's explorations of race and class are also well executed. At its heart, this is a story about finding the courage to be honest and take risks and the freedom that follows from embracing authenticity. A perfect mix of humor and romance—and a source of inspiration for being brave. (Fiction. 14-18)



## 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.

Excuse me While I Cry Ugly by Joya Goffney

Sec 33.021 sexually explicit material; 43.21 patently offensive

Attachment provided

## Part II: Submitting the Library Materials Challenge Form

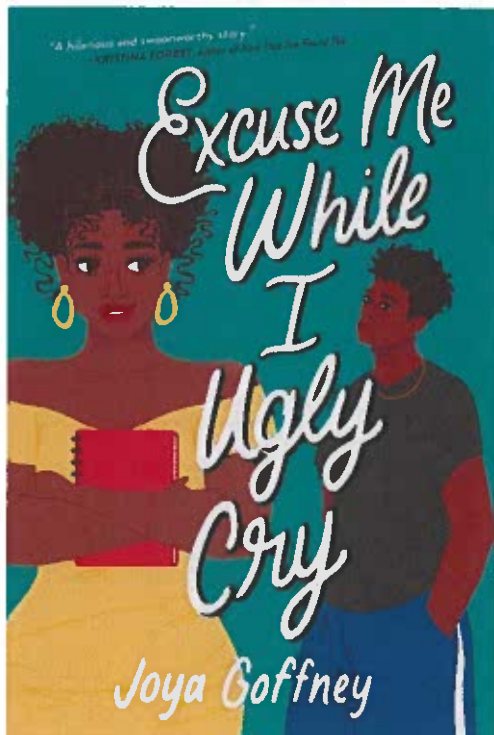
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, [rhondathornton@celinaisd.com](mailto:rhondathornton@celinaisd.com).

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](#)

# EXCUSE ME WHILE I UGLY CRY



*Young Adult*

**By Joya Goffney**

ISBN: 978-0-06-302481-6



## **Book Summary:**

A high school senior loses her written list of lies and thoughts of importance to her.

## **Summary of Concerns:**

This book contains explicit sexual activities; sexual nudity; references to racism; controversial political, social, and racial commentary; alcohol use by minors; and profanity and derogatory terms.

**3** / 5

**Minor Restricted**  
BookLooks Review Rating

Page	Content
3	<p>3. A “real Black guy,” as I’ve heard it put around the halls of our predominantly white private school, which makes me wonder about the authenticity of my own Blackness. I’ve never heard anyone call me a “real Black girl.” In fact, I’ve only ever heard the opposite. I bet he never has to deal with white people telling Black jokes around him. Must be nice.</p>
4	<p>8. A player? I’ve heard rumors about him and Emily Hayes getting busy at a party last year. ...9. Kinda antisocial. He doesn’t typically hang around the white kids at school, which means he doesn’t have many friends. I only see him talk to Olivia Thomas. Every time I see them laughing together, it makes me wish I had Black friends too.</p>
6	<p>“I mean”—he shrugs, making his way toward me, gazing at the living room furniture—“getting into Columbia doesn’t mean you’re smart. It just means you’re rich.”          ...He says, “Which, obviously, you’re very rich,” motioning to the multi-thousand-dollar vase on the mantel and the sixty-inch landscape electric fireplace. He sounds bitter about it. Then he eyes me from my flip-flops to the top of my poofy hair. “Girls like you ain’t gotta work nearly as hard as somebody like me.”          My jaw tightens. He has no idea what I’ve had to work for. And even if I am rich, I’m still one of only five Black kids at our school. I have to deal with the same racist bullshit he does.</p>
9	<p>“Your dad’s home,” he says, smiling, but then his smile falters, like he’s having a hard time holding it up. “When he saw me, he thought I was a burglar.” Carter drops his eyes, pressing his lips tight. “Guess he’s not used to seeing a real nigga in his house.”</p>
18	<p>Six, he could never fully understand why I feel the way I do, because he’s white.</p>
20	<p>This is about the list of boys I’ve kissed, the list of reasons I’m in love with Matt, and this:..</p>
21	<p>7. I used to embrace being called an Oreo (white on the inside, Black on the outside), until I realized the implications—I realized far too late.          ...His name comes up several times in my journal. First, in my fuck/ marry/ kill trials, where I typically choose to fuck him, on the hot side of my Hot or Not list, on my Boys with Whom I Wouldn’t Mind Repopulating the Earth after the Apocalypse list, which, I admit, is basically a replica of the hot side of my Hot or Not list.</p>
43	<p>FIVE LIES PEOPLE BELIEVE ABOUT ME          1. I’m cool with my white friends saying the N-word around me.</p>
44	<p>“What happened?” Kaide asks. “Affirmative action couldn’t save you?”          I freeze. The two Dartmouth girls laugh, but Lucy’s taken aback. “That’s racist.”          “How is it racist? It’s just a question. Isn’t that what affirmative action is for? To give a pass to people who aren’t white, for not being white?”          ...Embarrassed, sure, but more ashamed than anything. Ashamed that I don’t open my mouth and tell him how much harder my parents had to work just to be considered alongside less qualified white people.          No. I let them walk away with those ideas in their heads, like always. Speaking out against racism when you’re the only Black kid in class sounds like a bad idea to me, especially given the circumstances: that they all got accepted into Ivy League schools while I’m the Black girl who lied about it.</p>
49	<p>Harvard Kaide commented below that: I should probably stop singing along to Drake and Vontae and DaBaby and literally every rapper ever when I’m around you? What makes you so special?</p>

