



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

**Title: *All American Boys*
Author: Jason Reynolds and Brendan Kiely
ISBN: 9781481463355**

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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 *All American Boys* by Jason Reynolds and Brendan Kiely (ISBN: 9781481463355). 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.

One SLAC member completed the review. Within the respondent group, one respondent is a voting member and zero respondents were non-voting members. Out of the respondents, one respondent 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 contains sexually explicit material and patently 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. Two non-voting members of the SLAC reported to have read the book, in its entirety.

A non-voting member cited no supporting evidence for any of the threshold definitions, scored the book a 39 out of 40 points when looking at the Selection Criteria Rubric, and made the recommendation for the book to remain in the library collection. Three additional non-voting members cited no supporting evidence for any of the threshold definitions.

Three non-voting members cited supporting evidence of the book having "harmful content". Out of those three non-voting members, one member cited additional supporting evidence that the book is "educationally unsuitable" and another member cited additional supporting evidence that the book is "pervasively vulgar".

One voting member cited no supporting evidence for any of the threshold definitions.

Three voting members provided supporting evidence that threshold definitions were met. One member cited supporting evidence meeting the thresholds of "harmful content", "pervasively vulgar" and "educationally unsuitable". One voting member cited supporting evidence meeting the thresholds of "educationally unsuitable" and "profane content". A third voting member cited supporting evidence meeting the thresholds of "profane content" and "indecent content".

The recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "profane content" and "indecent content" with a second by Tim Garver. The SLAC voted 3-1 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" and "indecent 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.

All American Boys
Jason Reynolds and Brandon Kiely
ISBN: 978-1-4814-6335-5

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

Part II: Submitting the Library Materials Challenge Form

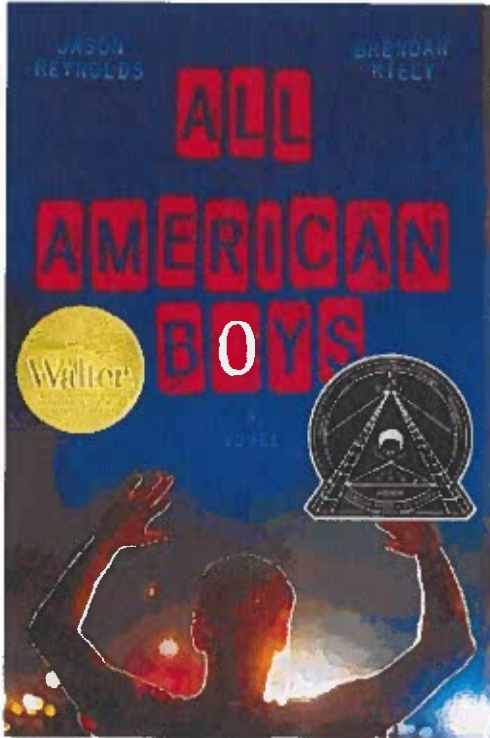
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, rhondathornton@celinaisd.com.

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](#)

ALL AMERICAN BOYS



Young Adult

By Jason Reynolds and Brendan Kiely

ISBN: 978-1-4814-6335-5

Book Summary:

A town is put in a state of turmoil after a young African American teenager is wrongly accused and assaulted by a police officer.

Summary of Concerns:

This book contains inflammatory racial and social commentary; profanity; alcohol and drug use; and violence.

