



CLAY COUNTY

CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 F (904) 336-6536 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskie

BOARD MEMBERS:

Janice Kelekes, District 1

Mary Bolla, District 2

Beth Clark, District 3

Tina Bullock, District 4

Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED]
 Physical Address: [REDACTED]
 City: [REDACTED] State: [REDACTED] Zip: [REDACTED]
 School: MIDVIEW HS Grade Level: HS Subject: VARIES

Check as applicable:

- I represent a special interest group named NO LEFT TURN IN EDUCATION
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: BAN THIS BOOK
 Author: ALAN GRATZ ISBN: 978-0-7653-8556-7

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO NO
 If YES, please explain in Question 3.

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.

SEE ATTACHED
PROPAGANDA / INDOCTRINATION
PROMOTES READING BANNED BOOKS - SOME ALREADY
" BLIND ACTIVISM DESERVED!
DOES NOT ADDRESS THE "ACCURATE" CONTENT OF
"BANNED BOOKS."
ADVISES/DESCRIBES A CHILD
FILLING LOCKER WITH ILLEGAL ITEMS
See P. 65 + MORE
*847 VIOLATIONS FOR BEING

4. What do you believe might be the result of a student using this material?

DAMAGED SOULS

5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

Signature: [Redacted]

[Handwritten Signature]

Date:

3/8/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

- Received in Instructional Resources: Date 3/23/23 by [Signature]
- Attachments were included with this form. Total number of pages 7
- The form was fully completed and accepted: Yes/No. If not, why?

Date Committee convened:

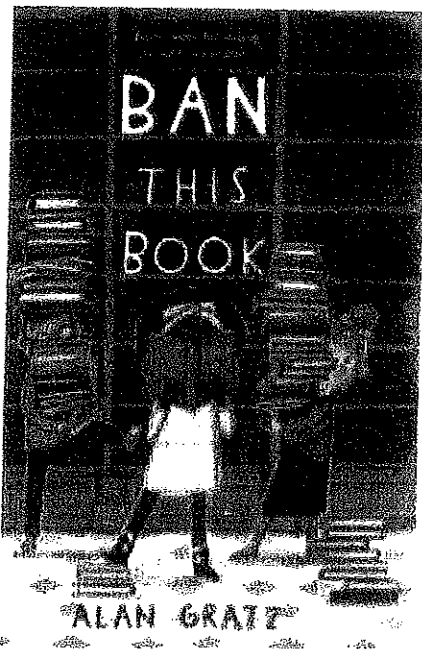
Committee:

Outcome:

Notification of Complainant: Date _____ by _____

Additional information:

BAN THIS BOOK



Juvenile

By Alan Gratz

ISBN: 978-0-7653-8557-4

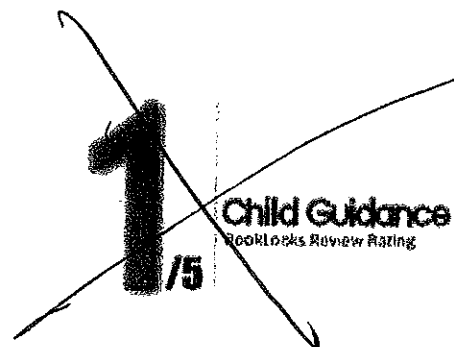
Book Summary:

fourth grade girl turns her locker into a banned books library so elementary school children can read books removed from their school library which were deemed age-inappropriate by their school board.

Summary of Concerns:

This book encourages activism of young children.

INDOCTRINATION



ET

DON'T
BREAK!
THE LAW! →

Page	Content
14	"But—it isn't inappropriate! It's very appropriate! It's a great book! It's my favorite book!" "I know, honey. I agree. Nobody but your parents has the right to tell you what books you can and can't read. I promise you, I'm going to fight this. But in the meantime I have to abide by what the school board decides, or I could lose my job."
32	"More importantly," said Mrs. Jones, "Mrs. Spencer and her husband are rich, which means the school board listens to her even more than they listen to me, the person they hired to do the job."
35	"I'm not for censorship. I'm for common sense. We have to protect our children. It's not censorship to keep things away from children that aren't age-appropriate. It's common sense. I'm sure Mrs. Jones wouldn't call it censorship to keep adult magazines filled with S-E-X out of her library." ✓
46	"Why do you guys care so much?" Danny asked. "Are these books really good or something?" "They have to be," Rebecca told him. "Why else do you think they banned them?" It took a few seconds, but the truth of that finally got through Danny's thick helmet of hair. He nodded. "Yeah. Yeah, I bet they're full of good stuff. Like all those channels my parents block on the TV." NOPE
48	Like the main character in a book, I was finally going to do something. I was going to read every book Mrs. Spencer and her friends had banned from the school library. I found the list in the newspaper in the library, just like Danny said... OK
50	Are You There God? had a cover that said sixth grade to me and I'd heard older girls whispering about it in the school bathroom, so I'd always stayed away from it. But I was resolved. I was going to read each and every one of the books Mrs. Spencer said I couldn't, just to spite her. I knew she'd never know, and that it wasn't like I was doing something that would help Mrs. Jones get the books back on the shelves. But I still felt a secret thrill at doing something an adult told me not to do. ✓
53	So, it turns out It's Perfectly Normal is not a novel. It's a nonfiction book all about S-E-X, as Mrs. Spencer would say. With pictures.
64	"Janna borrowed The Egypt Game from me. But I think she wants to read a different one of the banned books instead." "Which one?" I whispered. "The sex book. It's Perfectly Normal." I grabbed a braid and held it close to my mouth. "But I can't buy that one!" "That was on the list?" Rebecca said. "You don't have to buy that one. I've got it." My eyes went wide. She had a copy? "At your house?" I asked. "Yeah," she said. She acted like it was no big thing. "My mom gave it to me. I think that way I couldn't sue her one day for not telling me everything before I needed to know it." "Have you read it?" I whispered. Rebecca leaned in breathlessly. "Some parts." NO, IT'S NOT "PERFECTLY NORMAL"
65	With Rebecca's book, and Danny's book, and my books, I could have almost half the books Mrs. Spencer banned from the library sitting in my locker by tomorrow, where anybody could read them, not just me. Which is when I got an even bigger idea than the one I had before. ILLEGAL PLAN

