

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLORADO**

Civil Action No. 1:24-cv-03512-CNS-STV

KRISTEN CROOKSHANKS, as parent and next of friend of a minor on behalf of C.C.;
MINDY SMITH, as parent and next friend of a minor on behalf of E.S.;
NAACP–COLORADO–MONTANA–WYOMING STATE AREA CONFERENCES; and
THE AUTHORS GUILD,

Plaintiffs,

v.

ELIZABETH SCHOOL DISTRICT,

Defendant.

Defendant's Opposition to the Motion for Preliminary Injunction

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INTRODUCTION

Plaintiffs ask this court to substitute its judgment regarding the appropriate content for the Elizabeth School District’s libraries for that of the district’s elected school board pending the resolution of this litigation on the merits. Because Plaintiffs are not harmed at all—let alone irreparably—by the school board’s decision to remove books from the library shelves that the board has determined are incompatible with the pedagogical objectives of the district, they cannot make a clear showing that they are entitled to the extraordinary remedy of a preliminary injunction.

FACTUAL BACKGROUND

I. The Elizabeth School District (Schools, Leadership, and Educational Mission)

The Town of Elizabeth, Colorado sits approximately 45 miles southeast of Denver. The town’s school district, aptly named the Elizabeth School District (the “District”), educates approximately 2,600 students across four traditional public schools. The District’s elementary schools include Running Creek and Singing Hills—each educating preschool through fifth-grade students (ages 3–10). Elizabeth Middle School serves sixth through eighth grade (ages 10–14), and Elizabeth High School covers grades nine through twelve (ages 14–18). Snowberger Decl., at ¶ 5.

The District is governed by a five-director Board of Education (the “Board”).¹ See C.R.S. § 22-31-105(1)(a). Directors are elected at regular biennial school elections, each for a term of four years. *Id.* A quorum of directors must be present for the Board to conduct

¹ The Board directors at the time the disputed books were suspended and later removed from the district’s libraries were Rhonda Olsen, Olsen Decl., at ¶ 2; Heather Booth, Booth Decl., at ¶ 2; Mary Powell, Powell Decl., at ¶ 2; Mike Calahan, Calahan Decl., at ¶ 2; and Jonathan Waller, Waller Decl., at ¶ 2. Director Booth resigned on January 13, 2025, based on health issues. Booth Decl., at ¶ 3.

business, and the Board implements policy and other decision-making functions through a majority vote of directors present. *See generally* C.R.S. § 22-32-108.

Dan Snowberger is the District's superintendent and was unanimously appointed to the position by the then-Board of Education on March 13, 2023. Snowberger Decl., at ¶ 3. Superintendent Snowberger has a long and successful track record in educational leadership, spanning nearly four decades. *Id.*, at ¶ 4. As superintendent, he serves as the chief executive and operations officer of the District and is responsible for the primary instructional, financial, and operational functions of the District and its personnel. *Id.*, at ¶ 6.

One of the essential functions of Superintendent Snowberger's role is to ensure that the curriculum and materials used in classroom instruction align with the Board's vision and the values of the community. Snowberger Decl., at ¶ 7. To that end, Superintendent Snowberger collaborates extensively with the Board on a variety of initiatives to create a unified curriculum and improve the quality and consistency of the overall educational program. *Id.*

Within the District there has historically been a tremendous variety in what students have been learning in the classroom, and there has been very little integration between District schools and even within individual grade levels. *Id.* Through Superintendent Snowberger's leadership, the District has made it a top priority to provide an integrated approach to its educational program. *Id.* Specifically, the District has worked tirelessly to improve its curriculum and ensure that all students of the same grade level are taught the same core competencies such that those skills build upon themselves and lead to improved educational outcomes. *Id.* The District's efforts in this regard have already led to objective improvements to the quality of education within its four schools. *See e.g., id.* n.3.

II. The District's School Libraries Support and Enhance the District's Educational and Curricular Objectives

Each of the District's four traditional public schools has its own library. Students may not access or check out books except at the library of the school that they attend. Snowberger Decl., at ¶ 25. While the District's libraries may share some similarities with the local public library, the District has long regarded its school libraries as a component of its instructional materials as a whole. See Snowberger Decl., at ¶ 9; Ex. 1 (District Policy IJ). In other words, the purpose of the District's libraries is not to entertain the masses but to provide its students with materials of significant educational weight. See Snowberger Decl., at ¶ 9. Thus, the libraries are an essential part of the District's overall educational program. *Id.*

As with all instructional materials and curriculum used within the District, the Board is legally responsible for the school-library collections, Snowberger Decl., at ¶ 5, containing more than 50,000 titles, Snowberger Decl., at ¶ 26. But until recently the District did not have a uniform approach or policy with respect to purchasing, reviewing, and weeding library resources. See Snowberger Decl., at ¶ 12. Purchases were typically made on an ad hoc basis and often did not meaningfully consider (1) each book's suitability for a school setting, (2) the age-appropriateness of the book, and (3) how the book would support and reinforce the curriculum for the target age and grade level. *Id.* Further, publishers offer discount rates for bulk purchases, and the District additionally receives large book donations from a variety of sources. *Id.* The result has been that many books of questionable or even no educational value have made their way into District libraries. *Id.*

III. The Curriculum Review Committee's Careful Evaluation of the District's Library Collections

In the fall of 2023, the Board became aware of a significant disconnect between its curricular goals and the content of the District's library collection. Snowberger Decl., at

¶ 11. Specifically, Board director Mike Calahan had reported that his then-11-year-old daughter (a sixth-grade student at Elizabeth Middle School) had checked out a book from her school library that was recommended by the publisher for “age 14+” and that contained profanity and explicit sexual content. *Id.* Accordingly, in its process of comprehensively aligning the District’s curriculum and overall instructional materials, the Board became convinced that it was necessary to include the school-library collections in the effort, given the important role that school libraries play in the District’s overall educational program. See Snowberger Decl., at ¶¶ 11–13.

The Board tasked a subcommittee, the Curriculum Review Committee (the “Curriculum Committee”), with reviewing the District’s extensive library collection and proposing a clear policy to both guide that review and address student access to potentially controversial library content.² Snowberger Decl., at ¶ 11. Thus, the Curriculum Committee began the monumental task of both reviewing the significant collection of existing books on the shelves and developing a uniform and thoughtful approach to purchasing additional resources moving forward.³ *Id.* at ¶ 12.

The Curriculum Committee began its work by drafting a set of written protocols (the “Library Protocols”) for how the District should review books in its existing library

² The Curriculum Committee is co-chaired by Kim Moore, the District’s Chief Academic Officer. Moore Decl., at ¶ 5. Ms. Moore has served in this role both as co-chair and Chief Academic Officer since April 2024. *Id.* at 2. Board directors Heather Booth and Mary Powell additionally served on the Curriculum Committee along with other parents, teachers, administrators, and community members. *Id.*; Booth Decl., at ¶ 7; Powell Decl., at ¶ 6.

³ Although the Board expressed a long-term desire to replicate the libraries of schools that have collections limited to classics and soon-to-be-classics (similar to the approach taken by Liberty Common in Fort Collins, led by former State Senator and State Board of Education member Bob Schaffer), that type of large-scale replacement was simply not financially feasible at the time. Rather than shutting down school libraries in the interim, the Board decided to do the hard work of reviewing and weeding its existing collection. Snowberger Decl., at ¶ 11.

collection and how it should handle books that may contain sensitive topics. Snowberger Decl., at ¶ 14; Ex. 2 (Request for Board Action: 9.7 Library Sensitive Topic Protocol and Book Lists). The Library Protocols were designed with two main goals in mind: first, to advance the foundational purpose of the District's library services "to ensure that students have access to age-appropriate materials necessary to facilitate the [D]istrict's mission of providing students with excellent learning opportunities that inspire a passion for learning;" and second, to create a system of transparency in the District's library system by establishing: (i) a well-defined and consistent process for the ongoing evaluation of library resources and the acquisition of future library materials, (ii) parental access to student circulation history and the library registry, and (iii) a notification system to inform parents and guardians of materials their students are attempting to access that have been flagged for sensitive content. Moore Decl., at ¶ 7; Ex. 2, at 2.

To achieve these goals, the Library Protocols provided guidance and specific action steps related to three focus areas: (1) Analysis and Selection Process; (2) Sensitive Content Catalogs; and (3) Parental Access to Library Catalog and Student History (the "Protocols"). Snowberger Decl., at ¶ 14; Ex. 2, at 2–5. While the District and its Board could have easily weeded books with questionable educational value without any fanfare or public input, it was important to the Board that the Library Protocols and review process include complete transparency and feedback from the community. See Snowberger Decl., at ¶ 13. This approach aligned with District Policy KBB related to parental rights. See Ex. 9, (Parents Rights and Responsibilities). Specifically, the District firmly believes that parents have a right "[t]o know what curriculum and instructional materials are being used in their student's school." *Id.*

The Library Protocols also included a recommended list of books containing sensitive topics (the "Sensitive Topics List") as well as a smaller subset of 19 books to be

suspended pending further review by the Board (the “Suspended List”). Ex. 2, at 6–9. These lists were created pursuant to Protocol #1 concerning the analysis and selection process of District library books. *Id.* at 2-3. To develop the Sensitive Topics List and Suspended List, Curriculum Committee members were each assigned titles that had appeared on lists of frequently removed books from public school libraries. Powell Decl., at ¶ 7. Curriculum Counsel members would then cross-check those titles against the District’s library catalog. *Id.* If a title from a list of frequently removed books appeared in one of the District’s school libraries, or if the Curriculum Committee member identified a potentially problematic title through another source, they would then conduct a second-layer review to evaluate the book for specific content and age-appropriateness. *Id.*

The second-layer review included (i) reviewing third-party sources that evaluate books for younger audiences (e.g., BookLooks.org, Goodreads, Trigger Warning Database, Book Trigger Warnings, or the Junior Library Guild), and (ii) determining whether the work contained any of the topics flagged in the Library Protocols (e.g., graphic violence, sexual content, profanity/obscenity, ideations of self-harm or mental illness, religious viewpoints, drug or excessive alcohol use, racism/discrimination). *Id.* If Curriculum Committee members remained concerned about the age-appropriateness of the content after this second-layer review, they would add the title to a spreadsheet and submit it to Chief Academic Officer Kim Moore, who combined them to create a single draft list for the Board to review.⁴ *Id.* at ¶¶ 7–8.

⁴ The same basic process was used for developing both the Sensitive Topic List and Suspended List. If the Curriculum Committee member believed that the content was highly sensitive, it was placed on the Suspended List warranting further scrutiny and review. See Powell Decl., at ¶ 9.

IV. The Board's Approval and Implementation of the Library Protocols

The Library Protocols, including the Sensitive Topic List and Suspended List, were presented to the Board and approved on August 12, 2024, by a 4–0 vote.⁵ Snowberger Decl., at ¶ 14. Upon Board approval, the District began a process to include the community in the review of the Suspended List of 19 titles that included highly sensitive content. See Snowberger Decl., at ¶ 16. Specifically, on August 16, 2024, Superintendent Snowberger sent a letter to the entire community inviting them to review these 19 titles and provide the Board with feedback on whether they were appropriate to remain on District shelves. *Id.*; Ex. 12 (August 16, 2024, Letter Re Parent Opportunity to Review Library Materials). Superintendent Snowberger specified the days and times that the books would be available for review and made clear that the District's priority was to "implement a system where parents are empowered to make important decisions on the content their children will be able to access and be alerted when sensitive content is checked out by their children." *Id.*⁶

After the Board approved the Library Protocols, the District implemented Protocol #2 concerning sensitive-content catalogs. Specifically, the District designed a system where parents automatically receive an email if their child checked out a book on the Sensitive Topics List and further allowed parents to exclude their children altogether from checking out these titles. Moore Decl., at ¶ 11.

⁵ Director Calahan was not present. Calahan Decl., at ¶ 9; Ex. 4, (Aug 12, 2024, School Board Business Session Meeting Minutes), at 1.

⁶ The community review period was open for 25 days, Snowberger Decl., at ¶ 16, during which time the 19 books were temporarily removed from the shelves, *id.* at ¶ 15. Of the 19 titles on the Suspended List, only 18 were made available for the community to review given that one (*Speak*) had been checked out and not returned during the review period. *Id.* at ¶ 16 n.7.

V. The Board's Decision to Permanently Remove the 18 of the Titles on the Suspended List

On August 26, 2024, the Board held a work session where it had a robust and transparent discussion of the books on the Suspended List. See Powell Decl., at ¶ 11; see *also* Snowberger Decl., at ¶ 18; Ex. 7 (Aug 26, 2024, School Board Working Session Meeting Minutes). The Board heard from a variety of stakeholders, including Superintendent Snowberger, Chief Academic Officer Moore, other District staff members, parents, and community members. See Snowberger Decl., at ¶ 18. At this meeting, Board members read aloud excerpts from certain titles on the Suspended List. Snowberger Decl., at ¶ 19. For instance, Director Waller read a passage from *The Bluest Eye* by Toni Morrison:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief. ... Or as she sits reading the uplifting thoughts of the Liberty Magazine, the cat will jump into her lap. She will fondle that soft hill of hair and let the warmth of the animal's body seep over and into the deeply private areas of her lap. Sometimes the magazine drops as she opens her legs.

Id. No formal Board action or decision-making occurred at the August 26th work session. See Ex. 7.

The Board's next regular business meeting was scheduled for September 9, 2024. Ex. 5 (Sept 9, 2024, School Board Business Session Meeting Minutes). At that meeting, the Board voted 4-0⁷ to permanently remove the 18 of the 19 titles from the Suspended

⁷ Director Booth was not present and did not vote on the Board's decision to permanently remove the 18 books. Booth Decl., at ¶ 9.

List.⁸ *Id.* Board members considered many factors, including the problematic nature of the content, which included, without limitation, graphic violence, graphic sexual content, extreme drug and alcohol use, and suicidal ideation.⁹ See Snowberger Decl., at ¶ 18; Olsen Decl., at ¶¶ 12, 28; Powell Decl., at ¶¶ 12, 31–37; Calahan Decl., at ¶¶ 10, 24; Waller Decl., at ¶¶ 9, 23. The overwhelming number of community members who reviewed the books on the Suspended List favored permanent removal. Snowberger Decl., at ¶ 18. Further, the books in question had no clear connection to the curriculum and contained little to no educational value or rigor. Snowberger Decl., at ¶ 18.

More importantly, no Board director voted to remove any of the 18 books based on the viewpoint expressed therein. Further, although Board directors considered the fact that community input overwhelmingly favored removal, their decisions were not based upon the individual viewpoints of community members who participated in the review process. Rather, all Board members based their removal decisions on the specific content of each book that they believed to be incompatible with the educational mission of the District. Olsen Decl., at ¶ 14; Powell Decl., at ¶ 14; Calahan Decl., at ¶ 12; Waller Decl., at ¶ 11.

The removal of the 19 titles on the Suspended List did not affect all four school libraries in the same way. Snowberger Decl., at ¶ 27. First, all 19 titles did not appear in every school library. For example, one title was removed from Running Creek Elementary School, five titles were removed from Elizabeth Middle School, and 15 titles were

⁸ The title that was not available for public review was not permanently removed; it remains on the Suspended List. See Snowberger Decl. at ¶ 16 n.7.

⁹ 15 of the 19 at-issue titles were reviewed by BookLooks.org and rated a “3” or “4.” See Ex. 11 (BookLooks Ratings). According to BookLooks, its rating system is designed to assess the appropriateness of a book for a child or young adult based on the content of the book taken as a whole. *Id.* at 1. A “3” rating means “Minor Restricted: Under 18 requires guidance of a parent or guardian.” A “4” rating means “No Minors: Adult content. No child under 18.” *Id.* at 2.

removed from Elizabeth High School. *Id.* Second, titles that appeared in two libraries were not necessarily removed from both. *It's Your World—If You Don't Like It, Change It: Activism for Teenagers*, was in both the middle-school library and the high-school library, but it was only removed from the middle school library due to concerns that the content was not age appropriate for students between the ages of 10 and 14. *Id.* Thus, this particular book is still available at the Elizabeth High School library. *Id.*

The Board's removal decision affected less than 0.05% of the District's catalog, and the libraries still have a diverse collection of books on a range of subjects, Snowberger Decl., at ¶ 26, including those subjects specifically scrutinized by Plaintiffs, *see id.* at ¶ 36. Moreover, many of the same authors continue to have books on District shelves. Snowberger Decl., at ¶ 30. The 19 books that the Board removed are the work of 13 discrete authors. *Id.* Of those 13 authors, eight currently have at least one work included in the District's collection. *Id.* Finally, despite being in the District's collection for years, eight of the 19 titles had never been checked out, and another eight had been checked out five times or fewer, even when considering renewals by the same student. *Id.* at ¶ 28.

As of January 27, 2025, the District decided to place copies of each of the 19 titles that the School Board voted to remove in the library from which they were taken. Snowberger Decl., at ¶ 38. These titles are available only to C.C., E.S., or any student who is either a member of the NAACP — Colorado–Montana–Wyoming State Area Conference ("NAACP"), or who has a parent or guardian who is a member of the NAACP. *Id.* All the current members of the School Board are aware of and have approved the return of the disputed books for the purpose of allowing the plaintiffs in this litigation to browse, read, or check out those books in the school district's libraries. Olsen Decl., at ¶ 38; Powell Decl., at ¶ 42; Waller Decl., at ¶ 31; Calahan Decl., at ¶ 31.

VI. Plaintiffs Sue to Reverse the Board's Removal Decisions and Force the Challenged Books Back on the Shelf.

On December 19, 2024, Plaintiffs filed a Complaint against the District alleging First Amendment violations other related claims under the Colorado Constitution. ECF No. 1 (Pls.' Compl.). Plaintiffs' Motion for Preliminary Injunction followed the next day, ECF No. 9 (Pls.' Mot. for Prelim. Inj.).

LEGAL STANDARD

To obtain a preliminary injunction, the plaintiffs needed to make a "clear showing" of: (1) likely success on the merits; (2) a likelihood that the plaintiffs will suffer irreparable harm absent preliminary relief; (3) that the balance of equities tips in the plaintiffs' favor; and (4) that a preliminary injunction is in the public interest. *See Winter v. Natural Resources Defense Council*, 555 U.S. 7, 20 (2008). A preliminary injunction is "an extraordinary and drastic remedy, one that should not be granted unless the movant, *by a clear showing*, carries the burden of persuasion." *Mazurek v. Armstrong*, 520 U.S. 968, 971, 972 (1997) (per curiam).

ARGUMENT

I. None Of The Plaintiffs Have Standing To Challenge The Removals Of *#Pride, Crown, Or It's Your World*

Students in the Elizabeth School District cannot access or check out library books held at other schools within the district. *See* Snowberger Decl. ¶ 25. So while C.C. has alleged Article III standing to sue over the 15 disputed books held at the high-school library, she has no standing to challenge the book removals from the middle-school library or Running Creek Elementary. A student does not suffer "injury in fact" from book removals at a school library that she cannot access. E.S. has likewise alleged standing only to challenge the book removals at the school that she currently attends (Running Creek Elementary). Any injury based on the future possibility that four-year-old E.S. might someday enroll at the Elizabeth School District's middle school and seek to access the disputed

books at the middle school's library is too speculative and unripe to support a justiciable controversy. See *Whitmore v. Arkansas*, 495 U.S. 149, 158 (1990) (“[A] threatened injury must be ‘certainly impending’ to constitute injury in fact.”); *Susan B. Anthony List v. Driehaus*, 573 U.S. 149, 167 (2014).

None of the other plaintiffs have made a “clear showing” of standing to challenge the removals of *#Pride*, *Crown*, or *It’s Your World* from the middle school. None of these books were written by members of The Authors Guild. See Pls. Br., ECF No. 9, at 12–13. And the NAACP’s declaration fails to identify any NAACP member who attends the middle school or has children who attend. See Prescott Decl., ECF No. 9-4, at ¶ 8 (referring to “[o]ne NAACP member who has a child at Running Creek Elementary”). That some NAACP members may experience feelings of anguish or distress from the removal of these books from the middle-school library does not supply a basis for Article III standing. See *id.* at ¶ 10; *Valley Forge Christian College v. Americans United for Separation of Church and State, Inc.*, 454 U.S. 464, 485 (1982) (“[T]he psychological consequence presumably produced by observation of conduct with which one disagrees [is] not an injury sufficient to confer standing under Art. III”). And the NAACP members who have “removed their children from Elizabeth schools” have no stake in this controversy because their children no longer attend the district’s schools and cannot access any books in those libraries.

II. None Of The Plaintiffs Have Made a “Clear Showing” Of Likely Success On Their First Amendment Claims

The plaintiffs cannot make a “clear showing” of likely success on the merits of their First Amendment claims because a school library’s curation decisions are government speech immune from First Amendment scrutiny. Even if the district’s curation decisions were not government speech, Plaintiffs cannot show any harm to their purported First Amendment right to access information because the books at issue remain available to

them in the school libraries. Moreover, the standard advocated by Plaintiffs—the three-justice plurality opinion in *Pico*—is nonprecedential and doctrinally stale; to the extent there is a First Amendment inquiry here, it must proceed under the rubric for curricular-related speech bearing the imprimatur of the district established in *Hazelwood*. Finally, even if this Court were to (incorrectly) apply the *Pico* plurality opinion, Defendant easily satisfies that standard because it is not withholding access to the titles at issue for narrowly partisan or political reasons.

A. A School Library’s Curation Decisions Are Government Speech Immune From First Amendment Scrutiny

The plaintiffs’ First Amendment claims cannot get off the ground because a school library’s curation decisions are government speech immune from First Amendment scrutiny. A library’s curating decisions are no less “speech” than a social-media company’s decisions regarding the third-party speech that it chooses to convey on its platforms. See *Moody v. NetChoice, LLC*, 603 U.S. 707, 728 (2024) (“[E]xpressive activity includes presenting a curated compilation of speech originally created by others.”). As the Supreme Court explained in *NetChoice*:

An entity “exercis[ing] editorial discretion in the selection and presentation” of content is “engage[d] in speech activity.” *Arkansas Ed. Television Comm’n v. Forbes*, 523 U.S. 666, 674 (1998). And that is as true when the content comes from third parties as when it does not. (Again, think of a newspaper opinion page or, if you prefer, a parade.) Deciding on the third-party speech that will be included in or excluded from a compilation—and then organizing and presenting the included items—is expressive activity of its own. And that activity results in a distinctive expressive product.

Id. at 731. And “none of that changes just because a compiler includes most items and excludes just a few.” *Id.* at 732; see also *id.* at 738 (“That those platforms happily convey the lion’s share of posts submitted to them makes no significant First Amendment difference.”). Most libraries are willing to carry the vast majority of available books, but that

does not mean that they are no longer engaged in “speech” when they choose to exclude certain materials from their collections. See *United States v. American Library Ass’n Inc.*, 539 U.S. 194, 204 (2003) (Rehnquist, C.J.) (plurality opinion) (“[L]ibraries collect only those materials deemed to have ‘requisite and appropriate quality.’”); *id.* (“‘The librarian’s responsibility . . . is to separate out the gold from the garbage, not to preserve everything’” (quoting W. Katz, *Collection Development: The Selection of Materials for Libraries* 6 (1980))).

And a library’s acquisition and weeding decisions remain its own “speech” even though a library is conveying the speech of others when deciding whether to include materials in its collection. Like a social-media platform, a library is “in the business . . . of combining ‘multifarious voices’ to create a distinctive expressive offering.” *NetChoice*, 603 U.S. at 738. As *NetChoice* explains:

The individual messages may originate with third parties, but the larger offering is the platform’s. It is the product of a wealth of choices about whether—and, if so, how—to convey posts having a certain content or viewpoint. Those choices rest on a set of beliefs about which messages are appropriate and which are not (or which are more appropriate and which less so). And in the aggregate they give the feed a particular expressive quality.

Id. at 738. So too with a library. The “individual messages” originate with the authors, but “the larger offering” is the library’s speech. See *id.* And a library’s acquisition and weeding decisions “rest on a set of beliefs about which [materials] are appropriate” to include in the library’s collection and “which [materials] are not.” *Id.* Finally, the aggregate of the library’s curating decisions gives the collection “a particular expressive quality” unique to that library. A library is “engage[d] in speech activity”¹⁰ when it curates its collection, and

¹⁰. *NetChoice*, 603 U.S. at 731 (quoting *Arkansas Ed. Television Comm’n v. Forbes*, 523 U.S. 666, 674 (1998)).

a public-school library's acquisition and weeding decisions are government speech immune from First Amendment attack.

The plaintiffs do not even discuss the government-speech point or acknowledge the holding of *NetChoice*, and they appear to believe that *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853 (1982), not only forecloses the school district's government-speech argument but somehow enshrines a three-justice plurality opinion as the law of the land. See Pl. Mot., ECF No. 9, at 14–21. But the justices in *Pico* failed to produce a rationale that garnered five or more votes, and in these situations the Supreme Court instructs lower courts to follow the opinion of the justice (or justices) who “concurred in the judgments on the narrowest grounds.” *Marks v. United States*, 430 U.S. 188, 193 (1977); see also *id.* (“When a fragmented Court decides a case and no single rationale explaining the result enjoys the assent of five Justices, ‘the holding of the Court may be viewed as that position taken by those Members who concurred in the judgments on the narrowest grounds’” (quoting *Gregg v. Georgia*, 428 U.S. 153, 169 n.15 (1976) (Stewart, Powell, and Stevens, JJ.)). In *Pico*, the controlling opinion under *Marks* belongs to Justice White, who concurred in the judgment and refused to join any portion of Justice Brennan's plurality opinion. See *Pico*, 457 U.S. at 883–84 (White, J., concurring in the judgment); *Campbell v. St. Tammany Parish School Board*, 64 F.3d 184, 189 (5th Cir. 1995) (“Justice White's concurrence in *Pico* represents the narrowest grounds for the result in that case”); *Muir v. Alabama Educational Television Comm'n*, 688 F.2d 1033, 1045 n.30 (5th Cir. 1982) (“[T]he opinion of Justice White [is] the narrowest grounds for the judgment [in *Pico*].”); *C.K.-W. by & through T.K. v. Wentzville R-IV School District*, 619 F. Supp. 3d 906, 913 (E.D. Mo. 2022) (“Justice White's opinion [in *Pico*] therefore controls”); *Walls v. Sanders*, --- F. Supp. 3d ---, No. 4:24-CV-00270-LPR, 2024 WL 5192031, at *7 n.49 (E.D. Ark. Dec. 20, 2024) (“Justice White's decisive concurrence

in the judgment . . . controls under *Marks v. United States*, 430 U.S. 188, 193 (1977)"). Yet Justice White's opinion refused to weigh in on the constitutional standards for determining whether a library-book removal violates the First Amendment:

The District Court found that the books were removed from the school library because the school board believed them "to be, in essence, vulgar." 474 F. Supp. 387, 397 (E.D.N.Y. 1979). Both Court of Appeals judges in the majority concluded, however, that there was a material issue of fact that precluded summary judgment sought by petitioners. The unresolved factual issue, as I understand it, is the reason or reasons underlying the school board's removal of the books. I am not inclined to disagree with the Court of Appeals on such a fact-bound issue and hence concur in the judgment of affirmance. Presumably this will result in a trial and the making of a full record and findings on the critical issues.

The plurality seems compelled to go further and issue a dissertation on the extent to which the First Amendment limits the discretion of the school board to remove books from the school library. I see no necessity for doing so at this point. . . . [I]f there is an appeal, if there is dissatisfaction with the subsequent Court of Appeals' judgment, and if certiorari is sought and granted, there will be time enough to address the First Amendment issues that may then be presented. . . .

We should not decide constitutional questions until it is necessary to do so, or at least until there is better reason to address them than are evident here. I therefore concur in the judgment of affirmance.

Pico, 457 U.S. at 883–84 (White, J., concurring in the judgment). The controlling opinion in *Pico* remains entirely agnostic on whether the First Amendment imposes *any* constraints on book-removal decisions made by public-school libraries, and it merely concurs in a judgment that affirms a federal court of appeals' decision vacating a ruling that granted summary judgment for the school district and remanding the case for trial. See *id.* at 856–61 (Brennan, J.) (plurality opinion) (describing the lower-court proceedings). So there is *no* precedent from the Supreme Court that prevents this Court from following *NetChoice* and holding that school-library curating decisions are government speech

immune from First Amendment scrutiny. See *Muir*, 688 F.2d at 1045 n.30 (“*Pico* . . . decided neither the extent nor, indeed, the existence vel non., of First Amendment implications in a school book removal case.”); *Walls*, 2024 WL 5192031, at *7 (“Justice White’s decisive concurrence in the judgment . . . was anodyne enough that nearly nothing of substance was actually done in *Pico*.”).

B. The School District Cannot Be Violating Plaintiffs’ First Amendment “Right To Receive Information” When Each Of The 19 Disputed Books Remains Available For The Plaintiffs’ Children And Members To Read And Check Out Through From The School District’s Libraries

There is an additional reason why the plaintiffs cannot show that the school district is violating their constitutional rights: Each of the 19 disputed books remains available in the school district’s libraries for C.C., E.S., and the members of the NAACP and their children to read, browse, or check out. See Snowberger Decl. at ¶¶ 38–41. The defendants cannot be violating the plaintiffs’ “right to receive information” when each of the plaintiffs retains the same ability to access the 19 disputed books in the school district’s libraries that they had before the books were removed. And the plaintiffs cannot obtain a preliminary injunction by complaining that *other* students can no longer access the 19 disputed books through the school district’s libraries, because the plaintiffs must establish a violation of their own constitutional rights and not someone else’s. See *Archuleta v. McShan*, 897 F.2d 495, 497 (10th Cir. 1990) (“[A] section 1983 claim must be based upon the violation of plaintiff’s personal rights, and not the rights of someone else”); David P. Currie, *Misunderstanding Standing*, 1981 Sup. Ct. Rev. 41, 45.

Library patrons do not suffer violations of their First Amendment “right to receive information” when their desired books remain available to them in a library but are not placed on the library shelves. Many materials in a library’s collection can be obtained only by asking a librarian for assistance, such as books stored in a rare-book room, books that

are difficult to find, or books that are made available only through interlibrary loan. A library cannot be sued under 42 U.S.C. § 1983 whenever it offers materials to library patrons that are not available on the library's shelves, and a library does not violate anyone's First Amendment "right to receive information" by offering books in a manner that requires patrons to seek a librarian's assistance. What's more, Justice Kennedy's and Justice Breyer's concurrences in *United States v. American Library Ass'n Inc.*, 539 U.S. 194 (2003), make clear that "small" or non-significant burdens on a library patron's ability to obtain materials do not violate the First Amendment. See *id.* at 215 (Kennedy, J., concurring in the judgment) (upholding restriction after concluding that the plaintiffs failed to "show that the ability of adult library users to have access to the material is burdened in any significant degree"); *id.* at 220 (Breyer, J., concurring in the judgment) (upholding restriction given the "comparatively small burden that the Act imposes upon the library patron"). Here, the plaintiffs have yet to identify *any* burden that might be imposed on C.C., E.S., or the members of the NAACP or the children of their members, as the school district has spared them the inconvenience of having to search for the disputed books on the library shelves and allows them to obtain their desired book directly from a librarian. And even if the plaintiffs attempted to theorize or concoct a "burden," it would be far less than the burdens imposed by Children's Internet Protection Act, which required adult library patrons to ask a librarian to unblock filtered materials before internet access would be allowed. See *id.* at 199–201.

The members of the Authors Guild also cannot show a violation of their First Amendment rights when their books remain in the school district's libraries and remain available to C.C., E.S., and the members (and children of members) of the NAACP. The plaintiffs failed to produce evidence that any students other than C.C., E.S., or the NAACP's members and their children have any interest in accessing the disputed books

written by members of the Authors Guild, so they cannot show that the school's curation decisions have impeded their right to have these children access their works.

C. The Three-Justice Plurality In *Pico* Is Nonprecedential, Doctrinally Stale, And Factually Infirm

Plaintiffs simply assume that the Court will apply the three-justice plurality opinion in *Board of Education v. Pico*, 457 U.S. 853 (1982), even though this plurality opinion has no status as law. (PI Mot. 16–17.) The Tenth Circuit has never endorsed the *Pico* plurality opinion. Neither should this Court.

A three-justice plurality in *Pico* tried to invent a new First Amendment right for students in schools—a “right to receive” information in their school library, even when that information remains available elsewhere, and even when the school district does nothing to impede a student’s efforts to obtain the desired information from other sources. *Id.* at 866. The plurality attempted to fashion a “constitutional” standard for evaluating challenged book removals: while school boards have broad discretion to run their schools, including discretion to remove books from the school library, “that discretion may not be exercised in a *narrowly partisan or political manner*” such that it’s the “decisive factor” in the board’s decision. *Id.* at 870–71 (emphasis added). The plurality opinion was sharply criticized. “If the school board can set the curriculum, select teachers, and determine initially what books to purchase for the school library, it surely can decide which books to discontinue or remove from the school library so long as it does not also interfere with the right of students to read the material and to discuss it.” *Id.* at 921 (O’Connor, J., dissenting). “[E]lementary and secondary schools are inculcative in nature,” and school libraries “serve as supplements to this inculcative role.” *Id.* at 915 (Rehnquist, J., dissenting). Libraries are “tailored, as the public school curriculum is tailored, to the teaching of basic

skills and ideas” for success in the community; and that is the job of educators, not federal courts. *Id.*

The three-justice *Pico* plurality opinion “is a non-decision so far as precedent is concerned,” *Am. C.L. Union of Fla., Inc. v. Miami-Dade Cnty. Sch. Bd.*, 557 F.3d 1177, 1200 (11th Cir. 2009), which is reason enough to disregard it. But there are other reasons why this Court should eschew the analysis of the three-justice *Pico* plurality. *First*, the *Pico* plurality opinion predates the Supreme Court’s government-speech doctrine, which applies to curation of the District’s school libraries (*see infra* subsection I.C). *See Rust v. Sullivan*, 500 U.S. 173, 199–200 (1991). *Second*, the Supreme Court has consistently narrowed student speech rights in secondary schools since *Pico*. It has limited students’ expressive speech rights in schools, emphasizing schools’ unique educational role and the need for operational order and efficiency. *See Bethel Sch. Dist. No. 403 v. Fraser*, 478 U.S. 675, 681 (1986). It has limited students’ rights vis-à-vis school-sponsored or curricular speech, recognizing that school boards have maximum discretion over speech the public may perceive as bearing the imprimatur of the school. *See Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, 270–71 (1988). The clear message since *Pico* is that schools need flexibility to fulfill their educational mission, even when it requires limiting some forms of expression.

Third and finally, the three-justice *Pico* plurality opinion is premised on a false assumption. The plurality assumed that the school library in *Pico* was “the principal locus” of free inquiry. 457 U.S. at 868–69. Perhaps that’s true of the libraries at research universities like the University of Colorado, or potentially even a large public library with broad appeal, but the District’s libraries are not places of unrestrained inquiry or entertainment. *See Snowberger Decl.* at ¶ 9. They support and enhance the educational and curricular objectives of the District. Federally required firewalls and internet filters limit students’ web

access; similarly, the school library shelves are curated to further a defined educational mission. See Snowberger Decl. at ¶ 18 n.10.

D. The Court Must Defer To The Board's Removal Decisions Under *Hazelwood* Because They Are Reasonably Related To Legitimate Pedagogical Concerns

While Plaintiffs' First Amendment claims should start and end with government speech, the Supreme Court's decision in *Hazelwood* also bars their claims. School boards have maximum deference over curricular and school-sponsored speech. *Hazelwood*, 484 U.S. at 271. The rule of *Hazelwood* applies both to "activities conducted as part of the school curriculum" and to "activities that might reasonably be perceived to bear the imprimatur of the school." *Fleming v. Jefferson Cnty. Sch. Dist. R-1*, 298 F.3d 918, 924 (10th Cir. 2002). The District's decisions regarding its libraries fit both categories.

First, the District's libraries are necessary components of the District's broader curriculum. The District's long-standing policy makes this clear: "Instructional materials for school classrooms *and school libraries* shall be selected by the appropriate professional personnel All instructional resources and materials *shall be aligned with the district's academic standards and support the district's educational objectives*." Ex. 1 (emphasis added); see also Snowberger Decl. at ¶ 9. The District's policy is common sense; "[t]he purpose of public school libraries is to advance the school curriculum—that is, to facilitate the pedagogical mission of the school, which may involve some limitation of expression." *GLBT Youth in Iowa Sch. Task Force v. Reynolds*, 114 F.4th 660, 670 (8th Cir. 2024). And the policy-making body of schools—school boards—have the institutional competence in educational and pedagogical decision-making. They have both the expertise and responsibility to shape curriculum and educational resources based on the community's needs and educational goals. If the school band, drama club, and choir are constitutional adjuncts of a school's curriculum, *Board of Education of Westside Community Schools v.*

Mergens By & Through Mergens, 496 U.S. 226, 246 (1990), then surely school libraries are within the curricular activities or resources “that affect learning,” *Fleming*, 298 F.3d at 925.

Second, the District’s libraries bear the imprimatur of the District and its pedagogical concerns. “The imprimatur concept covers speech that is so closely connected to the school that it appears the school is somehow sponsoring the speech.” *Fleming*, 298 F.3d at 925. Unquestionably, book selection and removal decisions by the Board signal its educational priorities and bear directly on the public’s perception of the District’s educational quality and operational order. No one can dispute that, if the District’s libraries included a collection of back-issues of *Playboy*, the community would rightly question the educational priorities of the District. The same could be said if the District housed a collection of books promoting frauds—like Holocaust denial, that life in North Korea compares favorably to life in the United States, or that the Apollo 11 moon landing was faked—or overt racism. *Hazelwood* allows school boards to avoid this. Indeed, “[m]any cases have applied a *Hazelwood* analysis to activities outside the traditional classroom ... to avoid controversy within a school environment.” *Id.* at 926 (collecting cases).

If the first part of *Hazelwood* is satisfied, “the school may impose restrictions ... so long as those restrictions are reasonably related to legitimate pedagogical concerns.” *Id.* at 924. The reasonably-related-to-legitimate-pedagogical-concerns standard is an objective one. “Pedagogical means related to learning,” and the Tenth Circuit “give[s] substantial deference to educators’ stated pedagogical concerns.” *Id.* at 925. The scope of “legitimate pedagogical concerns” is broad and includes discipline, courtesy, and the avoidance of controversy. “[T]he pedagogical concern in *Hazelwood* itself was to avoid the controversial subjects of pregnancy and divorce in a school setting[.]” *Id.* at 926.

Because of the types of educational decisions that “face educators in ‘awakening the child to cultural values’ and promoting conduct consistent with ‘the shared values of a civilized social order,’” the Tenth Circuit has rejected viewpoint neutrality under *Hazelwood*. *Id.* at 928 (cleaned up). For instance, a school must be able to refuse speech that “might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with ‘the shared values of a civilized social order,’ or to associate the school with any position other than neutrality on matters of political controversy.” *Hazelwood*, 484 U.S. at 272 (citation omitted).

The Board’s removal decisions here easily clear the “reasonable relation to a legitimate pedagogical concern” bar. The removal decisions were part of a broad effort to standardize the District’s curriculum to enhance educational value. The District has purchased and adopted a new science curriculum, recognized opportunities to improve student proficiency in reading, and is evaluating a new social-studies curriculum. See Snowberger Decl. at ¶ 8. At the same time, the Board directed the District to reevaluate the books in the District’s school libraries to align them with the District’s curricular and educational goals. See Snowberger Decl. at ¶¶ 7, 13. This meant removing select books with sexually explicit content, including base vulgarity, that were not age appropriate for the respective school library, or that promoted discourse or indoctrination on sensitive and controversial topics best left to parents as the primary educators of their children. See Snowberger Decl. at ¶¶ 13, 20, 43. If a school principal can unilaterally pull an article in the school newspaper on teen pregnancy and the impact of divorce on students, *Hazelwood*, 484 U.S. at 272–73, surely the Board can identify core competencies and educational objectives and direct the District to thoroughly (and transparently) evaluate the books in the school libraries and remove those that are inconsistent with the District’s pedagogical concerns. In the end, “*Hazelwood* entrusts to educators these decisions,”

even if the decision is based on “viewpoint.” *Fleming*, 298 F.3d at 928. Here, the Board’s removal decisions were well within its constitutional discretion under *Hazelwood*.

E. Even If The Court Applies The *Pico* Plurality Standard, Plaintiffs Have Not Proven Unconstitutional Motive

Plaintiffs concede the *Pico* plurality’s standard is limited: “school boards cannot constitutionally exercise their discretion to determine the content of school libraries ‘in a narrowly partisan or political manner’.” (Pl. Mot. 17 (quoting *Pico*, 457 U.S. at 870 (plurality opinion of Brennan, J.)).) Not only must the school board’s motive be “narrowly partisan or political,” but this “unconstitutional” intent must be “the decisive factor in [the board’s] decision.” *Pico*, 457 U.S. at 871. “Decisive factor” means “‘substantial factor’ in the absence of which the opposite decision would have been reached.” *Id.* at 871, n.22. Examples of impermissible motive include: “[i]f a Democratic school board, motivated by party affiliation, ordered the removal of *all* books written by or in favor of Republicans,” *id.* at 870–71 (emphasis added); or, “if an all-white school board, motivated by racial animus, decided to remove *all* books authored by blacks or advocating racial equality and integration,” *id.* at 871 (emphasis added). To the *Pico* plurality, an intent to remove *all* books on one side of a political or partisan debate while leaving others, “would be to encourage” a “sort of officially prescribed orthodoxy.” *Id.*

On the other hand, the *Pico* plurality opined it would be “perfectly permissible” for a school board to remove books based on vulgarity or the “educational suitability” of the book. *Id.* Such removals “would not carry the danger” of prescribing orthodoxy in partisan or political matters by eliminating contrary views. *Id.*

“[T]he burdens at the preliminary injunction stage track the burdens at trial.” *Gonzales v. O Centro Espirita Beneficente Uniao do Vegetal*, 546 U.S. 418, 429 (2006). Here, even if this Court were to plow new ground by adopting the three-justice *Pico* plurality’s

standard, to carry their burden, Plaintiffs must show unconstitutional motive.¹¹ And the relevant motive is the Board's—no one else's.

Plaintiffs don't try to carry this burden. They simply claim that “the Board did—and continues to—remove books because of the ideas they contain.” (Pl. Mot. 18.) That's not the standard. To prove unconstitutional motive, the three-justice *Pico* plurality requires the Board's decision (1) be narrowly partisan or political; (2) the partisan-or-political motive be the “decisive factor” in the removal; and, through the decision, (3) the school board sought “to prescribe what shall be orthodox” in the school. *Pico*, 457 U.S. at 871, 872 (cleaned up). Plaintiffs have not—and cannot—carry their burden of proving unconstitutional motive; their thin, inadmissible, out-of-context evidence certainly does not warrant broad injunctive relief.

The Board's Decision was not partisan or politically motivated. Plaintiffs do not identify the Board's partisan-or-political motives other than vague references to the Board's “conservative values.” Pl. Mot. 21. Plaintiffs' own evidence undermines any after-the-fact claim of rank-partisan motivation. As Plaintiffs acknowledge, the Board's book review tags included “‘racism/discrimination,’ ‘religious viewpoints,’ ‘sexual content,’ ‘graphic violence,’ ‘profanity/obscenity,’ ‘drug or excessive alcohol use,’ and ‘ideations of self-harm or mental illness.’” (Pl. Mot. 19 (quoting Ex. 7).) These aren't partisan or political categories, and Plaintiffs do not claim otherwise. Nor are these categories unique to “conservative values,” whatever Plaintiffs mean by that phrase. These are common-sense identifiers to guide the decision to remove select books with explicit, age-inappropriate, or overly controversial content from the District's libraries. A complete account of the

¹¹ Because a district court's finding of motive under the three-justice *Pico* plurality standard “depends on constitutional facts,” appellate courts review lower courts' findings de novo. See *ACLU of Fla.*, 557 F.3d at 1206; see also *id.* at 1204 (“[U]nder the *Pico* plurality standard we are assuming applies, the Board's motive is the ultimate fact upon which the resolution of the constitutional question depends.”).

Board's process (as opposed to Plaintiffs' litigation narrative) shows the Board followed a principled, thorough, and transparent process to evaluate the educational suitability of the books in the District's libraries. See Snowberger Decl. at ¶¶ 13–21. That process accords with the three-justice *Pico* plurality's direction: "This would be a very different case if the record demonstrated that [the school board] had employed established, regular, and facially unbiased procedures for the review of controversial materials." *Pico*, 457 U.S. at 874.

Politics or Partisan Motivations were not a decisive factor. Plaintiffs do not acknowledge the "decisive factor" requirement, much less carry their burden and prove it. The closest Plaintiffs come is citing two out-of-context emails from *two* of five Board members.¹² See Pl. Mot. 19 (citing Exs. 12 and 14). Again, the Board's actual process, described in the District's supporting declarations, conclusively establishes that the Board's removal decisions were not one-dimensional based on partisan-or-political motive. Rather, the Board's decisions were guided by multiple factors (as Plaintiffs, perhaps inadvertently, concede, see Pl. Mot. 19 (outing various review considerations), which themselves were informed by multiple resources, including online book-review publications and rating systems for primary and secondary schools, and the views of Superintendent Snowberger, parents, teachers, and other community members. See Snowberger Decl. at ¶¶ 13–21. Again, this process is in accord with the *Pico* plurality. See *Pico*, 457 U.S. at 874 (noting the school board "ignored 'the advice of literary experts,' the views of 'librarians and teachers within [the district],' the advice of the Superintendent of Schools, and the guidance of publications that rate books for junior and senior high school students").

¹² One of the two Board members referenced, Heather Booth, no longer serves on the Board and did not vote to permanently remove books from the District's libraries. See Booth Decl. at ¶ 9.

The Board's Decision Was not made to Prescribe Partisan Orthodoxy. Lastly, Plaintiffs' thin claim that the Board is imposing its "partisan, political orthodoxy" on students is against the facts. (See Pl. Mot. 21.) *First*, Plaintiffs cannot seriously contend that removing books with sexually explicit and vulgar content (whether by a straight, lesbian, gay, bisexual, transsexual, or queer character) imposes a political orthodoxy. Opposition to indecency in schools is surely not limited to those espousing "conservative values" (or "liberal" or "moderate" values for that matter). *Second*, the *Pico* plurality's concern with school boards prescribing orthodoxy was with the elimination of one viewpoint to elevate contrary remaining viewpoints. *Pico*, 457 U.S. at 871. Here, Plaintiffs try to frame the Board's removal decisions as the suppression of LGBTQ and racial views with which Board members supposedly disagreed. (Pl. Mot. 21.) Beyond categorically labeling the Board's views as undefined "conservative values," Plaintiffs are silent on the Board's actual views. More simply though, Plaintiffs' narrative isn't doesn't survive contact with reality. Today, a District student interested in LGBTQ history, self-narrative, or authors will find many such books on the library shelves. See Snowberger Decl. ¶ 35. The same can be said about "race." See *id.* at ¶ 36. While it may be convenient for Plaintiffs to claim in unchecked legal filings and promotional materials on social media, Plaintiffs' "political orthodoxy" narrative ignores the Board's deliberative and balanced approach to the removal decisions.

F. Additional Points On The Authors' Viewpoint Discrimination Claim

The guild member authors' viewpoint discrimination claims fail for an additional reason: the Elizabeth School District's libraries are not a public forum for the authors' expression. Rather, because they serve defined communities of students and school employees (as opposed to the general public) the School Board's removal of the 19 titles is garden-variety regulation of access to a non-public forum. Even outside the walls of a

school, the Supreme Court has acknowledged that the otherwise absolute interest of adult speakers to reach an unlimited audience must give way in the context of minors where the adult's speech is sexually explicit. See *Ginsberg v. New York*, 390 U.S. 629, 639–40 (1968) (affirming the constitutionality of a state law banning the sale of non-obscene sexually oriented material to minors); *FCC v. Pacifica Foundation*, 438 U.S. 726, 732 (1978) (affirming FCC's power to regulate speech that is indecent, obscene or profane and noting offending broadcast was made during an hour when "children were undoubtedly in the audience"). If public forums can be curbed to protect minors from inappropriate speech, of course the non-public forum of a school library may be made unavailable to the same.

III. The Plaintiffs Have Not Made A "Clear Showing" Of Irreparable Harm

The plaintiffs cannot identify *any* harm (let alone an "irreparable" harm) that could befall C.C., E.S., or the NAACP members (or the children of NAACP members) who are students in the Elizabeth School District, as each of the previously removed books is now available for them to read, browse, or check out in the library from which it was taken. See Snowberger Decl. at ¶¶ 38–41; see also *CK-W by and through TK v. Wentzville R-IV School District*, 619 F. Supp. 3d 906, 919 (E.D. Mo. 2022) (removal of books from school library did not inflict irreparable harm because it "does not stop any student from reading or discussing the book"). The plaintiffs do not deny that it is easier for them to obtain a book by asking for it at the reference desk rather than by searching a catalog, traipsing among the shelves, and pawing through the books.

The plaintiffs would prefer that the books be returned to the library shelves so that *other* students can check them out, but that does not inflict irreparable harm *on the plaintiffs*. See *Winter v. Natural Resources Defense Council*, 555 U.S. 7, 20 (2008) ("A plaintiff seeking a preliminary injunction must establish . . . that *he is* likely to suffer irreparable harm in the absence of preliminary relief." (emphasis added)); *Jones v. District of*

Columbia, 177 F. Supp. 3d 542, 546 n.3 (D.D.C. 2016) (“[T]he irreparable harm prong . . . only concerns harm suffered by the party or parties seeking injunctive relief [A]ny alleged harm to third parties is properly addressed under the public interest prong”). And the distress that the plaintiffs may experience over the plight of other library patrons is not an Article III injury, let alone “irreparable harm.” See *Valley Forge Christian Coll. v. Americans United for Separation of Church and State*, 454 U.S. 464, 485–86 (1982).

Plaintiffs argue, formulaically, that there is a presumption of irreparable injury where First Amendment rights are implicated. Pl. Mot. at 25. But even if such a presumption were warranted—and it is not given the weakness of Plaintiffs’ claims on the merits—it would be rebutted here by the simple fact that Plaintiffs cannot show irreparable harm to their First Amendment rights to access and receive information when each of the 19 disputed books remain available for the plaintiffs.

Finally, Plaintiffs’ delay in seeking a preliminary injunction implies a lack of irreparable harm and in and of itself warrants denial of preliminary relief. “Courts in both this jurisdiction and others have uniformly determined that a movant’s delay in seeking injunctive relief warranted the relief’s denial.” *Colo. Motor Carriers Ass’n v. Town of Vail*, 2023 WL 8702074 at *12 (D. Colo.) (collecting cases holding that three months or more delay in seeking a preliminary injunction implies that the harm complained of is not serious enough to warrant the extraordinary remedy of a preliminary injunction). Here, Defendants determined to permanently remove the titles on September 9, three and a half months before Plaintiffs’ December motion for preliminary injunction. Compl. ¶ 127. This is a tell that Plaintiffs—whatever the merits of their claims—do not believe their harm is irreparable. 11A Fed. Prac. & Proc. Civ. § 2948.1 (3d ed.) (“[L]ong delay by plaintiff after learning of the threatened harm also may be taken as an indication that the harm would not be serious enough to justify a preliminary injunction.”) (citations omitted).

IV. The Balance Of The Hardships Favors The District

While Plaintiffs' claim of irreparable harm is weak, the harm to the District that would be occasioned by Plaintiffs' requested preliminary injunction is considerable. The District would be forced to purchase, catalog, and re-shelve the removed titles. And Plaintiffs' request that this Court preliminarily enjoin the District's elected board (along with its agents, attorneys, servants and other representatives) "from removing books from ESD libraries because of the ideas contained in the books," Pl. Mot. 30, would leave the District unable to make decisions regarding the curation of its school libraries until the end of this litigation. Every book contains ideas. It is precisely the role of a school board to determine which ideas are supportive of a school's educational mission.

V. The Public Interest Weighs Against A Preliminary Injunction

Finally, the public interest is in the District's favor at this preliminary stage. As argued above, it is uncontroversial that a District may remove titles from its libraries; the only potential limitation on this power is a removal for narrow, partisan reasons. To the extent Plaintiffs' claims are at all colorable, this Court will need to closely examine the specifics of the removal decision for each title before second-guessing the District's decision. *Epperson v. Arkansas*, 393 U.S. 97, 104 (1968) ("Courts do not and cannot intervene in the resolution of conflicts which arise in the daily operation of school systems, and which do not directly and sharply implicate basic constitutional values."). The decision to remove the titles was the result of an open and public process undertaken by a duly elected school board. This is precisely how public bodies like the school board should deliberate matters of pedagogy and instruction. An injunction on these facts will encourage such decisions to be made out of the public eye and suppress community debate on the purpose of a school district's library collection.

CONCLUSION

The plaintiffs' motion for preliminary injunction should be denied.

Dated: January 27, 2025

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CERTIFICATE OF SERVICE

I certify that on January 27, 2025, the foregoing document was electronically filed with the Clerk of the Court using the CM/ECF system, which will send notification of such filing to the following email addresses:

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**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLORADO**

Civil Action No. 1:24-cv-03512-CNS-STV

KRISTEN CROOKSHANKS, as parent and next of friend of a minor on behalf of C.C.;
MINDY SMITH, as parent and next of friend of a minor on behalf of E.S.;
NAACP–COLORADO–MONTANA–WYOMING STATE AREA CONFERENCES; and
THE AUTHORS GUILD,

Plaintiffs,

v.

ELIZABETH SCHOOL DISTRICT,

Defendant.

**Declaration of Dan Snowberger, Superintendent, Elizabeth School District, in
Support of the Opposition to Plaintiffs' Motion for Preliminary Injunction**

I, Dan Snowberger, being over 18 years of age, submit the following declaration in support of the Elizabeth School District's opposition to the plaintiffs' motion for preliminary injunction and state as follows:

1. I have reviewed and am familiar with the plaintiffs' complaint and motion for preliminary injunction.
2. I make this declaration based on personal knowledge.
3. I am the Superintendent of Schools for the Elizabeth School District (ESD). I have held this role since March 13, 2023, when I was unanimously appointed by the then-Board of Education.
4. This is my 39th year in the public-education system. I have held numerous positions, starting as a paraprofessional, teacher, curriculum-resource teacher, assistant principal, principal, central-office administrator, and superintendent. I hold a bachelor of science degree in elementary education, a master's degree in educational leadership,

and a superintendent's license. I'm proud of the experience I have gained serving diverse communities in Florida, California, and Colorado. I also have several years of experience in the private sector working to support charter schools across the country. Before coming to the Elizabeth School District, I held the following leadership positions in other Colorado schools and school districts: Director of Educational Programs — Education ReEnvisioned BOCES, Monument, CO 2022–23; Zone Superintendent — El Paso Co School District 49, Falcon, CO 2021–22; Superintendent of Schools — Durango School District, Durango, CO 2012–21; and Executive Director & Assistant Superintendent — Harrison School District, Colorado Springs, CO 2007–12.

ESD's efforts to improve the curriculum

5. The Elizabeth School District comprises four traditional public schools that serve students from preschool age through high school:¹

- Running Creek Elementary (RCE) - preschool through fifth grade (ages 3–11)
- Singing Hills Elementary (SHE) - preschool through fifth grade (ages 3–11)
- Elizabeth Middle School (EMS) - sixth to eighth grade (ages 11–14)
- Elizabeth High School (EHS) - ninth to twelfth grade (ages 14–18)

The Elizabeth School District Board of Education (“School Board”) is the body responsible for guiding these schools and the district through me, the superintendent.

6. As superintendent, I serve as the chief executive and operations officer of the district, maintaining responsibility for the primary instructional, financial, and operational functions of the district and its personnel. Among other things, I continually

¹ Legacy Academy, a charter school, is also located in the Elizabeth School District. It has its own board of directors and operates independently from the four traditional public schools in the Elizabeth School District.

communicate and collaborate with the school board on all issues that may impact the district, assess all district procedures and programs for effectiveness and efficiency, review and make recommendations to the school board for revisions or creation of policies, supervise and evaluate the performance of central administrative personnel and building principals, and develop a comprehensive district budget within the constraints of the Colorado School Finance Act, the goals and objectives of the School Board, and the financial needs of the overall instructional program.

7. In addition, one particularly essential part of my role is to ensure the curriculum and materials used in classroom instruction align with the school board's vision and the values of the community. Since becoming superintendent, I have collaborated extensively with the school board on a variety of efforts to create a unified district curriculum and improve the quality and consistency of that curriculum.² Before I started with the Elizabeth School District, there was tremendous variety in what students (even those in the same grade level) were learning in the classroom, and there was very little integration between grade levels and between the elementary school, middle school, and high school. Recognizing the critical importance of providing an integrated approach from preschool through twelfth grade, where all students of the same level are taught the same core competencies and where the curriculum from grade to grade builds and complements those competencies, the district has worked tirelessly the past few years to improve the curriculum across the board.

² Although we still have a lot of work to do, I am proud that student performance in ESD has steadily improved over the past few years. Our 2022 Final Transitional Performance Framework, prepared by the Colorado Department of Education, indicated the ESD was "Accredited: Low Participation" based on 63.6/100 points earned. Our 2023 and 2024 Final District Performance Frameworks, however, indicated ESD's status had improved to "Accredited" and its points earned notably increased (65.5/100 points in 2023 and 67.8/100 points in 2024).

8. For example, during the 2023–24 school year, the School Board extensively vetted science curricula before purchasing and implementing the Discovery Education Science. In that same period, the School Board examined our performance and recognized many opportunities to improve our students’ proficiency rate in reading. The School Board is also evaluating the social-studies curriculum and has opted to pilot Core Knowledge Social Studies at the middle-school level before making a permanent decision on programs.

9. Our district’s efforts to improve the curriculum addressed not only what is taught in the classroom but also what materials are available to students through the school library. See Ex. 1 (ESD Policy IJ — Instructional Resources and Materials) (establishing that all instructional resources and materials, including “for school classrooms and school libraries,” “shall be aligned with the district’s academic standards and support the district’s educational objectives”). The school library is an essential part of our students’ education. Through it, the school can curate a set of books designed to support, reinforce, and expand the classroom curriculum. Unlike research or public libraries—which serve a much broader age demographic and strive to provide a wide array of materials that will appeal to a variety of readers with diverse interests, goals, and entertainment preferences—the purpose of the Elizabeth School District’s library collection is first and foremost to provide materials with educational value to the Elizabeth School District’s students and teachers.³

10. Notwithstanding the importance of the school library for enhancing and reinforcing the curriculum taught in the classroom, due to resource constraints, the libraries in our district have been operated by support staff who do not hold degrees in

³ Although it is possible for community members to reserve library space, they cannot use or check out library materials.

Library Science. As a result, books have been ordered without much regard to curricular purpose or function.

11. In approximately September 2023, the School Board became aware of a significant disconnect between its curricular goals and the content of the school district's library collection. Around that time, School Board member Mike Calahan reported that his then 11-year-old daughter (a sixth grader at Elizabeth Middle School) had checked out a book from her school library that was recommended by the publisher for "age 14+" and contained profanity and explicit sexual content.⁴ After reviewing the book and determining that it was not appropriate for middle schoolers, it was removed from the middle-school library.⁵ Shortly thereafter, the School Board tasked the Board Curriculum Review Committee ("Curriculum Committee") with reviewing the school district's extensive library collection and proposing a protocol to guide that review and address student access to potentially controversial library content. Although the School Board has expressed a long-term desire to mirror schools that have controlled school and classroom library collections comprising only classics and soon-to-be-classics (similar to the approach used by the wildly successful Liberty Commons in Fort Collins led by former Senator Bob Schaffer), the fiscal reality is that the Elizabeth School District cannot make a district-wide change immediately. Rather than shut down the school

⁴ See Common Sense Media review of *The Sun is Also a Star* (available at <https://www.common sense media.org/book-reviews/the-sun-is-also-a-star>) (indicating, among other things, the book contains "passionate kissing that almost leads to sex," a description of the chemical "released during orgasm," "penis-size and masturbation jokes," and "strong language: 'a--hole,' 's--t,' 'f--k,' 'f--ked up,' 'f--king,' 'dick,' 'douche,' 'Jesus Christ,' 'bastards,' 'damn,' 'bag of dicks,' one 'motherf--ker,' and more").

⁵ This book also was (and still is) available in the Elizabeth High School library. The plaintiffs are not suing over the removal of that book from the middle-school library, nor are they seeking a preliminary injunction that would order its return to the middle-school library's shelves.

district's libraries completely, the school board decided to undertake the significant task of reviewing its existing collection.

12. Importantly, until recently, and much like the district's fragmented and decentralized curriculum, the Elizabeth School District did not have a uniform approach for purchasing library books or for reviewing and weeding those materials. Purchase decisions were ad hoc and often did not meaningfully consider each book's suitability for an educational setting, the age of the students who would access it, and how the book would support and reinforce the curriculum for that age group. Compounding the problem, publishers offer discounted rates for bulk purchases and schools often receive large book donations from a variety of sources, causing many books of questionable or no educational value to be included in the Elizabeth School District's libraries. Book weeding decisions were similarly ad hoc and made on the individual school level without coordination across schools and without clear communication to parents, students, and teachers.

13. Both the school board and I thought it essential to align the district's library collection with its curriculum both prospectively (through more informed purchase decisions in the future) and retrospectively (by weeding the existing collection), and to do so in a transparent manner. Although it is common for schools to weed their library collections during the summer or simply remove a book from the library when a parent raises a concern, the school board and I decided to create a transparent process for reviewing and removing content from the school district's libraries. This transparency is consistent with both the school library's important role in reinforcing and expanding on classroom curriculum and the parents' "Bill of Rights" that our district adopted in October 2023, which makes clear that parents and caregivers have the right "[t]o know what

curriculum and instructional materials are being used in their student's school.” Ex. 9 (Parents Rights and Responsibilities), at 2.

The Library Protocols, Sensitive Topics List, and Suspended Books List

14. The result of this push for a transparent process was the Library Services Guiding Protocols (“Library Protocols”). The Library Protocols were created in conjunction with the Curriculum Committee and recommended to the School Board for adoption in August 2024. See Ex. 2 (Request for Board Action: 9.7 Library Sensitive Topic Protocol and Book Lists). The school board unanimously adopted the Library Protocols at its August 12, 2024, Business Session. See Ex. 4 (Aug. 12, 2024, Meeting Minutes), at 6. At a high level, the Library Protocols provide guidelines for how the district: (1) analyzes, selects, and reviews library materials; (2) develops and maintains sensitive content catalogs (called “Sensitive Topic Lists”); and (3) provides full parental access to the library catalog and their student’s library account. See Ex. 2 at 2–5. Although the district continues to have discretion to decide what educational materials will remain available in the library, the protocols provide a framework for exercising that discretion in a manner that is more consistent across schools and transparent to parents.

15. In conjunction with adopting the Library Protocols, the school board considered the Curriculum Committee’s draft list of titles to place on the Sensitive Topics List, see *id.* at 7–9, and its additional recommendation to temporarily suspend 19 other titles listed on a Suspended Books List pending further review by the public and the School Board, see *id.* at 6. Those 19 titles were: *Speak* by Laurie Anderson; *The Hate U Give* by Angie Thomas; *Beloved* by Toni Morrison; *The Bluest Eye* by Toni Morrison; *The Kite Runner* by Khaled Hosseini; *You Should See Me in a Crown* by Leah Johnson; *#Pride: Championing LGBTQ Rights* by Rebecca Felix; *Melissa/George* by Alex Gino;

It's Your World—If You Don't Like It, Change It by Mikki Halpin; *The Perks of Being a Wallflower* by Stephen Chbosky; *Thirteen Reasons Why* by Jay Asher; *Looking for Alaska* by John Green; *Nineteen Minutes* by Jodi Picoult; and *Crank, Glass, Fallout, Identical, Burned, and Smoke*, all by Ellen Hopkins. The school board agreed to temporarily take these titles out of circulation and, thereafter, I made 18 of those 19 books available for public review at the district office for a period of 25 days.⁶

16. Specifically, in August 2024, I sent multiple communications to our entire community,⁷ inviting anyone interested in doing so to review the 18 suspended titles and provide the school board with feedback. See Ex. 10 (August 15, 2024, Superintendent Update — Welcome Back to School); Ex. 12 (August 16, 2024, Letter Re: Parent Opportunity to Review Library Materials). In one communication, I indicated that the physical books were available for review Monday through Friday between 7:30 A.M. and 4:00 P.M., and I also provided three days that the books would be available for review outside the district office's normal business hours. See Ex. 12 at 1–2. Because many parents work during the day, we thought it was important to offer evening opportunities for the community to access the books. In that letter, I also made clear that the district's "goal is to implement a system where parents are empowered to make important decisions on the content their children will be able to access and be alerted when sensitive content is checked out by their children." *Id.* at 2.

17. I personally reviewed all the book-review forms submitted by community members. This community feedback indicated a clear preference for permanently

⁶ Only 18 titles were made available for public review because one of the titles (*Speak*) had a single book in circulation, which had been checked out and not returned at the time of the public review period.

