



**Library Materials Challenge Executive Report
April 20, 2026**

**Title: *The Color Purple*
Author: Alice Walker
ISBN: 9781453232606**

Report Contents

Timeline

Executive Summary

Library Materials Challenge Form

Library Materials Challenge Form Additional Attachments

Supporting Review Material

SLAC Library Materials Challenge Evaluation Rubrics

Board Policy

Timeline

Library Materials Challenge Form Received	February 19, 2026
Board Notification	February 23, 2026
Superintendent Notification	February 23, 2026
School Library Advisory Council Notification	February 23, 2026
Campus Administration Notification	February 23, 2026
SLAC Review Process Window	February 27 - March 27, 2026
School Library Advisory Council Meeting	April 9, 2026
School Board Meeting	April 20, 2026

Executive Summary

As communicated to the School Library Advisory Council (SLAC) on February 27, 2026, the district received a Library Materials Challenge Form for *The Color Purple* by Alice Walker (ISBN: 9781453232606). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

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

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized form. The review process was completed within the window of February 27, 2026 - March 27, 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.

Two SLAC members completed the review. Within the respondent group, one respondent is a voting member and one respondent is a non-voting member. Out of the respondents, both respondents reported to have read part of the book. As a part of the SLAC review process, respondents were asked to provide the specific reasoning for their recommendation, ensuring reasoning reflects federal law, state law, and Legal/Local policy. Respondents provided the following reasoning:

- "This book does not align with Celina ISD local values. The book is full of sexually charged information and slang words not appropriate for middle school students. It also contains profanity, words associated with sexual slang that again, we do not want middle school students speaking. If they said these words in the classroom about another student, they would be in trouble, so we shouldn't promote a book using these words."
- "This book contains sexually explicit material, offensive language and racial slurs."

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

Five non-voting members cited supporting evidence of the book having "harmful content" and four 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 three non-voting members cited supporting evidence of "profane content". Four non-voting members cited supporting evidence of content meeting the threshold of "indecent content".

Four voting members provided supporting evidence that threshold definitions were met. One voting member cited supporting evidence meeting the thresholds of "harmful content". Two voting members cited supporting evidence of "obscene material", and two voting members also cited supporting evidence of content meeting the threshold of "pervasively vulgar". Two voting members cited supporting evidence meeting the threshold of "profane content". Additionally, two voting members cited supporting evidence meeting the threshold of "indecent content"

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



Library Materials Challenge Form

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

Upon receipt of a Library Materials Challenge Form:

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

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

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

Select all the following that apply:

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

Library Materials Challenge Form Instructions

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

Library Materials Challenge Form, page 2

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

The Color Purple
Alice Walker
ISBN: 9781453232606

Sec 33.021; sexually explicit material; 43.21 patently offensive (attachment)

Part II: Submitting the Library Materials Challenge Form

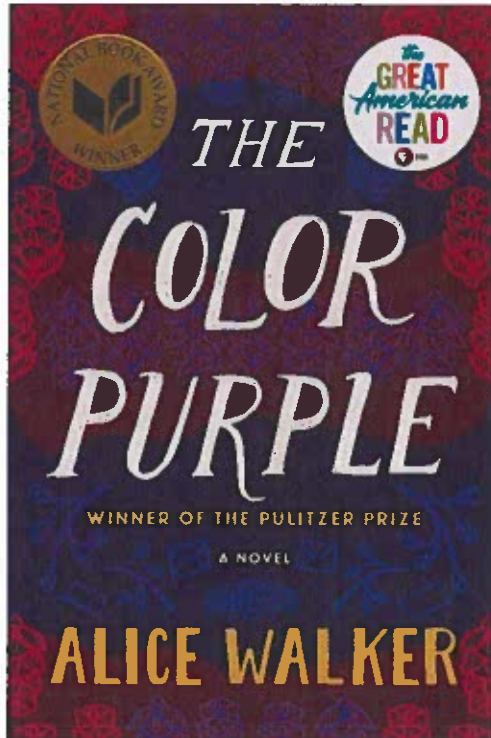
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

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

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

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

THE COLOR PURPLE



Adult

By Alice Walker

ISBN: 9781453232606



Book Summary:

In America's South in the early twentieth century, an abused black woman perseveres through faith.