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	Apparently, you have to run all your music choices by her, because she's black. Not even affirmative action can make up for how much you suck.
69	Carter immediately asks, "Does she not like Black people?" Funny. That's where my mind went too. Auden shakes his head. "No, she loves Black people." We both raise our eyebrows at him. "I mean, she doesn't love—she loves Black people the same amount that she loves other races."
76	3. I think he's more fuck material than marriage or murder. ...5. How intricately I write about fantasy sex with Matt.
81	"He's letting you retake that quiz tomorrow morning, but you better understand that you won't get many chances like this, especially not with skin as dark as ours. You have to work twice as hard as everyone else." ..."Figure out what you want to do in life, Quinn. Pick a major. Pick an apartment. This undecided mess is just"—she waves her hand dismissively—"a luxury only rich white boys can afford. You are not that. You have to be better than that if you want to compete."
83	You made a Black boy feel unsafe in our home. My skin is as black as his, so I can't be sure what you think of me. Am I a criminal too?
87	"I always thought that he was conscious . . . you know?" "No, I don't know what you mean." "Like, conscious of race issues and stuff." Matt's face folds and stays folded. The mention of race makes him uncomfortable. "I feel like maybe he doesn't love his skin color as much as I thought, and maybe—" "Wait, why would you think that?" He looks up. "That's crazy. I've known your dad for a long time. I know he prides himself on being the first Black chief surgeon at his hospital. It's like the second thing he tells people, behind his name. Then after that is the fact that he went to Columbia." ...My dad can be proud that he's the first Black chief surgeon, but that doesn't mean he's proud to be Black.
94	6. She's gotten into several fights over our four years at Hayworth, all of them with white boys she's claimed were racist, entitled pricks.
97	"Right. I almost forgot you were into white boys."
99	This just in: Head photographer gives amazing head. Olivia Thomas is open for business. Shooting heads and blowing them, too!
102	"You played 'Strange Fruit' by Billie Holiday," I say. When I look up from my hands, he's just as surprised as I was. "It was a bold statement in a classroom full of white kids, but I don't think anyone knew that song." ..."The back door was open. I bet teenagers go in there all the time—" "Do drugs and shit," Olivia says.
104	Days My Blackness Has Been on Trial
106	"Why can't I stay in the car?" "Why? Are you afraid of Black people, just like your dad is?" ...I'm not used to being surrounded by people with my skin color. It makes me feel like they can see how other I am. But they can't, right? I could blend in if I tried. I could embrace the

Page	Content
	country in my accent. I could say ain't and y'all and the N-word and they wouldn't know a thing.
107	But I mean, I look just like them. I should feel safer here than in my neighborhood. White people used to lynch people who look like me, so why on earth would I feel safer around them?
111	She directs me to a poor excuse for a park crowded with Black bodies day-drinking and celebrating?
123	My seat is rising, the visor shading the side of my face, and my eyes are falling to his lips right-fucking-there. In a low voice, he asks, "Better?" His arm is sorta kinda resting atop my thighs, and his eyes are sorta kinda taking me apart.
124	<p>I ask, "Do you really think he hates the color of his skin?"</p> <p>..."I don't know. I think it's a little harsh to say he hates being Black. Maybe he's just . . ."</p> <p>..."All my life, he's taught me what challenges I'll have being Black—he's warned me about unfair grading and harsher punishments and stuff like that. But I never really experienced any of it. That kind of stuff isn't what I needed . . . preparation for."</p> <p>Carter leans in. "Those were the challenges of their generation." He crosses his arms over the console. He looks excited to be talking about this with me. "And it's definitely still a threat for our generation, but not as much."</p> <p>..."My parents never warned me about the fact that the way I talk and the way I act might lead people to call me white."</p> <p>..."Being the exception to Black stereotypes automatically means that you're not as Black."</p> <p>...I never thought he had to deal with being the exception too. What with the way he talks and the way he carries himself and the fact that everyone at school considers him a "real" Black guy. I let all those assumptions color my view of him. I'm no better than the white kids.</p> <p>..."I didn't think you minded being called an Oreo."</p> <p>My eyes narrow. "I never used the word Oreo." I only used the word Oreo in my journal. "You didn't have to," he says. "I've been called an Oreo before."</p>
126	<p>Olivia throws a hand over the back of my seat, landing on my shoulder. "You too—get to my house by eight. We need to get you a fake ID."</p> <p>"What?" I spin around.</p> <p>"If we're doing this, we're doing it right."</p> <p>...I look at him. "Fake IDs? No one said anything about fake IDs."</p> <p>"Quinn, it'll be fine. Just think about how to get out of the house tonight. We're gonna be out all night."</p> <p>...Going downtown is one thing, but fake IDs? I'm eighteen. I could go to prison.</p>
128	<p>4. He's either cheating on Mom or he doesn't require much sex.</p> <p>...6. His father disowned him for leaving. He came back after his father died.</p>
130	We're surrounded by white people, as usual in this part of town.
134	<p>AS SOON AS THE DOOR OF OLIVIA'S APARTMENT OPENS, she shoves a fake ID in my hands.</p> <p>"You're twenty-two. Memorize the birthday."</p>
135	Olivia leads me past the couch into a dark kitchen, where she grabs a six-pack of Dos Equis from the fridge. I'm stunned still at her gall to drink in her mother's home, while her mother is home.

