



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

**Title: *The Carnival at Bray*  
Authors: Jessie Ann Foley  
ISBN: 9780989515597**

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## **Timeline**

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

## Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *The Carnival at Bray* by Jessie Ann Foley (ISBN: 9780989515597). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

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

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

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

A non-voting member cited no supporting evidence for any of the threshold definitions. Two non-voting members cited supporting evidence of the book having "harmful content". One voting member cited supporting evidence of this text having "harmful content". One non-voting member cited supporting evidence for "obscene material", while one voting member also cited evidence supporting "obscene material" within the book. Zero voting or non-voting members cited evidence of "pervasively vulgar" content, and no members indicated that the content met the definition in this portion of the rubric. One of four voting members noted the book to be "educationally unsuitable", but provided no cited supporting evidence. Zero non-voting members cited evidence that this book is "educationally unsuitable". One of the four voting members provided supporting evidence that this book contains "profane content". Zero non-voting members cited evidence of "profane content". Three voting members provided supporting evidence that threshold definitions were met, noting that this book has "indecent content", two of voting members provided supporting evidence. Zero voting members cited supporting evidence meeting the threshold definition of "indecent content".

The recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "harmful material". There was not a second motion. A motion was made by Allison Chao to continue to include the title as a part of the high school library collection. There was not a second motion. After further discussion, the recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "harmful material". The motion was seconded by Rosemary Talkington. The SLAC voted 4-0 to remove the book from the CISD library collection.

The School Library Advisory Council submits its recommendation to remove the book from the CISD library collection due to "harmful material" to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

<b>Title:</b> <i>Carnival At Bray</i>	<b>Author:</b> Foley, Jessie Ann
<b>ISBN:</b> 9798368737492	<b>Last Check-Out:</b> no check outs
<b>Current Library Level:</b> Celina High School, 1 copy	<b>Recommended Library/Age Level:</b> Titlewave: Young Adult School Library Journal: Grades 10+
<b>Book Summary- Wordpress.com, SparkNotes+7 &amp; Audible</b>	
<p><i>Carnival at Bray</i> by Jessie Ann Foley is a 1990s-set YA novel about 16-year-old Maggie Lynch, who moves from Chicago to Bray, Ireland, with her mother. Dealing with displacement, a new stepfather, and the suicide of her beloved Uncle Kevin, Maggie matures through music, friendship with an elderly local, and a transformative, rebellious trip to Rome to see Nirvana, ultimately finding her independence.</p> <p><b>Key Details and Plot Summary</b></p> <p><b>The Move:</b> Maggie's mother moves the family to Ireland to marry her new boyfriend, forcing Maggie to leave behind her life in Chicago and her favorite uncle, Kevin.</p> <p><b>The Setting:</b> Set in the early 1990s, the story is heavily influenced by grunge music, providing a soundtrack to Maggie's emotional journey.</p> <p><b>Challenges:</b> In Bray, Maggie struggles to fit in and experiences a challenging relationship with her mother, who is described as selfish and immature.</p> <p><b>Key Relationships:</b> She forms an unlikely, close friendship with Dan Sean, the oldest man in town, and later sparks a romance with a local boy, Eoin.</p> <p><b>Tragedy and Growth:</b> The suicide of her uncle, Kevin—who had taught her to love music and encouraged her to live fully—acts as a catalyst for her to take control of her life.</p> <p><b>The Ending</b></p> <p><b>The Trip to Rome:</b> Following a series of crises and a desire to fulfill a dream, Maggie makes a forbidden pilgrimage to Rome to watch Nirvana live.</p> <p><b>Independence:</b> This trip serves as her coming-of-age moment, allowing her to break out of her shell, deal with her grief, and become her own person.</p> <p><b>Final Decision:</b> As the novel closes, Maggie's mother moves back to Chicago after divorcing her new husband. However, Maggie chooses to stay in Ireland to finish her schooling and remains with her boyfriend, Eoin, embracing her new life.</p> <p>The <i>Carnival at Bray</i> was a Printz Honor book, noted for its authentic depiction of teenage loss and growth.</p>	
<b>Book Review &amp; Awards</b>	
<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>	
Kirkus Reviews starred, 09/15/14 *	

