



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

**Title: *Laura Dean Keeps Breaking Up With Me*  
Authors: Mariko Tamaki  
ISBN: 9781250312846**

## **Report Contents**

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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 *Laura Dean Keeps Breaking Up With Me* by Mariko Tamaki (ISBN: 9781250312846). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

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

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

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

One voting member cited supporting evidence of the book having "harmful content". One non-voting member cited supporting evidence of the book having "harmful content", citing part (A) of the threshold definition was met. Zero voting members noted any evidence of "obscene material" or "pervasively vulgar" content. One of the four non-voting members cited both "obscene" and "pervasively vulgar" material. This non-voting member did provide supporting evidence that the content meets definitions in both categories. One voting member cited "educationally unsuitable" and "profane content", while the other three voting members indicated that the content does not meet the definition. Two non-voting members cited evidence of this title being "educationally unsuitable", with one of those non-voting members also citing "profane content". Zero voting members noted this book as having any "indecent content" that meets the definition, while one non-voting member did determine that "indecent content" meets the definition. Three out of the four voting members rated this book using the rubric selection criteria and recommended this book be approved for library collection. One voting member provided evidence that threshold definitions were met citing "harmful material", "profane content", and "pervasively vulgar" material.

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

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

Supporting Review Material

<b>Title:</b> <i>Laura Dean Keeps Breaking Up With Me</i>	<b>Author:</b> Tamaki, Mariko
<b>ISBN:</b> 978-0-06-302479-3	<b>Last Check-Out:</b> 8/25/2025
<b>Current Library Level:</b> Celina High School, 1 copy	<b>Recommended Library/Age Level:</b> Titlewave: Young Adult Kirkus: 14 & up
<b>Book Summary- Wordpress.com, SparkNotes+7 &amp; Audible</b>	
<p><i>Laura Dean Keeps Breaking Up with Me</i> is a graphic novel by Mariko Tamaki and illustrated by Rosemary Valero-O'Connell that focuses on Freddy Riley, a teenager caught in a toxic, on-again-off-again relationship with the charming but thoughtless Laura Dean. The story explores themes of toxic relationships, self-worth, and the prioritization of friendships.</p> <p><b>The Problem:</b> Freddy is in love with Laura Dean, the most popular girl in school. Laura keeps breaking up with her, only to demand to get back together, a cycle that happens multiple times.</p> <p><b>Neglected Friendships:</b> While fixated on her relationship, Freddy neglects her best friend, Doodle, who is going through her own serious struggles, including an unintended pregnancy.</p> <p><b>Seeking Advice:</b> Reeling from a breakup, Freddy seeks advice from a mysterious medium called the Seek-Her, who simply tells her to "break up with her". She also writes letters to an advice columnist named Anna Vice.</p> <p><b>The Turning Point:</b> Freddy starts to realize her friends are more reliable than her girlfriend. She begins to notice a girl from the donut shop, Vi, and learns that her relationship with Laura is making her a bad friend.</p> <p><b>Ending Explained</b></p> <p><b>The Breakup:</b> Inspired by advice from Anna Vice, who suggests relationships should make you better rather than taking from you, Freddy finally finds the courage to break up with Laura Dean.</p> <p><b>Laura's Reaction:</b> When confronted by Freddy, Laura is surprised and angered, cursing at her and crying.</p> <p><b>Resolution:</b> Freddy supports her best friend Doodle, attending her abortion appointment with her. The novel ends with Freddy going to prom and dancing with Doodle, having realized her own self-worth and chosen to be a better friend rather than "Laura Dean's ex-girlfriend".</p> <p><i>Laura Dean Keeps Breaking Up with Me</i> highlights the necessity of ending toxic, manipulative relationships and valuing the friends who support you.</p>	
<b>Book Review &amp; Awards</b>	

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

Booklist starred, 04/15/19  
Bulletin of the Center for Children's Books starred, 05/01/19  
Horn Book Magazine starred, 07/01/19  
Kirkus Reviews starred, 04/01/19  
Michael L. Printz Honor, 2020  
New York Times, 06/30/19  
Publishers Weekly starred, 03/04/19  
School Library Journal, 05/01/19