Page	Content
136	<p>I look at the photos to the right of Kristina. The entire line is pieced together just as it was when the photos were first vandalized, spelling out: This just in: Head photographer gives amazing head.</p> <p>...“I don’t know. They make me feel like a real artist amid a sexual revolution or something.”</p> <p>...“Get one of these,” she says, pointing to the beer.</p> <p>“Oh, I—that’s okay,” I stammer. “I don’t really drink.”</p> <p>“You don’t go downtown, either,” she says with a smile. “Have you ever drank before?”</p> <p>“I’ve had a few sips here and there.” Usually unwillingly.</p>
139	<p>I take a gulp of beer, anxious.</p> <p>...“We gon’ get this shit laid, momma. Get you lookin’ fine as hell.”</p> <p>I laugh, taking another gulp of beer. It tastes like apple juice, minus the apple? It tastes like it looks—bronze. And it makes me feel like I’m wading through wet cement. I finish my first one while Olivia is working on her second.</p>
141	<p>I finish off my second beer; she hands me a third and then starts on my makeup.</p>
143	<p>“My lips feel like they’re going numb. What kind of lipstick is this?”</p> <p>“That’s not the lipstick. That’s the beer.”</p> <p>“Beer makes your face numb?” I ask, appalled.</p> <p>She laughs. “When you drink enough of it. And when you’re a lightweight.”</p>
144	<p>I can’t stop looking at my body, cleavage popping, curves running, melanin radiant and exposed through the cutouts and the extra-high slit.</p> <p>...Olivia turns me around. “Look at that ass! Girl, you have to model for me someday.”</p> <p>...1. Maybe then I would feel more welcome in Black spaces. Hanging with Olivia makes me feel okay to show the parts of me that are rooted in my Blackness. Like, for once, I’m not trying to come out of my skin.</p> <p>...2. Maybe then I wouldn’t be so judgmental toward people of my own race, namely Carter. Because Olivia has this way of embracing and defying stereotypes all at the same time.</p> <p>...3. Maybe then I wouldn’t have let anyone call me an Oreo or say the N-word in my presence. Because Olivia is Black and white, all mixed up, but she still feels enough obligation to beat up racist white boys on the fly.</p>
148	<p>“Everything all right?” He glances at Olivia, but then his eyes fall right back to me.</p> <p>“We’re just a little tipsy,” Olivia says, laughing.</p>
149	<p>“Damn, Quinn!” Olivia laughs. “You’re such a lightweight.”</p> <p>I smile. It’s not the alcohol. I’m simply weak in the knees.</p> <p>...“What if they find out my ID is fake?”</p> <p>“They’re not even gonna look at it.” Olivia turns in the passenger seat. “You’re hot. You’re good to go.”</p> <p>...“You’ve gotten caught?”</p> <p>“They asked for my address, and I was so drunk that I messed up the street name. But I was like, ‘Oh, what does it matter? It’s not like I’m going home tonight anyway.’ Then I batted my lashes at the bouncer, and he let me go.” She shrugs.</p>
153	<p>I’m swathed in the smell of his shower soap, staring up at his kissable neck.</p>
155	<p>She smiles, hugging her chest against my arm. “We’re both twenty-two.”</p> <p>“ID and ticket?”</p>