Summary of Concerns:

This book contains explicit sexual activities; sexual nudity; child molestation and rape; violence including child abuse and domestic violence; racism; bigotry; profanity and derogatory terms; controversial religious, racial, and cultural commentary; alcohol and drug use; and alternate sexualities.

3 / 5

Minor Restricted
BookLooks Review Rating

Page	Content
1	First he put his thing up gainst my hip and sort of wiggle it around. Then he grab hold my titties. Then he push his thing inside my pussy. When that hurt, I cry. He start to choke me, saying You better shut up and git used to it.
3	He took my other little baby, a boy this time. But I don't think he kilt it. I think he sold it to a man an his wife over Monticello. I got breasts full of milk running down myself.
4	He come home with a girl from round Gray. She be my age but they married. He be on her all the time.
5	A girl at church say you git big if you bleed every month. I don't bleed no more.
22	Harpo ast his daddy why he beat me. Mr. _____ say, Cause she my wife. Plus, she stubborn. All women good for—he don't finish. ...He beat me like he beat the children. Cept he don't never hardly beat them. He say, Celie, git the belt. The children be outside the room peeking through the cracks. It all I can do not to cry. I make myself wood.
29	Bub be out all times of night drinking with boys twice his age.
44	He talk bout a strumpet in short skirts, smoking cigarettes, drinking gin. Singing for money and taking other women mens. Talk bout slut, hussy, heifer and streetcleaner.
49	First time I got the full sight of Shug Avery long black body with it black plum nipples, look like her mouth, I thought I had turned into a man. What you staring at? she ast. Hateful. She weak as a kitten. But her mouth just pack with claws. You never seen a naked woman before?
55	Celie, he say, you have my sympathy. Not many women let they husband whore lay up in they house.
65	I don't like to go to bed with him no more, she say. Used to be when he touch me I'd go all out my head. Now when he touch me I just don't want to be bothered. Once he git on top of me I think bout how that's where he always want to be. She sip her lemonade. I use to love that part of it, she say. I use to chase him home from the field. Git all hot just watching him put the children to bed. But no more. ...Mr. _____ clam on top of me, do his business, in ten minutes us both sleep. Only time I feel something stirring down there is when I think bout Shug. ...The worst part is I don't think he notice. He git up there and enjoy himself just the same. No matter what I'm thinking. No matter what I feel. It just him. Heartfeeling don't even seem to enter into it. She snort. The fact he can do it like that make me want to kill him.
72	Mr. _____ drink whiskey.
75	I can't believe it, she say. She sit down on the bench next to me real hard, like she drop. What he beat you for? she ast. For being me and not you. Oh, Miss Celie, she say, and put her arms around me. Us sit like that for maybe half a hour. Then she kiss me on the fleshy part of my shoulder and stand up. I won't leave, she say, until I know Albert won't even think about beating you.
76	Now we all know she going sometime soon, they sleep together at night. Not every night, but almost every night, from Friday to Monday. He go down to Harpo's to watch her sing. And just to look at her. Then way late they come home. They giggle and they talk and they rassle until morning. Then they go to bed until it

