



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

**Title: *Water for Elephants*  
Author: Sarah Gruen  
ISBN: 978156512585**

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## **Timeline**

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

## Executive Summary

As communicated to the School Library Advisory Council (SLAC) on February 27, 2026, the district received a Library Materials Challenge Form for *Water for Elephants* by Sarah Gruen (ISBN: 978156512585). In accordance with Board policy and legal requirements, the SLAC is responsible for reviewing each challenged title and making a recommendation to the Board within 90 days of receipt.

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

To support this process, SLAC members were directed to conduct a comprehensive review of the material and provide evidence-based feedback for each title using a standardized form. The review process was completed within the window of February 27, 2026 - March 27, 2026. All recommendations developed by the SLAC must align with applicable federal and state laws, as well as district policies, including EFB (LEGAL), EFB (LOCAL), and EFB (EXHIBIT), which govern the selection, review, and reconsideration of library materials.

Two SLAC members completed the review. Within the respondent group, one respondent is a voting member and one respondent is a non-voting member. Out of the respondents, one respondent reported to have read part of the book and one respondent reported to have not read any of the book. As a part of the SLAC review process, respondents were asked to provide the specific reasoning for their recommendation, ensuring reasoning reflects federal law, state law, and Legal/Local policy. Respondents provided the following reasoning:

- "The book does not align with local Celina ISD values. It contains profanity, words we do not want kids to use in school at any grade. Additionally, it uses words offensive to many people that again, we do not want kids using."
- "This book contains sexually explicit material, patently offensive language and racial slurs. This book contains sexually explicit material and pictures and offensive language not appropriate for students."

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

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

Four voting members provided supporting evidence that threshold definitions were met. One voting member cited supporting evidence meeting the thresholds of "harmful content". Two voting members cited supporting evidence of "obscene material". One voting member cited supporting evidence meeting the threshold of "profane content".

The recommended action was made by Chris Caldwell to remove the book from the CISD library collection due to "obscene content" with a second by Anna Shore. The SLAC voted 4-0 to remove the book from the CISD library collection.

The School Library Advisory Council submits its recommendation to remove the book from the CISD library collection due to "obscene content" to the Celina ISD School Board for consideration and final action regarding this title.



## Library Materials Challenge Form

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

Upon receipt of a Library Materials Challenge Form:

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

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

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

Select all the following that apply:

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

### Library Materials Challenge Form Instructions

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

## Library Materials Challenge Form, page 2

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

Water For Elephants

Sarah Gruen

ISBN: 978-1-56512-585-8

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

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

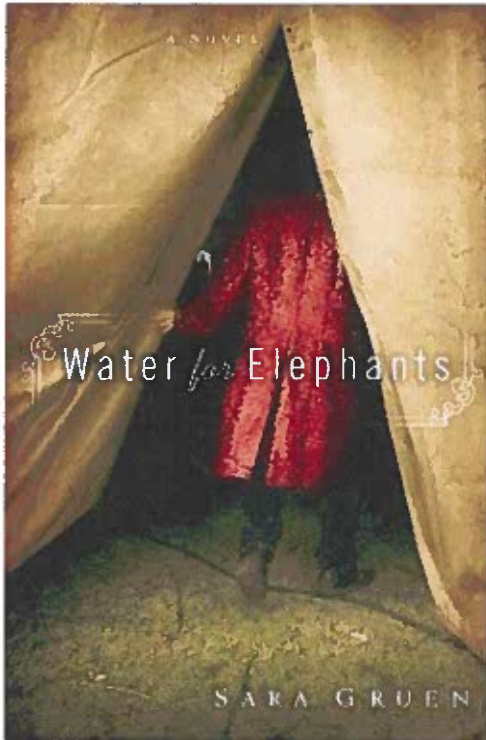
For questions regarding library materials, please contact the Celina ISD District Librarian, Rhonda Thornton, [rhondathornton@celinaisd.com](mailto:rhondathornton@celinaisd.com).

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

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

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

# WATER FOR ELEPHANTS



*Adult*

**By Sarah Gruen**

ISBN: 978-1-56512-585-8

## Book Summary:

An elderly man recalls his time working for a circus and falling in love.

## Summary of Concerns:

This book contains obscene sexual activities; sexual nudity; violence; animal cruelty; profanity and derogatory terms; alcohol use and abuse; references to prejudice; and reference to suicide.