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	Audacious, she cups her left boob and pulls both our IDs and paper tickets out of her bosom.
156	<p>"What do you want?" Olivia asks.</p> <p>"Beer?"</p> <p>She smiles. "How about shots?"</p> <p>"I don't know." I widen my eyes, feeding off her excitement.</p> <p>"Less liquid, more power," she says, raising her brows. "Shots'll have you dancing around here, screaming, getting naked."</p> <p>"What?"</p> <p>She laughs. "I'm just kidding . . . sorta." I laugh, too, glancing at the bartender.</p> <p>...When the bartender gets to us, Olivia orders four shots of tequila. She throws a stack of tens on the counter, takes one of the shot glasses, and downs it.</p> <p>...He and Carter step up to the bar, both of them grabbing shot glasses. I grab mine too. It's a clear liquid in a tiny glass. No big deal. I'm just curious to see how much "power" it has. I try doing like Olivia and throwing it back all at once, but I'm no pro. I swallow it in three gulps, leaving the alcohol in my mouth for too long. It burns, and oh God, it's nasty. Olivia rubs my back as I cough. "You did it! I'm so proud of you."</p> <p>I smile, feeling the liquor warm my stomach and pulsate outward. Auden's shot glass is empty, too, but Carter's still holding his. He's trying to convince Auden to take it for him.</p> <p>"Does Carter not take shots?" I ask in Olivia's ear.</p> <p>"He's our DD. He's being responsible," she says, smiling big. "You should go offer to take it for him." She raises her eyebrows, mischievously.</p> <p>..."It would be so hot," she says.</p> <p>...I take the shot from him, attempting to woo him with my steady eye contact, because, for once tonight, I feel confident enough to hold eye contact. He watches me, amused. I lick my lips, then slowly pour the liquor into my mouth. My cheeks fill with the disgusting poison, and my eyes water. I swallow it down, then scowl at the lingering taste.</p>
158	<p>"My play for what?"</p> <p>"Getting Carter," she says, like it's obvious. She flips her braids over her shoulder and pulls up the top of her strapless dress.</p> <p>"Getting him in what way?"</p> <p>She rolls her eyes. "Getting him in bed, duh."</p> <p>I pull my lips back in panic. "I don't—what? Are you serious?"</p> <p>"Oh. Are you a virgin?"</p> <p>I press my lips tight and nod.</p> <p>"So start slow. How are you gonna get Carter all up on your mouth?"</p> <p>I scowl. "I hardly know him."</p> <p>She sighs, turning back to the bar. "I'm getting another drink. Want one?"</p>
159	Olivia gets her drink, shouts, "Let's go!" then shoots it back. She turns to me, her expression showing exactly how drunk she is—the same look that's probably on my face right now.
162	<p>Finally, the bartender makes it over to us. Carter leans forward. "Two shots of tequila."</p> <p>"Make that four shots!" Auden shouts, pulling out his wallet. He throws money on the counter as the bartender pours four shots for us.</p> <p>...Auden ignores me, throwing back one shot and then another. I pour one into my mouth with my eyes closed.</p>

Page	Content
	<p>...Taking tequila shots is easy when you're already drunk. I need to add that to my list of life lessons. Honestly, though, everything is easy when I'm drunk, except standing, walking, using the restroom, and talking coherently. I'm three beers and four shots in. I've gone to the restroom twice. I'm swerving when I'm supposed to be standing straight.</p>
163	<p>"Wow, you're really drunk."          ..."I'm not that drunk. I'm not as drunk as Auden."</p>
164	<p>It isn't until the crowd sings along that I realize how much of a minority Carter and I are here. How most of the crowd is white, and how they have no problem rapping every word, even the N-word.          I know that it's just the lyrics. I know they're not calling me the N-word, but every time I hear it chorused, I recoil. And I can't do anything about it. I'm not supposed to be, or even allowed to be, offended by it.          My blood boils because I am offended by it. My skin slicks with sweat because I'm also scared.          ...I know the N-word is slipping between their lips too, just like everyone else.</p>
165	<p>Carter sits on one side, Auden on my other. "What happened?" Auden shouts.          Carter says over my head, "You see how those people look more like you than they look like us?"          I squeeze my eyes shut at how good it feels to hear him say us. It makes me feel better, like I'm not alone, which just makes me want to cry, because if only I hadn't been alone at that party last weekend, maybe things would be different now.          "Did you hear the lyrics and the fact that they were all singing along?"          ..."I'll go get you some water."          "Not water. Beer. Dos Equis."          He fights a smile, but the smile wins.          "I second that," Auden slurs behind me.          "Y'all are crazy if you think I'm getting you more alcohol. I will get you water."          ..."You know, Quinn, I'll never understand why white people fight tooth and nail to be able to say that word. I just don't see the appeal."</p>
167	<p>"I know from experience that there are places where that word is still used hatefully."          I scrunch my eyebrows. "What do you mean you know from experience?"          "My parents are from a tiny town in East Texas. The backwoods." He looks down to his hands in his lap. "When we visit, I have to sit through my family's racism." He looks back up. "It was particularly bad when Obama was president."          I flick my eyebrows up. "I bet."          "I don't think white people should say the 'friendly' version of that word, knowing that somewhere, someone is still using it as hate speech. Doesn't seem fair to Black people that every time they hear it, they have to figure out whether or not they're being insulted."          ...I've never felt this seen by a white friend. I feel like buying him a gift.          ...Auden and I cheer, snatching our beers from him.          "Y'all are gonna be so messed up tomorrow," he says, watching us drink.</p>
168	<p>"We are not going back to my house," Auden says, pointing his beer at us.          ..."I don't know that. Fear is dangerous. Fear kills Black men."</p>
169	<p>He's smiling, and I'm thinking back to what Olivia said about finding a way to get him "all up on my mouth." Then I'm leaning in.</p>