Michael L. Printz Honor, 2015 \*  
School Library Journal, 09/01/14 \*  
School Library Journal, 11/01/15 \*  
Teacher Librarian, 04/01/15 \*  
Voice of Youth Advocates (VOYA), 12/01/14 \*  
William C. Morris YA Debut Nominees, 2015 \*

### Book Review 1

#### **Kirkus Reviews starred (September 15, 2014)**

In 1993, 16 year-old Maggie and her family move from Chicago to small-town Ireland with the latest of her mother's romantic partners. Moving to Bray, Maggie leaves behind warm, practical Nanny Ei and beloved Uncle Kevin, a 26-year-old who plays in a band, sneaks her into grunge rock concerts and makes himself responsible for Maggie's musical education. Arriving in Ireland, Maggie finds that she's no better at fitting in with the girls of St. Brigid's than she had been at her old school. Instead, she forms a loose web of connections with local figures: Dan Sean, a Bray legend at 99, whose home becomes a refuge for Maggie in times of family conflict; Aine, the bookish classmate with whom Maggie reluctantly goes on double dates; and Eoin, the gentle boy with whom Maggie falls in love. The narrative subtly and carefully interweaves peer and family drama--much of it involving troubled Uncle Kevin--with the highs and lows of the grunge music scene, from the transformative glory of a Nirvana concert to the outpouring of grief around the death of Kurt Cobain. Every character, every place comes alive with crisp, precise detail: Maggie's heartbroken mother "howling along in an off-key soprano" to Joni Mitchell's Blue, Dan Sean welcoming Maggie with a Cossack's hat and a hefty glass of port. Powerfully evocative. (Historical fiction. 14 & up)

### Book Review 2

#### **School Library Journal (Sep 13, 2024)**

Gr 10 Up—Past sins find a way of making themselves known in the present. Formerly enslaved Sethe resides with her daughter Denver. Their lives take a turn when Paul D arrives, and a mysterious girl who calls herself Beloved comes into their home. As the narrative progresses, it is revealed that Beloved embodies the spirit of Sethe's murdered daughter. Morrison's iconic novel is a journey, one that is not always pretty, through the decisions that Sethe made to keep her children from slavery. It cuts right to the heart of what life after the Civil War was like for those who were now supposedly free. Like all of Morrison's works, this classic demonstrates the power that lies behind our voices and pens and the art of storytelling. The work amplifies the topics of trauma, love, and literacy. VERDICT Scenes of rape and violence make this a difficult read, but it is a must particularly for those who are studying the physiological and historical effects of the Civil War.



## Library Materials Challenge Form

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

Upon receipt of a Library Materials Challenge Form:

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

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

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

Select all the following that apply:

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

### Library Materials Challenge Form Instructions

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

## Library Materials Challenge Form, page 2

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

The Carnival at Bray by Jesse Foley

Sec 33.021 sexually explicit material; 43.21 patently offensive

Attachment provided

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

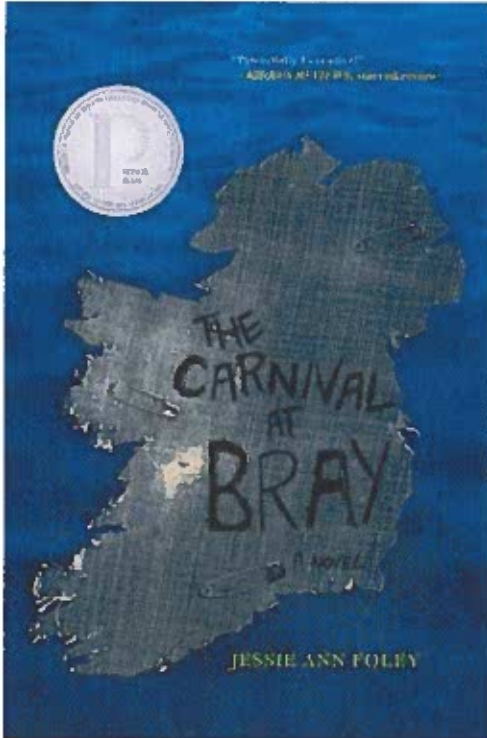
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, [rhondathornton@celinaisd.com](mailto:rhondathornton@celinaisd.com).

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

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

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

# THE CARNIVAL AT BRAY



## Book Summary:

A teenager moves to a new country where she experiences love and loss.