**4**/5

**Not For Minors**  
BookLooks Review Rating

Page	Content
1	<p>The rest of the midway—so recently writhing with people—was empty but for a handful of employees and a small group of men waiting to be led to the cooch tent. They glanced nervously from side to side, with hats pulled low and hands thrust deep in their pockets. They wouldn't be disappointed: somewhere in the back Barbara and her ample charms awaited.</p>
8	<p>Sometimes I think that if I had to choose between an ear of corn or making love to a woman, I'd choose the corn. Not that I wouldn't love to have a final roll in the hay—I am a man yet, and some things never die—but the thought of those sweet kernels bursting between my teeth sure sets my mouth to watering.</p>
11	<p>For a moment I think I sense a chink.</p>
15	<p>I am, as far as I can tell, the oldest male virgin on the face of the earth. Certainly no one else my age is willing to admit it. Even my roommate Edward has claimed victory, although I'm inclined to believe the closest he's ever come to a naked woman was between the covers of one of his eight-pagers. Not too long ago some of the guys on my football team paid a woman a quarter apiece to let them do it, one after the other, in the cattle barn. As much as I had hoped to leave my virginity behind at Cornell, I couldn't bring myself to take part. I simply couldn't do it.</p>
22	<p>Alistair Barnes, whose father shot himself in the head.</p>
44	<p>The interior is dim, illuminated by a string of red bulbs that casts a warm glow on the woman methodically removing her clothes.</p> <p>My job is to maintain order and periodically smack the sides of the tent with a metal pipe, the better to discourage peeping toms; or rather, to encourage peeping toms to come around front and pay their fifty cents.</p> <p>...Moonshine is passed from man to man, each blindly groping for the bottle because no one wants to take his eyes off the stage.</p> <p>The woman is a statuesque redhead with eyelashes too long to be real and a beauty spot painted next to her full lips. Her legs are long, her hips full, her chest a stupefaction. She is down to a G-string, a glimmering translucent shawl, and a gloriously overflowing brassiere. She shakes her shoulders, keeping gelatinous time with the small band of musicians to her right. She takes a few strides, sliding across the stage in feathered mules. The snare drum rolls, and she stops, her mouth open in mock surprise. She throws her head back, exposing her throat and sliding her hands down around the cups of her brassiere. She leans forward, squeezing until the flesh swells between her fingers.</p> <p>I scan the sidewalls. A pair of shoe tips peeks under the edge of the canvas. I approach, keeping close to the wall. Just in front of the shoes, I swing the pipe and smack the canvas. There's a grunt, and the shoes disappear. I pause with my ear to the seam, and then return to my post.</p> <p>The redhead sways with the music, caressing her shawl with lacquered nails. It has gold or silver woven through it and sparkles as she slides it back and forth across her shoulders. She drops forward suddenly at the waist, throws her head back, and shimmies.</p> <p>The men holler. Two or three stand, shaking their fists in encouragement. I glance at Cecil, whose steely gaze tells me to watch them.</p> <p>The woman stands up, turns her back, and strides to the center of the stage. She passes the shawl between her legs, slowly grinding against it. Groans rise from the audience. She spins so she's facing us and continues sliding the shawl back and forth, pulling it so tight the cleft of her vulva shows.</p>

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	<p>“Take it off, baby! Take it all off!”</p> <p>The men are getting rowdier; more than half are on their feet. Cecil beckons me forward with one hand. I step closer to the rows of folding chairs.</p> <p>The shawl drops to the floor and the woman turns her back once again. She shakes her hair so it ripples over her shoulder blades and raises her hands so that they meet at the clasp of her brassiere. A cheer rises from the crowd. She pauses to look over her shoulder and winks, running the straps coquettishly down her arms. Then she drops the bra to the floor and spins around, clutching her breasts in her hands. A howl of protest rises from the men.</p> <p>“Aw, come on, sugar, show us what you got!”</p> <p>She shakes her head, pouting coyly.</p> <p>“Aw, come on! I spent fifty cents!”</p> <p>She shakes her head, blinking demurely at the floor. Suddenly her eyes and mouth spring open and she pulls her hands away.</p> <p>Those majestic globes drop. They come to an abrupt stop before swinging gently, even though she’s standing perfectly still.</p> <p>There’s a collective intake of breath, a moment of awed silence before the men whoop in delight.</p> <p>“Atta girl!”</p> <p>“Lord have mercy!”</p> <p>“Hot damn!”</p> <p>She caresses herself, lifting and kneading, rolling her nipples between her fingers. She stares lasciviously down at the men, running her tongue across her upper lip.</p> <p>A drum roll begins. She grasps each hardened point firmly between thumb and forefinger and pulls one breast so that its nipple points at the ceiling. Its shape changes utterly as the weight redistributes. Then she drops it—it falls suddenly, almost violently. She hangs onto the nipple and lifts the other in the same upward arc. She alternates, picking up speed. Lifting, dropping, lifting, dropping—by the time the drum cuts out and the trombone kicks in, her arms move so fast they’re a blur, her flesh an undulating, pumping mass.</p> <p>The men holler, screaming their approval.</p> <p>“Oh yeah!”</p> <p>“Gorgeous, baby! Gorgeous!”</p> <p>“Praise the sweet Lord!”</p> <p>Another drum roll begins. She leans forward at the waist and those glorious tits swing, so heavy, so low—a foot long, at least, wider and rounded at the ends, as though each contains a grapefruit.</p> <p>She rolls her shoulders; first one, and then the other, so her breasts move in opposite directions. As the speed increases, they swing in ever-widening circles, lengthening as they gain momentum. Before long, they’re meeting in the center with an audible slap.</p> <p>Jesus. There could be a riot in the tent and I wouldn’t know it. There’s not a drop of blood left in my head.</p> <p>The woman straightens up and then drops into a curtsy. When she stands, she scoops a breast up to her face and slides her tongue around its nipple. Then she slurps it into her mouth. She stands there shamelessly sucking her own tit as the men wave their hats, pump their fists, and scream like animals. She drops it, gives the slick nipple a final tweak, and then blows the men a kiss. She leans down long enough to retrieve her diaphanous shawl and disappears, her arm raised so that the shawl trails behind her, a shimmering banner.</p> <p>“All right then, boys,” says Cecil, clapping his hands and climbing the stairs to the stage.</p>