Page	Content
	<p>time for her to get ready to go back to work.</p> <p>First time it happen, it was a accident. Feeling just carried them away. That what Shug say. He don't say nothing.</p> <p>She ast me, Tell me the truth, she say, do you mind if Albert sleep with me?</p> <p>I think, I don't care who Albert sleep with. But I don't say that.</p> <p>I say, You might git big again.</p> <p>She say, Naw, not with my sponge and all.</p> <p>...You like to sleep with him? I ast.</p> <p>Yeah, Celie she say, I have to confess, I just love it. Don't you?</p> <p>Naw, I say. Mr. _____ can tell you, I don't like it at all.</p> <p>What is it like? He git up on you, heist your nightgown round your waist, plunge in. Most times I pretend I ain't there. He never know the difference. Never ast me how I feel, nothing. Just do his business, get off, go to sleep.</p> <p>She start to laugh. Do his business, she say. Do his business. Why, Miss Celie. You make it sound like he going to the toilet on you.</p> <p>That what it feel like, I say.</p> <p>She stop laughing.</p> <p>You never enjoy it at all? she ast, puzzle. Not even with your children daddy?</p> <p>Never, I say.</p> <p>Why Miss Celie, she say, you still a virgin.</p> <p>What? I ast.</p> <p>Listen, she say, right down there in your pussy is a little button that gits real hot when you do you know what with somebody. It git hotter and hotter and then it melt. That the good part. But other parts good too, she say. Lot of sucking go on, here and there, she say. Lot of finger and tongue work.</p> <p>Button? Finger and tongue? My face hot enough to melt itself.</p> <p>She say, Here, take this mirror and go look at yourself down there, I bet you never seen it, have you?</p> <p>Naw.</p> <p>And I bet you never seen Albert down there either.</p> <p>I felt him, I say.</p> <p>I stand there with the mirror.</p> <p>She say, What, too shame even to go off and look at yourself? And you look so cute too, she say, laughing. All dressed up for Harpo's, smelling good and everything, but scared to look at your own pussy.</p> <p>You come with me while I look, I say.</p> <p>...I lie back on the bed and haul up my dress. Yank down my bloomers. Stick the looking glass tween my legs. Ugh. All that hair. Then my pussy lips be black. Then inside look like a wet rose.</p> <p>It a lot prettier than you thought, ain't it? she say from the door.</p> <p>It mine, I say. Where the button?</p> <p>Right up near the top, she say. The part that stick out a little.</p> <p>I look at her and touch it with my finger. A little shiver go through me. Nothing much. But just enough to tell me this the right button to mash. Maybe.</p> <p>She say, While you looking, look at your titties too. I haul up my dress and look at my titties. Think bout my babies sucking them. Remember the little shiver I felt then too.</p> <p>Sometimes a big shiver.</p>

Page	Content
	<p>...Albert and Harpo coming, she say. And I yank up my drawers and yank down my dress. I feel like us been doing something wrong. I don't care if you sleep with him, I say. And she take me at my word. I take me at my word too. But when I hear them together all I can do is pull the quilt over my head and finger my little button and titties and cry.</p>
81	<p>All the men got they eyes glued to Shug's bosom. I got my eyes glued there too. I feel my nipples harden under my dress. My little button sort of perk up too. Shug, I say to her in my mind, Girl, you looks like a real good time, the Good Lord knows you do. ...Since he quit stuffing himself, he gained a bunch of weight, face, head and all, mostly from drinking home brew and eating left-over barbecue. By now he just about her size. A woman need a little fun, once in a while, she say.</p>
96	<p>He took my hat off, say Squeak. Told me to undo my dress. She drop her head, put her face in her hands. My God, say Odessa, and he your uncle. He say if he was my uncle he wouldn't do it to me. That be a sin. But this just little fornication. Everybody guilty of that.</p>
99	<p>Squeak sing, They calls me yellow like yellow be my name They calls me yellow like yellow be my name But if yellow is a name Why ain't black the same Well, if I say Hey black girl Lord, she try to ruin my game</p>
108	<p>She come over to Grady and put her arms round him, look up at him like he cute and he lean down and give her a kiss.</p>
109	<p>Mr. _____ drink all through Christmas. Him and Grady. ...He ain't beat me much since you made him quit, I say. Just a slap now and then when he ain't got nothing else to do. Yall make love any better? she ast. Us try, I say. He try to play with the button but feel like his fingers dry. Us don't git nowhere much. You still a virgin? she ast. I reckon. I say.</p>
111	<p>Mr. _____ and Grady gone off in the car together. Shug ast me could she sleep with me. She cold in her and Grady bed all alone. Us talk bout this and that. Soon talk about making love. Shug don't actually say making love. She say something nasty. She say fuck. ...He a little nervous too, but I don't know why, till he grab hold of me and cram me up tween his legs. I lay there quiet, listening to Shug breathe. It hurt me, you know, I say. I was just going on fourteen. I never even thought bout men having nothing down there so big. It scare me just to see it. And the way it poke itself and grow. Shug so quiet I think she sleep. After he through, I say, he make me finish trimming his hair.</p>