## Summary of Concerns:

This book contains alcohol use involving minors; profanity; sexual activities; sexual assault involving minors; and sexual nudity.

*Young Adult*

**By Jessie Ann Foley**

ISBN: 9780989515597



**4** / 5

**Not For Minors**  
BookLooks Review Rating

Page	Content
5	In the aftermath, Laura would lubricate her despair with great quantities of red wine and the occasional sleeping pill.
17	She woke up once in the middle of the night, feverish, and saw the shadows of two people moving up and down- Uncle Kevin and the blonde- and the blonde was moving on top of him and he was holding her breasts in each of his hands like Christmas ornaments. Maggie knew what they were doing but it didn't look so frightening or clinical as when she learned about it during those awful movies in health class. And it didn't look as disgusting as the porno she'd seen at Katie Grant's house, which was all spread legs and shaved bodies and smirking plastic faces.
20	He gripped her thin waist; his right hand snaking down the long pocket of her tight black jeans to squeeze her butt.
21	And although she sometimes missed the simple reassurance of her little sister's breathing in the night, Maggie could now listen to "Nightstick," without being asked what the lyrics meant, or cry when she felt sad without being asked what was wrong, or change her clothes without having to hide in the closet so that Ronnie wouldn't stare at her breasts and ask her how old she was when she grew them ("I don't know; it's not like they inflated one night while I was sleeping"), and what they felt like ("skin"), and whether she needed help with all those bra hooks("No, weirdo!").
28	But Maggie, dreamy and dizzy from the liquor, felt welded to her seat. ... "This is why I usually pour the drinks," said Mike, winking at her. Then he leaned over and whispered, "He does that for people he likes- pours 'em strong so it takes 'em longer to drink. Means he likes your company." Maggie blushed. "But I've barely said anything," she said.
30	There was nothing. She was just sitting there in silence, getting drunk. It occurred to her that a person's first drunken experience should be in the basement of a friend's house, in a forest preserve, behind the bleachers of a football field. Certainly not in the company of a sleeping ninety-nine-year-old man. She giggled a little and wondered what Uncle Kevin would make of it. "Hot port?" he would say. "Very impressive, Mags. I would have thought you'd be more of a wine cooler type of girl."
44	Paul's mouth was eager but not hideous in the starlight, and he put two firm hands on her waist, leaned in, and jammed a cold, limp tongue into her mouth. She didn't know what else to do, so she opened her mouth a little wider, trying to clear a breathing passage, closed her eyes tightly and concentrated on not drooling. His tongue began waving back and forth as if a tiny drunk man was weaving his way down the hallways of her throat. Then he began moving it in circles. Clockwise. Counterclockwise. ...He finished with a flourish, rearing his tongue back and striking forward, like a cobra.
61	The rows of older men standing at the bar with Kevin ogled Maggie's mother with the kind of detached fascination they might display watching strippers, wondering what it would be like to screw her while at the same time being thankful that she wasn't their wife.

