



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

**Title: *Dear Evan Hansen***  
**Authors: Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul**  
**ISBN: 9780316420228**

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## **Timeline**

<b>Library Materials Challenge Form Received</b>	<b>March 2, 2026</b>
<b>Board Notification</b>	<b>March 3, 2026</b>
<b>Superintendent Notification</b>	<b>March 3, 2026</b>
<b>School Library Advisory Council Notification</b>	<b>March 3, 2026</b>
<b>Campus Administration Notification</b>	<b>March 3, 2026</b>
<b>SLAC Review Process Window</b>	<b>March 3 - April 23, 2026</b>
<b>School Library Advisory Council Meeting</b>	<b>April 23, 2026</b>
<b>School Board Meeting</b>	<b>May 18, 2026</b>

## Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *Dear Evan Hansen* by Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul (ISBN: 9780316420228). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

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

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized rubric. The review process was completed within the window of March 3, 2026 - April 23, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

During the April 23, 2026 meeting, the SLAC formally reviewed the compiled report for this title and engaged in discussion before taking action. The SLAC members completed the Library Materials Challenge Evaluation Rubric. One non-voting member of the SLAC reported to have read the book, in its entirety.

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

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

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

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

## Supporting Review Material

<b>Title:</b> <i>Dear Evan Hansen</i>	<b>Author:</b> Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul
<b>ISBN:</b> 9780316420228	<b>Last Check-Out:</b> 5/2023
<b>Current Library Level:</b> Celina High School, 1 copy	<b>Recommended Library/Age Level:</b> Publisher: 9-12th Grade Kirkus: Ages 14-18
<b>Book Summary- <a href="http://Wordpress.com">Wordpress.com</a>, <a href="http://Lifeofpippa.co.uk">Lifeofpippa.co.uk</a>, <a href="http://Supersummary.com">Supersummary.com</a></b>	
<p><i>Dear Evan Hansen</i> by Val Emmich, Steven Levenson, Benj Pasek, and Justin Paul (based on the musical by Pasek, Paul, and Levenson) is a YA novel about Evan, a lonely teen with severe anxiety who lies about being friends with Connor Murphy, a classmate who committed suicide. The lie spirals into a viral, heartfelt movement, allowing Evan to find belonging while navigating intense grief and his own moral compromises.</p> <p><b>Key Plot Points</b></p> <p><b>The Letter:</b> Evan writes a therapy letter to himself about his fear and his crush on Zoe Murphy (Connor's sister). Connor takes the letter and later dies by suicide with it in his pocket, leading his parents to believe it was a suicide note written to Evan.</p> <p><b>The Lie:</b> Unable to tell the grieving Murphys the truth, Evan invents a secret friendship, fabricating emails and memories.</p> <p><b>The Movement:</b> Evan, along with friends Jared and Alana, launches "The Connor Project" to honor Connor, making Evan popular and closer to the Murphys than his own single mother.</p> <p><b>The Downfall:</b> The truth is revealed when the lies become impossible to sustain, threatening the newfound peace of the Murphy family.</p> <p><b>The Ending:</b> The Murphys are devastated by the lie but, rather than exposing him, choose to forgive Evan for his actions, which were driven by a desperate need for connection. The orchard, a central symbol, is still funded, and the family finds a sense of peace. In the epilogue, Evan loses his popular standing and breaks up with Zoe, but he stops pretending to be someone else. He starts to accept himself and works on overcoming his anxieties, learning that simply being a human being is enough.</p>	
<p><b>Book Review &amp; Awards</b></p> <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, 09/01/07          Bulletin of the Center for Children's Books, 10/01/07          Horn Book Magazine, 09/01/07          Horn Book Magazine starred, 04/01/08          Kliatt starred, 09/01/07          Publishers Weekly starred, 07/16/07</p>	

School Library Journal, 09/01/07  
Voice of Youth Advocates (VOYA), 08/01/07  
Voice of Youth Advocates (VOYA) starred, 08/01/07  
Wilson's Junior High School, 11/01/08  
Wilson's Senior High School, 01/01/09