Page	Content
	<p>...Seem like it all come back to me, laying there in Shug arms. How it hurt and how much I was surprise. How it stung while I finish trimming his hair. How the blood drip down my leg and mess up my stocking. How he don't never look at me straight after that. And Nettie. ...Shug say, Wellsah, and I thought it was only whitefolks do freakish things like that. ...He clam on top of me and fuck and fuck, even when my head bandaged. Nobody ever love me, I say. She say, I love you, Miss Celie. And then she haul off and kiss me on the mouth. Um, she say, like she surprise. I kiss her back, say, um, too. Us kiss and kiss till us can't hardly kiss no more. Then us touch each other. I don't know nothing bout it, I say to Shug. I don't know much, she say. Then I feels something real soft and wet on my breast, feel like one of my little lost babies mouth. Way after while, I act like a little lost baby too.</p>
114	<p>Her back to me, my arms round her waist. What it like? Little like sleeping with mama, only I can't hardly remember ever sleeping with her. Little like sleeping with Nettie, only sleeping with Nettie never feel this good. It warm and cushiony, and I feel Shug's big tits sorta flop over my arms like suds. It feel like heaven is what it feel like, not like sleeping with Mr. _____ at all. ...Mr. _____ fall into bed next to me, drunk, and snoring before he hit the quilts.</p>
115	<p>I tell you something else, Shug say to Mary Agnes, listening to you sing, folks git to thinking bout a good screw. ...Shug say, What, too shamefaced to put singing and dancing and fucking together? She laugh. That's the reason they call what us sing the devil's music. Devils love to fuck. ...Niggers don't know how to act, but if you git through the first half of one song, you got 'em.</p>
119	<p>Shug laugh and laugh when he got anything to say. Show teef and tits aplenty. ...All this week I suffer. Grady and me feel so down he turn to reefer, I turn to prayer.</p>
120	<p>One thing my mama hated me for was how much I love to fuck, she say. She never love to do nothing had anything to do with touching nobody, she say. I try to kiss her, she turn her mouth away. ...My daddy love me to kiss and hug him, but she didn't like the looks of that.</p>
122	<p>I was so mean, and so wild, Lord. I used to go round saying, I don't care who he married to, I'm gonna fuck him. She stop talking a minute. Then she say, And I did, too. Us fuck so much in the open us give fucking a bad name. But he fuck Annie Julia too, she say, and she didn't have nothing, not even a liking for him. ...Finally she start to sleep with that man that shot her down. ...Nature said, You two folks, hook up, cause you a good example of how it sposed to go. ...But what was good tween us must have been nothing but bodies, she say.</p>
124	<p>One night when Mr. _____ and Grady gone, us open the trunk. Us find a lot of Shug's underclothes, some nasty picture postcards, and way down under his tobacco, Nettie's letters.</p>
126	<p>After while I had to rest, and that's when he got down from his horse and started to try to kiss me, and drag me back in the woods.</p>
145	<p>Make Albert let me sleep with you from now on, while you here, I say.</p>

Page	Content
146	Us sleep like sisters, me and Shug. Much as I still want to be with her, much as I love to look, my titties stay soft, my little button never rise. ...But she say, Naw, just being mad, grief, wanting to kill somebody will make you feel this way. Nothing to worry about. Titties gonna perk up, button gonna rise again.
148	Shug say children got by incest turn into dunces. Incest part of the devil's plan.
156	When I told her the Olinka don't believe in educating girls she said, quick as a flash, They're like white people at home who don't want colored people to learn.
174	Well, his store did so well that he talked two of his brothers into helping him run it, and, as the months went by, they were doing better and better. Then the white merchants began to get together and complain that this store was taking all the black business away from them, and the man's blacksmith shop that he set up behind the store, was taking some of the white. This would not do. And so, one night, the man's store was burned down, his smithy destroyed, and the man and his two brothers dragged out of their homes in the middle of the night and hanged. ...When the neighbors brought her husband's body home, it had been mutilated and burnt.
195	Ain't no way to read the bible and not think God white, she say. Then she sigh. When I found out I thought God was white, and a man, I lost interest.
205	While me and Shug sleeping and he driving, he tell Squeak all about life in North Memphis, Tennessee. I can't half sleep for him raving bout clubs and clothes and forty-nine brands of beer. Talking so much bout stuff to drink make me have to pee.
210	Us eat and eat, and drink a little sweet wine and beer too.
220	It just like whiskey, I say. You got to stay ahead of it. You know a little drink now and then never hurt nobody, but when you can't git started without asking the bottle, you in trouble. ...I smoke when I want to talk to God. I smoke when I want to make love. Lately I feel like me and God make love just fine anyhow. Whether I smoke reefer or not.
244	But she say, Naw, he died in his sleep. Well, not quite in his sleep, she say. Us was spending a little time in bed together, you know, before us drop off.
265	Some colored people so scared of whitefolks they claim to love the cotton gin.
270	I tried to tease her. You don't love old dumb Celie, I said. She ugly and skinny and can't hold a candle to you. She can't even screw. What I want to say that for. From what she tell me, Shug said, she don't have no reason to screw. You on and off like a jackrabbit. Plus, she say, Celie say you not always clean. And she turn up her nose.
272	Guess what, I say to him, folks in Africa where Nettie and the children is believe white people is black peoples children.
274	They tried to explain to the missionaries that it was they who put Adam and Eve out of the village because they was naked. Their word for naked is white. But since they are covered by color they are not naked. They said anybody looking at a white person can tell they naked, but black people can not be naked because they can not be white.
275	But they say just like they know history before the white children start to come, they know the future after the biggest of 'em leave. They say they know these particular children and they gon kill each other off, they still so mad bout being unwanted. Gon kill off a lot of other folk too who got some color. In fact, they gon kill off so much of the earth and the