2/5

Teen Guidance
BookLooks Review Rating

Page	Content
7	<p>ZOOM IN. ZOOM IN MORE. A LITTLE MORE. A BOY, GRAINY. FACEDOWN ON THE PAVEMENT. A MAN ABOVE HIM. FISTS RAINING LIKE STONES. HOWLING. LIGHTS AND SIRENS. BLOOD ON THE STREET. THE BOY IS STILL MOVING. AND THEN HE IS NOT.</p>
11	<p>"Two weeks after I graduated from high school, my father came to me and said, 'The only people who are going to live in this house are people I'm making love to.'"</p>
13	<p>"...There's no better opportunity for a black boy in this country than to join the army."</p>
24	<p>He shoved me through the door and slammed me to the ground. Face-first. Hurt so bad the pain was a color—white, a crunching sound in my ear as bones in my nose cracked. After he slapped the cuffs on me, the metal cutting into my wrists, he yanked at my shirt and pants, searching me. I let out a wail, a sound that came from somewhere deep inside.</p> <p>.... I just needed to move to hopefully calm the pain. But moving wasn't a good idea because every time I flipped and flapped on the pavement, with every natural jerk, the cuffs seemed to tighten, and worse, I caught another blow. A fist in the kidney. A knee in the back. A forearm to the back of the neck.</p> <p>"Oh, you wanna resist? You wanna resist?" the cop kept saying, pounding me.</p> <p>...And if I could've, I would've told him that I didn't want to resist. Plus, I was already in cuffs. I was already... stuck. The people on the street watching, their faint murmurs of "Leave him alone" becoming white noise—they knew I didn't want to resist. I really, really didn't. I just wanted him to stop beating me. I just wanted to live. Each blow earthquaked my insides, crushing parts of me I had never seen, parts of me I never knew were there. "Fuckin' thugs can't just do what you're told. Need to learn how to respect authority. And I'm gonna teach you," he taunted, almost whispering in my ear.</p> <p>There was blood pooling in my mouth—tasted like metal. There were tears pooling in my eyes. I could see someone looking at me, quickly fading into a watery blur. Everything was sideways. Wrong. My ears were clogged, plugged by the pressure. All I could make out was the washed-out grunts of the man leaning over me, hurting me, telling me to stop fighting, even though I wasn't fighting, and then the piercing sound of sirens pulling up.</p> <p>My brain exploded into a million thoughts and only one thought at the same time— please don't kill me.</p>
27	<p>But before I could get my buzz on with Guzzo and Dwyer, I had to take care of Willy.</p>
30	<p>I took it to ignite my Friday night buzz. Me, Guzzo, and Dwyer. We got our drink on to get our party on-... ...But I always stole the booze without Willy knowing either, and I got the flask in</p>

Page	Content
	<p>my jacket pocket while he searched for his shin pads in our room. He couldn't see me taking the booze.</p> <p>...His "All American" looks. All-American? What the hell was that? I hated that shit. What did it even mean?</p>
33	<p>The world was shitty, and I didn't care if that sounded melodramatic.</p> <p>...He died to prove to the wackos of the world who didn't believe in democracy, liberal economy, civil rights, and all that shit, that we were right and they were wrong. But for me, my dad was dead, so the frigging wackos won.</p> <p>...When I was a block away, I took a quick swig of bourbon and stuffed the flask in my ass pocket, so they'd know I had it.</p>
34	<p>I took a swig because I was taking responsibility!</p>
36	<p>"How much are we going to get? I'm shotgunning like ten beers tonight."</p> <p>By "we," Guzzo meant me, because I usually had more cash than either of them, so I almost always bought the beer, which pissed me off, but I knew they felt bad I paid for their fun more than they paid for mine.</p> <p>...And that was the other reason I didn't mind buying Guzzo beer.</p>
37	<p>Basically, we always got started at Jerry's because it was the dirtiest little corner store I knew, and the easiest place for us to get beer. Guzzo had lifted a bottle once.</p>
38	<p>It was the safest plan anyway, and we always seemed to find someone who'd buy the beer for us.</p> <p>The only problem was always this: Whoever we found to buy us the beer would only do it if we paid him extra. There weren't any Good Samaritan beer angels floating around waiting to gift us our weekly Friday buzz. So beer cost double for us, but whatever, we were seventeen.</p>
39	<p>And I was about to hand him my money when the front door to Jerry's whacked open and a cop pushed a younger guy out in front of him. It was only a matter of seconds before the cop had thrown the guy to the sidewalk and pressed him face-first into the concrete. I was barely twenty feet away. The guy on the ground was black and he looked like he was around my age, and I wasn't sure, but I thought he was looking at me. He was vaguely familiar, but I couldn't place him. Did he go to our school? All I could really see was the cop over him, shouting. The cop was white and it took me a second to recognize him, because his face was angled down the whole time, but then, when he raised his head for a second, I realized right away it was Guzzo's older brother, Paul.</p> <p>Holy shit! Paul! Paul was hitting the other guy, again, and again, smashing his face into the sidewalk. The blood kept coming. I wanted to move; my gut wanted me to rush to help Paul. But I knew enough to know that you stayed out of police business, plus Paul didn't need my help because he was pummeling the guy. So I just stood there, sorta frozen, just watching, transfixed. With one knee and a forearm pinning the guy beneath him, Paul bent low and said something into the guy's ear.</p>
51	<p>"...This is that bullshit! I'm so sick of them treating us like animals. Like we America's disobedient dogs!"</p> <p>..."...Do you know the stats? t's something like black people are twice as likely to</p>