⁷ All community communications that I send as ESD Superintendent are emailed to parents/guardians of current ESD students and all ESD staff (including the teachers, principals, and librarians at all four schools).

removing the suspended titles, although some favored returning the 18 titles to the libraries.⁸

18. In addition to reviewing written community feedback, I attended all school board meetings where the issue of removing the suspended titles was discussed and the public had an opportunity to comment, communicated individually with numerous community members about the issue, independently researched and evaluated the at-issue titles, and collaborated with the School Board regarding its concerns. Although I do not vote on school-board actions, and my support is not required by the school board, I fully supported the decision it made at the September 9, 2024, board meeting to permanently remove the at-issue titles. See Ex. 5 (Sept. 9, 2024 Business Session Meeting Minutes), at 6. These titles warranted removal given a variety of factors, including the highly sensitive nature of content (e.g., excessive graphic violence, explicit sexual content, extreme drug and alcohol use, ideations of self-harm), concerns regarding age-group appropriateness, lack of clear educational value in a public-school setting or a connection to a public-school curriculum (e.g., titles containing advocacy on divisive social issues that implicate core family values), and clear community feedback favoring removal.⁹

19. For instance, board members read aloud the following excerpts from five of the titles at the August 26, 2024 board meeting:

- *Thirteen Reasons Why*:

⁸ Most individuals filled out one form per title, although some individuals addressed multiple titles on a single form. In addition, most individuals who provided substantive reasons for their recommendation only reviewed one or a handful of the at-issue titles, as opposed to reviewing each at-issue title.

⁹ I should note that I am unable to send intra-district emails or attachments that contain quotes or detailed descriptions of concerning passages in these titles because such content is blocked by federally required firewalls and internet filters that are designed to limit students' web access and protect them from harmful material.

Okay, I'll say it. I thought about suicide. ...I thought about suicide. ...I wish I would die. ...What about hanging? Well, what would I use? Where would I do it? And even if I knew what and where, I could never get beyond the visual of someone finding me- swinging- inches from the floor. ...You took pills. That, we all know. Some say you passed out and drowned in a bathtub full of water.

- *Melissa/George:*

She immersed her body in the warm water and tried not to think about what was between her legs, but there it was, bobbing in front of her. ... So George knew it could be done. A boy could become a girl. She had since read on the Internet that you could take girl hormones that would change your body, and you could get a bunch of different surgeries if you wanted them and had the money. This was called transitioning. You could even start before you were eighteen with pills called androgen blockers that stopped the boy hormones already inside you from turning your body into a man's. But for that, you needed your parents' permission.

- *Nineteen Minutes:*

One of his front teeth was crooked, his Adam's apple looked fist-sized, his knuckles were knotty and chapped. He was crying quietly, and it might have been enough to engender sympathy had he not been wearing a t-shirt splattered with the blood of other students. "Do you feel alright, Peter?" Patrick asked. "Are you hungry?" The boy shook his head. "Can I get you anything else?" Peter put his head down on the table. "I want my mom," he whispered. Patrick looked at the part in the boy's hair. Had he brushed it that morning, thinking, Today's the day I'm going to kill ten students?

- *Looking for Alaska*

Alaska read the sticker that was on the top of the video. The bitches of Madison County, now ain't that just delightful. We ran with it to the TV room, closed the blinds, locked the door, and watched the movie. It opened with woman standing on a bridge while a guy knelt down in front of her giving her oral sex. No time for dialogue, I suppose. By the time they started doing it, Alaska commenced with her righteous indignation, "they just don't make

sex fun for women. The girl is just an object. Look. Look at that.” I was already looking, needless to say. A woman crouched on her hands and knees, while a guy knelt behind her. She kept saying “Give it to me” and moaning. And though her eyes were brown and blank, betraying her lack of interest, I couldn’t help but take mental notes. Hands on her shoulders, I noted, fast but not too fast or it’s going to be over fast. Keep your grunting to a minimum.

- *The Bluest Eye*

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief. ... Or as she sits reading the uplifting thoughts of the Liberty Magazine, the cat will jump into her lap. She will fondle that soft hill of hair and let the warmth of the animal’s body seep over and into the deeply private areas of her lap. Sometimes the magazine drops as she opens her legs.

I agree with the School Board that this sort of content should be removed from the Elizabeth School District’s libraries. My agreement with the Board is not based on “partisan or political” motives, nor is it motivated by a desire to suppress viewpoints in these titles. It is based on specific content, such as what was read aloud by the board, that is incompatible with the educational mission of the Elizabeth School District.

20. Our district’s slogan is that “children are at the heart of everything we do.” District leadership makes decisions with this first principle in mind. As a devoted public servant and educator of nearly forty years, I believe that serving children in this district necessarily requires our schools to focus on the curriculum and leave parenting

decisions to parents. While public schools certainly teach about and promote certain noncontroversial values (e.g., no bullying, no violence, no racism, no drugs), there are controversial social issues where the school district should defer to and not subvert parents' authority to direct their family's values (e.g., related to abortion, transgender and homosexual behavior, etc.). With respect to those controversial social issues, students should leave school each day with the same family values they arrived with..

21. Since the Curriculum Committee recommended temporary suspension and public review of the initial 19 titles, an additional title (*Redwood and Ponytail* by K.A. Holt) has been flagged for further review. For example, in September 2024, a parent expressed concern about *Redwood and Ponytail* after his elementary-school student had checked out from the Running Creek Elementary library, and suggested that the book be added to the Sensitive Topics List and reviewed by the Curriculum Committee because the book's content was inappropriate for elementary-school students. In response, the School Board's president (Rhonda Olsen) had the physical book removed from the Running Creek Elementary library shelf for further review. The title remains in the Elizabeth School District library catalog until a formal decision is made. I put the physical book in my office with the intent of making it available to the community along with any other books that may be flagged for further review, using the same process that the district used for the 18 disputed titles that were made available for review.

Information related to the student plaintiffs, the removed titles, and titles still available in the ESD library collection.

22. In the ordinary course of my job, my staff and I have access to the Elizabeth School District's student records, including attendance and library records, and the school district's library catalog, book-acquisition records, and book-weeding records. These records are created, updated, and maintained as part of the Elizabeth

School District's regular practice and in the course of its regular activities. I have reviewed these sources of information with respect to "C.C." and "E.S.," the two students on whose behalf this lawsuit was filed, and the 19 book titles that are at issue in the motion for preliminary injunction. (These 19 book titles include the 18 of the 19 titles that the School Board voted to remove, plus *Redwood and Ponytail*. They do not include *Speak*, which the plaintiffs are not seeking to return in their motion for preliminary injunction.) I can verify the accuracy of the facts presented in the following paragraphs.

23. The high-school student referred to as "C.C." has been enrolled as a student in Elizabeth High School since fall 2022.

24. The preschool student referred to as "E.S." has been enrolled as a student at Running Creek Elementary School since the fall 2024.

25. Students in the Elizabeth School District have no ability to check out or access library books held at school libraries other than the school that they attend. High-school students cannot check out books from the middle-school library, and vice versa. And neither high-school nor middle-school students can check out books from the elementary-school libraries, and vice versa. Students cannot even access books in other school libraries or browse or take them from the library shelves, because the school district's libraries remain open only during school hours and students cannot access other schools in the district during the school day.

26. Between the four schools in the district, the school district's library collection has approximately 50,000 books. The 19 disputed titles represented fewer than 25 physical books, including duplicate copies. So the decision to remove those titles affected less than 0.05% of the Elizabeth School District's library collection.

27. The removal of the disputed titles did not affect each of the four school libraries equally. First, all 19 titles did not appear in each school's library: two titles were removed from Running Creek Elementary School (*Melissa/George* and *Redwood and Ponytail*), five titles were removed from Elizabeth Middle School (*The Hate U Give*; *Thirteen Reasons Why*; *#Pride: Championing LGBTQ Rights*; *You Should See Me in a Crown*; and *It's Your World—If You Don't Like It, Change It: Activism for Teenagers*), and 14 titles were removed from Elizabeth High School (*The Hate U Give*; *Thirteen Reasons Why*; *The Kite Runner*; *Beloved*; *The Bluest Eye*; *The Perks of Being a Wallflower*; *Looking for Alaska*; *Nineteen Minutes*; *Identical*; *Fallout*; *Glass*; *Crank*; *Smoke*; and *Burned*). Second, titles that appeared in two libraries weren't necessarily removed from both. For example, *It's Your World—If You Don't Like It, Change It: Activism for Teenagers*, was in both the middle-school library and the high-school library, but it was removed only from the middle-school library due to concerns that the content was not age appropriate for students aged 11 through 14. Thus, this particular title is still available in the Elizabeth School District's library collection, but only in the high school library.

28. Despite being in the school district's library collection for years, eight of the at-issue titles had never been checked out before (*#Pride: Championing LGBTQ Rights*; *You Should See Me in a Crown*; *It's Your World—If You Don't Like It, Change It: Activism for Teenagers*; *Beloved*; *The Bluest Eye*; *Nineteen Minutes*; *Identical*; and *Fallout*), and eight had been checked out five times or fewer, even including renewals by the same student (*The Kite Runner*; *The Perks of Being a Wallflower*; *Looking for Alaska*; *Speak*; *Glass*; *Crank*; *Smoke*; and *Burned*) .

29. An online search of the Pines and Plains catalog,¹⁰ the local public library, shows all but two of the at-issue titles are on the shelf, online, or both. Importantly, it appears that all of the titles C.C. identified in her declaration as ones that she has been wanting to read or browse can be checked out through the local public library. *Compare* ECF No. 9-1 (Decl. of C.C.) ¶¶ 10-12, *with* Appendix 1.

30. The 19 at-issue titles reflect the work of 13 discrete authors. Of those 13 authors, eight currently have at least one work in the Elizabeth School District's library collection.

31. A chart summarizing the information outlined in paragraphs 27 to 31 is attached to my declaration as Appendix 1.

32. It is also worth noting that 16 of the 19 at-issue titles were reviewed by BookLooks.org and rated a "3" or "4." See Ex. 11 (BookLooks Ratings). BookLooks was one of many sources that the Curriculum Committee reviewers and the school board used to assess titles. According to BookLooks, its rating system is designed to assess the appropriateness of a book for a child or young adult based on the content of the book taken as a whole. *Id.* at 1. A "3" rating means "Minor Restricted: Under 18 requires guidance of a parent or guardian"; a "4" rating means "No Minors: Adult content. No child under 18." *Id.* at 2. Although BookLooks ratings were not dispositive of whether a particular title was removed from an school district library, ratings of 3 or 4 corroborate the School Board's concerns regarding educational value and age appropriateness.

33. I have reviewed the plaintiffs' motion for preliminary injunction and supporting materials. Through these filings, I understand the plaintiffs to be suggesting that the removal of the 19 disputed titles from the Elizabeth School District's libraries reflects a concerted School Board effort to "target[] LGBTQ people," "prohibit students

¹⁰ Available at <https://pplibraries.org>

from learning about LGBTQ+ identities” and “people of color,” “silence the voices of minorities,” and generally prevent students from “accessing information and ideas about racism, discrimination, and LGBTQ people.” ECF No. 9-1 (Decl. of C.C.) ¶¶ 6-8, 16-17; ECF No. 9-3 (Decl. of Mindy Smith as parent of E.S.) ¶ 11; ECF No. 9 (Mot. for Preliminary Injunction), 2, 21. These accusations are patently and demonstrably false.

34. The Elizabeth School District catalog includes topical “tags” for each book. Most of the time, those tags are determined by the publisher and automatically become part of the Elizabeth School District catalog when a book is added to the library system.

35. After reviewing the Complaint, I directed my staff to perform searches in the Elizabeth School District catalog for the following tags: “gay,” “transgender,” “LGBTQ,” “homosexual,” and “lesbian.” I reviewed the results of those searches, which include dozens of titles spanning the four school libraries. Below are some examples of titles that hit for the selected tags and that explicitly portray LGBTQ characters, provide LGBTQ personal narratives/testimonials, and include content related to LGBTQ history and identities:

Sample of titles from ESD catalog search for "gay" "transgender" "LGBTQ" "homosexual" "lesbian"		
Title	Author	Library
The List of Things That Will Not Change	Rebecca Stead	RCE & SHE
The Night Owl from Dogfish	Holly Sloan	EMS
Growing up LGBTQ	Duchess Harris	EMS
Being Transgender in America	Duchess Harris	EMS
Zenobia July	Lisa Bunker	EMS
Two Teenagers in 20 writings by Gay and Lesbian Youth	Ann Heron	EHS
Gay power! The Stonewall Riots and the Gay Rights Movement	Betsy Kuhn	EHS
Families Like Mine: Children of Gay Parents Tell It Like It Is	Abigail Garner	EHS
Gays in the Military	Debra Miller	EHS
Echo After Echo	Amy Capetta	EHS
The Upside of Unrequited	Becky Albertalli	EHS
We Got the Beat	Jenna Miller	EHS
The Electric Heir	Victoria Lee	EHS
Playing A Part	Daria Wilke	EHS
No Compromise: The Story of Harvey Milk	David Aretha	EHS
Six Impossible Things	Fiona Wood	EHS
Landmark Decisions of the United States Supreme Court II	Maureen Johnson	EHS

36. In the same timeframe, I also directed my staff to perform searches in the ESD catalog for the following tags: "black history" and "African American."¹¹ I reviewed the results of those searches, which include well over 50 titles spanning the four school libraries. Below are some examples of titles that hit for the selected tags and address issues related to racism, provide historical accounts, and provide diverse perspectives on the African American perspective in America:

¹¹ I recognize there are many other groups that could qualify as minorities. I searched for these terms by way of illustration.

Sample titles from ESD catalog search for "black history" "African American"		
Title	Author	Library
Let It Shine: Stories of Black Women Freedom Fighters	Andrea Pinkney	SHE
From Slave to Soldier: Based on a True Civil War story	Deborah Hopkinson	SHE
Vision of Beauty: The Story of Sarah Breedlove Walker	Kathryn Lasky	SHE
African-American Children's Stories: A Treasury of Tradition and Pride	Angela Jarecki, Gwendolyn Lavert	RCE
The Real McCoy: The Life of an African-American Inventor	Wendy Towle	RCE
Slavery and Reconstruction: The Struggle for Black Civil Rights	Elliott Smith	EMS
Tell All the Children Our Story: Memories and Mementos of Being Young and Black in America	Tonya Bolden	EMS
Rosa Parks Stays Seated	Duchess Harris	EMS
Langston Hughes	Chynia Powell	EMS
African American Women Writers	Brenda Wilkinson	EMS
Hidden Figures: The Untold True Story of Four African-American Women Who Helped Launch Our Nation into Space	Margot Shetterly	EMS
Dreaming in Color, Living in Black and White: Our Own Stories of Growing Up Black in America	Laurel Holliday	EHS
Black Pioneers: An Untold Story	William Katz	EHS
A Dream Deferred the Jim Crow Era	Anne Sharp	EHS
Historic Speeches of African Americans	Warren Halburton	EHS
Black Boy (American Hunger: A Record of Childhood and Youth)	Richard Wright	EHS
A Raisin in the Sun	Lorraine Hansberry	EHS

37. Importantly, although the disputed titles have been removed from the Elizabeth School District library collection (save for the one title that was removed only from the middle school and retained at the high school), students remain free to bring the removed titles into school for their personal use, to discuss these works with other students, and to share them outside of school.¹² To be clear, the school board did not

¹² There is a school rule against students sharing physical books in the classroom to respect parents' right to control what literature their student has access to. (Ex. 3 (Aug. 6, 2024 Request for Action: 9.9 Classroom Library Direction); Ex. 8 (Aug. 27, 2024 Superintendent Update – Classroom Libraries).) But this rule does preclude discussion at school or sharing physical books outside of school.

“ban” these books from being present in the Elizabeth School District’s schools, and it did not “ban” discussion of these books. Rather, the school board removed titles from *the school* libraries, leaving it to parents to decide whether and under what circumstances their students are permitted to access them.

38. The School Board and I have also decided to place copies of each of the 19 titles that the School Board voted to remove in the library from which they were taken. These titles will be made available to C.C., E.S., and any student who is either a member of the NAACP — Colorado–Montana–Wyoming State Area Conference ("NAACP"), or who has a parent who is a member of the NAACP. So *Melissa/George* is now available at Running Creek Elementary Library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. The five titles that were removed from Elizabeth Middle School (*The Hate U Give*; *Thirteen Reasons Why*; *#Pride: Championing LGBTQ Rights*; *You Should See Me in a Crown*; and *It’s Your World—If You Don’t Like It, Change It: Activism for Teenagers*) are now available at the middle-school library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. And the 15 challenged titles that the Board voted to remove from the high school (*The Hate U Give*; *Thirteen Reasons Why*; *The Kite Runner*; *Beloved*; *The Bluest Eye*; *The Perks of Being a Wallflower*; *Looking for Alaska*; *Nineteen Minutes*; *Speak*; *Identical*; *Fallout*; *Glass*; *Crank*; *Smoke*; and *Burned*) are now available in the high-school library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. These books are being kept in their respective libraries behind the desk, and are available upon request by any of the individuals described in this paragraph. These books will remain at the libraries for at least the duration of this litigation.

39. As for *Redwood and Ponytail*, that book has been returned to the shelves of Running Creek Elementary Library and will remain there pending the School Board's review of that book. The School Board has not yet voted to remove this book, nor has it decided on the reasons (if any) for why that book should be removed.

40. So the plaintiffs have the same ability to access the 19 disputed titles in the Elizabeth School District's libraries that they had before their removal from the school district's libraries.

41. All of the current members of the School Board are aware of and have approved the return of the disputed books for the purpose of making them available to the plaintiffs in this litigation.

42. Because Heather Booth no longer serves on the School Board, she has no role in the determining ongoing availability of these disputed titles in the Elizabeth School District's libraries. The decision to make the 19 books available only to the plaintiffs—and not to return those 19 books to the library shelves—is attributable solely to the current members of the School Board, who are unwilling to make these books available in the school libraries to anyone other than the named plaintiffs or the members (or children of members) of the NAACP.

43. After decades serving Colorado's students and parents, I believe that education is the key to ensuring that our youth are prepared to become successful citizens in our local community, our state, and our nation. It is the key to ensuring students can achieve economic success and become contributing members of society. I have watched as educators are asked to take on greater and greater roles, often to the detriment of their core purpose—to educate. I am excited by the mission and vision of the School Board, who wish to keep politics out of the classroom and ensure that our teachers remain focused on teaching the basics: reading, writing, math, science, civics,

and history. Further, I am committed to respecting all parents' rights and responsibilities in raising their children and to ensuring that ESD works in partnership with parents to achieve the best educational outcomes possible for each and every student we have the privilege of serving.

Pursuant to 28 U.S.C. § 1746, I declare under penalty of perjury that the foregoing is true and correct.

Executed on January 27, 2025, in Elizabeth, Colorado.

DocuSigned by:

Dan Snowberger

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Dan Snowberger
Superintendent
Elizabeth School District

Appendix 1 – Decl. of Superintendent Dan Snowberger

19 At-Issue Titles							
Title	Author	Library	ESD first acquired title	Times checked out	Available via public library ?	Other works by author in the ESD collection?	
George / Melissa	Alex Gino	RCE	Jan-21	unknown	Y	You Don't Know Everything, Jilly P.	
The Hate U Give	Angie Thomas	EMS & EHS	Aug-17	27	Y	Black Out; On the Come Back	
Thirteen Reasons Why	Jay Asher	EMS & EHS	Aug-11	19	Y	What Light; The Future of Us	
#Pride: Championing LGBTQ Rights	Rebecca Felix	EMS	Sep-20	0	N	#Women's March: Insisting on Equality; three Spanish-language books	
You Should See Me in a Crown	Leah Johnson	EMS	Dec-21	0	Y		
It's Your World---If You Don't Like It, Change It: Activism for Teenagers	Mikki Halpin	EMS*	Apr-07	0	N	*this title is still available in EHS	
The Kite Runner	Khaled Hosseini	EHS	Jan-19	4	Y		
Beloved	Toni Morrison	EHS	May-04	0	Y		
The Bluest Eye	Toni Morrison	EHS	Mar-02	0	Y		
The Perks of Being a Wallflower	Stephen Chbosky	EHS	Sep-09	2	Y		
Looking for Alaska	John Green	EHS	Apr-21	1	Y	An Abundance of Katherines; The Fault in Our Stars	
Nineteen Minutes	Jodi Picoult	EHS	Jan-10	0	Y	My Sister's Keeper; The Storyteller; The Tenth Circle	
Speak	Laurie Anderson	EHS	May-04	4	Y	Catalyst; Fever 1793; The Impossible Knife of Memory; Wintergirls	
Identical	Ellen Hopkins	EHS	Apr-11	0	Y		
Fallout	Ellen Hopkins	EHS	Sep-16	0	Y		
Glass	Ellen Hopkins	EHS	Sep-16	1	Y		
Crank	Ellen Hopkins	EHS	Apr-06	5	Y		
Smoke	Ellen Hopkins	EHS	Sep-16	2	Y		
Burned	Ellen Hopkins	EHS	Jan-10	1	Y		
Redwood and Ponytail	K.A. Holt	RCE	Jan-21	2	N	From You to Me, This is Not a Drill	

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLORADO**

Civil Action No. 1:24-cv-03512-CNS-STV

KRISTEN CROOKSHANKS, as parent and next of friend of a minor on behalf of C.C.;
MINDY SMITH, as parent and next of friend of a minor on behalf of E.S.;
NAACP–COLORADO–MONTANA–WYOMING STATE AREA CONFERENCES; and
THE AUTHORS GUILD,

Plaintiffs,

v.

ELIZABETH SCHOOL DISTRICT,

Defendant.

**Declaration of Kimberly Moore, Chief Academic Officer, Elizabeth School
District, in Support of the Opposition to Plaintiffs' Motion for Preliminary
Injunction**

I, Kimberly Moore, being over 18 years of age, submit the following declaration in support of Defendant Elizabeth School District's Opposition to Plaintiffs' Motion for Preliminary Injunction and state as follows:

1. I make this declaration based on personal knowledge.
2. I am the Chief Academic Officer of the Elizabeth School District (ESD). I have held this role since April 2024, when I was selected for this first-of-its-kind role in the district.
3. I have over two decades of experience in public education. Before coming to ESD, I served as the Chief Academic Officer for the Woodland Park School District (May 2023 to April 2024); the dean of students, then assistant principal, then principal of an elementary school (2015–2023), and as a teacher at both the elementary and middle school levels (2003–2015). I hold an elementary teaching license (K-6) with Special Education endorsement (K–12) and a principal license. I also hold a bachelor of arts in

elementary education and a master's degree in curriculum and instruction, both from Colorado Christian University.

4. As the Chief Academic Officer of the Elizabeth School District, among many other things, I direct the development, implementation, evaluation, and ongoing improvement of the district's curriculum. I am responsible for ensuring general alignment between Colorado Academic Standards, the district's curricular resources, and professional learning for teachers and leaders. I also coordinate the processes used by the district to select and develop the curriculum and ensure consistency with curriculum-related district policies.

5. In my capacity as Chief Academic Officer, I serve as co-chair of the Board Curriculum Review Committee ("Curriculum Committee") alongside a member of the School Board. The Curriculum Committee comprises multiple stakeholders, including parents, community members, teachers, principals, School Board representatives, and a student representative.

6. I have been a co-chair of the Curriculum Committee since I started with the district in April 2024. Although I joined the Curriculum Committee near the end of the 2023–24 school year, I was very involved in the Committee's efforts to develop and recommend to the School Board a set of written protocols ("Library Protocols") for how the Elizabeth School District should review books in its existing library collection and how it should handle books that may contain sensitive topics. See Ex. 2 (August 5, 2024 Request for Board Action: 9.7 Library Sensitive Topic Protocol and Book Lists).

7. The Library Protocols were designed with two goals in mind. First, to further the foundational purpose of library services in the Elizabeth School District "to ensure that students have access to age-appropriate materials necessary to facilitate

the district's mission of providing students with excellent learning opportunities that inspire a passion for learning." (Ex. 2 at 2.) Second, to increase transparency in the Elizabeth School District library system by establishing (i) a well-defined and consistent process for the ongoing evaluation of library resources and for the acquisition of future library materials, (ii) parental access to student circulation history and the library registry, and (iii) a notification system to inform parents and guardians of materials their students are attempting to access that have been flagged for sensitive content. (*Id.*)

8. To achieve these goals, the Library Protocols provide guidance on three discrete areas: (1) Analysis and Selection Process; (2) Sensitive Content Catalogs; and (3) Parental Access to Library Catalog and Student History.

9. The first area relates to the analysis and selection of library materials and lays out the process by which the library, school-district staff, and Curriculum Committee members will evaluate the existing library collection, as well as materials identified as problematic by parents or guardians, for potential age-level sensitive content based on third-party resources that review books (e.g., Goodreads, BookLooks.org, Trigger Warning Database, Book Trigger Warnings, and Junior Library Guild). (*Id.* at 1-3.) Although *any* concern about sensitive content "will be considered for age-level appropriateness," the protocols instruct that seven specific topics should be given "special attention." (*Id.* at 3.) Below is a chart showing the sensitive topics that require special attention:

Sensitive Topics	
1. Graphic violence	5. Sexual content
2. Profanity/obscenity	6. Racism/discrimination
3. Ideations of self-harm or mental illness	7. Drug or excessive alcohol use
4. Religious viewpoints	

10. The Library Protocols make clear that “[a]ll materials will be evaluated first with regard to educational merit and attainment of course objectives as they relate to Board-adopted academic standards and as to whether they contain Sensitive Topics.” (*Id.* at 4.) If materials are flagged for Sensitive Topics, or if they are determined to be inappropriate based on age level or lacking educational merit, the protocols outline a process by which those materials are presented to the Curriculum Committee, which will make a recommendation to the Chief Academic Officer and School Board. (*Id.* at 3-4.)

11. The second area outlines the process for developing and maintaining sensitive content catalogs, which the district refers to as the Sensitive Topic List. In essence, the protocols require that books identified as containing age-level sensitive content be flagged in Destiny (the school district’s platform for library services) as containing sensitive topics and placed on the Sensitive Topic List. The Sensitive Topic List is to be made available upon request. Under the Library Protocols, if students try to check out a book on the Sensitive Topic List, their parents or guardians receive an automatic email from Destiny. The protocol further contemplates that parents or guardians can opt out of allowing their student to check out books from the Sensitive Topics List altogether.

12. The third area allows parents to access the entire school library catalog and as well as open access to their student’s library account.

13. At its August 12, 2024, meeting, the School Board approved the Library Protocols that I and the other members of the Curriculum Committee had developed. (Ex. 4 (August 12, 2024 Meeting Minutes), 6.). In addition, the School Board considered the Curriculum Committee’s draft Sensitive Topics List (Ex. 2 at 7-9), and it accepted our

recommendation to temporarily suspend 19 titles that contained highly sensitive topics pending public review (*id.* at 6).

14. At its September 9, 2024, meeting, the School Board approved a revised Sensitive Topics List and voted to permanently remove the 18 of the 19 titles that the Curriculum Committee had flagged for further comment. (Ex. 5 (September 9, 2024 Meeting Minutes), 6; Ex. 6 (Approved Sensitive Topics List, as revised by September 9, 2024 Meeting Minutes).) The 19th title was not removed because a copy was not available for public comment. It remains temporarily removed.

15. As Chief Academic Officer, I helped implement the Board's decision to remove the 18 titles. I was in favor of removing the 18 titles, especially because of the open and transparent process the Board used before making the decision.

16. In addition, I was one of the district leaders who directed the implementation of the Library Protocols, ensuring that books on the Sensitive Topics List were marked as such in Destiny and creating a process for notifying parents when their students check out books on that list.

17. District leadership has never physically posted the Sensitive Topic List in any library or classroom in the Elizabeth School District, nor have we directed or approved as much. The list is available on the district's website and upon request. Further, books that appear on the Sensitive Topic List are not shelved or displayed differently from books not on the list; they are interspersed throughout the library and do not bear any physical indication of their status on the Sensitive Topic List. Unless a student or teacher had independent knowledge of the books on the Sensitive Topic List, there is nothing in the school libraries that would alert them that a specific title appears on the list.

18. I have also personally confirmed that the Elizabeth School District staff who help students check out library books do not receive a real-time notification each time someone attempts to check out a book on the Sensitive Topics List. Rather, school-district staff receive a real-time notification only if a student whose parent has opted out of allowing the student to check out books on the Sensitive Topics List attempts to check out such a book. The ESD staff member would then inform the student that the book cannot be checked out because their parent opted them out of this content. For students whose parents have not opted them out, there is nothing that occurs during the check-out process to alert library staff that the book being checked out is on the Sensitive Topics List.

19. I also reviewed and approved the content of the email that is automatically sent to parents through Destiny when a student (whose parent has *not* opted out) checks out a book on the Sensitive Topics list. The notification email states: "Your student has checked out a book that is on the District Sensitive Topic List. If you have any questions or concerns please contact the school librarian."

20. Another aspect of implementing the Library Protocols required changes to how the school district decides to purchase new materials for classroom and school libraries. Unlike past practice, where purchase decisions were made on an ad hoc basis by a variety of individuals without regard to the district's curricular and educational objective and goals, under the Library Protocols, I (as the Chief Academic Officer) must approve all materials suggested for purchase. See Ex. 2 at 3. This change was designed to ensure that the district spends its limited financial resources on library materials that have been individually and deliberately chosen for educational and grade-level appropriateness by a trained educator who has a deep understanding of both the curriculum at each grade level and the curricular and educational goals of the district

more broadly. By ensuring careful selection of library materials through well-informed, educated purchase decisions, the district can move closer toward its goal of cultivating a library collection that enriches and builds on the educational curriculum.

21. At the same time the School Board was considering the Library Protocols, it was also considering a separate recommendation to remove classroom libraries and instead encourage students to check out books from the school library or bring books from home. See Ex. 3 (Request for Board Action: Classroom Library Direction). The change was meant to prevent access to content from classroom libraries that a student's parent opted them out of accessing from the school library.

22. The School Board approved the classroom library recommendation at its August 12, 2024, meeting, see Ex. 4 at 7, but it "paused" that effort when it became evident that school-district staff strongly disagreed with the recommendation. After soliciting input and ideas from staff, in August 2024 the School Board shifted its direction to allow teachers to maintain their classroom libraries and create a process for parents to opt out their children from using the classroom library. See Ex. 10 (August 15, 2024: Superintendent Update – Welcome Back to School). In addition, the new direction required teachers to provide a list of titles in their classroom libraries for their principal and the Chief Academic Officer to review. Once approved, those classroom lists would be provided to parents on a regular basis. The School Board's new direction on classroom libraries also made clear that students could bring books from home to read but that students could not physically share books in the classroom to respect parents' right to control what literature their children have access to. See *id.*

Pursuant to 28 U.S.C. § 1746, I declare under penalty of perjury that the foregoing is true and correct.

Executed on January 27, 2025, in Elizabeth, Colorado.

Signed by:

Kimberly Moore

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Kim Moore

Chief Academic Officer

Elizabeth School District

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLORADO**

Civil Action No. 1:24-cv-03512-CNS-STV

KRISTEN CROOKSHANKS, as parent and next of friend of a minor on behalf of C.C.;
MINDY SMITH, as parent and next of friend of a minor on behalf of E.S.;
NAACP–COLORADO–MONTANA–WYOMING STATE AREA CONFERENCES; and
THE AUTHORS GUILD,

Plaintiffs,

v.

ELIZABETH SCHOOL DISTRICT,

Defendant.

**Declaration of Rhonda Olsen, President of the
Elizabeth School District Board of Education, in Support of
the Opposition to Plaintiffs' Motion for Preliminary Injunction**

I, Rhonda Olsen, being over 18 years of age, submit the following declaration in support of Defendant Elizabeth School District's Opposition to Plaintiffs' Motion for Preliminary Injunction and state as follows:

1. I make this declaration based on personal knowledge.
2. I am the President of the Elizabeth School District Board of Education (School Board). I have served on the School Board since the fall of 2021. Like all School Board members, I serve as a volunteer and do not receive compensation for my work on behalf of students in the Elizabeth School District.
3. My service on the School Board started in fall of 2021 when I was appointed to fill a vacant seat. I became the Board President in spring of 2023. I retained my role as President after I was elected to the Board in November 2023. As President, I run the Board meetings, work with the Superintendent to set meeting agendas, ensure that all Board members are kept informed, respond to emails, sign off

on contracts and agreements, and appear on behalf of the Board in actions brought against it, among other things.

4. Outside of my School Board involvement, I work as the Director of Information Technology at Arapahoe Community College (ACC). I have held this position since 2022. I started working at ACC in 2000, and I have held various roles of increasing responsibility over the past 25 years. I have been involved in many significant IT projects at ACC over the years, and I played an instrumental role in helping ACC transition faculty, staff, and students to remote working and learning during the COVID pandemic. Between 1997 and 2000, I worked in accounting.

5. I love serving my community through the School Board, and I am passionate about the role we play in ensuring that all students in the district receive the best education possible. A solid educational foundation is the key to long-term success for our students and can help them overcome any potential obstacles in life. I view parents as our critical partners in providing that.

The Board's efforts to improve curriculum in District classrooms and libraries

6. Having served as a School Board member for several years, and now as the Board President, I am very familiar with Elizabeth School District and the Board's role in supporting the district. The district's mission is to provide students with excellent and diverse learning opportunities that inspire passion for learning, develop individual potential, and prepare them for a successful future. The Board comprises five elected citizen volunteers, and its basic purpose is to help fulfill the district's mission by keeping students at the heart of every decision it makes, growing the district in a positive direction, and focusing on student success at every level. The Board performs several specific functions, including guiding the Elizabeth School District through the Superintendent; engaging stakeholders; ensuring alignment of policy, resources, and

structure; measuring and celebrating achievement; and modeling excellence. To facilitate community participation, accountability, and engagement, the Board also has three committees: the District Advisory Committee, the Finance Advisory Council, and the Board Curriculum Review Committee (“Curriculum Committee”). There is at least one Board member on each committee. I currently serve as the Board representative of the District Advisory Committee.

7. From November 2023 through January 13, 2025, the Board has been composed of the following members: me (President), Heather Booth (Vice President), Mary Powell (Secretary), Mike Calahan (Treasurer), and Jonathan Waller (Assistant Secretary/Treasurer).¹ As a Board, we have deliberately focused the district’s limited resources on increasing student achievement and investing in excellence for all students. Implementing a quality, proven curriculum is critical to the academic success of our students and their overall achievements.

8. The Curriculum Committee—which comprises parents, teachers, administrators, and community members—has played an important role in these efforts by reviewing proposed changes to the school district’s curriculum materials and making curriculum selection and purchase recommendations to the Board. In the 2023–24 school year specifically, the Curriculum Committee had five curriculum-related charges, including to “[e]ngage librarians across the district to gain an understanding of how books and resources are selected for the library and what decision-making process exists regarding the materials,” and to “consider [the] process by which controversial materials in our libraries are accessed by students and determine if any changes are recommended to this process.”

¹ On January 13, 2025, Heather Booth stepped down due to medical issues.

9. As part of the Curriculum Committee's work to address those charges, it developed and recommended protocols (Library Protocols) for how the school district should handle books that may contain sensitive topics. See Ex. 2 (August 5, 2024, Request for Board Action re 9.7 Library Sensitive Topic Protocol and Book Lists) at 2–5.) In particular, the Library Protocols provided guidelines for evaluating existing library materials for potential age-level sensitive content and creating a sensitive topic book catalog that would be available to parents. See *id.* The Curriculum Committee also used the Library Protocols to identify titles in the school district's library collection that it recommended be (i) included on a Sensitive Topics List and flagged in Destiny, the Elizabeth School District's library catalog system, see *id.* at 7–9; and (ii) temporarily suspended because they contained *highly* sensitive content and warranted public review to guide the decision whether they should remain in the library collection, see *id.* at 6.

Board actions related to the library collection and the curriculum committee's recommendations

10. At its August 12, 2024, meeting, the School Board unanimously approved the Committee's proposed Library Protocols and accepted the Committee's recommendation to suspend the 19 titles it identified containing highly sensitive content. See Ex. 4 (August 12, 2024 Meeting Minutes) at 6. Those 19 titles were: *Speak* by Laurie Anderson; *The Hate U Give* by Angie Thomas; *Beloved* by Toni Morrison; *The Bluest Eye* by Toni Morrison; *The Kite Runner* by Khaled Hosseini; *You Should See Me in a Crown* by Leah Johnson; *#Pride: Championing LGBTQ Rights* by Rebecca Felix; *Melissa/George* by Alex Gino; *It's Your World—If You Don't Like It, Change It* by Mikki Halpin; *The Perks of Being a Wallflower* by Stephen Chbosky; *Thirteen Reasons Why* by Jay Asher; *Looking for Alaska* by John Green; *Nineteen Minutes* by Jodi Picoult; and

Crank, Glass, Fallout, Identical, Burned, and Smoke, all by Ellen Hopkins. I was present at that meeting and voted in favor of both decisions.

11. I was also present at the next Board meeting on August 26, 2024, where the Board heard public comment related to the suspended titles and where all five Board members read aloud excerpts from five of those titles. See Ex. 7 (August 26, 2024 Meeting Minutes). The excerpts read were:

Thirteen Reasons Why:

Okay, I'll say it. I thought about suicide. ...I thought about suicide. ...I wish I would die. ...What about hanging? Well, what would I use? Where would I do it? And even if I knew what and where, I could never get beyond the visual of someone finding me- swinging- inches from the floor. ...You took pills. That, we all know. Some say you passed out and drowned in a bathtub full of water.

Melissa/George:

She immersed her body in the warm water and tried not to think about what was between her legs, but there it was, bobbing in front of her. ... So George knew it could be done. A boy could become a girl. She had since read on the Internet that you could take girl hormones that would change your body, and you could get a bunch of different surgeries if you wanted them and had the money. This was called transitioning. You could even start before you were eighteen with pills called androgen blockers that stopped the boy hormones already inside you from turning your body into a man's. But for that, you needed your parents' permission.

Nineteen Minutes:

One of his front teeth was crooked, his Adam's apple looked fist-sized, his knuckles were knobby and chapped. He was crying quietly, and it might have been enough to engender sympathy had he not been wearing a t-shirt splattered with the blood of other students. "Do you feel alright, Peter?" Patrick asked. "Are you hungry?" The boy shook his head. "Can I get you anything else?" Peter put his head down on the table. "I want my mom," he whispered. Patrick looked at

the part in the boy's hair. Had he brushed it that morning, thinking, Today's the day I'm going to kill ten students?

Looking for Alaska:

Alaska read the sticker that was on the top of the video. The bitches of Madison County, now ain't that just delightful. We ran with it to the TV room, closed the blinds, locked the door, and watched the movie. It opened with woman standing on a bridge while a guy knelt down in front of her giving her oral sex. No time for dialogue, I suppose. By the time they started doing it, Alaska commenced with her righteous indignation, "they just don't make sex fun for women. The girl is just an object. Look. Look at that." I was already looking, needless to say. A woman crouched on her hands and knees, while a guy knelt behind her. She kept saying "Give it to me" and moaning. And though her eyes were brown and blank, betraying her lack of interest, I couldn't help but take mental notes. Hands on her shoulders, I noted, fast but not too fast or it's going to be over fast. Keep your grunting to a minimum.

The Bluest Eye:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief. ... Or as she sits reading the uplifting thoughts of the Liberty Magazine, the cat will jump into her lap. She will fondle that soft hill of hair and let the warmth of the animal's body seep over and into the deeply private areas of her lap. Sometimes the magazine drops as she opens her legs.

12. I was also one of the four Board members present at the September 2024 Board meeting, when we voted 4-0 to permanently remove 18 of the 19 disputed titles from one or more Elizabeth School District's libraries. See Ex. 5 (September 9, 2024 Meeting Minutes) at 6. The 19th title, *Speak*, by Laurie Anderson was not permanently

removed because a copy was not available for public review. That title remains temporarily suspended. The Board did not take the decision to remove titles from the school library collection lightly or make it reflexively. After receiving the Curriculum Committee's recommendation to temporarily suspend the 19 titles, we solicited public comment and made 18 of the books available at the district office for review over a 25-day period. We reviewed written feedback from the community. We heard directly from community members who participated in the "public comments" portion of Board meetings. We spoke with individual community members who preferred to share their feedback in a one-on-one setting. We researched the titles and read the problematic excerpts. We discussed the reasons for and against removing the titles, considering their educational value and age appropriateness. And we consulted with the Superintendent and the Chief Academic Officer.

13. The plaintiffs and their attorneys claim to know my subjective motivations for supporting the removal of each of these 19 disputed titles, and they accuse me of supporting removal of these titles:

because I "disagree[] with the ideas contained in the books";²

because I believe that the school board's "mandate is to imbue its own brand of conservative politics in ESD schools";³

because I want to "remov[e] books that discuss LGBTQ+ and race-related topics";⁴

2. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 1 ("Defendant Elizabeth School District ('the District'), by and through its Board of Education ('the Board'), has removed at least nineteen books from school libraries in the District because of the Board's disagreement with the ideas contained in the books.').

3. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5 ("The Board believes its mandate is to imbue its own brand of conservative politics in ESD schools.").

4. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5 ("Removing books that discuss LGBTQ+ and race-related topics . . . is one step in fulfilling that mandate.").

as a means of sending a notice that Elizabeth School District “is not welcoming to anyone who is not, straight and politically conservative”⁵ because I found each of the 19 disputed books “disgusting” and “out of line with the so-called ‘conservative values’ they intended to promote”;⁶ because I “sought to remove any books that acknowledge LGBTQ+ identities”;⁷ because I “disagree[] with” the “viewpoints and worldviews” expressed in the 19 disputed books;⁸ because of my “disdain” for the “ideas” contained in the 19 disputed books;⁹

-
5. Pls.’ Mot. for Prelim Inj., ECF No. 9, at 9 (“Some parents also opposed the Board’s decision to remove books from school libraries because of the stigmatizing messages the Board was sending, noting, for instance, that the list of removed books ‘is not welcoming to anyone who is not white, straight and politically conservative,’”)
 6. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10 (“[B]ecause Board members found the eighteen ‘temporarily suspended’ books ‘disgusting,’ and out of line with the so-called ‘conservative values’ they intended to promote in ESD, they determined that all eighteen books would be permanently banished from school libraries.”); *see also id.* at 19.
 7. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10 (“[T]he Board sought to remove any books that acknowledge LGBTQ+ identities.”).
 8. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 12–13 (“Because the Board disagrees with these authors’ viewpoints and worldviews, the authors can no longer share them with ESD students.”); *see also id.* at 12 (“Plaintiff the Authors Guild (“Guild”) includes authors whose books were removed from ESD libraries because of the viewpoints expressed therein.”); *id.* at 25 (“[T]he Board’s removal of books from ESD libraries [was] because of its disagreement with the viewpoints expressed therein.”).
 9. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 18 (“[T]he Board did—and continues to—remove books because of the ideas they contain.”); *id.* at 19 (“[T]he Board members made clear their disdain for the ideas contained therein.”).

because “each book contained LGBTQ characters, expressed views on race that the Board members disagree with, or otherwise failed to align with the Board’s brand of ‘conservative values’”;¹⁰

because the books “fail to conform with the Board’s partisan, political orthodoxy”;¹¹

for no reason other than a “mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint.”¹²

The plaintiffs and their lawyers also claim that I share all beliefs expressed by community members who supported removal of the 19 disputed titles.¹³ Each of these accusations is false.

14. I did not vote to remove any of the 19 disputed titles from the school district’s libraries because of the “ideas,” “viewpoints,” or “worldviews” contained or expressed in any of those books.

15. I do not believe—and I never have believed—that the school board’s “mandate” is to “imbue its own brand of conservative politics in ESD schools,” I have consistently said we need to keep politics out of the classrooms. I did not vote to remove any of the 19 disputed titles from the school district’s libraries because they

10. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 21 (“All Board members ultimately voted not to return any of the Removed Books to ESD libraries because each book contained LGBTQ characters, expressed views on race that the Board members disagree with, or otherwise failed to align with the Board’s brand of “conservative values.”).

11. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 3 (“[T]he Board has become increasingly militant about banishing viewpoints that fail to conform with the partisan, political orthodoxy that they seek to impose in ESD.”);

12. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 22 (“[T]he District’s removal decisions were based on no more than a ‘mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint’”).

13. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 6–7.

were “out of line with . . . conservative values.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10. The only evidence that the plaintiffs cite to support this accusation against me are three e-mails written by Heather Booth that discuss “conservative values.” See Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 5. Heather Booth does not speak for me, and she does not speak for the School Board as a collective entity. I would have voted to remove these 19 disputed titles even if Heather Booth had never sent those e-mails mentioning her commitment to “conservative values,” and Ms. Booth’s emails did not in the slightest degree influence my decision to support the book removals. The plaintiffs’ belief that I and other members of the School Board cannot think independently and make a decision not based on politics is false and offensive. I would never vote to remove a book from our school district’s libraries because of its supposed incompatibility with “conservative politics” or “conservative values.” It is not about politics to me when it comes to the books in our libraries. It is about academic value.

16. I did not vote to remove any of the 19 disputed titles from the school district’s libraries because they “discuss LGBTQ+ and race-related topics,” “acknowledge LGBTQ+ identities,” or “contained LGBTQ characters.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 5, 10, 21. I do not oppose the presence of books in our school district’s libraries that discuss LGBTQ+ and race-related topics, or that acknowledge LGBTQ+ identities or contain LGBTQ characters. And I am aware of many books that remain in our school district’s libraries that discuss these topics or that acknowledge LGBTQ+ identities or characters and I have no desire or intention to remove them based on that. The plaintiffs’ claim that I voted to remove these books “because they discuss LGBTQ+ and race-related topics,” “acknowledge LGBTQ+ identities,” or “contained LGBTQ characters” is false and maligns the School Board. My

intent has always been and continues to be to fill our library full of rich, academic-based content that aligns with the curriculum we are implementing.

17. The plaintiffs' brief in support of their motion for preliminary injunction falsely says that I told Mary Powell that any book with "gender identity ideology" should not be put "out there at all" by the School Board. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 7. I don't recall making any such statement to Mary Powell, and I do not believe this statement that the plaintiffs and their lawyers falsely attribute to me. I have repeatedly emphasized the need to look at the academic value of what we have in our libraries. If it has no academic value, we should consider not having it in our libraries. When reviewing the list of suspended books, I took several things into consideration such as age-appropriateness, overall feedback and academic value. The *#Pride* and *Crown* books were also located in our middle-school library, for which I thought content was age-inappropriate, especially considering our middle school serves 6th graders.

18. I do not share the view that the plaintiffs and their lawyers attribute to Heather Booth, claiming that Ms. Booth thinks that LGBTQ is the "only" sexual "preference" that "doesn't belong in any school." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 7. I did not decide to support the removal of *#Pride* or *Crown* out of a belief that books with LGBTQ topics do not belong in our schools.

19. The plaintiffs' claim that I voted to remove the 19 disputed titles to send a message that the Elizabeth School District "is not welcoming to anyone who is not white, straight and politically conservative" is false. See Pls.' Mot. for Prelim Inj., ECF No. 9, at 9. Many books remain in our library that are written by authors who are not white, straight, or politically conservative, and I have no desire or intention of removing those books.

20. The plaintiffs' claim that I voted to remove all of the 19 disputed titles from the school district's libraries because I found each of the 19 books "disgusting" is false. See Pls.' Mot. for Prelim. Inj., ECF No. 9, at 10. I described only one passage from one book—*The Bluest Eye* by Toni Morrison—as "disgusting," and I made this comment after Mr. Waller read the following passage at the school board's meeting of August 26, 2024:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief.

I described the passage in this book as "disgusting" because of its sexually explicit content, not because of any "viewpoint" or "idea" or "worldview" that might have been expressed in the book.

21. I did not vote to remove any of the 19 disputed titles from the school district's libraries because the books "fail to conform with the Board's partisan, political orthodoxy." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 21. I did not even consider the partisan or political views that might be expressed in any of the 19 books when deciding whether to support their removal from the school district's library. I fully support the inclusion of school-library books with partisan or political viewpoints that differ from my own, and I have never voted and would never vote to remove a title from the school district's libraries for "partisan" or "political" reasons.

22. I did not vote to remove any of the 19 disputed titles out of a “mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 22.

23. I did not adopt and do not share each of the particular sentiments expressed by members of the community that appear in Exhibit 13 to the plaintiffs’ motion for preliminary injunction. See ECF No. 9-13. It is untenable and absurd for the plaintiffs to attribute the beliefs espoused by community members in these book-review forms to me and to the School Board as a collective entity. See Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 6–7.

24. On page 24 of their motion for preliminary injunction, Plaintiffs accuse me, as a School Board Member of attempting to divine that a majority of Elizabeth School District parents “vehemently support police decisions to use force” and “disagree with any notion that anti-Black racism persists in modern society,” and then using this “divined” information as the basis for my vote to remove the eighteen titles at issue in this litigation. See Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 24. This is false. My decision to remove each title was not based on any cartoonish characterization of the views of Elizabeth School District parents, but rather on specific content which I believed to be incompatible with the educational mission of the Elizabeth School District.

25. On page 25 of their motion for preliminary injunction, Plaintiffs accuse me, as a School Board Member of basing my decision to remove the nineteen titles at issue from Elizabeth School District libraries on the basis of Elizabeth School District parents’ sincere belief “that teenagers should never question their sexuality or develop romantic feelings for people of the same gender.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 25. While I am certain that some Elizabeth School District parents believe that teenagers should be confident in their identities as young men and women, I did not base my

decision to remove the titles on such beliefs, but rather on specific content which I believed to be incompatible with to the educational mission of the Elizabeth School District.

26. Neither the plaintiffs nor their lawyers at the ACLU have powers of telepathy, and I resent their claiming to know my subjective motivations as well as their attempts to impute statements made by others to me and my colleagues.

27. My actual reasons and motivations for supporting the removal of each of the 19 disputed books—rather than the reasons and motivations that the plaintiffs and their lawyers have invented and falsely attribute to me—appear below.

28. First, I support the removal of the 19 disputed titles from our school district's libraries because they contain graphic sexual content, as well as filthy and profane language, that is inappropriate for a library used by schoolchildren. This problematic content is described in detail in Exhibit 11 to our brief opposing the plaintiffs' motion for preliminary injunction, and I reviewed and was aware of all the material described in that exhibit when I voted to remove these 19 titles from our school district's libraries. Exhibit 11 explains the content in the disputed books that persuaded me to support the removal of those books, including inappropriate sexual passages such as the one quoted above, descriptions of drug use and suicide ideation, and repeated uses of words such as "f-ck," "sh-t," "n-gger," "f-ggot," and "p-ssy." My objections are based on the age-inappropriate *content* that appears in these books, and they have nothing to do with the "viewpoints," "ideas," or "worldviews" expressed by the authors, or the fact that some of the books "discussed LGBTQ+ and race-related topics." I would oppose the inclusion of books with this type of content in our school libraries even if those books supported conservative viewpoints, ideas, or worldviews, and even if they discussed topics other than LGBTQ or race-related issues.

29. The *Crown* book was an interesting, fictional story but it did, toward the middle of the book, venture into kissing and feeling sexually stimulated, which is inappropriate for middle-schoolers. It also lacked academic value. The *#Pride* book also contained topics I do not believe are age-appropriate for middle school. Again, our middle school serves 6th graders. The book *It's Your World* contained many topics considered controversial that are not, in my view, appropriate for a middle-school audience. Additionally, the focus is on activism and it lacked academic value.

30. I also support removing the 19 disputed titles because so many parents opposed the continued inclusion of those books in our school libraries. As a member of the School Board, I am accountable to the voters who elected me and the taxpayers who pay for our schools and their libraries, and I must take their desires into account when deciding whether to include or exclude materials from our school district's libraries. I did not adopt or endorse any particular community member's *reasons* for supporting exclusion of the books, and the plaintiffs and their lawyers are wrong to assert that the particular objections expressed by community members were shared by me or by my colleagues on the School Board. But I did consider and give weight to the *fact* that so many of my constituents—and a clear majority of those who reviewed the books and filled out the forms—supported the removal of these 19 titles from the school district's libraries. That is my duty as an elected official, because I work for and answer to the people who elected me and the taxpayers who fund our school district and its activities.

31. Finally, I do not believe that the educational value of these books is sufficient to outweigh their problematic and age-inappropriate content, or the fact that so many parents opposed their continued inclusion in our school district's libraries. I am not categorically opposed to having books in our school district's library whose presence in

our school library is opposed by so many members of our community. But the educational value of those type of books must be great enough to justify their inclusion in our school district's library collection at the expense of other books. Library shelf space is limited and should be reserved for books that do the most to advance the curricular and educational goals of the Elizabeth School District.

32. The plaintiffs' motion for preliminary injunction claims that the "Board" removed *Redwood and Ponytail* by K.A. Holt from Running Creek Elementary School Library, and that the "Board" removed this book because it "sought to remove any books that acknowledge LGBTQ+ identities." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 10. These statements are false. The "Board" did not "remove" *Redwood and Ponytail* from Running Creek Elementary School Library. I acted unilaterally to remove the book after a parent complained to me about it. And I did not remove *Redwood and Ponytail* from our elementary-school library because I am seeking to purge the school district's libraries of "any books that acknowledge LGBTQ+ identities." I removed *Redwood and Ponytail* because books containing *content* about sexuality are not appropriate for *elementary* school students, regardless of the "ideas" or "viewpoints" or "worldviews" they express.

33. The plaintiffs and their lawyers accuse me of acting in a "narrowly partisan or political manner" in supporting the removal of the 19 challenged titles, as well as engaging in "viewpoint discrimination." Each of these claims is false. I was not motivated by and did not consider "political" or "partisan" ideas in supporting the removal of these 19 disputed books from our school district's libraries. Nor did I consider or vote to remove books based on the "viewpoints" expressed by the authors. Supporting the removal of school library books based on *content* that is sexually explicit, vulgar, or age-inappropriate is not "viewpoint discrimination." It is also false for the

plaintiffs and their lawyers to suggest that the School Board members are homogenous or monolithic in their “political” views. Each member brings his or her own unique views (political and otherwise) to the School Board, and all views are welcomed and assist in informing the School Board’s decision-making.

34. I am confident that each Board member did his or her level best to set aside personal beliefs in voting to permanently remove the suspended titles and with respect to the other library-related decisions. I saw this play out explicitly when the Board determined that it was appropriate to list *The Bible* on the Sensitive Topics List, even though several board members are devoted Christians and found it difficult to identify *The Bible* as a “sensitive” book. Despite any personal misgivings, the entire Board recognized the need for evenhandedness, such that *all* content expressing religious viewpoints was included on the Sensitive Topics List, whether the viewpoint endorsed Christianity or Islam or Mormonism.

35. The School Board has decided to place copies of each of the 19 titles that the School Board voted to remove in the library from which they were taken. These titles will be made available to C.C., E.S., and any student who is either a member of the NAACP — Colorado–Montana–Wyoming State Area Conference ("NAACP"), or who has a parent who is a member of the NAACP. So *Melissa/George* is now available at Running Creek Elementary Library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. The five titles that were removed from Elizabeth Middle School (*The Hate U Give*; *Thirteen Reasons Why*; *#Pride: Championing LGBTQ Rights*; *You Should See Me in a Crown*; and *It's Your World—If You Don't Like It, Change It: Activism for Teenagers*) are now available at the middle-school library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. And the 15 challenged titles that the Board voted to remove

from the high school (*The Hate U Give*; *Thirteen Reasons Why*; *The Kite Runner*; *Beloved*; *The Bluest Eye*; *The Perks of Being a Wallflower*; *Looking for Alaska*; *Nineteen Minutes*; *Speak*; *Identical*; *Fallout*; *Glass*; *Crank*; *Smoke*; and *Burned*) are now available in the high-school library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. These books are being kept in their respective libraries behind the desk, and are available upon request by any of the individuals described in this paragraph. These books will remain at the libraries for at least the duration of this litigation.

36. As for *Redwood and Ponytail*, that book has been returned to the shelves of Running Creek Elementary Library and will remain there pending the School Board's review of that book. The School Board has not yet voted to remove this book, nor has it decided on the reasons (if any) for why that book should be removed.

37. So, the plaintiffs have the same ability to access the 19 disputed titles in the Elizabeth School District's libraries that they had before their removal from the school district's libraries.

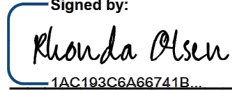
38. All of the current members of the School Board are aware of and have approved the return of the disputed books for the purpose of making them available to the plaintiffs in this litigation.

39. Because Heather Booth no longer serves on the School Board, she has no role in determining ongoing availability of these disputed titles in the Elizabeth School District's libraries. The decision to make the 19 books available only to the plaintiffs—and not to return those 19 books to the library shelves—is attributable solely to the current members of the School Board, who are unwilling to make these books available in the school libraries to anyone other than the named plaintiffs or the members (or children of members) of the NAACP.

Pursuant to 28 U.S.C. § 1746, I declare under penalty of perjury that the foregoing is true and correct.

Executed on January 27, 2025, in Elizabeth, Colorado.

Signed by:

A handwritten signature in black ink that reads "Rhonda Olsen". The signature is written in a cursive style.

1AC193C6A66741B...

Rhonda Olsen
President
Elizabeth School District Board of Education

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLORADO**

Civil Action No. 1:24-cv-03512-CNS-STV

KRISTEN CROOKSHANKS, as parent and next of friend of a minor on behalf of C.C.;
MINDY SMITH, as parent and next of friend of a minor on behalf of E.S.;
NAACP–COLORADO–MONTANA–WYOMING STATE AREA CONFERENCES; and
THE AUTHORS GUILD,

Plaintiffs,

v.

ELIZABETH SCHOOL DISTRICT,

Defendant.

**Declaration of Mary Powell, Secretary,
Elizabeth School District Board of Education,
in Support of the Opposition to Plaintiffs' Motion for Preliminary Injunction**

I, Mary Powell, being over 18 years of age, submit the following declaration in support of Defendant Elizabeth School District's Opposition to Plaintiffs' Motion for Preliminary Injunction and state as follows:

1. I make this declaration based on personal knowledge.
2. I am the Secretary of the Elizabeth School District Board of Education (School Board). I have served on the School Board since March 2023. Like all School Board members, I serve as a volunteer and do not receive compensation for my work on behalf of students in the Elizabeth School District.
3. I was first appointed to the School Board in March 2023, after the previous board members resigned. I then ran for election in November 2023, and I was elected by an overwhelming majority. Before serving on the Board, I worked for many years, including as a paralegal for three different law firms in Denver (13 years), an associate manager for a retirement savings plan and insurance provider (6 years), and a senior

contracts manager for a large company that sells cochlear implants and other implantable hearing devices to hospitals (11 years).

4. I am aware that the plaintiffs in this case are challenging the School Board's decision to permanently remove 18 titles from one or more of the school district's libraries. Those titles were: *White Teeth* by Angie Thomas; *Home* by Toni Morrison; *Everything I Touch Turns to Ash* by Toni Morrison; *The Boy on the Boat* by Khaled Hosseini; *So Close to See* by Leah Johnson; *Side Effects* by Rebecca Felix; *Issa Rae* by Alex Gino; *It's So Hard to Let It Go* by Mikki Halpin; *See You in a Year* by Stephen Chbosky; *17 Reasons Why* by Jay Asher; *Good and Beautiful* by John Green; *17 Reasons Why* by Jodi Picoult; and *Ann, Boss, and I*, *Identical*, *Red*, and *So*, all by Ellen Hopkins. I am also aware that the plaintiffs are challenging the School Board's decision to temporarily remove *Sea*, by Laurie Anderson.

5. The plaintiffs are also suing over the decision to remove *Good and Beautiful* from the Running Creek Elementary School Library, but the School Board did not vote on that decision and I had nothing to do with it.

6. The 19 titles that the School Board voted to remove were initially identified by the Board Curriculum Review Committee (Curriculum Committee), which had been instructed by the School Board to develop a process for reviewing the entire library collection and identifying books that may contain sensitive content. Heather Booth and I were the two Board representatives on the Curriculum Committee. Although Heather contributed to the Curriculum Committee's overall work, I co-chaired the committee and was the primary Board member involved in the committee's efforts to review content in the school libraries. In particular, I helped develop the written set of protocols (Library Protocols) for how ESD should review books for addition to its existing library collection

and how it should handle books that may contain sensitive topics. See Ex. 2 (August 5, 2024 Request for Board Action: 9.7 Library Sensitive Topic Protocol and Book Lists) at 2–5. I was also one of three Curriculum Committee members who reviewed the school district’s library materials and identified titles that should be considered for: (i) inclusion on a list of titles that contain sensitive topics (Sensitive Topics List) and that should be flagged as “sensitive” in the library catalog (Destiny), or (ii) potential removal from one or more of the school district’s library (*id.* at 1).

7. Because the Elizabeth School District’s library collection spans four different libraries that serve different age groups and contain tens of thousands of titles, the other reviewers and I first had to figure out where to start. We landed on a triage approach, where each reviewer was assigned a subset of titles that had appeared on lists of frequently challenged books that they would then check against the the school district’s library catalog.¹ If a title from a list of frequently challenged books appeared in one of our school district’s libraries, or if the reviewer identified a potentially problematic title through another source, then the reviewer would conduct a second-layer review to evaluate the work for potential age-level sensitive content. That second-layer review included: (i) referring to one or more third-party sources that evaluate books for younger audiences (e.g., BookLooks.org, Goodreads, Trigger Warning Database, Book Trigger Warnings or the Junior Library Guild); and (ii) determining whether the work contained any of the topics listed in the Library Protocols (i.e., graphic violence, sexual content, profanity/obscenity, ideations of self-harm or mental illness, religious viewpoints, drug or excessive alcohol use, racism/discrimination). If this second-layer review revealed

¹ Because each school library has a unique collection of books and a school-specific catalog, reviewers had to search each title four times: one time per school.

concerns about age-appropriate sensitive content, the title would be added to her reviewer-specific spreadsheet.

8. Each reviewer submitted her spreadsheet to Kim Moore, the Chief Academic Officer, who combined them to create a single draft list to submit to the School Board. The Board then had an opportunity to review and discuss the list. Through that process, the Board Members decided that some titles should not be on the Sensitive Topics List. For a few of those, we removed the title from the draft list after ensuring age appropriateness or curriculum support; for others, we thought it was a closer call so we left the title on the draft list for further Board consideration.² The version of the Sensitive Topics List that the School Board approved contained several changes compared to the draft lists the Curriculum-Committee reviewers submitted and Kim compiled. See Ex. 6 (Approved Sensitive Topics List, as modified by the meeting minutes); Ex. 5 (September 9, 2024 Meeting Minutes) at 6. Some of those changes (made in green) reflect the Board's determination that certain titles did not contain sensitive content for the age group that could access it. Other changes (made in red) reflect the Board's decision to permanently remove certain titles that had been inadvertently included in the Sensitive List. The Board considered the Sensitive Topics list that it approved to be a work in progress. The list was not expected to be final or static; it was expected be refined and potentially expanded in the future.

9. In addition to identifying titles for potential inclusion on the Sensitive Topics List, the Curriculum-Committee reviewers identified 19 titles that contained highly sensitive content that warranted further review. See Ex. 2 at 6. Those titles were: *Sea* by Laurie Anderson; *ate* by Angie Thomas; *ed* by Toni Morrison; *e*

² I personally changed my view of a few titles on the draft Sensitive Topics List, and asked to take them off the list, after speaking with a middle-school teacher who explained the titles' historical and educational value in her curriculum.

est ye by Toni Morrison; *e ite nne* by Khaled Hosseini; *o S o d See e* in a o n by Leah Johnson; *ide a ionin i ts* by Rebecca Felix; *e issa eo e* by Alex Gino; *It s o o d l o on t i e It an e It* by Mikki Halpin; *e e s o ein a a o e* by Stephen Chbosky; *i teen easons y* by Jay Asher; *oo in o as a* by John Green; *ineteen in tes* by Jodi Picoult; and *an , ass, a o t, Identi a , ned*, and *S o e*, all by Ellen Hopkins. We identified these titles using the process described in paragraphs 5–7 and recommended that the School Board temporarily suspend those 19 titles from circulation pending further review. See Ex. 2 at 1.

10. At its meeting of August 12, 2024, the School Board unanimously approved the Committee's proposed Library Protocols and accepted its recommendation to suspend the 19 titles. See Ex. 4 (August 12, 2024, Meeting Minutes) at 6. I was present at that meeting and voted in favor of both decisions.

