



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

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

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Timeline

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

Executive Summary

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

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

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

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

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

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

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

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

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

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

Supporting Review Material

Title: <i>Lily and Dunkin</i>	Author: Donna Gephart
ISBN: 9780553536768	Last Check-Out: 4/2023
Current Library Level: Moore Middle School, 1 copy	Recommended Library/Age Level: Kirkus- Ages 10 and up School Library Journal- 5th-8th Grades
Book Summary- Wordpress.com	
<p><i>Lily and Dunkin</i> by Donna Gephart is a young adult novel following the alternating perspectives of Lily, a transgender girl trying to live authentically, and Dunkin, a boy with bipolar disorder trying to fit in after moving to Florida. They form an unlikely friendship, navigating bullying, family struggles, and mental health challenges during their eighth-grade year.</p> <p>Key Aspects of the Novel:</p> <p>Lily (Tim) McGrother: Lily is a transgender girl born in a male body, seeking support to start hormone blockers, with a supportive mom but a resisting father.</p> <p>Dunkin (Norbert) Dorfman: A new boy in town with bipolar disorder who stops taking his medication, leading to improved basketball skills but dangerous manic episodes.</p> <p>Themes: The story centers on bullying, gender identity, mental health, and the courage to be oneself.</p> <p>Friendship: Lily and Dunkin meet during the summer and form a connection, helping each other through their respective struggles.</p> <p>The story concludes with both characters finding acceptance, with Lily working toward living as her true self and Dunkin learning to manage his mental health</p>	
Book Review & Awards	
<p><i>Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.</i></p>	
<p>Booklist starred, 02/15/16 Bulletin of the Center for Children's Books, 06/01/16 Horn Book Guide, 04/01/17 Publishers Weekly, 03/07/16 School Library Connection starred, 08/01/16 School Library Journal starred, 08/01/16 * Voice of Youth Advocates (VOYA), 04/01/16</p>	
Book Review 1	
<p>School Library Journal (August 1, 2016) Gr 5-8-Lily and Dunkin have a chance meeting just before entering eighth grade and sense an immediate connection; both harbor deep secrets. Gephart expertly weaves</p>	

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

Book Review 2

Kirkus Reviews (February 15, 2016)

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



Library Materials Challenge Form

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

Upon receipt of a Library Materials Challenge Form:

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

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

Name: Michael Wagoner Date: 2/19/26
Email: mwwagoner@yahoo.com Phone: 757-971-0190
Street Address: 5079 Still Meadow Ln
City: Celina State: TX Zip Code: 75009
District/Charter School: CISD
Campus: Martin, Moore, CHS

Select all the following that apply:

- 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.

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

Part II: Submitting the Library Materials Challenge Form

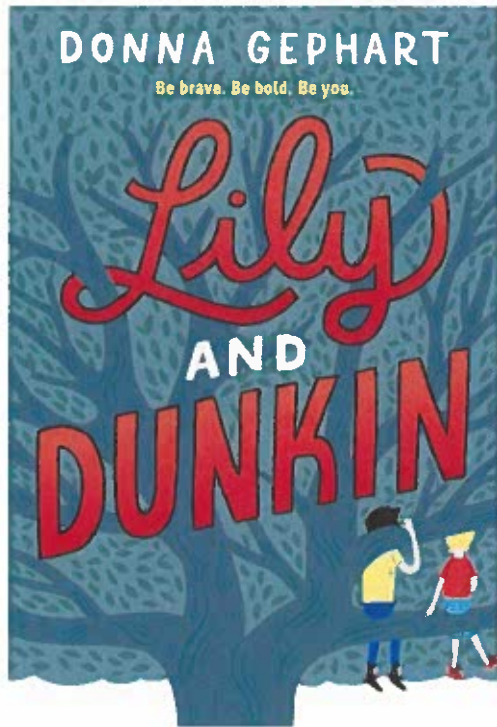
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

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

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

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

LILY AND DUNKIN



Juvenile

By Donna Gephart

ISBN: 978-0-553-53676-8

Book Summary:

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

Summary of Concerns:

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

2_{/5}

Teen Guidance
BookLooks Review Rating

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

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

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

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

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

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

Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: ~~Book~~ Lift and Dunkin

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.
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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:	<u>This book seems to encourage homosexuality & Abnormal therapy</u>
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Determination:	<input checked="" 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:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