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	have no weapons on them when they're killed by cops. Twice as likely! Should I run down the list of the people this has happened to?..."
57	I mean, I had seen this happen so many times. Not personally, but on TV. In the news. People getting beaten, and sometimes killed, by the cops, and then there's all this fuss about it, only to build up to a big heartbreak when nothing happens. The cops get off.
59	NBD, Dwyer wrote in beer on the wooden slats of the back porch with the nozzle from the keg. ...I gave Guzzo my flask at some point and when I eventually got it back it was empty,...
60	Dwyer and Guzzo drank much more than I did, and they stood around the keg shouting out the lyrics of all the hip-hop songs blasting from the living room inside.
65	"Guzzo drank the alcohol. It was Guzzo's idea..." ..."I'm sorry I stole the bourbon. I'm sorry I drank it with Guzzo and Dwyer."
79	Instead some big-ass cop decided to have a fist party on my face
82	I just wondered where God was when I was being mopped by that cop.
101	He took a swig of beer and wiped his mouth on the sleeve of his T-shirt.
118	Because as Jill was telling me about the guy who spent half the night puking in the upstairs bathroom because he'd done a keg stand right before I'd gotten there.
156	"Maybe he was on drugs." "On drugs? What are you? Seventy-five? Since when have you ever gotten off your ass, let alone thrown a punch, when you were stoned, man?" "Meth?" "Only white people do that shit."
157	"Just a puff here and there, man, come on. I don't do drugs." "I've seen you smoking a blunt. Metcalf sold you that shit. Metcalf- a white dude, by the way. Man, that shit could have been laced with crack, or fucking Drano. You don't know what you talkin' 'bout." ..."What do you know, anyway? White boy like you can just walk away whenever you want. Everyone just sees you as Mr. All-American boy, and you can just keep on walking, thinking about other things. Just keep on living, like this shit don't even exist."
160	I was thinking about how, if I wanted to, I could walk away and not think about Rashad, in a way that English or Shannon or Tooms or any of the guys at school who were not white could not.
161	Afraid of people like Paul. Afraid of cops in general. Hell, they were probably afraid of people like me. ...But I didn't have to be because my shield was that I was white. ...I could be all the way across the country in California and I'd still be white, cops and everyone else would still see me as just a "regular kid," an "All-American" boy. "Regular," "All-American." White. Fuck.
163	"I don't know. Unnecessary beating. Uh...shit, police brutality?"

