



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

**Title: *Beloved*
Author: Toni Morrison
ISBN: 0812472136**

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SLAC Library Materials Challenge Evaluation Rubrics

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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 - April 23, 2026
School Library Advisory Council Meeting	April 23, 2026
School Board Meeting	May 18, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on March 3, 2026, the district received a Library Materials Challenge Form for *Beloved* by Toni Morrison (ISBN: 0812472136). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

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

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

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

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

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

The recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "indecent content" with a second by Anna Shore. 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 "indecent content" to the Celina ISD School Board for consideration and final action regarding this title.

Supporting Review Material

Title: <i>Beloved</i>	Author: Toni Morrison
ISBN: 0812472136	Last Check-Out: 2010
Current Library Level: Celina High School, 1 copy	Recommended Library/Age Level: Titlewave: Professional (new classification) meaning has educational value but has adult material or content School Library Journal: Grades 10+
Book Summary- Wordpress.com, SparkNotes+7 & Audible	
<p><i>Beloved</i> follows Sethe, a formerly enslaved woman in 1870s Ohio haunted by the ghost of the infant daughter she killed to save from slavery. A mysterious woman, Beloved, arrives who is believed to be the reincarnation of that daughter. Beloved consumes Sethe's life.</p> <p>Key Plot Details:</p> <p>The Act: Sethe escapes from Sweet Home plantation to Ohio, but when slave catchers find her, she attempts to kill her children to spare them slavery, killing only her eldest daughter. Sethe lives with her surviving daughter, Denver, in a house haunted by the baby's spirit until Paul D, another formerly enslaved person, arrives and seemingly drives the spirit away.</p> <p>Beloved's Arrival: A young woman calling herself Beloved appears, bringing with her the manifested trauma of slavery. She becomes physically demanding, sucking the life out of Sethe.</p> <p>The Climax/Ending: Consumed by guilt and obsession, Sethe neglects her own survival to satisfy Beloved. Denver breaks her isolation to seek help from the community. A group of Black women gather at 124, singing and praying to exorcise Beloved. As a white abolitionist, Mr. Bodwin, approaches, Sethe mistakes him for the "schoolteacher" slaveholder who haunted her past and charges him with an ice pick. The women restrain her, and in the chaos, Beloved vanishes forever.</p> <p>Resolution: Sethe collapses, initially losing her mind with grief. Paul D returns to her, encouraging her to care for herself, proclaiming, "You your best thing, Sethe. You are". Denver becomes independent and re-integrates into the community. The community works to forget the trauma of Beloved, and the novel ends with a tenuous, yet promising, future for Sethe and Paul D.</p> <p>The novel explores the lasting, traumatic effects of slavery and the necessity of confronting the past to move forward.</p>	
Book Review & Awards	
<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>	
Pulitzer Prize for Fiction 1988 Awards	

American Book Award 1988
Anisfield-Wolf Book Award for Fiction 1988
Robert F. Kennedy Memorial Book Award
Melcher Book Award
Lyndhurst Foundation Award
Elmer Holmes Bobst Award.

Reviews

Beloved by Toni Morrison is a critically acclaimed novel extensively reviewed by major professional review publications and major media outlets upon its 1987 release, boasting over 471,000 community reviews on platforms like Goodreads. Key professional reviewers include Kirkus Reviews, School Library Journal, Horn Book, Publishers Weekly, The New York Times Book Review, and Booklist

Book Review 1

Kirkus Reviews (Sept. 16, 1987)

Morrison's truly majestic fifth novel—strong and intricate in craft; devastating in impact.

Set in post-Civil War Ohio, this is the story of how former slaves, psychically crippled by years of outrage to their bodies and their humanity, attempt to "beat back the past," while the ghosts and wounds of that past ravage the present. The Ohio house where Sethe and her second daughter, 10-year-old Denver, live in 1873 is "spiteful. Full of a [dead] baby's venom." Sethe's mother-in-law, a good woman who preached freedom to slave minds, has died grieving. It was she who nursed Sethe, the runaway—near death with a newborn—and gave her a brief spell of contentment when Sethe was reunited with her two boys and first baby daughter. But the boys have by now run off, scared, and the murdered first daughter "has palsied the house" with rage. Then to the possessed house comes Paul D., one of the "Pauls" who, along with Sethe, had been a slave on the "Sweet Home" plantation under two owners—one "enlightened," one vicious. (But was there much difference between them?) Sethe will honor Paul D.'s humiliated manhood; Paul D. will banish Sethe's ghost, and hear her stories from the past. But the one story she does not tell him will later drive him away—as it drove away her boys, and as it drove away the neighbors. Before he leaves, Paul D. will be baffled and anxious about Sethe's devotion to the strange, scattered and beautiful lost girl, "Beloved." Then, isolated and alone together for years, the three women will cling to one another as mother, daughter, and sister—found at last and redeemed. Finally, the ex-slave community, rebuilding on ashes, will intervene, and Beloved's tortured vision of a mother's love—refracted through a short nightmare life—will end with her death.