11. I was also present at the next Board meeting on August 26, 2024, where the Board heard public comment related to the 19 titles and where all five Board members read aloud short excerpts from five of these titles. See Ex. 7 (August 26, 2024, Meeting Minutes). The excerpts read were:

i teen easons y:

Okay, I'll say it. I thought about suicide. ...I thought about suicide. ...I wish I would die. ...What about hanging? Well, what would I use? Where would I do it? And even if I knew what and where, I could never get beyond the visual of someone finding me- swinging- inches from the floor. ...You took pills. That, we all know. Some say you passed out and drowned in a bathtub full of water.

e issa eo e:

She immersed her body in the warm water and tried not to think about what was between her legs, but there it was, bobbing in front

of her. ... So George knew it could be done. A boy could become a girl. She had since read on the Internet that you could take girl hormones that would change your body, and you could get a bunch of different surgeries if you wanted them and had the money. This was called transitioning. You could even start before you were eighteen with pills called androgen blockers that stopped the boy hormones already inside you from turning your body into a man's. But for that, you needed your parents' permission.

ineteen in tes:

One of his front teeth was crooked, his Adam's apple looked fist-sized, his knuckles were knotty and chapped. He was crying quietly, and it might have been enough to engender sympathy had he not been wearing a t-shirt splattered with the blood of other students. "Do you feel alright, Peter?" Patrick asked. "Are you hungry?" The boy shook his head. "Can I get you anything else?" Peter put his head down on the table. "I want my mom," he whispered. Patrick looked at the part in the boy's hair. Had he brushed it that morning, thinking, Today's the day I'm going to kill ten students?

oo in o as a:

Alaska read the sticker that was on the top of the video. The bitches of Madison County, now ain't that just delightful. We ran with it to the TV room, closed the blinds, locked the door, and watched the movie. It opened with woman standing on a bridge while a guy knelt down in front of her giving her oral sex. No time for dialogue, I suppose. By the time they started doing it, Alaska commenced with her righteous indignation, "they just don't make sex fun for women. The girl is just an object. Look. Look at that." I was already looking, needless to say. A woman crouched on her hands and knees, while a guy knelt behind her. She kept saying "Give it to me" and moaning. And though her eyes were brown and blank, betraying her lack of interest, I couldn't help but take mental notes. Hands on her shoulders, I noted, fast but not too fast or it's going to be over fast. Keep your grunting to a minimum.

e est ye:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and

distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief. ... Or as she sits reading the uplifting thoughts of the Liberty Magazine, the cat will jump into her lap. She will fondle that soft hill of hair and let the warmth of the animal's body seep over and into the deeply private areas of her lap. Sometimes the magazine drops as she opens her legs.

12. I was also one of the four Board members present at the September 2024 Board meeting, where we voted 4-0 to permanently remove each of the 18 of the 19 titles from one or more of the school district's libraries. See Ex. 5 (September 9, 2024, Meeting Minutes) at 6. As an individual Board member, I voted in favor of removing the challenged titles after conducting detailed research on each title; reading reviews of each title, see e. ., Ex. 11 (BookLooks Ratings) and, in some cases, reading extensive sections of the work; and considering feedback from the community, the other Board members, and district leadership. The remaining title, *Sea*, by Laurie Anderson remains temporarily removed because no copy of the book was available for public comment before the September 2024 Board meeting.

13. The plaintiffs and their attorneys claim to know my subjective motivations for supporting the removal of each of these 19 disputed titles, and they accuse me of supporting removal of these titles:

because I "disagree[] with the ideas contained in the books";³

³. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 1 ("Defendant Elizabeth School District ('the District'), by and through its Board of Education ('the Board'), has removed at least nineteen books from school libraries in the District because of the Board's disagreement with the ideas contained in the books.').

because I believe that the school board's "mandate is to imbue its own brand of conservative politics in ESD schools";⁴

because I want to "remov[e] books that discuss LGBTQ+ and race-related topics";⁵

as a means of sending a notice that Elizabeth School District "is not welcoming to anyone who is not, straight and politically conservative"⁶

because I found each of the 19 disputed books "disgusting" and "out of line with the so-called 'conservative values' they intended to promote";⁷

because I "sought to remove any books that acknowledge LGBTQ+ identities";⁸

because I "disagree[] with" the "viewpoints and worldviews" expressed in the 19 disputed books;⁹

4. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5 ("The Board believes its mandate is to imbue its own brand of conservative politics in ESD schools.").

5. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5 ("Removing books that discuss LGBTQ+ and race-related topics . . . is one step in fulfilling that mandate.").

6. Pls.' Mot. for Prelim Inj., ECF No. 9, at 9 ("Some parents also opposed the Board's decision to remove books from school libraries because of the stigmatizing messages the Board was sending, noting, for instance, that the list of removed books 'is not welcoming to anyone who is not white, straight and politically conservative,'")

7. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 10 ("[B]ecause Board members found the eighteen 'temporarily suspended' books 'disgusting,' and out of line with the so-called 'conservative values' they intended to promote in ESD, they determined that all eighteen books would be permanently banished from school libraries."); *see a so id.* at 19.

8. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 10 ("[T]he Board sought to remove any books that acknowledge LGBTQ+ identities.").

9. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 12–13 ("Because the Board disagrees with these authors' viewpoints and worldviews, the authors can no longer share them with ESD students."); *see a so id.* at 12 ("Plaintiff the Authors Guild ("Guild") includes authors whose books were removed from ESD libraries because of the viewpoints expressed therein."); *id.* at 25 ("[T]he Board's removal of books from ESD libraries [was] because of its disagreement with the viewpoints expressed therein.").

because of my “disdain” for the “ideas” contained in the 19 disputed books;¹⁰
because “each book contained LGBTQ characters, expressed views on race
that the Board members disagree with, or otherwise failed to align with the
Board’s brand of ‘conservative values’”;¹¹
because the books “fail to conform with the Board’s partisan, political
orthodoxy”;¹²
for no reason other than a “mere desire to avoid the discomfort and
unpleasantness that always accompany an unpopular viewpoint.”¹³

The plaintiffs and their lawyers also claim that I share each of the beliefs expressed by
community members who supported removal of the 19 disputed titles.¹⁴ Each of these
accusations is patently false and defamatory.

14. I did not vote to remove any of the 19 disputed titles from the school
district’s libraries because of the “ideas,” “viewpoints,” or “worldviews” contained or
expressed in any of those books.

15. I do not believe—and I never have believed—that the school board’s
“mandate” is to “imbue its own brand of conservative politics in ESD schools,” and I did

¹⁰. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 18 (“[T]he Board did—and continues to—
remove books because of the ideas they contain.”); *id.* at 19 (“[T]he Board members
made clear their disdain for the ideas contained therein.”).

¹¹. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 21 (“All Board members ultimately voted not
to return any of the Removed Books to ESD libraries because each book contained
LGBTQ characters, expressed views on race that the Board members disagree with,
or otherwise failed to align with the Board’s brand of “conservative values.”).

¹². Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 3 (“[T]he Board has become increasingly
militant about banishing viewpoints that fail to conform with the partisan, political
orthodoxy that they seek to impose in ESD.”);

¹³. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 22 (“[T]he District’s removal decisions were
based on no more than a ‘mere desire to avoid the discomfort and unpleasantness
that always accompany an unpopular viewpoint’”).

¹⁴. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 6–7.

not vote to remove any of the 19 disputed titles from the school district's libraries because they were "out of line with . . . conservative values." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 10. The only evidence that the plaintiffs cite to support this accusation against me are three e-mails written by Heather Booth that discuss "conservative values." See Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5. Heather Booth does not speak for me, and she does not speak for the School Board as a collective entity. While I did listen to and consider the views expressed by my colleagues on the School Board, as well as the views expressed by the community members who commented on the books, I ultimately relied upon my own opinion, and whether the content of the books was age-appropriate and supported the curriculum in the schools. I also considered whether the books contained content that is more appropriate to be taught and discussed at home with parents, rather than in the school. The plaintiffs' belief that they can somehow impute Heather Booth's subjective motivations to me and each our colleagues on the School Board is false and offensive. I would never vote to remove a book from our school district's libraries solely because of its supposed incompatibility with "conservative politics" or "conservative values." I fully support the inclusion of books in our school district's libraries that criticize or attack conservative views or that espouse non-conservative politics or values, if they are age-appropriate.

16. I did not vote to remove any of the 19 disputed titles from the school district's libraries because they "discuss LGBTQ+ and race-related topics," "acknowledge LGBTQ+ identities," or "contained LGBTQ characters." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5, 10, 21. I do not oppose the presence of books in our school district's libraries that discuss LGBTQ+ and race-related topics, or that acknowledge LGBTQ+ identities or contain LGBTQ characters, to the extent that they provide an age-appropriate educational element to the students. The plaintiffs' claim

that I voted to remove these books “because they discuss LGBTQ+ and race-related topics,” “acknowledge LGBTQ+ identities,” or “contained LGBTQ characters” is false and maligns the School Board.

17. The plaintiffs’ brief in support of their motion for preliminary injunction falsely says that my e-mail of September 7, 2024, “suggested that *ide a ionin i ts* and *o S o d See e in a o n* be returned to ESD libraries.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 7. Each of these books was removed from the middle-school library, and I never “suggested” or even considered the possibility of having these books “returned” to the middle-school library. My e-mail of September 7, 2024, suggested that these books be *o ed to t e i s oo i a y and t on t e Sensiti e ist*, not “returned” to the middle-school library from which they were removed. See E-mail of September 7, 2024, ECF No. 9-12 (“I voted ‘Move to Sensitive List and move up to EHS’ on *Pride*”); *id.* (“I voted same on ‘Crown’”).

18. I do not share the view expressed by Heather Booth that “LGBTQ is only regarding sexual preference which doesn’t belong in any school.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 7. I did not decide to support the removal of *ide* or *o n* out of a belief that books with LGBTQ topics do not belong in our schools.

19. I identified *ide* and *o S o d See e in a o n* as books for potential removal through the triage process discussed in Paragraph 6 above. They were, as I recall, found when a library listing for a book I looked up listed other books that could also be of interest.

20. I initially identified the *ide* book due to its extended title “Championing LGBTQ Rights.” My initial concern was that it would have content that should be taught and discussed at home rather than at school. When I looked at it once it was pulled from the shelves, I thought perhaps it would be more suitable at the high-school level

but on the Sensitive List, since it discussed historical information about the LGBTQ movement. In considering my final vote on this book, I took into consideration community feedback, in which a couple of parents specifically commented that the themes in this book were more appropriate for parents to be discussing with their children, rather than be available in a school library. Since that was my initial concern when I originally identified the book for potential removal, my final vote was to remove it.

21. I initially identified *So Good So Beautiful* from a Goodreads synopsis that implied there was a same-sex relationship as part of the story. After seeing other books with graphic and explicit descriptions of various sexual relationships, I feared this book would also have graphic and explicit content that would be inappropriate for schoolchildren. I could not find detailed information on the book in booklooks.org, so I personally read about 75% of this book. As I read it, I felt it could have been a good role-model book for young black women, since the main character was a 4.0 student, hard worker, and goal-oriented, even though she was fighting an uphill battle to become prom queen in a predominantly non-black school. About halfway through the book, the reader finds out that the main character has a same-sex relationship with another girl who is also running for prom queen. I was disappointed because I did not think that was necessary to the story, but I did not see a lot of graphic description of this relationship in the book. Therefore, my initial vote was to move it to the high-school library from the middle-school library and put it on the Sensitive List. But one parent who reviewed the book pointed out that the initial pages of the book acknowledged that SEVENTEEN Magazine stated in its review that this book is for recent high-school graduates or college students. That SEVENTEEN review was highly influential on my decision to remove the book entirely from our school libraries.

22. The plaintiffs' claim that I voted to remove the 19 disputed titles to send a message that the Elizabeth School District "is not welcoming to anyone who is not white, straight and politically conservative" is false. See Pls.' Mot. for Prelim Inj., ECF No. 9, at 9. Many books remain in our library that are written by authors who are not white, straight, or politically conservative, and I have no desire or intention of removing those books.

23. I did not vote to remove the 19 disputed titles from the school district's libraries because I found all of the books "disgusting," as the plaintiffs claim in their brief. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 10.

24. I did not vote to remove any of the 19 disputed titles from the school district's libraries because the books "fail to conform with the Board's partisan, political orthodoxy." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 21. I did not even consider the partisan or political views that might be expressed in any of the 19 books when deciding whether to support their removal from the school district's library. I fully support the inclusion of school-library books with partisan or political viewpoints that differ from my own, and I have never voted and would never vote to remove a title from the school district's libraries for "partisan" or "political" reasons.

25. I did not vote to remove any of the 9 disputed titles out of a "mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 22.

26. I did not adopt and do not share each of the particular sentiments expressed by members of the community that appear in Exhibit 13 to the plaintiffs' motion for preliminary injunction. See ECF No. 9-13. It is untenable and absurd for the plaintiffs to attribute all of the beliefs espoused by community members in these book-

review forms to me and to the School Board as a collective entity. See Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 6–7.

27. On page 24 of their motion for preliminary injunction, Plaintiffs accuse me, as a School Board Member of attempting to divine that a majority of Elizabeth School District parents “vehemently support police decisions to use force” and “disagree with any notion that anti-Black racism persists in modern society,” and then using this “divined” information as the basis for my vote to remove the eighteen titles at issue in this litigation. See Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 24. This is false. My decision to remove each title was not based on any cartoonish characterization of the views of Elizabeth School District parents, but rather on specific content which I believed to be incompatible with the educational mission of the Elizabeth School District.

28. On page 25 of their motion for preliminary injunction, Plaintiffs accuse me, as a School Board Member of basing my decision to remove the nineteen titles at issue from Elizabeth School District libraries on the basis of Elizabeth School District parents’ sincere belief “that teenagers should never question their sexuality or develop romantic feelings for people of the same gender.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 25. While I am certain that some Elizabeth School District parents believe that teenagers should be confident in their identities as young men and women, I did not base my decision to remove the titles on such beliefs, but rather on specific content which I believed to be incompatible with to the educational mission of the Elizabeth School District.

29. Neither the plaintiffs nor their lawyers at the ACLU have powers of telepathy, and I resent their claiming to know my subjective motivations as well as their attempts to impute statements made by others to me and my colleagues.

30. My actual reasons and motivations for supporting the removal of each of the 19 disputed books—rather than the reasons and motivations that the plaintiffs and their lawyers have invented and falsely attribute to me—appear below.

31. First, I support the removal of the 19 disputed titles from our school district's libraries because they contain graphic sexual content, as well as filthy and profane language, that is inappropriate for a library used by schoolchildren. All of this problematic content is described in detail in Exhibit 11 to our brief opposing the plaintiffs' motion for preliminary injunction, and I reviewed and was aware of all the material described in that exhibit when I voted to remove these 19 titles from our school district's libraries. As an example, *The Bluest Eye* by Toni Morrison includes this passage on page 83:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief.

Exhibit 11 explains the content in the disputed books that persuaded me to support the removal of those books, including inappropriate sexual passages such as the one quoted above, descriptions of drug use and suicide ideation, and repeated uses of words such as “f-ck,” “sh-t,” “n-gger,” “f-ggot,” and “p-ssy.” My objections are based on the age-inappropriate *content* that appears in these books, and they have nothing to do with the “viewpoints,” “ideas,” or “worldviews” expressed by the authors, or the fact that some of the books “discussed LGBTQ+ and race-related topics.” I would oppose the inclusion of books with this type of content in our school libraries even if those books

supported conservative viewpoints, ideas, or worldviews, and even if they discussed topics other than LGBTQ or race-related issues.

32. My initial concern about the book *It's Okay to Be Different* was that, like *It's Okay to Be Different*, it contained content and addressed topics that, in my view, should be discussed and dealt with at home rather than at school, and that children should learn from their parents, according to their parents' own values. While many of the chapters were benign, e.g., helping animals, saving the environment, etc., there were several chapters that clearly and explicitly addressed issues that should come from the home. Examples are "Defending Women's Rights," (which included abortion rights), "Protecting Civil Rights and Civil Liberty," and "Promoting Tolerance Toward Lesbian, Gay, Bisexual, Transgender and Questioning Youth." I initially pulled it because I believed that these latter chapters, along with some of the resources listed at the end of the book, involved topics that should be taught at home rather than at school.

33. But in discussion with administration and another board member, a case was made that the book didn't appear to have any directly offensive language or discussion, but that activism discussed in the book is better suited for high school rather than middle school. Therefore, we considered moving the book to the high-school library and putting it on the Sensitive List, so parents would be alerted if their student checked it out. After parent reviews occurred, however, several parent comments indicated that, in their review, they found evidence that the book encouraged students to go against their parents, and perhaps even promoted activism against parents themselves. I appreciated the detailed review of community/parent reviewers. Since our district promotes parents' rights and responsibilities, and any literature that would encourage a student to disregard their parent's guidance would be opposite to

supporting parents' rights, I believed this book was inappropriate for the school library to have on its shelves, and my final vote was to remove it.

34. It was easier to determine that the 16 books with vulgar, inappropriate sexual and graphic content were age-inappropriate for our school libraries. But the three books on which my decisions changed over the course of review, contemplation, community input and board discussion, were more difficult. Ultimately, however, as discussed above in paragraphs 19–20 and 28–29, I concluded that the best decision was to remove these books.

35. I also support removing the 19 disputed titles because so many parents opposed the continued inclusion of those books in our school libraries. As a member of the School Board, I am accountable to the voters who elected me and the taxpayers who pay for our schools and their libraries, and I must take their desires into account when deciding whether to include or exclude materials from our school district's libraries. I also considered and give weight to the fact that so many of my constituents—and a clear majority of those who reviewed the books and filled out the forms—supported the removal of these 19 titles from the school district's libraries. That is my duty as an elected official, because I work for and answer to the people who elected me and the taxpayers who fund our school district and its activities.

36. Finally, I do not believe that the educational value of these books is sufficient to outweigh their problematic and age-inappropriate content, or the fact that so many parents opposed their continued inclusion in our school district's libraries. When books contain graphic or explicit sexual content, the educational value of those type of books must be great enough to justify their inclusion in our school district's library collection at the expense of other books. Library shelf space is limited and should be

reserved for books that do the most to advance the curricular and educational goals of the Elizabeth School District.

37. Many of the disputed titles included graphic violence, excessive obscenity, and explicit descriptions of sexual acts, and some titles included troubling portrayals of suicide attempts and school shootings. As a Board member, I believe very strongly that we have a duty to protect children from such content and not provide it through school-sponsored resources such as library books. Further, the 19 titles did not serve a clear educational purpose. Many of the 19 titles had never been checked out or were checked out only a handful of times over many years. And those with greater usage were more geared to offering “entertainment” value than educational value. As discussed above, there were a few titles in the middle school library that I struggled with, and I went back on forth on whether to vote to (i) remove them permanently, or (ii) add them to the Sensitive Topics List and move the titles up to the high school. I ultimately voted to remove these titles because I felt they addressed divisive social issues that should be addressed at home, not in the public-school setting. Given that the majority of parents favored removal, I believed that the only way to respect a parents’ rights to direct their family values was to remove these titles.

38. The plaintiffs and their lawyers accuse me of acting in a “narrowly partisan or political manner” in supporting the removal of the 19 challenged titles, as well as engaging in “viewpoint discrimination.” Each of these claims is categorically false. I was not motivated by and did not even consider “political” or “partisan” ideas in supporting the removal of these 19 disputed books from our school district’s libraries. Nor did I consider or vote to remove books based on the “viewpoints” expressed by the authors. Supporting the removal of school-library books based on *content* that is sexually explicit, vulgar, or age-inappropriate is not “viewpoint discrimination.” It is also false for

the plaintiffs and their lawyers to suggest that the School Board members are homogenous or monolithic in their “political” views. Each member brings his or her own views (political and otherwise) to the School Board, and all views are welcomed and assist in informing the Schools Board’s decision-making.

39. The School Board has decided to place copies of each of the 19 titles that the School Board voted to remove in the library from which they were taken. These titles will be made available to C.C., E.S., and any student who, at the time of filing of this Motion for Preliminary Injunction, was either a member of the NAACP — Colorado–Montana–Wyoming State Area Conference ("NAACP"), or who has a parent who was a member of the NAACP when this action was filed. So *the issue is now available* at Running Creek Elementary Library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. The five titles that were removed from Elizabeth Middle School (*the Hate in the Teen Season* by *Ida* *Marion* *in its* *So Sad See the Nation and Its So Sad* *to* *on the* *It* *and* *It* *is* *teen* *Seasons*) are now available at Elizabeth Middle School Library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. And the 15 challenged titles that the Board voted to remove from the high school (*the Hate in the Teen Season* by *Ida* *Marion* *in its* *So Sad See the Nation and Its So Sad* *to* *on the* *It* *and* *It* *is* *teen* *Seasons*) are now available in the high-school library for the plaintiffs or the members or children of members of the NAACP as of the date of filing of this complaint, to read, browse, or check out. These books are being kept in their respective libraries behind the desk, and are available upon request by any of the individuals described in this paragraph. These books will remain at the libraries for at least the duration of this litigation.

40. As for *ed ood and onytai*, that book has been returned to the shelves of Running Creek Elementary Library and will remain there pending the School Board's review of that book. The School Board has not yet voted to remove this book, nor has it decided on the reasons (if any) for why that book should be removed.

41. So the plaintiffs have the same ability to access the 19 disputed titles in the Elizabeth School District's libraries that they had before their removal from the school district's libraries.

42. All of the current members of the School Board are aware of and have approved the return of the disputed books for the purpose of making them available to the plaintiffs in this litigation.

43. Because Heather Booth no longer serves on the School Board, she has no role in determining ongoing availability of these disputed titles in the Elizabeth School District's libraries. The decision to make the 19 books available only to the plaintiffs—and not to return those 19 books to the library shelves—is attributable solely to the current members of the School Board, who are unwilling to make these books available in the school libraries to anyone other than the named plaintiffs or the members (or children of members), as of the date of filing of this action, of the NAACP.

Pursuant to 28 U.S.C. § 1746, I declare under penalty of perjury that the foregoing is true and correct.

Executed on January 27, 2025, in Elizabeth, Colorado.

Signed by:

Mary Powell

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Mary Powell

Secretary

Elizabeth School District Board of Education

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLORADO**

Civil Action No. 1:24-cv-03512-CNS-STV

KRISTEN CROOKSHANKS, as parent and next of friend of a minor on behalf of C.C.;
MINDY SMITH, as parent and next of friend of a minor on behalf of E.S.;
NAACP–COLORADO–MONTANA–WYOMING STATE AREA CONFERENCES; and
THE AUTHORS GUILD,

Plaintiffs,

v.

ELIZABETH SCHOOL DISTRICT,

Defendant.

**Declaration of Jonathan Waller, Assistant Secretary Treasurer
Elizabeth School District Board of Education, in Support of the Opposition to
Plaintiffs' Motion for Preliminary Injunction**

I, Jonathan Waller, being over 18 years of age, submit the following declaration in support of Defendant Elizabeth School District's Opposition to Plaintiffs' Motion for Preliminary Injunction and state as follows:

1. I make this declaration based on personal knowledge.
2. I am the Assistant Secretary/Treasurer of the Elizabeth School District Board of Education (School Board). I have served on the Board for two years. I was initially appointed to the Board to fill a vacancy, and then I ran for the position and was elected by an overwhelming majority of voters in April 2023. Like all School Board members, I serve as a volunteer and do not receive compensation for my work on behalf of students in the Elizabeth School District.
3. I decided to run for the School Board because serving my community is what I do. In 2000, after building a successful landscaping and tree-cutting business, I

sold my business and became a deputy for the Arapahoe County Sheriff's Office. I spent the next 21 years in law enforcement and am now retired.

4. I love serving as a School Board member. I raised five children, who are now adults and thriving: a doctor, engineer, stay-at-home mom, attorney, and Air Force crew chief. I was always very involved with their education and sports, and I want to help ensure that the children in the Elizabeth School District receive a strong education so they also have the opportunity to thrive as adults.

5. I am aware that Plaintiffs in this case are challenging the School Board's decision to permanently remove 18 titles from one or more of the school district's libraries. Those 18 titles are: *White Boy* by Angie Thomas; *Red* by Toni Morrison; *Best Friend* by Toni Morrison; *Intern* by Khaled Hosseini; *Sold* by Leah Johnson; *Side* by Rebecca Felix; *Issa* by Alex Gino; *It's So Cool* by Mikki Halpin; *See* by Stephen Chbosky; *Teen* by Jay Asher; *Good and Beautiful* by John Green; *Intense* by Jodi Picoult; and *Man, Mass, and Me*, *Identical*, *Red*, and *See*, all by Ellen Hopkins. I am also aware that the plaintiffs are challenging the School Board's decision to temporarily remove *See*, by Laurie Anderson.

6. The plaintiffs are also suing over the decision to remove *Good and Beautiful* from the Running Creek Elementary School Library, but the School Board did not vote on that decision and I had nothing to do with it.

7. The 19 challenged titles were initially identified by the Board Curriculum Review Committee (Curriculum Committee). I was present at the School Board meeting on August 12, 2024, where I and three other Board members voted unanimously to approve the library-review protocols that the Curriculum Committee had created. See

Ex. 4 (August 12, 2024 Meeting Minutes) at 6. We also accepted the Committee's recommendation to temporarily suspend the 19 titles. (*Id.*) The Committee had identified these titles, which represented a very small fraction of the school district's library collection, as containing highly sensitive topics and recommended that they be offered for public review. Consistent with that recommendation, the Board made the books available to the public at the district office for a 25-day period.

I was also present at the next Board meeting on August 26, 2024, where the Board heard public comment related to the 19 titles and where all five Board members read aloud excerpts from the suspended titles. See Ex. 7 (August 26, 2024 Meeting Minutes). It was very uncomfortable to read these passages aloud, but the Board felt it was necessary to provide concrete examples in case not all meeting attendees had reviewed the questioned content. The excerpts read were:

19 reasons why

Okay, I'll say it. I thought about suicide. ...I thought about suicide. ...I wish I would die. ...What about hanging? Well, what would I use? Where would I do it? And even if I knew what and where, I could never get beyond the visual of someone finding me- swinging- inches from the floor. ...You took pills. That, we all know. Some say you passed out and drowned in a bathtub full of water.

Miss George:

She immersed her body in the warm water and tried not to think about what was between her legs, but there it was, bobbing in front of her. ... So George knew it could be done. A boy could become a girl. She had since read on the Internet that you could take girl hormones that would change your body, and you could get a bunch of different surgeries if you wanted them and had the money. This was called transitioning. You could even start before you were eighteen with pills called androgen blockers that stopped the boy hormones already inside you from turning your body into a man's. But for that, you needed your parents' permission.

ineteen in tes

One of his front teeth was crooked, his Adam's apple looked fist-sized, his knuckles were knobby and chapped. He was crying quietly, and it might have been enough to engender sympathy had he not been wearing a t-shirt splattered with the blood of other students. "Do you feel alright, Peter?" Patrick asked. "Are you hungry?" The boy shook his head. "Can I get you anything else?" Peter put his head down on the table. "I want my mom," he whispered. Patrick looked at the part in the boy's hair. Had he brushed it that morning, thinking, Today's the day I'm going to kill ten students?

oo in o as a:

Alaska read the sticker that was on the top of the video. The bitches of Madison County, now ain't that just delightful. We ran with it to the TV room, closed the blinds, locked the door, and watched the movie. It opened with a woman standing on a bridge while a guy knelt down in front of her giving her oral sex. No time for dialogue, I suppose. By the time they started doing it, Alaska commenced with her righteous indignation, "they just don't make sex fun for women. The girl is just an object. Look. Look at that." I was already looking, needless to say. A woman crouched on her hands and knees, while a guy knelt behind her. She kept saying "Give it to me" and moaning. And though her eyes were brown and blank, betraying her lack of interest, I couldn't help but take mental notes. Hands on her shoulders, I noted, fast but not too fast or it's going to be over fast. Keep your grunting to a minimum.

e est ye:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief. ... Or as she sits reading the uplifting thoughts of the Liberty Magazine, the cat will jump into her lap. She will fondle that soft hill of hair and let the

warmth of the animal's body seep over and into the deeply private areas of her lap. Sometimes the magazine drops as she opens her legs.

9. I was also one of the four Board members present at the September 2024 Board meeting, where we voted 4-0 to permanently remove each of the 18 titles from one or more of the Elizabeth School District's libraries. See Ex. 5 (September 9, 2024 Meeting Minutes) at 6. Heather Booth was not present for that vote and did not vote on the decision to permanently remove these 18 titles.

10. The plaintiffs and their attorneys claim to know my subjective motivations for supporting the removal of each of these 19 disputed titles, and they accuse me of supporting removal of these titles:

because I "disagree[] with the ideas contained in the books";¹

because I believe that the school board's "mandate is to imbue its own brand of conservative politics in ESD schools";²

because I want to "remov[e] books that discuss LGBTQ+ and race-related topics";³

as a means of sending a notice that Elizabeth School District "is not welcoming to anyone who is not white, straight and politically conservative"⁴

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1. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 1 ("Defendant Elizabeth School District ('the District'), by and through its Board of Education ('the Board'), has removed at least nineteen books from school libraries in the District because of the Board's disagreement with the ideas contained in the books.').
 2. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5 ("The Board believes its mandate is to imbue its own brand of conservative politics in ESD schools.").
 3. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5 ("Removing books that discuss LGBTQ+ and race-related topics . . . is one step in fulfilling that mandate.").
 4. Pls.' Mot. for Prelim Inj., ECF No. 9, at 9 ("Some parents also opposed the Board's decision to remove books from school libraries because of the stigmatizing messages the Board was sending, noting, for instance, that the list of removed books 'is not welcoming to anyone who is not white, straight and politically conservative,'"')

because I found each of the 19 disputed books “disgusting” and “out of line with the so-called ‘conservative values’ they intended to promote”;⁵

because I “sought to remove any books that acknowledge LGBTQ+ identities”;⁶

because I “disagree[] with” the “viewpoints and worldviews” expressed in the 19 disputed books;⁷

because of my “disdain” for the “ideas” contained in the 19 disputed books;⁸

because “each book contained LGBTQ characters, expressed views on race that the Board members disagree with, or otherwise failed to align with the Board’s brand of ‘conservative values’”;⁹

5. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10 (“[B]ecause Board members found the eighteen ‘temporarily suspended’ books ‘disgusting,’ and out of line with the so-called ‘conservative values’ they intended to promote in ESD, they determined that all eighteen books would be permanently banished from school libraries.”); *see a so id.* at 19.

6. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10 (“[T]he Board sought to remove any books that acknowledge LGBTQ+ identities.”).

7. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 12–13 (“Because the Board disagrees with these authors’ viewpoints and worldviews, the authors can no longer share them with ESD students.”); *see a so id.* at 12 (“Plaintiff the Authors Guild (“Guild”) includes authors whose books were removed from ESD libraries because of the viewpoints expressed therein.”); *id.* at 25 (“[T]he Board’s removal of books from ESD libraries [was] because of its disagreement with the viewpoints expressed therein.”).

8. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 18 (“[T]he Board did—and continues to—remove books because of the ideas they contain.”); *id.* at 19 (“[T]he Board members made clear their disdain for the ideas contained therein.”).

9. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 21 (“All Board members ultimately voted not to return any of the Removed Books to ESD libraries because each book contained LGBTQ characters, expressed views on race that the Board members disagree with, or otherwise failed to align with the Board’s brand of “conservative values.”).

because the books “fail to conform with the Board’s partisan, political orthodoxy”;¹⁰

for no reason other than a “mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint.”¹¹

The plaintiffs and their lawyers also claim that I share the beliefs expressed by community members who supported removal of the 19 disputed titles.¹² Each of these accusations is false.

11. I did not vote to remove any of the 19 disputed titles from the school district’s libraries because of the “ideas,” “viewpoints,” or “worldviews” contained or expressed in any of those books.

12. I do not believe—and I never have believed—that the school board’s “mandate” is to “imbue its own brand of conservative politics in ESD schools,” and I did not vote to remove any of the 19 disputed titles from the school district’s libraries because they were “out of line with . . . conservative values.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10. The only evidence that the plaintiffs cite to support this accusation against me are three e-mails written by Heather Booth that discuss “conservative values.” See Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 5. Heather Booth does not speak for me, and she does not speak for the School Board as a collective entity. I would have voted to remove these 19 disputed titles even if Heather Booth had never sent those e-mails mentioning her commitment to “conservative values,” and Ms. Booth’s professed

10. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 3 (“[T]he Board has become increasingly militant about banishing viewpoints that fail to conform with the partisan, political orthodoxy that they seek to impose in ESD.”);

11. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 22 (“[T]he District’s removal decisions were based on no more than a ‘mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint’”).

12. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 6–7.

commitment to “conservative values” did not in the slightest degree influence my decision to support the book removals. The plaintiffs’ belief that they can somehow impute Heather Booth’s subjective motivations to me and each our colleagues on the School Board is false and offensive. I would never vote to remove a book from our school district’s libraries because of its supposed incompatibility with “conservative politics” or “conservative values,” and I fully support the inclusion of books in our school district’s libraries that criticize or attack conservative views or that espouse non-conservative politics or values.

13. I did not vote to remove any of the 19 disputed titles from the school district’s libraries because they “discuss LGBTQ+ and race-related topics,” “acknowledge LGBTQ+ identities,” or “contained LGBTQ characters.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 5, 10, 21. I do not oppose the presence of books in our school district’s libraries that discuss LGBTQ+ and race-related topics, or that acknowledge LGBTQ+ identities or contain LGBTQ characters. And I am aware of many books that remain in our school district’s libraries that discuss these topics or that acknowledge LGBTQ+ identities or characters and I have no desire or intention to remove them. The plaintiffs’ claim that I voted to remove these books “because they discuss LGBTQ+ and race-related topics,” “acknowledge LGBTQ+ identities,” or “contained LGBTQ characters” is false and maligns the School Board.

14. The plaintiffs’ claim that I voted to remove the 19 disputed titles to send a message that the Elizabeth School District “is not welcoming to anyone who is not white, straight and politically conservative” is false. See Pls.’ Mot. for Prelim Inj., ECF No. 9, at 9. Many books remain in our library that are written by authors who are not white, straight, or politically conservative, and I have no desire or intention of removing those books.

15. The plaintiffs' claim that I voted to remove all of the 19 disputed titles from the school district's libraries because I found each of the 19 books "disgusting" is false. See Pls.' Mot. for Prelim. Inj., ECF No. 9, at 10. I described only one passage from one book—the *best* by Toni Morrison—as "disgusting," and I made this comment after I read the following passage at the school board's meeting of August 26, 2024:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief.

I described the passage in this book as "disgusting" because of its sexually explicit content, not because of any "viewpoint" or "idea" or "worldview" that might have been expressed in the book.

16. I did not vote to remove any of the 19 disputed titles from the school district's libraries because the books "fail to conform with the Board's partisan, political orthodoxy." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 21. I did not even consider the partisan or political views that might be expressed in any of the 19 books when deciding whether to support their removal from the school district's library. I fully support the inclusion of school-library books with partisan or political viewpoints that differ from my own, and I have never voted and would never vote to remove a title from the school district's libraries for "partisan" or "political" reasons

17. I did not vote to remove any of the 19 disputed titles out of a "mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 22.

18. I did not adopt and do not share the particular sentiments expressed by members of the community that appear in Exhibit 13 to the plaintiffs' motion for preliminary injunction. See ECF No. 9-13. It is untenable and absurd for the plaintiffs to attribute the beliefs espoused by community members in these book-review forms to me and to the School Board as a collective entity. See Pls.' Mot. for Prelim. Inj., ECF No. 9, at 6–7.

19. On page 24 of their motion for preliminary injunction, Plaintiffs accuse me, as a School Board Member, of attempting to divine that a majority of Elizabeth School District parents “vehemently support police decisions to use force” and “disagree with any notion that anti-Black racism persists in modern society,” and then using this “divined” information as the basis for my vote to remove the 19 titles at issue in this litigation. See Pls.' Mot. for Prelim. Inj., ECF No. 9, at 24. This is false. My decision to remove each title was not based on any cartoonish characterization of the views of Elizabeth School District parents, but rather on specific content which I believed to be incompatible with the educational mission of the Elizabeth School District.

20. On page 25 of their motion for preliminary injunction, Plaintiffs accuse me, as a School Board Member, of basing my decision to remove the 19 titles at issue from Elizabeth School District libraries on the basis of Elizabeth School District parents' sincere belief “that teenagers should never question their sexuality or develop romantic feelings for people of the same gender.” Pls.' Mot. for Prelim. Inj., ECF No. 9, at 25. While I am certain that some Elizabeth School District parents believe that teenagers should be confident in their identities as young men and women, I did not base my decision to remove the titles on such beliefs, but rather on specific content which I believed to be incompatible with to the educational mission of the Elizabeth School District.

21. Neither the plaintiffs nor their lawyers at the ACLU have powers of telepathy, and I resent their claiming to know my subjective motivations as well as their attempts to impute statements made by others to me and my colleagues.

22. My actual reasons and motivations for supporting the removal of each of the 19 disputed books—rather than the reasons and motivations that the plaintiffs and their lawyers have invented and falsely attribute to me—appear below.

23. First, I support the removal of the 19 disputed titles from our school district's libraries because they contain graphic sexual content, as well as filthy and profane language, that is inappropriate for a library used by schoolchildren. All of this problematic content is described in detail in Exhibit 11 to our brief opposing the plaintiffs' motion for preliminary injunction, and I reviewed and was aware of all the material described in that exhibit when I voted to remove these 19 titles from our school district's libraries. The excerpt from *The Bluest Eye* by Toni Morrison that I quoted above is just one example. Exhibit 11 explains the content in each of the 19 titles that persuaded me to support the removal of those books, including inappropriate sexual passages such as the one quoted above, descriptions of drug use and suicide ideation, and repeated uses of words such as "f-ck," "sh-t," "n-gger," "f-ggot," and "p-ssy." My objections are based on the age-inappropriate *content* that appears in these books, and they have nothing to do with the "viewpoints," "ideas," or "worldviews" expressed by the authors, or the fact that some of the books "discussed LGBTQ+ and race-related topics." I would oppose the inclusion of books with this type of content in our school libraries even if those books supported conservative viewpoints, ideas, or worldviews, and even if they discussed topics other than LGBTQ or race-related issues.

24. I also support permanently removing the 18 disputed titles because so many parents opposed the continued inclusion of those books in our school libraries. As

a member of the School Board, I am accountable to the voters who elected me and the taxpayers who pay for our schools and their libraries, and I must take their desires into account when deciding whether to include or exclude materials from our school district's libraries. I did not adopt or endorse any particular community member's *reasons* for supporting exclusion of the books, and the plaintiffs and their lawyers are wrong to assert that the particular objections expressed by community members were shared by me or by my colleagues on the School Board. But I did consider and give weight to the *fact* that so many of my constituents—and a clear majority of those who reviewed the books and filled out the forms—supported the removal of these 18 titles from the school district's libraries. That is my duty as an elected official, because I work for and answer to the people who elected me and the taxpayers who fund our school district and its activities.

25. Finally, I do not believe that the educational value of these books is sufficient to outweigh their problematic and age-inappropriate content, or the fact that so many parents opposed their continued inclusion in our school district's libraries. I am not categorically opposed to having books in our school district's library that contain graphic sexual content or vile and offensive language, or whose presence in our school library is opposed by so many members of our community. But the educational value of those type of books must be great enough to justify their inclusion in our school district's library collection at the expense of other books. Library shelf space is limited and should be reserved for books that do the most to advance the curricular and educational goals of the Elizabeth School District.

26. As an individual Board member, I voted to remove these titles because the weight of these factors favored removal. For example, there was clear parental support for removal. It was important to me to consider what the majority of parents wanted

because we as a School Board are committed to letting parents decide their family's values, whatever they may be. The seriousness of that commitment is reflected in the parents' "Bill of Rights" that the School Board adopted in October 2023 (Ex. 9 (Parents Rights and Responsibilities).) Further, after reviewing excerpts of the titles and hearing from other Board members who did more extensive research on each, I felt confident that these materials were not aligned with the district's educational goals and our role as public-school educators. Finally, I was comfortable removing the titles because the process had been out in the open. The district's school libraries cannot—and should not—have unlimited content. We have to draw lines, and I was comfortable drawing a line in this instance because the School Board was transparent and involved the community in its decision. I understand that some people disagree with the School Board's decision and felt strongly that the titles should stay on the shelves. I genuinely considered that perspective before I voted, but I ultimately disagreed.

27. The plaintiffs and their lawyers accuse me of acting in a "narrowly partisan or political manner" in supporting the removal of the 19 challenged titles, as well as engaging in "viewpoint discrimination." Each of these claims is categorically false. I was not motivated by and did not even consider "political" or "partisan" ideas in supporting the removal of these 19 disputed books from our school district's libraries. Nor did I consider or vote to remove books based on the "viewpoints" expressed by the authors. Supporting the removal of school-library books based on *content* that is sexually explicit, vulgar, or age-inappropriate is not "viewpoint discrimination." Although I have strong political beliefs, my vote to remove the titles was not about me—it was about what I, as an elected official, believe is best for the children in primary and secondary educational settings and what the majority of parents wanted for their children. It is also false for the plaintiffs and their lawyers to suggest that the School Board members are

homogenous or monolithic in their “political” views. Each member brings his or her own unique views (political and otherwise) to the School Board, and all views are welcomed and assist in informing the Schools Board’s decision-making.

28. The School Board has decided to place copies of each of the 18 titles that the School Board voted to permanently remove in the library from which they were taken. These titles will be made available to C.C., E.S., and any student who is either a member of the NAACP — Colorado–Montana–Wyoming State Area Conference (“NAACP”), or who has a parent who is a member of the NAACP. So *the issue* is now available at Running Creek Elementary Library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. The five titles that were removed from Elizabeth Middle School (*the Hate in the Teen Seasons* by *ide* *a* *ionin* *i* *ts* *o* *S* *o* *d* *See* *e* *in* *a* *o* *n* *and* *It* *s* *o* *d* *I* *o* *on* *t* *i* *e* *lt* *an* *e* *lt* *ti* *is* *o* *een* *a* *e* *s*) are now available at the middle-school library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. And the 15 challenged titles that the Board voted to remove from the high school (*the Hate in the Teen Seasons* by *e* *ite* *nne* ; *e* *o* *ed* ; *e* *est* *ye* ; *e* *e* *s* *o* *ein* *a* *a* *o* *e* ; *oo* *in* *o* *as* *a* ; *ineteen* *in* *tes* ; *S* *ea* ; *Identi* *a* ; *a* *o* *t* ; *ass* ; *an* ; *S* *o* *e* ; and *ned*) are now available in the high-school library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. These books are being kept in their respective libraries behind the desk, and are available upon request by any of the individuals described in this paragraph. These books will remain at the libraries for at least the duration of this litigation.

29. As for *ed ood and onytai*, that book has been returned to the shelves of Running Creek Elementary Library and will remain there pending the School Board’s

review of that book. The School Board has not yet voted to remove this book, nor has it decided on the reasons (if any) for why that book should be removed.

30. So, the plaintiffs have the same ability to access the disputed titles in the Elizabeth School District's libraries that they had before their removal from the school district's libraries.

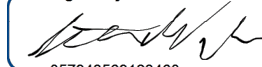
31. All of the current members of the School Board are aware of and have approved the return of the disputed books for the purpose of making them available to the plaintiffs in this litigation.

32. Because Heather Booth no longer serves on the School Board, she has no role in the determining ongoing availability of these disputed titles in the Elizabeth School District's libraries. The decision to make the 18 books available only to the plaintiffs—and not to return those 89 books to the library shelves—is attributable solely to the current members of the School Board, who are unwilling to make these books available in the school libraries to anyone other than the named plaintiffs or the members (or children of members) of the NAACP.

Pursuant to 28 U.S.C. § 1746, I declare under penalty of perjury that the foregoing is true and correct.

Executed on January 27, 2025, in Elizabeth, Colorado.

Signed by:



067043560423460...

Jonathan Waller
Assistant Secretary/Treasurer
Elizabeth School District Board of Education

Civil Action No. 1:24-cv-03512-CNS-STV

KRISTEN CROOKSHANKS, as parent and next of friend of a minor on behalf of C.C.;
MINDY SMITH, as parent and next of friend of a minor on behalf of E.S.;
NAACP–COLORADO–MONTANA–WYOMING STATE AREA CONFERENCES; and
THE AUTHORS GUILD,

Plaintiffs,

v.

ELIZABETH SCHOOL DISTRICT,

Defendant.

I, Mike Calahan, being over 18 years of age, submit the following declaration in support of Defendant Elizabeth School District's Opposition to Plaintiffs' Motion for Preliminary Injunction and state as follows:

1. I make this declaration based on personal knowledge.
2. I am the Treasurer of the Elizabeth School District Board of Education (School Board). I have served on the School Board since April 2023. Like all School Board members, I serve as a volunteer and do not receive compensation for my work on behalf of students in the Elizabeth School District.
3. Outside of my involvement on the School Board, I own and operate Calahan & Associates, LLC, an accounting firm that I started in 2007, which specializes in helping business and individual clients thrive. I am also the proud parent of five children, all of whom attend school in the Elizabeth School District: two in elementary school, one in middle school, and two in high school. My children inspired me to get

involved on the School Board. I want them to have a great education, but I had concerns about the lack of school security and our district's ability to retain great teachers.

4. I was first appointed to the School Board in April 2023, after three members resigned. I then ran for election in November 2023 and was elected by an overwhelming majority. Because of my background in accounting, I serve as the School Board's treasurer and as a member of the district's Financial Advisory Committee.

5. I am aware that the plaintiffs in this case are challenging the School Board's decision to permanently remove 18 titles from one or more of the school district's libraries. Those 18 titles are: *Hate Speech* by Angie Thomas; *Red* by Toni Morrison; *The Hate U Give* by Toni Morrison; *The Boy in the Striped Pajamas* by Khaled Hosseini; *The Hate U Give* by Leah Johnson; *The Hate U Give* by Rebecca Felix; *The Hate U Give* by Alex Gino; *The Hate U Give* by Mikki Halpin; *The Hate U Give* by Stephen Chbosky; *The Hate U Give* by Jay Asher; *The Hate U Give* by John Green; *The Hate U Give* by Jodi Picoult; and *The Hate U Give* , *The Hate U Give* , *The Hate U Give* , *The Hate U Give* , and *The Hate U Give* , all by Ellen Hopkins. I am also aware that the plaintiffs are challenging the School Board's decision to temporarily remove *The Hate U Give* , by Laurie Anderson.

6. The plaintiffs are also suing over the decision to remove *The Hate U Give* and *The Hate U Give* from the Running Creek Elementary School Library, but the School Board did not vote on that decision and I had nothing to do with it.

7. In September 2023, well before the School Board made the decision to remove the challenged titles, my then-11-year-old daughter (a 6th grader at Elizabeth Middle School) checked out a book from the school library called *The Hate U Give* by Nicola Yoon. This concerned me as a parent because the book contains profanity,

filthy language, and explicit sexual content that are entirely inappropriate for a middle-school audience. Among other things, the book has penis-size and masturbation jokes,, and uses each of the following words or expressions: “a--hole,” “s--t,” “f--k,” “f--ked up,” “f--king,” “dick,” “douche,” “Jesus Christ,” “bastards,” “bag of dicks,” and “motherf--ker.”

8. I raised my concern about the content of that book and its presence in our middle-school library with the Superintendent and other School Board members, which led to a broader discussion about the district’s library collection and the need to ensure that its content is age appropriate and consistent with the broader curriculum. To assist in that effort, the School Board instructed the Board Curriculum Review Committee (Curriculum Committee) to develop a process for reviewing the entire library collection.

9. At the School Board meeting on August 12, 2024, the Board unanimously approved the library-review protocols that the Curriculum Committee had created. The Board also accepted the Committee’s recommendation to temporarily suspend 18 titles from the school libraries pending further review and public comment. See Ex. 4 (August 12, 2024 Meeting Minutes), at 6. I was not present at the meeting and I did not vote on these decisions, but I supported and agreed with the Board’s decision. I was present at the next Board meeting on August 26, 2024, where the Board heard public comment related to the 19 titles that the Curriculum Committee had flagged for further review and where all five Board members read aloud excerpts from five of those titles. See Ex. 7 (August 26, 2024 Meeting Minutes). The excerpts read were:

i teen reasons y:

Okay, I’ll say it. I thought about suicide. ...I thought about suicide. ...I wish I would die. ...What about hanging? Well, what would I use? Where would I do it? And even if I knew what and where, I could never get beyond the visual of someone finding me- swinging- inches from the floor. ...You took pills. That, we all know. Some say you passed out and drowned in a bathtub full of water.

e issa eo e:

She immersed her body in the warm water and tried not to think about what was between her legs, but there it was, bobbing in front of her. ... So George knew it could be done. A boy could become a girl. She had since read on the Internet that you could take girl hormones that would change your body, and you could get a bunch of different surgeries if you wanted them and had the money. This was called transitioning. You could even start before you were eighteen with pills called androgen blockers that stopped the boy hormones already inside you from turning your body into a man's. But for that, you needed your parents' permission.

ineteen in tes:

One of his front teeth was crooked, his Adam's apple looked fist-sized, his knuckles were knobby and chapped. He was crying quietly, and it might have been enough to engender sympathy had he not been wearing a t-shirt splattered with the blood of other students. "Do you feel alright, Peter?" Patrick asked. "Are you hungry?" The boy shook his head. "Can I get you anything else?" Peter put his head down on the table. "I want my mom," he whispered. Patrick looked at the part in the boy's hair. Had he brushed it that morning, thinking, Today's the day I'm going to kill ten students?

oo in o as a:

Alaska read the sticker that was on the top of the video. The bitches of Madison County, now ain't that just delightful. We ran with it to the TV room, closed the blinds, locked the door, and watched the movie. It opened with woman standing on a bridge while a guy knelt down in front of her giving her oral sex. No time for dialogue, I suppose. By the time they started doing it, Alaska commenced with her righteous indignation, "they just don't make sex fun for women. The girl is just an object. Look. Look at that." I was already looking, needless to say. A woman crouched on her hands and knees, while a guy knelt behind her. She kept saying "Give it to me" and moaning. And though her eyes were brown and blank, betraying her lack of interest, I couldn't help but take mental notes. Hands on her shoulders, I noted, fast but not too fast or it's going to be over fast. Keep your grunting to a minimum.

e est ye:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief. ... Or as she sits reading the uplifting thoughts of the Liberty Magazine, the cat will jump into her lap. She will fondle that soft hill of hair and let the warmth of the animal's body seep over and into the deeply private areas of her lap. Sometimes the magazine drops as she opens her legs.

10. I was also one of the four Board members present at the September 2024 Board meeting, where we voted 4-0 to permanently remove each of the 18 disputed titles from one or more of the Elizabeth School District's libraries. See Ex. 5 (September 9, 2024 Meeting Minutes), at 6.

11. The plaintiffs and their attorneys claim to know my subjective motivations for supporting the removal of each of these 19 disputed titles, and they accuse me of supporting removal of these titles:

- because I "disagree[] with the ideas contained in the books";¹
- because I believe that the school board's "mandate is to imbue its own brand of conservative politics in ESD schools";²

1. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 1 ("Defendant Elizabeth School District ('the District'), by and through its Board of Education ('the Board'), has removed at least nineteen books from school libraries in the District because of the Board's disagreement with the ideas contained in the books.').

2. Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5 ("The Board believes its mandate is to imbue its own brand of conservative politics in ESD schools.").

- because I want to “remov[e] books that discuss LGBTQ+ and race-related topics”;³
- as a means of sending a notice that Elizabeth School District “is not welcoming to anyone who is not white, straight and politically conservative”⁴
- because I found each of the 19 disputed books “disgusting” and “out of line with the so-called ‘conservative values’ they intended to promote”;⁵
- because I “sought to remove any books that acknowledge LGBTQ+ identities”;⁶
- because I “disagree[] with” the “viewpoints and worldviews” expressed in the 19 disputed books;⁷
- because of my “disdain” for the “ideas” contained in the 19 disputed books;⁸

-
3. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 5 (“Removing books that discuss LGBTQ+ and race-related topics . . . is one step in fulfilling that mandate.”).
 4. Pls.’ Mot. for Prelim Inj., ECF No. 9, at 9 (“Some parents also opposed the Board’s decision to remove books from school libraries because of the stigmatizing messages the Board was sending, noting, for instance, that the list of removed books ‘is not welcoming to anyone who is not white, straight and politically conservative,’”)
 5. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10 (“[B]ecause Board members found the eighteen ‘temporarily suspended’ books ‘disgusting,’ and out of line with the so-called ‘conservative values’ they intended to promote in ESD, they determined that all eighteen books would be permanently banished from school libraries.”); *see a so id.* at 19.
 6. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10 (“[T]he Board sought to remove any books that acknowledge LGBTQ+ identities.”).
 7. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 12–13 (“Because the Board disagrees with these authors’ viewpoints and worldviews, the authors can no longer share them with ESD students.”); *see a so id.* at 12 (“Plaintiff the Authors Guild (“Guild”) includes authors whose books were removed from ESD libraries because of the viewpoints expressed therein.”); *id.* at 25 (“[T]he Board’s removal of books from ESD libraries [was] because of its disagreement with the viewpoints expressed therein.”).
 8. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 18 (“[T]he Board did—and continues to—remove books because of the ideas they contain.”); *id.* at 19 (“[T]he Board members made clear their disdain for the ideas contained therein.”).

- because “each book contained LGBTQ characters, expressed views on race that the Board members disagree with, or otherwise failed to align with the Board’s brand of ‘conservative values’”;⁹
- because the books “fail to conform with the Board’s partisan, political orthodoxy”;¹⁰
- for no reason other than a “mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint.”¹¹

The plaintiffs and their lawyers also claim that I share the beliefs expressed by community members who supported removal of the 19 disputed titles.¹² Each of these accusations is false.

12. I did not vote to remove any of the 19 disputed titles from the school district’s libraries because of the “ideas,” “viewpoints,” or “worldviews” contained or expressed in any of those books.

13. I do not believe—and I never have believed—that the school board’s “mandate” is to “imbue its own brand of conservative politics in ESD schools,” and I did not vote to remove any of the 19 disputed titles from the school district’s libraries because they were “out of line with . . . conservative values.” Pls.’ Mot. for Prelim. Inj.,

9. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 21 (“All Board members ultimately voted not to return any of the Removed Books to ESD libraries because each book contained LGBTQ characters, expressed views on race that the Board members disagree with, or otherwise failed to align with the Board’s brand of “conservative values.”).

10. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 3 (“[T]he Board has become increasingly militant about banishing viewpoints that fail to conform with the partisan, political orthodoxy that they seek to impose in ESD.”);

11. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 22 (“[T]he District’s removal decisions were based on no more than a ‘mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint’”).

12. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 6–7.

ECF No. 9, at 10. The only evidence that the plaintiffs cite to support this accusation against me are three e-mails written by Heather Booth that discuss “conservative values.” See Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 5. Heather Booth does not speak for me, and she does not speak for the School Board as a collective entity. I would have voted to remove these 19 disputed titles even if Heather Booth had never sent those e-mails mentioning her commitment to “conservative values,” and Ms. Booth’s professed commitment to “conservative values” did not in the slightest degree influence my decision to support the book removals. The plaintiffs’ belief that they can somehow impute Heather Booth’s subjective motivations to me and each our colleagues on the School Board is false and offensive. I would never vote to remove a book from our school district’s libraries because of its supposed incompatibility with “conservative politics” or “conservative values,” and I fully support the inclusion of books in our school district’s libraries that criticize or attack conservative views or that espouse non-conservative politics or values.

14. I did not vote to remove any of the 19 disputed titles from the school district’s libraries because they “discuss LGBTQ+ and race-related topics,” “acknowledge LGBTQ+ identities,” or “contained LGBTQ characters.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 5, 10, 21. I do not oppose the presence of books in our school district’s libraries that discuss LGBTQ+ and race-related topics, or that acknowledge LGBTQ+ identities or contain LGBTQ characters. And I am aware of many books that remain in our school district’s libraries that discuss these topics or that acknowledge LGBTQ+ identities or characters and I have no desire or intention to remove them. The plaintiffs’ claim that I voted to remove these books “because they discuss LGBTQ+ and race-related topics,” “acknowledge LGBTQ+ identities,” or “contained LGBTQ characters” is false and maligns the School Board.

15. The plaintiffs' claim that I voted to remove the 19 disputed titles to send a message that the Elizabeth School District "is not welcoming to anyone who is not white, straight and politically conservative" is false. See Pls.' Mot. for Prelim Inj., ECF No. 9, at 9. Many books remain in our library that are written by authors who are not white, straight, or politically conservative, and I have no desire or intention of removing those books.

16. I did not vote to remove any of the 19 disputed titles from the school district's libraries because I found the books "disgusting." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 10.

17. I did not vote to remove any of the 19 disputed titles from the school district's libraries because the books "fail to conform with the Board's partisan, political orthodoxy." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 21. I did not even consider the partisan or political views that might be expressed in any of the 19 books when deciding whether to support their removal from the school district's library. I fully support the inclusion of school-library books with partisan or political viewpoints that differ from my own, and I have never voted and would never vote to remove a title from the school district's libraries for "partisan" or "political" reasons.

18. I did not vote to remove any of the 19 disputed titles out of a "mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 22.

19. I did not adopt and do not share the particular sentiments expressed by members of the community that appear in Exhibit 13 to the plaintiffs' motion for preliminary injunction. See ECF No. 9-13. It is untenable and absurd for the plaintiffs to attribute the beliefs espoused by community members in these book-review forms to me

and to the School Board as a collective entity. See Pls.' Mot. for Prelim. Inj., ECF No. 9, at 6–7.

20. On page 24 of their motion for preliminary injunction, Plaintiffs accuse me, as a School Board Member of attempting to divine that a majority of Elizabeth School District parents “vehemently support police decisions to use force” and “disagree with any notion that anti-Black racism persists in modern society,” and then using this “divined” information as the basis for my vote to remove the eighteen titles at issue in this litigation. See Pls.' Mot. for Prelim. Inj., ECF No. 9, at 24. This is false. My decision to remove each title was not based on any cartoonish characterization of the views of Elizabeth School District parents, but rather on specific content which I believed to be incompatible with the educational mission of the Elizabeth School District.

21. On page 25 of their motion for preliminary injunction, Plaintiffs accuse me, as a School Board Member of basing my decision to remove the nineteen titles at issue from Elizabeth School District libraries on the basis of Elizabeth School District parents' sincere belief “that teenagers should never question their sexuality or develop romantic feelings for people of the same gender.” Pls.' Mot. for Prelim. Inj., ECF No. 9, at 25. While I am certain that some Elizabeth School District parents believe that teenagers should be confident in their identities as young men and women, I did not base my decision to remove the titles on such beliefs, but rather on specific content which I believed to be incompatible with to the educational mission of the Elizabeth School District.

22. Neither the plaintiffs nor their lawyers at the ACLU have powers of telepathy, and I resent their claiming to know my subjective motivations as well as their attempts to impute statements made by others to me and my colleagues.

23. My actual reasons and motivations for supporting the removal of each of the 19 disputed books—rather than the reasons and motivations that the plaintiffs and their lawyers have invented and falsely attribute to me—appear below.

24. First, I support the removal of the 19 disputed titles from our school district's libraries because they contain graphic sexual content, as well as filthy and profane language, that is inappropriate for a library used by schoolchildren. All of this problematic content is described in detail in Exhibit 11 to our brief opposing the plaintiffs' motion for preliminary injunction, and I reviewed and was aware of all the material described in that exhibit when I voted to remove these 19 titles from our school district's libraries. As an example, *The Bluest Eye* by Toni Morrison includes this passage on page 83:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief.

Exhibit 11 explains the content in each of the 19 titles that persuaded me to support the removal of those books, including inappropriate sexual passages such as the one quoted above, descriptions of drug use and suicide ideation, and repeated uses of words such as “f-ck,” “sh-t,” “n-gger,” “f-ggot,” and “p-ssy.” My objections are based on the age-inappropriate *content* that appears in these books, and they have nothing to do with the “viewpoints,” “ideas,” or “worldviews” expressed by the authors, or the fact that some of the books “discussed LGBTQ+ and race-related topics.” I would oppose the inclusion of books with this type of content in our school libraries even if those books

supported conservative viewpoints, ideas, or worldviews, and even if they discussed topics other than LGBTQ or race-related issues.

25. I also support removing the 19 disputed titles because so many parents opposed the continued inclusion of those books in our school libraries. As a member of the School Board, I am accountable to the voters who elected me and the taxpayers who pay for our schools and their libraries, and I must take their desires into account when deciding whether to include or exclude materials from our school district's libraries. I did not adopt or endorse any particular community member's *reasons* for supporting exclusion of the books, and the plaintiffs and their lawyers are wrong to assert that the particular objections expressed by community members were shared by me or by my colleagues on the School Board. But I did consider and give weight to the *fact* that so many of my constituents—and a clear majority of those who reviewed the books and filled out the forms—supported the removal of these 19 titles from the school district's libraries. That is my duty as an elected official, because I work for and answer to the people who elected me and the taxpayers who fund our school district and its activities.

26. Finally, I do not believe that the educational value of these books is sufficient to outweigh their problematic and age-inappropriate content, or the fact that so many parents opposed their continued inclusion in our school district's libraries. I am not categorically opposed to having books in our school district's library that contain graphic sexual content or vile and offensive language, or whose presence in our school library is opposed by so many members of our community. But the educational value of those type of books must be great enough to justify their inclusion in our school district's library collection at the expense of other books. Library shelf space is limited and should

be reserved for books that do the most to advance the curricular and educational goals of the Elizabeth School District.

27. The plaintiffs and their lawyers accuse me of acting in a “narrowly partisan or political manner” in supporting the removal of the 19 challenged titles, as well as engaging in “viewpoint discrimination.” Each of these claims is false. I was not motivated by and did not even consider “political” or “partisan” ideas in supporting the removal of these 19 disputed books from our school district’s libraries. Nor did I consider or vote to remove books based on the “viewpoints” expressed by the authors. Supporting the removal of school-library books based on *content* that is sexually explicit, vulgar, or age-inappropriate is not “viewpoint discrimination.” It is also false for the plaintiffs and their lawyers to suggest that the School Board members are homogenous or monolithic in their “political” views. Each member brings his or her own unique views (political and otherwise) to the School Board, and all views are welcomed and assist in informing the Schools Board’s decision-making.

28. The School Board has decided to place copies of each of the 19 titles that the School Board voted to remove in the library from which they were taken. These titles will be made available to C.C., E.S., and any student who is either a member of the NAACP — Colorado–Montana–Wyoming State Area Conference ("NAACP"), or who has a parent who is a member of the NAACP. So *the issue* *is* now available at Running Creek Elementary Library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. The five titles that were removed from Elizabeth Middle School (*the late 1970s teen seasons by the* *union* *in its 1980s* *See the 1980s and its 1980s* *on content* *in the 1980s* *teen seasons*) are now available at the middle-school library for the plaintiffs or the members or children of members of the NAACP to

read, browse, or check out. And the 15 challenged titles that the Board voted to remove from the high school (*ate i e i teen easons y e ite nne* ; *ed; e est ye; e e so ein a a o e ; oo in o as a; ineteen in tes; S ea ; Identi a ; a o t; ass; an ; S o e; and ned*) are now available in the high-school library for the plaintiffs or the members or children of members of the NAACP to read, browse, or check out. These books are being kept in their respective libraries behind the desk, and are available upon request by any of the individuals described in this paragraph. These books will remain at the libraries for at least the duration of this litigation.

29. As for *ed ood and onytai* , that book has been returned to the shelves of Running Creek Elementary Library and will remain there pending the School Board's review of that book. The School Board has not yet voted to remove this book, nor has it decided on the reasons (if any) for why that book should be removed.

30. So, the plaintiffs have the same ability to access the 19 disputed titles in the Elizabeth School District's libraries that they had before their removal from the school district's libraries.

31. All of the current members of the School Board are aware of and have approved the return of the disputed books for the purpose of making them available to the plaintiffs in this litigation.

32. Because Heather Booth no longer serves on the School Board, she has no role in the determining ongoing availability of these disputed titles in the Elizabeth School District's libraries. The decision to make the 19 books available only to the plaintiffs—and not to return those 19 books to the library shelves—is attributable solely to the current members of the School Board, who are unwilling to make these books

available in the school libraries to anyone other than the named plaintiffs or the members (or children of members) of the NAACP.

Pursuant to 28 U.S.C. § 1746, I declare under penalty of perjury that the foregoing is true and correct.

Executed on January 27, 2025, in Elizabeth, Colorado.

Signed by:

Mike Calahan

F908F52ED3CD459...

Mike Calahan

Treasurer

Elizabeth School District Board of Education

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLORADO**

Civil Action No. 1:24-cv-03512-CNS-STV

KRISTEN CROOKSHANKS, as parent and next of friend of a minor on behalf of C.C.;
MINDY SMITH, as parent and next of friend of a minor on behalf of E.S.;
NAACP–COLORADO–MONTANA–WYOMING STATE AREA CONFERENCES; and
THE AUTHORS GUILD,

Plaintiffs,

v.

ELIZABETH SCHOOL DISTRICT,

Defendant.

**Declaration of Heather Booth, Former Vice President, Elizabeth School District
Board of Education, in Support of the Opposition to Plaintiffs'**

I, Heather Booth, being over 18 years of age, submit the following declaration in support of Defendant Elizabeth School District's Opposition to Plaintiffs' Motion for Preliminary Injunction and state as follows:

1. I make this declaration based on personal knowledge.
2. I am the former Vice President of the Elizabeth School District Board of Education (School Board). I served on the School Board from November 2021 until January 2025. Like all Board members, I served as a volunteer and did not receive compensation for my work on behalf of students in the Elizabeth School District.
3. I have lived in Elizabeth for over two decades. I am a wife and a mother to four wonderful children. I have been a full-time stay-at-home mother since 2004, when my third child was born extremely early, prompting me to leave my job. Over the years, I have been an active volunteer and spokesperson in the community, including serving as deacon at my church, assisting the local food bank, and helping run the Parent–Teacher Community Organization at one of the district's elementary schools. My community

involvement slowed down a little from 2016–18, when I was diagnosed with MS and needed some time to learn how to manage the condition. After finding my footing, I resumed volunteering. In 2021, several community members encouraged me to run for the School Board, and I ended up being elected by the voters. I proudly served on the Board until my recent resignation on January 13, 2025. My MS relapsed in 2023, but I was hoping to serve until my term ended in November 2025. Due to increasing health complications, I had to make the difficult and heartbreaking decision to resign.