### Book Review 1

#### **Kirkus Reviews (August 15, 2018)**

Emmich (*The Reminders*, 2017) joins the team behind the Tony-winning musical to create this novel adaptation. Awkward high school senior Evan Hansen has zero friends and a debilitating mixture of depression and anxiety. As a coping mechanism, his therapist assigns him to write letters to himself to reframe his thinking. When one of those letters is found on the body of Connor Murphy, a loner classmate and brother of Evan's crush, Zoe, the Murphys assume that Connor addressed a suicide note to Evan and that the boys were secretly friends. Evan does nothing to dissuade this notion, and soon his lies build as he experiences belonging and acceptance for the first time. But as his anxiety winds ever tighter and others notice loopholes in his story, Evan begins to unravel as he fears exposure. Evan's first-person narration is simultaneously sympathetic and frustrating, female characters feel underdeveloped, and the story's representation of mental health issues is at times underwhelming. Inserted interludes of Connor's ghostly first-person, post-death perspective provide marginal insight into his character, although it is here that readers learn of Connor's fluid sexuality. Whether or not they've seen or listened to the musical, many readers will latch on to the story's message that "no one deserves to be forgotten." Evan presents as white, and other major characters are African-American and Latinx. Without the rich music and stage performance it's a middling story with themes better handled elsewhere; impeccably timed for the musical's national tour, however, teens will clamor to read it. (Fiction. 14-18)

### Book Review 2

#### **Publishers Weekly (July 9, 2018)**

Plenty of books have been adapted into theater, but this novel inverts the formula, drawing on a Tony Award-winning musical for its empathetic story. Evan Hansen is a lonely, anxiety-ridden teenager whose therapist suggests he write an affirmative note to himself every day. When one of Evan's letters falls into the hands of a classmate who later commits suicide, the boy's parents mistakenly believe that Evan was his best friend. Evan struggles with correcting the misperception, which succors the dead boy's parents and brings Evan popularity when a speech he gives, about how every life matters, goes viral. Alongside the show's creators, actor and writer Emmich (*The Reminders*) is well suited to the task of taking Evan's tortured conscience from stage to page, offering a particularly authentic first-person narration about family dynamics, the importance of kindness, and the horrors of not fitting in at high school. The timely plotline, about how one innocent lie can spin out of control with the help of the internet, makes this a must-read for teens and those who care about them.



## Library Materials Challenge Form

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

Upon receipt of a Library Materials Challenge Form:

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

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

Name: Michael Wagoner Date: 03/02/2026  
Email: mwwagoner@yahoo.com Phone: 757-971-0190  
Street Address: 5079 Still Meadow Ln  
City: Celina State: TX Zip Code: 75009  
District/Charter School: CISD  
Campus: CHS

Select all the following that apply:

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

### Library Materials Challenge Form Instructions

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

## Library Materials Challenge Form, page 2

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

Dear Evan Hansen by Val Emmich

Sec 33.021 sexually explicit material; 43.21 patently offensive

Attachment provided

### Part II: Submitting the Library Materials Challenge Form

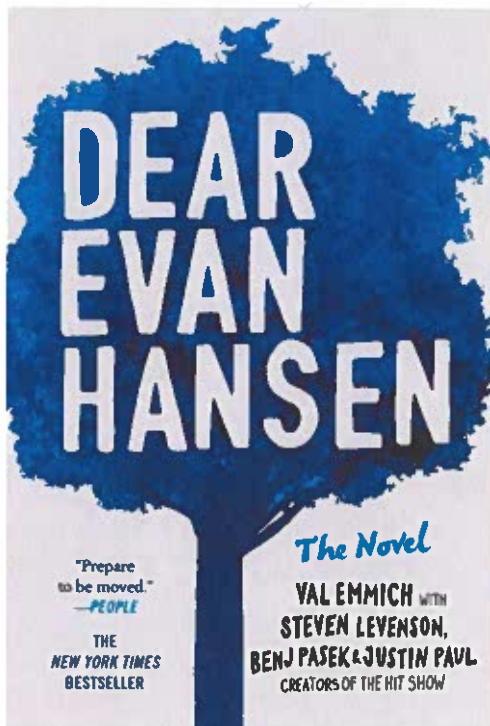
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, [rhondathornton@celinaisd.com](mailto:rhondathornton@celinaisd.com).