24

Page	Content
66	Fourteen books banned by Mrs. Spencer and her friends, free to borrow for any student who wanted to read them. And that's how the Banned Books Locker Library began.
67	And she had another list of books. "More?" Mrs. Jones said. Her face turned the same color as her orange-and-white polka-dot dress. "Honestly, Mrs. Spencer. Have you read all these books? Have you read any of them?" I pretended to be interested in the magazine rack near the front desk so I could listen. "I don't need to read them," Mrs. Spencer said. "Once I took my concerns to the school board, a number of other parents brought other books to my attention. I looked up reviews of the books online and decided these books weren't appropriate for an elementary school library." "You decided," Mrs. Jones said. "I didn't realize you had a Library and Information Science degree." Mrs. Spencer stood straighter. It added an inch to her height, but still not enough to come up to Mrs. Jones's level. "I don't need a fancy library degree to know what's right and what's wrong for children." "I see," Mrs. Jones said. "Let me just get you some Request for Reconsideration forms then." "That won't be necessary," Mrs. Spencer said. "I've already spoken to members of the school board about these books, and they agree that they have no place at Shelbourne Elementary." "Well," Mrs. Jones said, "be that as it may, until I hear from the school board, these books will stay on the shelf." She handed the list back to Mrs. Spencer.
69	While Mrs. Jones wasn't looking, I snatched the list Mrs. Spencer had left on the counter and dashed out of the library. I needed it. Every time Mrs. Spencer took a book from the school library, I was going to add a book to my secret locker library.
72	I opened the B.B.L.L. (the Banned Books Locker Library) to show him. There were only six books left on the shelf. Everything else had been checked out. And even after I'd added another twelve books from Mrs. Spencer's new list. Mostly with Danny's help. He knew all kinds of people who had copies at home. ... "You should have a list," Nikoli said. "Of all the books you have. So people know what they can check out." "And do what? Hang it on the outside of my locker with a sign that says, 'Here are all the books we're not supposed to read that I have hidden in my locker?'" I wanted to say.
74	"She gets caught, and it's lawsuit time." I felt the quicksand opening up underneath me again. "Lawsuit time?" "Sure. From all the parents whose children you've corrupted. Why do you think they banned all those books to begin with? Because the parents think they're going to rot our brains and turn us into violent criminals."
77	Why not tape a list of the books I had on my locker? I just didn't have to call it that! During language arts, I used one of the computers to type up a list, and I taped it to my locker after school. At the top, in big capital letters, it said, BOOKS BANNED AT SHELBOURNE ELEMENTARY. Underneath that was every one of the books Mrs. Spencer and the other parents had taken off the shelves, with a little dot from a green Magic

?

GOOD!

ILLEGAL

I'VE GOT ONE!

17

EP

Page	Content
	<p>Marker next to all the books I had in the B.B.L.L. Once everybody knew how to read it, I could just add a new green dot to any book that got added.</p> <p>... Looking at the list again, I realized there were still a lot of books I needed to add, and Danny was running out of people to ask. What I needed was money to buy books with.</p> <p>"Bake sale," Rebecca said.</p>
90	<p>"First," Principal Banazewski said, "I don't like the word 'banned.' Those books weren't banned from the library. They were removed from the library."</p> <p>"What's the difference?" I asked.</p> <p>... "The difference," Mrs. Banazewski said, "is that in one case, books are banned arbitrarily. Do you know what arbitrarily means?"</p> <p>"For no good reason?"</p> <p>"In a way, yes. It can also mean based on just one person's opinion, not the opinion of others. In this case, the books weren't removed arbitrarily. They were inappropriate, and more than one person agreed that was true. A whole school board, in fact. So they were removed."</p> <p>"But it was just one person—Mrs. Spencer," I wanted to say. "She didn't like one book, and she got the school board to ban it. Then she helped other people who didn't like other books do the same thing, when there might be lots more people out there who do like them. Or just don't care."</p>
91	<p>And that's when I remembered why I started the B.B.L.L. in the first place. Good books shouldn't be hidden away. They should be read by as many people as many times as possible. But that wasn't exactly true. It wasn't just good books that shouldn't be hidden away. It was all books. Any books. It didn't matter what they were about, or whether I liked them, or Mrs. Spencer liked them, or the school board liked them.</p> <p>I was lucky. My parents would buy me any book I wanted if I asked them to. But not everybody's parents would do that. Not everybody's parents could do that. That's what libraries were for: to make sure that everybody had the same access to the same books everyone else did. That's why I started the Banned Books Locker Library, and that was why I was going to get every last book Mrs. Spencer had banned. Even Captain Underpants.</p>
110	<p>"You do know that freedom of the press means you can print anything you want, and the government can't tell you not to, right?"</p> <p>... "The right to assembly says—"</p> <p>"That we can get together in public and protest stuff if we want," Trey said. "I know, I know. I drew a real one for the right to petition. I couldn't think of anything funny for that."</p> <p>His picture of the right to petition showed a clipboard with lots of signatures on it. So there were at least two usable pictures. I ran down my list of the rights protected in the First Amendment. There was only one we hadn't done. The right to free speech. Trey said he had a picture for that one too, and he flipped through his sketchbook looking for it.</p> <p>I expected Trey to have drawn a picture of somebody giving a speech without charging for it, or maybe a speech bubble or the word SPEECH breaking out of jail and going free. Instead what he showed me was a drawing of a locker with a sign on it that said, BOOKS BANNED AT SHELBOURNE ELEMENTARY.</p> <p>My locker.</p>

CONRECT.

These ARE NOT "GOOD BOOKS."

WHY? DID THEY VIOLATE ANY LAWS?

EP

Page	Content
	I looked up at Trey in surprise. He wasn't smiling this time, or even looking at me. He was staring at his hands. He was right though. Making me take down my sign was against the freedom of speech. I hadn't even thought of it that way.
130	My heart was racing as I asked, "What do you think about your books being banned from our library?" The room got very quiet, and I tried very hard not to look at Principal Banazewski. Mr. Pilkey smiled. "Well, I wish they were on the shelves, where everybody could read them," he said. "I think it's important that libraries be a place where you can find all kinds of books. Good ones, bad ones, funny ones, serious ones. Every person should be free to read whatever they want, whenever they want, and not have to explain to anyone else why we like it, or why we think it's valuable. I hope you all get a chance to read my books someday."
191	"But how are we going to find something wrong with every book?" "Trust me," Trey said, "books have been challenged for all kinds of crazy reasons. I looked up some challenges on the Internet. The easy ones are anything that's got witchcraft or supernatural stuff in it, anything with bad words, anything with gay characters, anything with violence, and anything that mentions sex in it." He blushed when he said the last one, and we all found somewhere else to be looking. "That's a lot of books," Rebecca said, "but not nearly all of them." "But look at this." Trey unfolded a piece of paper on the table. "The Stupids got challenged because it 'reinforces negative behavior' and 'might encourage children to disobey their parents.' Here's a riddle book that got banned because it made kids who couldn't figure out the riddles feel bad. My Teacher Is an Alien got challenged because it 'portrays the main character as handling a problem on her own, rather than relying on the help of others.' Here's 'destruction of property,' 'teaches kids to lie,' 'a real downer,' 'anti-family,' 'lewd,' 'twisted,' 'too mature,' 'too immature,' 'bad grammar,' 'promotes poor nutrition,' 'includes the word fart twenty-four times—'"
193	Anything about sex or the human body or reproduction: gone. Anything with gay characters in it: gone. "This one says 'Oh lord' in it," Danny said. "My mother won't let me say God's name unless I'm praying." "Ban it," I told him. "This book has the word 'scrotum' on the first page!" Trey said.
194	"Goodnight Moon? The mouse in the room is a health-code violation, the red balloon is a choking hazard, and look at this picture of the illustrator on the back—he's holding a cigarette! That encourages kindergarteners to think smoking is cool.
254	Design a cover for one of the books on the American Library Association's List of Challenged Children's Books (http://www.ala.org/bbooks/frequentlychallengedbooks/childrensbooks).

NO BUT PROMISCUITY CONCERNS

YES OR NO?

MARKISTS!