Page	Content
	..."Get your drunk ass out of this bar and into the truck," he said, jabbing a finger centimeters from her nose.
75	"Look what I brought," Paul grinned, pulling a small bottle of whiskey from the inside pocket of his coat. "Who wants some?..."
78	<p>The whiskey's powers hit her square in the face when she and Paul emerged into the cold night.</p> <p>...When they reached the Ferris wheel at the edge of the carnival, Maggie's head began to swim. She leaned up against the ride's cold iron base.</p> <p>"I don't feel so good," she said.</p> <p>"Are you going to gawk?" Paul asked.</p> <p>"Maybe."</p> <p>"See, I'm fine," he laughed. "Takes more than a little whiskey to get me drunk. I've been drinking with my older brothers since I was ten." He stood back to look at her face, to see if she was impressed by this fact. She tried to smile at him but her head hurt. He grabbed her waist and kissed her, his spit cold and wet on her lips. She kissed him back, her eyes drifting shut, her mouth lolling open.</p> <p>...She felt his cold fingers yank up her sweater and squeeze her breasts roughly.</p> <p>...He pulled her sweater off and then, after some fumbling, her bra and dropped both pieces of clothing on the wet ground.</p> <p>...She could feel her nipples pucker and tighten in the salted wind. He began to suck them, hard, and she grimaced, looking over his head...</p> <p>...It didn't occur to her to tell him to stop. With his free hand, he yanked at the button of her jeans, pulled down the zipper, and stuffed his hand down her underpants. He found her warm opening, and twisted two fingers inside. Her breath caught sharply on the tight tissue inside of her unknit and gave way. The strangest thing happened. The pain of what he was doing to her somehow made her feel better. A memory floated before her, of Samantha Steinle, a weird, quiet girl from her Chicago neighborhood who, in seventh grade, had taken Maggie into the bathroom stall during recess, unbuttoned the cuff of her school blouse, and showed Maggie the patterns of razor marks that she'd scored herself with from wrist to elbow.</p> <p>"Hurting myself is the only thing that makes me feel better," Samantha had said. Now, with Paul's fingers twisting inside of her, his teeth on the thin skin of her breasts, she finally understood what Samantha had meant.</p> <p>He pulled his hand from between her legs and she heard the dull clinking of his belt buckle, the sharp exhale of a zipper being undone.</p> <p>"Put your mouth on it," he whispered into her neck, his forearm a heavy pressure on her shoulders, and she crouched on the wet ground, her naked spine facing seaward, the puddles soaking into the knees of her jeans. He put his hands on the back of her head and pushed her closer to his thighs so she was nearly choking on it, and then his whole body stiffened and he moaned in just the way she'd heard her mother and Colm moaning through the thin walls of their bedroom. To stop herself from vomiting, she spit it out on the wet ground.</p>
80	He turned, shambling toward the road with his hands in his pockets. In the morning she found a streak of bright red blood in the crotch of her underwear. She balled them up tightly and threw them in the trash. Then she took a long,

Page	Content
	steamy shower, even though she knew her mom would yell at her for using all the hot water, and she held her hands over her bruised breasts to protect them from the stinging water.
86	She could feel him hesitate for a moment, but then he relaxed and pulled her closer to translate, his lips moving in her hair: "Little Rose, don't be sad for all that has happened to you." His hand moved up her back and she felt his warm palm through her thin sweater.
87	Later, when they reached her front door, Eoin kissed her again, and she was grateful for the puffy layer of her winter coat so that he might not notice the way his kiss made her whole body tremble.
108	Maggie opened it gingerly, hating to intrude on the sexual den of her mother and stepdad. But this morning, there was none of the usual languid spooning, of naked shoulders poking out from under the covers.
125	There, underlined lightly in pencil, she found the following passage: "He put his face down and rubbed his cheek against her belly and against her thighs again and again." The memory of Eoin's kiss came to her for the thousandth time, the feeling of his hand at the small of her back, and she began wondering what it would be like if Eoin were to kiss her belly and her thighs again and again.
136	"He was drinking, he was doing drugs..." ..."He grabbed his blood thinner meds- you know, the stuff he takes for his heart. He went back to Jeremy's house and he took the whole bottle of pills. The party had mostly broken up by then, so no one was around. He locked himself in the bathroom. Jeremy broke down the next day and found in the bathtub with his wrists cut." ...A razor. A bathtub full of thinned, watery blood. A small jar of pills meant to help his heart.
149	"Meet us downstairs at the bar in an hour, okay? I'm up down there, you know?"
154	More joints were passed, small bottles of brown liquor.
157	Maggie dumped the contents of her duffel bag onto the bed and began clawing through them. Her brain rung from the liquor and the beer and the weed.
164	They sat together in high-backed velvet chairs, drinking from thick crystal scotch glasses: toasting, she supposed, their cleverness.
165	Ashley looked up at Maggie and Eoin. "Did you lose something last night? You were pretty fucked up." She smiled at Eoin, her teeth Wonderbread white. "First-time weed smoker."
170	He brushed the hair from her eyes, kissed her forehead, her neck, her lips, then eased out of bed again, winked down at her, and left for the train station.
184	Back in their sparse little hotel room, Eoin kissed her under the stacks of thin blankets. Maggie could feel the swell of him press against her thighs beneath his jeans. ..."Is this too much?" He kissed her neck. "No." He moved his hands down her sweater, tracing the outline of her breasts, and skimmed his fingers over the sheer fabric of her tights. Her knees began to shake.