Page	Content
	<p>colored that everybody gon hate them just like they hate us today. Then they will become the new serpent. And wherever a white person is found he'll be crush by somebody not white, just like they do us today. And some of the Olinka peoples believe life will just go on and on like this forever.</p> <p>...They think, after the biggest of the white folks no longer on the earth, the only way to stop making somebody the serpent is for everybody to accept everybody else as a child of God, or one mother's children, no matter what they look like or how they act.</p>
287	<p>Plus, he not a good influence for no child. Course, I wasn't either, she say. Smoking so much reefer.</p>

Profanity/Derogatory Term	Count
Ass	4
Bitch	4
Fuck	12
Goddamn	2
Nigger	10
Piss	4
Pussy	5
Shit	8
Tit/Titties	9

Supporting Review Material

Title: <i>The Color Purple</i>	Author: Alice Walker
ISBN: 9781453232606	Last Check-Out: 2012
Current Library Level: Celina High School, 1 copy	Recommended Library/Age Level: Publisher Suggests- Young Adult School Library Journal- Grade 10 and up Common Sense Media- Age 16 and up
Book Summary- Wordpress.com	
<p>Alice Walker's <i>The Color Purple</i> is an epistolary novel following Celie, a young Black woman in the rural American South, who survives severe abuse from her stepfather and husband. Through the love of singer Shug Avery and her sister Nettie's hidden letters, Celie finds her voice, gains independence, and builds a chosen family, ultimately finding self-worth and peace.</p> <p>Key Plot Points:</p> <p>Abuse and Separation: Celie is raped by her stepfather, bears two children who are taken away, and is married off to an abusive man known as "Mister".</p> <p>The Letters: Celie writes letters to God to cope. She is separated from her beloved sister, Nettie, and believes her to be dead, though her husband hides letters from Nettie for years.</p> <p>Shug Avery: The arrival of Shug Avery, a glamorous singer, changes Celie's life. Shug shows Celie love, kindness, and helps her realize her own worth.</p> <p>Discovery and Empowerment: Shug and Celie discover the hidden letters, revealing Nettie is a missionary in Africa with the couple who adopted Celie's children.</p> <p>Transformation: Inspired by Shug, Celie leaves her husband, gains financial independence by starting a business making pants, and finds confidence.</p> <p>The Ending:</p> <p>Reconciliation: Celie inherits her family home after her biological father dies. Her former husband, Mister, goes through a transformation, eventually becoming a friend to her rather than a tormentor.</p> <p>Family Reunion: Nettie returns from Africa with Celie's grown children, Adam and Olivia, providing a happy, emotional reunion.</p> <p>Final Scene: The novel ends with Celie feeling joyful, secure, and surrounded by her loved ones—Shug, her sister, her children, and friends—having found "The Color Purple" (joy/God) in her everyday life.</p>	
<p>Book Review & Awards</p> <p><i>Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.</i></p>	
<p>AudioFile starred, 10/01/10 *</p> <p>School Library Journal Xpress, 09/13/24</p> <p>Wilson's Fiction, 10/01/10</p>	

Wilson's Senior High School, 10/01/07
Wilson's Senior High School, 10/01/11 *

Book Review 1

School Library Journal Xpress (September 13, 2024)