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

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

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

# DEAR EVAN HANSEN



*Young Adult*

By Val Emmich, Steven Levenson,  
Benj Pasek, and Justin Paul

ISBN: 9780316420228



3 / 5

Minor Restricted  
BookLooks Review Rating

Page	Content
11	New couples. Whole new sexual orientations and gender identities.
17	He's got one thumb in his belt loop and the other hand on Kristen Caballero's waist. Last I heard, Kristen was with Mike Miller, but he graduated last year. On to the next, I see. They're making out now. It's very wet. ...I make a pit stop at the water fountain. I've already forgotten the plan: Let people see you. How am I supposed to do that? Carry around sparklers? Hand out free condoms?
19	"Is it weird to be the first person in history to break their arm from jerking off too much, or do you consider that an honor?" Jared says much too loudly. "Paint me the picture. You're in your bedroom. Lights off. Smooth jazz in the background. You've got Zoe Murphy's Instagram up on your weird, off-brand phone."
34	Maybe it's the few light whiskers on his chin or the smell of smoke on his hoodie or the black nail polish or the fact that I heard he got expelled from his last school for drugs, but Connor seems like he's way older than me, like I'm a kid and he's a man.
43	"Do you need help locating the vagina?" Jared says. "I'm sure there's an app for that."
46	He's probably off getting high somewhere and has forgotten that I even exist.
48	A letter to yourself? What the crap does that even mean? It's like some kind of sex thing?
58	"He took his own life," Mr. Murphy says.
64	(Unfortunately, the whole private school experiment was a bust. Apparently, Adderall to get through finals—or the day—is perfectly OK. But a little weed in your locker is unforgivable. Hypocrites. Maybe now they'll see how ass-backward they are. Hey, geniuses, no one dies from marijuana. Pills, though? Yup, you guessed it.)
96	"I was just thinking." "About?" "About that boy who..." ...I keep wondering how he did it. Razor blade? Pills? Noose? Carbon monoxide? The casket was closed at the wake, so maybe he used a gun? I know he didn't jump off a bridge, considering the pristine condition of my letter. I can't find any details about his death. People online keep saying it was probably an overdose, which would be fitting. And peaceful.
116	His parents think you were lovers. You realize that, right? What? Why would they think that? Umm. You were best friends, but he wouldn't let you talk about him at school? And when you did, he kicked your ass? That's like the exact formula for secret gay high school lovers.
118	Oh, right, one of those "secret" email accounts. Sure. For sending pictures of your penises to each other.
126	I want you to know that you've been on my mind this whole time. I rub my nipples every night as I picture your sweet, sweet face.
128	I should really take your advice and stop smoking pot. Maybe then everything might be okay. And I'll try to be nicer.
129	Jared is gazing across the room. "Look at the bumper on that one." I resist the temptation to look.

Page	Content
132	I'm pretty sure they're talking about weed, Zoe says. Where? I don't see that, Cynthia says. When they say trees? Oh, Cynthia says. Oh.
160	"I didn't think so. My mom's clueless when it comes to that stuff. She never knew when my brother was high. He'd be talking so slow and she'd be like, 'He's just tired.'"
167	It's been four days since I tried to kiss Zoe Murphy. I mean, I did kiss her. It was just really brief and she didn't reciprocate, but it did, in fact, happen. ...My first kiss was with Robin, who lived in the one-story home across the street. It happened in her pool. It was a lightning-speed peck, more funny than anything, just because we both wanted to find out what it felt like. And my second kiss was from Amy Brodsky when I was ten. She just leaned over at recess one day and I instantly fell in love with her, until I saw her do the exact same thing to two other boys over the course of the next week. I haven't been the same since kissing Zoe.
170	Most of the news is about a celebrity sex scandal or an upcoming election.
171	"I was already noticing that people were mentioning Connor less, and now this. People don't care anymore. All anyone wants to talk about is Ms. Bortel. Some people are saying she slept with a student, but I also heard she might have had an affair with Principal Howard."
182	"Look at the size of this pillar. I bet you the Murphys are swingers." "What? No. They're just normal."
210	She looks up. She takes a step. And then, my lips and her lips, again. Only this time it's not my doing. She pulls back and exhales.
228	But people share some scary shit, like about sucking dick for meth.
231	I thank her and we finally leave Workout Heaven. "Dude. You're a hit with the MILF crowd."
234	He was the first person I'd known who was openly and proudly gay. (I was something in between. Fluid. The way I thought about both girls and guys. Back then I had only begun to put those thoughts into action.)
235	What's crazy, I was basically just smoking weed at the time. ...Wilderness camp was a literal walk in the park compared with rehab. The kids I was with were hard addicts.
252	I finally know what it means to kiss someone. Like, really kiss, for many seconds at a stretch.
258	"We should throw a kegger." I laugh. "We should definitely throw a kegger. For sure." "Until your mom comes home." ..."In three hours." It's possible I've forgotten how to use words.
269	In the hallway at school the next morning, Zoe gives me a kiss in front of everyone. ...She kisses me again quickly, this time on the cheek, and heads off.
272	My parents are out of town this weekend. The last time they used the liquor cabinet was Rosh Hashanah '97. We can drink whatever we want.
275	"We're just in here having a glass of wine, getting to know each other," Cynthia says. ...Larry stands. "Are we ready for another bottle?" "Open the Portland," Cynthia tells Larry. Then, explaining to my mom, "It's completely one