MASTER LIST NOW FORBIDDEN SO MUCH FOR TRANSPARENCY



COPY

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David S. Broskie

BOARD MEMBERS:

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Mary Boila District 2

Beth Clark District 3

Tina Bullock District 4

Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN

Phone: [REDACTED] FRIEDMAN@NOLEFTTURN.US

Physical Address: [REDACTED]

City: [REDACTED]

School: NO LEFT TURN HS... Grade Level: HS... Subject: VARIOUS

Check as applicable:

- I represent a special interest group named NO LEFT TURN IN EDUCATION
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc)
- Other: VARIOUS

Title: BANNED BOOK CLUB

Author: KIM HYUNG SOOK & RYAN ESTRADA ISBN: 978-1-945820-42-7

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO NO
If YES, please explain in Question 3.

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.

indoctrination -

SEE ATTACHED
ANARCHISTS, ANTI-GOVERNMENT *ANTI-POLICE
SOCIAL JUSTICE, EXTREME VIOLENCE
MOLOTOV COCKTAILS

*SPECIFICALLY PROMOTES HATE & NOT COOL
DESELECTED TITLES!

4. What do you believe might be the result of a student using this material? _____

DAMAGED SOULS

5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BAUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

Signature of Complainant: [Signature]

Date: 3/11/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 3/23/23 by [Signature]
 Attachments were included with this form. Total number of pages 6
 The form was fully completed and accepted: Yes/No. If not, why?

Date Committee convened: _____

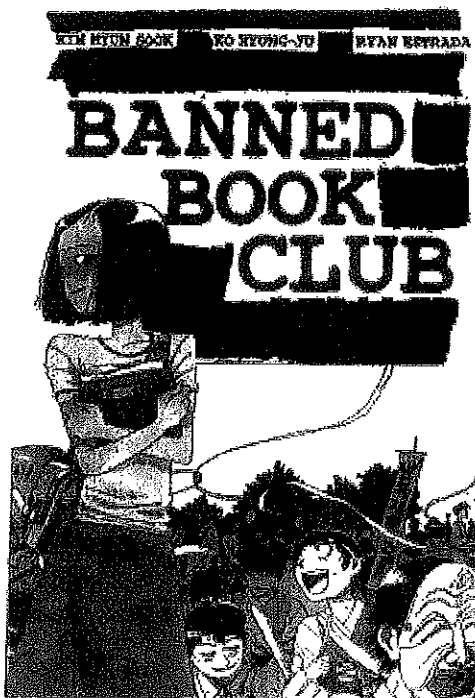
Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

BANNED BOOK CLUB



Young Adult Graphic Novel

By Kim Hyun Sook and Ryan Estrada

ISBN: 978-1-945820-42-7

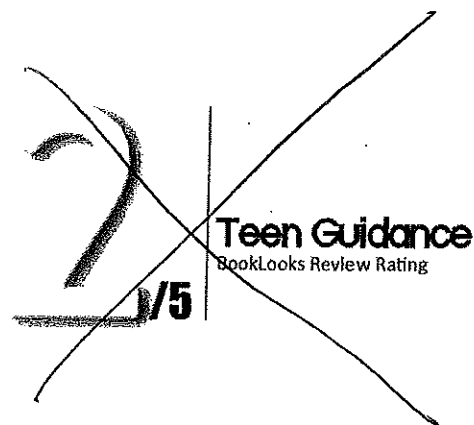
Book Summary:

Set in 1983, a young woman joins a banned book club and becomes an activist to effect change in the tyrannical South Korean regime.

Summary of Concerns:

This book contains moderate violence and references to hate involving political regimes.

ANTI-POLICE SENTIMENT
MOLOTOV COCKTAILS
ANTIFA/ANARCHISTS



Page	Content
15	The illustration on the top of the page depicts a Molotov cocktail flying. The next illustration depicts a young woman standing in front of a police officer with a shield as the Molotov cocktail smashes into the officer's shield.
17	"JUST LOOK AT THE BURIM BOOK CLUB CASE! 22 STUDENTS AND TEACHERS ARE IN PRISON RIGHT NOW BECAUSE THEY DECIDED TO IGNORE THEIR STUDIES, DEFEY PRESIDENT CHUN, AND JOIN THE COMMIES!"
31	EXTRACURRICULARS: VICE-CHAIR, ANJEON FEMINIST ASSOCIATION. LOVES PUNCHING COPS. "SORRY..., DID YOU SAY PUNCHING COPS?" ... "I SAW MASKED PEOPLE PUNCHING COPS THE OTHER DAY, THAT WASN'T..."
33	The illustrations on this page depict several young adults talking to each other. "SO ANYWAY, IT REMINDED ME OF HOW MUCH THE 'BREAD AND CIRCUSES' TACTIC OF ANCIENT ROME TIES DIRECTLY INTO THE CURRENT REGIME'S 3-S POLICY." ..."IT STANDS FOR SEX, SPORTS, AND SCREEN." ..."THE GOVERNMENT THINKS THEY CAN KEEP US QUIET WITH ENTERTAINMENT." ..."FILMMAKERS COMPLAIN THAT YOU'RE LIMITING THEIR POLITICAL SPEECH? LOWER THE REGULATIONS FOR ON-SCREEN NUDITY INSTEAD!" "THAT'S WHY THE #1 FILM IN THE COUNTRY IS ABOUT A NAKED LADY RIDING A HORSE."
52	The illustration on the top-left side of the page depicts a young man kicking another young man sitting in a chair. The illustration on the top-right side of the page depicts the young man in the chair lying on his back on the ground with a blood spurting out of his mouth. The illustration on the bottom-left side of the page depicts the young man who had kicked the other man, holding the other man up against a wall by his shirt. The other man has blood on his mouth and nose, he is saying, "I HAVE NOTHING TO SAY TO YOU." <u>See Figure 1.</u>
61	The illustration on the middle-right side of the page depicts a person kneeling on the ground with a book in their hand. The person is engulfed in flames.
68	The illustration on the middle of the page depicts a TV set with a nude woman riding a horse. Her head, hands, and a portion of her thigh are shown.
83	The illustration on the top-left side of the page depicts several young adults sitting on a blanket having a picnic. There are three large glass bottles with them. The illustration on the top-middle of the page depicts two empty glass bottles.
92	The illustrations on this page depict two young women talking. as they carry boxes with large glass bottles in them. "AH, YEAH, HYUN SOOK, RIGHT? CAN YOU HELP ME CARRY SOME OF THESE BOTTLES?" ..."WE'RE MOVING THE MEETINGS OUT TO THE MOUNTAINS, WHERE NO ONE CAN SEE US." "SO YUNI SAID WE'RE GOING TO BE MAKING COCKTAILS?" "YEAH, THE BOYS PLAN THE EVENTS AND THEN EXPECT US TO PREPARE EVERYTHING. IS THIS YOUR FIRST TIME?"
92	"UH, YEAH, I DON'T REALLY DRINK MUCH." ..."HYUN SOOK, YOU DO KNOW WHAT A MOLOTOV COCKTAIL IS, RIGHT?"