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164	<p>"Paul says he did what he did because he was protecting some white lady in the store," Jill added.</p> <p>"Yeah. That's what my mom says. But, uh,</p> <p>"Seriously."</p> <p>"You think it would have been the same if the lady wasn't white, or if Rashad wasn't black?"</p> <p>"Seriously. "</p> <p>"Seriously, what?"</p> <p>"Why is it taking me five minutes to say the word racism?"</p> <p>"Maybe you're racist?"</p> <p>"Don't joke. This is serious."</p> <p>"I'm not."</p> <p>"I'm not racist!"</p> <p>..."Not like KKK racist," she said. "I don't think most people think they're racist. But every time something like this happens, you could, like you said, say, 'Not my problem.' You could say, 'It's a one-time thing.' Every time it happened."</p> <p>I wanted to say something, but it was like my head just pounded and every word that came to mind just shook and fell back into my throat.</p> <p>"I think it's all racism," Jill said for me.</p> <p>"And if I don't do something," I finally mustered, "if I just stay silent, it's just like saying it's not my problem."</p>
167	<p>"We don 't know what happened in that store, so I'm not gonna sit here and just say this kid is innocent. He might not be. I'm a cabdriver, and I work nights, and the truth is, if that kid was trying to hail me down, and it was dark outside, I would keep on going.</p> <p>"And why is that? Because of the way he looks?"</p> <p>"I mean, listen, I've been robbed before. Right around here. And I just... I don't ever want to be robbed again. And he looks like the guy who robbed me. He was dressed just like him..."</p>
177	<p>"Listen, I just don't want them to find a reason to beat more people. To kill people." Mom refocused the conversation, her eyes back on me. "And since apparently they don't trust us, I don't trust them."</p>
178	<p>Shannon and Carlos used to always joke about how Mr. Fisher and Mrs. Tracey were probably dating, probably having gross sex after school on Mrs. Tracey's desk, on top of Shakespeare's Sonnets or something.</p>
179	<p>"Matter fact, how many of y'all been messed with by the cops?"</p>
187	<p>White people were crazy back then, eighty years ago, when the story took place.</p>
206	<p>But to that kid- and now my head was reeling- to that kid, my dad was no different than Officer Galluzzo. Another trigger-happy cop who was quick to assume and even quicker to shoot.</p>
223	<p>In 2012, in the United Kingdom, the number of people (regardless of race) shot and killed by police officers: 1</p> <p>In 2013, in the United Kingdom, the number of times police officers fired guns in the line of duty/the number of people fatally shot: 3/0</p>

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	In the United States, in the seven years period ending in 2012, a white police officer killed a black person nearly two times a week.
244	Oh, so just because Officer Galluzzo's white, everybody's mad now? What about Officer Butler! This kid is the son of a bad cop. Karma is a bitch!
252	"And it isn't just guys who fear the cops, and families with boys. There's a whole movement for the girls too. Hashtag SayHerName. It's big. This is about everyone who fears cops."
253	"Look, if there were people who are scared of the police every day of their lives," Jill said, determined, "I'm going to live in fear of them for at least one day to say that I don't think that's right." ...IF YOU ARE NEUTRAL IN SITUATIONS OF INJUSTICE, YOU HAVE CHOSEN THE SIDE OF THE OPPRESSOR.
255	...because some people had told me racism was a thing of the past, they'd told me not to get involved. But that was nuts. They were nuts. And more to the point— they'd all been white people. Well, guess what? I'm white too—and that's exactly why I was marching. I had to. Because racism was alive and real as shit. It was everywhere and all mixed up in everything, and the only people who said it wasn't, and the only people who said, "Don't talk about it" were white. Well, stop lying. That's what I wanted to tell those people. Stop lying. Stop denying. That's why I was marching. Nothing was going to change unless we did something about it. We! White people! We had to stand up and say something about it too, because otherwise it was just like what one of those posters in the crowd outside school said: OUR SILENCE IS ANOTHER KIND OF VIOLENCE.
256	There were thousands of cops, too, or what might have been cops. They looked more like an army of Robocops- black paramilitary outfits, helmets, automatic rifles. ...With the row of police tanks, like the one I'd seen that morning, and the rank upon rank of infantry, I swear it looked a lot less like Springfield and a lot more like Kabul. ...I could see the black canisters of tear gas in the belt loops of the cops. ...I filmed the tanks, too. I filmed the guys who had their guns raised and aimed toward the marchers.
257	Somebody had a microphone and a PA speaker, and she started reciting the names that I quickly realized were of young, unarmed black men and women who had been killed by the police in the last year. I knew some of the names from the news, but many I didn't. So fucking many.
268	"This is a roll call! Sean Bell!" Then she followed with "Absent again today! Oscar Grant! Absent again today! Rekia Boyd! Absent again today! Ramarley Graham!" She paused, and at that point the rest of us knew exactly what to do. "Absent again today!" "Aiyana Jones!" "Absent again today!" "Freddie Gray!" "Absent again today!"