Morrison traces the shifting shapes of suffering and mythic accommodations, through the shell of psychosis to the core of a victim's dark violence, with a lyrical insistence and a clear sense of the time when a beleaguered peoples' "only grace...was the grace they could imagine."

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 Wagner Date: 3/2/2024
 Email: Mwagner@yahoo.com Phone: 757 971 0191
 Street Address: 5079 Still Meadows Ln
 City: Celina State: TX Zip Code: 75009
 District/Charter School: CISD
 Campus: CHS, Morse 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.

Beloved by Toni Morrison

*See 33.021 sexually explicit mat ; 43.21 patently offensive
(Attachment)*

Part II: Submitting the Library Materials Challenge Form

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

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

Celina ISD Local Policy: EFB (LOCAL)

Texas State Library and Archives Commission (TSLAC) Collection Development Standards

Supporting Review Material

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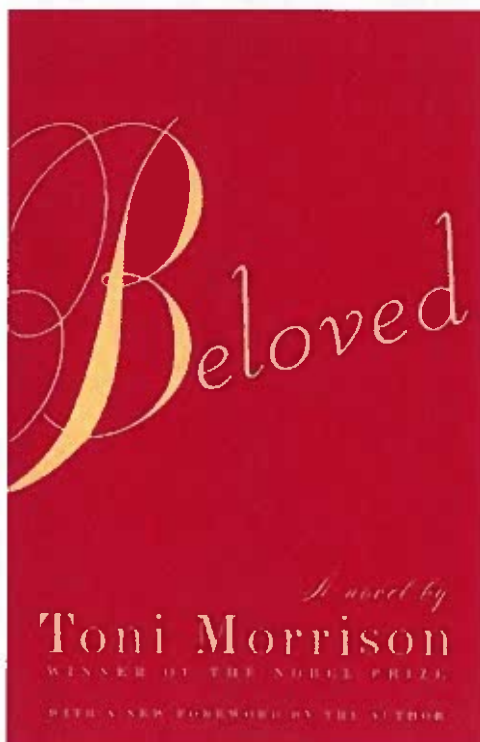
Morrison traces the shifting shapes of suffering and mythic accommodations, through the shell of psychosis to the core of a victim's dark violence, with a lyrical insistence and a clear sense of the time when a beleaguered peoples' "only grace...was the grace they could imagine."

Book Review 2

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BELOVED



Young Adult

By Toni Morrison

ISBN: 0-8124-7213-6



Book Summary:

A former slave woman recalls her life in slavery.

Summary of concerns:

This book contains sexual activities; bestiality commentary; violence; racial commentary; profanity; and derogatory terms.