Page	Content
170	<p>"Do you think it's because I'm white? Maybe she doesn't like white guys."            "She's half white."            "That doesn't mean she likes white guys."</p>
179	<p>I'm reminded of how close I got to kissing him last night, how much I still really want to. I must still be drunk.</p>
182	<p>He glances at me with a smile. "You were wild. You kept begging me to sleep with you."            ... "You were wild last night, though. You were all over me, talking 'bout, 'Do you think I'm sexy, Carter?' Trying to kiss me and—"            ... "Hush." I scowl at him. "I was drunk."</p>
192	<p>I can't remember if he was Black or white. Maybe he was a racist neighbor who wanted to stop Black kids from going to school . . .</p>
197	<p>His eyes look like they remember we almost kissed a few minutes ago. I drop my gaze, because I don't have the courage that I had back there, when it was raining and it felt like we were on our own little island.</p>
198	<p>2. Go to Houston and face my judgments about my own race.            3. Talk to Carter Bennett about my dad and stereotypes and Oreos.</p>
200	<p>Then, reading my mind, he asks, "What are you wearing?"            A surprised smile pops up on my lips. "Carter, that is so inappropriate."            "What?" He laughs. "Like you weren't thinkin' it."            I totally was.            "Don't play with me," he says.            "Why do you want to know? What are you wearing?"            "Nothing," he says.            ... "Nah, I'm wearing underwear and socks. Honestly, I don't know how people wear entire outfits to bed. That's too much fabric for me."            "I agree."            ... "You agree? So, what does that mean? What are you wearing, Jackson?"            "The same thing you are, minus the socks."            "Whoaaa," he howls. "Shit."</p>
202	<p>"I was there with Destany and Gia. We were outside, and Gia was venting to a whole group of people about a Black lady who had accused her of stealing at the Gap, which she had been." I roll my eyes. "But while she was venting, she kept calling the Black lady the N-word." I whisper it, feeling ashamed all over again. "And I just sat there and let her say it."            ... "That's not the worst part. After they realized I was there, Destany, my best friend, said to them, 'Don't worry about Quinn. She's practically white anyway.'"            ... "I think I walked away without explaining because I was ashamed of myself. I mean, that wasn't the first time they'd said racist shit, but that was the first time I realized they could be talking about me. You know what I mean?"            "I know exactly what you mean." He takes his time choosing his words. "I believe there comes a time when you have to learn what it means to have our skin. It's like an awakening."            ... "About how my white friends would think of me as an exception to their stereotypes?"            "Yeah."            "I was about nine or ten, and my best friend, Derrick, was throwing a pool party."            "Uh-oh."</p>

Page	Content
	<p>"Yep." He laughs. "You already know where this is going. He said that everyone was invited, but I noticed I was the only Black person on the guest list. I asked him why, and guess what he said."</p> <p>"Tell me."</p> <p>"He said, 'I figured none of them would come.' He was like, 'Because Black people can't swim, and doesn't it mess up y'all's hair or something?'"</p>
204	<p>"So," he says, "panties and bra, or just panties?" I take that back. I am no longer comfortable.</p>
205	<p>I should not pick up my phone and text him: Only panties. But I do.</p> <p>...3. I imagine him in his bed, thinking about me in my underwear. 4. Which requires reciprocal thinking about him in his underwear.</p>
209	<p>"I see an amazing, smart, talented, beautiful Black girl." "And when you look at other girls who look like me, is that what you see?" He frowns. "Of course, Quinn." "Okay, so please explain what happened with Carter." I lean into him with pleading eyes. "I made a mistake." He shrugs, eyes unsettled. "I hadn't slept in a while, and I honestly don't think I've ever seen a boy who looks like Carter step foot in my house. Ever." "So you thought he was trying to rob us?" He looks down at his hands in his lap. "I don't know what I thought. But, yeah, maybe." He looks up and meets my gaze. "But please don't question my love for you and just how much I value you. I made a mistake with Carter, and honestly, it was a wake-up call. I need more Black friends." "Have you ever had Black friends?" ..."All I had were Black friends at Columbia. I was a member of the BSO. I've talked about this before." ..."Anyway, I need more Black people in my life. I didn't realize, until now, how important that is. There's something about having Black friends that makes you feel . . . whole."</p>
211	<p>His eyes meet my gaze, and then he glances at my legs exposed in these extra-short shorts, and my cleavage in this low-cut tank top.</p>
212	<p>"I haven't had a single Black person, outside of my family, in this house in years." ..."On this side of town, it's hard to come by Black families. And this one," Dad says, looking at me, "has only had white friends. That's no excuse, of course. That's probably my fault, too, when it comes down to it. Fighting off prejudices is a conscious effort, even for Black people, and I realize I haven't been fighting for a long time."</p>
217	<p>"I've let them get away with so much worse in the past, and now all of a sudden I have a problem with Gia's racism?"</p>
219	<p>I filter through all the imaginary scenarios that kept me up last night. Every single one of them ended with us kissing. But the transition into that was always smoother than this. I leaned in, and he leaned in, and just like that, we were kissing. ..."What do you want, Quinn?" "I want to kiss you." ...He says, "Okay," and leans in, grabbing my chin. My heart stops. "So do it." Then I make the mistake of looking at Carter's lips. His lips are all I've wanted for the past twenty-four hours. Forty-eight hours. Hell, seventy-two hours. I find myself leaning in too.</p>