4. I am aware that the plaintiffs in this case are challenging the School Board's decision to permanently remove 18 titles from one or more of the Elizabeth School District's libraries. Those 18 titles are: *The Hate U Give* by Angie Thomas; *Beloved* by Toni Morrison; *The Bluest Eye* by Toni Morrison; *The Kite Runner* by Khaled Hosseini; *You Should See Me in a Crown* by Leah Johnson; *#Pride: Championing LGBTQ Rights* by Rebecca Felix; *Melissa/George* by Alex Gino; *It's Your World—If You Don't Like It, Change It* by Mikki Halpin; *The Perks of Being a Wallflower* by Stephen Chbosky; *Thirteen Reasons Why* by Jay Asher; *Looking for Alaska* by John Green; *Nineteen Minutes* by Jodi Picoult; and *Crank*, *Glass*, *Fallout*, *Identical*, *Burned*, and *Smoke*, all by Ellen Hopkins. I am also aware that the plaintiffs are challenging the School Board's decision to temporarily remove *Speak*, by Laurie Anderson.

5. Because I no longer serve on the School Board, I have no role in the continued and ongoing exclusion of these 19 titles from one or more of the Elizabeth School District's libraries. The present-day exclusion of these titles is attributable to the current membership of the School Board, which is maintaining the policy that excludes these titles from the library.

6. The plaintiffs are also suing over the decision to remove *Redwood and Ponytail* from the Running Creek Elementary School Library, but I was not involved that decision and had nothing to do with it.

7. These 19 challenged titles were initially identified by the Board Curriculum Review Committee (Curriculum Committee), which the School Board had tasked with developing a process for reviewing the entire library collection and identifying books that may contain sensitive content. Mary Powell and I were the two Board representatives on the Curriculum Committee. I actively contributed to the Committee's work, but Ms. Powell was much more intimately involved with the library-review effort.

8. I was present at the School Board meeting on August 12, 2024, where I and three other Board members voted unanimously to approve the library-review protocols that the Curriculum Committee had created and recommended to us. See Ex. 4 (August 12, 2024 Meeting Minutes) at 6. At the same time, we accepted the Committee's recommendation to temporarily suspend 19 titles that the Committee had identified as containing highly sensitive topics and recommended be offered for public comment. (*Id.*) Although I was a member of the Committee, I was not directly involved in identifying the 19 titles that were recommended for suspension. I was also present at the next Board meeting on August 26, 2024, where the Board heard public comment related to the 19 titles and where all five Board members read aloud excerpts from five of those titles. See Ex. 7 (August 26, 2024 Meeting Minutes). The excerpts read were:

- *Thirteen Reasons Why:*

Okay, I'll say it. I thought about suicide. ...I thought about suicide. ...I wish I would die. ...What about hanging? Well, what would I use? Where would I do it? And even if I knew what and where, I could never get beyond the visual of someone finding me- swinging- inches from the floor. ...You took pills. That, we all know. Some say you passed out and drowned in a bathtub full of water.

- *Melissa/George:*

She immersed her body in the warm water and tried not to think about what was between her legs, but there it was, bobbing in front of her. ... So George knew it could be done. A boy could become a girl. She had since read on the Internet that you could take girl hormones that would change your body, and you could get a bunch of different surgeries if you wanted them and had the money. This was called transitioning. You could even start before you were eighteen with pills called androgen blockers that stopped the boy hormones already inside you from turning your body into a man's. But for that, you needed your parents' permission.

- *Nineteen Minutes:*

One of his front teeth was crooked, his Adam's apple looked fist-sized, his knuckles were knotty and chapped. He was crying quietly, and it might have been enough to engender sympathy had he not been wearing a t-shirt splattered with the blood of other students. "Do you feel alright, Peter?" Patrick asked. "Are you hungry?" The boy shook his head. "Can I get you anything else?" Peter put his head down on the table. "I want my mom," he whispered. Patrick looked at the part in the boy's hair. Had he brushed it that morning, thinking, Today's the day I'm going to kill ten students?

- *Looking for Alaska*

Alaska read the sticker that was on the top of the video. The bitches of Madison County, now ain't that just delightful. We ran with it to the TV room, closed the blinds, locked the door, and watched the movie. It opened with woman standing on a bridge while a guy knelt down in front of her giving her oral sex. No time for dialogue, I suppose. By the time they started doing it, Alaska commenced with her righteous indignation, "they just don't make sex fun for women. The girl is just an object. Look. Look at that." I was already looking, needless to say. A woman crouched on her hands and knees, while a guy knelt behind her. She kept saying "Give it to me" and moaning. And though her eyes were brown and blank, betraying her lack of interest, I couldn't help but take mental notes. Hands on her shoulders, I noted, fast but not too fast or it's going to be over fast. Keep your grunting to a minimum.

- *The Bluest Eye*

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief. ... Or as she sits reading the uplifting thoughts of the Liberty Magazine, the cat will jump into her lap. She will fondle that soft hill of hair and let the warmth of the animal's body seep over and into the deeply private areas of her lap. Sometimes the magazine drops as she opens her legs.

9. Due to a preplanned family trip, I was not present at the September 2024 Board meeting where the four other Board members voted to permanently remove each of the 19 titles from one or more of the Elizabeth School District's libraries. See Ex. 5 (September 9, 2024 Meeting Minutes) at 1, 6.

10. From the time of my colleagues' decision on September 9, 2024, to permanently remove the books until the time of my resignation from the Board on January 13, 2025, I did not seek to reverse my colleagues' decision to permanently remove any of the 19 disputed titles from the Elizabeth School District's libraries, and I was content to leave my colleagues' decision in place.

11. The plaintiffs and their attorneys claim to know my subjective motivations for supporting the temporary suspension of the 19 disputed titles, and they accuse me of supporting the suspension of these titles:

- because I “disagree[] with the ideas contained in the books”;¹
- because I believe that the school board’s “mandate is to imbue its own brand of conservative politics in ESD schools”;²
- because I want to “remov[e] books that discuss LGBTQ+ and race-related topics”;³
- as a means of sending a notice that Elizabeth School District “is not welcoming to anyone who is not, straight and politically conservative”⁴
- because I found each of the 19 disputed books “disgusting” and “out of line with the so-called ‘conservative values’ they intended to promote”;⁵
- because I “sought to remove any books that acknowledge LGBTQ+ identities”;⁶

1. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 1 (“Defendant Elizabeth School District (‘the District’), by and through its Board of Education (‘the Board’), has removed at least nineteen books from school libraries in the District because of the Board’s disagreement with the ideas contained in the books.’).

2. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 5 (“The Board believes its mandate is to imbue its own brand of conservative politics in ESD schools.”).

3. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 5 (“Removing books that discuss LGBTQ+ and race-related topics . . . is one step in fulfilling that mandate.”).

4. Pls.’ Mot. for Prelim Inj., ECF No. 9, at 9 (“Some parents also opposed the Board’s decision to remove books from school libraries because of the stigmatizing messages the Board was sending, noting, for instance, that the list of removed books ‘is not welcoming to anyone who is not white, straight and politically conservative,’”)

5. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10 (“[B]ecause Board members found the eighteen ‘temporarily suspended’ books ‘disgusting,’ and out of line with the so-called ‘conservative values’ they intended to promote in ESD, they determined that all eighteen books would be permanently banished from school libraries.”); *see also id.* at 19.

6. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10 (“[T]he Board sought to remove any books that acknowledge LGBTQ+ identities.”).

- because I “disagree[] with” the “viewpoints and worldviews” expressed in the 19 disputed books;⁷
- because of my “disdain” for the “ideas” contained in the 19 disputed books;⁸
- because “each book contained LGBTQ characters, expressed views on race that the Board members disagree with, or otherwise failed to align with the Board’s brand of ‘conservative values’”;⁹
- because the books “fail to conform with the Board’s partisan, political orthodoxy”;¹⁰
- for no reason other than a “mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint.”¹¹

7. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 12–13 (“Because the Board disagrees with these authors’ viewpoints and worldviews, the authors can no longer share them with ESD students.”); *see also id.* at 12 (“Plaintiff the Authors Guild (“Guild”) includes authors whose books were removed from ESD libraries because of the viewpoints expressed therein.”); *id.* at 25 (“[T]he Board’s removal of books from ESD libraries [was] because of its disagreement with the viewpoints expressed therein.”).

8. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 18 (“[T]he Board did—and continues to—remove books because of the ideas they contain.”); *id.* at 19 (“[T]he Board members made clear their disdain for the ideas contained therein.”).

9. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 21 (“All Board members ultimately voted not to return any of the Removed Books to ESD libraries because each book contained LGBTQ characters, expressed views on race that the Board members disagree with, or otherwise failed to align with the Board’s brand of “conservative values.”).

10. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 3 (“[T]he Board has become increasingly militant about banishing viewpoints that fail to conform with the partisan, political orthodoxy that they seek to impose in ESD.”);

11. Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 22 (“[T]he District’s removal decisions were based on no more than a ‘mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint’”).

The plaintiffs and their lawyers also claim that I share all of the beliefs expressed by community members who supported removal of the 19 disputed titles.¹² Each of these accusations is false.

12. I did not vote to suspend any of the 19 disputed titles from the school district's libraries because of the "ideas," "viewpoints," or "worldviews" contained or expressed in any of those books.

13. I do not believe—and I never have believed—that the school board's "mandate" is to "imbue its own brand of conservative politics in ESD schools," and I did not vote to suspend any of the 19 disputed titles from the school district's libraries because they were "out of line with . . . conservative values." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 10. The only evidence that the plaintiffs cite to support this accusation against me are three e-mails that I wrote that discuss "conservative values." See Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5. Although I support conservative values and campaigned on them, I do not believe and have never believed that school libraries should be purged of books that do not align with "conservative values." I have never voted and would never vote to suspend or remove a book from our school district's libraries because of its supposed incompatibility with "conservative politics" or "conservative values," and I fully support the inclusion of books in our school district's libraries that espouse non-conservative perspectives.

14. I did not vote to suspend any of the 19 disputed titles from the school district's libraries because they "discuss LGBTQ+ and race-related topics," "acknowledge LGBTQ+ identities," or "contained LGBTQ characters." Pls.' Mot. for Prelim. Inj., ECF No. 9, at 5, 10, 21. I voted to suspend the books that contain LGBTQ

¹². Pls.' Mot. for Prelim. Inj., ECF No. 9, at 6–7.

materials because I do not believe that *any* books about sexuality or sexual orientation belong in a public-school library, and that those topics should be addressed at home rather than at school. I am equally opposed to the presence of school-library books that discuss or promote other sexual orientations, or that criticize or attack homosexuality or homosexual behavior. My objection was *not* that the books supported homosexual or transgender behavior, but that they contained *any content* related to sexuality or gender transitioning, which is (in my view) inappropriate content for a school library.

15. The plaintiffs claim that I targeted books that promote or support homosexuality or transgenderism because I wrote in an e-mail that “LGBTQ is only regarding sexual preference which doesn’t belong in any school.” E-mail of September 7, 2024, ECF No. 9-12. The plaintiffs are misrepresenting what I said in that e-mail. My e-mail says that *any* book regarding sexual preference does not belong in schools, and I hold that view because issues of sexuality and sexual behavior should be addressed at home and not at school. I was not saying that LGBTQ is the “only” sexual preference that doesn’t belong in schools. I was saying that LGBTQ is “only regarding sexual preference,” and that books about sexual preference of any type do not belong in school. My view is that no book that says anything about sexual preference or sexual orientation belongs in a school library, regardless of whether the book promotes or condemns LGBTQ behavior, and even if the book supports or promotes heterosexual behaviors and orientations.

16. I did not vote to suspend the 19 disputed titles from the school district’s libraries because I found all of the books “disgusting.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 10.

17. I did not vote to suspend any of the 19 disputed titles from the school district’s libraries because the books “fail to conform with the Board’s partisan, political

orthodoxy.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 21. I did not even consider the partisan or political views that might be expressed in any of the 19 books when deciding whether to support their removal from the school district’s library. I fully support the inclusion of school-library books with partisan or political viewpoints that differ from my own, and I have never voted and would never vote to remove a title from the school district’s libraries for “partisan” or “political” reasons.

18. I did not vote to suspend any of the 19 disputed titles out of a “mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint.” Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 22.

19. I did not adopt and do not share the particular sentiments expressed by members of the community that appear in Exhibit 13 to the plaintiffs’ motion for preliminary injunction. See ECF No. 9-13. It is untenable and absurd for the plaintiffs to attribute the beliefs espoused by community members in these book-review forms to me and to the School Board as a collective entity. See Pls.’ Mot. for Prelim. Inj., ECF No. 9, at 6–7.

20. Neither the plaintiffs nor their lawyers at the ACLU have powers of telepathy, and I resent their claiming to know my subjective motivations as well as their attempts to impute statements made by others to me and my colleagues.

21. My actual reasons and motivations for supporting the suspension of each of the 19 disputed books—rather than the reasons and motivations that the plaintiffs and their lawyers have invented and falsely attribute to me—appear below.

22. First, I supported the decision to suspend the 19 disputed titles from our school district’s libraries because they contain graphic sexual content, as well as filthy and profane language, that is inappropriate for a library used by schoolchildren. All of this problematic content is described in detail in Exhibit 11 to our brief opposing the

plaintiffs' motion for preliminary injunction, and I reviewed and was aware of all the material described in that exhibit when I voted to remove these 19 titles from our school district's libraries. As an example, *The Bluest Eye* by Toni Morrison includes this passage on page 83:

She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief.

Exhibit 11 explains the content in the disputed books that persuaded me to support the suspension of those books, including inappropriate sexual passages such as the one quoted above, descriptions of drug use and suicide ideation, and repeated uses of words such as “f-ck,” “sh-t,” “n-gger,” “f-ggot,” and “p-ssy.” My objections are based on the age-inappropriate *content* that appears in these books, and they have nothing to do with the “viewpoints,” “ideas,” or “worldviews” expressed by the authors, or the fact that some of the books “discussed LGBTQ+ and race-related topics.” I would oppose the inclusion of books with this type of content in our school libraries even if those books supported conservative viewpoints, ideas, or worldviews, and even if they discussed topics other than LGBTQ or race-related issues. I also do not believe that books with content pertaining to sexuality or gender transitioning are appropriate for a school library, regardless of the “viewpoints,” “ideas,” or “worldviews” that might be expressed in those books.

23. I also supported suspending the 19 disputed titles because so many parents opposed the continued inclusion of those books in our school libraries. As a

member of the School Board, I am accountable to the voters who elected me and the taxpayers who pay for our schools and their libraries, and I must take their desires into account when deciding whether to include or exclude materials from our school district's libraries. I did not adopt or endorse any particular community member's *reasons* for supporting exclusion of the books, and the plaintiffs and their lawyers are wrong to assert that each of the particular objections expressed by community members was shared by me or by my colleagues on the School Board. But I did consider and give weight to the *fact* that so many of my constituents—and a clear majority of those who reviewed the books and filled out the forms—supported the removal of these 19 titles from the school district's libraries. That is my duty as an elected official, because I work for and answer to the people who elected me and the taxpayers who fund our school district and its activities.

24. Finally, I do not believe that the educational value of these books is sufficient to outweigh their problematic and age-inappropriate content, or the fact that so many parents opposed their continued inclusion in our school district's libraries. I am not categorically opposed to having books in our school district's library whose presence is opposed by so many members of our community. But the educational value of those type of books must be great enough to justify their inclusion in our school district's library collection at the expense of other books. Library shelf space is limited and should be reserved for books that do the most to advance the curricular and educational goals of the Elizabeth School District.

25. From my individual perspective, the decision to suspend the 19 titles was warranted. After receiving the Committee's list of 19 titles, I conducted my own research to understand the areas of concern and to evaluate the potential educational value of each title. I read every single book-review form submitted to the district by community

members, and I had several private discussions with parents who did not feel comfortable sharing their opinions publicly. By far, the resounding consensus was in favor of removal. I also communicated with and thoroughly considered the opinions of other Board members, the Superintendent, and the Chief of Academic Affairs. Based on all that information, I concluded that the titles were not appropriate in a school library, where the goal of the content should be to enhance and supplement the school curriculum. I also believed that removal was most consistent with the Board's strong commitment to let parents decide their own family's values and to keep school resources focused on education, not entertainment or other non-curricular goals.

26. The plaintiffs and their lawyers accuse me of acting in a "narrowly partisan or political manner" in supporting the removal of the 19 challenged titles, as well as engaging in "viewpoint discrimination." Each of these claims is categorically false. I was not motivated by and did not even consider "political" or "partisan" ideas in supporting the removal of these 19 disputed books from our school district's libraries. Nor did I consider or vote to remove books based on the "viewpoints" expressed by the authors. Supporting the removal of school-library books based on *content* that is sexually explicit, vulgar, or age-inappropriate is not "viewpoint discrimination." It is also false for the plaintiffs and their lawyers to suggest that the School Board members are homogenous or monolithic in their "political" views. Each member brings his or her own views (political and otherwise) to the School Board, and all views are welcomed and assist in informing the Schools Board's decision-making.

Pursuant to 28 U.S.C. § 1746, I declare under penalty of perjury that the foregoing is true and correct.

Executed on January 27, 2025, in Elizabeth, Colorado.

s/ Heather Booth
Heather Booth
Former Vice President
Elizabeth School District Board of Education

File: IJ

Adopted August 20, 1980
Revised to conform with practice: date of manual adoption
Revised January 8, 1997
Revised September 9, 1999
Revised November 10, 2014 (replaces IJJ, IJK, IJL)

Instructional Resources and Materials

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policymaking body, it delegates to the district's professional personnel the authority for the selection of instructional and library materials in accordance with this policy.

Instructional materials for school classrooms and school libraries shall be selected by the appropriate professional personnel in consultation with the administration, teachers and students. Final decision on purchase shall rest with the superintendent or designee, subject to approval by the Board. All instructional resources and materials shall be aligned with the district's academic standards and support the district's educational objectives.

All textbooks, library materials and other instructional resources and materials shall be available for inspection by students' parents/guardians.

LEGAL REFS.:

C.R.S. 22-32-109
(1)(t) *(Board duty to determine educational programs and prescribe textbooks)*
C.R.S. 22-32-110 (1)(r) *(Board power to exclude immoral or pernicious materials and books)*
C.R.S. 22-54-105 (1) *(budgeting for instructional supplies and materials)*

CROSS REFS.: DB, Annual Budget, and subcodes

IMB, Teaching about
Controversial/Sensitive Issues
KEC, Public Concerns/Complaints about Instructional Resources



REQUEST FOR BOARD ACTION

To: ESD Board of Education
From: ESD Chief Academic Officer, Kim Moore
Date: August 5, 2024
Business Date: August 12, 2024
Subject: 9.7 Library Sensitive Topic Protocol and Book Lists

Recommendation

Approve protocol and book lists as presented.

Background and Findings:

During the 2023-24 school year, the Board Curriculum Review Committee (BCRC), worked to develop a protocol regarding handling books that may contain sensitive topics. The BCRC drafted a protocol that would provide guidelines for identifying books and creating a sensitive topic book catalog that would be available to parents. The protocol also provides an option for parents to opt their children out from being able to check out identified books. It also provides guidance that parents will receive an email if their child does check a book that is identified as being in the sensitive topic list.

The BCRC also worked during the spring to identify books that should be flagged in Destiny that contain sensitive topics. The list should be reviewed and approved by the BOE before books are flagged in Destiny.

Members of the BCRC also identified books that were considered to contain highly sensitive topics and suggested these be further scrutinized by public review and determined if they should remain in the library collection. These books are suggested to be offered for public review and then a determination made by the board as to whether they should be weeded from the library collection. The list of identified books is attached along with a suggested public input form that will accompany the public display in the district office.

EXHIBIT 2



Elizabeth School District Library Services Guiding Protocols

The Elizabeth School District's mission is to provide students with excellent learning opportunities that inspire a passion for learning, develop individual potential, and prepare them for a successful future. This requires access to resources facilitating such passion and interest. Additionally, Elizabeth School District believes that parental involvement and community collaboration are equally necessary to ensure students' most effective educational services pursuant to the District's educational philosophies and goals. To that end, the Board Curriculum Review Committee, and pursuant to District policy, has developed the following guiding protocols to ensure a consistent, transparent, and balanced approach to library services.

Purpose of Library Services

Library services in the Elizabeth School District aim to ensure students have access to age-appropriate materials necessary to facilitate the district's mission of providing students with excellent learning opportunities that inspire a passion for learning.

System of Transparency

The system of transparency within the Elizabeth School District library system is anchored in three primary protocols: a well-defined and consistent process for the ongoing analysis of resources and obtaining future materials, parental access to their student's circulation history and the library registry, and a notification system to inform parents and guardians of materials their students is attempting to access which have been flagged for sensitive content.

Library materials include any print or nonprint materials that are available to students for general use through the District schools' libraries and classrooms, including books, e-books, material available in a digital library database, streaming videos, sound recordings, periodicals, newspapers, applications and subscription content in any form, along with any films or videos in any format.

Protocol 1 - Analysis and Selection Process

This protocol, in conjunction with related District policies, is established to ensure the review of library materials in the District is conducted in a manner that promotes the educational needs and values of the community and considers age-appropriateness. It seeks to ensure transparency in the management of library materials in the District and aims to promote openness and accountability in providing access to educational resources for students and the school community.

- Library and/or district staff as well as members of the BCRC will evaluate existing library materials for potential age-level sensitive content using the following

resources: Goodreads, Trigger Warning Database, Book Trigger Warnings, booklooks.org, and/or Junior Library Guild. Staff will also evaluate any parent/guardian identified books of concern which are brought to the BCRC or district administration for review. Although any flag for sensitive content will be considered for age-level appropriateness, special attention will be given to: graphic violence, sexual content, profanity/obscenity, ideations of self-harm or mental illness, religious viewpoints, drug or excessive alcohol use, racism/discrimination. Materials reviewed and flagged may be purchased if the school principal confirms that such library materials will contribute to the attainment of course objectives directly related to Board-adopted academic standards. However, these materials will be considered for labeling as sensitive content and reported to the BCRC in the annual library services summary, or as otherwise required.

- All materials maintained and purchased by schools are to facilitate the district's mission of providing students with excellent learning opportunities that inspire a passion for learning, developing individual potential, and preparing them for a successful future.
- Library and/or district staff as well as members of the BCRC will analyze the school library resources on an ongoing basis to determine the needs and appropriateness of library materials reporting at least annually to the Chief Academic Officer, the BCRC, and BOE. At a minimum, this includes:
 - Conducting an analysis of the catalog of all materials within the library catalog to determine which of them may require further consideration;
 - Comparing the catalog against an appropriate book list as recommended by the Board Curriculum Review Committee. Any materials identified as potentially concerning will be shared with the Chief Academic Officer who will share with the Board Curriculum Review Committee (BCRC) annually in a library services summary before December 1st of each school year, and as otherwise required when specific library materials are brought up as a concern by a parent/guardian.
 - Purchases may be made from any vendor unless specifically excluded by School Board direction. All suggested material purchases will be approved by the Chief Academic Officer prior to purchase.
 - In the event that materials are provided directly to the school from library services (such as bulk shipments), and not deliberately chosen by the school's library staff, staff will review each item for educational and grade-level appropriateness, and will evaluate the material using the previously referenced resources for flags of sensitive content.
- In the event any materials are determined to be inappropriate based on age level, flags, or lacking educational merit, these materials will be brought to the principal of the school for further consideration. The principal will bring the materials to the Chief Academic Officer who will present the information to the

BCRC which will make a recommendation to the Chief Academic Officer and the Elizabeth School Board of Education. Examples include adding or deleting titles on the sensitive content catalog.

Protocol 2 - Sensitive Content Catalogs

Elizabeth School District will develop and maintain ***sensitive content catalogs according to these protocols and applicable District policy***. This catalog will be created through the review of current materials and review of materials prior to purchase using the BCRC recommended book review sites. The books identified as containing age level sensitive content, will be flagged within Destiny as containing sensitive topics and placed on the Sensitive Topic Catalog list which will be updated throughout the year.

All parents/guardians will be automatically set up to have control over their student's access to materials listed in the sensitive content catalog by the following criteria:

- All parents will automatically receive an email from Destiny when their student checks out a book from the Sensitive Topic Catalog.
- If parents/guardians choose, they may OPT OUT their student from being able to check out any book in the Sensitive Topic Catalog.
- If parents/guardians OPT OUT their student from the Sensitive Topic Catalog, the student will be told by the librarian, "According to your parents, you are not allowed to check out this book."
- The student will be advised that if they want to check out the book, they will need to talk with their parents and have their parents/guardians contact the librarian directly.

Protocol 3 - Parental Access to Library Catalog and Student History

Elizabeth School District recognizes parent/guardian rights and responsibilities as they pertain to the educational system for their students. This requires transparency not only in the process but also in access. Therefore, Elizabeth School District shall maintain open access for parents and guardians to their student's library account through a parental portal as well as full access to the entire school library catalog. This permits parents/guardians to review, at their discretion and convenience, any materials their student is checking out through the school library.

The following protocols outline the process and guidelines for sensitive topic catalogs:

- All materials will be evaluated first with regard to educational merit and attainment of course objectives as they relate to Board-adopted academic standards and as to whether they contain Sensitive Topics as described: graphic violence, sexual content, profanity/obscenity, ideations of self-harm or mental illness, religious viewpoints, drug or excessive alcohol use, racism/discrimination.
- Sensitive Topic Catalogs will exist, and be available upon request.
- Items will be added to the sensitive topic catalog at the school and/or district's discretion based on flags as outlined in Protocol 1.
- Titles not in the sensitive content catalog may be referred to the school or district by parents for consideration and will be evaluated as outlined in Protocol 1.

- District will ensure the Destiny Catalog system issues a pop-up warning when a student attempts to check the material out on a sensitive topic catalog.

Temporarily Suspended Books		
Title	Author	Location
The Hate U Give	Angie Thomas	EMS & EHS
Thirteen Reasons Why	Jay Asher	EMS & EHS
#Pride: Championing LGBTQ Rights	Rebecca Felix	EMS
You Should See Me in a Crown	Leah Johnson	EMS
It's Your World---If You Don't Like It, Change It	Mikki Halpin	EMS
The Kite Runner	Khaled Hosseini	EHS
Beloved	Toni Morrison	EHS
The Bluest Ey	Toni Morrison	EHS
The Perks of Being a Wallflower	Stephen Chbosky	EHS
Looking for Alaska	John Green	EHS
Nineteen Minutes	Jodi Picoult	EHS
Speak	Laurie Anderson	EHS
Identical	Ellen Hopkins	EHS
Fallout	Ellen Hopkins	EHS
Glass	Ellen Hopkins	EHS
Burned	Ellen Hopkins	EHS
Crank	Ellen Hopkins	EHS
Smoke	Ellen Hopkins	EHS
George	Alex Gino	RCE

ESD Sensitive Topic Draft Book List			
Title	Author	School Catalog	Flagged for:
1984 George Orwell	George Orwell	EHS	Graphic Violence
A Clockwork Orange	Anthony Burgess	EHS	Graphic Violence
Anne Frank: Diary of a Young Girl	Anne Frank	EHS	Sexual Content
Ashes to Ashes	Jenny Han and Siobhan Vivian	EHS	Graphic Violence
Assassins	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints
Athletic Shorts	Chris Crutcher	EHS	Sexual Content
Beloved	Toni Morrison	EHS	Sexual Content
Beyond Magenta - Transgender teens speak out	Susan Kuklin	EHS	Sexual Content
Bhagavad Gita Annotated and Explained	Shri Purohit Swami	EHS	Religious Viewpoints
Bhagavad Gita for modern times - secrets to attaining inner peace & harmony	Call # 294.5 BHA	EHS	Religious Viewpoints
Bless Me Ultima	Rudolfo Anaya	EHS	Profanity/Obscenity
Bless Me, Ultima	Rudolfo Anaya	EHS	Profanity/Obscenity
Brave New World	Aldous Huxley	EHS	Sexual Content
Brigham Young pioneer prophet	John G. Turner	EHS	Religious Viewpoints
Buddhism	Winston King	EHS	Religious Viewpoints
Buddhism	Patricia D. Netzley	EHS	Religious Viewpoints
Buddhists, Hindus and Sikhs in America	Gurinder Singh Mann	EHS	Religious Viewpoints
Burn for Burn	Jenny Han and Siobhan Vivian	EHS	Graphic Violence
Burned	Ellen Hopkins	EHS	Drug or excessive ...
Catcher in the Rye	JD Salinger	EHS	Profanity/Obscenity
Critical Perspectives on Islam and the Western World	JONathan Johansen	EHS	Religious Viewpoints
Decoding the past secrets of the Koran	DVD - Hlstory Channel	EHS	Religious Viewpoints
Desecration	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints
Drinking and driving kills	Danielle Dardashti	EHS	Drug or excessive ...
Early Islam	Stewart Desmond	EHS	Religious Viewpoints
Eleanor & Park	Rainbow Rowell	EHS	Sexual Content
Empire of the Islamic World	Robin S. Doak	EHS	Religious Viewpoints
Ender's Game	Orson Scott Card	EHS	Graphic Violence
Fallen Angels	Walter Dean Myers	EHS	Graphic Violence
Fallen Angels	Walter Dean Meyers	EHS	Profanity/Obscenity
Fire with Fire	Jenny Han and Siobhan Vivian	EHS	Graphic Violence
Gay Power! the Stonewall Riots and the gay rights movement 1969	Betsy Kuhn	EHS	Sexual Content
Glass	Ellen Hopkins	EHS	Drug or excessive ...
Go Ask Alice	Anonymous	EHS	Sexual Content
Hinduism	Gregory Kozlowski	EHS	Religious Viewpoints
Hinduism	Madhu Bazaz Wangu	EHS	Religious Viewpoints
Hinduism	Thomas Streissguth	EHS	Religious Viewpoints
House of Night (series)	P.C. Cast	EHS	Sexual Content
I know Why the Caged Bird Sings	Maya Angelou	EHS	Sexual Content
I Know Why the Caged Bird Sings	Maya Angelou	EHS	Sexual Content
Inside Mecca	DVD	EHS	Religious Viewpoints
Into the Bright Open - A Secret Garden Remix	Cherie Dimaline	EHS	Sexual Content
Islam	Charles Adams	EHS	Religious Viewpoints
Islam	Lauri S. Friedman	EHS	Religious Viewpoints
Islam empire of faith	Jonathan Grupper	EHS	Religious Viewpoints
Islam World Religions	Matthew S. Gordon	EHS	Religious Viewpoints
Islamophobia	Dedria Bryfonski	EHS	Religious Viewpoints
Joseph Smith	Robert Vincent Remini	EHS	Religious Viewpoints
Kaffir Boy	Mark Mathabane	EHS	Sexual Content
Leah on the Offbeat	Becky Albertalli	EHS	Sexual Content
Monster	Walter Dean Meyers	EHS	Graphic Violence
More Than a Carpenter	Josh McDowell	EHS	Religious Viewpoints
Mormons in America	Claudia Lauper Bushman	EHS	Religious Viewpoints
Night	Elie Wiesel	EHS	Graphic Violence
One Flew Over the Cukoo"s Nest	Ken Kesey	EHS	Sexual Content
Slaughterhouse Five	Kurt Vonnegut	EHS	Graphic Violence
The Remnant	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints
The Absolutely True Diary of a Part-Time Indian	Sherman Alexie	EHS	Sexual Content

The Bluest Eye	Toni Morrison	EHS	Graphic Violence
The book of Mormon - an account written by the hand of Mormon upon plates taken from...	Joseph Smith	EHS	Religious Viewpoints
The Chocolate War	Robert Cormier	EHS	Profanity/Obscenity
The Color Purple	Alice Walker	EHS	Racism/discrimination
The Color Purple	Alice Walker	EHS	Graphic Violence
The Essence of Buddhism - how to bring spiritual meaning into every day	Carole M. Cusak	EHS	Religious Viewpoints
The Giver	Lois Lowry	EHS	Ideations of Self-H...
The Handmaid's Tale	Margaret Atwood	EHS	Sexual Content
The Holy Bible	Holy Spirit	EHS	Religious Viewpoints
The Hunger Games	Suzanne Collins	EHS	Graphic Violence
The Indwelling	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints
The Kite Runner	Khaled Hosseini	EHS	Sexual Content
The Koran	Series - Bantam Classic	EHS	Religious Viewpoints
The Koran - a very short introduction	Michael Cook	EHS	Religious Viewpoints
The Mark	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints
The night trilogy - NIGHT, DAWN, DAY	Elie Wiesel	EHS	Graphic Violence
The Perks of Being a Wallflower	Stephen Chbosky	EHS	Sexual Content
The Spread of Islam	John Dunn	EHS	Religious Viewpoints
To Kill a Mockingbird	Harper Lee	EHS	Racism/discrimination
Tokyo Ghoul 7 (NOTE there is an entire series, apparently up to 10)	Sui Ishida	EHS	Graphic Violence
Twilight	Elie Wiesel	EHS	Graphic Violence
Understanding Islam	Beverly A. James	EHS	Religious Viewpoints
Women in Islam	Margaret Speaker Yuan	EHS	Religious Viewpoints
BHA	Jan Thompson	EMS	Religious Viewpoints
Anne Frank: Diary of a Young Girl	Anne Frank	EMS	Sexual Content
Averroes (Ibn Rushd): Scholar of Classical and Islamic Philosophy	Bridget Lim	EMS	Religious Viewpoints
Being Transgender in America (Part of above series)	Duchess Harris, JD, PhD	EMS	Sexual Content
Buddhism	Anita Ganeri	EMS	Religious Viewpoints
Buddhism	Mel Thompson	EMS	Religious Viewpoints
Buddhist Festivals Throughout the Year	Anita Ganeri	EMS	Religious Viewpoints
Eleanor & Park	Rainbow Rowell	EMS	Sexual Content
Ender's Game	Orson Scott Card	EMS	Graphic Violence
Growing up LGBTQ (PART OF A SERIES: Being LGBTQ in America)	Duchess Harris, JD, PhD	EMS	Sexual Content
Hindu Festivals Throughout the Year	Anita Ganeri	EMS	Religious Viewpoints
Hinduism	Das Rasamandala	EMS	Religious Viewpoints
Hinduism	Ranchor Prime	EMS	Religious Viewpoints
His Dark Materials Series Bk 1 The Golden Compass	Phillip Pullman	EMS	Religious Viewpoints
House of Night (series)	P.C. Cast	EMS	Sexual Content
Islam	David Self	EMS	Religious Viewpoints
Muslim Festivals Throughout the Year	Anita Ganeri	EMS	Religious Viewpoints
My Brother Sam is dead	James Lincoln Collier	EMS	Profanity/Obscenity
Nasreen's Secret School	Jeanette Winter	EMS	Religious Viewpoints
Speak Up!	Rebecca Burgess	EMS	Sexual Content
The Giver	Lois Lowry	EMS	Ideations of Self-H...
The Hunger Games	Suzanne Collins	EMS	Graphic Violence
The Kids Book of World Religions	Jennifer Glossop	EMS	Religious Viewpoints
The King James Bible: Christianity's Definitive Text	Phyllis Corzine	EMS	Religious Viewpoints
To Kill a Mockingbird	Harper Lee	EMS	Racism/discrimination
Zenobia July	Lisa Bunker	EMS	Sexual Content
Bridge to Terabithia	Katherine Patterson	Running Creek	Religious Viewpoints
Ender's Game	Orson Scott Card	Running Creek	Graphic Violence
House of Night (series)	P.C. Cast	Running Creek	Sexual Content
Noah's Ark	Jerry Pinkney	Running Creek	Religious Viewpoints
Skippyjon Jones (series)	Judith Schachner	Running Creek	Racism/discrimination
The Camel in the Sun	Griffin Ondaatje	Running Creek	Religious Viewpoints
The Creation	Stephen Mitchell	Running Creek	Religious Viewpoints
The Giver	Lois Lowry	Running Creek	Ideations of Self-H...
The proudest blue: a story of hijab and family	Ibitha Muhammad	Running Creek	Religious Viewpoints
Two by Two	Barbara Reid	Running Creek	Religious Viewpoints
Daughters of Eve - Strong Women of the Bible	Lillian Hammer Ross	Singing Hills	Religious Viewpoints

Dinner in the Lions' Den	Bob Hartman	Singing Hills	Religious Viewpoints
Illustrated dictionary of religions: rituals, beliefs and practices from around the world	Philip Wilkinson	Singing Hills	Religious Viewpoints
Noah	Patricia Lee Gauch	Singing Hills	Religious Viewpoints
Noah's Ark	CALL# E SPI	Singing Hills	Religious Viewpoints
Noah's Ark	Jerry Pinkney	Singing Hills	Religious Viewpoints
Ramadan	Kieran Walsh	Singing Hills	Religious Viewpoints
Ramadan	Molly Aloian	Singing Hills	Religious Viewpoints
Scary Stories to tell in the Dark	Alvin Schwartz	Singing Hills	Graphic Violence
Skippyjon Jones (series)	Judith Schachner	Singing Hills	Racism/discrimination
The Bible Story (Individual listings for Volumes 1 - 10)	Arthur Maxwell	Singing Hills	Religious Viewpoints
The Children's Illustrated Bible	Selina Hastings	Singing Hills	Religious Viewpoints
The Christmas Star	Marcus Pfister	Singing Hills	Religious Viewpoints
The Giver	Lois Lowry	Singing Hills	Ideations of Self-H...
The Librarian of Basra	Jeanette Winter	Singing Hills	Graphic Violence
The Little Lama of Tibet	Lois Raimondo	Singing Hills	Religious Viewpoints
The mysterious visitor - Stories of the Prophet Elijah	Nina Jaffe	Singing Hills	Religious Viewpoints
The Stable Where Jesus was Born	Rhonda Gowler Greene	Singing Hills	Religious Viewpoints
The Ten Commandments	Patricia Daniels	Singing Hills	Religious Viewpoints
What I believe	Alan Brown	Singing Hills	Religious Viewpoints



REQUEST FOR BOARD ACTION

TO: ESD Board of Education
FROM: Dan Snowberger, Superintendent
Kim Moore, Chief Academic Officer
DATE: August 6, 2024
BUSINESS DATE: August 12, 2024
SUBJECT: 9.9 Classroom Library Direction

RECOMMENDATION:

That the board direct that no classroom libraries of books are maintain within the Elizabeth School District and that students are encouraged to keep a book either from the school library or from home in their desk to utilize when necessary.

BACKGROUND AND FINDINGS

As we've discussed over the past year, some parents have expressed concern over their children's access to materials in school that may be contradictory to their personal family values. The curriculum review committee has spent time reviewing the Library protocol and how sensitive content will be managed allowing parents to "opt out" of student access to books identified with sensitive content. A number of possible strategies have been discussed to prevent students from having access to similar content from classroom libraries recognizing that teachers can't take on the added burden of being aware of each and every individual preference of their families. Instead of adding the burden to our teachers or principals, it is felt that the best way to manage this situation is to suggest that classroom libraries be removed and that children be encouraged to check out a library book or bring a book from home selected with their parent to use when free time exists. Books will not be shared between students.



RECORD OF PROCEEDINGS

**BOARD OF EDUCATION
BOARD ROOM, DISTRICT OFFICE
MINUTES OF MEETING
August 12, 2024 – (Business Session)**

A Business Session Board Meeting of the Elizabeth School District was held on August 12, 2024, in the Board Room, District Office.

1.0 CALL TO ORDER – AUDIO 00:05:34

Director Rhonda Olsen called the BOE Business Meeting to order at 6:00 p.m.

2.0 ROLL CALL: - AUDIO 00:05:53

The following BOE Directors were present:

Director Heather Booth – aye

Director Michael Calahan – absent

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

Also present: Superintendent Dan Snowberger, Chief Academic Officer Kim Moore, and Executive Assistant Jaimee Glazebrook

3.0 PLEDGE OF ALLEGIANCE – AUDIO 00:06:03

Director Rhonda Olsen led the audience in the Pledge of Allegiance.

4.0 APPROVAL OF *AMENDED* AGENDA/ADDITIONS/DELETIONS/BLANKET MOTION – AUDIO 00:06:35

A motion was made to approve the *amended* agenda.

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

5.0 APPROVAL OF MINUTES – AUDIO 00:06:54

5.1 A motion was made to approve the minutes from the June 24, 2024, July 1, 2024, and July 17, 2024 Elizabeth Schools Board of Education meeting.

Motion moved by Director Olsen

Motion seconded by Director Booth



RECORD OF PROCEEDINGS

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen - aye

Director Mary Powell - aye

Director Jonathan Waller - aye

The motion carries 4-0

6.0 COMMUNICATIONS – AUDIO 00:07:30

6.1 Board Member Reports

6.2 Superintendent Report

7.0 PUBLIC COMMENT

No Public Comment

8.0 CONSENT ITEMS - AUDIO 00:18:14

A motion was made to approve the consent items 8.1-8.3.

Motion moved by Director Olsen

Motion seconded by Director Powell

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen - aye

Director Mary Powell - aye

Director Jonathan Waller - aye

The motion carries 4-0

8.1 New Hires/Re-Hires

Britegam, Nik, SPED Teacher, EMS

Dunlap, Denis, LA Teacher, EMS

Jones, Jessica, Teacher 5th Grade, RCE

Schmidt, David, Armed Security, District

Shewmake, Michelle, Social Worker, SPED District

Toback, Jeffrey, Armed Security, District

Williams, Zach, Teacher STEM/Computer, EMS

Schauls, Natalie, LA Teacher, EMS

Wolff, Megan, SPED Bus Para, Transportation

Wilson, Hollie, Childcare Site Director, RCE

Waller, Shalyn, Ass't. Childcare Teacher, SHE

Terry, James, Bus Driver, Transportation

Sullivan Zoller, Carrie, Lib Tech, EMS

Ruskauff, Michelle, Registrar, SHE



RECORD OF PROCEEDINGS

Riveron, Tyffany, Instructional Para, EMS
McCarty, Tammy, Driver, Transportation
Livingston, Evan, Recess/Playground Para, SHE
Hackley, Emily, Childcare Lead Teacher, RCE
George, Alfred, Custodian, EHS
Dowell, Tiffany, Childcare Lead Teacher, RCE
Dosa, Heather, Custodian, EMS
Brodeur, Mary, Bus Para, Transportation
Berry, Margrett, Head Custodian, EMS
Bass, Alexandra, Ass't. Childcare Teacher, Childcare Infant1
Wahlstrom, Alex, Math Teacher, EMS

8.2 Employment Separations

Patty Richardson, Health Aide, EMS
Greg Watkins, Security, EMS
Tristan Phillips, Custodian, EMS
Ian Livingston, Recess/Lunch Supervisor, RCE
Ariella Smolin, Art Teacher, EHS
Sabine Livingston, ELA Teacher, EMS

8.3 Extra Duty Pay

Zoesch, Michael, Head Varsity Coach, EHS
Martinez, Brian, Varsity Assistant Coach, EHS
Barrett, Ty, Varsity Assistant Coach, EHS
Taff, Brandon, Varsity Assistant Coach/JV Coach, EHS
Stone, Aaron, Varsity Assistant Coach/JV Coach, EHS
Carter, Dan, Varsity Assistant Coach, EHS
Merz, Duane, Varsity Assistant Coach, EHS
Weber, Vince, Varsity Assistant Coach/JV Coach, EHS
Robinson, Ryan, Head Varsity Coach, EHS
Taylor, Brian, Varsity Assistant Coach, EHS
Weber, Vince, Varsity Assistant Coach/JV Coach, EHS
Elliot, Tyler, Varsity Assistant Coach/C Team Coach, EHS
Katzoff, Summer, Head Varsity Coach, EHS
Salansky, Steven, Varsity Assistant Coach, EHS
Schmalz, Jaime, Varsity Assistant Coach/JV Coach, EHS
Miller, Rebecca, Head Varsity Coach, EHS
Rucker, Rachel, Varsity Assistant Coach, EHS
Blanchard, Bailey, JV Head Coach, EHS
Mason, Matt, JV Assistant Coach, EHS
Folmar, Stacey, Head Varsity Coach, EHS
Kloppinger, Val, Varsity Assistant Coach/JV Coach, EHS
Deichsel, Ray, Head Varsity Coach, EHS
Katzoff, Summer, Head Varsity Coach, EHS



RECORD OF PROCEEDINGS

Salansky, Steven, Assistant Varsity Coach, EHS
Knox, Justin, Assistant Varsity Coach, EHS
Stabler, Alex, Assistant Varsity Coach/JV Coach, EHS
Rusk, Amber, Head Varsity Coach, EHS
Rusk, Amber, Head Varsity Coach, EHS
Newton, Brooke, Assistant Varsity Coach, EHS
Newton, Brooke, Assistant Varsity Coach, EHS
Beaudoin, Steve, Head Varsity Coach, EHS
Wages, Madison, Assistant Varsity Coach, EHS
Beaudoin, Steve, Head Varsity Coach, EHS
Wages, Madison, Assistant Varsity Coach, EHS
Martinez, Chris, Head Varsity Coach, EHS
Martinez, Sarah, Assistant Varsity Coach/JV Coach, EHS
Eylar, Jacy, Assistant Varsity Coach/C Team Coach, EHS
Stone, Aaron, Head Varsity Coach, EHS
Martinez, Brian, Assistant Varsity Coach/JV Coach, EHS
Walter, JD, Assistant Varsity Coach/C Team Coach, EHS
Wilson, Jim, Assistant Varsity Coach, EHS
Kierstead, Manser, Head Varsity Coach, EHS
Mazingo, Kevin, Head Varsity Coach, EHS
Wait, Tracy, Head Varsity Coach, EHS
Wolf, Kindal, Assistant Varsity Coach/JV Coach, EHS
Jones, Michelle, Assistant Varsity Coach/C Team Coach, EHS
Gallegos, Rick, Head Varsity Coach, EHS
Antons, Travis, Assistant Varsity Coach, EHS
McArthur, Michael, Assistant Varsity Coach, EHS
Jeremy Hanak, Head Coach, EMS
Mark Mankin, Football Assistant, EMS
Bo Vincelet, Football Assistant, EMS
Sebastian Aviles, Football Assistant, EMS
Najela Grenz, Head Coach 8th, EMS
Jordan Atencio, Head Coach 7th, EMS
Robin Neeley, Head Coach, EMS
Gwenda Alltop, Head Coach A, EMS
Jim Carrikier, Head Coach B, EMS
Adam Keele, Head Coach 8th, EMS
Ryan Robinson, Head Coach 7th, EMS
Jake Kane, Head Coach 6th, EMS
Becca Miller, Head Coach 8th, EMS
Assistant Coach, Assistant Coach, EMS
Jake Kane, Head Coach 6th, EMS
Tanner McClarren, Head Coach, EMS
Madison Wages, Head Coach, EMS
Jim Carrikier, Director, EMS



RECORD OF PROCEEDINGS

Gwenda Alltop, Assistant, EMS

9.0 ACTION ITEMS – AUDIO 00:18:39

9.1 A motion was made to approve the 1st Reading of Revised Policy GBEE*, Staff Use of the Internet and Electronic Communications.

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen - aye

Director Mary Powell - aye

Director Jonathan Waller - aye

The motion carries 4-0

9.2 A motion was made to approve the 1st Reading of Revised Policy GBEE*-E, Staff Use of District Technology Resources (Acceptable use Agreement).

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen - aye

Director Mary Powell - aye

Director Jonathan Waller - aye

The motion carries 4-0

9.3 Discussion of New Policy GBEE*-E – Social Media

No action taken

9.4 A motion was made to approve the 1st and Final Reading of Revised Policy KBD – Public's Right to Know/Freedom of Information.

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen - aye

Director Mary Powell - aye

Director Jonathan Waller - aye

The motion carries 4-0



RECORD OF PROCEEDINGS

9.5 A motion was made to approve the review of Policy KBD-R – Public’s Right to Know/Freedom of Information.

Motion moved by Director Olsen

Motion seconded by Director Powell

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.6 A motion was made to repeal Policies JIBB – Student Member of the School Board and JIBB-R – Student Member of the School Board Regulation.

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.7 A motion was made to approve the Library Sensitive Topic Protocol and Book Lists

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.8 A motion was made to approve the Curriculum Adoption 2024-2025

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:



RECORD OF PROCEEDINGS

Director Heather Booth - aye

Director Rhonda Olsen - aye

Director Mary Powell - aye

Director Jonathan Waller - aye

The motion carries 4-0

9.9 A motion was made to approve the Classroom Library Direction

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen - aye

Director Mary Powell - aye

Director Jonathan Waller - aye

The motion carries 4-0

9.10 A motion was made to approve the Singing Hills Well Pump Repair

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:

Director Heather Booth - aye

Director Rhonda Olsen - aye

Director Mary Powell - aye

Director Jonathan Waller - aye

The motion carries 4-0

10.0 BOE PLANNING/NEW BUSINESS – AUDIO 01:21:55

10.1 The next Board of Education meeting working session, is scheduled for August 26, 2024, at 6 p.m. in the Elizabeth School District Board Room.

11.0 ADJOURNMENT – AUDIO 01:22:09

The regular board meeting adjourned at 7:17 p.m.



Elizabeth
SCHOOL DISTRICT

RECORD OF PROCEEDINGS

Respectfully Submitted,

Rhonda Olsen, President

Heather Booth, Vice President

Mary Powell, Secretary

Michael Calahan, Treasurer

Jonathan Waller, Assistant Secretary/Treasurer

Recorded by: Jaimee Glazebrook



RECORD OF PROCEEDINGS

**BOARD OF EDUCATION
BOARD ROOM, DISTRICT OFFICE
MINUTES OF MEETING**

September 9, 2024 – (Business Session)

A Business Session Board Meeting of the Elizabeth School District was held on September 9, 2024, in the Board Room, District Office.

1.0 CALL TO ORDER – AUDIO 00:04:04

Director Rhonda Olsen called the BOE Business Meeting to order at 6:00 p.m.

2.0 ROLL CALL: - AUDIO 00:04:24

The following BOE Directors were present:

Director Heather Booth – absent

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

Also present: Superintendent Dan Snowberger and Executive Assistant Jaimee Glazebrook

3.0 PLEDGE OF ALLEGIANCE – AUDIO 00:4:45

Director Rhonda Olsen led the audience in the Pledge of Allegiance.

4.0 APPROVAL OF AGENDA/ADDITIONS/DELETIONS/BLANKET MOTION – AUDIO 00:05:27

A motion was made to approve the agenda.

Motion moved by Director Olsen

Motion seconded by Director Powell

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

5.0 APPROVAL OF MINUTES – AUDIO 00:05:47

5.1 A motion was made to approve the minutes from the August 26, 2024 Elizabeth Schools Board of Education meeting.

Motion moved by Director Olsen

Motion seconded by Director Waller



RECORD OF PROCEEDINGS

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

6.0 COMMUNICATIONS – AUDIO 00:06:05**6.1 Running Creek Elementary Showcase****6.2 Transportation Showcase****6.3 Board Member Reports****6.2 Superintendent Report****7.0 PUBLIC COMMENT – AUDIO 00:57:00**

1. Michelle Guzinski

2. Claire Waller

3. Suni Mills for Roxanne Nicole

4. Tom Peterson

5. David Fletcher

8.0 CONSENT ITEMS - AUDIO 01:12:56

A motion was made to approve the consent items 8.1-8.10.

Motion moved by Director Olsen

Motion seconded by Director Calahan

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

8.1 New Hires/Re-Hires

Andrew Ponn, Teacher, EHS

Jennifer Morrell, Teacher, EHS

Esprit Bennett, SPED Para, RCE

Shelby Fulbright, Custodian, RCE

Jessica Haigh, SPED Para, SHE

Kary Hertz, Asst. Teacher, RCE



RECORD OF PROCEEDINGS

Pierre Hoard, Custodian, EMS
Elleanor Hockstad, Custodian, EHS
Jaclyn Skaggs, Recess/Playground Para, SHE
Christine Vanderhoof, Recess/Playground Para, RCE
Mackenzie Wilson, Asst. Teacher, District
Kensey Simms, Teacher, EHS
Amy Lunt, Small Vehicle Driver, Transportation
Gabrielle Lunt, Small Vehicle Driver, Transportation
Tonya Barnes, Cook, EHS
Sara Barr, SPED Para, SHE

8.2 Employment Separations

Valerie Boswell, SPED Para, RCE
Rochelle Hawkes, SPED Para, EMS

8.3 Revised Policy GBEE* - Staff use of the Internet and Electronic Communications

8.4 Revised Policy GBEE*-E – Staff Use of District Technology Resources (Acceptable Use Agreement)

8.5 Revised Policy GCE/GCF – Professional Staff Recruiting and Hiring (minor revisions and legal ref)

8.6 Revised Policy GBJ – Personnel Records and Files (minor revisions and legal ref)

8.7 Revised Policy GDE/GDF – Support Staff Recruiting/Hiring (minor revisions and legal ref)

8.8 Revised Policy GBA – Open Hiring/Equal Employment Opportunity (legal ref)

8.9 Food Services Memorandum of Understanding with Legacy Academy Charter School

8.10 Security Officer Memorandum of Understanding with Legacy Academy Charter School

9.0 ACTION ITEMS – AUDIO 01:13:00

9.1 A motion was made to approve the 2nd and final Reading of Revised Policy GBEE*-E-1, Social Media.

Motion moved by Director Olsen

Motion seconded by Director Calahan

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0



RECORD OF PROCEEDINGS

9.2 A motion was made to approve the 1st Reading of Revised Policy IKFB – Graduation Exercises.

Motion moved by Director Olsen

Motion seconded by Director Powell

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.3 A motion was made to approve the 1st Reading of Revised Policy JB – Equal Educational Opportunities.

Motion moved by Director Olsen

Motion seconded by Director Calahan

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.4 A motion was made to approve the 1st Reading of Revised Policy JF – Admission and Denial of Admission.

Motion moved by Director Olsen

Motion seconded by Director Calahan

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.5 A motion was made to approve the 1st Reading of Revised Policy JICA – Student Dress Code.

Motion moved by Director Olsen

Motion seconded by Director Calahan



RECORD OF PROCEEDINGS

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.6 A motion was made to approved the 1st Reading of Revised Policy JICDD – Violent and Aggressive Behavior.

Motion moved by Director Olsen

Motion seconded by Director Powell

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.7 A motion was made to approve the membership into the Colorado Leaders for Academic Success.

Motion moved by Director Olsen

Motion seconded by Director Powell

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.8 A motion was made to approve the updated DAC membership.

Motion moved by Director Olsen

Motion seconded by Director Powell

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0



RECORD OF PROCEEDINGS

9.9 A motion was made to permanently remove the 18 books that were temporarily displayed in the district office for parent feedback in the last 25 days.

Motion moved by Director Olsen

Motion seconded by Director Powell

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.10 A motion was made to approve the changes to the Sensitive Book List as attached.

Motion moved by Director Olsen

Motion seconded by Director Waller

The motion was amended to include the changes to the sensitive book list with The Diary of Anne Frank removed from the sensitive list in the Elizabeth Middle School and The Perks of Being a Wallflower removed from the list all together.

Motion moved by Director Olsen

Motion seconded by Director Waller

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0

9.11 A motion was made to approve the charges for both the District Accountability Committee and the Financial Advisory Committee.

Motion moved by Director Olsen

Motion seconded by Director Calahan

ROLL CALL:

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 4-0



RECORD OF PROCEEDINGS

10.0 BOE PLANNING/NEW BUSINESS – AUDIO 01:43:44

10.1 The next Board of Education meeting working session, is scheduled for September 23, 2024, at 6 p.m. in the Elizabeth School District Board Room.

11.0 ADJOURNMENT – AUDIO 01:45:40

The regular board meeting adjourned at 7:42 p.m.

Respectfully Submitted,

Rhonda Olsen, President

Heather Booth, Vice President

Mary Powell, Secretary

Michael Calahan, Treasurer

Jonathan Waller, Assistant Secretary/Treasurer

Recorded by: Jaimee Glazebrook

ESD Sensitive Topic Book List				
Title	Author	School Catalog	Flagged for:	
1984 George Orwell	George Orwell	EHS	Graphic Violence	Not to be flagged
A Clockwork Orange	Anthony Burgess	EHS	Graphic Violence	
Anne Frank: Diary of a Young Girl	Anne Frank	EHS	Sexual Content	Not to be flagged
Ashes to Ashes	Jenny Han and Siobhan Vivian	EHS	Graphic Violence	
Assassins	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints	
Athletic Shorts	Chris Crutcher	EHS	Sexual Content	
Beloved	Toni Morrison	EHS	Sexual Content	On temp suspended list
Beyond Magenta - Transgender teens speak out	Susan Kuklin	EHS	Sexual Content	
Bhagavad Gita Annotated and Explained	Shri Purohit Swami	EHS	Religious Viewpoints	
Bhagavad Gita for modern times - secrets to attaining inner peace & harmony	Call # 294.5 BHA	EHS	Religious Viewpoints	
Bless Me Ultima	Rudolfo Anaya	EHS	Profanity/Obscenity	
Bless Me, Ultima	Rudolfo Anaya	EHS	Profanity/Obscenity	
Brave New World	Aldous Huxley	EHS	Sexual Content	Not to be flagged
Brigham Young pioneer prophet	John G. Turner	EHS	Religious Viewpoints	
Buddhism	Winston King	EHS	Religious Viewpoints	
Buddhism	Patricia D. Netzeley	EHS	Religious Viewpoints	
Buddhists, Hindus and Sikhs in America	Gurinder Singh Mann	EHS	Religious Viewpoints	
Burn for Burn	Jenny Han and Siobhan Vivian	EHS	Graphic Violence	
Burned	Ellen Hopkins	EHS	Drug or excessive ...	On temp suspended list
Catcher in the Rye	JD Salinger	EHS	Profanity/Obscenity	
Critical Perspectives on Islam and the Western World	JONathan Johansen	EHS	Religious Viewpoints	
Decoding the past secrets of the Koran	DVD - History Channel	EHS	Religious Viewpoints	
Desecration	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints	
Drinking and driving kills	Danielle Dardashti	EHS	Drug or excessive ...	
Early Islam	Stewart Desmond	EHS	Religious Viewpoints	
Eleanor & Park	Rainbow Rowell	EHS	Sexual Content	
Empire of the Islamic World	Robin S. Doak	EHS	Religious Viewpoints	
Ender's Game	Orson Scott Card	EHS	Graphic Violence	
Fallen Angels	Walter Dean Myers	EHS	Graphic Violence	
Fallen Angels	Walter Dean Meyers	EHS	Profanity/Obscenity	
Fire with Fire	Jenny Han and Siobhan Vivian	EHS	Graphic Violence	
Gay Power! the Stonewall Riots and the gay rights movement 1969	Betsy Kuhn	EHS	Sexual Content	
Glass	Ellen Hopkins	EHS	Drug or excessive ...	On temp suspended list
Go Ask Alice	Anonymous	EHS	Sexual Content	
Hinduism	Gregory Kozlowski	EHS	Religious Viewpoints	
Hinduism	Madhu Bazaz Wangu	EHS	Religious Viewpoints	
Hinduism	Thomas Streissguth	EHS	Religious Viewpoints	
House of Night (series)	P.C. Cast	EHS	Sexual Content	
I know Why the Caged Bird Sings	Maya Angelou	EHS	Sexual Content	
I Know Why the Caged Bird Sings	Maya Angelou	EHS	Sexual Content	
Inside Mecca	DVD	EHS	Religious Viewpoints	
Into the Bright Open - A Secret Garden Remix	Cherie Dimaline	EHS	Sexual Content	
Islam	Charles Adams	EHS	Religious Viewpoints	
Islam	Lauri S. Friedman	EHS	Religious Viewpoints	
Islam empire of faith	Jonathan Grupper	EHS	Religious Viewpoints	
Islam World Religions	Matthew S. Gordon	EHS	Religious Viewpoints	
Islamophobia	Dedria Bryfonski	EHS	Religious Viewpoints	
Joseph Smith	Robert Vincent Remini	EHS	Religious Viewpoints	
Kaffir Boy	Mark Mathabane	EHS	Sexual Content	
Leah on the Offbeat	Becky Albertalli	EHS	Sexual Content	
Monster	Walter Dean Meyers	EHS	Graphic Violence	
More Than a Carpenter	Josh McDowell	EHS	Religious Viewpoints	
Mormons in America	Claudia Lauper Bushman	EHS	Religious Viewpoints	
Night	Elie Wiesel	EHS	Graphic Violence	
One Flew Over the Cuckoo's Nest	Ken Kesey	EHS	Sexual Content	
Slaughterhouse Five	Kurt Vonnegut	EHS	Graphic Violence	
The Remnant	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints	
The Absolutely True Diary of a Part-Time Indian	Sherman Alexie	EHS	Sexual Content	
The Bluest Eye	Toni Morrison	EHS	Graphic Violence	On temp suspended list
The book of Mormon - an account written by the hand of Mormon upon plates taken from...	Joseph Smith	EHS	Religious Viewpoints	
The Chocolate War	Robert Cormier	EHS	Profanity/Obscenity	
The Color Purple	Alice Walker	EHS	Racism/discrimination	
The Color Purple	Alice Walker	EHS	Graphic Violence	
The Essence of Buddhism - how to bring spiritual meaning into every day	Carole M. Cusak	EHS	Religious Viewpoints	
The Giver	Lois Lowry	EHS	Ideations of Self-H...	
The Handmaid's Tale	Margaret Atwood	EHS	Sexual Content	
The Holy Bible	Holy Spirit	EHS	Religious Viewpoints	
The Hunger Games	Suzanne Collins	EHS	Graphic Violence	
The Indwelling	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints	
The Kite Runner	Khaled Hosseini	EHS	Sexual Content	On temp suspended list
The Koran	Series - Bantam Classic	EHS	Religious Viewpoints	

The Koran - a very short introduction	Michael Cook	EHS	Religious Viewpoints		
The Mark	Tim LaHaye and Jerry B. Jenkins	EHS	Religious Viewpoints		
The night trilogy - NIGHT, DAWN, DAY	Elie Wiesel	EHS	Graphic Violence		
The Perks of Being a Wallflower	Stephen Chbosky	EHS	Sexual Content		
The Spread of Islam	John Dunn	EHS	Religious Viewpoints		
To Kill a Mockingbird	Harper Lee	EHS	Racism/discrimination		
Tokyo Ghoul 7 (NOTE there is an entire series, apparently up to 10)	Sui Ishida	EHS	Graphic Violence		
Twilight	Elie Wiesel	EHS	Graphic Violence		
Understanding Islam	Beverly A. James	EHS	Religious Viewpoints		
Women in Islam	Margaret Speaker Yuan	EHS	Religious Viewpoints		
BHA	Jan Thompson	EMS	Religious Viewpoints		
Anne Frank: Diary of a Young Girl	Anne Frank	EMS	Sexual Content		
Averroes (Ibn Rushd): Scholar of Classical and Islamic Philosophy	Bridget Lim	EMS	Religious Viewpoints		
Being Transgender in America (Part of above series)	Duchess Harris, JD, PhD	EMS	Sexual Content		
Buddhism	Anita Ganeri	EMS	Religious Viewpoints		
Buddhism	Mel Thompson	EMS	Religious Viewpoints		
Buddhist Festivals Throughout the Year	Anita Ganeri	EMS	Religious Viewpoints		
Eleanor & Park	Rainbow Rowell	EMS	Sexual Content		
Ender's Game	Orson Scott Card	EMS	Graphic Violence		
Growing up LGBTQ (PART OF A SERIES: Being LGBTQ in America)	Duchess Harris, JD, PhD	EMS	Sexual Content		
Hindu Festivals Throughout the Year	Anita Ganeri	EMS	Religious Viewpoints		
Hinduism	Das Rasamandala	EMS	Religious Viewpoints		
Hinduism	Ranchor Prime	EMS	Religious Viewpoints		
His Dark Materials Series Bk 1 The Golden Compass	Phillip Pullman	EMS	Religious Viewpoints		
House of Night (series)	P.C. Cast	EMS	Sexual Content		
Islam	David Self	EMS	Religious Viewpoints		
Muslim Festivals Throughout the Year	Anita Ganeri	EMS	Religious Viewpoints		
My Brother Sam is dead	James Lincoln Collier	EMS	Profanity/Obscenity		
Nasreen's Secret School	Jeanette Winter	EMS	Religious Viewpoints		
Speak Up!	Rebecca Burgess	EMS	Sexual Content		
The Giver	Lois Lowry	EMS	Ideations of Self-H...		
The Hunger Games	Suzanne Collins	EMS	Graphic Violence		
The Kids Book of World Religions	Jennifer Glossop	EMS	Religious Viewpoints		
The King James Bible: Christianity's Definitive Text	Phyllis Corzine	EMS	Religious Viewpoints		
To Kill a Mockingbird	Harper Lee	EMS	Racism/discrimination		
Zenobia July	Lisa Bunker	EMS	Sexual Content		
Bridge to Terabithia	Katherine Patterson	Running Creek	Religious Viewpoints		
Ender's Game	Orson Scott Card	Running Creek	Graphic Violence		
House of Night (series)	P.C. Cast	Running Creek	Sexual Content		
Noah's Ark	Jerry Pinkney	Running Creek	Religious Viewpoints		
Skippyjon Jones (series)	Judith Schachner	Running Creek	Racism/discrimination	Not to be flagged	
The Camel in the Sun	Griffin Ondaatje	Running Creek	Religious Viewpoints		
The Creation	Stephen Mitchell	Running Creek	Religious Viewpoints		
The Giver	Lois Lowry	Running Creek	Ideations of Self-H...		
The proudest blue: a story of hijab and family	Ibitha Muhammad	Running Creek	Religious Viewpoints		
Two by Two	Barbara Reid	Running Creek	Religious Viewpoints		
Daughters of Eve - Strong Women of the Bible	Lillian Hammer Ross	Singing Hills	Religious Viewpoints		
Dinner in the Lions' Den	Bob Hartman	Singing Hills	Religious Viewpoints		
Illustrated dictionary of religions: rituals, beliefs and practices from around the world	Philip Wilkinson	Singing Hills	Religious Viewpoints		
Noah	Patricia Lee Gauch	Singing Hills	Religious Viewpoints		
Noah's Ark	CALL# E SPI	Singing Hills	Religious Viewpoints		
Noah's Ark	Jerry Pinkney	Singing Hills	Religious Viewpoints		
Ramadan	Kieran Walsh	Singing Hills	Religious Viewpoints		
Ramadan	Molly Aloian	Singing Hills	Religious Viewpoints		
Scary Stories to tell in the Dark	Alvin Schwartz	Singing Hills	Graphic Violence		
Skippyjon Jones (series)	Judith Schachner	Singing Hills	Racism/discrimination		
The Bible Story (Individual listings for Volumes 1 - 10)	Arthur Maxwell	Singing Hills	Religious Viewpoints		
The Children's Illustrated Bible	Selina Hastings	Singing Hills	Religious Viewpoints		
The Christmas Star	Marcus Pfister	Singing Hills	Religious Viewpoints		
The Giver	Lois Lowry	Singing Hills	Ideations of Self-H...		
The Librarian of Basra	Jeanette Winter	Singing Hills	Graphic Violence		
The Little Lama of Tibet	Lois Raimondo	Singing Hills	Religious Viewpoints		
The mysterious visitor - Stories of the Prophet Elijah	Nina Jaffe	Singing Hills	Religious Viewpoints		
The Stable Where Jesus was Born	Rhonda Gowler Greene	Singing Hills	Religious Viewpoints		
The Ten Commandments	Patricia Daniels	Singing Hills	Religious Viewpoints		
What I believe	Alan Brown	Singing Hills	Religious Viewpoints		
To Review in September 2024					
Aristotle and Dante discover the secrets of the universe	Benjamin Alire Saenz	EHS	Sexual Content		
Two teenagers in 20 writings by gay and lesbian youth	Ann Heron	EHS	Sexual Content		
Playing a Part	Darla Wilke	EHS	Sexual Content		
Families Like Mine - Children of gay parents tell it like it is	Abigail Garner	EHS	Sexual Content		
Date Rape Drugs	Suellen May	EHS	Drug or excessive ...		
Date Rape	Norah Piehl	EHS	Graphic Violence		
Sanctuary	William Faulkner	EHS	Sexual Content		

All My Trials, Lord - selections from women's slave narratives	Mary Young	EHS	Racism/discrimination		
Voices of Rape	Janet Bode	EHS	Graphic Violence		
The Tenth Circle	Jodi Picoult	EHS	Sexual Content		
Dreamland	Sarah Dessen	EHS	Drug or excessive ...		
My Sister's Keeper, a novel	Jodi Picoult	EHS	Ideations of Self-H...		
The Storyteller: a novel	Jodi Picoult	EHS	Ideations of Self-H...		
My Book of Life by Angel	Martine Leavitt	EHS	Sexual Content		
To Nightowl from Dogfish	Holly Goldberg Sloan and Meg Wolitzer	EMS	Sexual Content		
They Both Die at the End	Adam Silvera	EMS	Sexual Content		
The Cloud Chamber	Joyce Maynard	EMS	Ideations of Self-H...		
Project Semicolon: Your Story Isn't Over	Amy Bleuel	EMS	Ideations of Self-H...		
How to Love	Katie Cotugno	EMS	Drug or excessive ...		
The List of Things That Will Not Change	Rebecca Stead	Singing Hills	Sexual Content		
The List of Things That Will Not Change	Rebecca Stead	Running Creek	Sexual Content		



RECORD OF PROCEEDINGS

**BOARD OF EDUCATION
BOARD ROOM, DISTRICT OFFICE
MINUTES OF MEETING
August 26, 2024 – (Working Session)**

A Working Session Board Meeting of the Elizabeth School District was held on August 26, 2024, in the Board Room, District Office.