3 / 5

Minor Restricted
BookLooks Review Rating

Page	Content
xvi	In the eighties, the debate was still roiling: equal pay, equal treatment, access to professions, schools... and choice without stigma. To marry or not. To have children or not. Inevitably these thoughts led me to the different history of black women in this country—a history in which marriage was discouraged, impossible, or illegal; in which birthing children was required, but “having” them, being responsible for them—being, in other words, their parent—was as out of the question as freedom.
xvii	<p>Assertions of parenthood under conditions peculiar to the logic of institutional enslavement were criminal.</p> <p>...A newspaper clipping in <i>The Black Book</i> summarized the story of Margaret Garner, a young mother who, having escaped slavery, was arrested for killing one of her children (and trying to kill the others) rather than let them be returned to the owner’s plantation.</p>
7	Boys hanging from the most beautiful sycamores in the world. It shamed her—remembering the wonderful soughing trees rather than the boys.
11	<p>If a Negro got legs he ought to use them. Sit down too long, somebody will figure out a way to tie them up.</p> <p>...The five Sweet Home men looked at the new girl and decided to let her be. They were young and so sick with the absence of women they had taken to calves.</p>
12	<p>It took her a year to choose—a long, tough year of thrashing on pallets eaten up with dreams of her. A year of yearning, when rape seemed the solitary gift of life.</p> <p>...“Beg to differ, Garner. Ain’t no nigger men.”</p>
13	And so they were: Paul D Garner, Paul F Garner, Paul A Garner, Halle Suggs and Sixo, the wild man. All in their twenties, minus women, fucking cows, dreaming of rape, thrashing on pallets, rubbing their thighs and waiting for the new girl—the one who took Baby Suggs’ place after Halle bought her with five years of Sundays.
19	<p>I told that to the women in the wagon. Told them to put sugar water in cloth to suck from so when I got there in a few days she wouldn’t have forgot me. The milk would be there and I would be there with it.” “Men don’t know nothing much,” said Paul D, tucking his pouch back into his vest pocket, “but they do know a suckling can’t be away from its mother for long.”</p> <p>“Then they know what it’s like to send your children off when your breasts are full.”</p> <p>...“After I left you, those boys came in there and took my milk. That’s what they came in there for. Held me down and took it. I told Mrs. Garner on em. She had that lump and couldn’t speak but her eyes rolled out tears. Them boys found out I told on em. Schoolteacher made one open my back and when it closed it made a tree. It grows there still.”</p> <p>...“They used cowhide on you?”</p> <p>...“And they took my milk.”</p> <p>...“They beat you and you was pregnant?”</p> <p>...“And they took my milk!”</p>
20	As she raised up from the heat she felt Paul D behind her and his hands under her breasts.

Page	Content
	...Behind her, bending down, his body an arc of kindness, he held her breasts in the palms of his hands.
24	<p>Overwhelmed as much by the down-right luck of finding her house and her in it as by the certainty of giving her his sex, Paul D dropped twenty-five years from his recent memory. A stair step before him was Baby Suggs' replacement, the new girl they dreamed of at night and fucked cows for at dawn while waiting for her to choose.</p> <p>...It was over before they could get their clothes off. Half-dressed and short of breath, they lay side by side resentful of one another and the skylight above them.</p>
25	Sethe lay on her back, her head turned from him. Out of the corner of his eye, Paul D saw the float of her breasts and disliked it, the spread-away, flat roundness of them that he could definitely live without, never mind that downstairs he had held them as though they were the most expensive part of himself.
30	Nothing could be as good as the sex with her Paul D had been imagining off and on for twenty-five years.
31	<p>And there on top of a mattress on top of the dirt floor of the cabin they coupled for the third time, the first two having been in the tiny cornfield Mr. Garner kept because it was a crop animals could use as well as humans. Both Halle and Sethe were under the impression that they were hidden. Scrunched down among the stalks they couldn't see anything, including the corn tops waving over their heads and visible to everyone else.</p> <p>Sethe smiled at her and Halle's stupidity. Even the crows knew and came to look. Uncrossing her ankles, she managed not to laugh aloud.</p> <p>The jump, thought Paul D, from a calf to a girl wasn't all that mighty. Not the leap Halle believed it would be. And taking her in the corn rather than her quarters, a yard away from the cabins of the others who had lost out, was a gesture of tenderness.</p>
49	After Alfred he had shut down a generous portion of his head, operating on the part that helped him walk, eat, sleep, sing. If he could do those things—with a little work and a little sex thrown in—he asked for no more, for more required him to dwell on Halle's face and Sixo laughing.
58	<p>Two pennies and an insult were well spent if it meant seeing the spectacle of whitefolks making a spectacle of themselves.</p> <p>...When Wild African Savage shook his bars and said wa wa, Paul D told everybody he knew him back in Roanoke.</p>
73	<p>"What happened to her?"</p> <p>"Hung. By the time they cut her down nobody could tell whether she had a circle and a cross or not, least of all me and I did look."</p>
81	<p>"The day I came in here. You said they stole your milk. I never knew what it was that messed him up. That was it, I guess. All I knew was that something broke him. Not a one of them years of Saturdays, Sundays and nighttime extra never touched him. But whatever he saw go on in that barn that day broke him like a twig."</p> <p>"He saw?" Sethe was gripping her elbows as though to keep them from flying</p>