Gr 10 Up-A timeless classic, this is a cultural mainstay with perennial importance, relevance, and splendor. Penned by the first Black woman to win the Pulitzer Prize for Fiction, this work of art takes place in rural Georgia and centers the various lives and experiences of Black women in the 1930s. Celie, the 14-year-old protagonist and narrator, survives ongoing emotional, physical, and sexual abuse at the hands of her stepfather, Alphonso. A man named Mister offers to marry Celie's younger sister, 12-year-old Nettie, but their stepfather arranges for Mister to marry Celie instead. Mister and his children all treat Celie badly, attempting to break her spirit and discard her humanity. Celie often writes letters to God to give voice to such harrowing mistreatment. Hope and resilience become the protagonist's armor to take up space with her intersecting identities, causing her to also find strength from friendships with other strong Black women characters, Shug Avery and Sofia. There are several explicit descriptions of systematic rapes, masturbation, and beatings. VERDICT A must-read for those who want a true and honest look at life during this period; this is a bold, brave, and rich literary account that humanizes the experiences of Black women. Purchase for all collections.-Heather Lassley & Raven L. Jones © Copyright 2024. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Book Review 2

Kirkus Reviews Issue: June 1, 1982

Walker (In Love and Trouble, Meridian) has set herself the task of an epistolary novel—and she scores strongly with it.

The time is in the Thirties; a young, black, Southern woman named Celie is the primary correspondent (God being her usual addressee); and the life described in her letters is one of almost impossible grimness. While young, Celie is raped by a stepfather. (Even worse, she believes him to be her real father.) She's made to bear two children that are then taken away from her. She's married off without her consent to an older man, Albert, who'd rather have Celie's sister Nettie—and, by sacrificing her body to Albert without love or feeling, Celie saves her sister, making it possible for her to escape: soon Nettie goes to Africa to work as a Christian missionary. Eventually, then, halfway through the book, as Celie's sub-literate dialect letters to God continue to mount (eventually achieving the naturalness and intensity of music, equal in beauty to Eudora Welty's early dialect stories), letters from Nettie in Africa begin to arrive. But Celie doesn't see them—because Albert holds them back from her. And it's only when Celie finds an unlikely redeemer—Albert's blues-singer lover Shug Avery—that her isolation ends: Shug takes Celie under her wing, becomes Celie's lover as well as Albert's; Shug's strength and expansiveness and wisdom finally free up Nettie's

letters—thus granting poor Celie a tangible life in the now (Shug's love, encouragement) as well as a family life, a past (Nettie's letters). Walker fashions this book beautifully—with each of Celie's letters slowly adding to her independence (the implicit feminism won't surprise Walker's readers), with each letter deepening the rich, almost folk-tale-ish sense of story here. And, like an inverted pyramid, the novel thus builds itself up broadeningly while balanced on the frailest imaginable single point: the indestructibility—and battered-ness—of love.

A lovely, painful book: Walker's finest work yet.

Library Materials Challenge Recommendation Rubric

Member Name: Jerratt Calvert

Book Title: The Color Purple

Member Type:	<input type="checkbox"/> Voting Member	<input checked="" type="checkbox"/> Non-Voting Member
---------------------	--	---

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

PART I — Threshold Definitions

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

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

Supporting Evidence: <input type="checkbox"/> graphic domestic/sexual abuse

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:

description of sexual abuse

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: <p><input type="checkbox"/> overtly graphic words/scenarios</p>
Determination: <input checked="" type="checkbox"/> Content meets definition <input type="checkbox"/> Content does not meet definition

Threshold Summary

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

Library Materials Challenge Recommendation Rubric

Member Name: Liam Stovall

Book Title: The Color Purple

Member Type:	<input type="checkbox"/> Voting Member	<input 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 type="checkbox"/> Librarian
	<input type="checkbox"/> Parent	<input type="checkbox"/> Other	

PART I — Threshold Definitions

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

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

Supporting Evidence:
rape, masturbation & beatings

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:
descriptions of graphic anatomy ↓

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:

↓ raping young children would be patently
offensive

Determination:

- Content meets definition
 Content does not meet definition

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo

Book Title: Color purple

Member Type:	<input type="checkbox"/> Voting Member	<input checked="" type="checkbox"/> Non-Voting Member
--------------	--	---