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	<p>"Michael Brown!" "Absent again today!" "Tamir Rice!" "Absent again today!" "Eric Garner!" "Absent again today!" "Tarika Wilson!" "Absent again today!" And Spooky kept feeding Berry the papers, one after another, as she continued to read down the list of unarmed black people killed by the police.</p>
270	<p>I locked eyes with a kid I didn't know, but felt like I did. A white guy, who I could tell was thinking about those names too. All I wanted to do was see the guy I hadn't seen one week earlier. The guy beneath all the bullshit too many of us see first- especially white guys like me who just haven't worked hard enough to look behind it all.</p>
274	<p>Acknowledgments From Jason Reynolds: First and foremost, I'd like to acknowledge all the men, women, boys, and girls who have lost their lives as a result of police brutality. Your names, though too many for these pages, will always live on in our hearts and minds. Your untimely, unjust deaths will hopefully serve as the cornerstone of change for the growing generation. I'd also like to acknowledge the people of all walks of life, in all professional and social sectors, who have been fighting this fight. The protesters and community activists, the artists, the political allies, the teachers and librarians, the everyday folks who can't quiet the internal screams—we all have a necessary part to play. ALL OF US.</p>
275	<p>From Brendan Kiely: It is one thing to write a novel, but it is another thing to live the life, and I firstly want to acknowledge the families and individuals affected by police brutality. It is my hope that this novel will be a productive voice in the vital public conversation about the many injustices inflicted upon those lived realities. I believe that we need to face honestly the legacy and effects of racism in our country, and that white people like myself— whose privilege is the result of systemic racism— have a particular responsibility to help dismantle it. ...There are many people who have been doing the essential work to foster the conversation about the effects of systemic racism and to deconstruct that system. I'd like to thank in particular the educators and organizers who I've worked with directly and who have inspired me, including the folks involved with the People's Institute for Survival and Beyond, the Carle Institute, the White Privilege Conference, the Anti-Racist Alliance of Educators, my colleagues at the Calhoun School, and other independent schools and public schools; and teachers, librarians, and friends in New York, New Jersey, Connecticut, and Massachusetts—I love you and thank you and honor the change that you make in the world every day.</p>
285	<p>Firstly, I want to thank all the librarians and educators who support All American Boys and who have championed it and opened conversations about police</p>

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	<p>brutality, race, racism, systemic racism, whiteness, and white privilege in your communities. You all do the tough, frontlines work of engaging young people and nurturing young minds and bodies. Minds matter. Bodies matter. Because there are too many minds and bodies missing. Tamir Rice, Treyvon Martin, Sandra Bland, Michael Brown, Freddie Gray. Some names are familiar, but many are not, because there are many, many, too many, missing today, and they shouldn't be. This is why I say Black Lives Matter, every time I get behind a microphone.</p>
286	<p>As a white, heterosexual, cis-gender, able-bodied man, when I think about the Peace, Brotherhood, and Non-Violent Social Change this award stands for, I try to think about how and when the pieces of my identity stand in the way of those goals.</p> <p>In All American Boys, as in all my work, I especially want to reckon with whiteness, because, as a white person, I can't talk about racism, or the process or desire to dismantle the system that supports it, or eradicate racism itself, without first grappling with whiteness. It is whiteness itself that perpetuates that racism. As Quinn learns in All American Boys, you cannot have an institution that systematically disenfranchises people without also empowering others to systematically benefit from that injustice.</p> <p>...I live in the comfort of the privileged positions of my identity and I want to call people who also live with any of those elements of identity into the space of discomfort, so that together, we might do less harm as white people, as cis-gender heterosexuals, and as able-bodied people. This is my educational mission. This is my artistic, literary mission. To join the revolution against complacency, bigotry, exclusion, and hate; the revolution against injustice.</p> <p>A line of graffiti I saw on a nearly two-thousand-year-old wall in Rome encapsulates it for me: The role of the artist is to make revolution irresistible. Revolution. Action. It does not begin in the street—although it needs to get there. It does not begin in Congress—although it needs to get there. Revolution begins in the heart. And I believe that it is in that beautifully intimate space between a reader and a book, where the spark ignites, the fuse lights, and the flame rises in the heart, where revolution feels irresistible.</p>
287	<p>And so to the organizers of the Black Lives Matter movement that still continues: I am with you in revolution.</p>