Page	Content
	<p>away. "He saw. Must have." "He saw them boys do that to me and let them keep on breathing air? He saw? He saw? He saw?"</p>
83	<p>I am full God damn it of two boys with mossy teeth, one sucking on my breast the other holding me down, their book-reading teacher watching and writing it up. I am still full of that, God damn it, I can't go back and add more. Add my husband to it, watching, above me in the loft—hiding close by—the one place he thought no one would look for him, looking down on what I couldn't look at at all. And not stopping them—looking and letting it happen. But my greedy brain says, Oh thanks, I'd love more—so I add more.</p>
90	<p>She said there ain't nothing to go by with whitepeople. You don't know how they'll jump. Say one thing, do another. But if you looked at the mouth sometimes you could tell by that.</p>
128	<p>Only when she was dead would they be safe. The successful ones—the ones who had been there enough years to have maimed, mutilated, maybe even buried her—kept watch over the others who were still in her cock-teasing hug, caring and looking forward, remembering and looking back. They were the ones whose eyes said, "Help me, 's bad" or "Look out," meaning this might be the day I bay or eat my own mess or run, and it was this last that had to be guarded against, for if one pitched and ran—all, all forty-six, would be yanked by the chain that bound them and no telling who or how many would be killed. A man could risk his own life, but not his brother's. So the eyes said, "Steady now," and "Hang by me."</p>
137	<p>"I want you to touch me on the inside part and call me my name." Paul D never worried about his little tobacco tin anymore. It was rusted shut. So, while she hoisted her skirts and turned her head over her shoulder the way the turtles had, he just looked at the lard can, silvery in the moonlight, and spoke quietly. "When good people take you in and treat you good, you ought to try to be good back. You don't...Sethe loves you. Much as her own daughter. You know that." Beloved dropped her skirts as he spoke and looked at him with empty eyes. She took a step he could not hear and stood close behind him. "She don't love me like I love her. I don't love nobody but her." "Then what you come in here for?" "I want you to touch me on the inside part and call me my name." "Go on back in that house and get to bed." "You have to touch me. On the inside part. And you have to call me my name." As long as his eyes were locked on the silver of the lard can he was safe. If he trembled like Lot's wife and felt some womanish need to see the nature of the sin behind him; feel a sympathy, perhaps, for the cursing curse, or want to hold it in his arms out of respect for the connection between them, he too would be lost. "Call me my name." "No." "Please call it. I'll go if you call it." "Beloved." He said it, but she did not go. She moved closer with a footfall he didn't hear and he didn't hear the whisper that the flakes of rust made either as</p>

Page	Content
	they fell away from the seams of his tobacco tin. So when the lid gave he didn't know it. What he know was that when he reached the inside part he was saying, "" Red heart. Red heart,"" over and over again. Softly and then so loud it woke Denver, then Paul D. himself. "Red heart. Red heart. Red heart."
148	If schoolteacher was right it explained how he had come to be a rag doll—picked up and put back down anywhere any time by a girl young enough to be his daughter. Fucking her when he was convinced he didn't want to. Whenever she turned her behind up, the calves of his youth (was that it?) cracked his resolve. But it was more than appetite that humiliated him and made him wonder if schoolteacher was right. It was being moved, placed where she wanted him, and there was nothing he was able to do about it.
149	<p>"Well, ah, this is not the, a man can't, see, but aw listen here, it ain't that, it really ain't, Ole Garner, what I mean is, it ain't a weakness, the kind of weakness I can fight 'cause 'cause something is happening to me, that girl is doing it, I know you think I never liked her nohow, but she is doing it to me. Fixing me. Sethe, she's fixed me and I can't break it."</p> <p>What? A grown man fixed by a girl? But what if the girl was not a girl, but something in disguise? A lowdown something that looked like a sweet young girl and fucking her or not was not the point, it was not being able to stay or go where he wished in 124, and the danger was in losing Sethe because he was not man enough to break out, so he needed her, Sethe, to help him, to know about it, and it shamed him to have to ask the woman he wanted to protect to help him do it, God damn it to hell.</p>
154	White cotton sheets had never crossed his mind. He fell in with a groan and the woman helped him pretend he was making love to her and not her bed linen.
155	Tucked into the well of his arm, Sethe recalled Paul D's face in the street when he asked her to have a baby for him. Although she laughed and took his hand, it had frightened her. She thought quickly of how good the sex would be if that is what he wanted, but mostly she was frightened by the thought of having a baby once more.
212	Eighteen seventy-four and whitefolks were still on the loose. Whole towns wiped clean of Negroes; eighty-seven lynchings in one year alone in Kentucky; four colored schools burned to the ground; grown men whipped like children; children whipped like adults; black women raped by the crew; property taken, necks broken.
239	My love was too thick. What he know about it? Who in the world is he willing to die for? Would he give his privates to a stranger in return for a carving?
240	Some of them drank liquor to keep from feeling what they felt.