(ANTIFA)
ANTI POLICE
NOT OKAY

SEE ROMAN POET
"JUVENAL

LIBRARIAN STANDARDS ARE MY CURRENT CONCERN

CHARMING

OK

CREATING DANGEROUS ANARCHISTS IN OUR SCHOOLS

Page	Content
95	The illustration on the top-right side of the page depicts a young man throwing a Molotov cocktail
96	"WE MAKE THE MOLOTOV COCKTAILS, WE GATHER THE ROCKS." "WE TRAIN FOLKS HOW TO THROW THEM." "WE HAVE TO BE ABLE TO DEFEND OURSELVES WHEN THE COPS GET VIOLENT." ..."I DIDN'T REALIZE THAT THE STUDENT COUNCIL WAS INVOLVED IN THE PROTESTS!" "WHO DO YOU THINK ORGANIZES THEM?"
98	"IT'S JIHOO! THE COPS JUST TOOK HIM!" ..."THEY CLAIMED THEY HAD SOME PICTURE OF HIM ASSAULTING A COP!" ..."FIGHTING A COP IS A SUJI THING!"
101	The illustration on the top-left side of the page depicts a young man lying on the ground with a broken lens on his glasses and blood on his face. He is attempting to reach for something on the ground.
111	The illustration on the top-left side of the page depicts an officer pushing a young man's face into the ground near an overturned bowl of food. The officer is saying, "GET DOWN ON ALL FOURS AND EAT IT LIKE A COMMIE DOG!"
130	"NO! I LOVE PUNCHING COPS TOO MUCH!"
131	"I HAVE PUNCHED SO MANY COPS."
168	The illustration on the middle-right side of the page depicts a young man being punched in the nose. The next image depicts the same young man lying the ground with <u>blood splatters</u> in the air around him.
173	The illustration on the middle of the page depicts several young adults standing up facing a row of police officers with shields and helmets. There is smoke billowing out from two areas behind them.
174	The illustration on the middle of the page depicts a young man on the ground. An officer is in front of him with a baton raised while another officer is pulling the young man's hair backward. Another officer is looking toward the crowd not depicted in the image.
184	The illustration on the top of the page depicts a large crowd of young adults. Some of them are wearing masks over faces. Some of them have weapons.
192	"WE ORGANIZED. I BECAME PRESIDENT OF THE PRISONER'S UNION. I ORGANIZED A FEW HUNGER STRIKES AND A COUPLE PRISON RIOTS."

A STUPID PLAN

NOT OK

ANTI POLICE

ANTIFA

CHARMING



Figure 1

DOES THIS BOOK
CREATE BETTER CITIZENS?
NOPE —



~~TO: BROSKIE~~
~~W/ NEW ATTACHMENTS~~

8/1/22

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~~David Broskie~~ 1/1/2023
TO BROSKIE BY HAND 2/2/2023

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Title: * Baseball saved us.

Author: * Ken Machizuki

ISBN: * 1-880000-01-6

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- INAPPROPRIATE CONTENT PAGES
- COMMON CORE
- CSE
- SEL
- DEI / CRT / ANTI-POLICE
- SEXUAL CONTENT

RACISM = "JAP"

* SEE ATTACHED
~~VARIES~~

NOT 847 VIOLATION

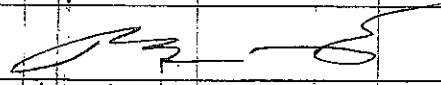
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LIBRARY EXPOSED

Library Exposed uncovers library books in the Rockwood School District that contain content related to sexuality, gender identity, race, and other sensitive topics. Parents can use this blog as a guide to learn more about books accessible to their children and to determine whether a book is age appropriate. Posts include a short description, schools that offer the book, and excerpts of interest.

[BOOKS](#)[CHALLENGES](#)[CONTACT](#)

Baseball Saved Us



Baseball Saved Us by Ken Mochizuki

Shorty and his family, along with thousands of other Japanese Americans, have been forced to relocate from their homes to a camp after the attack on Pearl Harbor, Hawaii. Fighting the heat, dust, and freezing cold nights of the desert, Shorty and the others at the camp need something to look forward to, even if only for nine innings. So they build a playing field, and in this unlikely place, a baseball league is formed. Surrounded by barbed-wire fences and guards

in towers, Shorty soon finds that he is playing not only to win, but to gain dignity and self-respect as well.

Inspired by actual events, this moving story of hope and courage in a Japanese American internment camp during World War II reveals a long-hidden and ugly part of the American past. (Description from Amazon)

Located in the following libraries on 8/18/22:

- Babler ES
- Ballwin ES
- Blevins ES
- Bowles ES
- Eureka ES
- Geggie ES
- Green Pines ES
- Pond ES
- Uthoff Valley ES
- Woerther ES

Then baseball season came. I was the smallest guy again, but playing baseball in Camp had made me a lot better. The other guys saw that I was a pretty good player. They started calling me Shorty, but they smiled when they said it.

By the time the first game came around, I felt almost like part of the team. Everyone was laughing and horsing around on the bus. But as soon as we got out there, it hit me: nobody on my team or the other team, or even anybody in the crowd, looked like me.

When we walked out onto the field, my hands were shaking. It felt like all these mean eyes were staring at me, wanting me to make mistakes. I dropped the ball that was thrown to me, and I heard people in the crowd yelling, "Jap." I hadn't heard that word since before I went to Camp—it meant that they hated me.

My team came up to bat and I was up next. I looked down. I thought maybe I should pretend to be sick so I wouldn't have to finish the game. But I knew that would make things even worse, because I would get picked on at school for being a chicken. And they would use the bad word too.

Then it was my turn at bat. The crowd was screaming. "The Jay's no good!" "Easy out!"


I heard laughing. I swung twice and missed. The crowd roared each time I missed, drowning out my teammates, who were saying, "C'mon, Shorty, you can do it!" I stepped back to catch my breath.



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Racial Slur

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CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 F (904) 336-6536 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskle

BOARD MEMBERS:

- Janice Kerekes, District 1
- Mary Bolla District 2
- Beth Clark District 3
- Tina Bullock District 4
- Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.VS
 Physical Address: [REDACTED]
 City: [REDACTED] State: FL zip: 32068
 School: WIDGEVIEW etc Grade Level: HS etc Subject: VARIES

Check as applicable:

- I represent a special interest group named NOLEFTTURN IN EDUCATION FLORIDA
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (Youtube, DVD, etc.)
- Other: VARIES

Title: * Beetle & the Holly Hollowbones
 Author: * Aliza Layne ISBN: * 978-1-53444153-8

1. What is your interest or reason for this request? PROTECT CHILDREN

2. What is objectionable about the material: specific pages, chapters, language, scenes?
 Attach additional information, if necessary. ~~VARIES~~

INAPPROPRIATE CONTENT DOE APPROVED

PAGES

- COMMON CORE
- CSE
- SEL
- DEL / CRT / ANTI-POLICE
- SEXUAL CONTENT

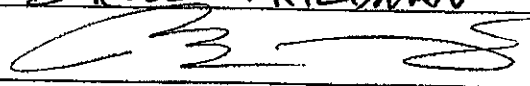
3. What do you believe might be the result of a student using this material? DAMAGED SOULS

4. For what age group would you recommend this material? ~~ADULT~~ ADULT

5. Is there anything good in this material? NA

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: * 

Date: 7/28/2022

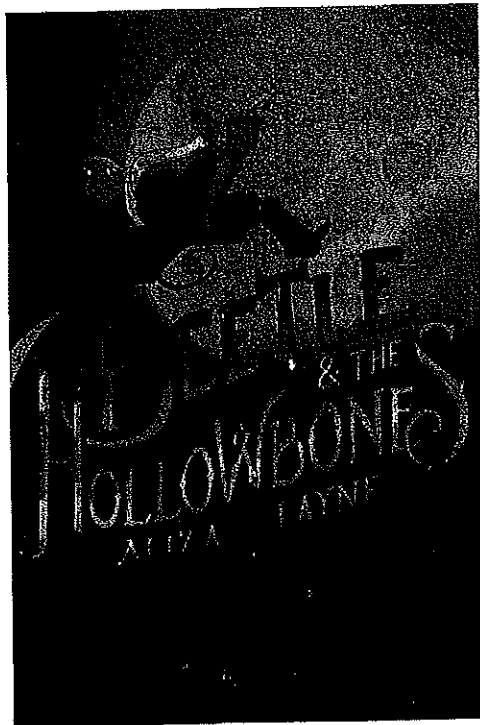
Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