### **Book Review 1**

#### **School Library Journal (May 1, 2019)**

Gr 9 Up-Frederica Riley's tall, confident, and effortlessly cool girlfriend Laura Dean is the most popular girl in school. Laura breaks Freddy's heart over and over again, but Freddy still takes her back each time. Doodle, Freddy's BFF, introduces her to Seek-Her, a mysterious medium who echoes what Freddy's friends have been saying: stay away from Laura. But Freddy continues to sacrifice friendships for the sake of a destructive relationship, and consulting advice columnist Anna Vice may be the teen's last chance to listen to reason. Valero-O'Connell's artwork is the best part of this graphic novel. Soft, sweeping lines emphasize Freddy's emotional torment, the unconventional paneling lending itself to the tone of the story. It's not easy for someone in a toxic relationship to be objective, but Freddy manages not only to help herself but also to be there for Doodle, who arguably has the biggest problems of the entire novel. In fact, teenage Doodle's relationship with an adult is glossed over and should have been addressed. However, Tamaki and Valero-O'Connell do bring to life an artful narrative of relationships-old, new, harmful, and healing-and what happens when you learn to navigate them. VERDICT It's frustrating to watch Freddy flounder, making bad decision after bad decision, but there's something endearingly vulnerable about her beautifully drawn experiences that will resonate with teenagers. Consider for medium and large collections.-Michael Marie Jacobs, Darlington School, GA © Copyright 2019.

### **Book Review 2**

#### **Booklist starred (April 15, 2019 (Vol. 115, No. 16)**

Grades 9-12. Freddy finds herself in an on-again, off-again relationship with the impossibly cool Laura Dean, who, surely not by accident, has an air of James Dean about her, from her floppy hair to her slouchy posture to her piercing gaze. Freddy feels invincible in Laura's orbit, and even after things truly go wrong, like when Laura sneaks off to make out with other girls, Freddy's inexorably lured back in. Freddy's friends range from dismayed to resigned, but none so much as Doodle, who's dealing with problems of their own and desperately needs a friend. Freddy's emails to an advice columnist offer insight into her thoughts and feelings, which are further telegraphed in the stunning artwork, which masterfully captures the mood with

gestures and facial expressions, from Freddy curled into herself behind a curtain of her thick black hair to Doodle focused intently on their Dungeons and Dragons plans. Shifting perspectives and soft pink washes give the artful black-ink artwork a cinematic feel. Tamaki (*This One Summer*, 2015) truly gets to the heart of the struggle to balance the intoxicating allure of being loved by someone thrilling and a desire for a healthy, autonomous sense of identity, all in pitch-perfect teen dialogue. Touching gently but powerfully on topics of bullying, homophobia, and toxic relationships, this superb graphic novel has its finger on the pulse of teenage concerns.



**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: Moore Middle School

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.**

Laura Dean Keeps Breaking Up With Me by Mariko Tamaki

Sec 33.021 explicit material, indecent and profane content; 43.21 patently offensive

Attachment provided

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

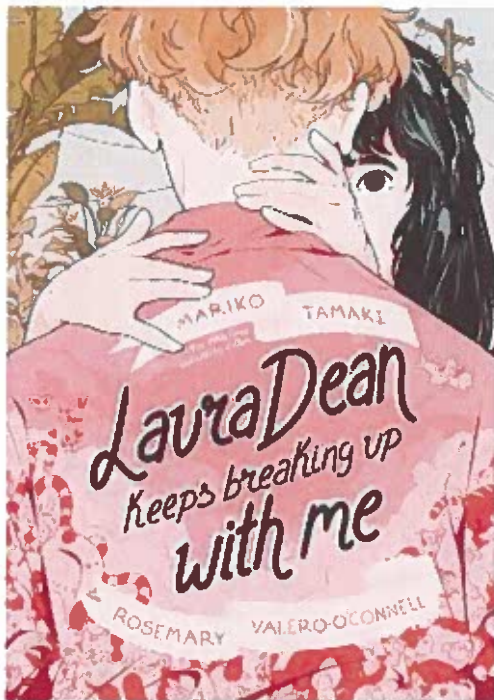
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, [rhondathornton@celinaisd.com](mailto:rhondathornton@celinaisd.com).

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](#)

# LAURA DEAN KEEPS BREAKING UP WITH ME



*Young Adult Graphic Novel*

## Summary of Concerns:

This book contains inexplicit sexual activities; alcohol use; and profanity.