Page	Content
	hundred percent sustainable, the entire production process. There was a whole feature on them in the New York Times. Incredible.” ...Larry returns with the new bottle, which he’s poured into a fancy glass container.
296	“If we weren’t friends,” I say, “then why did he write his suicide note to me?”
299	Just contributed another fifty Gave forty-one. The age my daughter would be if she hadn’t taken her life
304	Cynthia is in her husband’s face. “When he threatened to kill himself the first time, do you remember what you said?”
328	In the living room: two dots in the ceiling. We said they were nipples, Zoe and I. The joke was someone fell upstairs and imprinted their chest.

Profanity	Count
Ass	8
Bitch	2
Dick	6
Fuck	37
Shit	29

# Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo

Book Title: Dear Evan Hansen

2023

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

<b>Book Familiarity:</b>	<input type="checkbox"/> I have read the entire book.
	<input type="checkbox"/> I have read part of the book.
	<input checked="" type="checkbox"/> I have not read the book.

## PART I — Threshold Definitions

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

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

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

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Dear Evan Hansen Jarrett Calvert

Book Title: Dear Evan Hansen

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

<b>Book Familiarity:</b>	<input type="checkbox"/> I have read the entire book. <input type="checkbox"/> I have read part of the book. <input checked="" type="checkbox"/> I have not read the book.
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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: <input type="checkbox"/> Content meets definition <input checked="" type="checkbox"/> Content does not meet definition

**Threshold Summary**

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

Determination:

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

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

## PART II — Selection Criteria Rubric

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

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 2 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: Cahnel Carter

Book Title: Dear Evan Hansen

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

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

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

<b>Determination:</b>
<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:

Glorified Anxiety, detailed suicide methods  
sexually explicit

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Ken Pasqua

Book Title: Dear Evan Hansen

Member Type:	<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: Pg. 19 - It's weird to be the first person in the world to break their arm by jerking off to much. I wouldn't feel comfortable recommending this to a child.
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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:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:  
Pg. 43 - Do you need help locating the vagina

Determination:  
 Content meets definition  
 Content does not meet definition

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

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

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

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

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Liz Ann Stovall

Book Title: Dear Evan Hansen

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

Book Familiarity:	<input type="checkbox"/> I have read the entire book.
	<input type="checkbox"/> I have read part of the book.
	<input checked="" type="checkbox"/> I have not read the book.

## PART I — Threshold Definitions

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

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

Supporting Evidence: <u>ways to commit suicide - razor blade, pills, . noose, carbon monoxide, gun, jump off bridge, overdose... "which would be fitting. And peaceful</u>
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Determination: <input checked="" type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition
---

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence: "sending pictures of your penises to each other" "sucking dick for meth"
Determination: <input checked="" type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Dear Evan Hansen

<b>Member Type:</b>	<input type="checkbox"/> Voting Member <input checked="" type="checkbox"/> Non-Voting Member
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<b>Committee Role:</b>	<input type="checkbox"/> Administrator <input type="checkbox"/> Board Member <input type="checkbox"/> Business/Community <input type="checkbox"/> Clergy <input type="checkbox"/> Counselor <input checked="" type="checkbox"/> Librarian <input type="checkbox"/> Parent <input type="checkbox"/> Other
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<b>Book Familiarity:</b>	<input checked="" type="checkbox"/> I have read the entire book. <input type="checkbox"/> I have read part of the book. <input type="checkbox"/> I have not read the book.
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**PART I — Threshold Definitions**