- Received in Instructional Resources: Date 8/1/22 by S. Gannon
- Attachments were included with this form. Total number of pages 2
- The form was fully completed and accepted: Yes/No. If not, why? _____
- Date Committee convened: _____
- Committee Members: _____
- Outcome: _____
- Notification of Complainant: Date _____ by _____
- Additional information: _____

BEEBLE AND THE HOLLOW BONES



Summary of Concerns:

This book contains inexplicit depictions involving sexual activities and mild violence.

Young Adult Graphic Novel

By Aliza Layne

ISBN: 978-1-5344-4153-8

BEETLE AND THE HOLLOW BONES

0	<p>Posts Past Page 1: The illustration depict a female mantis and a female witch whom are speaking about being attracted to each other. "I may be a giant mantis, but I'm a girl, too. You've shown me that I don't have to hide my heart."</p>
0	<p>Goblin Magic page 26: This page depicts a female skeleton speaking to a female green goblin with blushing cheeks. "I'm sorry too. I've been trying so hard not to be weird around you, but ended up going way too far in the other direction." "What do you mean?" ..."Trying so hard not to be weird"? "Honestly." "Earlier before the fight when you said you'd hold on to my heart, was that "being weird"?" "I guess I did say that, huh?" The final illustration on this page is a close-up depiction of skeleton hand next to a green hand. The skeleton hand has a heart shape cutout in the middle of it. The green hand is blush colored at the finger tips.</p>
0	<p>Goblin Magic page 27: This page depicts a female skeleton speaking to a female green goblin with blushing cheeks. "Talk about weird; I thought I was thinking about you so much because I hated you." "I thought I was being so obvious and you just didn't feel..." "Kat, I'm...not going to let you keep getting the upper hand. Kat Hollowbone, I like you and I want to be with you, and I said it first." The third and fourth illustrations on this page are depictions of a bone hand and a green hand intertwined. The bone hand has a heart shape cutout in the center of it.</p>
0	<p>Goblin Magic page 2: The first through the fourth illustrations on this page depict a female skeleton and a female green goblin talking to each other. "Well, I suppose that's the last time I lie about my feelings for you." "So!" "If I kissed-" "YEAH!" The bottom illustration on this page depicts the female skeleton and the female green goblin kissing. In the background is a large red door with "SHUT!!" written across the front of it.</p>



District Committee Reconsideration Meeting Minutes

Title: Beetle & the Hollowbones

Author: Aliza Layne

Date: 11/4/2022

Committee Members:

[REDACTED]

Complainant: Bruce Friedman (not in attendance)

1. What is the overall purpose, theme or message of the material?

-I took it very much as finding your true self and you place, not hiding your feeling and finding out where you belong
-helping the glob monster, friendship and overall being helpful to others
-comradery, working together, Beetle never going to leave her true friend, always be there for them and not felt left

2. This work is most suitable for which grades? (Check all that apply.)

Pre-K K-6 7-8 9-12 None

3. Are concepts presented in a manner appropriate to the ability and maturity level of your suggested audience?

Yes No

4. Will reading or listening to this work result in a more compassionate understanding of human beings?

Yes No

If yes, explain how.

-The sorcery is a genre, even though I grew up conservative. If I was a kid that wouldn't like that, I wouldn't pick it. The dating/hooking up aspect is appropriate for higher levels. Some things that they are exposed to at the jr. high or higher is easier to understand fantasy versus nonfiction realities.
- Absolutely, the family relationship, the grandmother that is supportive, struggling at school, the aunt who is not supportive and self centered, and finally capable of communicating and working things out, going from awkward to working it out. It was a great example of articulating a message of problems with others.
-This book helps the student articulate difficult situations, as this was a great model of taking your time to build up and learn and be open minded to things.

5. Does this work offer an opportunity to understand and better appreciate the aspirations, achievements, and problems of different cultures and/or minority groups?

Yes No

If yes, explain how.

-even though it is fictional, it would be the same as different races or genders or culture



District Committee Reconsideration Meeting Minutes

6. Are questionable elements of this work an important part of the overall development of the story or text?

Yes No

Explain your answer in a few sentences.

-Take out the love interest, but the rest of the elements are realistic and things we face and are important to evolve with the characters, the sorcery and spells did have an important impact on storytelling especially in this specific genre.
-The only questionable part was when they kissed at the end, and in the middle when they decided to be girlfriends..

7. Non-fiction ONLY: Does the material contribute to the evolution of ideas?

Yes No

Explain your answer in a few sentences.

n/a

8. Are the illustrations appropriate for the student's developmental age?

Yes No

9. Does this work have literary merit?

Yes No Not Applicable

10. Could this work be considered offensive in any way due to:

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> profanity | <input type="checkbox"/> brutality | <input type="checkbox"/> Religion or portrayal of religious practices/ideologies |
| <input type="checkbox"/> language | <input type="checkbox"/> sexual behavior | <input type="checkbox"/> manner characters are presented |
| <input type="checkbox"/> violence | <input type="checkbox"/> prurient behavior | <input type="checkbox"/> portrayal of any societal groups |
| <input type="checkbox"/> cruelty | <input type="checkbox"/> aberrant behavior | <input type="checkbox"/> political positions |

Notes:

MEETING NOTES: -anything can be offensive, it is so subjective to culture or religious beliefs. But, if you look at it as a fictional story, it shouldn't be looked at as offensive. Especially if you enjoy this genre. This is a topic and conversation that the parents should have with the child, if specific genres don't go along with the household's beliefs. Especially if we are looking at the junior high and high schools, the responsibility is on the student and if the parents have put the restrictions on the student's account. This is not a book I would pull out of the whole library.

-The back of the book says for 8 years old and up. That is probably not appropriate.