Page	Content
	<p>His breath shakes out from between his lips, beating in light waves against mine. I lean closer, closing my eyes, brushing the tip of his nose with mine.            ...And without giving it a second thought, I press my lips against his.</p>
221	<p>HOW IT FEELS TO KISS CARTER</p> <p>1. Like everything in me is rushing to my lips to get a taste of him, too.            ...5. Like it doesn't matter if this is all a game, because I must be winning if I get to kiss him.            6. Like I really hope that this isn't just a game to him, because kissing him doesn't feel like a game at all.</p> <p>...His lips caress mine, softer than I thought possible. Then I press harder against his mouth, and he reciprocates. I feel breathless and weightless, tingles spreading all the way down, taking over my body. I push against him until he's lying on my bed and I'm falling on top of him.</p> <p>His fingers slide up my back, lifting my T-shirt so he can press his hands against my bare skin. I shiver, opening my mouth against his lips. His tongue slips inside.            I've never been kissed like this. My list of boys I've ever kissed is extremely short and all occasions happened in elementary school, but Carter doesn't know that. And I hope he doesn't suspect by the way I kiss him back. I go with his flow, let him lead, dissolve into a bunch of sensory receptors and natural urges.</p>
222	<p>Then she throws her arms around our shoulders. "I'm so glad y'all are finally doing it." I pull from under her arm, standing up. "We only kissed."            She gives me a look. "I've seen kissing. That was more than kissing."</p>
224	<p>I attach a photo that Carter snapped of us kissing. Then I press send.</p>
225	<p>4. Spread rumor that she only hangs with boys because she doesn't want competition for the dick.</p>
227	<p>He leans down, and like a magnet, his lips pull me in. He pecks me once, twice, three times. Then he pulls away.</p>
230	<p>Austin kind of shields me from that—the conservative, country, rural side of Texas. We drive past a sign showing support for Donald Trump. "Wow," Carter croaks, staring at the trailer house and the wooden fence, also holding an infamous "Come and Take It" flag, printed with a black rifle and a single black star at the top.            "I'd love to live next door to them," Auden says sarcastically in the back seat.            "Bad first impression," I say, glancing at Carter.</p>
237	<p>The way he kisses, he's had to have had practice. "Um. What about the seven hundred girls your sister was talking about?"            He laughs. "First of all, that is a gross exaggeration on Imani's part. Second, those girls were just girls."            "What does that mean?"            "They weren't serious."            "You used them for sex?"            He narrows his eyes. "It was always a mutual relationship."            "So they used you for sex too?"</p>
238	<p>He kisses me slow and deep, running his hands up the sides of my neck into the back of my hair, getting his fingers tangled in my coils, and it doesn't even bother me. I'm sure he's no stranger to Black-girl hair. I let him tip my head back as Brandy whispers through my speakers, singing beneath the sounds of our lips parting and rejoining.</p>

Page	Content
	<p>"You should probably go. Huh?" Carter asks after a while.</p> <p>I nod, closing my mouth against his again, closing my eyes. He kisses me back for a minute, because it truly is the best thing in the world, and it's so hard to stop.</p>
250	<p>"Because I'm 'practically white anyway.'"</p> <p>She furrows her brow, then her eyes light up. "Are you serious? Because of that? That was just a joke, Quinn. I mean, obviously you're not white."</p> <p>"Obviously," Gia says, sneering at my dark skin.</p> <p>I take a step back. "A joke? You think Gia degrading that Gap employee's humanity by repeatedly referring to her as 'that fucking N-word' is a joke? And the second I thought you might tell her to stop, you denied my right to be offended, you dismissed my identity as a Black girl, and completely erased my voice in the conversation, all with just four little words. That was a joke to you?"</p> <p>"Quinn, you always blow this race stuff out of proportion," Destany says.</p>
261	<p>Because I want to kiss him, but I need to know the truth.</p>
263	<p>I want him on my lips. But I know I shouldn't want that.</p>
266	<p>And he had me convinced that he somehow knew that my favorite music is '90s R&amp; B, that he somehow knew how much I hate Vontae, and that he somehow knew about my usage of the term Oreo, but all this time it was because he'd read my journal.</p>
272	<p>"I have to get raw and naked with you." He hurries to clarify, "Not physically, but emotionally naked, like I forced you to get with me."</p>
274	<p>She's telling Dad about the case she's working on right now, and he's listening with a glass of wine in hand, sitting on the floor.</p> <p>..."Quinn, baby, can you bring us that wine bottle that's on the bar," Mom says, motioning to the kitchen. "Oh, hi, Olivia."</p>
299	<p>"I find it interesting that two Black students were bullied on school grounds, and you don't seem to think anything can be done."</p> <p>...She turns back to Principal Falcon. "Here's the thing: two Black females were harassed under your watch by two white females, one of whom is being protected by a donor. This is a discrimination lawsuit waiting to happen."</p>
302	<p>"I never knew that the . . ." She looks down. "The race stuff, I didn't know it bothered you. I mean, we were all joking. And you were always different. We were never talking about you." She looks at me, tears pouring down her face.</p> <p>She doesn't understand that she can't talk about Black people without talking about me too. She doesn't understand that using the N-word in any context is never a joke. Not for me, it isn't.</p>
304	<p>"I wish I had known everything so much sooner—Columbia, the racism, the blackmail. I can't believe you kept all this from me."</p>
314	<p>Unfortunately, I couldn't stop thinking about all those sexual fantasies you wrote about him.</p>
338	<p>I can't imagine only wanting him for sex and nothing else.</p>
340	<p>"I was a little surprised, but it was nothing compared to reading your sex fantasies. You put so many details in . . . you should write erotica."</p>
342	<p>"I want you to be able to celebrate our differences. I need you to be aware that our differences will get us different outcomes in life. And I need you to know that just because</p>