Profanity	Count
Ass	42
Bitch	2
Dick	6
Fuck	39
Piss	15
Shit	79

Supporting Review Material

Title: <i>All American Boys</i>	Author: Jason Reynolds, Brandon Kiely
ISBN: 9781481463355	Last Check-Out: CHS- 1/19/2023 MMS- 11/1/2023
Current Library Level: Moore Middle School, 2 copies Celina High School, 1 copy	Recommended Library/Age Level: Young Adult Kirkus- Ages 12-18 School Library Journal- Grade 8 and up
Book Summary- Wordpress.com	
<p><i>All American Boys</i> by Jason Reynolds and Brendan Kiely is a YA novel exploring racism and police brutality through alternating perspectives: Rashad, a Black teen brutally beaten by a cop, and Quinn, a white teen who witnesses it. It follows their journeys toward confronting injustice, culminating in a protest march and a "die-in" at the police station.</p> <p>Synopsis:</p> <p>The Incident: Rashad Butler is waiting for his parents to pick him up from a ROTC function when he stops at a local bodega. He is wrongfully accused of shoplifting and brutally beaten by police officer Paul Galuzzo, who happens to be the older brother of one of Quinn's best friends.</p> <p>The Aftermath: Rashad is hospitalized, and a video of the incident goes viral. The community splits between those defending the officer and those supporting Rashad, leading to graffiti that reads: "Rashad Is Absent Again Today."</p> <p>The Shift: Rashad grapples with physical pain and the pressure to forgive for the sake of peace. Meanwhile, Quinn—initially wanting to ignore the situation out of loyalty to Paul—struggles with his privilege and white guilt after realizing Paul's actions were unjustified.</p> <p>The Climax: The community stages a march, and ultimately a "die-in" on Friday, where hundreds lie down at the police station to protest police brutality.</p> <p>Ending:</p> <p>The novel ends at the protest, where Rashad and Quinn, who have never actually met, find themselves at the same die-in. As they lie on the ground, they lock eyes, creating a silent moment of connection and solidarity. Rashad's brother, Spooky, and his girlfriend, Berry, lead the crowd in reading the names of black people killed by police, including "Absent again today!" after each name. The book ends on a note of emotional, collective action rather than a legal resolution, with both boys finding their voices and deciding to take a stand against injustice.</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>Booklist starred, 09/15/15</p>	

Christian Library Journal, 03/01/16
Coretta Scott King Author Honor Award, 2016
Horn Book Guide starred, 04/01/16
Horn Book Magazine starred, 11/01/15
Kirkus Reviews, 08/15/15
Margaret A. Edwards Award, 2023
New York Times, 12/20/15
Publishers Weekly Annex starred, 08/31/15
School Library Journal starred, 09/01/15

Book Review 1

School Library Journal (September 1, 2015)

Gr 8 Up-Rashad Butler is a quiet, artistic teen who hates ROTC but dutifully attends because father insists "there's no better opportunity for a black boy in this country than to join the army." He heads to Jerry's corner store on a Friday night to buy chips, and ends up the victim of unwarranted arrest and police brutality: an event his white schoolmate Quinn Collins witnesses in terrified disbelief. Quinn is even more shocked because the cop is Paul Galluzzo, older brother of his best friend and Quinn's mentor since his father died in Afghanistan. As events unfold, both boys are forced to confront the knowledge that racism in America has not disappeared and that change will not come unless they step forward. Reynolds and Kiely's collaborative effort deftly explores the aftermath of police brutality, addressing the fear, confusion, and anger that affects entire communities. Diverse perspectives are presented in a manner that feels organic to the narrative, further emphasizing the tension created when privilege and racism cannot be ignored. Timely and powerful, this novel promises to have an impact long after the pages stop turning. VERDICT Great for fostering discussions about current events among teenage audiences. A must-have for all collections.-Ashleigh Williams, School Library Journal © Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Book Review 2