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

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

Supporting Evidence: *The claim that this book contains harmful content stems from a fear that depicting mental health issues + moral failures will negatively influence young readers. However, literature is most effective when it tackles the very issues students are facing in silence. The novel provides a critical look at the consequences of social media isolation and the weight of dishonesty. It serves as a starting point for life-saving conversations about suicide prevention. By removing the book, we are not protecting students from harm but we are removing the very language they need to ask for help and to understand the value of their own lives. If we only let our students read about 'perfect' characters we*

Determination:

Content meets definition

Content does not meet definition

*are not preparing them for a world that requires grace, forgiveness, and the courage to be honest.*

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

Supporting Evidence: This book has immense social and artistic value. It has been used globally to facilitate discussions on adolescent mental health and the dangers of social media performativity. It is a contemporary fiction that seeks to help people feel found not to provide indecent thrills. Evan's lie causes him anxiety + discomfort. It does not glorify this behavior. It is a potential life saving novel.

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

The sexual content in this novel is minimal and generally focuses on Evan's awkwardness and his deep-seated fear of rejection. The author humanizes the struggles of anxiety rather than sexualizing the character. There is no graphic or gratuitous content. The book focuses on feelings and internal monologue. Remember the plot ←★ is a cautionary tale about the danger of living a lie

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence: The book is perfect for teaching + discussing social-Emotional Learning and Digital Citizenship. Suitability can be defined by a book's ability to help students navigate the complexities of their own lives and the digital world they inhabit. Education should not merely consist of 'safe' stories. We must engage with the actual pressures students face, providing them with the critical thinking skills need to navigate those pressures with integrity.  
\* Normalizes the conversations around anxiety & encourages seeking help.

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence: Evan suffers from severe social anxiety. The profanity in his internal dialog often occurs during moments of high intensity panic or emotional overwhelm. This provides indication of pain. The language is not glorified but an honest window into the mental noise of anxiety. By including rough edges of Evan & others grieving, the author creates a world that feels real & high stakes which allows the eventually redemptive ending to carry more weight. We need our students to experience these lessons in a safe environment of literature. We want them to

Determination:

Content meets definition

Content does not meet definition

learn we can struggle, fail, and recover. There is help. there is hope. We can survive.

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

Supporting Evidence: The novel explores themes of social anxiety, the aftermath of suicide, and the complexity of human relationships. These are heavy gritty topics but they are handled with a focus on character growth and moral consequences rather than gratuitous or "indecent" intent. If we take isolated excerpts of Evan's thoughts out of context, we can call them indecent. But if we look at the whole work, we see a boy who is so lost he makes a terrible mistake but the story does not let him off hook until he tells the truth.

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

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

Determination:

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

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Dear Evan Hansen

Member Type:	<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: <p>explaining best way to commit suicide talk about nude pics via text</p>
Determination: <input checked="" type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

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

Supporting Evidence:

Sending pics of penis via text  
Rubbing nipples

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

word Fuck and Shit used over 4000

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Rubbing Nipples  
Sealy PICS of Penis

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

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Dear Evan Hansen

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

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

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

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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



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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

Approve for library collection

Approve with age/location restrictions *should be allowed @ CHS*

Do not approve

Return to committee for further review

# Library Materials Challenge Recommendation Rubric

Member Name: Rosemary Tallington

Book Title: Dear Evan Hansen

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

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

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

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

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

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

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

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

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

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

Determination:

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

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

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

<b>Standards</b>	<p>The <i>School Library Programs: Standards and Guidelines for Texas</i> are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. <i>13 TAC 4.1</i></p> <p>A district shall consider the standards in developing, implementing, or expanding library services. <i>Education Code 33.021(b)</i></p>
Collection Development	<p>A district shall adhere to the standards for school library collection development in developing or implementing the district's library collection development policies. <i>Education Code 33.021(c)</i></p>
<b>Library Material Definitions</b>	<p>"Harmful material" means material whose dominant theme taken as a whole:</p>
Harmful Material	<ol style="list-style-type: none"> <li>1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;</li> <li>2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and</li> <li>3. Is utterly without redeeming social value for minors.</li> </ol> <p><i>Education Code 33.020(1); Penal Code 43.24(a)</i></p>
Indecent Content	<p>"Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive. <i>Education Code 33.020(2)</i></p>
Library Material	<p>"Library material" means any book, record, file, or other instrument or document in a district's library catalog. The term does not include instructional material, as defined by Education Code 31.002 [see EFA], or materials procured for the TexShare consortium under Subchapter M, Chapter 4, Government Code. <i>Education Code 33.020(3)</i></p>
Obscene	<p>"Obscene" means material or a performance:</p> <ol style="list-style-type: none"> <li>1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;</li> <li>2. Depicts or describes: <ol style="list-style-type: none"> <li>a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or</li> <li>b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism,</li> </ol> </li> </ol>