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

PART I — Threshold Definitions

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

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

Supporting Evidence:

sexual content

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:

words - vulgar

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:
Determination: <input checked="" 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 checked="" 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: <p style="text-align: center;"><i>profane content</i></p>
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 checked="" type="checkbox"/> Pervasively Vulgar
	<input type="checkbox"/> Educationaly 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 meets one of the threshold definitions—**Continue**

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Gabe Carter

Book Title: The Color Purple

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

PART I — Threshold Definitions

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

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

Supporting Evidence:

Determination:

- 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:

This book contains very descriptive scenes of rape, abuse, and language not appropriate for school age kids

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:

Words that are not culturally acceptable anymore are frequently used. This is a bad way for kids to learn offensive language.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

Threshold Summary

Content contains the following:	<input type="checkbox"/> Harmful Material	<input 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 meets one of the threshold definitions—**Continue**

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: CHRIS CARTER

Book Title: THE COLOR PURPLE

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

PART I — Threshold Definitions

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

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

Supporting Evidence:

THIS BOOK TALKS ABOUT THE APPS OF A 14 YR OLD GIRL. THAT IS CERTAINLY PRURIENT INTEREST OF A MINOR IN SEX.

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:

- 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 LANGUAGE IN THIS BOOK WOULD BE EXTREMELY OFFENSIVE & SHOULD NOT BE USED. STUDENTS SHOULD NOT SPEAK THIS WAY

Determination:

- Content meets definition
- Content does not meet definition

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

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

Threshold Summary

Content contains the following:	<input checked="" type="checkbox"/> Harmful Material	<input type="checkbox"/> Obscene Material	<input type="checkbox"/> Pervasively Vulgar
	<input 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 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: The Color Purple

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	

PART I — Threshold Definitions

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

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

Supporting Evidence:

The book is an award winning historically correct story of a time in our history. It is hard and difficult to read. I do believe it should be read with supervision & not checked out without parent permission. It would be harmful & a lot to handle.

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:

Although this book has tremendous value & has won many awards I believe it should be taught & read under the aide of a teacher or parent.

Determination:

- Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
 Content does not meet definition

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

Supporting Evidence:

This title has value & is a part of US history. Has not been read in years.

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:

Language is difficult but reflects the era & the hardships of those people living at the time.

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:

Adult material. It is graphic content. So hard to read but part of our history that we can't cover up. I wish we could keep a copy for reference or parent choice.

Determination:

- Content meets definition
 Content does not meet definition

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

Approve for library collection

Approve with age/location restrictions

Do not approve *because it is classified as Adult Fiction*

Return to committee for further review

Library Materials Challenge Recommendation Rubric

Member Name: ~~The Color People~~ Chris Caldwell

Book Title: The Color People

Member Type:	<input checked="" type="checkbox"/> Voting Member <input 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 type="checkbox"/> Librarian <input checked="" type="checkbox"/> Parent <input type="checkbox"/> Other
------------------------	--

PART I — Threshold Definitions

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

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

Supporting Evidence:

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

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

Supporting Evidence:

Ref to women body parts many times

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:

Ref to woman body parts many times

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:

Ass Bitch Fuck Pussy
Tittos Nigger

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:

Explicit Sexual Content

Determination:

- Content meets definition
 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 checked="" type="checkbox"/> Profane Content	<input checked="" type="checkbox"/> Indecent Content

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: The Color Purple

Member Type:	<input checked="" type="checkbox"/> Voting Member	<input 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 type="checkbox"/> Librarian
	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Other	

PART I — Threshold Definitions

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

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

Supporting Evidence: <p>Explicit sexual activities; sexual nudity; child molestation & rape.</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:

- 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"/> Educationaly Unsuitable	<input type="checkbox"/> Profane Content	<input type="checkbox"/> Indecent Content

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: The Color Purple

Member Type:	<input checked="" type="checkbox"/> Voting Member	<input 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 type="checkbox"/> Librarian
	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Other	

PART I — Threshold Definitions

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

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

Supporting Evidence:

Determination:

- 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 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 checked="" 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: The book contains many indecent scenarios like rape & sexual abuse.
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 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: Timothy Gerner

Book Title: The Color Purple

Member Type:	<input checked="" type="checkbox"/> Voting Member	<input 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 type="checkbox"/> Librarian
	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Other	