Booklist starred (September 15, 2015 (Vol. 112, No. 2))

Grades 9-12. Two teenage boys, one black (Rashad) and one white (Quinn), are inextricably linked when Quinn witnesses Rashad being savagely beaten with little or no provocation by a policeman who has served as Quinn's de facto big brother since his father was killed in Afghanistan—and whose younger brother is one of Quinn's best friends. Can Quinn simply walk away from this apparent atrocity and pretend he hasn't seen what he has seen? And what of Rashad? Hospitalized with internal bleeding, all he wants is to be left alone so he can focus on his art. The challenge for both boys becomes more intense when the case becomes a cause célèbre dividing first their school and then the entire community. The basketball team becomes a microcosm of split loyalties and angry disputes that come to a head when a protest march powerfully demonstrates the importance of action in the face of injustice. With

Reynolds writing Rashad's first-person narrative and Kiely writing Quinn's, this hard-edged, ripped-from-the-headlines book is more than a problem novel; it's a carefully plotted, psychologically acute, character-driven work of fiction that dramatizes an all-too-frequent occurrence. Police brutality and race relations in America are issues that demand debate and discussion, which this superb book powerfully enables.

Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo

Book Title: All American Boys

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

PART I — Threshold Definitions

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

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

Supporting Evidence:

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

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

Threshold Summary

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

Determination:

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

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Jarrett Calvert

Book Title: All American Boys

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

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:

Conversation starter for events that happen now. Is the author's perspective right or wrong? That's what he is trying to make you think through

would probably recommend @ H.S. only.

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:

Determination:

Content meets definition

Content does not meet definition

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

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

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: All American Boys

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

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:

*Has social value
acceptable when presented to adults in public*

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:

The content is not obscene because it has literary, artistic and political value.

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:

This is hard to determine but in my opinion, based on the work as a whole, this book is not pervasively vulgar.

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:
 Content meets definition
 Content does not meet definition

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Liam Stovall

Book Title: all American Boys

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

I think there is social value for minors which means this material is not harmful.

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:

language is noticeable but I am not sure it causes harm to the educational environment

Determination:

Content meets definition

Content does not meet definition

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

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

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Ken Pasqua

Book Title: All American Boys

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

PART I — Threshold Definitions

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

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

Supporting Evidence:

Harmful material "die in" This the name of the protest. I don't want teens finding a "solution" to their problems in a form of "a die in." code 3B.020

VB Respect what is suitable for minors. (Alcohol, fighting, getting Buzz on

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:

Determination:

- Content meets definition
- Content does not meet definition

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

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

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Gabe Carter

Book Title: All American Boys

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

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: page 11, referring to young boy "The only people who are going to live in this house are people I'm making love to."
page 24 - Language patently offensive in community
page 33 - Language, under age drinking, patently offensive in community
page 51 - Language, offensive to community
pages 156, 157, 161, 163 - Language and illicit drug use, patently offensive

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:

Language is excessive for the point of the book

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
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Threshold Summary

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

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

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 LANGUAGE USED IN THE BOOK IS OFFENSIVE TO PREVAILING STANDARDS.
F-WORD 39 TIMES IF ANY STUDENT AT CELISD USED THIS LANGUAGE IN THE
S-WORD 79 TIMES CLASSROOM TEACHERS WOULD CONSIDER IT HARMFUL FOR THE ENTIRE
CLASS & OTHER STUDENTS.
THIS BOOK IS ALSO HARMFUL IN THAT ITS RACIALLY CHARGED, REPRESENTING THE WORST OF
THE USA NOT OUR BEST. THESE TOPICS CAN BE TAUGHT TO CHILDREN IN A LESSER WAY
THAN THIS IDEOLOGY.