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

Determination:

- 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

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

Determination:

- If material meets one of the threshold definitions—**Stop review, do not approve**
- If material does not 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 <input checked="" type="radio"/> 3 4	
2. Provides a wide range of background information	1 <input checked="" type="radio"/> 3 4	
3. Includes accurate, authentic factual content from authoritative	<input checked="" type="radio"/> 2 3 4	
4. Has high potential user appeal and interest	<input checked="" type="radio"/> 2 3 4	
5. Offers a global perspective and promotes equity of access in print, electronic	<input checked="" type="radio"/> 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	1 <input checked="" type="radio"/> 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	<input checked="" type="radio"/> 2 3 4	
8. Fosters growth in factual knowledge, literary appreciation, aesthetic values, societal standards	<input checked="" type="radio"/> 2 3 4	
9. Encourages reading enjoyment, promotes higher-level thinking, supports	<input checked="" type="radio"/> 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	1 <input checked="" type="radio"/> 3 4	

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Lily and Dunkin

Member Type:	<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:

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:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

Threshold Summary

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Lily & Dunkin

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:

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:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

Threshold Summary

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Talkington

Book Title: Lily and Dunkin

Member Type:	<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 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:

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:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

Threshold Summary

Content contains the following:

Harmful Material

Obscene Material

Pervasively Vulgar

Educationally Unsuitable

Profane Content

Indecent Content

Determination:

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

If material does not meet one of the threshold definitions—**Continue**

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

Approve for library collection

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

Do not approve

Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo
Book Title: Lily and Dunkin

2023
relate
Blocked

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

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:

promote idea harmful
educational unsuitable

Determination:

Content meets definition
 Content does not meet definition

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

Supporting Evidence:

unsuitable
for minor

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

Threshold Summary

Content contains the following:	<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: Eratt Calvert

Book Title: Lily + Dunkin

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

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: <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:

meant for conversations at home w/ parents

Determination:

- Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

Threshold Summary

Content contains the following:	<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: Gabe Carter

Book Title: Lily Dunkin

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 checked="" type="checkbox"/> Clergy	<input type="checkbox"/> Counselor	<input type="checkbox"/> Librarian
	<input type="checkbox"/> Parent	<input type="checkbox"/> Other	

PART I — Threshold Definitions

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

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

Supporting Evidence:

Determination: <input 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:

This Book details a Child's journey of Becoming Transgender, and is aimed at ages 10 and up. The explicit details of the process provide no value to a child's education in public schools, and are frankly not at a middle school level

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

Threshold Summary

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

Book Title: Lily and Dunkin

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: (23) I know I was born with boy parts, but when I was little I wore Sara's dresses. (8) (Same theme) I wouldn't feel comfortable recommending this to a child.
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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:
(pp 51) "She wanted to cut her penis off"

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

Threshold Summary

Content contains the following:	<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: Leianm Stovall

Book Title: Lily + Dunkin

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	

PART I — Threshold Definitions

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

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

Supporting Evidence:

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

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

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

Determination:

- Content meets definition - no definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

Threshold Summary

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

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 checked="" type="checkbox"/> Librarian
	<input type="checkbox"/> Parent	<input type="checkbox"/> Other	

Book Familiarity:	<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.

PART I — Threshold Definitions

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

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

Supporting Evidence: To claim Lily & Dunkin is harmful material overlooks the essential role of literature which is to act as both a window and a mirror, for students struggling with mental health or identity, this book is a mirror that validates their existence. For others, it is a window that fosters the empathy necessary to prevent bullying. The novel provides a safe age-appropriate space for students to understand complex realities they or their peers are already facing in the real world. It has social value, the dominant theme is not harmful. It does not glorify gender identity issues. It The real harm lies in silencing these stories, which tells
Determination: <input type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

a very vulnerable population (children) that their lives are too 'controversial' to be discussed. We must show kindness, compassion, and support to these marginalized, misunderstood, and struggling students. This book could save a life especially if it spurs conversations and ways for others to seek understanding of someone different than themselves.

No

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

Supporting Evidence:

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

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

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

Determination:

- Content meets definition
- Content does not meet definition !!!