1.0 CALL TO ORDER – AUDIO 00:04:30

Director Rhonda Olsen called the BOE Business Meeting to order at 6:00 p.m.

2.0 ROLL CALL: - AUDIO 00:04:34

The following BOE Directors were present:

Director Heather Booth – aye

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

Also present: Superintendent Dan Snowberger and Executive Assistant Jaimee Glazebrook

3.0 PLEDGE OF ALLEGIANCE – AUDIO 00:04:43

Director Rhonda Olsen led the audience in the Pledge of Allegiance.

4.0 APPROVAL OF AGENDA/ADDITIONS/DELETIONS/BLANKET MOTION – AUDIO 00:05:17

A motion was made to approve the agenda.

Motion moved by Director Olsen

Motion seconded by Director Booth

ROLL CALL:

Director Heather Booth – aye

Director Michael Calahan – aye

Director Rhonda Olsen – aye

Director Mary Powell – aye

Director Jonathan Waller – aye

The motion carries 5-0

5.0 APPROVAL OF MINUTES – AUDIO 00:05:35

5.1 A motion was made to approve the minutes from the August 12, 2024 Elizabeth Schools Board of Education meeting.

Motion moved by Director Olsen

Motion seconded by Director Booth



RECORD OF PROCEEDINGS

ROLL CALL:

Director Heather Booth – aye
Director Michael Calahan – abstain
Director Rhonda Olsen – aye
Director Mary Powell – aye
Director Jonathan Waller – aye

The motion carries 4-0

6.0 COMMUNICATIONS – AUDIO 00:06:02

6.1 Board Member Reports

6.2 Superintendent Report

7.0 PUBLIC COMMENT AUDIO 00:19:42

1. Crisy Howell
2. Shelly Manning
3. Bert Debrousse
4. David Fletcher
5. Tom Peterson
6. William King
7. Zach Quinby
8. Ken Madsen
9. Andrea Richardson
10. Lisa Beach
11. Michael Morrison
12. Jim Vigil

8.0 DISCUSSION ITEMS – AUDIO 00:55:10

8.1 Revised Policy GBEE*, Staff Use of the Internet and Electronic Communications

8.2 Revised Policy GBEE*-E, Staff Use of District Technology Resources (Acceptable use Agreement)

8.3 New Policy GBEE*-E – Social Media

8.4 Revised Policy GCE/GCF – Professional Staff Recruiting and Hiring (minor revisions and legal ref)

8.5 Revised Policy GBJ – Personnel Records and Files (minor revisions and legal ref)

8.6 Revised Policy GDE/GDF – Support Staff Recruiting/Hiring (minor revisions and legal ref)

8.7 Revised Policy GBA – Open Hiring/Equal Employment Opportunity (legal ref)

8.8 Review of Library Sensitive Topic Book Lists

**Elizabeth**
SCHOOL DISTRICT

RECORD OF PROCEEDINGS

8.9 Classroom Library Direction

8.10 October 14th Meeting moved to October 7th

9.0 BOE PLANNING/NEW BUSINESS – AUDIO 02:02:29

9.1 The next Board of Education meeting business session, is scheduled for September 9, 2024, at 6 p.m. in the Elizabeth School District Board Room.

10.0 ADJOURNMENT – AUDIO 02:06:13

The regular board meeting adjourned at 8:02 p.m.

Respectfully Submitted,

Rhonda Olsen, President

Heather Booth, Vice President

Mary Powell, Secretary

Michael Calahan, Treasurer

Jonathan Waller, Assistant Secretary/Treasurer

Recorded by: Jaimee Glazebrook

1/23/25, 2:53 PM

esdk12.org Mail: Superintendent Update: Classroom Libraries

pg 1 of 2



Dan Snowberger <dsnowberger@esdk12.org>

Superintendent Update: Classroom Libraries

1 message

Jeff Maher <jmaher@esdk12.org>
Reply-To: Jeff Maher <jmaher@esdk12.org>
To: dsnowberger@esdk12.org

Tue, Aug 27, 2024 at 8:58 AM



Superintendent Update: Classroom Libraries

Dear Parents,

Thank you for your patience as we've worked through our alignment of district policy regarding our use of classroom libraries. We know how important it is to have ready access to reading material in our classrooms. As you know, our board was attempting to align their Library Protocol adopted two weeks ago with children's access to reading material by having students access all books from the library. When it became evident that this was problematic, they paused their decision to remove classroom libraries to gather staff ideas on how to solve this challenge. We appreciate the many ideas staff provided our Board.

Our classroom library issue affects our elementary and middle schools only. Last night, the board made the following shift in the direction on this matter:

- Teachers will maintain their classroom libraries at this time
- Parents may "Opt Out" their children from using that classroom library at any time by using this form ([Classroom Opt Out Form](#))
- Teachers will create a list of all books in their classroom libraries over the next month and provide that to their principals and Chief Academic Officer for review
- Classroom libraries will be purged of books (if any) that contain graphic violence, sexual content, ideations of self harm, drug or alcohol use, religious content, or racism/discrimination.

EXHIBIT 8

1/23/25, 2:53 PM

esdk12.org/Mail/Superintendent Update: Classroom Libraries

pg 2 of 2

- Once finalized, lists of books in the classroom libraries will be provided on a regular basis to parents for on-going review.
- Parents may rescind or implement an “Opt Out” from classroom libraries at any time
- Of course, parents may send students with books from home to read and students may always keep books in their desk for reading time from the library.
- Students are not permitted to share books in the classroom physically as we want to respect parental rights in ensuring that they control what literature students have access to.

I know we live in a community where there are different opinions on these matters. Our staff is working hard to implement the policies that are being adopted and ensuring that we honor the wishes of our parents. None of these policies are meant to infringe on the individual rights of our students or our families, but to ensure we respect your rights and values.

If you have any questions, please do reach out to me or your principal.

Sincerely,

Dan Snowberger

Superintendent



You are receiving this email because of your relationship with Elizabeth School District. If you wish to stop receiving email updates sent through the Finals site service, please [unsubscribe](#).

Elizabeth School District | [634 S. Elbert St.](#) PO Box 610, Elizabeth, CO 80107 | 303-646-1853

File: KBB

Adopted October 9, 2023

Parents Rights and Responsibilities

Purpose: To clarify the rights and responsibilities of our students' parents and guardians as strategic partners in their childrens' education. This policy links to the corresponding District policies of the rights and responsibilities for more details.

Preamble: The policy on parent* rights and responsibilities enumerate both positive and negative rights as well as corresponding responsibilities held by parent stakeholders in Elizabeth School District. Just as the first ten amendments to the U.S. Constitution did not *create* inalienable rights (but codified rights that were understood to be natural or God-given in a Bill of Rights), this document draws on law, regulation, and policy to enumerate rights that parents already have with regard to parenting, communications, and decision- making. Parents and students have rights, and parents and the school district must uphold their responsibilities in order to help the students achieve their individual and collective goals. This enumerated list of rights and responsibilities is not exhaustive, but it highlights the covenant and interdependence required for success. Other rights may be added to this list, but it is understood that there are no rights without accompanying responsibilities.

In Elizabeth School District, Parents have the following rights, along with responsibilities enumerated on the following pages:

- ♦ • Choice: To access available seats at a public school of their choosing.
- Choice: To access space available in specialized programs, including concurrent college enrollment.
- Choice: To access accelerated coursework, work-based learning and other college and career readiness opportunities.
- Choice: To retain full control of their child's education through schooling at home.
- Choice: To enroll their student in courses that best meet the child's needs, aptitudes and potential.
- Choice: To direct the health care services provided to their child by means of giving consent prior to the administration of any medicines or mental health services.

File: KBB

- Access: To access digital devices and home broadband services to support the educational needs of their student.
- Achievement/Outcomes: To ensure their student is reading and doing math on grade level.
- Achievement/Outcomes: To ensure that their student graduates ready for postsecondary success.
- Security/Safety: Parents have the right to expect systematic protection of private and confidential information.
- Security/Safety: Parents have the right to expect safe conditions on buses, school campuses, and in other school settings.
- Transparency: To know what curriculum and instructional materials are being used in their student's school.
- Transparency: To know how their student's school performs relative to state standards and to other schools.
- Transparency: To access their student's academic records, evaluations and any other data or records about their child.
- Transparency: Parents have the right to review clear expectations for student behavior.
- Transparency: Parents have the right to due process during investigations and disciplinary meetings.
- Transparency: Parents have the right to know the credentials and status of their student's teacher(s) and administrators.
- Transparency: Parents have the right to know the amount of public funding being provided for their student's education.
- Transparency: Parents have the right to expect that their child, our teachers and all employees of the district, shall NOT compel nor be compelled to affirm, believe, profess or adhere to any idea that violates their beliefs, values or religion. The School Board believes that education must focus on academic subjects, and, without exception, should not include personal bias or personal political opinion.

*Recognizing that guardians, foster parents, custodial grandparents, and other designated adults may fulfill the role of parents, the term parents, employed throughout this document, references all such adults.

File: KBB

Parent rights and responsibilities are described in the following Elizabeth School District Policies, as well as any supporting regulations (-R), any supporting exhibits (-E) and the statutes, rules, and key court decisions referenced within.

**Click items in this column to
to link jump to more elaborate
descriptions**

**Click items in this column
directly to full policy
documents.**

Educational Choice	JFBA: Intra-District Choice/Open Enrollment JFAB: Continuing Enrollment of Students Who Become Nonresidents IHCDA: Concurrent Enrollment IHBG: Home Schooling
Academic Access	IJNDAB: Instruction through Online Learning ILBC: Early Literacy and Reading Comprehension Assessments (Colorado READ Act) JHB: Truancy
Academic Excellence	IHBK: Preparation for Postsecondary and Workforce Success IMB: Teaching about Controversial Issues and Use of Controversial Materials IK: Academic Achievement ILBC: Early Literacy and Reading Comprehension Assessments (Colorado READ Act)
Educational Data and Privacy	JRCB-R: Privacy and Protection of Confidential Student Information KBBA: Custodial and Noncustodial Parent Rights and Responsibilities JRCB: Privacy and Protection of Confidential Student Information EHC: Safeguarding Personal Identifying Information
School Safety and Behavior	JICDA: Code of Conduct JICDD: Violent and Aggressive Behavior JICDE: Bullying Prevention and Education JICDF: Cyber Bullying JKBA: Disciplinary Removal from Classroom

File: KBB

**Organizational
Transparency**

KDB: Public's Right to Know/Freedom of Information
KD: Public Information and Communications
DAB: Financial Administration
DB: Annual Budget
DBD: Determination of Budget Priorities
DIE: Audits/Financial Monitoring

File: KBB

SECTION ONE: Educational Choice

Parent Rights	Parent and School Responsibilities
<ul style="list-style-type: none"> • Parents have the right to access available seats at a public school of their choosing for their student, regardless of where they live. • Parents have the right to access space available for their student, in specialized programs, including concurrent college enrollment. • Parents have the right to access accelerated coursework, work-based learning and other college and career readiness opportunities for their student. • Parent's-Parent-s have the right to retain full control of their child's education through schooling at home. 	<ul style="list-style-type: none"> • Parents are responsible to be informed consumers of educational options-choosing the school or program that best serves their children. • Parents are responsible to ensure that their student understands good behavior is a condition of maintaining enrollment at a school of their choosing, and furthermore parents are responsible to partner with the school's staff to select strategies for behavioral improvement if needed. • Parents are responsible to ensure their student meets attendance expectations at the school of choice. • Parents are responsible to participate in school and district information sessions about accelerated coursework, work-based learning and other college and career readiness opportunities. • Parents who school at home are responsible for notifications and periodic assessments. • Schools are responsible to provide accurate and accessible information (through publications, presentations, and other communications) about school programs and options. • Schools are responsible to host informational sessions about accelerated coursework, work-based learning and other college and career readiness opportunities. • Schools are responsible to use fair processes and restorative practices to address behavior before revoking choice.
JFBA: Intra-District Choice/Open Enrollment JFAB: Continuing Enrollment of Students Who Become Nonresidents JHCDA: Concurrent Enrollment JHBG: Home Schooling	

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SECTION TWO: Academic Access

Parent Rights	Parent and School Responsibilities
<ul style="list-style-type: none"> Parents have the right to know what curriculum is being used in their student's school as well as the homework assignments, assessments and other classwork expected to be completed by their student. Parents have the right to access digital devices and home broadband services to support the educational needs of their student. 	<ul style="list-style-type: none"> Parents are responsible to review their student's syllabi and assignments to inform questions about classwork expectations. Parents are responsible to ensure help support their student when it comes to is completing homework and should support the school's recommendations for tutoring or other academic interventions and supports. Parents are responsible to inform the school of need-based digital device and home broadband requirements to support the education of their student. Parents are responsible to engage with school planning, curriculum, and program evaluation through the school accountability committee and other systems and processes. Parents are responsible to adhere to the Elizabeth School District Student Issued Device Program Agreement. Parents and schools share responsibility to ensure that students attend school in compliance with compulsory attendance laws. Schools are responsible to collaborate with parents when Policy IMB, "Teaching About Controversial Issues and Use of Controversial Materials," is invoked and to document the resolution to inform future claims. Schools are responsible to notify parents when teaching about controversial subjects as defined in Policy IMB. Schools are responsible to be responsive to need-based requests for digital devices and home broadband access.

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AEA: Standards Based Education

IG: Curriculum Development

IMB: Teaching about Controversial Issues and Use of Controversial Materials

JNDAB: Instruction through Online Courses

ILBC: Early Literacy and Reading Comprehension Assessments (Colorado READ Act)

JHB: Truancy

KDB: Public's Right to Know/Freedom of Information

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SECTION THREE: Academic Excellence

Parent Rights	Parent and School Responsibilities	
<ul style="list-style-type: none"> Parents have the right to know whether their student is reading and doing math on grade level and whether their child graduates is on track to be ready for postsecondary success. 	<ul style="list-style-type: none"> Parents are responsible to work with schools to determine the optimal pathways for their student and portfolio option that achieves the desired outcome. 	<div>Formatted: Font: (Default) Arial</div> <div>Formatted: Font: (Default) Arial</div> <div>Formatted: Font: (Default) Arial</div>
<ul style="list-style-type: none"> Parents have the right to enroll their student in courses that best meet the child's needs, aptitudes and potential. 	<ul style="list-style-type: none"> Parents are responsible to review the district and school performance frameworks to inform conversations about relative performance. Schools are responsible to collaborate with parents when Policy IMB, "Teaching About Controversial Issues and Use of Controversial Materials," is invoked and to document the resolution to inform future claims. 	<div>Formatted: Font: (Default) Arial</div> <div>Formatted: Font: (Default) Arial</div> <div>Formatted: Font: (Default) Arial</div> <div>Formatted: Font: (Default) Arial</div> <div>Formatted: Font: (Default) Arial</div>
<ul style="list-style-type: none"> Parents have the right to know how their student's school performs relative to state standards and to other schools in the district of record. 	<ul style="list-style-type: none"> Schools are responsible to use formative and summative evaluations to assess student progress at, above, or below grade level and work with parents to implement interventions that restore students' math and reading performance that is commensurate with their grade level and puts them on the path to graduation and postsecondary success. Schools are responsible to be responsive to need-based requests for digital devices and home broadband access. Schools are responsible to use standardized tests, internal and external accountability measures, and student mastery to assess school performance, which will be aggregated by the district to assess performance between schools, within schools, and against other districts. Schools are responsible to offer aptitude screeners and other assessments that indicate a student's readiness for engagement with curriculum that maximizes their potential and connects them to their desired pathway. 	<div>Formatted: Font: (Default) Arial</div> <div>Formatted: Font: (Default) Arial, No underline, Underline color: Auto, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, No underline, Underline color: Auto, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, No underline, Underline color: Auto, Font color: Auto</div> <div>Formatted: Font: (Default) Arial</div> <div>Formatted: Font: (Default) Arial, No underline, Underline color: Auto, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, No underline, Underline color: Auto, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, No underline, Underline color: Auto, Font color: Auto</div>
<p>IHBK: Preparation for Postsecondary and Workforce Success</p> <p>IMB: Teaching about Controversial Issues and Use of Controversial Materials, JK: Academic Achievement</p>		<div>Formatted: Font: (Default) Arial, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, No underline, Underline color: Auto, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, Font color: Auto</div> <div>Formatted: Font: (Default) Arial, No underline, Underline color: Auto, Font color: Auto</div> <div>Formatted: Font: (Default) Arial</div>

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SECTION FOUR: Educational Data and Privacy

Parent Rights	Parent and School Responsibilities
<ul style="list-style-type: none">Parents have the right to access their student's academic records, evaluations and any other data or records that a school has compiled on their child.Parents have the right to expect systematic protection of private and confidential information.	<ul style="list-style-type: none">Parents are responsible to ensure that data in the student information system reflects current contact and custodial status to facilitate access to their student's record under the Family Educational Rights and Privacy Act (FERPA).School officials are responsible to safeguard student's personally identifiable information (PII) and only release student records to authorized individuals who are identifiable as such in the student information system (SIS).
<p>JRCB-R: Privacy and Protection of Confidential Student Information (Hearing and Complaint Procedures) KBBA: Custodial and Noncustodial Parent Rights and Responsibilities JRCB: Privacy and Protection of Confidential Student Information EHC: Safeguarding Personal Identifying Information</p>	

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SECTION FIVE: School Safety and Behavior

Parent Rights	Parent and School Responsibilities
<ul style="list-style-type: none">Parents have the right to expect safe conditions on buses, school campuses, and in other school settings.Parents have the right to review clear expectations for student behavior.Parents have the right to due process during investigations and disciplinary meetings.	<ul style="list-style-type: none">Parents are responsible to review behavioral expectations with their children and support accountability for misconduct.Schools are responsible to use fair processes and restorative practices to address behavior and use exclusion (suspension or expulsion) only in limited cases.
ADD: Safe Schools JICDA: Code of Conduct JICDD: Violent and Aggressive Behavior JICDE: Bullying Prevention and Education JICDF: Cyber Bullying JKBA: Disciplinary Removal from Classroom	

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SECTION SIX: Organizational Transparency

Parent Rights	Parent and School Responsibilities
<ul style="list-style-type: none"> Parents have the right to know the credentials of their student's teacher(s) and administrators, including whether the teacher is teaching out-of-field. Parents have the right to know the amount of public funding being provided for their student's education. Parents have the right to review transaction-specific information about program, school, and district finances. Parents have the right to prior notification of surveys or other research items that address any of the eight protected areas specified in the <u>Protection of Pupil Right Amendment</u>, available at: https://studentprivacy.ed.gov/training/what-protection-pupil-rights-amendment 	<ul style="list-style-type: none"> Parents are responsible to check with the school and school administration to verify a teacher or administrator's licensure status before initiating teacher qualification conversations. Parents are responsible to review the district's financial transparency webpage before initiating conversations about utilization of per pupil revenue. Schools are responsible to engage with parents who still have questions about a teacher's qualifications after the parents have accessed CDE's licensure database. Schools are responsible to host School Accountability Committee meetings where parents can review the district's financial transparency.
KDB: Public's Right to Know/Freedom of Information KD: Public Information and Communications DAB: Financial Administration DB Annual Budget DBD: Determination of Budget Priorities DIE: Audits/Financial Monitoring GCS Professional Research and Publishing IMB: Teaching About Controversial Issues and Use of Controversial Materials	

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Superintendent Update: Welcome Back to School!

Dear Parents & Members of the Elizabeth Community,

It's hard to believe that summer 2024 is drawing to a close and that the start of the school year is upon us. I hope that each of you had a great summer break. It was a busy one for us in the school district. I wanted to share important dates with you:

- Wednesday, August 14: Grades 6 & 9, Orientation day (½ day of school)
- Thursday, August 15: Grades 6-12 - First day of school for all students
- Thursday & Friday, August 15 & 16: Assessment/Meet your Teacher Days - Elementary
- Monday, August 19: First day of school for all Elementary & PreSchool Students
- Thursday, August 22: First late start day
- Friday, August 23: Welcome Back BBQ, 4-6 pm - Sponsored by Board of Education, Elizabeth High School, followed by a Home Football Game vs. Battle Mountain HS at 7P
- Monday, September 2: Labor Day Holiday - No School

Library Protocol: There has been quite a buzz in the community about an effort underway to empower parents in our community. I wanted to clarify what this is all about. While many districts have removed books that some find objectionable to groups in the community, our Board has taken a different approach in cooperation with our Curriculum Review Committee. While reviewing national book lists, we have worked this summer to identify books that contain sensitive topics that include material in one of the following categories: graphic violence, sexual content, profanity/obscenity, ideations of self harm or mental illness, religious viewpoints, drug or excessive alcohol use, and racism/discrimination. Of course the degree of sensitivity is age based as we consider the level these books appear in (elem/middle/high). Parents will be empowered to opt their children out of being able to check out books if they choose. If a parent does not take that action, they will receive an email when a book is checked out to their child with any of this content in case they choose to review the book in advance. For a parent that has no concern - no change occurs. Sadly, this is not being reported accurately in some media outlets, but I do believe it is a balanced approach being taken by our board.

Concerning Materials: During the review of materials in our libraries, some members of our Curriculum Review Committee did identify a handful of books that contained some extreme content in their view. Those books have been pulled for public review and we are asking parents to review them and provide input on how they would like the district to handle them. A separate communication will be sent with those titles along with times and locations those books can be reviewed. Based on public feedback, those books could be added to the sensitive topic lists or could be weeded from the collections in our libraries.

Classroom Libraries: With all the work done by our Curriculum Review Committee on empowering parents, the board felt that it was best to encourage students to access our libraries to secure reading material. This ensures that parent direction guides that book access. Instead of burdening our teachers with having to constantly review their books against a sensitive book list, the board felt that removing libraries made sense and having students access books from the library may be best. Yesterday, the board suspended their direction and will be working with staff to determine if there is a better solution. Our teachers have so much on their plate and the intent was not to add one more thing to their “to do” list. At their next work session, the board will review the staff feedback and determine how to proceed to ensure we honor that parental choice and guidance in all material access.

Transportation: We are excited that we were able to purchase 10 new buses this summer. Many of our fleet were approaching the end of life and the new buses are a welcome addition to our fleet. We also are excited to reach full staffing and be able to add back many routes that had been removed in the past. We are excited to be able to offer transportation to our Legacy families. We regret that due to some challenges with data uploads, we’ve had some delay in getting those student stops into our system but look forward to getting those students into our transportation system soon.

We had a great kick-off with our staff and focused on our slogan - Students are at the heart of everything we do. Our new Public Information Officer helped us create a comprehensive video that highlights the opportunities our students have here in Elizabeth at each grade level. I wanted to [share that video](#) with you so that you have an idea of what Elizabeth has to offer our students and how it truly is a team effort to make it all happen. I am so proud of our staff and what the Elizabeth School District offers the children of our community!

I appreciate your patience as we work out new processes and procedures this year. Expect more communication early next week from me on other initiatives in the district.

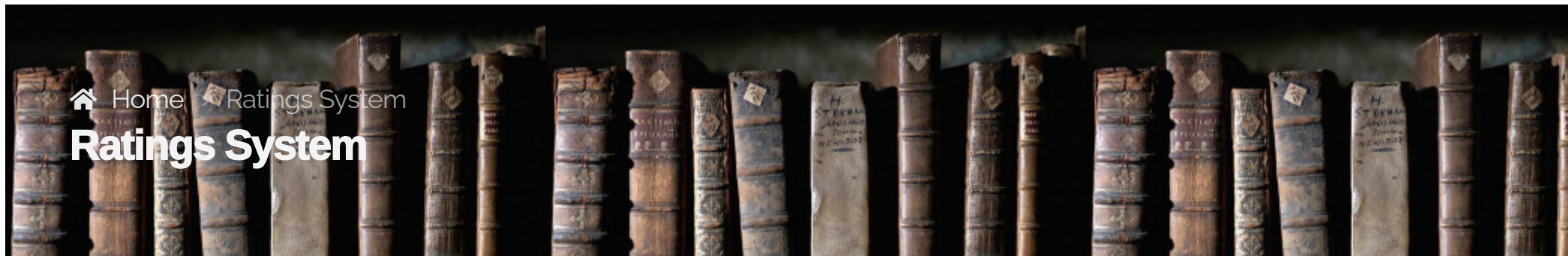
Welcome back!

A handwritten signature in black ink, appearing to read "Dan".

Dan Snowberger
Superintendent



BookLooks.org



Book Rating System

We developed this rating system to provide a means of assessing the appropriateness of a book for a child or young adult, based on the content of the book. This rating system is meant to be a quick guide for busy parents who want to know what objectionable material is found between a book's covers.

Our reports include a wide array of potentially controversial content. Some of the included content may not seem controversial at all to some, but it is included so parents can be aware and guide their child's reading as they see fit. In developing our rating scale and the driving criteria, we took inspiration from existing systems for movies, television, and video games while trying to tailor our criteria for books and the current public discussion surrounding them. We have provided graphics outlining our rating system, the driving criteria for each rating, and associated definitions we used in this system's development below.

Our rating determination is for the work taken as a whole- while the cited content alone may justify a higher rating, the work taken as a whole may have mitigating factors that lead to a lower rating. A good example of this is *To Kill a Mockingbird*. The book contains terrible instances of racism that would fit well in the "Minor Restricted" (3) rating. However, taken as a whole, the book has a positive narrative rebuking racism and contains significant historical value. Therefore, we have assigned it the "Teen Guidance" (2) rating. In some instances, a work may have mitigating factors, but we may find those factors as not enough to justify a reduced rating due to the severity of the cited content.

We strive to be as objective and judicious in our reports as possible, but ultimately the ratings assigned are our opinions. We hope our assessments are useful to individual parents and the community at large.

"Pending Final Review" indicates a book that is pending our full review, but contains verified information provided to us by third party individuals. We have screened the citations and confirmed they are contained within the relevant work, however we have not read the work in full and as such cannot assign a final rating.

CONTENT BASED RATING



For Everyone Content is appropriate for all ages	Child Guidance Some content may not be appropriate for very young children	Teen Guidance Some content may not be appropriate for children under 13.	Minor Restricted Under 18 requires guidance of parent or guardian	No Minors Adult content. No child under 18.	Aberrant Content Adult only
0 <ul style="list-style-type: none">• Mild Inexplicit violence• No Hate• No Nudity• No Profanity• No References to Sexuality, Gender Ideologies, or Sexual Activities• No Drug or Alcohol Use	1 <ul style="list-style-type: none">• Mild violence• Mild/Infrequent Hate• Mild/Infrequent Profanity• Non-Sexual Nudity excluding genitalia• No References to Sexual Activities• No Drug or Alcohol Use• Inexplicit Sexuality• Inexplicit Gender Ideologies	2 <ul style="list-style-type: none">• Moderate Violence• Moderate Hate• Moderate Profanity• Non-Sexual Nudity involving genitalia• Inexplicit Sexual Nudity/Sexual Activities• Drug or Alcohol Use• Explicit Sexuality• Explicit Gender Ideologies	3 <ul style="list-style-type: none">• Excessive/Explicit violence• Extreme/Frequent Hate• Excessive/Frequent Profanity• References to Sexual Activities (NOT involving penetration, cunnilingus, fellatio, or ejaculation)• Drug or Alcohol Abuse	4 <ul style="list-style-type: none">• Explicit Sexual Nudity (depictions of sexual organs in a state of arousal)• "Obscene" References to Sexual Activities (involving anal, oral, or vaginal intercourse; fingering, anilingus, or ejaculation)	5 <ul style="list-style-type: none">• Explicit References to Aberrant Sexual Activities (sexual assault/battery, bestiality, or sadomasochistic abuse)

DEFINITIONS



Aberrant: deviant

Drug/Alcohol Abuse: the habitual use of illicit drugs/alcohol

Excess: exceeding a reasonable limit; extreme in frequency, intensity or severity.

Explicit Sexuality/Gender Ideology: descriptive reference(s) to one's sexuality or gender identity, e.g. "Jake thinks he's bisexual because he gets equally as excited by thoughts of having sex with Jane as with John" or "John takes hormones to transition his body to a female."

Explicit Violence: Realistic depictions of physical conflict. May involve extreme and/or realistic depictions of human injury/death involving blood, gore.

Inexplicit Sexuality/Gender Ideology: nondescript reference(s) to one's sexual or gender identity, e.g. "Jake and Bob are gay and married to each other" or "John was born a boy but feels like a girl."

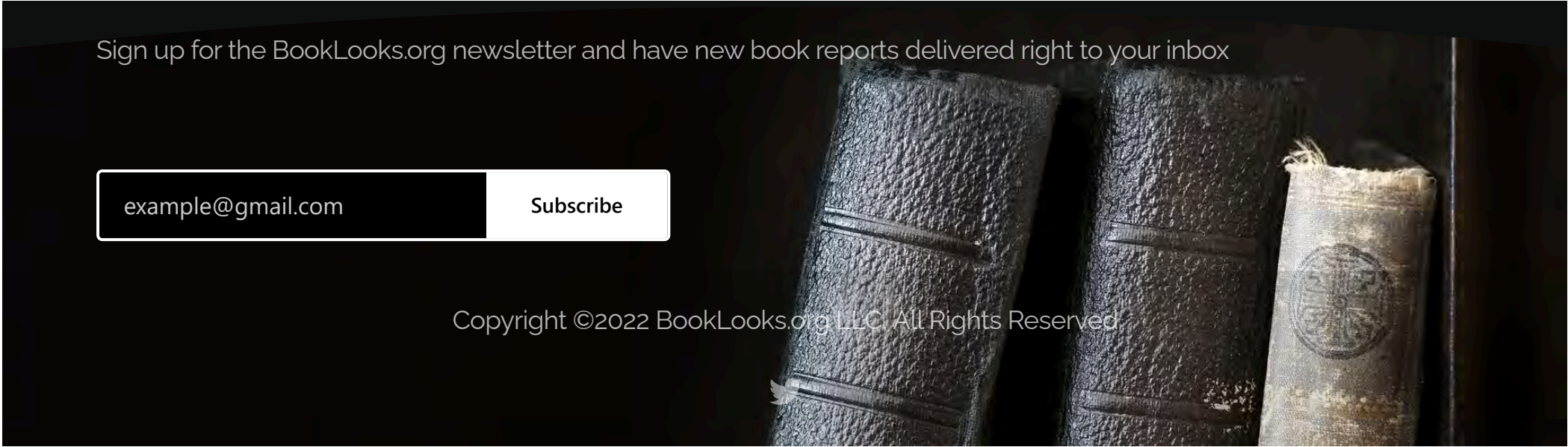
Mild: low frequency, intensity or severity.

Moderate: reasonable limit; not extreme in frequency, intensity or severity.

Nudity: Depiction of human male or female genitals, pubic area, or of a female breast without a covering of any portion thereof below the top of the nipple, or of male genitals in a turgid state.

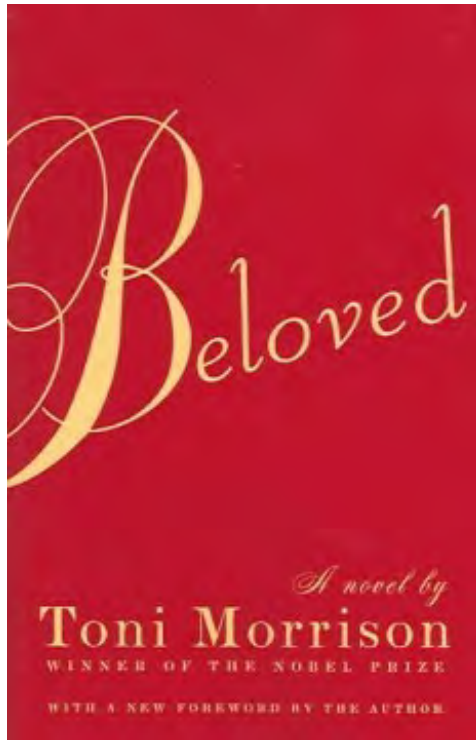
Obscene: material "the average person, applying contemporary community standards," would judge as appealing primarily to prurient interests; (2) "the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law"; and (3) the work "lacks serious literary, artistic, political, or scientific value."

Violence: behavior involving physical force intended to hurt, damage, or kill someone or something.





BELOVED



Young Adult

By Toni Morrison

ISBN: 0-8124-7213-6

CONTENT WARNING

You are about to access material that may contain content of an ADULT nature. These files may include pictures and materials that some viewers may find offensive. If you are under the age of 18, or if such material offends you or if it is illegal for you to view these materials, please exit now.

Book Summary:

A former slave woman recalls her life in slavery.

Summary of concerns:

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

3
/5

Minor Restricted
BookLooks Review Rating



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



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



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

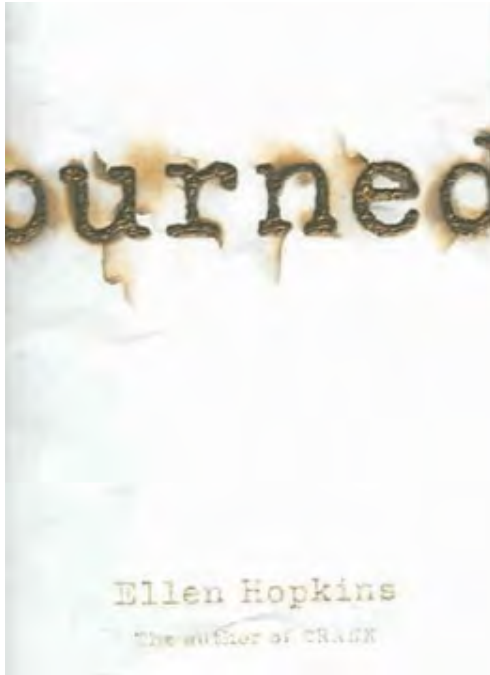


Page	Content
	they fell away from the seams of his tobacco tin. So when the lid gave he didn't know it. What he know was that when he reached the inside part he was saying, "" Red heart. Red heart,"" over and over again. Softly and then so loud it woke Denver, then Paul D. himself. "Red heart. Red heart.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



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

BURNED



Young Adult

By Ellen Hopkins

ISBN: 978-1-4391-0657-0

Summary of Concerns:

This book contains sexual activities; sexual nudity; drug and alcohol use and abuse; profanity and derogatory terms; suicidal ideation; and violence including child abuse.

CONTENT WARNING

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3
/5

Minor Restricted
BookLooks Review Rating



Page	Content
3	<p>But I do know things really began to spin out of control after my first sex dream. As sex dreams go, there wasn't much sex, just a collage of very hot kisses, and Justin Proud's hands, exploring every inch of my body, at my fervent invitation. As a stalwart Mormon high school junior, drilled ceaselessly about the dire catastrophe awaiting those who harbored impure thoughts, I had never kissed a boy, had never even considered that I might enjoy such an unclean thing, until literature opened my eyes.</p>
16	<p>Mar. 15. Justin Proud smiled at me today. I can't believe it! And I can't believe how it made me feel. Kind of tingly all over, like I had an itch I didn't want to scratch. An itch you-know-where.</p> <p>Mar. 17. I dreamed about Justin last night. Dreamed he kissed me, and I kissed him back, and I let him touch me all over my body and I woke up all hot and blushing. Blushing! Like I'd done something wrong.</p>
46	<p>I was nobody. Someday, would another nobody slide his arm around my substantial waist, walk his hand up under my homemade blouse? And would I draw back into the curve of him, close my eyes, and take pleasure in his heat?</p>
121	<p>Went to a party at Brent's last night. Okay, more like a drink-smoke-and-make-out fest. But, hey, I was with Derek, and for the first time in my life, people looked at me with respect. Maybe even envy.</p> <p>Went to a party at Brent's last night. Okay, more like a drink-smoke-and-make-out fest. But, hey, I was with Derek, and for the first time in my life, people looked at me with respect. Maybe even envy.</p> <p>The Ward dance started at seven. Derek picked me up at eight. By nine, he had convinced me to try a sip of his beer. "Jesus turned water into wine, didn't He?"</p> <p>...I'm probably already damned, for dating a nonbeliever. What could a sip or three or four—of beer hurt? Odd taste, not great, but drink enough, who cares? Loose. I let loose. Not all the way loose, but I laughed at not-real-funny jokes and let Derek pull me up into his lap. And when he kissed me, I full-on kissed back. I even let his hands wander.</p> <p>At first I said no, of course. I really thought I wasn't at all that kind of girl. Guess what. I am! He was good, too. First he rubbed my back. Then he lifted my hair and kissed my neck, and I've never had goose bumps like that before.</p> <p>Then he slid his hands around the front of me, lifting my breasts and touching my nipples. I wouldn't let him go under my blouse, but even over my clothes, the way he made my body feel is hard to describe.</p> <p>Alive.</p> <p>On edge.</p> <p>In need.</p> <p>In danger of spontaneous combustion. Virtue was the last thing on my mind.</p>
125	<p>I wanted to be with him all the time, wanted the taste of his lips on mine, his roaming fingers on my hungry skin. His fire to thaw my ice.</p> <p>But, though I was very much in lust with him, I knew from the start we were nothing like "forever."</p>
131	<p>One Problem with Alcohol</p> <p>Is the more you drink it the more you want it. If a little lets you forget a bit of your pain, more lets you crawl into a fuzzy space where nothing hurts at all. Amen.</p>

Page	Content
	<p>Saturdays became drinking days—don't think the irony is one iota lost on me. Derek would meet me in the desert, painkiller in hand. First beer, then hard stuff. The only thing I insisted on was no Johnnie WB. Okay, it's a weird psychology but something inside of me maintained only Johnnie could hook me for good.</p> <p>The higher I got, the harder it got to hang on to my jeans. Derek was skillful, coloring his need to look like desire, like I was all he'd ever wanted.</p>
132	<p>He Almost Got His Chance</p> <p>The first Saturday in May. I'd gone for my usual "target practice," which by then, of course, meant an overheated session with Derek.</p> <p>By noon, we had downed a half pint of tequila, my buttons were askew, and Derek was trying to escape his zipper when I noticed</p> <p>a lone figure striding our way.</p>
153	<p>He only used you for sex.</p> <p>...“We never had sex.”</p> <p>That's not what he said.</p> <p>Not only that, he said</p> <p>it was lousy sex.</p>
159	<p>“Love is just another word for sex.”</p>
160	<p>Sex? Sex! Tell me what you know about sex! Did that awful boy touch you? Put it in you? I couldn't resist that lead-in. “Put what in me?” You know very well what I'm talking about. Did he take his pants off? Did you let him? Now it was a game. “Let him? What if I encouraged him?” Pattyn Scarlet Von Stratten. Exactly what are you saying? Surely you can't mean you wanted to have sex? A vicious game. “Don't you want to have sex, Mom?”</p>
299	<p>But things had definitely heated up.</p> <p>A time or two, cradled in his lap, kissing until his desire became obvious, I had almost wanted to.</p>
328	<p>We shed our shirts, unzipped our jeans, and would have made love right that minute except for just about then . . .</p>
332	<p>Has anyone ever told you how great you look with your shirt off?</p> <p>I glanced down at my chest, covered only by a thin sports bra and a sheen of sweat.</p>
340	<p>After dinner, Ethan and I talked. Talked and kissed. Kissed and touched. Touched.</p> <p>...He loves me. And all I can think of, lying here in bed, despite all that happened this incredible day, is I wish Ethan was lying next to me.</p>
376	<p>A Couple More Beers</p> <p>Made Daddy's face disappear, but mostly because the rest of the day is pretty much a blur.</p>
377	<p>And I settled into his arms, minus the buzz, plus a pounding headache, and I said, “Make love to me.”</p>
378	<p>Okay, we did it. Ethan and I made love. Twice. The first time it kind of hurt, and maybe I had too much beer to really understand what a big step it was. Huge.</p> <p>...The second time it was better, even if I didn't feel so hot. (My first hangover—ugh!)</p> <p>Ethan is so gentle, so caring. Derek would have attacked, done the deed, and disappeared. I'm so glad it was Ethan.</p> <p>There were a couple of bad moments—I'll be sore for days.</p>

Page	Content
411	Sometimes Dad gets home, already half-drunk. I always hope he'll get home totally drunk so maybe he'll pass out right away. ...He can't hit Mom because of the baby.
441	One of Those Times I can't remember exactly which day, only that it was in the cool of morning, Ethan rolled away and said, Oh my God. I knew instantly that God had already closed His ears. "What's wrong?" Don't panic, Pattyn, but the condom tore. My parents had never let me take sex ed, but panic seemed appropriate.
463	I admitted almost everything about Ethan, omitting only the part about making love.
472	As I wiggle off in new form-fitting jeans, I heard Carmen hiss, Are you checking her out?
476	Especially those liberal loudmouths.
530	Plans Made I am sitting on the hard cement railing of a freeway overpass. Legs dangling, I watch the unrelenting motion of normal people in daily transit. Mind-boggling, how so many separate lives travel in such remarkable unison. Soul searching, I know that I will never squeeze into such a common mold. Brain racing, I struggle to reach a decision. God, whoever He is, only knows which way I'll go. Heart breaking, I think that if Dad, staring down the sight of a 10mm, would only tell me he loves me, I could easily change my mind but he won't.
51	One son dead, the other shunned, Molly folded. Don't you know how much I miss you? Put a .357 into her mouth, pulled the trigger. Oh God, Molly, please stop crying.
115	He Kissed Me Not an over-the-top, hard demanding kiss, not even a kiss hinting passion. No tongue, no spit, just a sweet first kiss, Derek's soft full lips gifting mine with a gentle caress.
123	Derek took me home, and as we kissed a very long good-bye,...
224	We were only kids ourselves, of course, and like most kids that age, our love moved way beyond kissing.
281	Ethan reached down, kissed me, long and deep and sweet as a mountain spring. And in that kiss was little doubt of anything. Especially love.
282	It Was the Kiss You Dream About The one that makes you understand what all the hype is about. Nothing I'd done with Derek had produced the kind of electricity now sizzling through my arteries.
287	Our second kiss, though shorter, was every bit as memorable as the first.
292	God, what a feeling! Beneath a layer of denim, the gelding's muscles flexed and pulsed as we picked up speed. I buried my face in Ethan's shirt, closed my eyes. I was flying, no less than an eagle. I was belly to back with the most incredible man in the world, a man who had kissed me like I never expected to be kissed. Ever.
296	I reached up, put my arms around his neck, and this time I kissed him.

Page	Content
297	His kisses? When he kisses me, it's like being born again.
307	He kissed me. In front of the whole restaurant.
312	He kissed me, delicious as honey.
326	His Body Settled Gently upon mine. He kissed my eyes, my lips, my neck, then his mouth crept softly down the length of my torso. Something stirred beneath my skin, some being inside I'd only suspected existed, demon or angel, I couldn't say. Either way, it woke a desire so bold it shook me to my core, made me cry out for more. I wanted all of Ethan. And he wanted me, I felt it in the fire of his kiss, in the way his body trembled. And yet, he hesitated. Only if you're sure. The old Pattyn had vanished, smoke.
369	Then he kissed me with a passion he'd not before revealed.
370	And, buzzed as I was, I knew in my heart it wasn't just the beer talking.
371	We both had another beer, thinking we should postpone the inevitable. Finally, I flopped down on my back, inviting his kiss . . . and more. If I kiss you, I won't want to stop, don't know if I could. ...And so he kissed me, everywhere, making me want to say yes even more. And he wanted me, too, and he showed me how to make him want me more. It all felt so right, so how it should be, that I begged him not to stop. But he paused, long enough to find the protection he'd brought along. While I waited, every nerve shouted out to be pacified. And when he did . . .
400	Did they, too, find a private spot, unroll a quilted sleeping bag in the bed of the pickup? Did they talk and kiss and ultimately shed their clothes to lay naked beneath a sea of stars?
458	And I tasted in our last barrage of delectable kisses a growing sense of dread.
471	I couldn't wait to see him, fall into his kisses, fold into his body.
519	I flew through the door, into his arms, and the warmth of his kisses.

Profanity	Count
Ass	4
Bitch	8
Fag	1
Fuck	9
Goddammit/Goddamn	8
Gook	3
Piss	5
Prick	1
Shit	11

CRANK



Young Adult

By Ellen Hopkins

ISBN: 978-1442471818



Summary of Concerns:

This book contains explicit sexual activities; sexual battery; profanity; and drug abuse.

3
/5

Minor Restricted
BookLooks Review Rating

Page	Content
67	Been smokin' pot since I was 13, couldn't quit if I tried. ...The white stuff was a different story. He'd stay up all night, eating zip, bowling and snorting line after line. Rent money, right up the nose.
68	We used to do coke, till "Just Say No" put the stuff out of reach. Now it's crank. Meth. The Monster. It's a bitch on the body but damn do you fly.
69	You fly until you crash
85	So when he asked about getting high, I didn't think, I agreed. We smoked some good California green. Took three tries to put me in the place he said I should be. ...I wanted to meet the monster. Why go down if you can go up? Sleepy. Not "high" at all, but real low. And real slow.
86	Some good green bud around. You're gonna love it. You'll see ...Like magic, a mirror and razor blade appeared.
87	I watched him pour powder, yellowish-white. It will take you to heaven. Used the blade to chop the chunks fine, draw two crooked lines. Make you want to fly all night. He held the mirror to my face, handed me a saw toothed straw. Make you want to make love to me.
88	You start to climb crank-crank-crank
89	...that's exactly how it feels when you shake hands with the monster.
92	...he says, Tell me how you feel. So you can't stand it one more second, and you, your eyes, daring him to kiss you. So he does, and it's electric, high voltage, stun-gun strength desire jolting sinew and bone. And he asks, How 'bout another line?
94	If a Little's Good more must be great right?
95	...everything off, nothing left to chance, all the wway in?
96	Because it wasn't that it was gentle persuasion. I can't get enough of you. Sweetest coercion. Let me eat you up. Skin to skin, belly to shoulder. Sweet as puddin'. It was body rush after body rush, intensity building. Touch me there. Hot flush, raging blush, quick-start ignition. See how much I need you? Ice flash, instant crash, voices outside the door. No! Don't stop now! ...I've got to have all of you.

Page	Content
	It was hands, exploring taboo places. Oh, God! You're perfect! Lips and tongue, not far behind.
99	We were busted. I was busted. And I didn't give a damn
101	Wha' the fuck you up to, Buddy? ...You two been messing' around? ...Okay then. Fix me a line.
102	Like an idiot I took one too. ...there I was, snorting crank with my dad, boyfriend, and his other girlfriend.
104	Whoa, baby. Keep it in your pants, at least. Till I take it out of them.
113	Yo, I think this bitch has been crankin'. That was license enough. Bodies bumped, pushed me into a doorway, blocked Ever done a three-fer?
114	Hands covered my mouth, rough, held my arms, strong tore my clothes, vicious. Fear danced up my spine, jolted my brain, dripped onto the ground. No! I screamed into dirty flesh. Not this way! Buttons burst, zippers opened, I closed my eyes, braced for pain.
129	Somewhere between the transvestite who slapped (her?) mother's boyfriend and the perky blond (transvestite?) evening weathergirl.
138	The monster rose up hard then, hard in her She looked like an animal, crazy mad, diseased Spit in every word, she swore she'd get back at you, at me. ...Crankin', they said, and she was. Oh, yes, she was.
161	He pulled a bindle from his pocket, tapped the sparkly powder inside. Cooked up fresh yesterday. ...That's my girl. Let's forget the bullshit and fly.
163	Adam took me in his arms kisses melting hurt, forgotten ice Unhurried hands lifted my shirt Pump. Pump. Pump. Passion rose up in my heart and a bit farther south The monster-fueled inferno built thigh to belly button Adam's mouth moved lower, inch by trembling inch I was ready to do it oh, so ready. Right that very instant.
264	You really wanna piss her off, try a piercing. Want to see mine? I couldn't find studs in his ears, lips, or tongue, which pretty much left one place. "Didn't it hurt?" Like a mother. But it feels awesome now. He guided my hand south of his zipper. ...Bree was Bree, to Chase's great pleasure. ...So want to take a little ride? Got my truck outside.
265	I've got a little toot, if you're so inclined.
266	I mean I'd thought about the monster dreamed about the monster lusted for the monster

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	<p>regretted knowing the monster but I hadn't touched the monster...in over a month.</p> <p>Hadn't even seen it.</p> <p>...No mirrors, no blades, Chase reached deep inside a pocket, withdrew an amber bottle and a tiny spoon attached to the lid. He set it on his knee.</p>
268	It was the monster desire that made me tremble. Chase noticed.
269	One spoon. I was cool. Two, I was too cool. Three, sub-Arctic. Four, my mouth hit monster mode. Chase could barely keep up.
274	Talk about your strange bedfellows. I was in line for that menage a trois.
278	<p>Two guys in one day?</p> <p>Almost too much to consider, although Bree found the prospect quite intriguing.</p>
305	<p>...pot made you buddy up with Satan...</p> <p>...Far fuckin' out! Beer's in back.</p>
308	Pot smoke hung, a skunky green curtain, but I didn't want to fall low so I indulged in another big snort before inhaling a couple of tiny tokes mostly to satisfy the incredible urge to pollute my lungs. I topped that off with Marlboro, landing on just about the perfect plane, just about the place I wanted to be. Not too speedy, not even close to straight falling into the yo-yo rhythm of crank, pot, beer, tobacco, the sensational motion and emotion, up and down
310	<p>As he pulled me onto his lap, I wondered if I should confess my double identity. Instead, I let him kiss me. Hard. Hot.</p> <p>Oh, man. I'm hot.</p> <p>He shed his shirt and the moon revealed perfect, tanned muscles. He started to unbutton mine, silencing my protest.</p> <p>Shhh. Don't say no.</p> <p>"I can't. I mean, I never...." Crank-enhanced goosebumps lifted as he moved his hands gently across my skin. "Stop."</p> <p>You know you want to.</p> <p>"I do, Brendan, I really do. But I can't. It's the wrong time of the month." I'd decked him. He slapped back.</p> <p>Then, why did you call?</p> <p>I let Bree answer. "Not to get laid, incredible as you are. Is that all you think I'm about? What if I told you I'm a virgin?"</p> <p>I'd call you a liar.</p>
312	<p>Brendan softened immediately, offered to forgive me if only I promised to let him be the first.</p> <p>...I said okay, then proceeded to thank him as only Bree- and the monster- could.</p>
315	<p>High</p> <p>For two days, too much crank, no sleep, liquid diet.</p>
337	Called Brendan for a date and asked him to make a buy. "Can you get me an eighth ball? Figured an eighth of an ounce would last awhile. It cost me \$250, which I was saving to buy my first car.
339	<p>...the voice of my virginity nagged, the lure of the monster was stronger.</p> <p>Besides, I could always say "no."</p>

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	<p>Couldn't I?</p> <p>...As we drove up the mountains, his hand crept up my leg.</p> <p>I let it do exactly that as I watched for a safe spot to pull over. We drove back off the highway, and into a grove of fresh-scented evergreens.</p>
340	<p>He pulled out a bindle, which looked a bit short, and a six-pack of beer. For the next twenty minutes, we snorted and drank, climbing to a very tall buzz.</p>
341	<p>It started with a kiss crank-revved, pistons firing full bore, passion firecrackered in tiny bursts from thigh to belly button.</p> <p>Oh, baby.</p> <p>I want you so bad!</p> <p>"B-b-bad to the bone?" We laughed, but it wasn't alright.</p> <p>Not for long.</p> <p>My shirt tore open. "Wait."</p> <p>I've waited for weeks.</p> <p>Put up and shut up.</p> <p>Kissed segued to bites. Bruises. Pain rippled through my body. "Brendan, please stop."</p> <p>No. You promised, You damn little tease.</p> <p>Off came my shorts. Down went his zipper. I realized I was in serious trouble. "I'll scream."</p> <p>Go ahead. No one can hear but skunks and coyotes.</p> <p>Still, as I opened my mouth, his hand slapped down on it. Those sublime muscles hardened.</p> <p>Just relax. You'll love it.</p> <p>My brand-new Victoria's Secrets shredded, and I felt the worst of Brendan pause, savoring my terror.</p> <p>They all love it.</p> <p>Had he done it a different way, I might have responded with excitement. Instead, I froze as he pushed inside.</p> <p>There it is.</p> <p>Oh, God. There it goes.</p> <p>It went, all right, with an audible tear. Pain mushroomed into agony and all I could do was go stiff.</p> <p>You weren't lying, you bitch!</p> <p>I laid there, sobbing, as he worked and sweated over me. Stoked by the monster, it took him a long time to finish.</p> <p>Give me a line,</p> <p>I'll give you an encore.</p> <p>He pulled away sticky and bloody.</p> <p>Throbbing inside and out, I didn't move, didn't dare look him in the eye.</p> <p>What the hell is the matter, Bree?</p> <p>I stared up at the clouds, gathering into gloom, shutting out the moon.</p>
344	<p>It was Bree who got me to my feet helped me to the car put me on the seat kept me semiupright on the long ride home</p> <p>Bree, who staunched the blood</p> <p>straightened up my clothes unsmeared my makeup brushed my hair smooth</p>



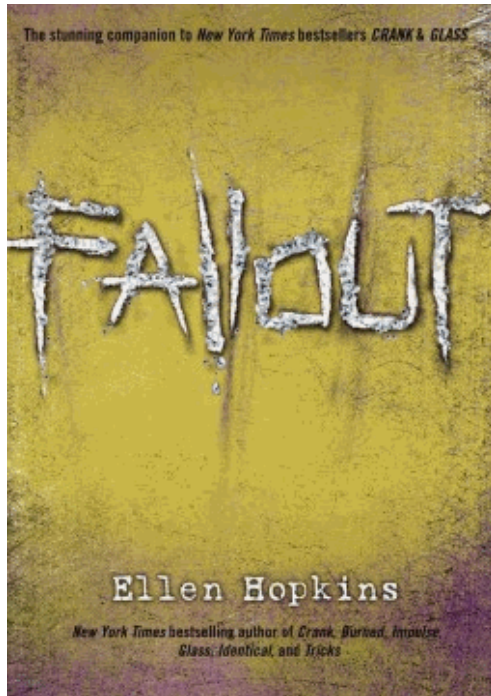
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	willed strength against the aching claiming body and soul Bree, who understood that, wasted on crank, there was nothing I could do but plot future revenge.
352	I've got two boyfriends. One is too busy trying to keep me out of trouble. The other just raped in I think it was rape, anyway. Can you define the word for me? Oops I'm sounding bitter. Better close now. I need to cry. (Maybe you didn't want to hear that.)
378	Don't tell me your still snorting. Have you ever tried smoking it? She was the first to even suggest it. Robyn the Reno High cheerleader proceeded to show me a whole new way to get down with the monster.
379	Robyn produced a V of crusty foil, tapped in the crumbs of powder. This little bit will right to your brain and won't clog your sinuses.
401	Can't rape the willing. "That's what I've heard." I turned to his side. "How about you? Are you willing?"
402	I started crankin' to keep up with schoolwork around gymnastics, cheerleading, student body council, and other extracurricular crap.
402	When I told him to stop, he said, "It's a long way back even if you don't get lost. Anyway we both know what kind of a girl you are." That stung, but not much.
403	All I could do was more crank so maybe I could halfway enjoy it. I was dirty. ...after he started, he got mean. He did things to me- terrible things, I've still got the scars- things no sane person would ever do. Of course he wasn't exactly sane. Afterward, neither was I.
404	...coaxing myself mostly awake with a whiff of white.
412	How to get high and stay that way? (Coming down was a bitch and a half.) Finding crank wasn't difficult. Most of my new crowd knew someone who dealt (or knew someone who knew someone who did).
437	I Don't know whose blade it was, whose idea it was. I don't remember saying yes. I know I didn't say no. The knife was sharp. One nick at my wrist. It didn't even hurt. It didn't seem wrong. Rust in my mouth. Rich red salt. I drank it down, asked for more. Offered my own to those who would partake. Fever. Fire. I was on fire.



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439	"Make love to me. Please? I don't care who sees." He might have. But just then his watch beeped "two." No way. Come on, let's go!
485	Finally, I went to the pay phone and made two calls. One to Planned Parenthood. The other to Chase.
490	I Already knew my options I listened patiently as the saccharine Ms. Sweetwater outlined them again. She did confirm that should I choose abortion, my parents would not have to know. All I needed was \$500 and someone to drive me home.
502	The bitch queen? What would I tell her now? That I was pregnant? That I was pregnant because I was raped? That I was raped because I would have done anything for just one more taste of the monster?
503	Where would I find such nerve without crank to put in my mouth?

Profanity	Count
Bitch	8
Fuck	4
Piss	5
Shit	3

FALLOUT



Young Adult

By Ellen Hopkins

ISBN: 1-41695009-5

Summary of Concerns:

This book contains sexual activities; sexual nudity; profanity; drug abuse and alcohol use.



3
/5

Minor Restricted
BookLooks Review Rating



Page	Content
2	We hear that life was good before she met the monster,... ...Kristina wrote that chapter of her history before we were even whispers in her womb. The monster stopped our lives, without our ever touching it.
7	It started with a court-ordered summer visit to Kristina's druggie dad. ...Mom says he wandered in late to my baptism, dragging Kristina along, both of them wearing the stench of monster sweat. ...They'd been up all night, catching a monstrous buzz. It wasn't the first time they'd partied together. That was in Albuquerque, where dear old Gramps lives, and where Kristina met the guy who popped her just-say-no-to-drugs cherry.
11	yes, and then there's her body. I'm not sure what perfect measurements are, but Nikki's got them, all wrapped up in skin like wheat-colored suede. Delicious, from lips to ankles, and she's mine. Mine to touch, mine to hold. Mine to kiss all over her flawless deliciousness. Plus, she's got her own place, a sweet little house near campus, where I can do all that kissing- not to mention what comes after the kissing-in private. I'm done with classes for the day and on my way to Nikki's, with a little extra fun tucked inside my pocket. Yeah, I know getting high isn't so smart. Ask me if I care.
12	A little weed, a little coke. Never tried meth. Don't think I out to take a chance on that monster. Catching a buzz is one thing.
14	Who was her man of the month? I've been told she slept with more than a few, but which was the one whose lucky sperm connected with the proper egg?
15	In Mom's book the story goes Kristina was date-raped by some low-life druggie lifeguard dealer. ...Who wants to believe they were conceived of a rape, even if the rape might have been somehow solicited?
16	I'm smart (Except when loaded. Then I can be kind of stupid. At least till the buzz wears off.)
20	She only smokes weed on special occasions.
22	It was an awful mistake, and it only happened once, post-football-game beer binge. God, that girl—a Vegas Rebels fan, and so a rival meant to be jeered at, not laid—was a real piece of work. Anorexic as hell, but high- horsepower motor, revved to the max...
25	The sheets on her bed are black satin. Slick beneath desire- dampened skin. Her hair is like a sunburst against the onyx-colored pillowcase. Its perfume spices the air with ginger and some exotic bloom. The scent fuels my hunger for her body. I want to own it, merge with it, become part of her. Hurry, she urges. But the tease is almost the best part of the game, so I bring her close and closer with my hands and mouth and finally I am inside her. I can't get enough, so we go and go until the only thing left is to finish. And still I want more. Problem 4: Problem
38	He moves toward me, trembling slightly. I should'a beat that boy more.