**By Mariko Tamaki**

ISBN:978-1-250-31284-6

**2**<sub>/5</sub>

**Teen Guidance**  
BookLooks Review Rating



Page	Content
12	The illustration on this page, depicts two girls kissing heavily on a bed. One of the girls has her lower body under a blanket while the other girl has her dress pulled up high on her upper thighs.
13	"Where did you get Schnapps?" "That is not a beverage. That is disgusting." "Oh my God, I can smell it from here. Is it made of gum or something?" The illustrations on this page, depict an underage girl drinking alcoholic beverages and requiring assistance walking from her friends.
16	"This isn't some fucked-up performance are thing, is it?" ..."She doesn't usually drink."
30	"Of course, I know there are LGBTQIA activists out there who fought for centuries for me to have the right to fuck up like this. ..."The first gay mayor?"
31	"I'm aware that I should be grateful that I have the ability to get broken up with and publicly humiliated the same as my hetero friends. I am progress." "He was a city supervisor in San Francisco and some asshole killed him." "Because he was a homosexual." "Homosexual? You mean because he was gay." "It's the same thing!" "Yeah, but you're making it sound like some sort of medical condition. He was a proud GAY man." ..."Okay! Hey! We can say Harvey Milk was a n openly gay person back when it was very rare for a man in politics certainly, and in life in general, to be an openly gay person."
33	"And to be clear, it's no fun having the thing that's making you feel super shitty in the ecosystem of your high school, and it's REALLY SHITTY knowing that everyone around you knows why you are miserable."
53	"So, Ms. Vice, if you're not just some bogus column written by a computer program to propagate heteronormative values, or something, please help me."
54	"Sorry if the heteronormativity thing is rude. If you don't do lesbian advice just ignore this. But, obviously, that makes you homophobic."
86	"I want this." ..."I want to be this person. This girlfriend in bed with her girlfriend."
104	"You should totally get an IUD. I can't believe I even took the pill." "It doesn't poke you?"
109	The illustrations on this page depict two girls kissing in a bathroom stall.

124 "Clearly the traditional family of mom and dad and kids is pretty much over."  
 "I am the only person I know who has that kind of basic family thing going on." "I mean, I'm pretty sure that particular type of plural marriage is a tool of the patriarchy, but the basic idea of trying a different way of being with a someone might not be the worst thing."

160 "Ey, this might not mean much to a bunch of baby dykes."  
 "Yeah. Baby dykes."  
 ..."Ugh. Baby dykes. Who wants to be called a baby anything?"

219 "HOLY SHIT!"  
 The illustration on this page depicts a positive pregnancy test.

220 "Holy shit. When did this happen?"  
 "A while ago."  
 "Whose...Whose is it?"

222 "You don't know him. He's my DM."  
 "My dungeon master."  
 "His name is Peter. He's married."

223 "We used a condom. It broke."  
 "I missed my period. We bought a test...I bought a test."

224 "Oh my GOD, Doodle! You slept with a married guy?"

230 "So what are you going to do?"  
 "I'm not keeping it, if that's what you're asking."  
 "Okay. So, how do you do that?"

231 "I can get an abortion."  
 "Right. Okay."  
 "Did you go to a clinic?"  
 "I will."  
 "It's a pill."

Profanity	Count
Fuck	11
Shit	9

# Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Laura Dean Keeps Brexky up with Me

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

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

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

Supporting Evidence: <u>Pornobes    gay and lesbian lifestyles</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:

This Book has NO value in Education

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:

Fuck is said many times in the Book.  
I kids cant say it in the classroom  
It should not be in the library

Determination:

Content meets definition

Content does not meet definition

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

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

**Threshold Summary**

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

Book Title: Laura Dean Keeps Breaking Up With Me

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

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

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

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

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

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

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

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

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

**Threshold Summary**

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

Determination:

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

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Annel Shore

Book Title: Laura Dean Keeps Breaking up with me

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

## PART I — Threshold Definitions

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

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

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

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

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

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

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

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

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

**Threshold Summary**

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

Determination:

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

Book Title: Lava Death Keeps Breaking Up w/ me  
2025

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

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

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

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

Supporting Evidence:

sexuality references @ come w/ realistic  
young adult relationships.