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	<p>"Let's have a big hand for our Barbara!"</p> <p>The men cheer and whistle, clapping with hands held high.</p> <p>"Yup, ain't she something? What a lady. And it's your lucky day, boys, because for tonight only, she'll be accepting a limited number of gentleman callers after the show. This is a real honor, fellas. She's a gem, our Barbara. A real gem."</p> <p>The men crowd toward the exit, slapping each other on the back, already exchanging memories.</p> <p>"Did you see those titties?"</p> <p>"Man, what a rack. What I wouldn't give to play with those for a while."</p> <p>I'm glad nothing requires my intervention, because I'm trying hard to maintain my composure. This is the first time I've ever seen a woman naked and I don't think I'll ever be the same.</p>
49	<p>I spend the next forty-five minutes standing guard outside Barbara's dressing tent as she entertains gentleman callers. Only five are prepared to part with the requisite two dollars, and they form a surly line. The first goes in and after seven minutes of huffing and grunting emerges again, struggling with his fly. He staggers off and the next enters.</p> <p>After the last of them leaves, Barbara appears in the doorway. She is nude except for an Oriental silk dressing gown she hasn't bothered to tie.</p> <p>... "That's it, honey," she says, waving me away. There's whiskey on her breath and in her eyes. "No freebies tonight."</p> <p>I return to the cooch tent to stack chairs and help dismantle the stage while Cecil counts the money. At the end of it, I'm a dollar richer and stiff all over.</p>
55	<p>"Speak in English, you fucking Polack!" Then he retreats back under the bunk, shaking his head. "Some of these guys. Right off the fucking boat."</p>
63	<p>I'm lying on the floor, looking up at the stripper's dangling breasts. Her nipples, brown and the size of silver dollar pancakes, swing in circles—out and around, SLAP. Out and around, SLAP. I feel a pang of excitement, then remorse, and then nausea.</p> <p>And then I'm . . .</p> <p>I'm . . .</p>
76	<p>In front of the scrambled eggs:</p> <p>"They heard we was carrying booze. There's gonna be a raid."</p> <p>"There's gonna be a raid, all right," comes the reply. "But it's on account of the cooch tent, not the booze."</p>
78	<p>Rumor has it that Chaz's tiny penis even gets erections.</p>
81	<p>I flip one open. A crudely drawn Olive Oyl lies on a bed with her legs open, naked but for her shoes. She spreads herself with her fingers. Popeye appears in a thought bubble above her head, with a bulging erection that reaches to his chin. Wimpy, with an equally enormous erection, peers through the window.</p>
91	<p>"Where are my manners? Would you like a beer?"</p> <p>"Thank you," I say. "That would be swell."</p> <p>She flutters past me to an icebox.</p> <p>"Mrs. Rosenbluth, can I ask you something?"</p> <p>"Oh, please, call me Marlena," she says, popping the bottle cap. She tips a tall glass and pours beer slowly down its side, avoiding a foam head. "And yes, by all means. Ask away."</p> <p>She hands me the glass, and then returns to get another.</p>

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	<p>"How is it that everyone on this train has so much alcohol?"</p> <p>...I touch mine to hers and take a sip. It's a cold, clean lager. Magnificent. "Don't the border guards check?"</p> <p>"We put the booze in with the camels," she says.</p> <p>"I'm sorry, I don't understand," I say.</p> <p>"Camels spit."</p>
94	<p>"It took some doing," says August, emptying the remains of one champagne bottle into my glass and then reaching for another.</p> <p>...He pulls her to him by the chin and kisses her full on the lips.</p>
97	<p>Kinko is sitting on the edge of his cot, an eight-pager in one hand and his penis in the other. He stops midstroke, its slick purple head extending beyond his fist. There's a heartbeat of silence followed by the whoosh of an empty Coke bottle flying at my head. I duck.</p> <p>"Get out!" Kinko screams as the bottle explodes against the doorframe behind me. He leaps up, causing his erection to bounce wildly. "Get the hell out!" He lobs another bottle at me.</p>
102	<p>Finally I pick up the rifle, slide the shell into the chamber, and throw the bolt. Silver Star's muzzle is pressed up against the end of his stall, his ears twitching. I lean over and run my fingers down his neck. Then I place the muzzle of the gun under his left ear and pull the trigger.</p> <p>There's an explosion of sound and the butt of the rifle bucks into my shoulder. Silver Star's body seizes, his muscles responding to one last synaptical spasm before finally falling still. From far away, I hear a single desperate whinny.</p>
107	<p>Bathing is even more embarrassing, because I have to strip down to my birthday suit in front of a nurse. Now, there are some things that never die, so even though I'm in my nineties my sap sometimes rises. I can't help it. They always pretend not to notice. They're trained that way, I suppose, although pretending not to notice is almost worse than noticing. It means they consider me nothing more than a harmless old man sporting a harmless old penis that still gets uppity once in a while. Although if one of them took it seriously and tried to do something about it, the shock would probably kill me.</p> <p>Rosemary helps me into the shower stall. "There, now you just hold on to that bar over there—"</p> <p>"I know, I know. I've had showers before," I say, grabbing the bar and easing myself onto the bath chair. Rosemary runs the shower head down the pole so I can reach it.</p> <p>"How's that for temperature, Mr. Jankowski?" she asks, waving her hand in and out of the stream and keeping her gaze discreetly averted.</p> <p>"Fine. Just give me some shampoo and go outside, will you?"</p> <p>"Why, Mr. Jankowski, you are in a mood today, aren't you?" She opens the shampoo and squeezes a few drops onto my palm. It's all I need. I've only got about a dozen hairs left.</p> <p>"You give me a shout if you need anything," she says, pulling the curtain across. "I'll be right out here."</p> <p>"Hrrmph," I say.</p> <p>Once she's gone I quite enjoy my shower. I take the shower head from its mount and spray my body from up close, aiming it over my shoulders and down my back and then over each of my skinny limbs. I even hold my head back with my eyes shut and let the spray hit my face full on. I pretend it's a tropical shower, shaking my head and reveling in it. I even enjoy the feel of it down there, on that shriveled pink snake that fathered five children so long ago.</p>