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46	The monster is what they called their crystal.
47	So along comes the monster. Then what? Sex, obviously, or I wouldn't be here. Good sex? Bad sex? Group sex? All of the above? I mean, why did any of that have to change because they decided to get high together? I don't understand. Did they go gay in lockup? Decide they liked same-sex sex better than sex with each other?
49	I'm fifteen now and though Zoe is no longer Dad's lay of the day, I'll never forget her or how he closed his eyes to the ugly things she did to me regularly. He never said a word about the swollen red places. Never told her to stop. He had to know, and if he didn't, she must have been one magical piece of ass.
55	Maybe that's why I have also felt the gnawing desire to try crystal, despite knowing what it did to Barely There Dad to Rarely There Mom.
57	"Not since the day a wind sprint almost sent me to the hospital because my asthma (which can no doubt be attributed to your tweaking during the first trimester you were pregnant with me, and smoking the entire nine months) kicked in so hard I could barely suck enough air to keep my face from turning blue."
66	Maybe what I need to do is make us a threesome. If I belonged to some weird religious sect, that's what I'd do. Except don't all those weird religious sects expect two girls to a guy, instead of the obviously better way to go? What is wrong with women, anyway? Two dudes. One you. Yeah, baby. That's what I'm talking about. It's stupid as hell to think that way, but WTF? It's my effing daydream, isn't it? ...I pace the sidewalk, waiting, a sudden realization hits. Two guys. One girl. Can't do that. If I did, I would be my mother.
76	Especially with those DDs encased in a gray angora sweater, and her equally impressive ass advertised by a short, tight navy skirt. Wolf Pack colors are silver and blue. She's a one-of-a-kind fan,...
77	Most of them were already drinking beer.
78	My turn to flirt. "Sweetheart, I am so much better than good." Then I remember, "Hey are you interested in a hot dog?" The girls dissolve into laughter, and I realized how that sounded. I flush, hot despite the nip in the air. "Uh, I meant a Polish sausage." That makes Red laugh even harder. Is Haskins a Polish Name? The brunette's eyes are watering. And just how big is that sausage? Wow. Obnoxious. So why does the thought of a threesome cross my perverted mind? "I've never had a complaint, if that's what you mean."
92	Job Title: Drug manufacturer and trafficker. Job Description: Make easy money cooking meth and moving it, Point A to Point B. (Caveat: Ingredients are volatile.) Job Title: Boy toy. Job Description: Low pay, but all the sex you can ask for. Just lay back and spread your legs. (Caveat: Unprotected sex equals babies.)
102	...despite the fact that lately he's been downing bourbon instead of beer, along with bigger and bigger doses of meds.



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105	Trey planted a big, not-brotherly kiss on her lips.
121	Finally she admits, It was Erica. She made me touch her in bad places. It didn't hurt me, though. But she said if I told, she'd make me sorry.
122	He was supposed to keep me safe. No one saw when he came to me, put his hand over my mouth, and said, If you tell, I'll make you sorry. Understand? He was all over me. He was on top of me. He was inside me.
126	I didn't do anything to her, but she did plenty for me.
129	Surely Darla notices the state of her high or the stench of meth sweat.
144	"At least I'm an ex-whore," joked Roselli. ...Rosselli, who has admitted a youthful flirtation with crystal meth, was a vocal supporter of the new requirement for legal prostitutes to pass regular drug tests.
145	Ambitious sex totally rocks. Especially when it leaves her damp hair splayed in silk cords across your chest, and each of her breaths lifts the cherry tips of perfect breasts. Another go-round rocks exponentially.
162	Sex and stress- not to mention weed- make a guy hungry.
163	They didn't find Ron, but they did find three grams of crystal meth, sitting right out in the open on top of her dresser.
164	A twice-convicted felon in possession of a substantial amount of ice?
177	I'd be mad too. Tiffany is a total slut. Almost every guy here has gone all the way around the world with her!
192	His tongue, when it comes, is gently. Inviting. My own tongue is accepting and... ...We are kissing. Tongue on tongue.
199	He chugs cheap beer, and the smell of weed has become a daily welcome home in the two weeks since I've been back.
206	...he yanks me into his lap and our lips weld together. Heated. Urgent. This is not a kiss of friendship. This is a kiss born of lust, and I have never known anything like it. This is unstoppable, no holds barred. This is beautiful. Crazy. A beginning. Betrayal. Addictive. Aggressive. Alive. This is something to be afraid of.
207	He lifts my shirt up over my head, kisses down my neck to the V between my breasts. Pauses. ...I answer, I unclasp my bra, offer myself to his mouth, his tongue, his teeth. ...One hand rises to touch my still exposed right breast. ...It's how I've been kneeling, legs spread across his lap, for twenty minutes.
214	I'm so lost I barely notice when my shirt comes off again, or how the cool breeze plays strange melodies up and down superheated skin. The sharp tang of Kyle's desire rises into the chuffing wind, and when my lips journey his body, they come away with a thin lick of salt. We are moving quickly toward what I didn't come here for, but I am powerless to stop him from unzipping my jeans and peeling them off me before sliding out of his own. Am I ready for this after all? The only things in the way of "all the way" are red cotton boxers and a pair of barely there panties. Ninety-eight percent of me is ready to say okay. I close my eyes against the azure glare. Kyle moves over me, expertly tries to convince the last two percent. Riffs of pleasure trill through my veins. Excite me. Frighten me. Delight



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	me. Off go the boxers. On goes the latex. But just as he pulls at the panties, I remember that other girl, in that other town, how she watched, terrified, as the man who was supposed to protect he chose instead to harm her.
215	...trill through my veins. Excite me. Frighten me. Delight me. Off go the boxers. On goes the latex. But just as he pulls at the panties, I remember that other girl, in that other town, how she watched, terrified, as the man who was supposed to protect he chose instead ...
218	But when Kyle lowers himself over me, the kiss that finds my lips is brimming with promise. He lifts my wrists above my head, pins them purposefully to the ground with one strong hand, as if I might complain about his other hand, voyaging over my body, lingering in all the right places. It already knows me. Such intimate awareness deserves trust, and so I open myself to it. And to Kyle. He takes complete control. Instinct or experience? No matter. My body surrenders. Reacts. Invites. He is not gentle. But I am not afraid. And as we rise and rise in symphony, each note completely new to me, I think I might never be frightened again.
225	When she kissed me back, I delivered the coup de grace, making love to her on a bed blanketed thickly with petals.
226	Not only that, but she wanted to host the day for her dad (who, I'm pretty sure, would much rather spend it boinking his boss),...
227	I'm well on my way to a major buzz, here at my buddy Jason's. We're talking Jager, Heineken, and some fat blunts. It's one hell of a party. Nikki's at work, so I'm basically om my own, surrounded by stoners smoking weed. And, in a big bowl on the coffee table, are assorted meds, confiscated from who-knows-where. It's a regular designer potpourri of sleep inducers, mood enhancers, pain reducers, and, for all I know, laxatives. Everyone is welcome to play the pharma game. Only one rule applies: You have to take three.
228	"Leave the damn bowl alone," while the dimwit half asks, "What harm could three little pills do?" To pharm or not to pharm? Ah, what the hell? I close my eyes, reach into the capsule stew, grab three anonymous pills.
247	I'm thinking a serious buzz is in order. Beer will not do.
248	What may do is the pill potpourri still in my pocket. Who knows what they might really do, if anything. I reach for possible Nirvana, swallow it down with two gulps of beer.
254	In health class, Mr. Vega said most self-proclaimed virgins will resort to self-satisfaction. Just his saying the word "masturbation" out loud bellowed embers in my face. I have never...could never...At least I'm pretty sure I could never. Mr. Vega also said that the best way to know what you like is to experiment without a partner. What I like? That's up to me? And anyway, I'm afraid if I happen to figure out what I like, I might never stop doing it. OCD masturbation.
257	Bryce and me nibbling each other for appetizers while the bird roasts and the pies cool on the counter, perfuming the kitchen with cinnamon and nutmeg. Bryce leans me back over the Formica...scratch that. Fantasy, remember? Leans me back over the shiny black granite, kisses me. And not in a nice way. And I kiss him back,



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	with every fiber of me screaming, "Go ahead. Say okay, you know you want to. Beg him to—" Except a buzzer goes off.
279	I barely have the door yanked open and we are kissing. Come up here. He pulls me into the truck and into his arms without our mouths unlocking. Lip to lip, he manages, Damn, I love you! I slide my arms around his neck, pull my head back so I can plunge into the aqua deep of his eyes. ...No that I think about it, I can taste it too, lingering on his tongue. It's not quite sweet, and reminds me of how the chem lab smells. Crystal. He uses sometimes, has offered it to me, though not since we've been together. "You buzzed?" The thought half horrifies me, half excites me.
281	To prove it, he touches me suggestively in a very intimate place.
288	Ron beat her up, possibly left a stash of meth where the cops who came calling could, or even would, find it.
292	One time she came to visit so high that she didn't realize the guy she was putting the moves on happened to be my caseworker. Not like we all couldn't tell she was lit. Her sweat-sequined skin leaked a smell like tar remover.
295	Right now I'm thinking how much she resembles a Pekingese, double-inhaling pot smoke up her smashed-in nose, snorting a little with each exhale.
299	The beer arrives. Disappears. A second round comes before the waitress can deliver our meal.
302	And you know the crystal scene. Shit makes you horny as hell. Everyone screwing everyone. Only when me and Kristina hooked up, we had chemistry. Thought for sure it was love, but you think all kinds of crazy shit when you're tweaking. Trey came home from a score and found us mid-dirty.
306	"Sure you won't change your mind?" I slide my hand beneath the ginger-scented blankets, find the satin skin of her thigh, seduce her into that perfect state of not-quite-all-the-way-awake.
311	When she found out who I was, she threw herself at my feet. Actually, a more literal way to put that is she threw herself on her knees. Right in front of me. It may have been my first oral experience, but she for sure had a fair bit of practice.
316	She smiles, leans into me, and I appreciate how beneath her unzipped jacket, a low-cut black sweater reveals truly stunning cleavage. ...I scored some amazing smoke. Thought you might like a taste. Smoke? Argh. Tempting. ...Just keep walking, she says, lighting an already rolled J. Pretend it's a cigarette. I do and she does and somehow we get away with smoking weed out in the open, on a city street. I'd be lying if I said it didn't lift my stomach, roller-coaster-style. Definitely a thrill, getting away with illicit behavior.
318	But she was not so easily dismissed. Her fingers settle gentle on my inner thigh, move slowly higher. Yeah. So? I'm not asking for commitment, and I don't want to mess up your life. I just want to give you a little piece of me.



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319	She pulls me down a narrow alleyway, backs me against a splintered garage door. I pretend to protest, but we both know claiming I don't want this would be a lie. Shush, she pleads. Don't say a word. Just let me take care of you. She kisses me again, encourages my hands along the hilly contours of her body. And in one long, sinuous movement, she is on her knees. In total control.
326	Okay, Leah would tempt most any guy with a working pecker.
338	<p>Autumn (me?) has no control as it invites Bryce onto my bed. He pushes me back against my pillow. Peels away his shirt. Unbuttons mine. Stares down at me with love (lust) harbored in his eyes. Wow, he says, before kissing me again. Only this time, his lips move across my neck, down over my collarbone. To the soft mounds beneath. I want to say, "Wait." But it won't let me. I can barely catch my breath, but this time for all the right (wrong!) reasons. My heart jackhammers in my chest. Bryce must hear! His lips stop traveling my toros, long enough to encourage me out of my jeans. His come off too, and I might stop to fold everything correctly, but it insists I just leave our clothes heaped together and take a good long look at Bryce. Except for sex ed pictures, I've never seen a penis before. But I'm def seeing one now. "No," I want to say. But it reaches out. Touches Bryce there. Likes how the skin feels. Likes the heat. "Stop," I want to say, but it makes Autumn (me?) do things she doesn't know how to do. I realize suddenly that it means to make her go all the way. This is like watching a movie, only I can't find the remote. No way to pause. No way to reverse. Off go my panties. Now everything moves slow motion. Finally I find my voice. "Wait. I'm not sure..." It doesn't let me push him away, but it does let me say, "I'm a virgin."</p> <p>That slows him down but he doesn't want to stop. Instead he becomes gentle. You want to, don't you? I want to say, "Maybe not," but it maintains control, kisses him. "Yes. I want to." I won't hurt you, he promises. Let me make you ready. He touches that place. Kisses that place. It moans. No, Autumn moans. No, I moan. And I see that it is really me.</p> <p>Really me here with Bryce, wanting to give him all of me. I'm scared. But he has made me ready. "I love you." The words spill from my mouth just before a bright flash of pain. Breathe. He is in me when he promises again, And I love you. Did it hurt? Can I keep going. He waits for my answer. "Not too much. And yes." He starts to move. Slowly at first. Rhythmically.</p> <p>I follow his lead and together we move faster. Into the tornado. Rocked by an apple-scented maelstrom, skin to skin with the person I love, every vestige of doubt vanishes in white-hot bolts of lightning. No pain now. No sense of wrong. Everything is perfect.</p> <p>For a while, legs knotted, his fingers twisted in my hair. A foreign scent lifts from our skin. After-sex perfume. Not altogether unpleasant. Eventually he says, We should probably clean up. Ever showered with a guy before? For some crazy reason, embarrassment attacks. I've just gone all the way. And suddenly I'm worried about him seeing my naked body? "Never."</p>
344	By the time I get there, the bathroom is rain-forest steamy. We step into the shower together. Hot water streams over my bruised, used body. Bryce picks up the soap. You wash my back and I'll wash yours. He washes more than my back. And I do the same for him. It's all so decadent, all so someone other than me. I'd



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	call it fairy-tale, but it's more like pornography. Would you look at that! It's ready for more already. You are some kind of magician. I'm not sure how long it usually takes for it to get ready again, but it definitely is. I don't think magic has anything to do with it. Just a good lather rub. And me. The second time is better than the first. Does it just keep getting better?
346	Nice time and all, but I think you forgot something kind of important. Something important, like protection. You know, birth control.
350	I only want to think about Bryce. Making love.
351	I've had champagne a couple of times. Always very small glasses. I've never, in fact, gotten drunk.
397	"She said you raped her, you son of a bitch."
398	We went out a few times, and we did a lot of crank together. ...Well, here's the deal with meth. You're not always in control, and that night everything got out of hand. I'm not proud of what happened, but the truth is, she kind of asked for it...
399	"...You forced yourself on her when she said no and that's rape." ...I did drugs. Did girls. Stole. Cheated.
401	She sort of blackmailed me into abortion money.
407	Pilfering booze. Sneaking out. Hooking up with Bryce for sex.
408	Grandfather has not missed the short pours of whiskey I've indulged in lately. They say liquor is quicker, and whiskey is definitely quicker than champagne when it comes to a good buzz. A shot or two, nothing scares me, nothing hurts me. I like how that feels.
435	We are kissing and this is not like any first kiss. There is no love here. Only want. He wants me, but that's not what I want. Not now. Not with him. And my head is spinning. And his hands are all over me. "No. Wait..." Ah, come on. You want this as much as I do. And he pushes me against a wall. Dark here. No lights. I could...But I can't. Bryce. I love Bryce. "No. I don't. Stop, please." But he doesn't even slow down. You little prick tease. His breath is run and his hands are rough. And he is strong. Too strong for my drunken struggle. Just as I'm sure he'll do exactly as he pleases, a male voice interrupts.
440	Finally I said, "Make love to me. I need to remember how it feels." It felt rough. Like punishment for his own pain.
479	Well, Wayne was recently arrested for a large quantity of marijuana.
513	The room is neat, except for a collage of empty bottles- wine, beer, gin, Coke, and mineral water.
542	But he only shrugs, puts a box of condoms in the cart.
572	I figure your new to getting laid.
585	That was yesterday and when we made love last night, a blanket of frost settling over the sleeping bag, it was different than ever before. Slower. Gentler. Less demanding, more giving. Hearts quickening in lockstep. Breath like moth wings flutter against moonlight window glass. I love you, he sighed along my skin.



Page	Content
	And I love you, desert wind blown into my hair. And when we were finished, we drew into each other's arms, warmed within our harbor.

Profanity	Count
Ass	18
Bitch	17
Fuck	29
Goddamn	9
Piss	24
Prick	4
Shit	26

GEORGE



Summary of Concerns:

This book contains alternate gender ideologies and transitioning; sexuality; non-sexual nudity; and sexual activities.



ALEX GINO

SCHOLASTIC

Juvenile

By Alex Gino

ISBN: 978-0-545-81258-0



Teen Guidance
BookLooks Review Rating

Page	Content
16	"That's my little bro! Growing up and looking at dirty magazines." "Oh," George said out loud. She knew what dirty magazines were. She almost laughed. The girls in the magazines she was looking at wore a lot more clothes than that, even the ones at the beach.
22	Ms. Udell patted George's shoulder. "Don't ever lose that, George, and I know you'll turn into a fine young man." The word man hit like a pile of rocks falling on George's skull. It was a hundred times worse than boy, and she couldn't breathe.
23	George hated the boys' bathroom. It was the worst room in the school. She hated the smell of pee and bleach, and she hated the blue tiles on the wall to remind you where you were, as if the urinals didn't make it obvious enough. The whole room was about being a boy, and when boys were in there, they liked to talk about what was between their legs.
37	Ms. Udell will love that you care so much about the character that you want to play her onstage, even though she's a girl and you're a boy. Plays are all about pretending, right?" ...Playing a girl part wouldn't really be pretending, but George didn't know how to tell Kelly that.
38	"...Did you know that all the characters in Shakespeare's plays were played by men? Even the girl parts. Even when they had to kiss! Can you believe it?" ..."Romeo and Juliet were both played by boys. Boys! Just think. William Shakespeare himself might have played Juliet..."
49	While Mom made dinner, George headed upstairs to take a bath. She took off her shirt while the tub filled, waiting until the last possible moment to take off her pants and underwear. She immersed her body in the warm water and tried not to think about what was between her legs, but there it was, bobbing in front of her.
50	Mom, what if I'm a girl?
51	George had seen an interview on television a few months ago with a beautiful woman named Tina. She had golden-brown skin, thick hair with blond highlights, and long, sparkling fingernails. The interviewer said that Tina had been born a boy, then asked her whether she'd had the surgery. The woman replied that she was a transgender woman and that what she had between her legs was nobody's business but hers and her boyfriend's. So George knew it could be done. A boy could become a girl. She had since read on the Internet that you could take girl hormones that would change your body, and you could get a bunch of different surgeries if you wanted them and had the money. This was called transitioning. You could even start before you were eighteen with pills called androgen blockers that stopped the boy hormones already inside you from turning your body into a man's. But for that, you needed your parents' permission.
55	George wanted to be pink so that people would know she was a girl...
61	"So you want to play a girl onstage. It's not you want to be a girl."
62	...she couldn't say the only words that blared through her brain: I'm a girl.

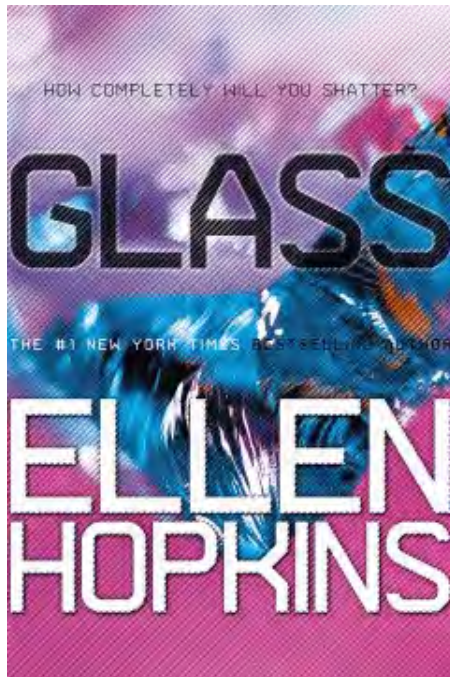
Page	Content
63	<p>"Don't be. My dad says that men performing in non-traditional gender roles is good for feminism. He says it's important, as an artist, to be in touch with his feminine side."</p> <p>Last summer, George had seen that phrase in one of her own dad's magazines, and article called 10 WAYS TO GET IN TOUCH WITH YOUR FEMIMINIE SIDE. George had been excited to read it, but the article was disappointing. It talked about taking time to feel your emotions, which George did too much already. Worse, the article kept reminding the reader that finding your feminine side made you more of a man.</p>
70	<p>Ms. Udell would be so relieved that George was good that she wouldn't care that George was a girl. At least, not a regular girl.</p>
90	<p>"They're jerks," said Kelly. "You're not a girl."</p> <p>"What if I am?" George was startled by her own words.</p> <p>Kelly drew back in surprise. "What? That's ridiculous. You're a boy. I mean"- she pointed vaguely downward at George- "you have a you-know-what, right?"</p>
98	<p>"Girl problems?" Scott asked...</p> <p>..."No," George said. She knew that wasn't true. Being a secret girl was a giant problem.</p>
102	<p>"And you know what? If you think you're a girl..."</p> <p>..."Then I think you're a girl too!" Kelly leaped onto her best friend and gave her a hug...</p> <p>..."So you're, like, transgender or something?" Kelly whispered as best she could in her excitement. "I was reading on the internet, and there are lots of people like you. Did you know you can take hormones so that your body, you know, doesn't go all manlike?"</p> <p>"Yeah, I know." George had been reading websites about transitioning since Scott taught her how to clear the web browser history on Mom's computer. "But you need your parents' permission."</p> <p>"Your mom's pretty cool," Kelly said, her eyebrows lifted. "Maybe she'd be okay with it."</p>
103	<p>"Sometimes transgender people don't get rights." George had read on the Internet about transgender people being treated unfairly.</p>
121	<p>A sign in the far corner showed a large rainbow flag flying on a black background. Below the flag, the sign said SUPPORT SAFE SPACES FOR GAY, LESBIAN, BISEXUAL, AND TRANSGENDER YOUTH.</p> <p>Reading the word transgender sent a shiver down George's spine. She wondered where she could find a safe space like that, and if there would be other girls like her there.</p>
123	<p>If she squinted at the mirror, she almost looked like a girl. For now, anyway. Today her skin was smooth, but someday testosterone would grow a terrible beard all over her face.</p>
124	<p>"I mean, being gay is one thing. Kids are coming out much earlier than when I was young. It won't be easy, but we'll deal with it. But being that kind of gay?" Mom shook her head. "That's something else entirely."</p> <p>"I'm not any kind of gay." At least, George didn't think she was gay. She didn't</p>

Page	Content
	<p>know who she liked, really, boys or girls.</p> <p>"Then why did I find all those girls' magazines in your closet?" Mom raised an eyebrow, and a curved wrinkle formed across her forehead.</p> <p>..."Because I'm a girl."</p> <p>..."...I changed your diapers, and I promise you, you are one hundred percent boy. Besides, you're only ten years old. You don't know how you'll feel in a few years."</p>
130	"Look, do you want your mom to know you're a girl?"
133	<p>"Didn't you tell her you were gay?"</p> <p>..."You know I'm okay with that, right? Before Dad left, he made me promise to take care of. He said you were like that."</p> <p>"I'm not gay," George said. Why did everyone think she was gay?</p> <p>"Whatever. I don't care. My friend Matt is gay. It's no big deal."</p> <p>..."I told her I think I'm a girl."</p> <p>..."That's more than just being gay. No wonder she's freaking out."</p>
135	<p>"...Dude, I thought you had porn or something in there, so I took a peek. You know, just to find out what kind of stuff my little bro was into. So I figured you were gay. But I didn't think you were like that." Scott popped a corn fritter into his mouth. "So, like, do you want to" - he made a gesture with two fingers like a pair of scissors- "go all the way?"</p> <p>George squeezed her legs together.</p> <p>"Maybe someday," she said.</p>
147	"You were totally like a girl." Kelly took George's hand, one of the real ones. "I mean, you totally are a girl."
153	<p>"I didn't even know it was you at first. I thought it was supposed to be Kelly, but then I realized I was seeing my son onstage, and nearly everyone in the audience thought he was a girl"</p> <p>..."I already told you, I'm a girl."</p>
162	<p>"You really do feel like a girl, don't you?"</p> <p>"Yeah, I do. Remember that time I was little, when you found me wearing your skirt as a dress?"</p>
163	George knew that seeing a therapist was the first step secret girls like her took when they wanted everyone to see who they were. "And then maybe I could grow my hair out and be a girl?"
171	<p>And she had never held a skirt in her hands like this before.</p> <p>Together, they felt magical.</p> <p>"I didn't even know you had any skirts," said George.</p> <p>"I don't wear them to school. Boys are dirty and try to look up them."</p> <p>"I'd never try to look up your skirt."</p> <p>"Of course not. You're not a boy."</p> <p>"Oh, right." George laughed. Even she was sometimes fooled by her body.</p>
182	<p>When they stepped out of the World of Insects, Kelly said she needed to use the bathroom. Melissa tensed. There was no way she could make it back home without going as well. She looked down at her skirt. She couldn't go into the boys' bathroom looking like this.</p> <p>"Melissa and I will be right back," Kelly announced, grabbing her best friend by</p>

Page	Content
	<p>the hand before she could protest, dragging her right to a door with a sign with the word LADIES and a stick figure wearing a triangle skirt.</p> <p>...She was standing in the girls' room.</p> <p>...Melissa locked herself in a stall, delighted for the privacy. She lifted her skirt to see her underwear, covered in tiny red hearts. She pulled it down, sat, and peed, just like a girl.</p>
200	<p>Q: Why did you write George?</p> <p>A: ...What I can say is that I didn't grow up with any positive representations of transgender people in books other than media. The first time I encountered the word genderqueer (meaning "neither a boy nor a girl"), I was nineteen, and I took that word and I consumed it- ate it and became it, because it was already me.</p>
201	<p>Q: How do I talk about the main character?</p> <p>A: Call her Melissa. That's the name she likes. If you slip and call her George, no big deal. Correct yourself if you think of it, and move on. Same thing for her pronouns. She is always a she. Always.</p> <p>Melissa is a transgender girl. If you are talking with someone who doesn't know what that means, you can say that she is a girl whom the world sees as a boy, or a girl who was assigned male at birth. You can also say that she is a girl, but she's the only one who knows it. Notice that all of these say first that she is a girl.</p> <p>...Phrases like feels like or identifies as aren't so great either. They sound as though who trans people are is up for debate or discussion. It's better to say "is." Generally, if it sounds weird saying it about a cis-gender (nontrans) person, it's probably not good to say about a trans person. Do you "identify as" your gender? Or is it just who you are?</p> <p>Please be aware that language for trans people is developing and changing as our community grows and matures, questions the ways that we have been talked about, and explores alternatives. And the same words don't work for everyone. For example, some trans people do consider themselves to be in the wrong body. Be open to developing and changing language.</p>
202	<p>Q: I mean, what are your pronouns?</p> <p>A: ...I use the singular they and the honorific Mx. (pronounced "mix"). For example, you might write this about me: When Mx. Gino finishes this FAQ, they will send it to their editor and get themselves a piece of chocolate.</p>
204	<p>Q: Are you a lot like Melissa?</p> <p>A: I'm not that much like Melissa. Melissa is a binary trans girl, which means that she is a girl even though she was assigned male at birth, and she will grow up to be a woman. I'm genderqueer, or nonbinary, so I'm neither a girl nor a boy. Also, Melissa is growing up with access to the Internet and information about being transgender.</p>
206	<p>Using the name a transgender person no longer uses (and that is probably connected with a gender that is not theirs) is called deadnaming, and it is extremely rude.</p>
209	<p>Q: I think I might be transgender (or gay, lesbian, bisexual, queer, etc). What should I do?</p> <p>A:...If you can access the Internet, you can read up on as well as connect with other LGBTQ people.</p>

Page	Content
212	Probably the most important thing is using someone's name and pronouns. ...When you do make a mistake, apologize, correct yourself, and try not to make a big deal out of it. Please do not go on and on about how bad you feel. The trans person doesn't need to take on your guilt, and it puts them in an awkward social position where the easiest way to end the conversation is to say, "Oh, don't worry about it" or "It's okay." It's not the trans person's job to make you feel better here.
231	Geore is only one story. It is the story of a white, middle-class transgender girl growing up near New York City, written by a white, middle-class genderqueer person who grew up on Staten Island, New York.

GLASS



Young Adult

By Ellen Hopkins

ISBN: 66-20164

Summary of Concerns:

This book contains inexplicit sexual activities; profanity; suicidal ideation; and drug abuse.

CONTENT WARNING

You are about to access material that may contain content of an ADULT nature. These files may include pictures and materials that some viewers may find offensive. If you are under the age of 18, or if such material offends you or if it is illegal for you to view these materials, please exit now.

3
/5

Minor Restricted
BookLooks Review Rating



Page	Content
2	All about my dive into the lair of the monster drug some people call crank. Crystal. Tina. Ice.
3	Where "everyday" became another word for making love with the monster.
10	Hard on the make, Brendan shared booze, cigarettes.
12	Not losing my virginity to Brendan's rape. ...He even swore to love me when I told him I was pregnant. Pregnant. And Brendan was the father. Bree considered abortion. Exorcism.
30	One is eighteen and gay, in the city where homosexuality is almost as dirty a word as "Democrat."
38	Get out of school or off work, put on clean clothes, and look for a way to escape reality- whether that's with alcohol, weed, or my all-time favorite: speed. Pot and beer mostly make me tired. I only used to use them when I was buzzed up real high, didn't mind slowing down a little.
41	(...You've hooked up with Robyn- even if she isn't exactly on time- score, toot a little, and start back.)
61	Looking back, I wish I had a different teacher, one who really cared about me. Looking back, I wish I had parted my lips- opened my mouth wide and invited his tongue inside- for Quade.
75	Spoken like a true tweaker. Oh, and speaking of tweak... He reaches down into his sock and produces a plastic bag with some serious-looking crystal.
76	Robyn is making a sizable buy. I sit, growing more anxious with every passing second, watching her weigh a half ounce of meth into eight balls. She's into the deal, heavy. I mean, there she is, holding enough crystal to send her away for a very, very long time. My hands shimmy as I reach for the bundle Robyn passes me. It's different from the meth making the rounds last year. This is hard little rocks and not much powder. Robyn pulls out a glass pipe, but I ask, "Can we do some lines?" I long for that punch to my sinuses. The one that hard-core users can no longer handle because of the gaping sinus-cavity holes. Trey gives me a strange look, and Robyn says, Jeez, it has been a while since you've used, huh? You can't snort glass, Kristina. You have to smoke this...or shoot it. You're not into needles by chance, are you? ...And, apparently, no fine white lines to watch disappear into my nose. ...You can still find street-lab crank. This is Mexican meth, as good as it comes, maybe 90 percent pure. It's pricey, of course. And worth every damn penny. How much is that, I want to know, but before I can query, Robyn drops a sparkling rock into her pip. She lights a Bic, holds it well under the glass, and a fine plume of methamphetamine smoke lifts to greet her open mouth. The pipe travels next to Trey, who indulges, then passes it on to me. My hand trembles, anticipating treasure. Long-lost treasure. One slow, easy inhale sparks little explosions inside my brain, firing directly into the pleasure center, igniting ecstatic bursts from eyebrows to toenails. Trey was right. Whatever it costs, it's worth it. I want to feel this great all the time.
79	Trey said the glass was pricey. Now, he clarifies, So the eight ball is three hundred.
82	Between that and the toot, my mouth won't stop working.
83	His knee rests against mine. The warmth of it fights the crystals chills, and turns me on completely. ...Robyn flashes a tweaker's smile, one that says, Don't fuck with me, or I'll pay you back good.
85	Not a single vicious comment about Daddy the rapist.
88	His hand brushes mine like a summer kiss. Heightened by the meth spinning circles in my brain, his simple touch- not to mention his request- sparks shivers, thigh to neck.

Page	Content
89	I start to leave. Reconsider, knowing I'll want to stop for a small pick-me-up along the long road home. "Oh, hey. Can you spare a piece of tinfoil and maybe a straw? I've got zip for paraphernalia. Let's make you a pipe, Trey tells me. How about a light bulb, Robyn? She obliges, and in a matter of minutes, Trey turns it into a smoking device.
90	Now just drop a rock, right in there...He demonstrates with one of Robyn's. Hold the lighter right about here...A thin, plume of smoke lifts, and Trey is quick to inhale.
95	I want him all over my body.
98	Halfway home I stop for a small pick-me-up not because I particularly need it (my eyes are wide, wide open), but because I can. I have stash. It's talking to me. One little hit, my heart revs high, then settles into quick-step mode. How I've missed that race and pound. How I've missed the lack of control.
107	But meth and nicotine buddy up real fine.
109	I suck the poison slowly, with great, immediate pleasure. It's almost as good as...
133	I don't want to tell her drugs- and maybe sex- mean more to him than anything, though I know in my heart that's the truth.
135	Of course, the first thing I did when I got up was sneak around for a quick toke.
151	As we pass the counter the smell of fresh tobacco almost makes me reel. Damn, would I love a smoke!
155	So why do I take a little detour, drive up the gravel road toward the quarry, dust sifting over the LTD, find a spot under a tree, and, despite being pretty damned buzzed already, take another short stroll with the grabby monster? ...The crystal is better, true, so I know addiction is even likelier than before.
156	Before, I got high as a way to socialize, to fit in with the crowd, feel less inhibited around guys.
159	Truth be told, I'm wasted.
161	I can't look her in the eye- not with pupils the size of dimes- and I'm afraid if I hug her she'll catch a sold scent of ingested crystal.
182	When my buzz starts to wear off, I find an excuse to sneak off to my car, grab a toke, maintain the very sharp edge I'd honed earlier.
188	I won't even try to sleep tonight. I've spent all day climbing to anxious heights, me and my buddy the glass monster, reaching for a better buzz, a taller head, one more little whiff (what could it hurt?), finally cresting steep cliffs of speed, rising above mundane, towering over ordinary.
199	...I know Dad will be asking to share what's left of my stash,...
213	I want to take you out tomorrow night for your birthday. As you can probably tell, I brought a little go-fast along, but it's mostly gone. I'm thinking you've got stash of your own. Can you spare some? ..."I have a little I can spare," I admit. "But only about a half a gram." If I give you some cash, can you score some more?
221	But I'll want a taste. I hope he means a taste of crystal, not a taste of Kristina.
225	Wonder whose crank they're snorting. Wonder how short the ball will be. (The two-hundred-dollar price tag makes sense now. We're getting street crank, not ice.) Wonder how cut it will be.

Page	Content
232	I'll go out tonight with Dad and Linda Sue. We'll blow through this awful eight ball. Then I'll move on without the monster breathing against my neck, begging me to do one more little whiff.
236	Okay, I need to get high, totally out-of-my-head wasted, so I don't keep thinking about the same old shit,...
241	...Dad, Linda Sue, and I dive into the half-ass crank. Dad's got a big glass tray, which he sets on the cracked Formica table in their dog-eared motel room. ...He opens the bindle, says nothing about the powder inside. ...Dad draws huge lines. He hands me the straw. The birthday girl always goes first, right? One long, deep inhale up the right nostril, followed by another up the left.
243	He slides the tray under her face. ...A girl only turns eighteen once, you know.
244	...totally nasty, like swap clubs or strip clubs or titty shows...
245	Let's take a snort, then give it a try. He pulls out his little amber bottle, the one with the tiny silver spoon attached to the lid by a little chain.
246	The crank is definitely mediocre, but it does the job if you do enough,...
266	(Speaking of hands, wonder how his will feel, touching me.)
267	Oh my god, the anticipation is making me totally insane! Every nerve in my body buzzes, high-voltage want. I want to get high. I want to be kissed. (How long it has been!) I want to give myself away. I want to be stunned by passion so intense it knocks me right off my feet, down to my knees, where I know I'll surrender to this luscious insanity.
271	He's the whole package. Okay, and I want to unwrap it, explore what's inside, under the denim.
272	He loads his pipe, hands it to me. I can't help but smile at the meth- a clear shard of glass. I inhale gently, gratefully, pass it back for him to do the same, close my eyes to ride the giant rush. Trey is generous. Within a few minutes, I have climbed to a very tall buzz. So what do you think? Was I lying? "It's the best meth I've ever done." He touches my knee. You want more? "Absolutely." (And more glass, too.)
273	To help my decision, he passes the pipe. "I get paid tomorrow. Can you wait?" I'll be here. But I don't want to wait for... We're kissing. Long. Deep. Amazing.
279	Which would come first? The meth? Or me?
285	Sex with him is definitely not out of the question. Maybe even tonight. So am I a whore?
286	The glass makes me brave, sends waves of sensuality throughout my body.
296	I let my fingers creep up his thigh, feel an immediate reaction. ...Trey's right hand falls upon my left, moves it higher up his leg.
306	He kisses me- full on the mouth, hard on the mouth, and when he moves lower, I begin to tremble. Shiver.
311	Trey takes me (and a whole lot of crystal) back to my car.
312	Well, Trey and ice. Every morning before work, I get high. Every day after work I go home, I get high. Not too high, just maintenance high. I'm at a point where that's enough to stay semisane, but not so much that I can't eat.
314	I think he knows I'm high, think he's high himself,...



Page	Content
315	...Mom always warned me against storeroom sex.
323	We're barely through the front door and already kissing like there won't be a tomorrow, and if there isn't, this time together will be worth every irate word at home.
324	We indulge in a taste of the monster, losing our clothes before we're finished. Then I'm back in his arms and he's doing those things to me again, those things I've only read about before making love with Trey. They're real. He takes his time, shows me new ways to make him feel good too. Fueled by ice, it all takes a very long while, but finally we both ascend about as high as two people can. Despite the glass, we float in a sea of exhaustion.
332	Cigarettes aren't illegal, but crystal meth is, and I won't have that stuff in my house.
334	"Can we catch a buzz?"
336	Got high, talked with Brad. Talked with each other. Kissed. Talked. Kissed some more.
382	...I was the one donating most of the ice. ...He drank. A little. Smoked pot. A little. But no meth, and no tobacco. ...I did it all. Enjoyed doing it all, ...
383	Hey. Can you score more of that crystal? ...I'll take a ball, if you can get it.
384	Good thing I had plenty tonight, to combat the alcohol. I had half a dozen beers, something I've never done before, and beyond the high of the glass is a definite three-point-eight low. That, plus the pot, which I haven't smoked since my days with Chase, have combined to perhaps affect my driving.
399	I omit most of the story- the band, the booze, the monster.
409	He definitely doesn't like the idea of his buddies- or me- dancing with the monster.
414	Another choice: Try to find peace in the twilight zone, or climb into the monster's rocket and lift off. Plenty of time to get buzzed anon.
421	When he leaves the room, Trey pulls me into his lap. God I've missed you. I can't wait to give you your present. He kisses me, hotter this time, and beneath me, through his denim and mine, I can feel the promise of his Christmas gift soon to come.
430	Trey throws back the shower curtain. Are you getting in here or what? He moves to the back, helps me climb in past his soapy body. Hot, soothing water falls all around me, and the herbal scent of shampoo fills my nostrils. Trey snakes my body with slick, lathered arms.
432	Maybe I'm turning into a pervert. (Join the club!)
433	Trey clears his throat, Don't you want my present? "You mean there's more?" I smile. "Of course I do." He hands me a plain brown sack. Sorry. Didn't have time to wrap it. Inside is a pipe- blown glass, milky blue swirls. Luckily, the girls are distracted by toys. I drop the pipe back in the bag. "Maybe we should break this in?" ...I should probably shouldn't smoke first.
445	I am very high. ...With the kids in bed, the guys want to party. I've partied solo for hours. Can I party more, just because I have company? (No-brainer. Ha!)



Page	Content
	Smoking ice is the weirdest thing. I mean, one minute you're totally pissed at the world (not to mention the people who populate the place).
446	But load the pipe and the "righteous" part vanishes in a puff of smoke.
456	I guess I should go on the pill. But those ob-gyn visits...I haven't even gone in for my postpartum checkup, and I wasn't supposed to have sex again until after some icky doctor with plastered-on concern put his gooey latex gloves in unmentionable places; pushed here, poked there, manipulated internal organs, assessing any damage; and finally, like the act could be a gift, checking mammary glands for signs of blockage. (Whose gift- his or mine?) Nope, I didn't exactly hurry in for that. Too late now. (Hopefully not too, too late.) Shut up. I can't be pregnant because I won't be pregnant. There, I've made up my mind.
458	Possibly, I'm pregnant. Possibly, I've damaged the baby. Possibly, I will choose to abort.
465	Funny thing is, except for the easy supply of meth, life isn't much different here than it was at home.
479	Silent, but for the shush of skin against skin; the sigh of heightened senses; the exclamation of bodies, no longer strangers.
509	The worst part is, he's right. "No he's fucking me..."
514	Smoking. Waiting. Toking. Waiting.
518	It's okay, he whispers, and we're making love.
522	"That girl you told me about?" She's the one. But there have been others. Nothing serious. Sex only. I love you.
534	Now, it doesn't necessarily surprise me that Robyn is whoring for the monster, but I would never have guessed she'd sink so low as to whore for truck drivers and tourists.
535	Just like that, I move from low-to midlevel dealer.
536	If you've never been to a fancy whorehouse (and believe me, I never have before!), you might be surprised. I'm nervous, thinking the Pink Pussycat will be scary- dark, sweaty, with lots of peepholes, maybe.
538	Guess perverts dislike having paid-for sex amidst piles of clutter.
540	I'll get the pipe. I watch her inhale, eyes popping pleasure. Thank God it's not street crank. She talks about the last crank she snorted, a tip from a customer. Oh yeah, trucker love their crank. And when they're all cranked up, they lover other stuff too. The ice opens her mouth and she tells me about it. Some of 'em are really gross. I always make them shower first. No way will I let something dirty up inside me. Condoms? Yeah, they're supposed to wear them. But they pay a lot extra if you don't make them. They also pay extra for oral sex and unusual sex, including threesomes with other girls. Robyn claims she's judicious. But I know how your caution can slip, when you have a threesome with our pal, the monster.
543	I mean, screwing nasty, smelly men (without a condom, yet) to feed your meth habit (no worries about feeding your face).
545	Brad traded speed for some downers. Guess I'll have to borrow a couple.
546	I pop an Ambien and wait...
553	Four cigarettes and two bowls later, Brad calls me downstairs.

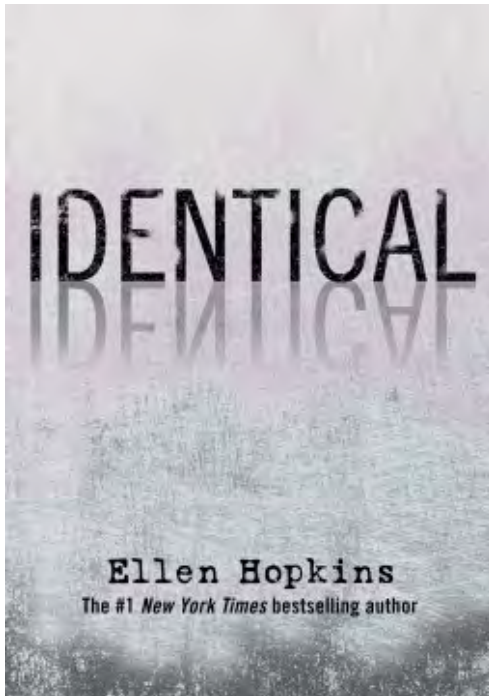
Page	Content
566	The water is high, after our massive winter. It rushes past, calling over the rock, You're not alone. I'm here, aren't I? Coaxing, Oh, the places I can take you. Ride along with me. Cajoling, Come on. It's easy. Just walk to the railing. One quick step over...Chanting, Easy. It's easy. One quick step. It's easy. I'll sing you to sleep. One quick step. I go to the railing, tilt my face over, into a cold, black breeze. Into death, reaching out for me. It touches my face, tempting me, It's easy.
573	I half-expected him to ask to come inside, smoke a little, make love a little.
577	Maybe I should get buzzed. ...We talk for a long while, and after we hang up, I get buzzed.
578	By the time Trey knocks on the door, I am very buzzed and almost beyond caring that he has finally arrived.
582	No, I told you it was sex only.
584	We seal the deal with a kiss- and more. Yeah, I'm still on my period. But you'd be surprised at all the things you can do, anyway. Trey is full of surprises, and not just sexy ones. We make love, but even as our bodies work, my brain is busy.
586	Clean, maintenance-buzzed we take my car home.
592	Can't tell her about my new career, dealing to hookers.
598	And a bottomless supply of the monster.
600	Always, we make up with heart felt apologies and great sex.
612	I'm fucked up? Heh-heh. Guess I am. While you were getting high with an old friend, hey, so was I.
613	As we roll around, I notice the pipe and its contents have spilled into the soiled carpeting. Grady doesn't think twice, rooting around like a hog in the mud. Fine. Let him have it. I wouldn't smoke that dirty stuff now.
619	"We're both crazy. I don't care, as long as you're with me. Kiss me. Make love to me, hard. Don't think about it. Hurt me more."
624	I stash a couple of pipes full, just in case everything goes to shit.
625	I offer Cesar three bills, which leaves us with sixteen whole dollars until we manage. To offer a great deal of glass.
627	Like, we really need to sell some ice right now, and everyone seems to be a little short on cash or set for the foreseeable future. Trey actually goes downtown to peddle small quantities to tourists and card dealers- and inspired way to play. Like, because we're not selling it very quickly, we're tempted to go ahead and smoke it. First the profit goes up in a cloud of exhaled ice.
642	His kisses me, and it's better than our very first kiss because I know it means more than his just wanting to get into my pants.
646	I consider that in the shower scrubbing off yesterday's sweat, last night's sex.
649	fuck
652	We live an endless mindless cycling. Buzzed. Barely buzzed. Crash. Buzzed again. Recycling. Buzzed. Barely buzzed. Crash. Buzzed again. Augmented by a different cycling. Score. Pay up. Deal. Score more. Or, depending on what's due when, Score. Forge checks. Pay up. Score more.
657	Sell a shitload of crystal.
658	We'll go west, to California, where meth was first invented and remains the drug of choice.



Page	Content
665	One of Sacramento's finest has just discovered a half pound of 90 percent pure crystal methamphetamine.
672	No longer will Trey and I share an apartment, a car, a bed. Won't share a pip. A cigarette. A kiss.
673	Guess it's too late to make that appointment with Planned Parenthood.

Profanity	Count
Ass	1
Bitch	6
Fuck	23
Piss	10
Prick	2
Shit	22
Tit	1

IDENTICAL



Young Adult

By Ellen Hopkins

ISBN: 978-1-4169-5005-9

Summary of Concerns:

This book contains explicit sexual activities including sexual assault and child molestation; violence including self-harm and suicidal ideations; profanity and derogatory terms; and drug and alcohol abuse.

CONTENT WARNING

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4
/5

Not For Minors
BookLooks Review Rating



Page	Content
8	There's Daddy who comes home every day, dives straight into a tall amber bottle, falls into a stonewalled well of silence, a place where he can tread the suffocating loneliness.
19	Except for the egg/sperm thing. Would he fall on his knees in front of me, if I were more like Mom and less like him? Would he come, begging, to me, too, let me stay, if he realized I want to love him the way Mom used to?
26	<p>He likes what I give him. I like what he gives me, too, and I'm mostly talking about the bud. I pick up my pace because right under his front seat I know there's a fat, stinky joint with my name on it.</p> <p>...Of course, he expects compensation, and after smoking a big ol' doobie, I'm generally willing to cooperate.</p> <p>Life has gotten better- or at least more bearable- since I was introduced to my good friend, marijuana. You couldn't have a more decent friend. I love everything about it.</p> <p>I love the way it smells- good green bud, anyway, and that's the only kind Mick gets. I guess his brother knows a Humboldt grower. Okay, the pot smells a lot like skunk juice. But somehow, there's a difference. A good one.</p> <p>I love the way the thick smoke tastes, curling across my tongue, snaking down my throat. I love holding it in. Coughing it out. I love head rushes, the creeping warmth that follows.</p> <p>And I love the distant place it takes me to. Everything feels right there. Mellow. Easy. Stress-free. I even love the munchies, the perfect excuse for devouring a pint of Haagen-Dazs. Of course, afterward I have to go stick my finger down my throat. Don't dare get fat. Daddy would not like that.</p>
28	<p>Mick and marijuana await me. I'm ready to pay Mick's going rate for the pot. (And I'm not talking money.) Some people would balk at the price tag.</p> <p>You might think, because of the things I've seen Daddy do, I'd be disgusted by sex. No way. I like how it feels physically, yes. Kisses, hot and prickly as August. Hands, tan and rough against my soft white skin. And the last, extreme punctuation.</p> <p>But getting off myself isn't the best part. I do everything in my power to make sure and that puts me indisputably in control. (He thinks otherwise, and I let him.) It's the only time I am in control. And I like how that feel most of all.</p>
41	Then I kissed him. Hard. Wet. Sharp stabs of tongue. My fingers drifted in between his thighs, finding exactly what they expected. Madison gave a little gasp. "Oh," I said. "Sorry, didn't mean to offend you." I laughed. Mick joined me, then said. That's my cue. See ya, Mad.
42	<p>He reached across the seat, grabbed hold of my arm. Pulled. When I resisted, he yanked harder. Hard enough to hurt. Hard enough to leave purple bruises.</p> <p>Someone smart would have screamed. Someone sane would have waited for a stop sign, thrown themselves free. Someone whole would have said no.</p> <p>Get the fuck over here and don't give me shit.</p> <p>I did as instructed. Worse, I liked that he told me what to do. It meant he cared, really cared. Right? Whatever. "Did you score some bud?" I asked, more to change the subject than anything.</p> <p>Under the seat. Twist one up, okay? We headed out Happy Canyon Road, only horses and cattle to mind our business. We could have gone home- no one there-</p>



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	<p>but I was still too made for sex. You know you want me. You'd take slimy seconds. Gross. "Yeah, right. Like your pimply butt is such a turn-on." It isn't too pimply, and it's kind of a turn-on, but that was beside the point. His hand brushed my left nipple. You love it. "Not while wondering who you're thinking about, Madison or me." I took a deep drag, held it. Took another without passing the joint, exhaling giant smoke puffs right in his face. Bogart. Pass that fucking thing over here. So I did, and once we were totally buzzed he pulled off onto a dirt ranch road, parked. No maid out here. Just birds and squirrels. Defenses lowered by excellent bud, I said okay to a quickie. Totally in control.</p>
57	<p>The bitter perfume of bourbon smacks me as I stumble in. It makes me thirsty. It's late, but never too late for one last shot. I tiptoe past Daddy's snoring, ease the Wild Turkey from the table. Can't really blame him for choosing redemption in a bottle. Two bottles, actually. One holds 750 ml of amber liquid. The other is small enough to fit in a pocket. Daddy has been sentenced to pain abatement a la OxyContin. The accident was eight years ago and his doctor keeps refilling, like he doesn't know about Daddy's dance with the devil. Like I care Truth is, I borrow a little Oxy every now and then too. Not often, though. It's expensive. Daddy would miss it, even if his dimwit doctor didn't. I have to admit it's tempting. It makes me feel like how you feel when you fall in a dream. Only you don't wake up. You just keep falling deeper and deeper into the darkest recesses of sleep. Especially when you help it out with a nip or two of Wild Turkey. Of course, I have to be very careful not to do it when Daddy's not trapped in the snare of sleep too. Wouldn't do to be lying there unaware if he came crawling to me. No, I'd want to be totally ready. But it won't be tonight. Fifth of whiskey beneath my arm, I slip noiselessly into the kitchen, pour two fingers, replace the bottle. Then I slither into Daddy's bathroom, help myself to a small green pill. Just one. Just enough for a free fall totally without a parachute.</p>
60	<p>I chance a sip of Turkey. Have to wet my tongue before letting the Oxy dissolve. Slowly. Nasty. Another sip. Jet fuel, hot and acrid against my taste buds. Another time, another place, I'd let myself cough. Not now. Not here. ...I lie flat, give myself up to the Oxy/Turkey merry-go-round. Eyes closed, I star the tumble. Round. Round. Down. Down. Outside, the wind rouses suddenly.</p>
62	<p>I'm frozen solid in place just like I was that night, the first time Daddy came. A night Kaeleigh can't (or won't) remember. But I do. It was a year or so after the accident. Kaeleigh and I were nine, give or take. Mom had gone in for another round of surgery. She was already lost to us. Lost. Long gone. ...Daddy smelled of Wild Turkey. Each night, we knew, he drank more and more. That night, he had drunk just enough. Kaeleigh, girl.</p>



Page	Content
	<p>His voice was a soft hiss. Are you awake? Talk to me. Daddy ish-is-sh-so lonely. I'd never heard him sound like that. Like a stranger. A drunk, slurring stranger. Where was my daddy?</p> <p>Kaeleigh, all sweetness, wanted to comfort Daddy, who drew her onto his lap. Stroked her hair. Kissed her gently on the forehead. Cheeks. Eyes. Finally, on her lips, but not nasty or mean or with tongue or anything but misplaced love. Love meant for Mom.</p> <p>He just held her, kissed her. Breathed Wild Turkey all over her until they both fell asleep, woven together.</p>
64	That one innocent joining was only the beginning, but neither realized it that night. And all I could do was linger in a dark corner, sharp jabs of envy tearing my eyes.
65	<p>I guess I could have offered descriptions o Daddy's "privates" (his word), the way he wears his scars.</p> <p>...Instead, I stood by and watched father love turn to LUST.</p>
66	I fell asleep, thinking about Daddy kissing Kaeleigh, craving his kiss, understanding its significance.
80	No doubt he'll be watching the sway of Kaeleigh's hips, craving her. And a drink. Not sure which one he craves more. But tonight he'll have to play the good (sober) husband and devoted father.
82	I can't imagine her actually getting close enough to someone- anyone- to invite them into her bed, let alone her pants.
90	I eat when I'm sad. I eat when I'm lonely. I eat when I hurt so much inside, it's either eat or find an easy way to die. The only time I can't eat to total contentment is when Daddy's around. No daughter or mine will wear double-digit clothes, he said once, and meant it.
91	What she doesn't look like is a girl, all narrow hips, straight waist, and teacup breasts. And if I have my way, I won't either.
96	We empty our glasses. Mom opens another bottle, pour for us both. I'm getting drunk with my mother, and neither of us can think of a thing to say.
97	In the living room, the TV is on, but Daddy has drunk himself into oblivion.
98	Out, where I should be. Where any self-respecting sixteen-year-old should be on Friday night. Out, getting drunk with friends or, better yet, a really fine guy, instead of tying one on at home with my marble-hearted mother, no less.
99	<p>Sneaking out, getting drunk, getting high. What better way to spend Friday night? Especially after too many hours stuck at home listening to Mom's political bullshit. ...I plan to do a lot in the way of self-medication. Funny term for getting screwed up to the point of passing out. I need to be that messed up to get to sleep at all tonight. I'm totally wound.</p>
100	<p>Great place for a kegger, too. And that's our destination. Mick drives like a maniac, which would be all right except I really, really want to get high, and smoking dope and speeding don't exactly go hand in hand.</p> <p>..."If you slow down a little, I'll roll a nice big joint. And after we smoke it, just maybe I'll mess around with your nice big joint too." Okay, so it isn't eloquent, but</p>



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	<p>it works.</p> <p>He slows to right around the speed limit as I fumble under the seat, searching for his stash. This slow enough for you?</p> <p>...Finally, pay dirt. I reach into the baggie, extract a big bud.</p>
101	He reaches for my left boob.
102	<p>"Give me your lighter." Delectable smoke fills the cab.</p> <p>..."Shut the fuck up." I take a giant hit of pot.</p>
103	Needless to say I don't feel much like messing around with Mick's "nice big joint," not even after killing off the nice big joint wrapped in a rolling paper. Maybe after a beer or ten. And hey, lucky me, looks like the beer's flowing up here on Figueroa Mountain.
105	<p>He looks me up and down like he's shopping. I see. Any plans to come together tonight?</p> <p>"Nope." I part my lips bravely. "Not with him, anyway."</p> <p>He nods his head, stands. How's that beer? Need a refill?</p> <p>I shrug. "Sure. Don't suppose you happen to have anything stronger on you, though?"</p> <p>...He reaches into his jeans pocket, digging for treasure. Maybe I'll dig in there later myself. Meanwhile, I'll content myself with the giant fatty he lights. The pot is the same as (or very similar to) Mick's.</p> <p>"So..." I cough out a big hit. "You and Mick share a connection, huh?"</p> <p>...He draws in a long, deep lungful.</p> <p>I move a little closer, like I can't quite reach the joint. "Since we're sharing a hooter, can we, like, share names?"</p>
108	<p>He reaches across the short distance between us, pulls me right into him, kisses me with unexpected hunger. In the time it takes me to react to that, decide whether or not to invite more, he already has my top button unbuttoned. His hands want to go under the fabric, insist on it, in fact. I should say no. Need to say no. "W-wait," I try, but no little bit of me wants to stop and Ty intuits all of that. He doesn't stop, and I don't try to make him. And it isn't long before I throw every ounce of caution to the nonexistent wind. With only a fleeting thought of Mick, I give in to this insane desire to know this not-quite-stranger in the most intimate way. And so, I sacrifice my inner child, give myself away.</p>
114	<p>Memory strikes suddenly chokes me. Strangles me. It was dark in my room. Very dark.</p> <p>Someone had closed the curtain. I was small. Maybe nine. Mommy wasn't home. But Daddy was. He lurched through my door. That scared me. But why? He'd never hurt me before. Only touched me lovingly. Like any Daddy.</p> <p>...Don't be afraid, little flower. It's only me.</p>
121	<p>Maybe that's why I got so ballsy, had sex with Ty where I knew Mick could find us.</p> <p>...Anyway, most of Mick's brains reside in the general area of his groin. One thing for sure, sex will never be about love with Mick. I don't love him, and he definitely doesn't love me. Still, he semi-fills a gaping black hole inside me. That place wants love, maybe even needs love, but love is something I'm pretty sure doesn't exist.</p>



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122	Besides the easy sex thing, there's still the pot. I know they say marijuana isn't addictive, not like speed or heroin, which claw into you and won't let go. Pot is more of a sweet talker, and I'm all over that sexy voice. I went Saturday without it, but by yesterday afternoon, I was getting antsy.
123	Yeah, well, I could have screwed her Friday night too. I didn't, even though she wanted to.
126	Pinstripes, actually, on dark trousers, snug at the waist and across his hips, before falling loosely down over his thighs. And just as my disgusting brain gloms onto a sick image of what those thighs look like, his voice descends.
150	<p>Someone had closed the curtain. Kaeleigh was scared. I tried to tell her not to worry, but just then, Daddy burst through the door.</p> <p>I closed my eyes tight, made myself no more than a shadow. Something about him was different. I didn't want that something to find me.</p> <p>I cracked my eyes just a slit as he sat on Kaeleigh's bed, pulled her into his lap. He smelled of Brut and Wild Turkey. His peculiar potpourri.</p> <p>I love you so much, my little flower. Daddy needs something from my girl, my sweet rose. Will you give it to me?</p> <p>I wanted to be his little flower, would have given my Daddy anything. What did he want from Kaeleigh? She laid her head on his chest. "What?"</p> <p>I want you to see something, something that proves how much I love you. This is only for you, Kaeleigh girl.</p> <p>He lifted her gently, sat her down on the bed beside him. Then he opened the snaps on the fly of his flannel pajamas.</p> <p>It stood up, stiff as a stalagmite. See how much Daddy loves you? Show me you love me, too. Touch it. He closed her hand around it.</p> <p>I know it sounds bad, but I wanted to touch it too. I didn't know what it meant, only that it made Daddy happy. I wanted to make him happy too.</p> <p>That's right. That's right. His voice rocked in rhythm with his body. Oh, yes, my Kaeleigh loves me. My little flower...</p> <p>...when Daddy finished, he burrowed his face into Kaeleigh's hair and wept. Confused at his tears, and at the sticky stuff icing her hands, still Kaeleigh pleaded, "Don't cry, Daddy. What's the matter? Didn't I love you good enough?"</p> <p>...Yes, you loved me good enough. So very good! But it's our secret, okay? Because if anyone knew how much you love me, they'd be jealous. Now Kaeleigh was really confused. "Can I tell Mama our secret?"</p> <p>No! Especially not Mama. She'd get mad because she doesn't love me like you. She might even go away. You don't want that, do you?</p> <p>She thought it over. Again and again. But she finally agreed, "I won't tell." Daddy pulled her against him. Good. That's very good. It's okay to have secrets between Daddy and his girl. Just remember. No one likes a tattletale. Especially not Daddy.</p>
158	Weird. I always thought cutters were sick. Sicker than me, even. But with a single swipe I understand why they do it. Why they like it, even though they hate it. I let the water runs over the cut, ratchet it hotter, watch the blood slow, stutter, almost halt. I like the way the exposed flesh looks, all pinkish white. It looks new, although I know that isn't right.



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167	It takes all my willpower not to flinch, not to bloat his anger. His fingers catch my cheeks, pinch until my mouth opens. I'll decide what is or isn't trouble. You just follow orders. Understand? Drool dripping from my open mouth, all I can do is nod.
175	Once again we engage in easy sex, hardly a word exchanged between us. We are so not about conversation, and only body-to-body communication.
179	I noticed a definite odor of marijuana in your vehicle. Have you been smoking pot this afternoon?
184	I guess I'm pretty good at sex, but I don't think because the world needs more (even better) sex.
202	I do know a few other people who might have some bud. ...He gave me his number, for the next time you find your mouth watering for a red hot lollipop...
208	He pulls out a baggie, a quarter of some crumbly brown substance. When he cracks the bag, the perfume that escapes smells like heaven. Opiated hash. Ever tried it? I shake my head no, but Ty is quick to remedy that, filling a small pipe bowl with a miniature ball of opium-laced hashish. He takes the first toke, and now heaven's on fire, and smoking. Still holding his hit, Ty cautions around it, Little tokes, now. Don't want to cough this stuff out. Hold it as long as you can. Slowly inhale a taste sweeter than any before. Greedy me wants more, but I remember his warning.
210	Drinking. Smoking. Feeling the creep of the poppy, all along my spine, skull to tailbone. I know the high is mostly hash, not so different from regular cannabis (though even tastier). But the opium topper provides a whole new set of rushes. Body rushes, like little shivers. Head rushes, like turning in circles, round and round, don't fall down. Shall we move the party into the bedroom? Ty reaches over, kisses me. Hard. Harder. ...His teeth rake my bottom lip, move down over my chin, down my neck. Not too hard. Not really. But hard enough. Should I have warn garlic and a silver cross? I laugh out loud at the thought, and I realize how fucked up I am. ...He picks me up, carries me into his bedroom, half throws me onto the bed. When he starts to undress me, I burst into a new fit of giggles. My jeans are so tight, he can't wiggle me out of them. "Want some help, my macho vampire?" I shed everything and he does too, but before we do another thing, he asks, How 'bout another bowl? Something to take you real, real low. He leers like a scary circus clown. Low as a girl can go. True to his word he drops me real, real low. I'm floating on a poppy sea. Naked. Mellow. But a sudden wind rouses the breaks and low tide builds to major swells. Ty kisses me, all fang, pure vampire. "Hey. Take it easy." But somehow my body responds to the pain. And Ty responds to that, clamping one hand around both my wrists, pulling them over my head and pinning me helpless. It is then I notice the nylon cord, one end tied tight to the headboard.