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Some profanity, but not pervasively vulgar

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

high school students

SEL; self worth, toxic relationships, communication  
empathy

diverse viewpoints & authentic adolescent experiences

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:

Occasional profanity + mature teen language  
contextual & consistent w/ young adult lit

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:  minimal indecent content brief mentions of sexuality, contraception & relationships but not graphic
Determination: <input type="checkbox"/> Content meets definition <input checked="" type="checkbox"/> Content does not meet definition

**Threshold Summary**

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

Determination:

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

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



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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

- not educational
- glorifying ideologies, rather than using them as part of a story

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: CHRIS CARTER

Book Title: LARRY DEAN KESSEY BREAKING UP W/ME

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

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

→ SHAMEFUL OR EXCESSIVE FASCINATION W/ SEX

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>P104 - SEX W/ SOMEONE THIS WEEKEND. 14D'S BEING ENCOURAGED</p> <p>P224 - SEX W/ MARRIED MEN</p> <p>BOOK <u>DOES NOT</u> SUPPORT TRADITIONAL "FAITH BASED LIVING" SO DOESNT ALIGN W/ CISD MISSION.</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:

LESBIAN TALK ALL THROUGHOUT THE BOOK, SODOMY

P152

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:

LANGUAGE ABOUT SEX THROUGHOUT THIS BOOK IS VULGER

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:

ENGAGES HARMFUL BEHAVIOR BY STUDENTS

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:

"F" WORD USED TWICE

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 WHOLE BOOK IS ABOUT SODOMY.
Determination: <input checked="" type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: LeiAnn Stovall

Book Title: Laura Dean Keeps Breaking Up With Me

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:

While I don't personally condone same-sex relationships, I think these elements are presented in a non-graphic manner & do not meet the definition of harmful material.

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

*20 instances / 304 pages*

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Does Celina ISD have a definition? Could be debated locally due to same-sex relationships & a subplot involves abortion

Determination:

Content meets definition – no standard definition

Content does not meet definition

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

Supporting Evidence:

20 instances of profanity / 304 pages

Determination:

Content meets definition

Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Laura Dean Keeps Breaking Up With Me

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

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

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

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

Supporting Evidence:	<p><i>This book was awarded the <u>Printz Honor Award</u> which is a award for excellence in literature that provides value to students. No illustrations of graphic content, no nudity or explicit sexual acts. The dominant theme is self respect and healthy boundries. The book is a "how to" guide to determining toxic relationships of any nature. A skill that <u>prevents</u> harm in the real world. It also highlights the importance of prioritizing platonic friendships over romantic obsessions.</i></p> <p style="text-align: right;"><i>No harmful content.</i></p>
Determination:	<input type="checkbox"/> Content meets definition <input checked="" type="checkbox"/> Content does not meet definition

*It would be harmful to rob our students of the opportunity to learn, be seen, feel included and or developing empathy. The protagonist, Freddy, struggles with a partner who is ~~coercive~~ charismatic but gaslights and neglects her. By reading this, students learn to identify the red flags of toxic behavior. This makes the book highly suitable as a tool for personal development & mental health awareness.*

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: As stated before, the awards this title has claimed are evidence of ~~literary~~<sup>literary</sup>, artistic & socio/emotional value - learning opportunities gained from the characters struggles → success. The illustrations are not graphic even when portraying kissing, embracing & implied sexual activity. - these situations are illustrated with artistic restraint & focus on the emotions & heartbreak - not sexual arousal.

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence: The book is primarily about "Freddy" learning to value herself and her friends as she deals with a toxic unhealthy relationship. She does not resort to vengeance or violence. Her friends show concern & support. ~~The~~ The fact that she is gay is not exploited, or glorified it is just a fact. The obstacles & struggles she experiences are common in any romantic relationship. It focuses on her emotional feelings not her sexual identity. No evidence of vulgarness.

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 novel provides a safe space for students to explore themes of selfworth, emotional boundaries, and the importance of healthy friendships. The text allows students to identify & exit a toxic relationship OR to help a friend in that situation. It focuses on boundaries & healthy choices. It also allows students to read about how friends can support each other. It is developmentally appropriate, highly vetted, award winning resource. Educationally suitable.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence: The novel contains some instances of realistic adolescent profanity. The language is used with restraint to depict the emotional realities of teen relationships & is not pervasive.

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: *Laura Dean Keeps Breaking Up With Me* depicts a romantic relationship. While there are scenes of intimacy, they are not graphic. The book does not contain offensive descriptions of sexual acts nor does it contain visual depictions of sexual acts. It is a story about the emotional toll of an unhealthy relationship, not a sexual one.

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

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

Determination:

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

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