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	<p>Sometimes, when I'm in bed, I close my eyes and remember the look—and especially the feel—of a woman's naked body. Usually it's my wife's, but not always. I was completely faithful to her. Not once in more than sixty years did I stray, except in my imagination, and I have a feeling she wouldn't have minded that. She was a woman of extraordinary understanding.</p>
118	<p>"Join me for a drink, my boy. There's lemonade in Marlena's dressing tent, and not that sock juice from the juice joint either. We'll put a drop of whiskey in, hey hey?"</p>
124	<p>A bottle of champagne appears. He presents it for Marlena's inspection with a deep bow. Then he unwinds the wire top and pops the cork.</p>
130	<p>Marlena removes a bottle of blended whiskey, pauses, looks at August, and then puts it back. She reaches for the single malt instead.          ...She pours a good four fingers' worth of whiskey into three tumblers.          ...I throw my whiskey down my throat and leave.          IT WAS A BIG WHISKEY, and it starts to take effect somewhere between the staterooms and the coaches.</p>
131	<p>The gatherings run the entire gamut, from celebratory soirées characterized by radio jazz and outbursts of laughter to the desultory gatherings of dirty men who huddle some distance from the train and pass around various types of intoxicant.          ...I hear thrashing in the long grass and pause to investigate. I see a woman's bare legs spread wide with a man between them. He grunts and ruts like a billy goat. His trousers are down around his knees, his hairy buttocks pumping up and down. She grasps his shirt in her fists, moaning with each thrust. It takes me a moment to realize what I'm looking at—when I do, I wrench my eyes away and wobble forward.          As I approach the ring stock car, I see people sitting on the open doorway and milling around outside.          There are even more inside. Kinko is lording over a party with a bottle in his hand and drunken hospitality on his face.</p>
133	<p>"Well now, what have we here?" says a sultry voice from somewhere very nearby.          My eyes pop open. A foot's length of tightly packed cleavage is directly under my nose. I run my eyes up it until I see a face. It's Barbara. I blink quickly, trying to see only one of her. Oh God—it's no use. But no—wait. It's okay. It's not multiple Barbaras. It's multiple women.          "Hi, honey," says Barbara, reaching out and stroking my face. "You doing okay?"          "Mmm," I say, trying to nod.          Her fingertips linger under my chin as she turns to the blonde crouching beside her. "So young. Oh, he's cute as a button, isn't he, Nell?"          Nell takes a drag from a cigarette and blows the smoke from the side of her mouth. "Sure is. Don't think I've seen him before."          "He was helping out at the cooch tent a few nights ago," says Barbara. She turns back to me. "What's your name, honey?" she says softly, running the backs of her fingers up and down my cheek.          "Jacob," I say, around the edges of a belch.          "Jacob," she says. "Oh, say, I know who you are. He's the one Walter was talking about," she says to Nell. "He's brand new, a First of May. Handled himself real well at the cooch tent."          She grabs my chin and raises it, gazing deep into my eyes. I try to return the favor but am having some trouble focusing. "Oh, you are a sweet thing. So, tell me, Jacob—you ever been</p>

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	<p>with a woman?"</p> <p>"I . . . uh . . .," I say. "Uh . . ."</p> <p>Nell giggles. Barbara leans back and puts her hands on her waist. "Whadya think? Wanna give him a proper welcome?" "We practically have to," says Nell. "A First of May and a virgin?" Her hand slips between my legs and slides over my crotch. My head, which had been wobbling on its stem, snaps upright. "You think his hair is red down there, too?" she says, cupping me in her palm.</p> <p>Barbara leans forward, unclasps my hands, and lifts one to her mouth. She turns it over, runs a long nail across the palm and then stares me in the eye while running her tongue along the same path. Then she takes my hand and places it on her left breast, right where the nipple must be.</p> <p>Oh God. Oh God. I'm touching a breast. Through a dress, but still—</p> <p>Barbara stands up for a moment, smoothes her skirt, looks furtively around, and then crouches. I'm pondering this change of position when she takes hold of my hand again. This time she pulls it under her skirt and presses my fingers against hot, moist silk.</p> <p>I catch my breath. The whiskey, the moonshine, the gin, the God-knows-what—all of it dissipates instantly. She moves my hand up and down, over her strange and wonderful valleys.</p> <p>Oh shit. I may come right now.</p> <p>"Hmmm?" she purrs, rearranging my hand so that my middle finger presses further into her. Warm silk bulges around both sides of my finger, pulsing under my touch. She removes my hand, places it back on my knee, and then gives my crotch an experimental squeeze.</p> <p>"Mmmmm," she says, her eyes half-closed. "He's ready, Nell. Damn, I love them at this age."</p> <p>The rest of the night passes in epileptic flashes. I am aware of being propped up between two women, but I think I fall out the door of the stock car. At least, I am aware of finding myself cheek down in the dirt. Then I'm swept upward again and jostled along in the dark until I'm sitting on the edge of a bed.</p> <p>There are definitely two Barbaras now. And two of the other one, as well. Nell, was it? Barbara steps backward and raises her arms in the air. She throws her head back and runs her hands over her body, dancing and moving by candlelight. I'm interested—there is no question about that. But I simply can't sit upright anymore. So I fall back.</p> <p>Someone's yanking on my pants. I mumble something, not sure what, but I don't think it's encouragement. I'm suddenly not feeling well.</p> <p>Oh God. She's touching me—it—stroking experimentally. I prop myself up on my elbows and look down. It's limp, a tiny pink turtle hiding in its shell. It also seems to be stuck to my leg. She peels it free, delves both her hands between my thighs to spread them, and reaches down for my balls. She rests them on one hand, juggling them like eggs while she examines my penis. It flops hopelessly under her manipulations while I watch, mortified.</p> <p>The other woman—now there's only one again, how the hell am I ever going to keep this straight?—lies next to me on the bed. She fishes a skinny breast from her dress and lifts it to my mouth. She rubs it all over my face. Now her lipsticked mouth is coming at me, a gaping maw with tongue extended. I turn my head to the right, where there is no woman. Then I feel a mouth close around the head of my penis.</p> <p>I gasp. The women giggle, but it's a purring sound, an encouraging sound, as they continue trying to get a response.</p> <p>Oh God, oh God, she's sucking it. Sucking it, for God's sake.</p>