DCC
Beetle + The Hollowbones

11/4/22

10am

Lab 1002

Outcome:

Keep at JH + HS - 5 out of 5

Reconsideration Ballot

Date: 11/4/22

Title: Beetle and the Hollowbones

Author: Aliza Layne

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (*specify recommendation below*)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

Reconsideration Ballot

Date: 11/4/22

Title: Beetle & the Hollowbones

Author: Aliza Layne

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (*specify recommendation below*)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

Reconsideration Ballot

Date: 11/4/22

Title: Beetle & the Hollowbone

Author: Aliza Layne

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

Reconsideration Ballot

Date: 11/4/22

Title: Beetle & the Hollow Bones

Author: Aliza Layne

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

Reconsideration Ballot

Date: 11-4-22

Title: Beetle + The Hollowbones

Author: Aliza Layne

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (*specify recommendation below*)

Keep the book at **ALL** school levels

Keep the book at the **junior and high** school levels

Keep the book at the **high school level ONLY**



TOWNMAN #1
1/12/2023 TO D. BROSKIE BY HAND WITH REVIEW (1 PG) 7-30-22

CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043
P (904) 336-6500 F (904) 336-6536 Woneclay.net
SUPERINTENDENT OF SCHOOLS
David S. Broskie

BOARD MEMBERS:

- Janice Kereskes, District 1
- Mary Bolla District 2
- Beth Clark District 3
- Tina Bullock District 4
- Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.VG
 Physical Address: [REDACTED]
 City: [REDACTED] State: [REDACTED]
 School: RIDGEVIEW etc Grade Level: H.S etc Subject: VARIES

Check as applicable:

- I represent a special interest group named NOLEFTTURN IN EDUCATION FLORIDA
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: * Before Hste
 Author: * Jenny Downham ISBN: * 0-385-75155-9

1. What is your interest or reason for this request? PROTECT CHILDREN

2. What is objectionable about the material: specific pages, chapters, language, scenes?
 Attach additional information, if necessary. ~~XXXXXXXXXX~~

INAPPROPRIATE CONTENT PAGES

COMMON CORE

CSE

SEL

DEL / CRT / ANTI-POLICE

SEXUAL CONTENT

3. What do you believe might be the result of a student using this material? DAMAGED SOULS

4. For what age group would you recommend this material? ~~ADULT~~ ADULT

5. Is there anything good in this material? NA

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: 

Date: 7/28/2022

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 8/1/23 by [Signature]

Attachments were included with this form. Total number of pages 3

The form was fully completed and accepted: Yes/No. If not, why? _____

Date Committee convened: _____

Committee Members: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

Before I Die

by
Jenny Downham

I really didn't like this book. It started off okay, but it just got worse and worse.

Tessa has cancer, and is dying. She has a list of things she wants to do before she dies. The list is things like sex, drugs, say yes to everything for a whole day, get famous, nonsense stuff. Then she falls in love with the boy next door. Her list turns into things like hold my brother, kiss my love, have a cup of tea, little things like that. This book could have been really great, if it wasn't for all of the sex. This book was just FULL of it, and it was very graphic. I'm sorry, but if I was dying, I wouldn't be thinking about sex all the time. I wouldn't. But throughout the whole book, it is just about sex. Sex, sex and more sex. One part cancer, five thousand parts sex. I may be the only teenager out there who doesn't want to read about sex, but it's true. Book should have more meaning to them, especially when it is about a girl who is dying. I mean, if I wanted to read a book about sex, I would get one of those adult novels, not a bucketlist book. I do like how her list changes to everyday things, but still I feel like it was a waste of a read, and I am forever stuck with the mental images of horrible those sex scenes. Yugh.

ARE YOU ^{EVEN} GOING TO APOLOGIZE
FOR ALL THE PORNOGRAPHIC BOOKS
~~FOUND~~ FOUND IN YOUR ^{SCHOOL} LIBRARIES?
ANYWAY, I SUBMITTED ANOTHER 42 COMPLETE
CHALLENGES THIS MORNING —
HERE ARE MORE



HAND DELIVERED

7/30/22

CLAY COUNTY DISTRICT SCHOOLS

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SUPERINTENDENT OF SCHOOLS
David S. Broskie

BOARD MEMBERS:

- Janice Kerekes, District 1
- Mary Bolla District 2
- Beth Clark District 3
- Tina Bullock District 4
- Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
 Physical Address: [REDACTED]
 City: [REDACTED]
 School: RIDGEVIEW etc Grade Level: HS etc Subject: VARIES

Check as applicable:

- I represent a special interest group named NOLEFTTURN IN EDUCATION FLORIDA
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: * before I let go
 Author: * Marie Nijkamp ISBN: * 978-1-49264228-2
MARIEKE

1. What is your interest or reason for this request? PROTECT CHILDREN

2. What is objectionable about the material: specific pages, chapters, language, scenes?
Attach additional information, if necessary. ~~XXXXXXXXXX~~

INAPPROPRIATE CONTENT
PAGES
~~COMMON CORE~~
~~CSE~~
~~SEL~~
~~DEL/CRT/ANTI-POLICE~~
~~SEXUAL CONTENT~~

NOT AN 847 VIOLATION

WITH: SUICIDE, PARENTAL NEGLIGENCE, EMOTIONAL ABUSE
ATTEMPTED MURDER, GENDER CHAOS, MENTAL ILLNESS
ASEXUALITY/AROMANTICISM PANSEXUALITY

SEE ATTACHED

3. What do you believe might be the result of a student using this material? _____

DAMAGED SOULS

4. For what age group would you recommend this material? ~~ADULT~~ ADULT

5. Is there anything good in this material? NA

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: 

Date: ~~7/28/2022~~ RESUBMIT FILED 2/19/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 3/8/23 by 

Attachments were included with this form. Total number of pages 9

The form was fully completed and accepted: Yes/No. If not, why? _____

Date Committee convened: _____

Committee Members: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____



In *Lost*, different comes at a price.

the *New York Times* bestseller

before I

let go

#1 *New York Times* bestselling author of *THIS IS WHERE IT ENDS*

MARIEKE NIJKAMP

VERY DARK

VERY MISERABLE

THE TOWN OF "LOST" IS
FILLED WITH ~~CONSERVATIVE~~
INTOLERANT "CISGENDER"
WHITE MONSTERS

I SEE WHY THE LIBRARIAN
LIKED IT

think she wandered across the lake and found a weak spot. They found her under the ice.”

“Wait—what?”

“She drowned. Kyra’s d—”

“No.”

“Corey...”

“No. No.”

“Corey, sweetheart, listen to me.”

“No. I don’t want to hear this. I don’t believe you.”

“Corey—Corey. Slow breaths. Listen to me. I spoke to your headmistress. Come home.”

“No.”

“You’re hurting—”

“Kyra can’t be dead. She promised to wait for me. She knows I’m coming to visit. She can’t be dead.”

“Lynda thinks—”

“It’s the first week of January! The lake should be frozen solid! It’s not possible.”

“Sheriff Flynn is investigating, but nothing suggests that her death was suspicious. Honey,

Lynda thinks Kyra went looking for a crack in the ice.”

“No, no, no.”

“Kyra was ill. They tried to help her, but sometimes there’s nothing anyone can do.”

“I shouldn’t have left her. I never even replied to her last letters.”

“Oh, Corey.”

“I need to go to Lost, Mom. I promised I’d go back to her. I promised.”

“Come here first. Come home. I know I worked a lot of overtime at the hospital over the holidays, but come home. We’ll postpone your trip and spend time together, just the three of us.”

“I’d like that. I would, Mom. But I can’t not go. Can I still stay with the Hendersons?”

“Yes, but—”

“I need to go home—home, Mom. I’m sorry.”

“I never knew, between the two of you girls, who was more headstrong. Lynda said the school will host a memorial service next week. And Joe found a handwritten letter to you in her room. He thought

She recoiled, as if I'd hit her. "Yes. Somehow or other, I'll find a way."

"Then we'll have to find a good college for both of us," I offered.

Kyra rested her head back on the pillow. "We'll go farther than anyone in Lost ever has. Adventurers, looking for stories and stars."

"But we'll always come home, right?" I asked.

She looked up at me. "Maybe. Maybe I'll get lost on the ice instead."