Page	Content
192	Bente offered the coke to Eoin first and he declined, mildly, in that judgeless way of his, able to say no without sounding prudish. She held it out to Maggie next, who waved the drugs away with a polite shaking of her head. Bente shrugged, and passed the bag down the line, leaving Maggie wondering: If Eoin had accepted the drugs, what would she have done?
193	He kissed her so hard that her back scraped up against the cold, ancient stone, as if the past was pushing back at her, as the past does. ...His eyes hovered over her collarbone and he was peeling off her wet black dress. She was totally and completely unafraid. She tugged at his sweatshirt and pulled it over his head. This wasn't something he was doing to her, or even something they were doing together. They were making something, or beginning something, or finishing something. Her bra fell away to the linoleum floor, his pants were kicked to the other end of the bed, and the rain shook the shutters. He moved on top of her and their lives became this moment, contained in the sheets, something that no one else would ever know, a secret to keep forever, the feeling of him inside of her.
205	"Goddamn nuns think they're so much better than everyone else. Brides of Christ my ass."

Profanity	Count
Ass	7
Bitch	2
Dick	1
Fuck	14
Goddamn	4
Piss	2

# Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: The Carnival At Bryn

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

## PART I — Threshold Definitions

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

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

Supporting Evidence: <p style="text-align: center;"><i>Pornographic Content over ad in this Book</i></p>
Determination: <input type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Book has No Educational Value

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Foul language used one on one again in the  
Book

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Repeatedly six scenes

Determination:

- Content meets definition  
 Content does not meet definition

#### Threshold Summary

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

Determination:

- If material meets one of the threshold definitions—**Stop review, do not approve**  
 If material does not 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	② 2 3 4	
6. Represents diverse viewpoints and cultural groups within the state	① 2 3 4	
7. Enriches and supports the TEKS and curriculum, considering interests	② 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	① 2 3 4	
10. Represents ethnic, religious, and cultural groups and their contributions at the state, national, and global level	① 2 3 4	

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: The Carnival at Bray

<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
------------------------	--

<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:
----------------------

<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: <input type="checkbox"/> Content meets definition <input type="checkbox"/> 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: <input type="checkbox"/> Content meets definition <input type="checkbox"/> 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: Anna Shore

Book Title: The Carnival at Bray

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

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

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

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Underage drinking is prevalent.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Oral sex, young woman is exposed to a bad situation that she feels are out of her control.

Determination:

- Content meets definition
- Content does not meet definition

**Threshold Summary**

<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: Joey Mary Tallington

Book Title: The Carnival at Bay

<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> • not harmful • grief, emotional healing  oral sex - forced
<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:

oral sex - forced

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

drinking - cultural

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

<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: Jarrett Calvert

Book Title: The Carnival at Bray

<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.

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Liz Ann Stovale

Book Title: The Carnival at Bray

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

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

## PART I — Threshold Definitions

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

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

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

Supporting Evidence:



Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:



Determination:

- Content meets definition
- Content does not meet definition

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

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

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

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

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

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

**Threshold Summary**

<b>Content contains the following:</b>	<input type="checkbox"/> Harmful Material	<input 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: Carnival at Bray

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

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

## PART I — Threshold Definitions

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

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

Supporting Evidence: *Harmful is defined as material lacking serious literary value. ~~and~~ This book is an award winning Young Adult fiction. Won a Michael L. Printz award for literary excellence in YA writing. The rough parts do not glorify sexual abuse or drinking but depict the authentic emotional journey of a 16 year old dealing with the death of her uncle. The book provides a mirror for students dealing with grief - a safe space for students to process complex emotions through fiction is of great value.*

Determination:
<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: This book's narrative focuses on grief, cultural immersion, and coming of age. The romantic elements are scattered but incidental to these central themes. The sexual encounters are emotional - not graphic. Not celebrated or encouraged. The awards ~~winning~~ this book received are proof of the artistic + literary value within the text. It is written with H.S. age characters dealing with H.S. age trauma.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

-7 The drinking in this book are moderate in frequency and realistic in tone. The book does not glorify drinking and drugs or talk about the physiological "highs." The author focuses on the social environment + characters' emotional states. Used to show struggles + adolescents searching for belonging ~~and~~ rather than drinking to be "cool." It shows the hardship + suffering before the themes of resilience + maturity can be believed + used as a safe space to experiment with these emotions.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence: This book was written for 14-18 year olds. The American Library Association has awarded & honored this book for excellence in YA literature. That is proof that the book has educational value. 2 difficult issues - death of a family member & a move. Very relatable for our teens. Provides a story to connect to, a story to learn empathy, a story to process hard emotional turmoil. And it ends with a great message. Her problems are not resolved but she finds peace and a new beginning. This!!! She learns to live with grief - not die from it