Page	Content
	<p>Ty's voice is almost a snarl. This is one of my favorite games. He wraps the rope around my wrists, knots it tightly. Escape-proof. I shake my head. "Don't." But he does. Should I scream? Would anyone hear? Would anyone care? The obvious answer softens my plea. "Please?" Haven't you played this game before? I guess I'll have to teach you the rules. The proper response would be, "Please, sir." Say it. My heart yells, "No fucking way." But my brain, the part that understands my daddy, makes me acquiesce. "Please, sir." He flips me onto my belly, yanks my legs apart. I don't have to see the restraints to know they're there. The ankle knots do not surprise me. I am helpless. Exposed. And, strangely, somehow I feel at home this way. Say it, he demands, like I should know he means, Please, sir. Punish me. Deliberate, controlled, he punishes me. I whisper into the pillow, "I understand." I understand why Kaeleigh like the feel of slicing her flesh, releasing bottled-up hurt. Leather snaps against my skin, and I remain still as stagnant water, afraid I might not play by his rules. This is a new game, and the sick thing is, I see quickly that I like it, might ask to play it again. The pain is fuzzy at the edges, blurring toward pleasure. Maybe it's the hash, the gentle arms of opium. And now new leather- human, Ty- falls softly over the heated welts, a soothing balm of sweat-beaded skin. But then heightened pain, forced inside me, stuffed inside me. Seared, branded, likely marked, a moan escapes me and Ty surges. After, knots loosened, a rub of cool eucalyptus oil persuades me I do want to play again. Soon.</p>
228	They're about the same as straight sex and gay sex- some similarities, but different in ways that really count.
232	<p>I slip into Daddy's bathroom, and this time when I "borrow" his Oxy, it's not for me. Okay, one is for me. The other three are for Daddy. I can't slip all three into a single drink or he'd taste it for sure. This will be a seduction. One I know he can't refuse. He finally roars in, and I've already mixed him a highball, long on Turkey, short on Oxy. That will change as the evening progresses. He gives me a look but takes the drink anyway. Thanks. I need this. ...I hand Daddy the Oxy-tainted highball glass as Kaeleigh answers, I didn't mean to be late, Daddy.</p>
235	<p>I watch the two of them stuff their faces, fix Daddy one last drink. Between the rich food, stiff Turkey, and three Oxycontin, he'll be fast asleep in a few minutes. Most of the evening's drama behind us, I slip off to the bathroom. Kaeleigh's disgusting food binge made me want to purge. It's more than a habit. It's a need. Experts even call it a disease. However you classify it, though, it's not about body image. At least not for me. For me, it's all about maintaining a modicum of control, especially when everything goes completely ape-shit.</p>
236	<p>But I do like the cool of the porcelain on my face, the solid of tile beneath my butt. Most of all, I like my belly emptied, even temporarily, of food. Of fat. Of pain.</p>
237	<p>Now that I've evacuated my stomach, I can swallow the Oxy I borrowed for myself. Pop the pill, chase it with whiskey, crawl into bed. Pray such seduction brings dreamless sleep. Seems to take a long time for the sleep aid to kick in.</p>



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	...The gathering haze does not conceal memories of another night. Kaeleigh was ten.
238	<p>Daddy had been back to Kaeleigh for "lollipop licking" (my term) a few times. She had a vague notion that it was "wrong," but she wasn't sure why, and didn't know who to ask. They'd probably just be jealous.</p> <p>That warm summer night, she slept in a thin white nightie, nothing more, nothing at all under. The moon, full, shimmered against the tan of her exposed skin, and her hair whispered over the pillow like a pale waterfall.</p> <p>As usual, the smell of Wild Turkey preceded Daddy. In the bright moonlight, you could see Kaeleigh cringe in shallow sleep. Daddy crept thought the door, to the side of the bed, stood looking down for a very long time before stirring her with a volley of kisses. Cheeks. Forehead. Lips. Oh, little girl. Do you know how beautiful you are? No one was ever as lovely as you, not even your mother when she was a child. I can't believe you're mine.</p> <p>Kaeleigh roused at his words, came into the moment, secure in the aura of Daddy's love. She tried to sit up, but Daddy pushed her gently back down against the mattress. Stay just like that for Daddy. I want to teach you something new. He lifted her nightgown, rolled it up over her belly, coaxed her Thoroughbred legs apart. She squirmed, a paltry protest.</p> <p>Don't move! Daddy's scarlet face underlined his command. I thought he might smack her.</p> <p>But as quickly as his anger flared, it dissipated, smoke. Don't be afraid. This won't hurt. You'll like it. I promise. He kissed the length of her torso, down to the small, naked V.</p> <p>It was only his mouth that night. He didn't even ask her to touch him, prove how much she loved him. Afterward, she worried. Didn't he want her love anymore? What had she done wrong? And yet, he had taught her something new. Something awful.</p> <p>Worse, something wonderful. Something every girl should know the joy of, though, of course, she shouldn't learn it from Daddy.</p> <p>At ten, it isn't exactly easy to separate good touch from bad touch, proper love from improper love, doting daddy from perv.</p>
245	Mom sat on an overstuffed sofa, vacant-eyed, silently sipping vodka on the rocks. Daddy gulped whiskey, and might have passed out quickly except...
259	More drugs. More men. More sex. Do you think there's really such a thing as "enough"?
260	"Let's sneak on outta here and do the dirty."
262	You'll like what I've got. I assume he's talking weed. It's been a couple of days and the truth is, I'm so wanting a buzz. I could call Ty, ask for a bit steeper high (low?). Oh yeah, how low can we go? Loaded question.
265	Truth is, more than missing Mick, I miss catching a lunchtime buzz. I wish I could just buy a personal stash, keep it around.
267	<p>Thought you kind of liked the play. Was I wrong? He reaches up, strokes my cheek gently. No encore?</p> <p>Rough play, he means and I really did like it because I'm sicker than he is.</p>



Page	Content
	<p>..."An encore would be nice." I smile. "Maybe nice is not the right word, though." Nice works. So how about it? When can we get together again? He winds his fingers into my hair. Tugs gently, brings my face right down against his. Opens his mouth. We are tongue on tongue.</p>
270	<p>I triple promise I'll give him a call. Straight up, I will, because one guy will never be enough for the likes of me. Truth is, I can't believe one anything (guy, girl, whatever you happen to be into) could be enough for anyone.</p>
271	<p>I jump up into the Avalanche, scoot almost into his lap, give him an over-the-top kiss, hoping he doesn't taste guilt.</p> <p>Whatever he tastes, he likes it, wants another dose. I stop his tongue (not to mention his hands) with a single word. "No."</p>
272	<p>He starts to turn south but I stop him, with a hand on a spot too high on his thigh to qualify as "thigh." "Let's go to my house. It's empty."</p> <p>...So Mich and I will smoke up and make out in my bedroom.</p>
280	<p>Desire strikes like a cobra sinks its fangs between my legs, injects its venom. The heady creep wanders from groin to belly.</p> <p>I lift Ian's hands, urge them against the throb beneath my blouse. "Touch me. Please?"</p> <p>He want to, does, and I love his skin on mine. And then he moans, Oh, Kaeleigh...</p> <p>And suddenly a different snake strikes, with lightening ferocity. Not cobra, but python, threading itself around me, squeezing. Hissing, Oh, Kaeleigh. Oh yes, that's right, little flower.</p>
288	<p>I lean forward slightly, notice his eyes fall to what almost passes as cleavage, with a good Victoria's Secret push-up bra helping out.</p> <p>...The entire time, my legs rest gently between his, knees touching the inside of his, and despite my "lunch" with Mick today, I'm starting to feel incredibly, um...aroused.</p>
301	<p>It's not like the two of them do much screwing, at least not with each other.</p>
305	<p>Now I feel the need for liquid fun. Tucked away in a low cabinet is my parent's liquor stash.</p> <p>...The Chopin vodka, stashed in the freezer, is a different song, and I'm so ready to drink that slushy tune. I'll never sleep without it.</p> <p>...I don't really like the taste of vodka, but they say you can't smell it on the breath.</p>
315	<p>Open my skin. Right ankle. Left ankle. White flesh. Red polka dots. Ha! that's funny. Ouch. Stings. Behind right knee. Left knee. Oops. A little deep. Blood pumps. Check it out. Thump. Thump. Oh my God. Can I stop it? Who really cares? The drain runs red.</p>
319	<p>(Doing the dirty.)</p> <p>Shot one: missionary, Daddy on top.</p> <p>Shot two: doggie-style, Daddy on top.</p> <p>Shot three: can't even say it, let alone dwell on the picture, but Daddy's on top.</p> <p>(Always on top.)</p>



Page	Content
320	<p>Wonder who was on TOP when they did have sex.</p> <p>Sex, sex, sex I have really got to stop thinking about it so damn much, you know? Daddy and Hannah; Daddy and Mom; Daddy and Kaeleigh; Daddy and whoever; Mom and Daddy; Mom and whoever; Lawler and whoever; Mick and whoever; Ty...</p> <p>Sex, sex, sex. I have really got to stop wanting to have it, and mor and more of it. Clumsy sex (Mick); choreographed sex (Ty); imagined sex (Lawler, assorted others).</p> <p>I've been half thought about experimenting with a girl or two. Variety is the spice of life.</p> <p>Sex, sex, sex. And what goes with that? Drugs, more drugs, and alcohol, of course.</p>
332	<p>No Mick, no bud. No Ty, no better buzz, and he's much more difficult to manipulate. Dopeless sex? That could not feel good. Could it?</p>
336	<p>I'm kind of liking this blood thing. Fetish? Fixation? Not quite an obsession yet, but I can see it growing into that. Drip. Drip.</p> <p>Steady. Slow. Drip-drip. Quicker yet. Drip-drip-drip. Drip-drip-drip.</p> <p>Drip.</p> <p>Drip.</p> <p>Drip.</p> <p>I'd probably just let myself drip, but I did promise to show up at work and help out with the Halloween decorations.</p>
388	<p>Oxy dessert, to chase his Wild Turkey main course.</p>
393	<p>Kaeleigh was used to Daddy's visits, but that night she, too, felt something different in the air. Rage. Lust. Sorrow. Perversion. All mingled in Daddy's sweat. There was nothing gentle about how he threw back the covers. Already naked, he pushed Kaeleigh roughly to one side, flopped beside her.</p> <p>I could tell she was afraid. This wasn't her Daddy. This was a demon, his evil hard and sharp as steel blade, ready to slice into her. It did.</p> <p>His attack was brutal, bloody, wordless except for vicious Shut the fuck up at her pitiful scream, a plea to please, please no, Daddy, no. It hurts. Oh!</p> <p>I cowered, sick at the sight, but unable to divorce myself from the horror. I felt Kaeleigh's pain. And when Daddy was done and she cried, I cried too.</p>
402	<p>Safe in the far stall I wait for the bell to ring, picking at a scab or two. The one on my ankle is recent. I open it wide, encourage the flow. It's like milking venom from my veins. Wonder how long it would take to bleed out completely.</p>
407	<p>And, are- don't get mad- are you cutting?</p>
415	<p>"This should cover what I smoked. Please take me home now."</p> <p>Don't want your money. His zipper opens, and what escapes is eager. Then he pushes my head down. Haven't you missed me?</p> <p>I could just do it. Get it over with. Pretend it never happened. But I don't think so. It has to be my idea or not at all.</p> <p>"No, Mick. Goddammit, I said no!"</p> <p>But he's all over me and I may not have a choice. He outweighs me by a hundred pounds and he's got me pinned against the door. His fingers, clumsy, work at my own zipper. I try to push him off.</p>



Page	Content
	<p>What's wrong? You know you want to.</p> <p>"No. I really don't." But I can't stop his mouth from covering mine, leaving a wet trail of sobber all over my face.</p> <p>One hand tugs my shirt over my head, the other is inside my bra, twisting, pinching. I could just get it over with.</p> <p>See? Your nipples don't lie. You like it.</p> <p>He's too worked up to manage tight jeans, so he leans up over me, demanding I do him with my mouth. I could bite.</p> <p>But he'd probably kick my ass and finish his business anyway. I've never seen this side of Mick.</p> <p>Or maybe I have and ignored it. I can barely breathe, and the teeth of his zipper are biting into my chin.</p> <p>Atta girl. You can't say no to...</p> <p>Daddy. Daddy? Kaeleigh would just give in. The thought of her wide-eyed surrender gives me a sudden idea. But I have to play things right. First I go limp, pretend to acquiesce. I even give him a taste of what he wants.</p> <p>"Stop for a minute. You're hurting me."</p> <p>He hesitates, looks down into my eyes, which have teared up quite nicely. He draws back ever so slightly.</p> <p>I did down, beyond fear, fine Raeanne again. "If we're going to do this, you don't get to have all the fun. And can we pretty please take another hit first?"</p>
418	<p>I reach down, grab his tray, complete with maybe a half ounce of great bud. Pricey bud. I'm betting on greed.</p> <p>"Hang on. I need some light." I open the door wide, and send the tray sailing like a pot-covered Frisbee.</p>
421	<p>CONGRESSWOMAN'S DAUGHTER ARRESTED for theft of would-be rapist's truck. Says they were smoking pot after curfew when things got out of hand.</p>
441	<p>I'm celebrating pretty good right now, on two Oxy and enough bubbly to give me hiccups for days.</p>
447	<p>The Bad Thing About Puking Regularly is how you come to rely on it.</p> <p>Hungover? Go puke.</p> <p>Feel a bit fat? Go puke.</p> <p>Confused? Go puke.</p> <p>Frightened? Go puke.</p> <p>Entire world falling apart? Hurry up and go puke.</p> <p>All of the above? Puke.</p> <p>Puke.</p> <p>Puke.</p> <p>Puke.</p> <p>And puke some more.</p> <p>Totally Puked Out esophagus acid-etched, I'm ready to face the day.</p> <p>Not.</p>
459	<p>I am your little girl. I am not your girlfriend. I am not your whore. I am not my fucking mother! But he is on top of me and my shout is silenced. He is inside of me and my scream stays there too. He is finished.</p>



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	And I don't cry out, but I do cry a bucket of silent tears. He slithers away and at last, I quietly sob no no no no no.
466	I want to know joyous sex. ...I want sex laced with love, and not warped parental love, but the honest kind. I want sex that makes me feel right, not like some freak, some inbred monstrosity. I'm no, am I?
467	Sex feels great with him, too. I guess it might be nice for sex to feel right, like the person you're with might even love you.
471	More drugs. Better drugs. Maybe it's time to graduate from pot, hash, and pills to something stronger. That opiated stuff was great. Wonder what heroin is like. I hear it drops you way down, where pain can't find you. Any Drugs would be good right this moment. Heroin. Cocaine. Maybe ecstasy. Not too sure about psychedelics. They say acid and 'shrooms make you look inside your own head, help you learn about yourself.
472	Not love to us, I'd still like to see Ty. It's been a long week with nothing to smoke.
473	Share a doob? ...A shitload of bud.
476	I'm not even drunk, not stoned, not buzzed on pills. Perfectly straight, still I'm reeling.
481	I know how to swim, have practiced the dead man's float for years, but it's frightening how much I just want to drown in this undertow of booze and pills. I drank a lot tonight, ingested an incomprehensible amount of painkillers, some borrowed from Daddy, the rest pilfered from old Sam, who seems to be suffering a lot from his arthritis. His nightstand is a pharmacy. I doubt he even noticed I lifted a handful of Percodans.
486	My lungs fill with water. Silt. Mud. Now it hurts to breathe. So I won't. I'll settle deep into darkness. And I won't say good-bye.
487	Oh my God. Her face is blue. ...I lean over the side of my bed, jet a big stream of opiate-laced Wild Turkey.
488	What did you take, Kaeleigh? Tell? Don't tell? Who cares? "Percodan." No need to mention Daddy's Oxycontin. The Wild Turkey, they can smell. Hannah sighs. How many? Her voice, sugared, irritates me now. If heaven's host sounds like her multiplied, I'll stay home. "N-not sure. A dozen?"
490	A dozen painkillers, washed down with whiskey. That wasn't an accidental overdose, Ray.
501	...extract eighty bucks from my private stash, pop a single Oxy to steady my nerves,...
503	I swallow one more pill for good measure, steel up courage.
506	Charlotte shared most of her time with a whiskey bottle, and so devoted little to your father or me.



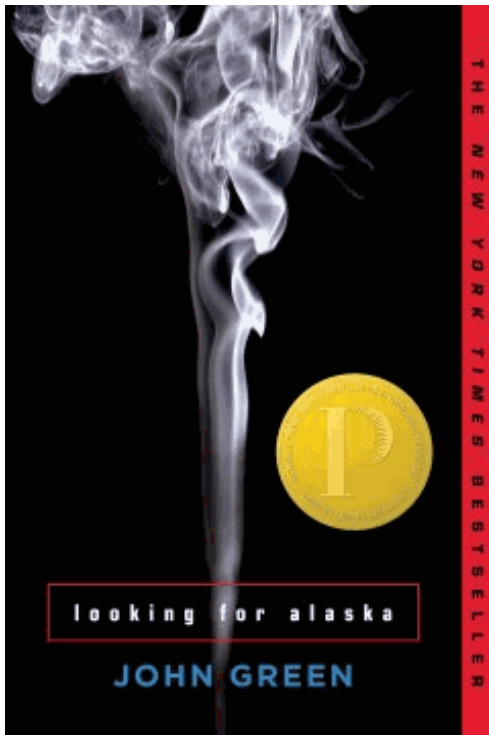
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507	I found your father, on a swing with a young girl, about his age. They were naked, playing with each other. Miranda was directing them, and her boyfriend was taking pictures. ...Your father gained his manhood, if you could call it that, at the age of ten. His photographs appeared in magazines, for the pleasure of pedophiles.
516	He comes back with a party in a box. You want to get buzzed, right? I nod and next thing I know, we're smoking black African bud. It's not really black, but it's definitely purple, the buds big around my fist. And it tastes like absolute heaven. Almost immediately, my eyes grow heavy and my tongue thick. "Incredible," I manage, sounding more like "incredible." ...The other part tells the first to shut up, quit trying to fuck my high.
517	How far will you go with me? He kisses my mouth. My throat. Will you let me draw blood? He bites my neck, and a moan escapes my mouth, unbidden. How high will you let me take you? For once, I want to relinquish control. For once, I want to completely let go. "You decide." His grin is pure evil. That's my girl. He yanks my blouse over my head, spills me from my bra. He kisses, bites. I'm already lost, but hungry for more. He pulls me to my feet, hands all over me...
519	I'm right here, and I'm...too fucking stoned to deal with this now.
520	Too much fucking good bud.
523	They tell me it's withdrawal from OxyContin.
530	I told her, "Where Daddy touched me." She looked and her face grew red.
536	Speaking of drugs, I could use a big fatty right about now. How will I ever score after I get out of here? And which one of me is the loadie, anyway? I'm sure getting high isn't good for my "condition," but how can I not, if I have to go home?
537	Fuck that. All he did was have sex with Mom. Probably just one time. ...That, I'm pretty sure, I got from you. "That, and a great sex education." Sex is disgusting.
542	Turns out the electrolyte imbalance is real, the result of not only puking from Oxy withdrawal, but also the binge-and-purge cycle that my alter and I seem to have shared. ..."You eat. I'll throw it up. You'd be a regular oinker if not for me." ..."...And I need to get high." ...Drug abuse. Alcohol. Bulimia... "Don't forget that lovely bit about shaving until you slice yourself open." And that's the easy stuff. Promiscuity. ...And the granddaddy of all- fucking Daddy. "More accurately, letting Daddy fuck you and keeping it to yourself." Even if I tell her every bit of it, there's no guarantee she can fix me. Suicide sounds



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	better and better. "Yeah, but you'd have to get it right. Or maybe, just leave that to me."
544	What do I have to live for? Can't think of a single thing.
552	And when he couldn't give me the life I was used to, I fell into addictions. Whiskey. Cigarettes. And, to fight my depression, Prozac.
553	Alcoholism is not a pretty things, and I was an ugly alcoholic. I moved in with a string of men.
555	I was drunk but not too drunk to take in what was going on. Your mother was gone, and your father was washing you. Only the way he was washing you was all wrong. He was touching you in a sexual way. Kaeleigh. I confronted him, but he just laughed in my face.
556	Instead I drank even more to forget. I drank until one day I looked in the mirror and saw death.
563	But I have to admit, I've smoked a little bud. Not that much. I'd probably do more, but it's expensive. And now it's cash-and-carry. I still use food for comfort. I still purge when I get too comfortable. And once in a while, when memory intrudes, I still enjoy a good, deep shave.
564	When I do those things when I use or purge or cut, I'm still not myself.

Profanity	Count
Ass	12
Bitch	9
Faggot	1
Fuck	36
Piss	8
Prick	1
Shit	17

LOOKING FOR ALASKA



Summary of Concerns:

This book contains sexual nudity and sexual activities; moderate profanity use; alcohol use; and gender ideologies.

Young Adult

By John Green

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Minor Restricted
BookLooks Review Rating

Page	Content
30	"...I'm in the middle of a sentence about analogies or something and like a hawk he reaches down and he honks my boob. HONK. A much-too-firm, two- to three-second HONK. And the first thing I thought was Okay, how do I extricate this claw from my boob before it leaves permanent marks?..." ..."...She got her boob honked over the summer." She walked over to me with her hand extended, then made a quick move downward at the last moment and pulled down my shorts.
32	"Don't grab my boob." The Colonel gave an obligatory laugh, then asked, "Want a smoke?" I never smoked a cigarette, but when in Rome...
38	"...But there is so much to do: cigarettes to smoke, sex to have, swings to swing on..."
44	Lying naked in bed together ("genital contact" being offense #1), already drunk (#2), they were smoking a joint (#3) when the Eagle burst in on them.
45	...I spent the night surfing the Web (no porn, I swear)...
81	"He loves weed like Alaska loves sex," the Colonel said. "This is a man who once constructed a bong using only the barrel of an air rifle, a ripe pear, and an eight-by-ten glossy photograph of Anna Kournikova. Not the brightest gem in the jewelry shop, but you've got to admire is single-minded dedication to drug abuse."
90	Since we only have four layers of clothes from doing it, I took the opportunity to introduce myself.
92	"Studies show that marijuana is better for your health than those cigarettes," Hank said.
103	"...You thought she was quietly discussing precalc, when she was clearly talking about having hot sex with you..."
104	"She has great breasts,""DO NOT OBJECTIFY WOMEN'S BODIES!" Alaska shouted. Now he looked up, "Sorry. Perky breasts." "That's not any better!" "Sure it is," he said. "Great is a judgement on a woman's body. Perky is merely an observation. They are perky. I mean, Christ."
105	She jumped onto him and wrapped her legs around him (God forbid anyone ever does that to me, I thought. I'll fall over). I'd heard Alaska talk about kissing, but I'd never seen her kiss until then: As he held her by her waist, she leaned forward, her pouty lips parted, her head just slightly tilted, and enveloped his mouth with such passion that I felt I should look away but couldn't.
107	"Did I tell you that Jake is hung like a horse and a beautiful, sensual lover?"
108	"I don't know if this is the best time to tell you this," the Colonel shouted at the Beast, "but Takumi here hooked up with your girlfriend just before the game."
113	"...How will stabbing one another in the back help women to rise above patriarchal oppression?!"
128	I woke up half an hour later, when she sat down on my bed, her butt against my hip. Her underwear, her jeans, the comforter, my corduroys, and my boxers

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	between us, I thought. Five layers, and yet I felt it, the nervous warmth of touching- a pale reflection of the fireworks of one mouth on another, but a reflection nonetheless.
130	<p>...and scooted up to put her head in my lap. My corduroys. My boxers. Two layers. I could feel the warmth of her cheek on my thigh.</p> <p>There are times when it is appropriate, even preferable, to get an erection when someone's face is in close proximity to your penis.</p> <p>This was not one of those times.</p> <p>So I stopped thinking about the layers and the warmth, muted the TV, and focused on Decapitation.</p>
137	"He's just happy most everyone's gone. He's probably masturbating for the first time in a month."
139	<p>Her hand above my knee, the palm flat and soft against my jeans and her index finger making slow, lazy circles that crept toward the inside of my thigh, and with one layer between us, God I wanted her.</p> <p>...And I steeled myself to say them as I stared up at the starriest night, convinced myself that she felt it, too, that her hand so alive and vivid against my leg was more than playful, and fuck Lara and fuck Jake because I do,...</p>
143	"Don't look at my ass," she said, and so I looked at her ass, spreading out wide from her thin waist.
145	<p>"...Sex is pretty fun...."</p> <p>..."You're hopeless. Wanna go porn hunting?"</p> <p>"Huh?"</p> <p>"We can't love our neighbors till we know how crooked their hearts are. Don't you like porn?" she asked, smiling.</p> <p>"Um," I answered. The truth was that I hadn't seen much porn, but the idea of looking at porn with Alaska had a certain appeal.</p>
146	<p>I was stunned by how many people had booze. Even the Weekday Warriors, who got to go home every weekend, had beer and liquor stashed everywhere from toilet tanks to the bottoms of dirty-clothes hampers.</p> <p>"God, I could have ratted out anyone," Alaska said softly as she unearthed a forty-ounce bottle of Magnum malt liquor from Longwell Chase's closet.</p> <p>...She stared at it, then pulled out the King James Bible, and there- a purple bottle of Maui Wowie wine cooler.</p>
146	<p>And we found plenty of porn magazines haphazardly stuffed in between mattresses and box springs. It turns out that Hank Walsten did like something other than basketball and pot: he liked Juggs. But we didn't find a movie until Room 32,...</p> <p>..."The Bitches of Madison County. Well. Ain't that just delightful."</p> <p>We ran with it to the TV room, closed the blinds, locked the door, and watched the movie. It opened with a woman standing on a bridge with her legs spread while a guy knelt in front of her, giving her oral sex.</p> <p>...A woman crouched on her hands and knees while a guy knelt behind her. She kept saying "Give it to me" and moaning, and though her eyes, brown and blank, betrayed her lack of interest, I couldn't help but take mental notes.</p>

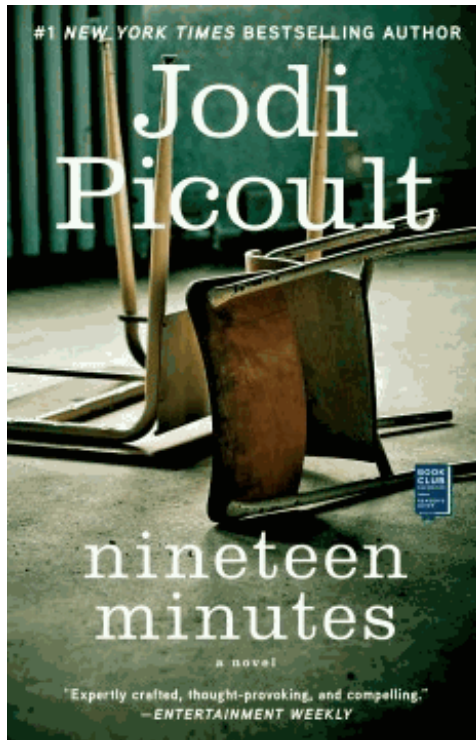
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	<p>Hands on her shoulders, I noted. Fast, but not too fast or it's going to be over, fast. Keep your grunting to a minimum.</p> <p>As if reading my mind, she said, "God, Pudge. Never do it that hard. That would hurt. That looks like torture. And all she can do is just sit there and take it? This is not a man and a woman. It's a penis and a vagina. What's erotic about that? Where's the kissing?"</p> <p>"Given their position, I don't think they can kiss right now," I noted.</p> <p>"That's my point. Just by virtue of how they're doing it, it's objectification. He can't even see her face! This is what can happen to women, Pudge..."</p> <p>..."Look me in the eye and tell me this doesn't turn you one, Pudge."</p> <p>I couldn't. She laughed. It was fine, she said. Healthy.</p>
151	<p>"...All I remember is that she had a lot of sex."</p> <p>"I know. She's my hero," Alaska said without a trace of irony.</p>
155	<p>She said that it was sexist to leave the cooking to women, but better to have good sexist food than crappy boy-prepared food.</p>
158	<p>"COOSA LIQUORS' entire business model is built around selling cigarettes to minor alcohol to adults."</p> <p>...headed to the aforementioned Coosa Liquors.</p> <p>..."Which is great, if all you need is cigarettes. But we need booze. And they card for booze. And my ID blows. But I'll flirt my way through."</p> <p>...Alaska went in alone and walked out the door five minutes later weighed down by two paper bags filled with contraband: three cartons of cigarettes, five bottles of wine, and a fifth of vodka for the Colonel.</p>
162	<p>"Don't you know who you love, Pudge? You love the girl who makes you laugh and shows you porn and drinks wine with you. You don't love the crazy, sullen bitch."</p>
167	<p>"French, Feel, Finger, Fuck. It's like you skipped third grade," Alaska said.</p>
186	<p>I wanted to like booze more than I actually did (which is more or less the precise opposite of how I felt about Alaska). But that night, the booze felt great, as the warmth of the wine in my stomach spread through my body. I didn't like feeling stupid or out of control, but I liked the way it made everything (laughing, crying, peeing in front of your friends) easier. Why did we drink? For me, it was just fun, particularly since we were risking expulsion.</p>
188	<p>"...and neither are the countless bitches that call me lover."</p> <p>..."Oh shit did you just diss the feminine gender/I'll pummel your ass and stick you in a blender..."</p> <p>..."...objectify women and it's fuckin' on..."</p>
191	<p>"We are all going to puke if we just drink. So we'll slow it down with a drinking game. Best Day/Worst Day."</p> <p>..."...The best storyteller doesn't have to drink. Then everybody tells the story of their worst day, and the best storyteller doesn't have to drink..."</p>
204	<p>Soon we were entirely out of our sleeping bags, making out quietly. She lay on top of me, and I held her small waist in my hands. I could feel her breasts against my chest, and she moved slowly on top of me, her legs straddling me. "You feel nice," she said.</p>

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210	<p>"Have you ever gotten a blow job?"</p> <p>..."I've just never given one," she answered, her little voice dripping with seductiveness. It was so brazen. I thought I would explode. I never thought. I mean, from Alaska, hearing that stuff was one thing. But to hear her sweet little Romanian voice go so sexy all of the sudden... "No," I said. "I never have." "Think it would be fun?" DO !!?!?!?!?! "Um. Yeah. I mean, you don't have to." "I think I want to," she said, and we kissed a little, and then. And then with me sitting watching The Brady Bunch, watching Marcia Marcia Marcia up to her Brady antics, Lara unbuttoned my pants and pulled my boxers down a little and pulled out my penis. "Wow," she said. "What?" She looked up at me, but didn't move, her face nanometers away from my penis. "It's weird."</p> <p>"What do you mean weird?" "Just big, I guess." I could live with that kind of weird. And then she wrapped her hand around it and put it into her mouth. And waited. We were both very still. She did not move a muscle in her body, and I did not move a muscle in mine. I knew that at this point something else was supposed to happen, but I wasn't quite sure what. She stayed still. I could feel her nervous breath. For minutes . . . she lay there, stock-still with my penis in her mouth, and I sat there, waiting. And then she took it out of her mouth and looked up at me quizzically. "Should I do something?" "Um. I don't know," I said. Everything I'd learned from watching porn with Alaska suddenly exited my brain. I thought maybe she should move her head up and down, but wouldn't that choke her? So I just stayed quiet. "Should I, like, bite?" "Don't bite! I mean, I don't think. I think---I mean, that felt good. That was nice. I don't know if there's something else." "I mean, you didn't---" "Um. Maybe we should ask Alaska." So we went to her room and asked Alaska. She laughed and laughed. Sitting on her bed, she laughed until she cried. She walked into the bathroom, returned with a tube of toothpaste, and showed us. In detail. Never have I so wanted to be Crest Complete.</p> <p>Lara and I went back to her room, where she did exactly what Alaska told her to do, and I did exactly what Alaska said I would do, which was die a hundred little ecstatic deaths, my fists clenched, my body shaking. It was my first orgasm with a girl, and afterward, I was embarrassed and nervous, and so, clearly, was Lara, who finally broke the silence by asking, "So, want to do some homework?"</p>
217	<p>"Can't make out. Too drunk."</p> <p>..."Hook up with me."</p> <p>So I did.</p> <p>It was that quick. I laughed, looked nervous, and she leaned in and tilted her head to the side, and were kissing. Zero layers between us. Our tongues dancing back and forth in each other's mouth until there was no her mouth and my mouth but only our mouths intertwined. She tasted like cigarettes and Mountain Dew and wine and Chapstick. Her hand came to my face and I felt her soft fingers tracing the line of my jaw. We lay down as we kissed, she on top of me, and I began to move beneath her. I pulled away for a moment, to say, "What is going on here?" and she put one finger to her lips and we kissed again. A hand grabbed one of mine and she placed it on her stomach. I moved slowly on top of her and felt her arching her back fluidly beneath me.</p> <p>I pulled away again. "What about Lara? Jake?" Again, she sshed me. "Less tongue, more lips," she said, and I tried my best. I thought the tongue was the whole</p>

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	<p>point, but she was the expert.</p> <p>...She moved my hand from her waist to her breast, and I felt cautiously, my fingers moving slowly under her shirt but over her bra, tracing the outline of her breasts and cupping one in my hand, squeezing softly. "You're good at that," she whispered. Her lips never left mine as she spoke. We moved together, my body between her legs.</p> <p>"This is so fun," she whispered, "but I'm so sleepy. To be continued?" She kissed me for another moment, my mouth straining to stay near hers, and then she moved from beneath me, placed her head on my chest, and fell asleep instantly. We didn't have sex. We never got naked. I never touched her bare breast, and her hands never got lower than my waist.</p>
233	She was warm and soft against my skin, my tongue in her mouth, and she was laughing, trying to teach me, make me better...
236	An hour after the Colonel left, resident stoner Hank Walsten dropped by to offer me some weed, which I graciously turned down.
238	<p>I am sleeping, and Alaska flies into the room. She is naked, and intact. Her breasts, which I felt only very briefly and in the dark, are luminously full as they hung down from her body. She hovers inches above me, her breath warm and sweet against my face like a breeze passing through tall grass.</p> <p>..."I'm so naked," she says, and laughs. "How did I get so naked?"</p>
290	"Is this what you told Lara in the TV room? Because, see, Pudge, they only call it a blow job."
335	<p>"The way young people speak about on another's bodies says a great deal about our society. In today's world, boys are much more likely to objectify girl's bodies than the other way around. Boys will say amongst themselves that so-and-so has a nice rack, while girls will more likely say that a boy is cute, a term that describes both physical and emotional characteristics. This has the effect of turning girls into mere objects, while boys are seen by girls as whole people-</p> <p>..."You're so hot! I wesh you'd shut up and take off your clothes."</p> <p>..."what we have here is a very interesting case study- a female objectifying me, a male. It's so unusual that I can only assume you're making an attempt at humor."</p> <p>..."I'm not keeding! Take off your clothes."</p>

Profanity	Count
Ass	13
Bitch	10
Fuck	24
Piss	19
Shit	29

NINETEEN MINUTES



Book Summary:

The events leading up and the aftermath of a school shooting are uncovered.

Summary of Concerns:

This book contains sexual activities; sexual nudity; profanity and derogatory terms; violence; controversial social and political commentary; controversial religious commentary; alternate sexualities; hate; abortion; and suicide commentary.

Adult

By Jodi Picoult

ISBN: 978-1-4165-3895-0



4 / 5

Not For Minors
BookLooks Review Rating



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4	By the time you read this, I hope to be dead. You can't undo something that's happened; you can't take back a word that's already been said out loud. You'll think about me and wish that you had been able to talk me out of this. You'll try to figure out what would have been the one right thing to say, to do. I guess I should tell you, Don't blame yourself; this isn't your fault, but that would be a lie.
9	Before leaving her room, though, she hesitated. She sank down onto her bed and rummaged underneath the nightstand for the Ziploc sandwich bag that she'd tacked to the wooden frame. Inside was a stash of Ambien—pirated one pill at a time from her mother's prescription for insomnia, so she'd never notice. It had taken Josie nearly six months to gather only fifteen pills, but she figured if she washed them down with a fifth of vodka, it would do the trick. It wasn't like she had a strategy, really, to kill herself next Tuesday, or when the snow melted, or anything concrete like that. ..She tacked the pills back beneath her nightstand and headed downstairs. As she walked into the kitchen to load up her backpack, she found her chemistry textbook still wide open—and a long-stemmed red rose marking her place.
16	At other times, it haunted Josie: like right now, when she was standing in the cafeteria line behind Natalie Zlenko, a dyke of the first order who, way back in second grade, had invited Josie over to play and had convinced her to pee on the front lawn like a boy. ...Near the condiment bar were the skanks, who drank black coffee and waited for the bus that would take them to the technical high school three towns over for their afternoon classes; and the druggies, already strung out by nine o'clock in the morning.
17	"The one whose boobs are two different sizes?" ..."The one who always carries a box of tissues for her allergies?" Josie said, sliding into a seat. "Or not," Haley said. "Guess who got sent to rehab for snorting coke." "Get out." "That's not even the whole scandal," Emma added. "Her dealer was the head of the Bible study group that meets after school."
20	Patrick sat at a red light in his unmarked police car, waiting to turn onto the highway. Beside him, on the passenger seat, was a paper bag with a vial of cocaine inside it. The dealer they'd busted at the high school had admitted it was cocaine, and yet Patrick had to waste half his day taking it to the state lab so that someone in a white coat could tell him what he already knew.
26	Apparently, Loomis had escalated his criminal résumé last night when he and two friends decided to go after a drug dealer who didn't bring them enough pot. They got high, hog-tied the guy, and threw him in the trunk. Loomis whacked the dealer over the head with a baseball bat, cracking his skull and sending him into convulsions.
27	Regular sex, for example, was equivalent (happinesswise) to getting a \$ 50,000 raise.



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29	<p>It was not her place to judge a mother for the decision to give up a child. "We can talk about different options, then," Lacy said. At eleven weeks, Alex could still terminate the pregnancy if she wished.</p> <p>"I was going to have an abortion," Alex said, as if she'd read Lacy's mind. "But I missed my appointment." She glanced up. "Twice."</p> <p>Logan had told her to get rid of it. She'd scheduled an abortion, only to forget to write the date and time on her calendar. She rescheduled, but realized too late that her appointment conflicted with a final exam. After that, she'd gone to Logan. It's a sign, she'd said.</p> <p>Maybe, he told her, but it doesn't mean what you're thinking. Be reasonable, Logan had said. A single mother will never make it as a trial attorney. She'd have to choose between her career and this baby.</p> <p>What he really meant was that she'd have to choose between having the baby and having him.</p>
54	<p>Patrick looked at the part in the boy's hair. Had he brushed it that morning, thinking, Today's the day I'm going to kill ten students?</p>
55	<p>Every now and then Patrick and Guenther would grab a few beers together, consuming enough alcohol for the former bodybuilder to tell him stories of women offering to oil him up before a competition or good anecdotes about Arnold, before he became political.</p>
61	<p>He had represented a few students who'd been busted with pot in their glove compartments or who got caught drinking underage at the college in town.</p>
77	<p>"Stop being anti-kindergarten."</p> <p>"I'm not. In fact, I think everything you need to know about the law you learn in kindergarten. You know: Don't hit. Don't take what's not yours. Don't kill people. Don't rape them."</p>
101	<p>Thanks to the sedatives, so much of this seemed unreal—as if she were walking on the spongy floor of a dream—but the moment she thought of Matt, it became authentic and raw.</p> <p>She would never kiss Matt again.</p> <p>She would never hear him laugh.</p> <p>She would never feel the print of his hand on her waist, or read a note he'd slipped through the furrows of her locker, or feel her heart beat into his hand when he unbuttoned her shirt.</p>
110	<p>"We live in a country where American kids are dying because we're sending them overseas to kill people for oil. But when one sad, distraught child who doesn't see the beauty in life goes and wrongly acts on his rage by shooting up a school, people start pointing a finger at heavy metal music. The problem isn't with rock lyrics, it's with the fabric of this society itself."</p>
114	<p>Death wasn't something you could control. In fact, it would always have the upper hand.</p> <p>She ripped the plastic bag open into her palm and stuffed five of the pills into her mouth. She walked into the bathroom and ran the tap, stuck her head close to the faucet until the pills were swimming in the fishbowl of her bulging cheeks.</p> <p>Swallow, she told herself.</p>



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	But instead, Josie fell in front of the toilet and spit the pills out. She emptied the rest of the pills, still clutched in her fist. She flushed before she could think twice.
121	Carnivore scoffed. "Because they say I raped some waitress, and then stabbed her."
131	The office of the Geek Squad, as Patrick affectionately referred to the tech guys who hacked into hard drives to find proof of pornography and downloads from The Anarchist Cookbook, was filled with computers.
132	Two quoted lyrics from the band Death Wish. "This is my personal favorite," Orestes said, and he scrolled down. From: DeathWish To: Hades1991 This town blows. This weekend there is a craft festival where old bags come to show off the tacky tacky shit they made. They should call it a CRAP festival. I'm gonna hide in the bushes outside the church. Target practice as they cross the street—ten points each! Yee ha!
147	Then, in a corner section, Peter would strip without having to listen to anyone make fun of the way his chest sort of caved in at the bottom, or having the elastic of his boxers twisted to give him a wedgie. They called him Peter Homo, instead of Peter Houghton, and even when he was the only one in the locker room he could still hear the slap of their high-fives and the laughter that rolled toward him like an oil slick. ...Peter turned his back to the other locker sections and skimmed off his uniform, then covered himself quickly with a towel. His heart was pounding. He could already imagine what everyone else saw when they looked at him, because he saw it, too, in the mirror: skin white as the belly of a fish; knobs sticking out of his spine and collarbones. Arms without a single rope of muscle. The last thing Peter did was take off his glasses and put them on the shelf of his open locker. It made everything blissfully fuzzy. He ducked his head and walked into the shower, pulling off his towel at the last possible minute. Matt and Drew were already soaping themselves up. Peter let the spray hit him in the forehead. He imagined being an adventurer on some wild white river, being pummeled by a waterfall as he was sucked into a vortex. When he wiped his eyes and turned around, he could see the blurred edges of the bodies that were Matt and Drew. And the dark patch between their legs—pubic hair. Peter didn't have any yet. Matt suddenly twisted sideways. "Jesus Christ. Stop looking at my dick." "Fucking fag," Drew said. ...Worse, what if he got hard right now, which was happening more and more lately? That would mean he was gay, wouldn't it? "I wasn't looking at you," Peter blurted. "I can't see anything." Drew's laughter bounced against the tile walls of the shower. "Maybe your dick's too small, Mattie."
148	He didn't think he felt those things about guys, either; but surely you had to be gay or straight. You couldn't be neither.



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149	<p>Kelly Gamboni was twenty-one years old, orphaned, and had an IQ of 79. She had been gang-raped by three high school boys who were now awaiting trial at a juvy facility in Concord. Kelly lived at a group home for Catholics, so abortion was never an option. But now, an ER doctor had deemed it medically necessary to induce Kelly, at thirty-six weeks. She lay in the hospital bed with a nurse trying ineffectually to comfort her, as Kelly clutched a teddy bear. "Daddy," she cried, to a parent who had died years ago. "Take me home. Daddy, it hurts!"</p> <p>...Lacy looked at Kelly and then walked into the hall; it would do Kelly no good to have them fighting in front of her. "She came in complaining of wetting her underwear for two days. The exam was consistent with premature rupture of membranes," the doctor said. "She's afebrile and the fetal monitor tracing is reactive. It's completely reasonable to induce. And she signed off on the consent form."</p>
151	<p>She could feel her mother's eyes on her as she picked at her food. "What?" she challenged.</p> <p>"Well, you sounded like a spoiled brat, that's all."</p> <p>"Why? Because I don't like fish embryos sitting under my nose? You don't eat them either. I was at least being honest."</p> <p>"And I was being discreet," her mother said. "Don't you think that the waiter is going to tell the chef that Judge Cormier's daughter is a piece of work?"</p> <p>"Like I care?"</p> <p>"I do. What you do reflects on me, and I have a reputation I have to protect."</p> <p>"As what? A suck-up?"</p> <p>"As someone who's above criticism both in and out of the courtroom."</p> <p>Josie tilted her head to one side. "What if I did something bad?"</p> <p>"Bad? How bad?"</p> <p>"Let's say I was smoking pot," Josie said.</p> <p>..."What do you mean, turn you in?"</p> <p>"Call the cops. Hand over my stash." Josie grinned. "Of hash."</p>
154	"Mama's boy," they said. "Does she fight all your battles, homo?"
155	"A porcupine has pricks on the outside."
164	<p>By the time the screen fuzzed out again and her own face came on, Josie was crying. She knew what was coming; she remembered this part. The camera panned back and there was Matt, his arms around her as she sat on his lap on the sand. He had taken off his shirt, and Josie remembered that his skin had been warm where it pressed up against hers.</p> <p>...She watched Matt on the screen the way you might study an animal you had never seen before, if you had to memorize it and tell the world later what you'd found. Matt's hand splayed across her bare stomach, grazed the edge of her bikini top. She watched herself push him away, blush. "Not here," her voice said, a funny voice, a voice that didn't sound like Josie to her own ears. You never did, when you heard yourself on tape.</p> <p>"Then let's go somewhere else," Matt said.</p> <p>Josie rucked up the edge of her pajama top, until she could reach underneath. She spread her own hand across her belly. She edged her thumb up, like Matt had, to the curve of her breast. She tried to pretend it was him.</p>



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176	The leader of the Gay and Lesbian Alliance was still in the hospital: Natalie Zlenko, a yearbook photographer, had come out as a lesbian after her freshman year, when she'd wandered into the GLAAD meeting in Room 233 to see if there was anyone else on this planet like herself.
206	Peter picked his way through the computer until he reached a well-hidden file of downloads and opened up the first porn site. "Is that . . . a dwarf?" Josie murmured. "And a donkey?" Peter tilted his head. "I thought it was a really big cat." "Either way, it's totally gross." She shuddered. "Ugh. How am I going to take a paycheck from that guy's hand now?" Then she looked down at Peter. ...Stop looking at me, homo. He did not tell Josie this, but when he'd first found Mr. Cargrew's porn site, he'd found himself staring at the guys, not the girls.
207	The survey had even considered time allocation: how long a person spent at work, how often he went to church, how many times a week he had sex and with how many partners.
212	"I never thought anything the homo said would be worth listening to, but bridges take you from one place to another," Matt said.
213	When Matt touched her lower lip with his thumb, Josie could feel it everywhere—from her fingertips to her throat to the heat between her legs.
215	Unlike most of the other sophomores who were occasional couples—random hookups at parties, best-friend-with-benefits situations—she and Matt were an item. Matt walked her to her classes and often left her at the door with a kiss that everyone watched.
217	He tumbled down the stone steps as Matt stood over him. "Get away from my girlfriend, homo," Matt said. "Go find a nice little boy to play with."
218	Matt," Peter said, coming up on his knees. "Do you have a big dick?" "Wouldn't you like to know," Matt said. "Not really." Peter staggered to his feet. "I just wondered if it was long enough for you to go fuck yourself." ...Peter shook his head, tears streaming down his cheeks, streaking the blood. "Get . . . off . . ." "I bet you wish you could," Matt sneered.
223	She felt Matt's lips move from her cheek to her neck to the spot behind her ear that always made her feel like she was dissolving. She was a novice at fooling around, but Matt had coaxed her further and further each time they were alone. It's your fault, he'd say, and give her that smile. If you weren't this hot, I'd be able to keep my hands off you. That alone was an aphrodisiac to Josie. Her? Hot? And—just as Matt had promised every time—it did feel good to let him touch her everywhere, to let him taste her. Every incremental intimacy with Matt felt as if she were falling off a cliff—that loss of breath, those butterflies in her stomach. ...Now she felt his hands moving under her T-shirt, slipping beneath the lace of her bra. Her legs tangled with his; he rubbed up against her. When Matt tugged up her shirt, so that the cool air feathered over her skin, she snapped back to reality. "We can't do this," she whispered.



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	<p>Matt's teeth scraped over her shoulder.</p> <p>"We're parked on the side of the road."</p> <p>He looked up at her, drugged, feverish. "But I want you," Matt said, like he had a dozen times.</p> <p>This time, though, she glanced up.</p> <p>I want you.</p> <p>...She heard the rip of a foil condom packet—How long had he been carrying that around? Then he tore at his jeans and hiked up her skirt, as if he still expected her to change her mind. Josie felt Matt pulling aside the elastic of her underwear, the burn of his finger pushing inside her. This was nothing like the times before, when his touch had left a track like a comet over her skin; when she found herself aching after she told him she wanted to stop. Matt shifted his weight and came down on top of her again, only this time there was more burning, more pressure.</p> <p>"Ow," she whimpered, and Matt hesitated.</p> <p>"I don't want to hurt you," he said.</p> <p>She turned her head away. "Just do it," Josie said, and Matt pushed his hips flush against hers. It was the kind of pain that—even though she was expecting it—made her cry out.</p> <p>Matt mistook that for passion. "I know, baby," he groaned. She could feel his heartbeat, but from the inside, and then he started to move faster, bucking against her like a fish released from a hook onto a dock.</p> <p>Josie wanted to ask Matt whether it had hurt the first time he had done it, too. She wondered if it always would hurt. Maybe pain was the price everyone paid for love. She turned her face into Matt's shoulder and tried to understand why, even with him still inside of her, she felt empty.</p>
225	<p>They weren't drinking—it was hockey season, and the players had to sign a contract with the coach—but Drew Girard had rented the uncut version of a teen sex comedy, and the guys were discussing who was hotter, Elisha Cuthbert or Shannon Elizabeth. "I wouldn't throw either of them out of bed," Drew said.</p>
228	<p>"All right," Matt said, "I'll take the homo."</p>
231	<p>It wasn't that he wanted to fool around with a guy—not yet, anyway. He just wanted to know what it was like to be among guys who were gay, and totally okay with it.</p> <p>...He stopped in front of a couple that was going at it in a dark corner. Seeing a guy kiss a guy was strange in real life. Sure, there were gay kisses on television shows—Big Moments that usually were controversial enough to get press, so that Peter knew when they were airing—and he'd sometimes watch them to see if he felt anything, watching them.</p> <p>...He didn't feel particularly excited, though. Curious, sure—did a beard scratch you when you were making out?—and not repulsed, but Peter couldn't say he felt with any great conviction that that was something he wanted to try, too.</p> <p>The men broke away from each other, and one of them narrowed his eyes. "This ain't no peep show," he said, and he shoved Peter away.</p>
232	<p>"Rico, get my young friend here a drink. What would you like?"</p> <p>Peter swallowed. "Pepsi?"</p> <p>The man's teeth flashed. "Yeah, right."</p>



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	<p>"I don't drink."</p> <p>"Ah," he said. "Here, then."</p> <p>He handed a pair of small tubes to Peter, and then took two for himself out of his pocket. There was no powder in them—just air. Peter watched him open the top, inhale deeply, then do the same with the second vial in his other nostril.</p> <p>Mimicking this, Peter felt his head spin, like the one time he'd drunk a six-pack when his parents had gone off to watch Joey play football. But unlike then, when he'd only wanted to fall asleep afterward, Peter now felt every cell of his body buzzing, wide awake.</p> <p>"My name's Kurt," the man said, holding out his hand.</p> <p>"Peter."</p> <p>"Bottom or top?"</p> <p>Peter shrugged, trying to look like he knew what the guy was talking about, when in fact he had no clue.</p> <p>"My God," Kurt said, his jaw dropping. "New blood."</p>
233	<p>"I don't bet for money. How about if I win, I get to take you home. And if you win, you get to take me home."</p> <p>...He was sure that the teacher would call his parents, or rip up his ID in front of him, or ask him why he thought coming to a gay bar in downtown Manchester was a good idea.</p>
235	<p>"I'm not gay."</p> <p>..."I'm not gay," Peter repeated more firmly, and he opened the car door and ran as fast as he could toward his house.</p> <p>..."Geez, Courtney. If I'd known that, I guess I would be having wild sex with you, except for the fact that I love Josie, and she's probably less than three feet away from you right now."</p>
249	<p>"Like, what if Sam tells you he's gay?"</p>
250	<p>"Ed thought that Peter might be trying out the gay and lesbian crowd."</p> <p>"So Peter came to talk to Ed about being gay?"</p> <p>"Oh, no. Ed sought Peter out. We all remember what it was like to be figuring out what was different about us, when we were his age. Worried to death that some other kid who was gay was going to come on to you and blow your cover."</p> <p>..."Gay people don't come clearly marked—it's not like having a different color skin or a physical disability. You learn to pick up on mannerisms, or looks that last just a little too long. You get pretty good at figuring out if someone's gay, or just staring at you because you are."</p> <p>...Peter may have been confused about his sexuality, but it was crystal clear to Ed," Philip said. "That boy is straight."</p> <p>..."I want to talk about the explosives," he said. "Where would a person get something like that?" "At www.boom.com," Peter answered.</p>
251	<p>Jordan just stared at him. "Well, it's not all that far from the truth," Peter said. "I mean, The Anarchist Cookbook is online. So are about ten thousand recipes for Molotov cocktails."</p>
252	<p>"Father Moreno, he's the priest who leads the church services here? He says that if you accept Jesus and repent, you get excused . . . like religion is just some giant freebie hall pass that gets you out of anything and everything. But see, that can't</p>



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	be right . . . because Father Moreno also says that every life is worth something . . . and what about the ten kids who died?"
253	Brady had brought the movie—Josie couldn't even remember the name, but it was one of those movies that had come out after American Pie, hoping to make the same killing at the box office by taking naked girls and daredevil guys and what Hollywood imagined teenage life to be like, and tossing them together like some sort of cosmic salad.
271	It was a specific tangent of post-traumatic stress disorder, one that suggested a woman who'd been repeatedly victimized both mentally and physically might so constantly fear for her life that the line between reality and fantasy blurred, to the point where she felt threatened even when the threat was dormant, or in Joe Riccobono's case, as he lay sleeping off a three-day drinking spree.
279	She leaned forward—cleavage alert—and met Peter's eyes.
285	She wiped her eyes on her sleeve. Lewis would tell her, of course, that it was only sex, not love. That it didn't mean anything.
287	"—so I was already worried about not making it to the top. As it turned out, that wasn't a problem. It was coming back down, because climbing up with the rope between my legs, I got a massive boner."
293	Jordan leaned over her, kissing Selena until—he hoped—she had forgotten she was in the throes of making fun of him. "Let's have another baby," he whispered. "I'm still nursing the first one!" "Then let's practice having another one." There was no one in the world quite like his wife, Jordan thought—statuesque and stunning, smarter than he was (not that he'd ever admit it to her face), and so perfectly attuned to him that he nearly had to concede his skepticism and believe that psychics truly did walk among us. He buried his face in the spot he loved best on Selena: the part where the nape of her neck ran into her shoulder, where her skin was the color of maple syrup and tasted even sweeter.
306	"If I won't let you buy me a drink," Alex said, "then what makes you think I'd take a bottle of wine from you?" Patrick grinned. "I'm not giving it to you. I'm going to open it, and you might just choose to borrow some."
309	You might not even realize it, but your bodies are choreographed: a touch on the hip, a stroke of the hair. A staccato kiss, break away, a longer one, his hand slipping under your shirt. ...It's just the way you've learned to fit, and it's why, when you've been with one guy for a long time, your teeth do not scrape together when you kiss; you do not bump noses or elbows. ...When they started making out, he'd lean in and look at her as if he couldn't possibly see any other part of the world. ...Then he'd kiss her, so slowly that there was hardly pressure on her mouth, until she was the one pushing against him for more. He worked his way down her body, from mouth to neck, from neck to breasts, and then his fingers would do a search-and-rescue mission below the waistband of her jeans. The whole thing lasted about ten minutes, and then Matt would roll off her and take the condom



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	<p>out of his wallet so they could have sex.</p> <p>Not that Josie minded any of it. If she was going to be honest, she liked the pattern. It felt like a roller coaster—going up that hill, knowing what was coming next on track and knowing, too, that she couldn't do anything to stop it.</p> <p>They were in her living room, in the dark, with the television on for background noise. Matt had already peeled off her clothes, and now he was leaning over her like a tidal wave, pulling down his boxers. He sprang free and settled between Josie's legs.</p> <p>"Hey," she said, as he tried to push into her. "Aren't you forgetting something?"</p> <p>"Aw, Jo. Just once, I don't want there to be anything between us."</p> <p>His words could melt her just as surely as his kiss or his touch; she already knew that by now. She hated that rubbery smell that permeated the air the moment he ripped open the Trojan packet and stayed on his hands until they were finished. And God, did anything feel better than having Matt inside her? Josie shifted just a little, felt her body adjust to him, and her legs trembled.</p> <p>... "Every time you have sex, you can get pregnant or you can not get pregnant," her mother said. "That's fifty-fifty. So don't fool yourself into thinking that if you only do it once without protection, the odds are in your favor."</p> <p>Josie pushed at Matt. "I don't think we should do this," she whispered.</p> <p>"Have sex?"</p> <p>"Have sex without . . . you know. Anything."</p> <p>He was disappointed, Josie could tell by the way his face froze for just a moment. But he pulled out and fished for his wallet, found a condom. Josie took it out of his hand, tore open the package, helped him put it on. "One day," she began, and then he kissed her, and Josie forgot what she was going to say.</p>
311	<p>She had gone with a friend to a march at the statehouse in Concord and stood on the steps with a sisterhood of women who held up signs: I'M PRO-CHOICE AND I VOTE... AGAINST ABORTION? DON'T HAVE ONE.</p>
313	<p>"He pinned her hands over her head and ground his hips against hers. She could feel his erection, hot against her stomach. It wasn't the way it normally was, but Josie had to admit that it was exciting. She couldn't remember ever feeling so heavy, as if her heart were beating between her legs. She clawed at matt's back to bring him closer. "Yeah," he groaned, and he pushed her thighs apart. And then suddenly Matt was inside her, pumping so hard that she scooted backward on the carpet, burning the backs of her legs. "Wait," Josie said, trying to roll away beneath him, but he clamped his hand over her mouth and drove harder and harder until Josie felt him come. Semen, stick and hot, pooled on the carpet beneath her.</p>
313	<p>They were on the floor of the living room and they were nearly naked. Josie could taste beer on Matt's breath, but she must have tasted like that, too. They'd both drunk a few at Drew's—not enough to get wasted, just buzzed, enough so that Matt's hands seemed to be all over her at once, so that his skin set fire to hers. She'd been floating along pleasantly in a haze of the familiar. Yes, Matt had kissed her—one short one, then a longer, hungry kiss, as his hand worked open the clasp on her bra. She lay lazy, spread beneath him like a feast, as he pulled off her jeans. But then, instead of doing what usually came next, Matt reared over her</p>



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	<p>again. He kissed her so hard that it hurt. “Mmmph,” she said, pushing at him. “Relax,” Matt murmured, and then he sank his teeth into her shoulder. He pinned her hands over her head and ground his hips against hers. She could feel his erection, hot against her stomach.</p> <p>It wasn’t the way it normally was, but Josie had to admit that it was exciting. She couldn’t remember ever feeling so heavy, as if her heart were beating between her legs. She clawed at Matt’s back to bring him closer.</p> <p>“Yeah,” he groaned, and he pushed her thighs apart. And then suddenly Matt was inside her, pumping so hard that she scooted backward on the carpet, burning the backs of her legs.</p> <p>“Wait,” Josie said, trying to roll away beneath him, but he clamped his hand over her mouth and drove harder and harder until Josie felt him come.</p> <p>Semen, sticky and hot, pooled on the carpet beneath her.</p>
315	<p>She’d already tried to get details out of Josie last night about Matt—important things, like how big a dick he had and if he had a clue how to use it—but Josie had gone all Hilary Duff on her and acted like she’d never heard the word sex before.</p>
321	<p>He was standing, in fact, behind Peter; and in one smooth stroke he hooked his thumbs into the loops of Peter’s pants and yanked them down to his ankles. Peter’s skin was moon-white under the harsh fluorescent lamps of the cafeteria, his penis a tiny spiral shell on a sparse nest of pubic hair. He immediately covered his genitals with his lunch bag, and as he did, he dropped his milk carton. It spilled on the floor between his feet.</p> <p>“Hey, look at that,” Drew said. “Premature ejaculation.”</p>
322	<p>Then Josie got out of bed and booted up her computer. She Googled abortifacient—the word she’d looked up yesterday, the one that meant something that terminates a pregnancy.</p> <p>...Josie had toyed with contacting her father again, which would have taken an enormous helping of humility. He hadn’t wanted Josie born, so theoretically, he’d probably go out of his way to help her have an abortion.</p> <p>...Some she already knew: the old wives’ tales about sticking a knitting needle up inside her, or drinking laxatives or castor oil. Some she’d never imagined: douching with potassium, swallowing gingerroot, eating unripe pineapple. And then there were the herbs: oil infusions of calamus, mugwort, sage, and wintergreen; cocktails made out of black cohosh and pennyroyal. Josie wondered where you even got these things—it wasn’t like they were in the aisle next to the aspirin at CVS.</p> <p>Herbal remedies, the website said, worked 40–45 percent of the time. Which, she supposed, was at least a start.</p> <p>She leaned closer, reading.</p> <p>Don’t start herbal treatment after the sixth week of pregnancy.</p> <p>Keep in mind these are not reliable ways to end pregnancy.</p> <p>Drink the teas day and night, so you don’t ruin the progress you made during the day.</p> <p>Catch the blood and add water to dilute it, and look at the clots and tissue to make sure the placenta has passed.</p> <p>Josie grimaced.</p>

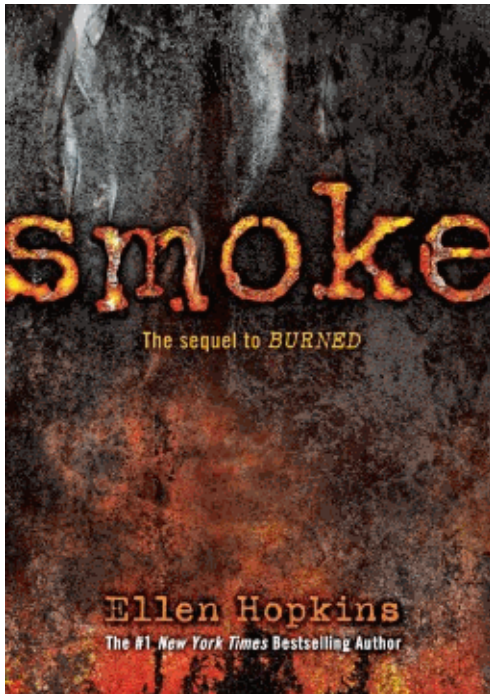


Page	Content
	<p>Use 1/ 2 to 1 teaspoon of the dried herb per cup of water, 3–4 times a day. Don't confuse tansy with tansy ragwort, which has been fatal to cows that have eaten it growing nearby.</p> <p>Then she found something that looked less, well, medieval: vitamin C. Surely that couldn't be too bad for her? Josie clicked on the link. Ascorbic acid, eight grams, for five days. Menstruation should begin on the sixth or seventh day.</p> <p>Josie got up from her computer and went into her mother's medicine cabinet. There was a big white bottle of vitamin C, along with smaller ones of acidophilus, vitamin B12, and calcium supplements.</p> <p>She opened the bottle and hesitated.</p>
326	<p>Why was Wonder Woman always so bodacious? If you were a 38DD, would you honestly go leaping off buildings and fighting crime without a good jogging bra? Thinking of that reminded Josie that she could barely put on her own bra these days, her breasts were so tender. And that made her recall the pregnancy test that she'd wrapped up in paper towels and thrown away outside in the garbage can so her mother wouldn't find it.</p>
329	<p>She woke up, breathless, and realized that she still felt wet. She sat up, lifted up the covers, and saw the pool of blood beneath her.</p> <p>After three positive pregnancy tests, after her period was three weeks late—she was miscarrying.</p> <p>Thankgodthankgodthankgod. Josie buried her face in the sheets and started to cry.</p>
340	<p>"Every time you have sex, you can get pregnant or you can not get pregnant. That's fifty-fifty."</p>
349	<p>For example, the birth of your child was one thing when you were happily married and planning a family; it was something entirely different when you were sixteen and had gotten a girl knocked up.</p>
405	<p>"Yes. Peter loved his parents, but didn't feel he could rely on them for protection."</p> <p>"Protection from what?"</p> <p>"Troubles in school, feelings he was having, suicide ideation."</p>
410	<p>Matt put the car into reverse and lurched backward. You want to stay? You want to be a slut?</p> <p>...His voice trailed her to the front door: Good. Why would I want to go out with a fucking whore, anyway?</p>
411	<p>On his desk was a bottle of Tylenol and another one, open, of Jim Beam. Josie faced him. Did you—</p> <p>But Matt wrapped his arms around her. He smelled of liquor. You told me not to. I'd do anything for you.</p>
413	<p>"You said that Peter was suffering from suicide ideation."</p> <p>"Yes."</p> <p>"So he wanted to kill himself?"</p> <p>"Yes. That's very common for patients with PTSD."</p>



Profanity	Count
Ass	14
Bitch	6
Dick	7
Fag/Faggot	6
Fuck	47
Goddamn	5
Piss	5
Pussy	2
Shit	22

SMOKE



Young Adult

By Ellen Hopkins

ISBN: 978-1-4169-8328-6

Summary of Concerns:

This book contains sexual activities including sexual assault; sexual nudity; profanity and derogatory terms; alcohol and drug use; and violence including domestic violence and child abuse.





Page	Content
5	Every now and again someone goes in there and then it smells like marijuana, though smoking is prohibited on all Greyhounds.
32	<p>Next thing I knew I was on the floor with my arms pinned over my head, and a hand jammed between my legs. "Please, Caleb. Stop. Don't do this."</p> <p>Ah, c'mon, he said. Pretend that you don't, but you know you want this more than I do. All girls do.</p> <p>Then I felt it, hard behind his jeans. "No!" But it came out a harsh whisper. I was petrified Dad would hear. Maybe even more scared of that than of what was happening to me- one wicked thrust and Caleb drove himself inside me. Something ripped. Something pried. I thought he would tear me apart. But I didn't dare scream, and he pretended that made it okay. See? You like it. I knew you would.</p> <p>All I could do was go limp, tears streaming down and soaking my blouse, until he shuddered his finish, punctuated with a disgusting grunt.</p> <p>And his Amen?</p> <p>Jesus. Look at all the blood.</p>
33	<p>Then he saw me lying there, skirt hiked up, fluids trickling from between my legs. I tried to tell him it wasn't my fault. Caleb stole what he wanted.</p> <p>But Dad wouldn't listen. You came out here to meet him, you goddamn whore. What did you expect? Cookies and milk? You're ruined now. What man will ever want you.</p>
39	<p>"What? No! Dad never would...He never touched me like that."</p> <p>He didn't. But someone else did.</p>
45	The thief! His pants are down, and his body is leaning into the girl, and I have to do something.
46	Except he has forgotten his pants, now twisted around his ankles. Down he goes, in a belly flop onto the dirty linoleum. The girls is on her feet. She looks down at the guy's exposed butt cheeks. Cabron! She gives the guy a vicious kick, straight south of the pimply white rounds. Her aim is good, too. The guy's face blooms, red with pain. Oh, is all he can say.
59	His cruelty did not take the form of incest, although his deviant satisfaction in inflicting pain might well have been substitute sexual pleasure, or maybe even an aphrodisiac. How many nights did we hide our heads under our pillows, trying to dampen the sound of his beating Mom into submission, followed by the rhythmic creaking of their bed, Mom's whimpers of pain turning to moans of whatever?
65	"You don't know, do you? You really don't get it. He could have. He wanted to. I looked into his eyes, Mom. Know what I saw? Lust. There was lust there. Not sex lust. Bloodlust. When my ribs cracked, he heard it. And he smiled."
102	The swabs came back positive for semen, negative for Dad's blood type. Caleb's would match. But all that proves is we had sex.
103	When the doctor said, The Vaginal bruising indicates rape, Mom acted horrified.
123	A woman's worth is contained within her uterus.
131	"I mean, homosexuality is a sin."