PART I — Threshold Definitions

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

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

Supporting Evidence:

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

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

Supporting Evidence: *Very descriptive sex acts. Rape/incest*

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 descriptions and words used to describe the acts are very vulgar*

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

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:

Strong sexual content, adult

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

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; and3. 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; orb. 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-

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

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

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

Findings of Fact

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

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

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

Evaluation of
Materials

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

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

13 TAC 4.2(d)

Acquisition of
Library Materials
*Policy
Requirements*

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

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

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

Education Code 33.026(a)

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

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

Education Code 33.026(f)

*Board Review
and Meeting*

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

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

Education Code 33.026(b-c)

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

<i>School Library Advisory Council Recommendation</i>	If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. <i>Education Code 33.026(d)</i>
Policy Review	A district's collection development policy should be reviewed at least every three years and updated as necessary. <i>13 TAC 4.2(h)</i>
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	<p>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. <i>Education Code 33.025(b)</i></p> <p>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. <i>Education Code 33.025(c)</i></p>
Composition	<p>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:</p> <ol style="list-style-type: none"><li data-bbox="565 999 1211 1029">1. Classroom teachers employed by the district;<li data-bbox="565 1056 1078 1085">2. Librarians employed by the district;<li data-bbox="565 1113 1403 1176">3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district;<li data-bbox="565 1203 1235 1232">4. School administrators employed by the district;<li data-bbox="565 1260 1016 1289">5. The business community; and<li data-bbox="565 1316 773 1346">6. The clergy. <p><i>Education Code 33.025(f)</i></p>
Duties	<p>The local SLAC's duties include recommending:</p> <ol style="list-style-type: none"><li data-bbox="565 1482 1438 1545">1. Policies and procedures for the acquisition of library materials consistent with local community values;<li data-bbox="565 1572 1438 1707">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;<li data-bbox="565 1734 1438 1827">3. If feasible, joint use agreements or strategies for collaboration between the district and local public libraries and community organizations;

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

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

Education Code 33.025(d-e)

Meetings

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

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

Minutes

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

Education Code 33.025

**Challenge or Appeal
of Library Material**

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

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

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

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

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

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

Education Code 33.027(f)

Access During Challenge	A district that receives a challenge to a library material under Education Code 33.027(a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge. <i>Education Code 33.027(g)</i>
Notice of Removed Material	If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library. <i>Education Code 33.027(h)</i>
Action Not Required	If a challenge to a library material results in the board, with the recommendation of the local SLAC, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material. <i>Education Code 33.027(i)</i>
Liability	A district or a teacher, librarian, or other staff member employed by a district is not liable for any claim or damage resulting from a library material vendor's violation of Education Code Chapter 35. <i>Education Code 35.004</i>
Joint Facilities	A district may enter into contracts with a county or municipality in which the district is located to provide joint library facilities. The board and the commissioner's court of the county or governing body of the municipality must conduct public hearings before entering into such a contract. The hearings may be held jointly. <i>Education Code 33.022</i>

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

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

**School Library
Advisory Council**

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

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

**Collection
Development Policy**

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

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

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

Responsibility

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

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

**Collection
Development Goals**

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

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

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

**Recommendation
and Procurement of
Materials**

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

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

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

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

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

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

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

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

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

Donated and
Proposed
Procurement List

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

Access Plan

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

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

Each campus shall communicate the following to parents and guardians:

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

Parental
Involvement

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

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

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

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

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

*Access
Procedures*

School Library

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

Library Catalog

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

Protection from
Inappropriate
Material

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

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

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

Challenge of Library Material

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

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

Guiding Principles

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

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

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

Formal Challenge

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

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

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

SLAC Recommendation

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

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

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

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

Appeal

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

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

Frequency of Review

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

Removal of Library Materials

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

Maintenance of Library Materials

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

Gifts and Donations

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

Policy Review

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

Resolution Establishing a Local School Library Advisory Council

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

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

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

WHEREAS, the SLAC's duties include recommending:

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

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

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

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

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

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

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

DATE ISSUED:

1 of 2

EFB(EXHIBIT)

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

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

WHEREAS, for each meeting, the SLAC shall:

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

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

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

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

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

Board President's signature: _____

Board Secretary's signature: _____