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	<p>I'm not going to be able to—            Oh my God, I need to—            I turn my head and hurl the unfortunately varied contents of my stomach onto Nell.</p>
135	<p>"Where am I?" I croak. I cough and try to clear my parched throat.            "Clown Alley," says Kinko, fingering some paint jars on a dresser.            I lift an arm to cover my eyes and notice it is clad in silk. A red silk dressing gown, to be exact. A red silk dressing gown that is wide open. I look down and discover that someone has shaved my genitals.            I snatch the edges of the gown together, wondering if Kinko saw.            Dear God, what did I do last night? I have no idea. Nothing but scraps of memory, and—            Oh God. I threw up on a woman.            I struggle to my feet, tying the dressing gown. I wipe my forehead, which feels unusually slick. My hand comes away white.            "What the—?" I say, staring at my hand.            Kinko turns and hands me a mirror. I take it with great trepidation. When I raise it to my face, a clown looks back at me.            I POKE MY HEAD out of the tent, look left and right, and then streak across to the stock car. I am followed by guffaws and catcalls.            "Whoooooee, look at that hot mama!"            "Hey, Fred—check out the new cooch girl!"            "Say, honey—got plans tonight?"            I dive into the goat room and slam the door, leaning against it. I breathe heavily, listening until the laughter outside dies down. I grab a rag and wipe my face again. I rubbed it raw before I left Clown Alley, but somehow I still don't believe it's clean. I don't think any part of me will ever be clean again. And the worst part is that I don't even know what I did. I have only snippets, and as horrifying as those are it's even more horrifying not knowing what happened in between.            It suddenly occurs to me that I have no idea whether I'm still a virgin.            I reach inside the dressing gown and scratch my stubbly balls.</p>
137	<p>I can't tell him that not only have I disgraced myself beyond belief or redemption, but I have also failed at my first opportunity to have sex—something I've thought about pretty much constantly for the last eight years. Not to mention throwing up on one of the women who was offering and then passing out and having somebody shave my balls and paint my face and stuff me into a trunk.            ... "Oh, and a word to the wise?" says Kinko. "Some flowers for Barbara wouldn't go amiss. The other one's just a whore, but Barbara's a friend."</p>
139	<p>Naturally, I head behind the menagerie to find out what Marlena's not supposed to see. I round the corner just as Pete slits the throat of a decrepit gray horse. The horse screams as blood shoots six feet from the gaping hole in its neck.            "Jesus Christ!" I yelp, taking a step backward.            The horse's heart slows, and the spurts weaken. Eventually the horse drops to its knees and crashes forward. It scrapes the ground with its front hooves and then falls still. Its eyes are open wide. A lake of dark blood spreads from its neck.            Pete glances up at me, still leaning over the twitching animal.            An emaciated bay horse is tethered to a stake beside him, out of its head with terror. Its nostrils are flared, showing red, its muzzle straight in the air. The lead rope is so taut it looks</p>

Page	Content
	<p>like it's going to snap. Pete steps across the dead horse, grabs the rope near the bay's head, and slices its throat. More spurting blood, more death throes, another collapsing body. Pete stands with his arms slack at his sides, his sleeves rolled up past his elbows, still holding the bloody knife. He watches the horse until it dies and then raises his face to me.</p>
141	<p>The photograph on this page depicts a woman wearing a dress with the top pulled down exposing her breasts. <i>See Figure 1.</i></p>
150	<p>A glass is plunked in front of me. A second later August drops down beside Marlana. I investigate the glass and find it contains ice cubes and scotch. ...August tosses his scotch back. The second mine hits my lips, my tongue instinctively blocks its progress. August is watching, so I pretend to swallow before setting the glass down.</p>
153	<p>I take her by the shoulders and press my mouth to hers. She stiffens and gasps, sucking air from between my lips. A moment later she softens. Her fingertips rise to my face.</p>
154	<p>There are some girls there, too, and one couple is copulating. They're not even in the bushes, just a little farther from the fire than the others. One or two of the boys watch in a disinterested manner.</p>
156	<p>But my final thoughts are tactile: the underside of my forearm lying above the swell of her breasts. Her lips under mine, soft and full. And the one detail I can neither fathom nor shake, the one that haunts me into sleep: the feel of her fingertips tracing the outline of my face.</p>
168	<p>"What is that anyway?" I ask. "Gin and ginger ale," he says. "You're kidding." "Elephants love alcohol. See? One whiff of this and she doesn't care about cabbages anymore. Ah!" he says, batting the trunk away. "Powiedziałem przestań! Później!" "How the hell did you know that?" "The last show I was on had a dozen bulls. One of them used to fake a bellyache every night trying to get a dose of whiskey. Say, go get the bull hook, will you? She'll probably follow us back to the lot just to get at this gin—isn't that right, mój małutki paczuszek?—but better get it just in case."</p>
172	<p>He turns and rummages in his crate. "Here," he says, tossing me an eight-pager. It skids across the floor and stops beside me. "It's not Marlana, but it's better than nothing." After he turns away, I pick it up and thumb through it. But despite the explicit and exaggerated drawings, I can't muster any interest whatever in Mr. Big Studio Director boning the skinny would-be starlet with the horse face.</p>
183	<p>"Someone made a big batch of bad jake—put plasticizers in it or something. It went out all over the country. One bad bottle, and you're done for." "What do you mean, 'done for'?" "Paralyzed. It can start anytime within two weeks of drinking the shit."</p>
197	<p>Walter kneels, puts his hands under Camel's armpits, and lifts him into a sitting position. Then he pulls a flask from his pocket. ..."What the hell do you think it is?" Walter says. "It's liquor. Real liquor. The good stuff."</p>
211	<p>"Because I just know. There's not a human bone in that kike's body."</p>