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:
VULGAR - BEHAVIOR OR LANGUAGE THAT IS CRUDE OR OFFENSIVE. THIS BOOK IS FULL OF IT!

Determination:
 Content meets definition
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

Threshold Summary

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

Book Title: All American Boys

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

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:

I do not see any harmful material under the definition.
Of prurient interest of a minor in sex.
This has redeeming value.

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:

Determination:

Content meets definition

Content does not meet definition

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

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

Threshold Summary

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

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: All American Boys

Member Type:	<input checked="" type="checkbox"/> Voting Member	<input type="checkbox"/> Non-Voting Member
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Committee Role:	<input type="checkbox"/> Administrator	<input checked="" 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 checked="" type="checkbox"/> Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
 Content does not meet definition

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

Supporting Evidence:

the words in this book would get a student punished in Celina ISD if they used in the classroom and should be pulled

Determination:

- Content meets definition
 Content does not meet definition

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

Supporting Evidence: <i>Use of word such as Dick and fuck should not be allowed</i>
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 checked="" type="checkbox"/> Obscene Material	<input checked="" type="checkbox"/> Pervasively Vulgar
	<input type="checkbox"/> Educationally Unsuitable	<input checked="" type="checkbox"/> Profane Content	<input type="checkbox"/> Indecent Content

Determination:

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

PART II — Selection Criteria Rubric

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

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

PART II — Recommendation

Recommendation:

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

Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: All American Boys

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

PART I — Threshold Definitions

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

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

Supporting Evidence:

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

There are race, racism, controversial language & topics that a middle school and possibly high school student can't process. Many students wouldn't have the life experience or viewpoint to fully & educationally digest these topics & language being used in this book.

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:

There is offensive language that may not have been necessary to get the book's point across.

Determination:

- Content meets definition
- Content does not meet definition

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

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

Threshold Summary

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

Book Title: All American Boys

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

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: <i>Amount of drug/alcohol reference and use - could be harmful by promoting teen alcohol use.</i>
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:

Language of the book is obscene. Vulgar throughout

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

This book doesn't embody the background of all students its very one sided and depicts white people poorly. It could be harmful to some students, especially families of law enforcement.

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 checked="" type="checkbox"/> Harmful Material	<input type="checkbox"/> Obscene Material	<input checked="" type="checkbox"/> Pervasively Vulgar
	<input checked="" 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

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

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

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

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

Patently Offensive

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

Profane Content

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

**Library Collection
Development
Standards**

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

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

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

13 TAC 4.2(a)-(b)

Responsibility

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

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

	<p>dards is responsible for the selection and acquisition of library materials. <i>13 TAC 4.2(f)</i></p>
Procedures	<p>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. <i>13 TAC 4.2(g)</i></p> <p>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. <i>Education Code 33.021(e)</i></p>
Policy Requirements	<p>A school library collection development policy must:</p> <ol style="list-style-type: none"> 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; <i>[This regulation is inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024).]</i> 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: <ol style="list-style-type: none"> 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 <i>[inoperable; see Book People, Inc. v. Wong, 91 F.4th 318 (5th Cir. 2024)]</i>, 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)*

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LEGAL)

<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>

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LEGAL)

Mandatory
Establishment

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

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

Composition

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

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

Education Code 33.025(f)

Duties

The local SLAC's duties include recommending:

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

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

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

Education Code 33.025(d-e)

Meetings

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

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

Minutes

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

Education Code 33.025

Challenge or Appeal of Library Material

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

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

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

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

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

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EFB(EXHIBIT)

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(EXHIBIT)

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

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

WHEREAS, for each meeting, the SLAC shall:

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

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

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

FURTHER RESOLVED that the members of the SLAC are:

[identify the members of the SLAC]

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

Board President's signature: _____

Board Secretary's signature: _____

DATE ISSUED:

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EFB(EXHIBIT)