Profanity/Derogatory Term	Count
Ass	1
Bitch	6
Cock	1
Coon	1
Faggot	2
Fuck	4
Goddamn	3
Nigger	37
Shit	2

Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Beloved

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>Rate men have side wide cows</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:

Tape men having sex with cows

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:

The word Nigger used over and over we do
NOT need this in our schools

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: <i>Men having sex with cows</i>
Determination: <input type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

Threshold Summary

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

Determination:

- If material meets one of the threshold definitions—**Stop review, do not approve**
- If material does not 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	④ 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	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

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:

Depicts rape, violence, bestiality commentary

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:

The n-word is used multiple times.

Determination:

- Content meets definition
- Content does not meet definition

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

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

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Beloved

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

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

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

Supporting Evidence:

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

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

Supporting Evidence:

This book does reference, rape & violence. There is also a mention in context of bestiality

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:

This book has scenes of rape & violence. It also refers to abortion & death.

Determination:

- Content meets definition
- Content does not meet definition

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

- Approve for library collection
- ? Approve with age/location restrictions For 11⁺ 12 students, teacher resource
- 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:

Beloved does mention violence, rape & inappropriateness w/ animals.
Abortion + murder (infants)

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: Vidence Rape Abortion Death
Determination: <input checked="" type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

Selection Criteria	Rating (1-4)	Evidence/Notes
1. Presents multiple viewpoints	1 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

upper level only

Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo

Book Title: Beloved

2010

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

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: <p>• indigent content</p>

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

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

Supporting Evidence:

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

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

Teacher resource

- 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:

-bestiality

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:

□ last checked out in 2010

Determination:

- Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
 Content does not meet definition

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

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

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Gabriel Carter

Book Title: Beloved

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

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:

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:

descriptive Bestiality (lewd & sexual act)

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

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Ken Pasqua

Book Title: Beloved

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

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

PART I — Threshold Definitions

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

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

Supporting Evidence:

pg. 24 - The new girl they dreamed of at night and fucked cows for at dawn while waiting for her to choose.
I wouldn't feel comfortable recommending this to a child.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:
Determination: <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

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Liam Stovall

Book Title: Beloved

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:

"rape seemed the solitary gift of life"
"dreaming of rape"
"rubbing their thighs + waiting for the new girl"
"Nothing could be as good as the sex with her
Paul D had been imagining off + on for twenty
five years."

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:

... with the absence of women they had taken to calves.

... f----- cows for at dawn

... the calves of his youth (was that it?) cracked his resolve.

Determination:

- Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

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

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Beloved

Member Type:	<input type="checkbox"/> Voting Member <input checked="" type="checkbox"/> Non-Voting Member
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 type="checkbox"/> I have read the entire book. <input checked="" type="checkbox"/> I have read part of the book. <u>most of the book years ago</u> <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: <u>Many claim that this book is harmful for high school students because it contains graphic depictions of violence and trauma. It's presence in schools is usually restricted to advanced college level courses. Because it is adult literature, it does not shy away from the 'indecent' reality of slavery. The harrowing act of the novel reveals a mother killing her child to spare her from the life of slavery. The act is not portrayed as good or heroic but as the ultimate indictment of slavery. The "harm" in this story is the system that made such a choice thinkable.</u>
Determination: <input type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

★ Morrison uses this trauma to explore 'rememory' how the past haunts the present. The book is a ~~tool~~ tool for deep historical empathy and understanding the enduring legacy of trauma

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: Calling *Beloved* obscene fundamentally confuses the depiction of a historical atrocity with a lack of moral fitness. Morrison's work is an essential piece of the American canon that uses difficult, raw ~~raw~~ imagery to explore the lasting psychological trauma of slavery. The scenes often cited as in fact, an indictment of the systemic obscenity of bondage. To ban it is to suggest that the history of the marginalized is inappropriate for study, which is a disservice to both education and history.