Page	Content
223	<p>Apparently August stormed into the menagerie and banished everyone. The puzzled menagerie men and a handful of others stood outside, their ears pressed to the seams of the great canvas tent as a torrent of angry screaming began. This sent the rest of the animals into a panic—the chimps screeched, the cats roared, and the zebras yelped. Despite this, the distraught listeners could still make out the hollow thud of bull hook hitting flesh, again and again and again.</p> <p>At first Rosie bellowed and whimpered. When she progressed to squealing and shrieking, many of the men turned away, unable to take any more. One of them ran for Earl, who entered the menagerie and hauled August out by his armpits.</p> <p>...The remaining men found Rosie lying on her side, quivering, her foot still chained to a stake.</p>
224	<p>A few minutes later he returns, carrying a large bottle of whiskey in each hand.</p> <p>...“Here. Pay him no mind,” says Walter, shoving a bottle of whiskey against my chest.</p>
225	<p>“I’ll bet you five bucks it’s a woman,” he says, taking another drink. His Adam’s apple bobs up and down and the brown liquid lowers by almost an inch. It’s astounding how quickly he and Camel manage to get hard liquor down their gullets.</p> <p>...He holds the bottle up to Camel’s lips again and lets him have several long swallows. Then he caps it, leans across, still on his haunches, and hands it to me.</p> <p>“Take her this one, too. You tell her I’m also sorry. Real sorry, in fact.”</p> <p>“Hey!” shouts Camel. “There ain’t no woman in the world worth two bottles of whiskey! Come on now!”</p> <p>I rise to my feet and slip a bottle in each pocket of my jacket.</p>
229	<p>I scrutinize him, watching for chinks, but the new August persists.</p>
230	<p>Instead, Walter reads Shakespeare and Camel gets drunk and cranky and increasingly demanding.</p>
240	<p>“He thinks he’s getting better, but I don’t see it. I think he doesn’t notice as much because he doesn’t have to do anything. Well, that and he’s usually drunk.”</p> <p>...“Where’s he getting liquor? It is liquor, ain’t it? He ain’t drinking that jake shit no more, is he?”</p> <p>“No, it’s liquor. My bunkmate’s taken a shine to him.”</p>
245	<p>“The devoted wife, hiding away in a closet, sewing up a storm. Or was it a closet? Maybe it was right here. Or maybe you went to that whore’s tent. Whores look after each other, don’t they?” He looks at me. “So, where did you do it, eh, Jacob? Where, exactly, have you fucked my wife?”</p>
271	<p>“Don’t say anything,” she says softly. Her fingers flutter their way around my ear and down the back of my neck. I shudder. Every hair on my body is standing on end.</p> <p>When her hands move to my shirt, I open my eyes. She undoes the buttons slowly, methodically. I watch her, knowing I should stop her. But I can’t. I am helpless.</p> <p>When my shirt is open she pulls it free of my trousers and looks me in the eye. She leans forward and brushes her lips past mine—so softly it’s not even a kiss, merely contact. She pauses for just a second, keeping her lips so close I can feel her breath on my face. Then she leans in and kisses me, a gentle kiss, tentative but lingering. The next kiss is stronger still, the next one even more so, and before I know it I’m kissing back, clutching her face in both my hands as she runs her fingers over my chest and down my body. When she reaches for my trousers, I gasp. She pauses, tracing the outline of my erection.</p>

Page	Content
	<p>She stops. I am reeling, teetering on my knees. Still staring into my eyes, she takes my hands and brings them to her lips. She presses a kiss into each palm and then places my hands on her breasts.</p> <p>“Touch me, Jacob.”</p> <p>I am doomed, finished.</p> <p>Her breasts are small and round, like lemons. I cup them, running my thumbs over them and feeling her nipples contract under the cotton of her dress. I crush my bruised mouth to hers, running my hands over her rib cage, her waist, her hips, her thighs—</p> <p>When she undoes my trousers and takes me in her hand, I pull away.</p> <p>“Please,” I gasp, my voice cracking. “Please. Let me be inside you.”</p> <p>Somehow, we make it to the bed. When I finally sink into her, I cry out.</p>
276	The old man lies with his eyes closed and mouth open, snoring. Walter must have just given him booze.
278	<p>I lift my glass and swirl the brandy, staring at the point where the stem meets the glass.</p> <p>...“To August and Marlena,” I say, thrusting my glass upward. The brandy sloshes up the sides.</p> <p>He lifts his glass slowly.</p> <p>I toss back the rest of my brandy and smile.</p>
281	IN POUGHKEEPSIE, WE are raided, and for once the social strata are bridged: working men, performers, and bosses alike weep and snuzzle as all that scotch, all that wine, all that fine Canadian whiskey, all that beer, all that gin, and even moonshine is poured onto the gravel by straight-armed, sour-faced men.
287	<p>An ancient roustabout is also looking through the stands but facing the other direction. He’s looking up a woman’s skirt.</p> <p>...He stands on tiptoe, holding the edge of a floorboard with his fingertips and peering upward. He licks his lips.</p>
319	She rolls forward onto her toes and kisses me.
326	I’m sitting at a Formica table in the back of an impressively appointed RV sipping an equally impressive single malt—Laphroaig, if I’m not mistaken—and singing like a canary.

Profanity/Derogatory Term	Count
Ass	9
Bitch	11
Fuck	18
Chink	2
Kike	1
Piss	2
Polack	2
Pussy	1
Shit	26
Tit	3