Page	Content
	<p>I don't fit into your stereotypes, that doesn't mean I'm any less Black."            ..."Quinn, I was just joking about the 'practically white' thing."            "But you understand how that's not funny? And how inappropriate that joke was in that moment? Gia was repeatedly using a racial slur, and that hurt me. That word hurts me."</p>
347	<p>He glances down at my lips, but then he looks away, exhaling. We haven't kissed again. Not since we started "building trust." We've both wanted to, but it hasn't felt right. The sour taste in my mouth still lingers, even after the nasty words have gone. It's taken a minute for it to fade back to sweet desire.</p>
352	<p>"Are you sure you're ready?" he says, looking down at my lips.            "Yeah." I lean in. And at the feel of his mouth, I take a deep breath.            Kissing Carter feels like I'm right where I need to be.</p>

Profanity/Derogatory Term	Count
Ass	20
Bitch	11
Dick	1
Fuck	9
Nigger/Nigga	2
Piss	10
Prick	1
Shit	46

# Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Excuse me while I ugly Cry

Member Type:	<input checked="" type="checkbox"/> Voting Member <input type="checkbox"/> Non-Voting Member
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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 type="checkbox"/> Librarian <input checked="" type="checkbox"/> Parent <input type="checkbox"/> Other
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Book Familiarity:	<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.
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## 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:
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Determination: <input type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition
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2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

Book talks about giving head

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

language in this book is rough

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:  Book talk about giving head and other sex acts
Determination: <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 checked="" 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 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 <u>2</u> 3 4	
2. Provides a wide range of background information	1 <u>2</u> 3 4	
3. Includes accurate, authentic factual content from authoritative	1 <u>2</u> 3 4	
4. Has high potential user appeal and interest	<u>1</u> 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	<u>1</u> 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 <u>2</u> 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	<u>1</u> 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	<u>2</u> 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	<u>2</u> 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 4	

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Excuse Me While I Ugly Cry

<b>Member Type:</b>	<input checked="" type="checkbox"/> Voting Member <input type="checkbox"/> Non-Voting Member
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<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
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<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.
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## PART I — Threshold Definitions

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

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

Supporting Evidence:

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:
Determination: <input type="checkbox"/> Content meets definition <input checked="" 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 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 <b>3</b> 4	
2. Provides a wide range of background information	1 2 <b>3</b> 4	
3. Includes accurate, authentic factual content from authoritative	1 <b>2</b> 3 4	
4. Has high potential user appeal and interest	1 2 3 <b>4</b>	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 <b>3</b> 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 <b>4</b>	
7. Enriches and supports the TEKS and curriculum, considering interests	1 <b>2</b> 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 <b>2</b> 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 <b>3</b> 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 <b>3</b> 4	

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Excuse me while I ugly cry

<b>Member Type:</b>	<input checked="" type="checkbox"/> Voting Member <input type="checkbox"/> Non-Voting Member
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<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
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<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.
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## 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:
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<b>Determination:</b> <input type="checkbox"/> Content meets definition <input checked="" type="checkbox"/> Content does not meet definition
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2. Obscene Material - Material or a performance that: (A) the average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; (B) depicts or describes: (i) patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or (ii) patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and (C) taken as a whole, lacks serious literary, artistic, political, and scientific value.

Supporting Evidence:

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 checked="" 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 checked="" type="checkbox"/> Content does not meet definition



## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Tallington

Book Title: Excuse Me White I Ugly Cry

2025

Member Type:	<input checked="" type="checkbox"/> Voting Member	<input type="checkbox"/> Non-Voting Member
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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 type="checkbox"/> Librarian
	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Other	

Book Familiarity:	<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: A. Not sexuality dominant in theme; story focuses on identity, anxiety, friendship, grief, family pressure + self acceptance - not written to sexually arouse readers. B. mild-moderate profanity & doesn't contain graphic sexual depiction pornography, explicit nudity C. Socioemotional learning; contemporary adolescent social pressures
Determination: <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:

Not obscene according to rubric.  
Typical of mainstream young adult literature

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

- some profanity + realistic teen dialogue + emotionally charged dialogue.  
- Not pervasively vulgar  
humorous + reflective vs. vulgar.

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

highly relevant themes to teens - social pressures, mental health relationships, self image, family expectations, honesty  
Appropriate for secondary campus-diversity goals.