✗ Won the Nobel Pulitzer Prize - studied globally

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 novel uses language and terrible truths that can be seen as vulgar when taken out of context. In *Beloved* it is not a lapse in taste, but a literary necessity. In depicting the lives of characters who were treated as property rather than people, Morrison uses unflinching, earthly, and harsh physical details to reclaim the reality of their bodies. This is intended as a tool of empathy, not an attempt to offend.

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: So much evidence as educationally relevant for upper level AP and DC classes.

1. analyzing history - framework
2. mastery of narrative technique
3. magical realism - memory +
4. historical + cultural literacy
5. critical thinking + ethical inquiry

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: It is important to remember there is a big difference in meaningless swearing and linguistic realism. All through the lens of the intense emotional pressure of the characters' lives. Historically accurate - not included for shock value. Authentic voices. To sanitize the speech would be to impose an artificial modern standard of politeness onto a historic narrative which would strip the characters of their true voice + realism.
- Portrays extreme distress -

Determination:

- Content meets definition
 Content does not meet definition in context

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

Supporting Evidence: *Beloved* is a highly praised & honored work. It uses physical realism to ground the magical realism elements. The inclusion of these elements is a hallmark of mature serious literature intended for advanced students who are capable of analyzing the human condition in its entirety.

Determination:
 Content meets definition
 Content does not meet definition *in context*

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

Approve for library collection

Approve with age/location restrictions *and parent permission. To use as teacher resource or college class reference??*

Do not approve

Return to committee for further review

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

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

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

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

Patently Offensive

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

Profane Content

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

**Library Collection
Development
Standards**

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

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

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

13 TAC 4.2(a)-(b)

Responsibility

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

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

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

- referenced in *Bd. of Educ. V. Pico*, 457 U.S. 853 (1982), library material containing indecent content or profane content, or library material that refers a person to an internet website containing content prohibited under this provision, including by use of a link or QR code, as defined by Health and Safety Code 443.001;
- c. Recognize that obscene content is not protected by the First Amendment to the United States Constitution;
 - d. Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;
 - e. Ensure schools provide library catalog transparency, including, but not limited to:
 - (1) Online catalogs that are publicly available; and
 - (2) Information about titles and how and where material can be accessed;
 - f. Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:
 - (1) Access to district/campus policies relating to school libraries;
 - (2) Consistent access to library resources; and
 - (3) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;
 - g. Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and
 - h. Demonstrate a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) including through the use of technology protection measures, as defined by the Act.

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

Findings of Fact

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

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

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

Evaluation of
Materials

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

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

13 TAC 4.2(d)

Acquisition of
Library Materials

*Policy
Requirements*

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

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

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

Education Code 33.026(a)

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

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

Education Code 33.026(f)

*Board Review
and Meeting*

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

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

Education Code 33.026(b-c)

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

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

Mandatory
Establishment

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

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

Composition

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

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

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

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

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

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

Education Code 33.025(d-e)

Meetings

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

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

Minutes

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

Education Code 33.025

**Challenge or Appeal
of Library Material**

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

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

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

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

Challenge Form

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

Copy of Challenge to SLAC

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

Library Material Review Committee

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

Board Action on Written Challenge

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

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

Education Code 33.027(d)

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

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

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

Education Code 33.027(f)

Access During Challenge

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

Notice of Removed Material

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

Action Not Required

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

Liability

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

Joint Facilities

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

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

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

**School Library
Advisory Council**

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

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

**Collection
Development Policy**

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

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

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

Responsibility

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

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

**Collection
Development Goals**

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

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

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

**Recommendation
and Procurement of
Materials**

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

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

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

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

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

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

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

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

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

Donated and
Proposed
Procurement List

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

Access Plan

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

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

Each campus shall communicate the following to parents and guardians:

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

Parental
Involvement

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

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

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

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

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

*Access
Procedures*

School Library

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

Library Catalog

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

Protection from
Inappropriate
Material

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

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

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

Challenge of Library Material

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

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

Guiding Principles

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

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

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

Formal Challenge

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

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

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

SLAC Recommendation

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

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

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

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

Appeal

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

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

Frequency of Review

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

Removal of Library Materials

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

Maintenance of Library Materials

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

Gifts and Donations

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

Policy Review

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

Resolution Establishing a Local School Library Advisory Council

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

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

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

WHEREAS, the SLAC's duties include recommending:

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

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

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

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

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

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

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

DATE ISSUED:

1 of 2

EFB(EXHIBIT)

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

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: _____

DATE ISSUED:

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EFB(EXHIBIT)