CHRONICLE
OFFERS
BY THE
ANTHONY
= JAWZ

Unpredictable

A Year and a Half Before

Kyra didn't keep her head down. She didn't fit in.

She's crazy: The words followed her wherever she went. In the conservative, white world of Lost, standing out was a mortal sin. When she came to school, the other juniors and seniors in our class would slide their desks away from us. They'd invite me over for hot chocolate after class, but never her. They'd steal her books. They'd throw her homework—and sometimes the essays she wrote on storytelling—into White Wolf Lake.

She kept her head held high. She never let me yell at them. And she never let anyone but me see how much their cruelty hurt her.

She's crazy. Batshit. Insane. Nuts. A freak.

The people of Lost Creek had a particular affinity for that last word. Freak. It floated around her, spoken in hatred and whispered in fear.

And fear was the worst part. Too often, people who'd

grief. When her grandfather died, she walked out of the service, and she talked me into doing the same. She didn't want to mourn him; she wanted to celebrate him. But Lost didn't share that sentiment. They wanted their traditional, somber service.

Mrs. Henderson carries in a plate of her specialty sourdough muffins from the kitchen. They smell of sugar and comfort, potent reminders of all the times Kyra and I smuck freshly baked cookies and tablespoons of icing. My hands tingle as I remember the playful sweat of Mrs. Henderson's spatula across our knuckles when she tried to scare us away. Suddenly my eyes burn, and I can't swallow back a sob.

Mrs. H sets the plate on the coffee table and pulls me into another hug. "Oh, *Corey*."

"I'm so sorry, Mrs. H," I whisper. "I wish I had come sooner." I can't articulate what I really want to say. That I left Kyra. That I should've paid more attention to her letters. That because of my absence and silence, her death is partially my fault. "I should have been here for her."

"It wasn't your choice, sweetheart," Mrs. H says as we sit down on the couch. "I'm sure Kyra understood. She was happy, you know. Near the end."

"How could she have possibly been happy?" That's something you say about someone old who has died, someone who lived a century. Not about a seventeen-

year-old girl whose body was found floating under the ice after she cut her own life short. She didn't sound happy.

Mrs. Henderson gives a fragile smile. "She came home to us. I wish you could've seen how much she'd changed these last few months. She found her place here."

I blink. "She did?" *She never wrote about that to me. She still seemed to be struggling. Did I misunderstand? How much did she leave out?* "Oh. So they helped her in Fairbanks?"

"Oh no, she never went. We decided it would be better for her here."

Rowanne, Kyra's therapist, traveled between patients in various towns, just like Mom did as a physiotherapist. "But I thought Rowanne recom—"

"Rowanne stopped coming to Lost Creek shortly after your family left," Mrs. Henderson snaps. Her mouth thins and her eyes flash. I scoot back a little on the couch. "She abandoned Kyra."

I wince. "Then what changed? Did you find her another therapist? Better medication?"

Mrs. H looks at me as if I've grown two heads or started speaking in tongues. "Corey, after you left, Kyra finally understood that the community loved her too, that she belonged here. That was what made her happy. You can see it in her recent paintings, in her art. Lost

believed in better times. I put my faith in science and stars, but she put her faith in stories, which could turn regular people into extraordinary ones. When she had her first manic episodes, they didn't consume her—they helped her create. We dubbed them 'hero days.' They were some of the best times we had in Lost Creek. And now we have no days left at all."

"At least you're there to say goodbye."

"Yeah..."

"Would you rather not have gone?"

"No, I'm glad to be here. I just... They say she was happy. That it was 'her time.'"

"What does that mean?"

"I don't know. It wasn't her time. It wasn't. But everyone accepts her death as if it were inevitable."

"It's not uncommon for someone with bipolar disorder to be suicidal."

"In that case, shouldn't they have tried to help her? She told me that she was lonely. In her last letters, she was upset, but she didn't say why. But I didn't think... I didn't even write back to her. I was too preoccupied with finding my place at St. James. But she promised to wait for me. She was waiting for me. I have to

believe that I need to believe that."

"Do you think her death could've been an accident?"

"White Wolf Lake is frozen solid in winter. There are few holes and even fewer weak spots. We both grew up here. Kyra would have known what to look for. And I..."

"What?"

"Nothing. Never mind."

"Corey?"

"Even at her darkest, Kyra was so curious about the world. There was so much she wanted to learn and read. She was scared, and lonely, but she lived fiercely."

"Even people who love life can be depressed, Corey. You don't know what happened after you left."

"I have four days to find out."

"What do you think you'll find?"

"Her side of the story. She cared so deeply about stories. I owe it to her to find and protect hers."

got her diagnosis. She responded to drugs, but marginally. They dimmed her mania for a while, but it would only come back stronger. "She was my daughter. All I wanted was for the therapy and medication to work. It broke my heart when they didn't. It was only then that Joe realized—that we realized—that we'd been wrong all along."

"But when I left—"

"We tried everything," Mrs. H interrupts me quietly. "I wish you would believe me."

When I left, Kyra was talking about therapy regimens. Other options. When I left, she still had *hope*. But if the state of the spa is anything to go by, at the end, she had nothing left but her paintings to draw out her restless energy.

It takes me a moment to register Mrs. H's earlier words. "What do you mean you'd been wrong?"

"All of the medications she'd tried only suppressed her creativity."

I blink. Something clicks.

Kyra never mentioned that. And Rowanne would never have left of her own volition. And the depths of Kyra's mania... I push off the stool and it clatters to the floor. "You withheld her medication?"

"We didn't give up without a fight." I turn to find Mr. H standing in the doorway. He clings to his briefcase like a lifeline, his shoulders still sagging. "The

medication didn't work, Corey," he says. "You know that. She would feel better for brief increments of time, but she'd inevitably get worse again. It was cruel to make her go through those ups and downs."

I ball my fists and I honest-to-God see red. "But the medication *did* work. Maybe not perfectly. Maybe not as much as she wanted it to, but she wanted to keep exploring other options. And between the medication and her sessions with Rowanne, she wanted to be better."

"She couldn't paint," Mr. H says.

"She didn't want to!" Kyra wasn't happy when she was painting. She was coping.

"But we did," he says softly. He walks over to Mrs. H, who keeps her head down. "You don't understand, Corey. We needed the light that she brought."

His words join the refrain of Lost Creek. *You don't belong here. Outsider. Stranger.*

I want to pound the wall in frustration. "She was deeply unhappy."

Mr. H merely shakes his head. "There's no way for you to know that. We understood our daughter. We did what was best for her, and for all of us."

"You didn't understand her. You didn't listen to her. And you aren't listening to me now." I'm not sure how much of this I think and how much of it I actually speak aloud, but Mr. H blanches.

She cocks her head. "No," she says. "But in return, is it so hard for you to accept in return that we truly cared about Kyra?"

"Yes. Yes, it is." The truth is, I'm starting to believe Lost Creek only *thinks* it cared about Kyra. I'm starting to think they *believed* they were doing right by her. I even think their intentions may have been good.

But intentions alone are never enough.

...

The memorial continues on, a performance, not a remembrance. Almost everyone in town speaks a few words to Kyra's memory. People who passed her by whenever she walked around town, who pretended she was invisible. People who demanded she be sent away. They all claim to have known and cared about her.

At first, I think Kyra would have been amused. It's as though they're talking about a world-famous artist, a traveling bard, someone larger than life.