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

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

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

Patently Offensive

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

Profane Content

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

**Library Collection  
Development  
Standards**

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

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

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

*13 TAC 4.2(a)-(b)*

Responsibility

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

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

- standards is responsible for the selection and acquisition of library materials. *13 TAC 4.2(f)*
- Procedures
- A district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. *13 TAC 4.2(g)*
- A district may adopt local policies and procedures in addition to the standards adopted under Education Code 33.021(c) that do not conflict with the adopted standards or other requirements of the Education Code. *Education Code 33.021(e)*
- Policy Requirements
- A school library collection development policy must:
1. Describe the purpose and collection development goals;
  2. Designate the responsibility for collection development;
  3. Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
  4. Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
  5. Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code 35.001 consistent with any policies adopted by the Texas Education Agency (TEA) and local school board requirements; *[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]*
  6. Include an access plan that, at a minimum, allows efficient parental access to the district's library and online library catalog; and
  7. Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:
    - a. Recognize that parents are the primary decision makers regarding their student's access to library material;
    - b. Prohibit the possession, acquisition, and purchase of harmful material, library material rated sexually explicit material by the selling library material vendor under Education Code 35.002 *[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]*, library material that is pervasively vulgar or educationally unsuitable as

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

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

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

*Findings of Fact*

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

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

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

Evaluation of  
Materials

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

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

13 TAC 4.2(d)

Acquisition of  
Library Materials  
*Policy  
Requirements*

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

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

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

*Education Code 33.026(a)*

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

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

*Education Code 33.026(f)*

*Board Review  
and Meeting*

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

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

*Education Code 33.026(b-c)*

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

<i>School Library Advisory Council Recommendation</i>	If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. <i>Education Code 33.026(d)</i>
Policy Review	A district's collection development policy should be reviewed at least every three years and updated as necessary. <i>13 TAC 4.2(h)</i>
<b>Instruction in TEKS</b>	Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. <i>Education Code 33.0205</i>
<b>Parental Access</b>	<p>A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.</p> <p>A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.</p> <p><i>Education Code 33.023</i></p> <p>[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]</p>
Record of Student Library Use	A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] <i>Education Code 33.024</i>
<b>School Library Advisory Council</b> Permissive Establishment	The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. <i>Education Code 33.025(a)</i>

Mandatory  
Establishment

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

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

Composition

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

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

*Education Code 33.025(f)*

Duties

The local SLAC's duties include recommending:

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

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

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

*Education Code 33.025(d-e)*

**Meetings**

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

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

**Minutes**

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

*Education Code 33.025*

**Challenge or Appeal  
of Library Material**

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

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

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

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

Challenge Form

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

Copy of Challenge to SLAC

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

Library Material Review Committee

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

Board Action on Written Challenge

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

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

*Education Code 33.027(d)*

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

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

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

*Education Code 33.027(f)*

**Access During  
Challenge**

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

**Notice of Removed  
Material**

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

**Action Not Required**

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

**Liability**

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

**Joint Facilities**

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

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

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

**School Library  
Advisory Council**

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

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

**Collection  
Development Policy**

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

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

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

**Responsibility**

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

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

**Collection  
Development Goals**

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

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

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

**Recommendation  
and Procurement of  
Materials**

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

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

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

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

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

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

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

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

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

Donated and  
Proposed  
Procurement List

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

Access Plan

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

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

Each campus shall communicate the following to parents and guardians:

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

Parental  
Involvement

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

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

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

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

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

*Access  
Procedures*

School Library

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

Library Catalog

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

*Protection from  
Inappropriate  
Material*

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

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

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

**Challenge of Library Material**

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

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

**Guiding Principles**

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

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

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

**Formal Challenge**

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

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

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

**SLAC Recommendation**

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

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

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

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

**Appeal**

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

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

**Frequency of Review**

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

**Removal of Library Materials**

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

**Maintenance of Library Materials**

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

**Gifts and Donations**

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

**Policy Review**

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

## **Resolution Establishing a Local School Library Advisory Council**

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

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

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

WHEREAS, the SLAC's duties include recommending:

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

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

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

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

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

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

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

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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: \_\_\_\_\_