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

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

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

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

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

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

Determination:

Content meets definition

Content does not meet definition

Threshold Summary

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

PART II — Recommendation

Recommendation:

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

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALSEFB
(LEGAL)

Standards	<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>
Library Material Definitions	<p>"Harmful material" means material whose dominant theme taken as a whole:</p>
Harmful Material	<ol style="list-style-type: none"> 1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion; 2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and 3. Is utterly without redeeming social value for minors. <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"> 1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex; 2. Depicts or describes: <ol style="list-style-type: none"> a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,

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

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

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

Patently Offensive

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

Profane Content

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

**Library Collection
Development
Standards**

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

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

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

13 TAC 4.2(a)-(b)

Responsibility

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

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

Procedures

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

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

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

Policy
Requirements

A school library collection development policy must:

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

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

- c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;
- d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;
- e. Ensure schools provide library catalog transparency, including, but not limited to:
 - (1) Online catalogs that are publicly available; and
 - (2) Information about titles and how and where material can be accessed;
- f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:
 - (1) Access to district/campus policies relating to school libraries;
 - (2) Consistent access to library resources; and
 - (3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;
- g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and
- h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

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

Findings of Fact

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

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

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

Evaluation of
Materials

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

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

13 TAC 4.2(d)

Acquisition of
Library Materials
*Policy
Requirements*

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

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

2. Make the list of library materials not including those library materials to which this provision does not apply that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;
3. Approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and
4. Ensure compliance with the library standards approved under Education Code 33.021.

Education Code 33.026(a)

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

1. Replace a damaged copy of a library material with the same International Standard Book Number (ISBN) that is currently in the school library catalog;
2. Are additional copies of a library material with the same ISBN that is currently in the school library catalog; or
3. Have the same ISBN and have been approved for the same grade levels by the board of the district from a previous proposed list of library materials.

Education Code 33.026(f)

*Board Review
and Meeting*

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

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

Education Code 33.026(b-c)

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

*School Library
Advisory Council
Recommendation*

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

Policy Review

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

Instruction in TEKS

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

Parental Access

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

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

Education Code 33.023

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

Record of Student
Library Use

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

**School Library
Advisory Council**

Permissive
Establishment

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

Mandatory
Establishment

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

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

Composition

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

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

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

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

4. The removal of any library materials that the SLAC determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;
5. The policies and procedures for processing challenges received under Education Code 33.027; and
6. The action to be taken by the district in response to a challenge received under Education Code 33.027.

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

Education Code 33.025(d-e)

Meetings

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

1. At least 72 hours before the meeting, post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district and ensure that such notice is posted on the district's internet website, if the district has an internet website;
2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the SLAC during the meeting;
3. Make an audio or video recording of the meeting; and
4. Not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.

Minutes

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

Education Code 33.025

**Challenge or Appeal
of Library Material**

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

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

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

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

Challenge Form	TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. <i>Education Code 33.027(e)</i>
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. <i>Education Code 33.027(b)</i>
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. <i>Education Code 33.027(c)</i>
Board Action on Written Challenge	<p>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.</p> <p>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.</p> <p><i>Education Code 33.027(d)</i></p> <p>In taking action on a written challenge or appeal, the board shall consider:</p> <ol style="list-style-type: none">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. <i>Education Code 33.027(g)</i>
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. <i>Education Code 33.027(h)</i>
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. <i>Education Code 33.027(i)</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. <i>Education Code 35.004</i>
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. <i>Education Code 33.022</i>

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

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

**School Library
Advisory Council**

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

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

**Collection
Development Policy**

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

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

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

Responsibility

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

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

**Collection
Development Goals**

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

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

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

**Recommendation
and Procurement of
Materials**

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

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

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

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

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

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

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

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

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

Donated and
Proposed
Procurement List

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

Access Plan

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

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

Each campus shall communicate the following to parents and guardians:

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

Parental
Involvement

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

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

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

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

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

*Access
Procedures*

School Library

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

Library Catalog

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

Protection from
Inappropriate
Material

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

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

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

Challenge of Library Material

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

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

Guiding Principles

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

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

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

Formal Challenge

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

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

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

SLAC Recommendation

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

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

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

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

Appeal

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

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

Frequency of Review

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

Removal of Library Materials

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

Maintenance of Library Materials

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

Gifts and Donations

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

Policy Review

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

Resolution Establishing a Local School Library Advisory Council

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

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

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

WHEREAS, the SLAC's duties include recommending:

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

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

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

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

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

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

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

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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: _____