**COLLECTION OF THE RINGLING CIRCUS  
MUSEUM, SARASOTA, FLORIDA**

*Figure 1*

Supporting Review Material

<b>Title:</b> <i>Water for Elephants</i>	<b>Author:</b> Sarah Gruen
<b>ISBN:</b> 978156512585	<b>Last Check-Out:</b> 2017
<b>Current Library Level:</b> Celina High School- 2 copies	<b>Recommended Library/Age Level:</b> Publisher Suggests- Adult
<b>Book Summary- Wordpress.com</b>	
<p><i>Water for Elephants</i> by Sara Gruen is a historical novel detailing 23-year-old Jacob Jankowski's escape from his life during the Great Depression by joining the Benzini Brothers Circus, where he becomes the veterinarian, falls for star performer Marlena, and protects her from her abusive husband, August. The story is told through flashbacks by 90-something-year-old Jacob in a nursing home.</p> <p><b>Synopsis:</b></p> <p><b>The Break:</b> After his parents die, veterinary student Jacob leaves Cornell and hops a train, joining the circus.</p> <p><b>Life in the Circus:</b> He meets Marlena, August's wife, and faces the harsh reality of circus life under Uncle Al, the abusive manager. They acquire an elephant named Rosie who is misunderstood, but Jacob learns she responds only to Polish, not violence.</p> <p><b>The Romance and Danger:</b> Jacob and Marlena fall in love. August's violent, paranoid schizophrenic behavior creates immense danger.</p> <p><b>The Climax:</b> Following the "red-lighting" (murder) of several workers by Uncle Al, a revolt occurs. During a stampede, Rosie hits August with a stake, killing him.</p> <p><b>The Escape:</b> Jacob and Marlena escape with Rosie and other animals, starting a new life.</p> <p><b>Ending:</b></p> <p>In the present, it is revealed that Jacob and Marlena married, had five children, and lived a long, happy life together before her death. The elderly Jacob, neglected by his family, leaves his nursing home to join the traveling circus again, finding a sense of belonging in his final days, asking to sell tickets.</p>	
<b>Book Review &amp; Awards</b>	
<p><i>Note: It is an honor for a book to receive a review from a book review publication. Many are not reviewed and a starred review is the highest review in the industry.</i></p>	
<p>Alex Award, 2007          AudioFile starred, 10/30/06 *          Booklist, 04/15/06          Booklist, 10/15/06 *          Booklist, 04/15/07 *          Kliatt, 01/01/07 *          Library Journal, 03/15/06          Publishers Weekly, 03/06/06</p>	

Teacher Librarian, 10/01/08  
Voice of Youth Advocates (VOYA), 10/01/06  
Voice of Youth Advocates (VOYA) starred, 10/01/06  
Wilson's Fiction, 10/01/10

### Book Review 1

#### Library Journal (March 15, 2006)

When his parents are killed in a traffic accident, Jacob Jankowski hops a train after walking out on his final exams at Cornell, where he had hoped to earn a veterinary degree. The train turns out to be a circus train, and since it's the Depression, when someone with a vet's skills can attach himself to a circus if he's lucky, Jacob soon finds himself involved with the animal acts-specifically with the beautiful young Marlena, the horse rider, and her husband, August. Jacob falls for Marlena immediately, and the ensuing triangle is at the center of this novel, which follows the circus across the states. Jacob learns the ins and outs of circus life, in this case under the rule of the treacherous Uncle Al, who cheats the workers and deals roughly with patrons who complain about blatant false advertising and rip-off exhibits. Jacob and Marlena are attracted to each other, but their relationship is fairly innocent until it becomes clear that August is not merely jealous but dangerously mentally deranged. Old-fashioned and endearing, this is an enjoyable, fast-paced story told by the older Jacob, now in his nineties in a nursing home. From the author of *Riding Lessons*; recommended for all libraries.-Jim Coan, SUNY Coll. at Oneonta Copyright 2006 Reed Business Information.

### Book Review 2

#### Kirkus Reviews (March 15, 2006)

Gruen (*Riding Lesson*, not reviewed) brings to life the world of a Depression-era traveling circus.

Jacob Jankowski, a retired veterinarian living out his days in an assisted-living facility, drifts in and out of his memories: Only days before graduating from vet school in 1931, young Jake learns his parents have died and left him penniless. Leaving school, he hops a train that happens to belong to the Benzini Brothers Most Spectacular Show on Earth. When the circus's owner, Uncle Al, learns Jake's educational background, he quickly hires him as the circus vet. This position allows Jake access to the various strata of circus society, from lowly crewmembers who seldom see actual money in their pay envelopes to the performers and managers who drink champagne and dress in evening wear for dinner. Jake is soon in love, both with Marlena, an equestrienne married to the head animal trainer, August, and with Rosie, an elephant who understands only Polish (which Polish-American Jake conveniently speaks). At first, August and Marlena seem happily married, but Jake soon realizes that August's charm can quickly turn to cruelty. He is charismatic but bipolar (subtle echoes of *Sophie's Choice*). Worse, he beats Rosie, and comes across as having no love for animals. When August assumes Marlena and Jake are fooling around-having acknowledged their feelings, they have allowed themselves only a kiss-he beats

Marlena, and she leaves him. Uncle Al tries blackmailing Jake to force him to reunite Marlena with August for the sake of the circus. Jake does not comply, and one fatality leads to another until the final blowup. The leisurely recreation of the circus's daily routine is lovely and mesmerizing, even if readers have visited this world already in fiction and film, but the plot gradually bogs down in melodrama and disintegrates by its almost saccharine ending.

# Library Materials Challenge Recommendation Rubric

Member Name: Tracey Balsamo

Book Title: Water For Elephants

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

## PART I — Threshold Definitions

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

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

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

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

Supporting Evidence:

women spreading legs

vulgar talk

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

sexual talk

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

more adult

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

human - animal abuse

Determination:

- Content meets definition
- Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Gabe Carter

Book Title: Water for

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

## PART I — Threshold Definitions

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

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

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

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

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

Supporting Evidence:

Every definition of obscene is in the book

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

very descriptive sexual acts, not suitable for school

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

astory concerning an <sup>pervert</sup> man in circles and  
his detailed sex life has no educational  
value for core skills

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: CHRIS CARTER

Book Title: WATER FOR ELEPHANTS

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

## PART I — Threshold Definitions

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

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

VERY DESCRIPTIVE SEXUAL ACTS ARE DETAILED IN THIS BOOK BY DEFINITION MAKING  
IT OBSCENE MATERIAL

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

LANGUAGE IN THIS BOOK WOULD NOT BE ALLOWED IN THE CLASSROOM.

Determination:

- Content meets definition
- Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Rhonda Thornton

Book Title: Water For Elephants

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

## PART I — Threshold Definitions

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

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

Supporting Evidence:  
*Not utterly without social value but not meant for high school students. Does have hard lessons about choices, sexual abuse, revenge and empathy.*

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

This book was also made into a movie so I think it had mass appeal but the book does seem too intense for high school and not under high value for our students.