Determination:  she finds her purpose in life.  
 Content meets definition  
 Content does not meet definition  moved Chicago to Ireland  
 learns "home" is not a place - but connections to others

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

Supporting Evidence:  
The hard language is ~~is~~ used by the author to punctuate a moment of extreme emotional crisis for the characters. An expression of pain. It is ~~not used~~ used sparingly. Realistic

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

The sexual content is handled with emotional gravity and is secondary to the themes of grief and the musical themes. It is not graphic or gratuitous. The book has value - artistic & literary. It reflects the complex realities of H.S. students

Determination:

- Content meets definition  
 Content does not meet definition

### Threshold Summary

Content contains the following:	<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**

I believe part of the hard issues is this book is compounded by the difference in the Ireland culture compared to U.S. - example - no drinking age limit in Ireland. Yes the book has very raw moments - esp. the sexual event where Maggie is forced to do "oral sex" but the afterwards is explained with her extreme regret, her feeling so violated she can't shower enough leading to isolation, feeling alone, feeling ruined, feeling depressed. Nothing is glorified at all. I do see the book is hard to process but it could help a student as a cautionary tale to beware, protect yourself, wait for true love don't disarm your mind with drugs & alcohol.

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

<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)*

*School Library  
Advisory Council  
Recommendation*

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

Policy Review

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

**Instruction in TEKS**

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

**Parental Access**

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

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

*Education Code 33.023*

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

Record of Student  
Library Use

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

**School Library  
Advisory Council**

Permissive  
Establishment

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

Mandatory  
Establishment

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

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

Composition

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

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

*Education Code 33.025(f)*

Duties

The local SLAC's duties include recommending:

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

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

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

*Education Code 33.025(d-e)*

**Meetings**

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

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

**Minutes**

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

*Education Code 33.025*

**Challenge or Appeal  
of Library Material**

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

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

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

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

Challenge Form	TEA shall adopt and post on TEA's internet website a form to be used in making a written challenge under Education Code 33.027(a)(1). Each school district shall post the form on the district's internet website, if the district has an internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Education Code 33.021. <i>Education Code 33.027(e)</i>
Copy of Challenge to SLAC	Not later than the fifth day after the date on which a school district receives a written challenge under Education Code 33.027(a)(1), the district shall provide a copy of the challenge to the district's local SLAC if the district established a SLAC. The SLAC shall make a recommendation for action by the district not later than the 90th day after the date on which the SLAC receives the copy. <i>Education Code 33.027(b)</i>
Library Material Review Committee	If the procedures recommended by the local SLAC, if applicable, and adopted by the board permit the appointment of library material review committees that consist of persons who are not members of the SLAC to review library materials challenged under 33.027(a)(1), the SLAC may base their recommendation for action to be taken by the district under 33.027(b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board, a majority of whom are parents of students enrolled in the district and are not employed by the district. The library materials review committee must follow the Meetings and Minutes procedures described above. <i>Education Code 33.027(c)</i>
Board Action on Written Challenge	<p>The board shall take action on a written challenge submitted under Education Code 33.027(a)(1) at the first open meeting of the board held after the 90th day after the date on which the district receives a written challenge or, if applicable, the local SLAC has made a recommendation regarding the challenge.</p> <p>The board shall take action on an appeal under Education Code 33.027(b) at the first open meeting of the board held after the date the appeal is filed.</p> <p><i>Education Code 33.027(d)</i></p> <p>In taking action on a written challenge or appeal, the board shall consider:</p> <ol style="list-style-type: none"><li>1. If applicable, the advice of the district's local SLAC; and</li></ol>

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;

DATE ISSUED:

1 of 2

EFB(EXHIBIT)

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

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

WHEREAS, for each meeting, the SLAC shall:

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

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

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

FURTHER RESOLVED that the members of the SLAC are:

***[identify the members of the SLAC]***

Adopted this \_\_\_\_\_ (date) day of \_\_\_\_\_ (month), \_\_\_\_\_ (year), by the Board.

Board President's signature: \_\_\_\_\_

Board Secretary's signature: \_\_\_\_\_