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

not extreme profanity that's likely to cause educational disruption

Determination:

- Content meets definition  
 Content does not meet definition



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

**PART II — Recommendation**

Recommendation:

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



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: <input type="checkbox"/> Content meets definition <input checked="" 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 checked="" 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 checked="" 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 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 <u>3</u> 4	
2. Provides a wide range of background information	1 <u>2</u> 3 4	
3. Includes accurate, authentic factual content from authoritative	1 <u>2</u> /3 4	
4. Has high potential user appeal and interest	1 2 <u>3</u> 4	
5. Offers a global perspective and promotes equity of access in print, electronic	1 2 <u>3</u> 4	
6. Represents diverse viewpoints and cultural groups within the state	1 2 3 <u>4</u>	
7. Enriches and supports the TEKS and curriculum, considering interests	1 <u>2</u> 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	1 <u>2</u> 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	1 2 <u>3</u> 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 2 3 <u>4</u>	

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Lei Ann Stovall

Book Title: Excuse Me While I Ugly Cry

Member Type:	<input type="checkbox"/> Voting Member	<input checked="" type="checkbox"/> Non-Voting Member
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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 type="checkbox"/> Librarian
	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Other	

Book Familiarity:	<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: <u>underage drinking, obtaining fake id's</u> <u>p. 135, 136, 139, 141, 143, 148, 149, 156, 159, 162</u> <u>163, 165, 167, 168, 179, 182</u> <u>Seems excessive; normalizing harmful</u> <u>behavior? Also illegal!</u>
Determination: <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:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:
Determination: <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"/> 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: Excuse Me While I Ugly Cry

<b>Member Type:</b>	<input type="checkbox"/> Voting Member <input checked="" type="checkbox"/> Non-Voting Member
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<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 checked="" type="checkbox"/> Librarian <input type="checkbox"/> Parent <input type="checkbox"/> Other
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<b>Book Familiarity:</b>	<input checked="" type="checkbox"/> I have read the entire book. <input type="checkbox"/> I have read part of the book. <input type="checkbox"/> I have not read the book.
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## PART I — Threshold Definitions

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

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

Supporting Evidence: *This book's dominant themes include navigating anxiety, confronting racial & prejudice and fostering authentic friendships. These themes provide significant social and emotional value to high school students. The inclusion of blackmail, racism and dysfunctional family dynamics are not glorified. Instead, they are obstacles the protagonist must overcome to grow. These elements are part of a narrative about honesty and bravery. The book addresses real-world issues in age appropriate settings. Explores adolescent growth.*

Determination:

Content meets definition

Content does not meet definition

*\* Underage drinking & fake ID*

*Rather than glorify this incident, it is handled with narrative responsibility + serves a clear cautionary purpose. The author depicts this scene as a direct result of the protagonist's escalating anxiety and poor decision making under duress. Quinn faces significant consequences including the breakdown of family trust + a profound loss of self respect which she spends the rest of the novel working to reclaim. This realistic portrayal of adolescent struggle offers social emotional value + pathways for the reader to learn, connect and develop ways to handle tools + decision processes to handle failures of their own.*

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

Supporting Evidence: The book's focus is on emotional honesty and anxiety, not sexual arousal. There are no graphic or explicit sexual acts described in the text. ~~It~~ This title is a Junior Library Guild Gold Standard Selection, a distinction that confirms its high literary & artistic merit for a young adult audience.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence: I did not find anything that feels vulgar in the book. Quinn is obsessed with perfection & image in the beginning of the story. We watch her walls of perfection crumble with the weight of dishonesty & anxiety of her fake perfection. Her mistakes become raw, messy, uncontrolled & a bit socially unacceptable as she hits her rock bottom & ugly cries. None of this is glorified & the reader feels the crash coming. Quinn and the reader learn that authenticity is more valuable than a perfect image.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence: The novel provides a vital mirror for Black female students, specifically addressing the 'strong Black women' trope and the unique pressures of navigating predominantly white academic spaces. Libraries are required to provide a diversity of appeal and materials that represent a variety of perspectives. The book chronicles Quinn's journey of fear + anxiety to healthy coping mechanisms and the importance of professional + family support. It encourages emotional honesty in a YA realistic setting.  
Very suitable

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

In a 300 p. novel, these handful of words are statistically insignificant. They do not dominate the text or define the reading experience. It is used to express moments of extreme frustration, betrayal or shock.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence: While this book contains romance situations, it focuses on the emotional chemistry between Quinn & Tarek. There is romantic tension, swoony moments and kissing but the book does not contain graphic descriptions of sexual acts.

Determination:

- Content meets definition  
 Content does not meet definition

### Threshold Summary

Content contains the following:	<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**

Representation in Young Adult Literature is a key factor in student literacy and social emotional development. Students are more likely to read & succeed when they see themselves reflected in the library's collection.

This title is so relatable to H.S. students. The dishonesty, parent pressure, broken homes, feelings of anxiety to perform, living a lie. The opportunities to learn from Quinn's mistakes & her ultimate honesty are endless.

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

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

*We need more books written by authentic authors of all cultures. This one is excellent!*

<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>
Instruction in TEKS	Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. <i>Education Code 33.0205</i>
Parental Access	<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)*

**Access During  
Challenge**

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

**Notice of Removed  
Material**

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

**Action Not Required**

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

**Liability**

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

**Joint Facilities**

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

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

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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;

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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: \_\_\_\_\_