Page	Content
136	Weekdays after work, he'd drink just a little- enough to help him sleep, I guess. But once Friday afternoons rolled around, his dance with Johnnie lasted until he passed out Saturday nights. Yet, almost always, he made it to church Sunday mornings, wearing a thick drift of cologne and deodorant to try and mask the faint reminder of Johnnie on his spit, in his sweat. And the bruises Mom often sported. With luck Mom won't ever again have to go to church black and blue.
151	In fact, the only "relationship" I ever had with a Latina resulted in me breaking Carmen's nose, defending my hold on a guy who was only interested in easy sex- so not me.
165	When I insisted no, we're just cousins, she said, "Cousins often marry. It's legal in California."
168	...asking how God would feel about someone whose dreams were soaked with sex.
208	Got away with what, bitch? ..."You raped me." That's a lie. You know you wanted to. You invited me out to that shed and basically attacked me. Attacked him? By sliding my arms up around his neck and parting my lips just a little, asking for his kiss? My cheeks burn and my eyes feel like someone pricked them with needles. "All I wanted was a kiss, Caleb. And if you ever say anything different, I'll...I'll..." You'll what? Kill me? He pushes me and I slip backward, falling hard on my butt.
209	That guys is such an asshat. I thought he only picked on gay guys. Now he's pushing girls around, too.
211	The only other person who has ever called me a bitch is my father.
302	Snap! It's almost like an electric jolt to my brain. I look up, the way I did that night when Pattyn came through the door. Snap! She yells at Dad, Get off her! Dad laughs. I scream. Dad laughs louder. Pattyn backs away. Dad follows.
325	We're kissing. Kissing. I like it a lot, and I'm growing warm in places not talked about except in sex education. But they don't tell you how just kissing can make you want to do those things, even though you know you can't- you're not ready yet. And they don't tell you what to do when you say no but he keeps saying it's okay, that he only wants to make you feel good, but you find out real fast he doesn't care about you at all, only about himself. ...and I see my little sister, only thirteen years old, flirting back with the monster who would do the same thing to her, and I yell, "Leave her alone, pervert!"
346	We shared a simple supper and, since it was New Year's Eve, a little tequila. This lovely warmth began to creep from my stomach, through my body.
350	Still, she is outgoing, warm, and laughs easily at the jokes being passed around as freely as the champagne, which doesn't smell nearly as bad as scotch. It's been offered, but I've declined. There's a little Mormon left inside, although that piece of me isn't any more bothered by the openly gay couples here than the openly heterosexual.

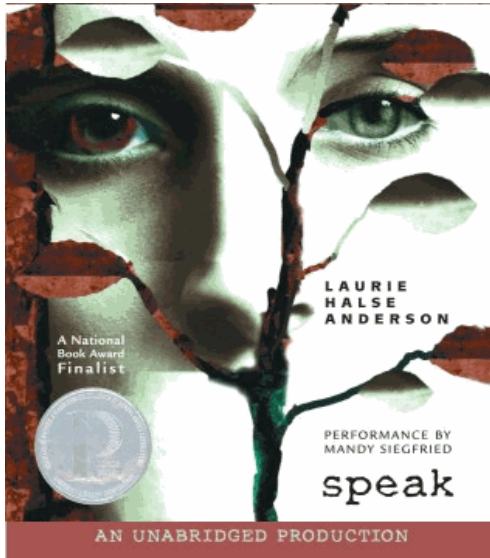


Page	Content
351	Mom Ann thought Bea was a stuck-up dyke.
354	"...I have a half brother I don't even know, because he's gay and Dad disowned him."
381	If I could just get past that, though, could it make me feel even close to the lovely way Percocet did?
382	LOVE YOU. The last two words are almost as good as Percocet.
393	Gavin takes one look at me. Hey. Have you been drinking? He sounds disappointed. I hold out the bottle. "Shorry. I shoulda offered you some." He comes closer, much closer, but he doesn't take the Johnnie. ..."It's jush-just being here, seeing..." I point to the handgun sitting next to the canvas bag. "I...something came back to me. Something awful...important...and I dunno what to do." He comes to me, takes me into his arms. What is it, Jackie? And I love him so much. But still I have to say, "I can't tell you."
408	I know I didn't teach you to use drugs or run around with assault weapons.
422	Caleb just smiles What did I do, faggot? Or should I say son of a faggot? Are lezzies fags or just regular queer?
424	Come on, asshole. I'll show you how a faggot fights.
426	"He r-r-raped me."
459	I walked in just as Caleb put the head of the bat against Shawn's mouth. "You want to suck on something big and hard?" he yelled. "Suck on this." He rammed that thing into Shawn's mouth with enough force to chip teeth and bruise his throat, and who knows what might have happened next if I hadn't interfered?
484	...gay marriage legislation in several states, and isn't it disgusting how some straight people actually support it?

Profanity	Count
Ass	7
Bitch	7
Dyke	1
Faggot/Fag	4
Fuck	5
Piss	1

PENDING FINAL REVIEW

SPEAK



Summary of Concerns:

This book contains sexual activities including inexplicit sexual assault and battery; and profanity.

Young Adult

By Laurie Halse Anderson

ISBN: 9781429997041

1429997044



3
/5

Minor Restricted
BookLooks Review Rating

Page	Content
29	How else could they sleep with the football team on Saturday night and be reincarnated as virginal goddesses on Monday?
30	They are the Pride of the Trojans. Oops—I mean Pride of the Blue Devils. ...In Universe #2, they throw parties wild enough to attract college students. They worship the stink of Eau de Jocke. They rent beach houses in Cancun during Spring Break and get group-rate abortions before the prom.
135	<p>He tilted my face up to his. He kissed me, man kiss, hard sweet and deep. Nearly knocked me off my feet, that kiss.</p> <p>...He kissed me again. His teeth ground hard against my lips. It was hard to breathe.</p> <p>..."Do you want to?" he asked.</p> <p>What did he say? I didn't answer. I didn't know. I didn't speak.</p> <p>We were on the ground. When did that happen? "No." No I did not like this. I was on the ground and he was on top of me. My lips mumble something about leaving, about a friend who needs me, about my parents worrying. I can hear myself—I'm mumbling like a deranged drunk. His lips lock on mine and I can't say anything. I twist my head away. He is so heavy. There is a boulder on me. I open my mouth to breathe, to scream and his hand covers it. In my head, my voice is as clear as a bell: "NO DON'T WANT TO!" But I can't spit it out. I'm trying to remember how we got on the ground and where the moon went and wham! shirt up, shorts down, and the ground smells wet and dark and NO!—I'm not really here, I'm definitely back at Rachel's, crimping my hair and gluing on fake nails, and he smells like beer and mean and he hurts me hurts me hurts me and gets up and zips his jeans and smiles.</p>
164	<p>If my life were a TV show, what would it be? If it were an After-School Special, I would speak in front of an auditorium of my peers on How Not to Lose Your Virginity. Or, Why Seniors Should Be Locked Up. Or, My Summer Vacation: A Drunken Party, Lies, and Rape.</p> <p>Was I raped?</p> <p>Oprah: "Let's explore that. You said no. He covered your mouth. with his hand. You were thirteen years old. It doesn't matter that you were drunk. Honey, you were raped. What a horrible, horrible thing for you to live though. Didn't you ever think of telling anyone? You can't keep this inside forever. Can someone get her a tissue?"</p> <p>Sally Jessy: "I want this boy held responsible. He is to blame for this attack. You do know it was an attack, don't you? It was not your fault. I want you to listen to me, listen to me, listen to me. It was not your fault. This boy was an animal. "</p>
165	Did he rape my head, too?
174	"According to this, she has pissed off a whole bunch of people. One person wrote in huge letters that she's a whore, and all these others added on little details. She slept with this guy, she slept with that guy, she slept with those guys all at the same time. For a tenth-grader, she sure gets around. "
183	I didn't call the cops to break up the party, I write. I called—I put the pencil down. I pick it up again—they because some guy raped me. Under the trees. I didn't



Page	Content
	<p>know what to do. She watches as I carve out the words. She leans closer to me. I write more. I was stupid and drunk and I didn't know what was happening and then he hurt—I scribble that out—raped me. When the police came, everyone was screaming, and I was just too scared, so I cut through some back yards and walked home.</p>
186	<p>What's the name of that drug they give perverts so they can't get it up? Diprosomething.</p> <p>He should get it every morning in his orange juice. I went out with him to the movies—he tried to get his hands down my pants during the PREVIEWS!!</p>
193	<p>Somebody slams into my chest and knocks me back into the closet. The light flicks on and the door closes.</p> <p>I am trapped with Andy Evans.</p> <p>He stares at me without talking. He is not as tall as my memories, but is still loathsome. The lightbulb throws shadows under his eyes. He is made out of slabs of stone and dives off a smell that makes me afraid I'll wet my pants. He cracks his knuckles. His hands are enormous.</p> <p>Andy Beast: "You have a big mouth, you know it? Rachel blew me off at the prom, giving me some bullshit story about how I raped you. You know that's a lie. I never raped anybody. I don't have to. You wanted it just as bad as I did. But your feelings got hurt, so you started spreading lies, and now every girl in school is talking about me like I'm some kind of pervert. You've been spreading that bullshit story weeks. What's wrong, ugly', you jealous? Can't get a date</p> <p>The words fall like nails on the floor, hard, pointed. I try to walk around him. He blocks my way. "Oh, no. You're not going anywhere. You really screwed things up for me." He reaches behind and locks the door. Click.</p> <p>"You are one strange bitch, know that? A freak. I can't believe anyone listened to you." He grabs my wrists. I try to pull them back and he squeezes so tight it feels like my bones are splintering. He pins me against the closed door. Maya Angelou looks at me. She tells me to make some noise. I open my mouth and take a deep breath.</p> <p>Beast: "You're not going to scream. You didn't scream before. You liked it. You're jealous that I took out your friend and not you. I think I know what you want."</p> <p>His mouth is on my face. I twist my head. His lips are wet, his teeth knock against my cheekbone. I pull my arms again and he slams his body against mine. I have no legs. My heart wobbles. His teeth are on my neck. The only sound I can make is a whimper. He fumbles to hold both my wrists in one hand. He wants a free hand. I remember I remember. Metal hands, hot knife hands.</p> <p>No.</p> <p>"A sound explodes from me.</p> <p>I follow the sound, pushing off the wall, pushing Andy Evans off-balance, stumbling into the broken sink. He curses and turns, his' fist coming, coming. An explosion in my head and blood in my mouth. He hit me. I scream, scream.</p> <p>...bowl—I throw it at him, it bounces to the floor. My books. He swears again. The door is locked the door is locked. He grabs me, pulls me away from the door, one hand over my mouth, one hand around my throat. He leans me against the sink. My fists mean nothing to him, little rabbit paws thumping harmlessly. His body</p>

Page	Content
	<p>crushes me.</p> <p>My fingers wave overhead, looking for a branch, a limb, something to hang on to. A block of wood—the base of my turkey-bone sculpture. I slam it against Maya's poster. I hear a crunch. IT doesn't hear. IT breathes like a dragon. ITS hand leaves my throat, attacks my body. I hit the wood against the poster, and the mirror under it, again.</p> <p>Shards of glass slip down the wall and into the sink. IT pulls away from me, puzzled. I reach in and wrap my fingers around a triangle of glass. I hold it to Andy Evans's neck. He freezes. I push just hard enough to raise one drop of blood. He raises his arms over his head. My hand quivers. I want to insert the glass all the way through his throat, I want to hear him scream. I look up. I see the stubble on his chin, a fleck of white in the corner of his mouth. His lips are paralyzed. He cannot speak. That's good enough.</p> <p>Me: "I said no."</p> <p>He nods. Someone is pounding on the door. I unlock it, and the door swings open. Nicole is there, along with the lacrosse team—sweaty, angry, their sticks held high. Someone peels off and runs for help.</p>

THE BLUEST EYE



[Add a caption for your photo here.]

Summary of Concerns:

This book contains profanity and derogatory terms; sexual activities including sexual assault and molestation; alcohol use; inflammatory racial and religious commentary and references.

By Toni Morrison

ISBN: 9780307386588



4 / 5

Not For Minors
BookLooks Review Rating

Page	Content
18	When she comes out of the car we will beat her up, make red marks on her white skin, and she will cry and ask us do we want to pull her pants down.
29	I destroyed white baby dolls. But the dismembering of dolls was not the true horror. The truly horrifying thing was the transference of the same impulses to little white girls.
32	"You want to go up to Mr. Henry's room and look at girlie magazines?" Frieda made an ugly face. She didn't like to look at dirty pictures.
36	"Mrs. MacTeer! Mrs. MacTeer!" Rosemary hollered. "Frieda and Claudia are out here playing nasty! Mrs. MacTeer!" Mama opened the window and looked down at us. "What?" "They're playing nasty, Mrs. MacTeer. Look. And Claudia hit me 'cause I seen them!" Mama slammed the window shut and came running out the back door. "What you all doing? Oh. Uh-huh. Uh-huh. Playing nasty, huh?"
41	Pleading eyes and tightened testicles.
44	Even from where Pecola lay, she could smell Cholly's whiskey. ...Cholly had come home drunk.
48	She ran into the bedroom with a dishpan full of cold water and threw it in Cholly's face. He sat up, choking and spitting. Naked and ashen, he leaped from the bed, and with a flying tackle, grabbed his wife around the waist, and they hit the floor. Cholly picked her up and knocked her down with the back of his hand. She fell in a sitting position, her back supported by Sammy's bed frame. She had not let go of the dishpan, and began to hit at Cholly's thighs and groin with it. He put his foot in her chest, and she dropped the pan. Dropping to his knee, he struck her several times in the face, and she might have succumbed early had he not hit his hand against the metal bed frame when his wife ducked. ...Sammy, who had watched in silence their struggling at his bedside, suddenly began to hit his father about the head with both fists, shouting "You naked fuck!" over and over and over. Mrs. Breedlove, having snatched up the round, flat stove lid, ran tippy-toe to Cholly as he was pulling himself up from his knees, and struck him two blows, knocking him right back into the senselessness out of which she had provoked him. Panting, she threw a quilt over him and let him lie.
59	Neither were they the sloppy, inadequate whores who, unable to make a living at it alone, turn to drug consumption and traffic or pimps to help complete their scheme of self-destruction, avoiding suicide only to punish the memory of some absent father or to sustain the misery of some silent mother. ...On one occasion the town well knew, they lured a Jew up the stairs, pounced on him, all three, held him up by the heels, shook everything out of his pants pockets, and threw him out of the window.
60	Into her eyes came the picture of Cholly and Mrs. Breedlove in bed. He making sounds as though he were in pain, as though something had him by the throat and wouldn't let go.
77	Instead we saw Mr. Henry and two women. In a playful manner, the way grandmothers do with babies, he was sucking the fingers of the women, whose

Page	Content
	<p>laughter filled a tiny place over his head.</p> <p>...The sight of him licking her fingers brought to mind the girlie magazines in his room.</p>
82	They do not drink, smoke , or swear, and they still call sex "nookey."
83	<p>He must rest his weight on his elbows when they make love, ostensibly to avoid hurting her breasts but actually to keep her from having to touch or feel too much of him.</p> <p>While he moves inside her, she will wonder why they didn't put the necessary but private parts of the body in some more convenient place- like the armpit, for example, or the palm of the hand. Someplace one could get to easily, and quickly, without undressing. She stiffens when she feels one of her paper curlers coming undone from the activity of love; imprints in her mind which one it is that is coming loose so she can quickly secure it once he is through. She hopes he will not sweat the damp may get into her hair; and that she will remain dry between her legs—she hates the glucking sound they make when she is moist. When she senses some spasm about to grip him, she will make rapid movements with her hips, press her fingernails into his back, suck in her breath, and pretend she is having an orgasm. She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief.</p>
85	<p>White kids; his mother did not like him to play with niggers. She had to explain to him the difference between colored people and niggers. They were easily identifiable. Colored people were neat and quiet; niggers were dirty and loud.</p>
89	<p>"Gimme my cat!" His voice broke. With a movement both awkward and sure he snatched the cat by one of its hind legs and began to swing it around his head in a circle.</p> <p>"Stop that!" Pecola was screaming. The cat's free paws were stiffened, ready to grab anything to restore balance, its mouth wide, its eyes blue streaks of horror. Junior tried to push her away, but she grabbed the arm which was swinging the cat. They both fell, and in falling, Junior let go the cat, which, having been released in mid-motion, was thrown full force against the window. It slithered down and fell on the radiator behind the sofa. Except for a few shudders, it was still. There was only the slightest smell of singed fur.</p> <p>Geraldine opened the door.</p> <p>"What is this?" Her voice was mild, as though asking a perfectly reasonable question. "Who is this girl?"</p> <p>"She killed our cat," said Junior. "Look." He pointed to the radiator, where the cat lay, its blue eyes closed, leaving only an empty, black, and helpless face.</p>
93	<p>"Mr. Henry."</p> <p>"What'd he do?"</p>



Page	Content
	<p>"Daddy beat him up."</p> <p>..."He...picked at me."</p> <p>"Picked at you? You mean like Soaphead Church?"</p> <p>"Sort of."</p> <p>"He showed his privates at you?"</p> <p>"Noooo. He touched me."</p> <p>"Where?"</p> <p>"Here and there." She pointed to the tiny breasts that, like two fallen acorns, scattered a few faded rose leaves on her dress.</p> <p>"Really? How did it feel?"</p> <p>..."It didn't feel like anything."</p> <p>"But it wasn't supposed to? Feel good, I mean?" Frieda sucked her teeth. "What'd he do? Just walk up and pinch them?"</p> <p>She sighed. "First he said how pretty is was. Then he grabbed my arm and touched me."</p>
96	<p>"You could drink whiskey."</p> <p>"Where would I get whiskey?"</p> <p>..."Pecola," I said. "Her father's always drunk. She can get us some."</p> <p>"You think so?"</p> <p>"Sure. Cholly's always drunk..."</p>
100	Black people were not allowed in the park, and so it filled our dreams.
111	No better than whites for meanness.
113	Nasty white folks is about the nastiest things they is.
117	I hurt just like them white women. Just 'cause I wasn't hooping and hollering before didn't mean I wasn't feeling pain. What'd they think? That just 'cause I knowed how to have a baby with no fuss that my behind wasn't pulling and aching like theirs?
120	<p>Then he lift his head, turn over, and put his hand on my waist. If I don't move, he'll move his hand over to pull and knead my stomach. Soft and slow-like. I still don't move, because I don't want him to stop. I want to pretend sleep and have him keep on rubbing my stomach. Then he will lean his head down and bite my tit. Then I don't want him to rub my stomach anymore. I want him to put his hand between my legs. I pretend to wake up, and turn to him, but not opening my legs. I want him to open them for me. He does, and I be soft and wet where his fingers are strong and hard. I be softer than I ever been before. All my strength in his hand. My brain curls up like wilted leaves. A funny, empty feeling is in my hands. I want to grab holt of something, so I hold his head. His mouth is under my chin. Then I don't want his hand between my legs no more, because I think I am softening away. I stretch my legs open, and he is on top of me. Too heavy to hold, and too light not to. He puts his thing in me. In me. In me. I wrap my feet around his back so he can't get away. His face is next to mine. The bed springs sounds like them crickets used to back home. He puts his fingers in mine, and we stretches our arms outwise like Jesus on the cross. I hold on tight. My fingers and my feet hold on tight, because everything else is going, going. I know he wants me to come first. But I can't. Not until he does. Not until I feel him loving me. Just me. Sinking into me. Not until I know that my flesh is all that be on his mind. That</p>



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	<p>he couldn't stop if he had to. That he would die rather than take his thing out of me. Of me. Not until he has let go of all he has, and give it to me. To me. To me. When he does, I feel a power I be strong, I be pretty, I be young. And then I wait. He shivers and tosses his head. Now I be strong enough, pretty enough, and young enough to let him make me come. I take my fingers out of his and put my hands on his behind. My legs drop back onto the bed. I don't make no noise, because the chil 'ren might hear. I begin to feel those little bits of color floating up into me—deep in me. That streak of green from the june-bug light, the purple from the berries trickling along my thighs, Mama Is lemonade yellow runs sweet in me. Then I feel like I'm laughing between my legs, and the laughing gets all mixed up with the colors, and I'm afraid I'll come, and afraid I won't. But I know I will. And I do. And it be rainbow all inside. And it lasts and lasts and lasts. I want to thank him, but don't know how, so I pat him like you do a baby.</p> <p>..."But it ain't like that anymore. Most times he's thrashing away inside me before I'm woke, and through when I am..."</p>
123	When Cholly was four days old, his mother wrapped him in two blankets and one newspaper and placed him on a junk heap by the railroad.
127	To Aunt Jimmy she said, "You done caught cold in your womb. Drink pot liquor and nothing else."
129	He was aware, in his sleep, of being curled up in a chair, his hands tucked between his thighs. In a dream his penis changed into a long hickory stick, and the hands caressing it were the hands of M'Dear.
135	Cholly could see her bloomers and the muscles of her young thighs.
136	<p>He rose to his knees facing her and tried to tie her ribbon. Darlene put her hands under his open shirt and rubbed the damp tight skin. When he looked at her in surprise, she stopped and laughed. He smiled and continued knotting the bow. She put her hands back under his shirt.</p> <p>...She tickled his ribs with her fingertips. He giggled and grabbed his rib cage. They were on top of each other in a moment. She corkscrewing her hands into his clothes. He returning the play, digging into the neck of her dress, and then under her dress. When he got his hand in her bloomers, she suddenly stopped laughing and looked serious. Cholly, frightened, was about to take his hand away, but she held his wrist so he couldn't move it. He examined her then with his fingers, and she kissed his face and mouth. Cholly found her muscadine-lipped mouth distracting. Darlene released his head, shifted her body, and pulled down her pants. After some trouble with the buttons, Cholly dropped his pants down to his knees. Their bodies began to make sense to him, and it was not as difficult as he had thought it would be. She moaned a little, but the excitement collecting inside him made him close his eyes and regard her moans as no more than pine sighs over his head. Just as he felt an explosion threaten, Darlene froze and cried out. He thought he had hurt her, but when he looked at her face, she was staring wildly at something over his shoulder. He jerked around.</p> <p>There stood two white men. One with a spirit lamp, the other with a flashlight. There was no mistake about their being white; he could smell it. Cholly jumped, trying to kneel, stand, and get his pants up all in one motion. The men had long guns.</p>



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	<p>..."I said, get on wid it. An' make it good, nigger, make it good."</p> <p>...The flashlight man lifted his gun down from his shoulder, and Cholly heard the clop of metal. He dropped back to his knees. Darlene had her head averted, her eyes staring out of the lamplight into the surrounding darkness and looking almost unconcerned, as though they had no part in the drama taking place around them. With a violence born of total helplessness, he pulled her dress up, lowered his trousers and underwear.</p> <p>"Hee hee hee hee heeeeee."</p> <p>Darlene put her hands over her face as Cholly began to simulate what had gone on before. He could do no more than make-believe. The flashlight made a moon on his behind.</p> <p>"Hee hee hee hee heeee."</p> <p>"Come on, coon. Faster. You ain't doing nothing for her."</p> <p>"Hee hee hee hee heeee."</p> <p>Cholly, moving faster, looked at Darlene. He hated her. He almost wished he could do it—hard, long, and painfully, he hated her so much. The flashlight wormed its way into his guts and turned the sweet taste of muscadine into rotten fetid bile. He stared at Darlene's hands covering her face in the moon and lamplight. They looked like baby claws.</p> <p>"Hee hee hee hee heeee."</p> <p>..."Wait," said the spirit lamp, "the coon ain't comed yet."</p> <p>"Well, he have to come on his own time. Good luck, coon baby."</p> <p>...Cholly raised himself and in silence buttoned his trousers. Darlene did not move. Cholly wanted to strangle her, but instead he touched her leg with his foot. "We got to get, girl. Come on!"</p> <p>She reached for her underwear with her eyes closed, and could not find them. The two of them patted about in the moonlight for the panties. When she found them, she put them on with the movements of an old woman.</p>
140	It had occurred to him that Darlene might be pregnant.
149	<p>Pecola lost her balance and was about to careen to the floor. Cholly raised his other hand to her hips to save her from falling. He put his head down and nibbled at the back of her leg. His mouth trembled at the firm sweetness of the flesh. He closed his eyes, letting his fingers dig into her waist. The rigidness of her shocked body, the silence of her stunned throat, was better than Pauline's easy laughter had been. The confused mixture of his memories of Pauline and the doing of a wild and forbidden thing excited him, and a bolt of desire ran down his genitals, giving it length, and softening the lips of his anus. Surrounding all of this lust was a border of politeness. He wanted to fuck her tenderly. But the tenderness would not hold. The tightness of her vagina was more than he could bear. His soul seemed to slip down to his guts and fly out into her, and the gigantic thrust he made into her then provoked the only sound she made—a hollow suck of air in the back of her throat. Like the rapid loss of air from a circus balloon.</p> <p>Following the disintegration—the falling away—of sexual desire, he was conscious of her wet, soapy hands on his wrists, the fingers clenching, but whether her grip was from a hopeless but stubborn struggle to be free, or from some other emotion, he could not tell.</p>



Page	Content
	<p>Removing himself from her was so painful to him he cut it short and snatched his genitals out of the dry harbor of her vagina. She appeared to have fainted. Cholly stood up and could see only her grayish panties, so sad and limp around her ankles. Again the hatred mixed with tenderness. The hatred would not let him pick her up, the tenderness forced him to cover her.</p> <p>So when the child regained consciousness, she was lying on the kitchen floor under a heavy quilt, trying to connect the pain between her legs with the face of her mother looming over her.</p>
152	<p>The careful design was marred occasionally by rare but keen sexual cravings. He could have been an active homosexual but lacked the courage. Bestiality did not occur to him, and sodomy was quite out of the question, for he did not experience sustained erections and could not endure the thought of somebody else's. And besides, the one thing that disgusted him more than entering and caressing a woman was caressing and being caressed by a man. In any case, his cravings, although intense, never relished physical contact. He abhorred flesh on flesh.</p> <p>...all the natural excretions and protections the body was capable of- disquieted him. His attentions therefore gradually settled on those humans whose bodies were least offensive- children. And since he was too diffident to confront homosexuality, and since little boys were insulting, scary, and stubborn, he further limited his interests to little girls. They were usually manageable and frequently seductive. His sexuality was anything but lewd; his patronage of little girls smacked of innocence and was associated in his mind with cleanliness.</p>
154	<p>They were industrious, orderly, and energetic, hoping to prove beyond a doubt De Gobineau's hypothesis that "all civilizations derived from the white race, that none can exist without its help, and that a society is great and brilliant only so far as it preserves the blood of the noble group that created it."</p>
165	<p>The little girls are the only things I'll miss. Do you know that when I touched their sturdy little tits and bit them—just a little—I felt I was being friendly? I didn't want to kiss their mouths or sleep in the bed with them or take a child bride for my own. Playful, I felt, and friendly.</p> <p>...Two of them, Doreen and Sugar Babe, they'd come together. I gave them mints, money, and they'd eat ice cream with their legs open while I played with them. It was like a party. And there wasn't nastiness, and there wasn't any filth, and there wasn't any odor, and there wasn't any groaning—just the light white laughter of little girls and me. And there wasn't any look—any long funny look—any long funny Velma look afterward. No look that makes you feel dirty afterward. That makes you want to die. With little girls it is all clean and good and friendly.</p> <p>...I did what You did not, could not, would not do: I looked at that ugly little black girl, and I loved her. I played You. And it was a very good show!</p>
168	<p>A slim young girl in a pink crepe dress. One hand is on her hip; the other lolls about her thigh- waiting.</p>
169	<p>"Did you hear about that girl?"</p> <p>"What? Pregnant?"</p> <p>"Yas. But guess who?"</p> <p>"Who? I don't know all these little old boys."</p>

Page	Content
	"That's just it. Ain't no little old boy. They say it's Cholly." "Cholly? Her daddy?" "Uh-huh." "Lord. Have mercy. That dirty nigger." ..."Oh, come on. She ain't but twelve or so."
178	Oh. She's all right. For a half-white girl, that is.
180	All he did was get drunk and beat her up. ...Anyway, if she didn't love him, she sure let him do it to her a lot. ...I saw them all the time. She didn't like it. Then why'd she let him do it to her? Because he made her.
182	You said he tried to do it to you when you were sleeping on the couch. See there! You don't even know what you're talking about. It was when I was washing dishes.

Profanity	Count
Ass	1
Bitch	1
Coon	2
Fuck	3
Nigger	8

THE HATE U GIVE



Summary of Concerns:

This book contains inflammatory racial commentary; excessive/frequent profanity; and inexplicit sexual activities.

Young Adult

By Angie Thomas

ISBN: 978-0-06-287135-0



3 /5

Minor Restricted
BookLooks Review Rating

Page	Content
31	Daddy believes in Black Jesus but follows the Black Panthers' Ten-Point Program more than the Ten Commandments. He agrees with the Nation of Islam on some stuff, but he can't get over the fact that they may have killed Malcolm X. "Pig in my house," Daddy grumbles and sits next to me.
51	"You mean y'all wanna justify what that pig did," Daddy says. "Investigate my ass." ... "A sixteen-year-old black boy is dead because a white cop killed him. What else could it be?"
81	fooling around isn't new for us, and when Chris slipped his hand into my shorts, I didn't think anything of it. Then he got me going, and I really wasn't thinking. At all. For real, my thought process went out the door. And right as I was at that moment, he stopped, reached into his pocket, and pulled out a condom. He raised his eyebrows at me, silently asking for an invitation to go all the way. All I could think about was those girls I see walking around Garden Heights, babies propped on their hips. Condom or no condom, shit happens. ...I left his house pissed and horny, the absolute worst way to leave.
88	Last time he played with some neighborhood kids, they called him "white boy" 'cause he goes to Williamson.
110	Let my clarify- my butt against his crotch, my back against his chest. I'm bumping up against him, trying to figure out how to get the ball back in the hole. It sounds way dirtier than it actually is, especially in this position.
131	"...Coming in the Lord's house, looking like he prostitute you are!"
131	"I still can't believe you slept with that nasty ho."
3	A haze lingers over the room, smelling like weed, and music rattles the floor.
5	Plus, if I pull it over my nose, I can't smell the weed.
7	"...You're so lucky you go to that white-people school and don't have to deal with hoes like that."
9	"Point made. And before you say it, li'l lame white-kid suburb parties don't count." ..."I bet they be doing Molly and shit, don't they?" Chance asks me. "White kids love popping pills."
10	"Damn. For real?" Chance asks. "Shiiiiit. Bitch, next time invite me. I'll party with them white kids."
186	She pats my hair and says, "White people do stupid shit sometimes."
220	"It's really something that you're alive," I say. Snitches get stitches doesn't apply to King Lords. More like snitches get graves. Momma tilts Mr. Lewis's head to look at the cut on his cheek. "She's right. You're real lucky, Mr. Lewis. Don't even need stitches." ..."He ain't come in till them other ones got me down. Ol' punk ass, looking like a black Michelin Man."
224	"A cop though? If the homies find out, the gon' think I'm snitching." "They're not your homies if you gotta hide from them," I say. "Plus Uncle Carlos wouldn't ask you to snitch."

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230	<p>DeVante sizes Chris up. "Boyfriend," he says with a slight laugh, and looks at me. "I should've know you'd have a white boy."</p> <p>... "Get over it, Maverick. He's white!" Momma shouts on the patio. "White, white, white!"</p> <p>... "That's why DeVante was looking at you that way. You're white."</p> <p>"Okay?" he asks more than says. "Is this one of those black things I don't understand?"</p> <p>"Okay, babe, real talk? If you were somebody else I'd side-eye the shit out of you for calling it that."</p> <p>"Calling it what? A black thing?"</p> <p>... "I wouldn't call it a problem," Chris says, "but we did talk about it."</p> <p>"So it's not just a black thing then, huh?"</p> <p>"Point made."</p>
231	<p>"I think they feel guilty about yesterday. Especially Hailey. White guilt." He winks. I crack up. My white boyfriend talking about white guilt.</p>
234	<p>She raises her eyebrows at me. "Are you taking your birth control pills?"</p> <p>"Mommy!"</p> <p>"Answer my question. Are you?"</p> <p>"Yeeees," I groan, putting my face on the countertop.</p>
235	<p>"A wigga at that."</p> <p>"Excuse you?" I say with a mouth full o f peanut butter. "He is not a wigga."</p>
258	<p>Momma, Sekani, and I spent the night at Uncle Carlos's house, and I know it was more because Momma's mad at Daddy than it was about the riots. In fact, the news said last night was the first semipeaceful night in the Garden. Just protests, no riots. Cops were still throwing tear gas though.</p>
292	<p>... "Fuck the Police" type shit.</p>
320	<p>"We want freedom," I say. "We want the power to determine the destiny of our black and oppressed communities."</p> <p>"Say it again."</p> <p>"We want freedom. We want the power to determine the destiny of our black and oppressed communities."</p> <p>"Point seven."</p> <p>"We want an immediate end to police brutality," I say, "and the murder of black people, other people of color, and oppressed people."</p> <p>"Again."</p> <p>"We want an immediate end to police brutality and the murder of black people, other people of color, and oppressed people."</p> <p>"And what did Brother Malcolm say is our objective?"</p> <p>Seven and I recite Malcom X quotes by the time we were thirteen. Sekani hasn't gotten there yet.</p> <p>"Complete freedom, justice, and equality," I say, "by any means necessary."</p> <p>"Again."</p> <p>"Complete freedom, justice, and equality, by any means necessary."</p> <p>"So why you gon' be quiet?" Daddy asks.</p>

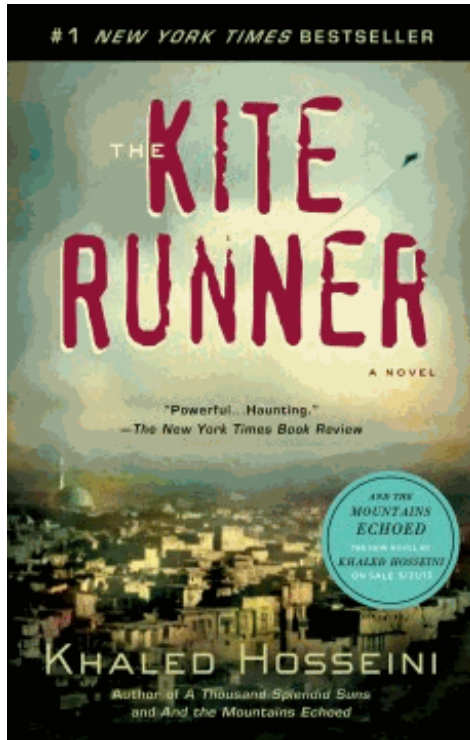
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338	He's been more protective lately, ever since we got word that King's still pissed I dry snitched.
340	"Whatever. So because I didn't want to see that disgusting shit, I'm racist?"
357	I have to watch what I say and how I say it, but I can't sound "white."
376	"Who gives a fuck?" ..."Not Hailey. But you know. Blond. Rich. White."
377	I slip my hand in his pants, heading for the bulge.
383	"I bet he yours, ain't he? That's what happens when you go to them white folks' schools." ..."I would've paid to see Maverick's face the day you brought this one home. Shit, I'm surprised Seven got a black girl."
384	"That goes for dry snitches too." ..."Y'all better get DeVante's sorry ass out of my bedroom. Bleeding on my carpet and shit. And got the nerve to use one of my damn towels? Matter of fact, get him and that snitch out my house."
389	"This some bullshit." "Fuck!" Seven croaks. He covers his eyes and rocks back and forth. "Fuck, fuck, fuck!" ..."Fuck this. Starr, whatever you wanna do, I'm down. You wanna burn some shit up, we'll burn some shit up. Give the word." "Dude, are you crazy?" Chris says. "You don't get it, so shut up. Starr, what do you wanna do?" Anything. Everything. Scream. Cry. Puke. Hit somebody. Burn something. Throw something. They gave me this hate, and now I wanna fuck everybody, even if I'm not sure how. "I wanna do something," I say. "Protest, riot, I don't care-" "Riot?" Chris echoes. "Hell yeal!" DeVante gives me dap. "That's what I'm talking 'bout!" "Starr, think about this," Chris says. "That won't solve anything." "And neither did talking!" I snap. "I did everything right and it didn't make a fucking difference. I've gotten death threats, cops harassed my family, somebody shot into my house, all kinds of shit. And for what? Justice Khalil won't get? They don't give a fuck about us, so fine. I no longer give a fuck."
392	"You crazy-ass white boy if you that's gon' happen."
393	The crowds are too thick. We climb on top of a bus stop bench to get a better view of everything going on. King Lords in gray bandanas and Garden Disciples in green bandanas stand on a police car in the middle of the street, chanting, "Justice for Khalil!" People gathered around the car record the scene with their phones and throw rocks at the windows. "Fuck that cop, bruh," a guy says, gripping a baseball bat. "Killed him over nothing!" He slams the bat into the driver's side window, shattering the glass. It's on. The King Lords and GDs stomp out the front window. Then somebody yells, "Flip

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	<p>that mothafucka!"</p> <p>The gangbangers jump off. People line up on one side of the car. I stare at the lights on top, remembering the ones that flashed behind me and Khalil, and watch them disappear as they flip the care onto its back.</p> <p>Someone shouts, "Watch out!"</p> <p>A molotov cocktail sails toward the car. Then-whoompf! It bursts into flames. The crowd cheers.</p> <p>People say misery loves company, but I think it's like that with anger too. I'm not the only one pissed- everyone around me is. They didn't have to be sitting in the passenger's seat when it happened. My anger is theirs, and theirs is mine.</p> <p>A car stereo loudly plays a record-scratching sound, then Ice Cube says, "Fuck the police, coming straight form the underground. A young nigga got it bad 'cause I'm brown."</p> <p>You'd think it was a concert the way people react, rapping along and jumping in the beat. DeVante and Seven yell out the lyrics. Chris nods along and mumbles the words. He goes silent every time Cube says "nigga." As he should.</p> <p>When that hook hits, a collective "Fuck the police" thunders off Magnolia Avenue, probably loud enough to reach the heavens.</p> <p>...Fuck them.</p> <p>Glass shatters. I stop rapping.</p> <p>A block away, people throw rocks and garbage cans at the windows of the McDonald's and the drugstore next to it.</p> <p>"Holy shit," Chris says.</p> <p>..."Hell yeah!" says DeVante. "Burn that bitch down!"</p> <p>...I'm just as pissed as anybody, but this...this isn't it. Not for me.</p> <p>...The original battle cry starts up again: "Fuck the police! Fuck the police!"</p> <p>People hurl rocks and glass bottles at the cops.</p> <p>"Yo," Seven says.</p> <p>"Stop throwing objects at law enforcement," the officer says.</p> <p>..."Fuck the police! Fuck the police!" DeVante continues to shout.</p> <p>"Vante, man, c'mon!" Says Seven.</p> <p>"I ain't scared of them! Fuck the police!"</p> <p>There's a loud pop. An object sails into the air, lands in the middle of the street, and explodes in a ball of fire.</p> <p>"Oh shit!" DeVante says.</p> <p>...It's a damn near stampede...</p>
397	<p>"Niggas tired of taking shit," DeVante says, between heavy breaths. "Like Starr said, they don't give a fuck about us, so we don't give a fuck. Burn this bitch down."</p> <p>"But they don't live here!" Seven says. "They don't give a damn what happens to this neighborhood."</p> <p>"What we supposed to do then?" DeVante snaps. "All that Kumbaya peaceful shit clearly don't work. They don't listen till we tear something up."</p> <p>"Those businesses though," I say.</p> <p>"...Nah, I don't give a fuck about neither one of them bitches."</p>

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398	<p>"People are pissed, DeVante. They're not thinking shit out. They're doing shit."</p> <p>"...He was mad as hell that Chris is white. But ay? You spit that NWA shit like you did back there, maybe he'll think you're a'ight."</p> <p>"What? Surprised a white boy knows NWA?" Chris teases.</p> <p>"Man, you ain't white. You light-skinned."</p>
400	"I swear, I don't understand white people..."
401	"...If my pops were here, he'd say you've fallen into the trap of the white standard."
408	<p>Ahead of the crowd a lady twists stands on top of a police car, holding a bullhorn. She turns toward us, her fist raised for black power. Khalil smiles on the front of her T-shirt.</p> <p>...She eyes beat-up DeVante. "Oh my God, did you get caught in the riots?"</p> <p>DeVante touches his face. "Damn, I look that bad?"</p> <p>..."You can destroy wood and brick, but you can't destroy a movement..."</p>
410	<p>"You want to fight the system tonight?"</p> <p>..."Good. As of now I'm not your attorney. So if your parents find out about this, I didn't do it as your attorney but as an activist. You saw that bus near the intersection?"</p> <p>..."If the police react, run straight to it. Got it?"</p> <p>...She takes me to the patrol car and motions at her colleague. The lady climbs off and hands Ms. Ofrah the bullhorn. Ms. Offrah passes it over to me.</p> <p>"Use your weapon," she says.</p> <p>Another one of her coworkers lifts me and sets me on top of the cop car.</p> <p>...Shit, I have no idea what to say.</p> <p>...You know what? Fuck it.</p> <p>"My name is Starr. I'm the one who saw what happened to Khalil, " I say into the bullhorn. "And it wasn't right."</p> <p>..."We weren't doing anything wrong. Not only did Officer Cruise assume we were up to no good, he assumed we were criminals. Well, Officer Cruise is the criminal."</p> <p>The crowd cheers and claps. Ms. Ofrah says, "Speak!"</p> <p>That amps me up.</p> <p>I turn to the cops. "I'm sick of this! Just like y'all think all of us are bad because of some people, we think the same about y'all. Until you give us a reason to think otherwise, we'll keep protesting."</p>
430	DeVante shrugs. "I already need the stitches. Might as well snitch."

Profanity	Count
Ass	101
Bitch	14
Fuck	97
Goddamn/Goddammit	15
Nigga	9
Piss	24
Shit	228

THE KITE RUNNER



Summary of Concerns:

This book contains sexual assault of a minor; prostitution involving minors and adults; and mild/infrequent profanity.

Adult

By Khaled Hosseini

ISBN: 9781101217238



4/5

Not For Minors
BookLooks Review Rating

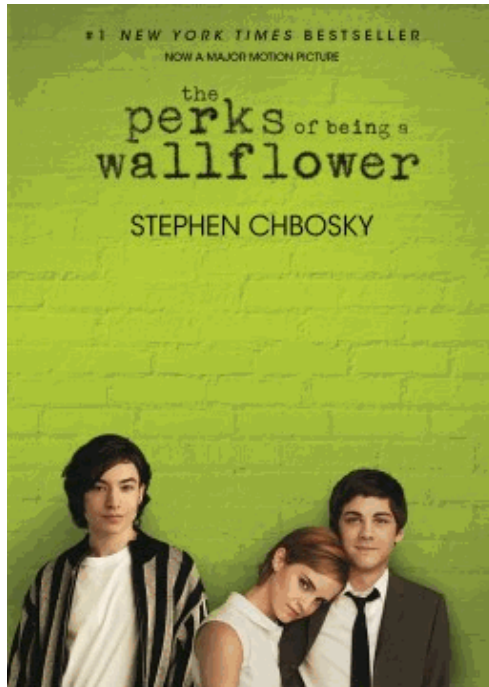
Page	Content
6	<p>He handed his cigarette to the guy next to him, made a circle with the thumb and index finger of one hand. Poked the middle finger of his other hand through the circle. Poked it in and out. In and out. "I knew your mother, did you know that? I knew her real good. I took her from behind by that creek over there."</p> <p>..."What a tight little sugary cunt she had!" the soldier was saying, shaking hands with the others, grinning.</p>
66	<p>Hassan lay with his chest pinned to the ground. Kamal and Wali each gripped an arm, twisted and bent at the elbow so that Hassan's hands were pressed to his back. Assef was standing over them, the heel of his snow boots crushing the back of Hassan's neck.</p> <p>..."Fine," Assef snapped. "All I want you weaklings to do is hold him down. Can you manage that?"</p> <p>Wali and Kamal nodded. They looked relieved.</p> <p>Assef knelt behind Hassan, put his hands on Hassan's hips and lifted his bare buttocks. He kept one hand on Hassan's back and undid his own belt buckle with his free hand. He unzipped his jeans. Dropped his underwear. He positioned himself behind Hassan. Hassan didn't struggle. Didn't even whimper. He moved his head slightly and I caught a glimpse of his face. Saw the resignation in it. It was a look I had seen before. It was the look of the lamb.</p> <p>...I STOPPED WATCHING, turned away from the alley. Something warm was running down my wrist. I blinked, saw I was still biting down on my fist, hard enough to draw blood from the knuckles. I realized something else. I was weeping. From just around the corner, I could hear Assef's quick, rhythmic grunts.</p>
69	<p>And that was as close as Hassan and I ever came to discussing what had happened in the alley. I thought he might burst into tears, but, to my relief, he didn't, and I pretended I hadn't heard the crack in his voice. Just like I pretended I hadn't seen the dark stain in the seat of his pants. Or those tiny drops that fell from between his legs and stained the snow black.</p>
100	<p>Karim cleared his throat, dropped his head. Said the soldier wanted a half hour with the lady in the back of the truck.</p> <p>The young woman pulled the shawl down over her face. Burst into tears. The toddler sitting in her husband's lap started crying too.</p> <p>..."It's his price for letting us pass," Karim said.</p> <p>..."But we've paid a fair price already. He's getting paid good money," the husband said.</p> <p>Karim and the Russian soldier spoke. "He says... he says every price has a tax."</p>
101	<p>My mind flashed to that winter day six years ago. Me, peering around the corner in the alley. Kamal and Wali holding Hassan down. Assef's buttock muscles clenching and unclenching, his hips thrusting back and forth.</p>
161	<p>The general, ever the Pashtun, never made any queries—doing so meant alluding to a sexual act between his daughter and a man, even if the man in question had been married to her for over four years.</p>
162	<p>After months of sitting in waiting rooms reading magazines like Good Housekeeping and Reader's Digest, after endless paper gowns and cold, sterile exam rooms lit by fluorescent lights, the repeated humiliation of discussing every</p>

Page	Content
	detail of our sex life with a total stranger, the injections and probes and specimen collections, we went back to Dr. Rosen and his trains.
224	<p>"There is a Talib official," he muttered. "He visits once every month or two. He brings cash with him, not a lot, but better than nothing at all." His shifty eyes fell on me, rolled away. "Usually he'll take a girl. But not always."</p> <p>"And you allow this?" Farid said behind me. He was going around the table, closing in on Zaman.</p> <p>"What choice do I have?" Zaman shot back. He pushed himself away from the desk.</p> <p>"You're the director here," Farid said. "Your job is watch over these children."</p> <p>"There's nothing I can do to stop it."</p> <p>"You're selling children!" Farid barked.</p>
233	<p>A scrawny boy in a tweed jacket grabbed my elbow and spoke into my ear. Asked me if I wanted to buy some "sexy pictures."</p> <p>"Very sexy, Agha," he said, his alert eyes darting side to side—reminding me of a girl who, a few years earlier, had tried to sell me crack in the Tenderloin district in San Francisco. The kid peeled one side of his jacket open and gave me a fleeting glance of his sexy pictures: postcards of Hindi movies showing doe-eyed sultry actresses, fully dressed, in the arms of their leading men. "So sexy," he repeated.</p>
245	The Talib spun the boy around so he faced me. He locked his arms around Sohrab's belly, rested his chin on the boy's shoulder. Sohrab looked down at his feet, but kept stealing shy, furtive glances at me. The man's hand slid up and down the boy's belly. Up and down, slowly, gently.
288	"He was sexually abused," I said, thinking of the bells around Sohrab's ankles, the mascara on his eyes.
303	When I wake up, maybe I will discover that everything I saw in the hotel bathroom was part of a dream: the water drops dripping from the faucet and landing with a plink into the bloody bathwater; the left arm dangling over the side of the tub, the blood-soaked razor sitting on the toilet tank—the same razor I had shaved with the day before—and his eyes, still half open but lightless. That more than anything. I want to forget the eyes.
306	Sohrab's bed was next to the window, the lower half lit by the late-morning sunlight streaming through the rectangular panes. A uniformed security guard was standing at the window, munching on cooked watermelon seeds—Sohrab was under twenty-four-hours-a-day suicide watch.



Profanity	Count
Ass	1
Cunt	1
Fag	1
Fuck	4
Goddamn	12
Piss	6
Prick	1
Shit	3

THE PERKS OF BEING A WALLFLOWER



Summary of Concerns:

This book contains sexual activities including assault and battery; sexual nudity; profanity; violence; alcohol and drug use.

Young Adult

By Stephen Chbosky

ISBN: 978-1-4516-9620-2

978-1-4391-2243-3



4 / 5

Not For Minors
BookLooks Review Rating



Page	Content
2	I just need to know that someone out there listens and understands and doesn't try to sleep with people even if they could have. I need to know that these people exist.
4	That's maybe why he felt all alone and killed himself.
6	But over the summer she had her braces taken off, and she got a little taller and prettier and grew new breasts.
12	And I opened the door to the basement, and my sister and this boy were naked. He was on top of her, and her legs were draped over either side of the couch. And she screamed at me in a whisper. "Get out. You pervert."
21	I had a weird dream. I was with Sam. And we were both naked. And her legs were spread over the sides of the couch. And I woke up. And I had never felt that good in my life. But I also felt bad because I saw her naked without her permission. ...Do you know what "masturbation" is? I think you probably do because you are older than me. But just in case, I will tell you. Masturbation is when you rub your genitals until you have an orgasm. Wow! I thought that in those movies and television shows when they talk about having a coffee break that they should have a masturbation break. ...I told Sam that I dreamt that she and I were naked on the sofa, and I started crying because I felt bad, and do you what she did? She laughed.
30	This one couple, whom I was told later were very popular and in love, stumbled into my room and asked if I minded them using it. I told them that my brother and sister said I had to stay here, and they asked if they could use the room anyway with me still in it. I said I didn't see why not, so they closed the door and started kissing. Kissing very hard. After a few minutes, the boy's hand went up the girl's shirt, and she started protesting. "C'mon, Dave." "What?" "The kid's in here." "It's okay." And the boy kept working up the girl's shirt, and as much as she said no, he kept working it. After a few minutes, she stopped protesting, and he pulled her shirt off, and she had a white bra on with lace. I honestly didn't know what to do by this point. Pretty soon, he took off her bra and started to kiss her breasts. And then he put his hand down her pants, and she started moaning. I think they were both very drunk. He reached to take off her pants, but she started crying really hard, so he reached for his own. He pulled his pants and underwear down to his knees. "Please. Dave. No." But the boy just talked soft to her about how good she looked and things like that, and she grabbed his penis with her hands and started moving it. I wish I could describe this a little more nicely without using words like penis, but that was the way it was. After a few minutes, the boy pushed the girl's head down, and she started to kiss his penis. She was still crying. Finally, she stopped crying because he put his penis



Page	Content
	<p>in her mouth, and I don't think you can cry in that position. I had to stop watching at that point because I started to feel sick, but it kept going on, and they kept doing other things, and she kept saying "no." Even when I covered my ears, I could still hear her say that.</p> <p>..."Did they know you were in there?"</p> <p>"Yes. They asked if they could use the room."</p> <p>"Why didn't you stop them?"</p> <p>"I didn't know what they were doing."</p> <p>"You pervert,"...</p>
33	Sam told me as we were hanging up our coats that Bob was "baked like a fucking cake."
44	<p>When most people left, Brad and Patrick went into Patrick's room.</p> <p>They had sex for the first time that night.</p> <p>I don't want to go into detail about it because it's pretty private stuff, but I will say that Brad assumed the role of the girl in terms of where you put things. I think that's pretty important to tell you. When they were finished, Brad started to cry really hard. He had been drinking a lot. And getting really really stoned.</p>
45	He was also crying pretty bad, and he decided if anyone asked him, he would say his eyes were red from smoking pot.
49	According to my sister, Sam used to be a "blow queen." I hope you know what that means because I really can't think about Sam and describe it to you.
56	They usually start when my mom's dad (my grandfather) finishes his third drink. It is around this time that he starts to talk a lot. My grandfather usually just complains about black people moving into the old neighborhood, and then my sister gets upset at him, and then my grandfather tells her that she doesn't know what she's talking about because she lives in the suburbs.
66	<p>And I wasn't shy because we were trying to act like grown-ups, and we drank brandy. And I was warm. I'm still a little warm, but I have to tell you this.</p> <p>...That's when Patrick put on the second side of the tape I made for him and poured everyone another glass of brandy. I guess we all looked a little silly drinking it, but we didn't feel silly.</p>
70	She told me about the first time she was kissed. She told me that it was with one of her dad's friends. She was seven.
72	<p>And he caught his sister making out on the back porch</p> <p>...That made him cough when he kissed her but he kissed her anyway because that was the thing to do</p> <p>And he called it "Absolutely Nothing" because that's what it was really all about</p> <p>And he gave himself an A</p> <p>and a slash on each damned wrist</p> <p>And he hung it on the bathroom door because this time he didn't think he could reach the kitchen.</p>
81	<p>I agreed, but then my brother started saying how my sister was just a "bitchy dyke."</p> <p>...I am probably the only one in the family with a friend who is gay.</p>
94	Everyone else is either asleep or having sex.



Page	Content
95	That's what Bob said before he went to his bedroom with Jill, a girl that I don't know.
96	But the thing is that I can hear Sam and Craig having sex, and for the first time in my life, I understand the end of that poem. And I never wanted to.
100	Regardless, I decided to never take LSD again.
101	The book said that sometimes people take LSD, and they don't really get out of it.
110	Patrick kept making jokes that I would get an "erection." I really hoped this wouldn't happen. Once, I got an erection in class and had to go to the blackboard.
113	Sam did say that sex things were tricky with Mary Elizabeth since she's had boyfriends before and is a lot more experienced than I am. She said that the best thing to do when you don't know what to do during anything sexual is pay attention to how that person is kissing you and kiss them back the same way.
116	That's when she told me she was pregnant.
119	"Charlie, are you smoking?!" ..."I can't believe you're smoking!"
123	So, I told him a little about Mary Elizabeth, leaving out the part about the tattoo and belly button ring. ...He lit a cigarette and started telling me about sex.
124	..."wear protection,"... ...Things like sex don't embarrass him. ...I think he was especially happy because I used to kiss this boy in the neighborhood a lot when I was very little, and even though the psychiatrist said it was very natural for little boys and girls to explore things like that, I think my father was afraid anyway.
126	And then she leaned down and started kissing my neck and ears. Then my cheeks. Then my lips. And everything kind of melted away. She took my hand and slid it up her sweater, and I couldn't believe what was happening to me. Or what breasts felt like. Or later, what they looked like. Or how difficult bras are. After we had done everything you can do from the stomach up, I lay on the floor, and Mary Elizabeth put her head on my chest.
130	Sex things are so weird, too. It's like after that first night, we have this pattern where we basically do what we did that first time, but there is no fire or Billie Holiday record because we are in a car, and everything is rushed. Maybe this is the way things are supposed to be, but it doesn't feel right. ...So, I asked her about Mary Elizabeth (leaving out the sex part) because I knew she could be neutral about it, especially since she "stayed clear" of dinner.
144	They were all laughing and making sex jokes, and Susan was doing her best to laugh along with them.
158	"So, they've been going out for a long time, and I think they've even had sex before, but this was going to be a special night..." ..."They start to make out. The stereo's playing, and they're just about to 'do it' when Parker realizes he forgot the condoms. They're both naked on this putting green. They both want each other. There's no condom. So, what do you think



Page	Content
	<p>happened?"</p> <p>"I don't know."</p> <p>"They did it doggie-style with one of the sandwich bags!"</p>
160	<p>We hugged good night, and when I was just about to let go, he held me a little tighter. And he moved his face to mine. And he kissed me. A real kiss. Then, he pulled away real slow.</p> <p>...So, he said "thanks" and hugged me again. And moved in to kiss me again. And I just let him.</p> <p>...We didn't do anything other than kiss.</p>
161	<p>We drink a lot. Actually, it's more like Patrick drinks, and I sip.</p> <p>...He said that eye contact is how you agree to fool around anonymously.</p>
171	<p>It was fun watching my sister dance the Time Warp on stage, but I don't think I could have handled her pretending to have sex with a large stuffed Gumby.</p>
178	<p>"Don't blame me that you fucked around on her since the beginning!..."</p>
186	<p>"This is good champagne."</p> <p>I don't think he knew the difference because he's a beer drinker. Sometimes, whiskey.</p> <p>...I went with all my Ohio cousins, who promptly pulled out a "joint" and passed it around.</p>
187	<p>"Jesus. Look at these bleachers. How many colored people-"</p>
188	<p>Then, Mr. Small and the vice principal, whom Patrick swears is gay...</p>
190	<p>On the way home for the party, my Ohio cousins lit up another joint.</p>
192	<p>After about half an hour looking around the dance club, I finally saw Mary Elizabeth with Peter. They were both drinking scotch and sodas, which Peter bought since he is older and had his hand stamped.</p> <p>...She told me that Alice was getting high in the ladies' room and Sam and Patrick were on the floor dancing.</p> <p>...Then, he took Mary Elizabeth's drink out of her hand and drank it. "Hey, asshole" was her response. I think he was drunk, even though he hasn't been drinking lately, but Patrick does stuff sober, so it's hard to tell.</p>
193	<p>Her whisper smelled like cranberry juice and vodka.</p>
196	<p>After I ate my Ho-Ho, I lit up a cigarette,...</p>
197	<p>She was scared, and it wasn't until she had a sip of whatever we were drinking or a hit off of whatever we were smoking that she would calm down and be the same Sam.</p>
202	<p>So, I kissed her. And she kissed me back. And we lay down on the floor and kept kissing. And it was soft. And we made quiet noises. And kept silent. And still. We went over to the bed and lay down on all the things that weren't put in suitcases. And we touched each other from the waist up over our clothes. And then under out clothes. And then without clothes. And it was so beautiful. She was so beautiful. She took my hand and slid it under her pants. And I touched her. And I just couldn't believe it.</p> <p>...Until she moved her hand under my pants, and she touched me.</p>



Page	Content
205	I just keep seeing him, and he keeps hitting my sister, and he won't stop, and I want him to stop because he doesn't mean it, but he just doesn't listen, and I don't know what to do.

Profanity	Count
Faggot	2
Fuck	6
Prick	2
Pussy	2
Shit	2

THIRTEEN REASONS WHY



Summary of Concerns:

This book contains suicidal ideations; profanity; sexual nudity; and sexual activities.

Young Adult

By Jay Asher

ISBN: 978-59514-171-2





Page	Content
10	Hannah Baker's suicide tapes are getting passed around.
25	Hannah took off her shirt and let Justin put his hands up her bra.
27	She came over to my table at lunch, whispered the proposition in my ear, and I had a hard-on for the rest of the day.
37	Sure, I am pressuring you with that second set of tapes, but who cares if people around town know what you think of my ass, right?
47	A cupped hand smacked my ass. And then, he said it. "Best Ass in the Freshman Class, Wally. Standing right there in your store!"
52	Alex, am I saying your list gave him permission to grab my ass? I'm saying it gave him an excuse. And an excuse was all this needed. ... I'm just going to tell you why it pissed me off. I've had my butt grabbed before- no big deal- but this time it was grabbed because someone else wrote my name on a list.
88	"He's cramming his dick in his pants."
101	Don't worry; Mrs. Crimsen, I thought. No boys in here. No alcohol. No drugs. No fun.
121	Which is funny, because whoever designed the list forgot to mention drinking and sex- which would've been the most accurate response for most of our student body.
172	Because we're juveniles, she said, as long as the suicide didn't occur in a public place with witnesses, they probably wouldn't report in the news.
174	A girl who, for some reason, blames me for her suicide.
182	They wrote about death. About the evilness of men. ...Seriously, that's how they described it. They went on to call Earth a knocked-up gaseous alien needing an abortion.
247	Fun drunks make a nice addition to any party. Not looking to fight. Not looking to score. Just looking to get drunk and laugh.
254	Okay, I'll say it. I thought about suicide. ...I thought about suicideI wish I would die. ...What about hanging? Well, what would I use? Where would I do it? And even if I knew what and where, I could never get beyond the visual of someone finding me- swinging- inches from the floor. ...You took pills. That, we all know. Some say you passed out and drowned in a bathtub full of water. It came down to two lines of thinking. If I wanted people to think it was an accident, I'd drive my car off the road. Someplace where there's no chance of survival. And there are so many places to do that on the outskirts of town. I've probably driven by each of them a dozen times in the past couple of weeks. Others say you drew the bathwater, but fell asleep on your bed while it was filling. Your mom and dad came home, found the bathroom flooded, and called your name. But there was no answer. Then there are these tapes. ...So I've decided on the least painful way possible.



Page	Content
	<p>Pills.</p> <p>My stomach pulls in, wanting to rid my body of everything. Food. Thoughts. Emotions.</p> <p>But what kinds of pills? And how many? I'm not sure. And I don't have much time to figure it out because tomorrow...I'm going to do it.</p> <p>Wow.</p> <p>...I won't be around anymore...tomorrow.</p>
264	<p>Your fingers made their way under my bra. But you didn't grab me. Testing the boundaries, I guess. Sliding your thumb along the underside of my breasts.</p> <p>"Weren't you on that list?" you said. "Best ass in the freshman class."</p> <p>Bryce, you had to see my jaw clench. You had to see my tears. Does that kind of shit turn you on?</p> <p>Bryce? Yes. It does.</p> <p>"It's true," you said.</p>
265	<p>As if letting him finger me was going to cure all my problems.</p> <p>But in the end, I never told you to get away...and you didn't.</p> <p>You stopped rubbing circles on my stomach. Instead, you rubbed back and forth, gently, along my waist. Your pinky made its way under the top of my panties and rolled back and forth, from hip to hip. Then another finger slipped below, pushing your pinky further down, brushing it through my hair.</p> <p>And that's all you needed, Bryce. You started kissing my shoulder, my neck, sliding your fingers in and out. And then you kept going. You didn't stop there.</p> <p>I'm sorry. Is this getting too graphic for some of you? Too bad.</p>

1-59514-188-X
978-1-59514-188-0
978-1-42876611-2
1-59514-171-5
1-42876611-1
0-329-66402-6
978-0-7393-6123-8
0-7393-6123-6
978-1-10153992-7
978-0-451-47826-9

Profanity	Count
Ass	7
Dick	1
Piss	1
Shit	1



Parent Opportunity to Review Library Materials

As shared at the Board meeting on Monday August 12 and yesterday in my communication, 18 books have been identified through our review process that were part of our library collection that warrant further feedback from our parents in the district. Those books include:

<u>Title</u>	<u>Author</u>	<u>Location</u>	<u>Copyright</u>
The Hate U Give	Angie Thomas	EMS & EHS	2017
Thirteen Reasons Why	Jay Asher	EMS & EHS	2007
#Pride: Championing LGBTQ Rights	Rebecca Felix	EMS	2020
You Should See Me in a Crown	Leah Johnson	EMS	2020
It's Your World--If You Don't Like It ...	Mikki Halpin	EMS	2004
The Kite Runner	Khaled Hosseini	EHS	2003
Beloved	Toni Morrison	EHS	1987
The Bluest Eye	Toni Morrison	EHS	1970
The Perks of Being a Wallflower	Stephen Chbosky	EHS	1999
Looking for Alaska	John Green	EHS	2005
Nineteen Minutes	Jodi Picoult	EHS	2007
Identical	Ellen Hopkins	EHS	2008
Fall Out	Ellen Hopkins	EHS	2010
Glass	Ellen Hopkins	EHS	2007
Burned	Ellen Hopkins	EHS	2006
Crank	Ellen Hopkins	EHS	2004
Smoke	Ellen Hopkins	EHS	2013
George	Alex Gino	RCE	2015

(** The book ***Speak***, originally on this list, was checked out and never returned last year)

As books were being reviewed for the ***Sensitive Topics List*** to be flagged in our system by members of our Curriculum Review Committee, these particular books seemed to contain excessive violence, sexual content, ideations of self harm, or racism. Because of the content, we would like to offer parents the opportunity to review these books and provide our Board of Education with feedback on how best to handle these particular titles.

These books are on display in the Superintendent's Office at 634 S. Elbert Street and will be there until September 6, 2024 between the hours of 7:30 and 4:00 pm, Monday through Friday. They will also be available for review on the following evenings:

- Wednesday, August 21, 2024 from 4:00-7:00 pm
- Monday, August 26, 2024 from 4:00-8:00 pm

- Wednesday, September 4, 2024 from 4:00-7:00 pm

A form is provided for your feedback at that location for you to share your feedback. The pages where specific content of concern is flagged in most books to assist in your review. The board will consider all feedback provided at their board meeting on Monday, September 9, 2024 at which time a decision on how to manage these particular books moving forward. That decision could include returning materials to the library and flagging them as sensitive content, relocating them to a different level (i.e. middle to high school), or removing them from our collection.

If additional materials are identified as the review continues of our collection, the same process will be used to provide for community feedback and input moving forward. We appreciate the hard work of our librarians and recognize that some of these materials have been in our collection for many years. Many were purchased in large blocks of books and not specifically selected individually. Our goal is to implement a system where parents are empowered to make important decisions on the content their children will be able to access and be alerted when sensitive content is checked out by their children.

Thank you again for your time and effort. We hope you will assist us by providing your input on these materials over the next few weeks.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan", written in a cursive style.

Dan Snowberger
Superintendent