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

Approve for library collection

Approve with age/location restrictions

Do not approve - *Book is not YA but Adult Fiction*

Return to committee for further review

# Library Materials Challenge Recommendation Rubric

Member Name: Jarratt Calvert

Book Title: Water for Elephants

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

## PART I — Threshold Definitions

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

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

Supporting Evidence:

many scenes & situations any normal adult would agree is not appropriate for minors

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

multiple situations

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

adult fiction, made to entertain... not really to educate.

Determination:

Content meets definition

Content does not meet definition

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

Supporting Evidence:

Determination:

Content meets definition

Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Liamn Stovall

Book Title: Water for Elephants

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

## PART I — Threshold Definitions

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

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

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

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

Supporting Evidence:  
slowly grinding against it  
cleft of her vulva shows  
prostitution - accepting gentleman callers after  
the show  
strippers  
mouth around head of penis

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Chris Caldwell

Book Title: Water For Elephants

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

## PART I — Threshold Definitions

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

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

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

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

Supporting Evidence: *looking at Stripped Bond  
Spreads her legs  
Very Sexual*

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: ~~Water for Elephants~~ Timothy Carver

Book Title: Water for Elephants

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

## PART I — Threshold Definitions

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

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

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

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

Supporting Evidence: *Description of sex acts. Obscene description of genitalia*

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

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

Determination:

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

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

**PART II — Selection Criteria Rubric**

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

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

**PART II — Recommendation**

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Anna Shore

Book Title: Water for Elephants

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

## PART I — Threshold Definitions

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

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

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

This book contains human & animal abuse. Profane & racially insensitive language. This is too explicit for students under 18.

Determination:

- Content meets definition
- Content does not meet definition

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

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

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

# Library Materials Challenge Recommendation Rubric

Member Name: Allison Chao

Book Title: Water for Elephants

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

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

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

Supporting Evidence:

obscene sexual activities. Sexual nudity (photo)  
- Adult

Determination:

- Content meets definition
- Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

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

Supporting Evidence:

Determination:  
 Content meets definition  
 Content does not meet definition

**Threshold Summary**

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

Determination:

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

## PART II — Selection Criteria Rubric

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

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

## PART II — Recommendation

Recommendation:

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

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

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

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

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

Patently Offensive

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

Profane Content

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

**Library Collection Development Standards**

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

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

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

*13 TAC 4.2(a)-(b)*

Responsibility

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

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

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

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

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

*Findings of Fact*

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

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

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

Evaluation of  
Materials

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

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

13 TAC 4.2(d)

Acquisition of  
Library Materials  
*Policy  
Requirements*

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

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

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

*Education Code 33.026(a)*

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

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

*Education Code 33.026(f)*

*Board Review  
and Meeting*

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

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

*Education Code 33.026(b-c)*

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

<i>School Library Advisory Council Recommendation</i>	If a district established a local SLAC, the SLAC shall meet to determine the SLAC's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board. The local SLAC meeting may occur during the period the list is available for review by the public. <i>Education Code 33.026(d)</i>
Policy Review	A district's collection development policy should be reviewed at least every three years and updated as necessary. <i>13 TAC 4.2(h)</i>
<b>Instruction in TEKS</b>	Nothing in Education Code Chapter 33, Subchapter B may be construed as limiting the acquisition of instructional material necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002. <i>Education Code 33.0205</i>
<b>Parental Access</b>	<p>A district shall adopt procedures that provide for a parent of a child enrolled in the district or school to access the catalog of available library materials at each school library in the district or school and submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library. The procedures must allow for a parent to submit the list of library materials through an electronic physical form or the district's online library catalog system.</p> <p>A district may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in the list submitted by the parent.</p> <p><i>Education Code 33.023</i></p> <p>[See CMD(LEGAL) for information regarding funds that may be used to comply with this provision.]</p>
Record of Student Library Use	A district that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material. [See also FL(LEGAL) for provisions regarding access by parents.] <i>Education Code 33.024</i>
<b>School Library Advisory Council</b> Permissive Establishment	The board may establish a local SLAC to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A district that does not establish a local SLAC must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with the library standards approved under Education Code 33.021 and the meeting requirements below. <i>Education Code 33.025(a)</i>

Mandatory  
Establishment

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

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

Composition

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

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

*Education Code 33.025(f)*

Duties

The local SLAC's duties include recommending:

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

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

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

*Education Code 33.025(d-e)*

**Meetings**

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

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

**Minutes**

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

*Education Code 33.025*

**Challenge or Appeal  
of Library Material**

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

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

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

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

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

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

*Education Code 33.027(f)*

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

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

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

**School Library  
Advisory Council**

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

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

**Collection  
Development Policy**

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

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

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

**Responsibility**

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

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

**Collection  
Development Goals**

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

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

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

**Recommendation  
and Procurement of  
Materials**

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

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

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

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

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

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

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

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

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

Donated and  
Proposed  
Procurement List

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

Access Plan

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

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

Each campus shall communicate the following to parents and guardians:

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

Parental  
Involvement

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

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

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

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

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

*Access  
Procedures*

School Library

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

Library Catalog

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

Protection from  
Inappropriate  
Material

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

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

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

**Challenge of Library Material**

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

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

**Guiding Principles**

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

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

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

**Formal Challenge**

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

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

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

**SLAC Recommendation**

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

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

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

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

**Appeal**

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

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

**Frequency of Review**

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

**Removal of Library Materials**

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

**Maintenance of Library Materials**

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

**Gifts and Donations**

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

**Policy Review**

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

## **Resolution Establishing a Local School Library Advisory Council**

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

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

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

WHEREAS, the SLAC's duties include recommending:

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

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

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

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

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

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

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

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

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

WHEREAS, for each meeting, the SLAC shall:

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

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

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

FURTHER RESOLVED that the members of the SLAC are:

***[identify the members of the SLAC]***

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

Board President's signature: \_\_\_\_\_

Board Secretary's signature: \_\_\_\_\_