She *did* want to change the world. She wanted to go on adventures, explore, collect stories. She wanted to love and lust. She wanted to volunteer and travel, if she could find the right combination of therapy and medication. She wanted to discover who she could be outside the borders of Lost.

After our kiss, after days of talking and not talking

and talking some more, she holed up in the school's library, the only place in Lost with decent internet. She wanted to understand us, she said, and she came back with a whole list of orientations and identities. It was the first time I'd seen asexuality spelled out, and I found myself in the description.

Kyra claimed pansexual, and it fit her comfortably too. "I don't want my love to be limited," she told me. "I just want to love."

This was Kyra's story. She'd only just started it —

...

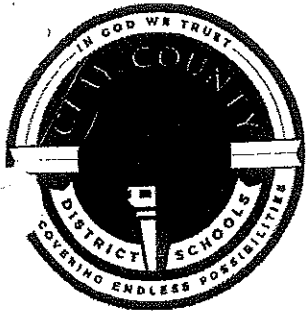
Collectively, the speakers talk for a *long* time. Given our scant hours of daylight in the winter, it's an unspoken rule to make the most of them. Today, daylight might as well have been ignored altogether. Night falls again.

"Do you understand now?" the people around me whisper, and the one thing I do understand is they want me to believe in the same world they see. But I can't, because that world no longer includes my best friend. I can't believe it. And I won't. I start down the aisle. I owe it to her to tell her story. I'll remember her on my own terms.

← KYRA NEVER COMFORTABLE

THIS SECTION IS GROSSLY FOLLOWED

HEW
DEATH-
TICK
BETTER
BOOKS



CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043
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SUPERINTENDENT OF SCHOOLS
David S. Broskie

BOARD MEMBERS:
Janice Kerekes, District 1
Mary Bolla District 2
Beth Clark District 3
Tina Bullock District 4
Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
Phone: [REDACTED]
Physical Address: [REDACTED]
City: [REDACTED] State: [REDACTED] Zip: [REDACTED]
School: [REDACTED] Grade Level: HS Subject: VARIES

Check as applicable:

- I represent a special interest group named NO LEFT TURN IN EDUCATION
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: BEFORE SHE WAS HARRIET
Author: LESA CLINE-RANSOME ISBN: 978-0-8234-2047-6

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO NO
If YES, please explain in Question 3.

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.
CRT & REVISIONIST HISTORY (LIES)
SEE ATTACHED
YES, SLAVERY ENDED AFTER THE CLOSE OF THE CIVIL WAR. NO, SLAVERY WAS NOT THE CAUSE OR PRIME MOVER IN THIS CONFLICT.

4. What do you believe might be the result of a student using this material? _____

DAMAGED SOULS!

5. For what age group would you recommend this material? _____

MISGUIDED CHILDREN

ADULT

6. Is there anything good in this material? _____

NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: _____

NA

Printed name of Complainant: _____

BRUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

Signature of Complainant: _____

[Handwritten signature]

Date: _____

1/10/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date _____ by _____

1/17/23

[Handwritten initials]

Attachments were included with this form. Total number of pages _____

5

The form was fully completed and accepted: Yes/No. If not, why? _____

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

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Before She Was Harriet

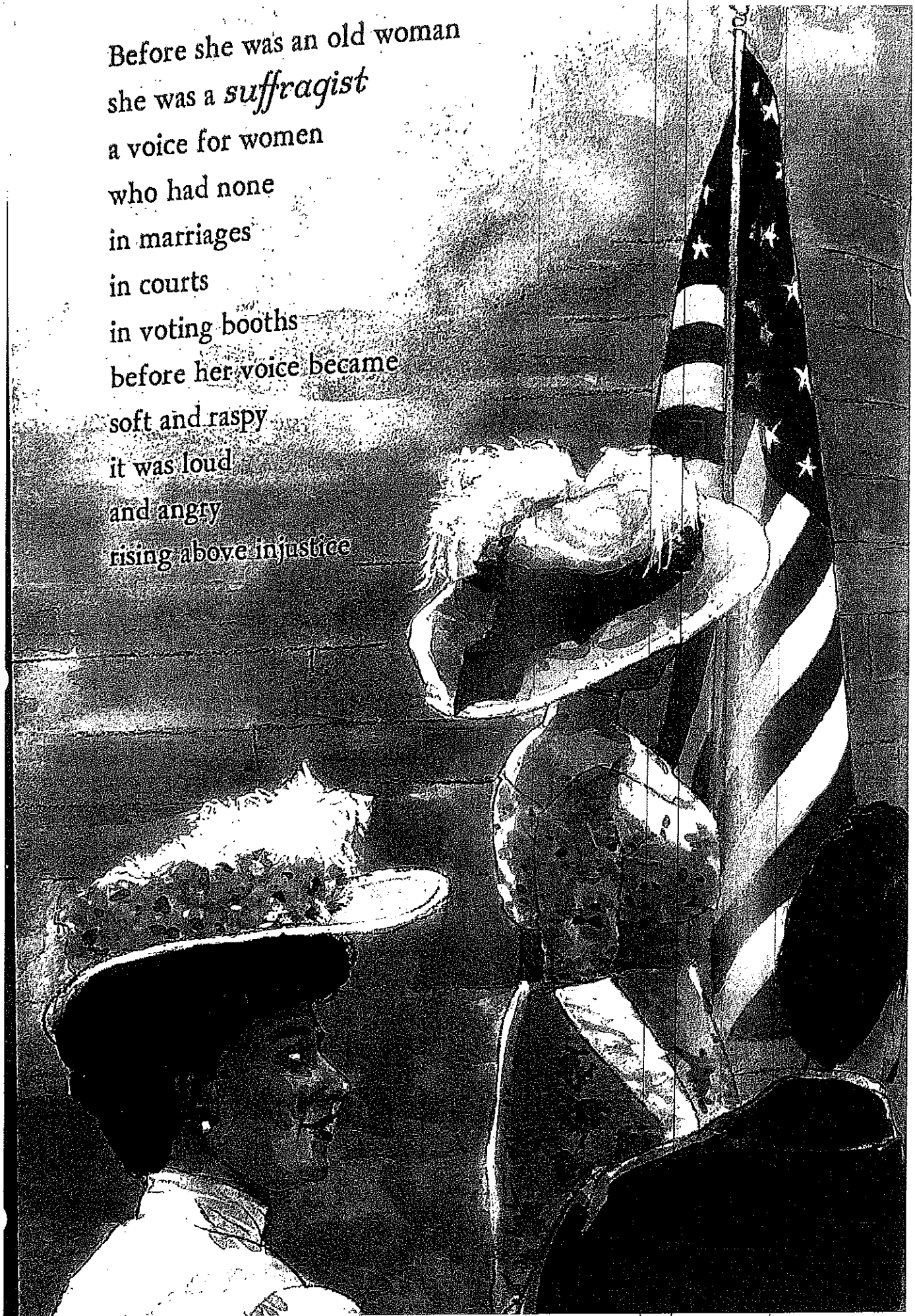
LESA CLINE-RANSOME

illustrated by

JAMES E. RANSOME



Before she was an old woman
she was a *suffragist*
a voice for women
who had none
in marriages
in courts
in voting booths
before her voice became
soft and raspy
it was loud
and angry
rising above injustice



Before she was
General Tubman
she was a *Union spy*
carrying secrets
across battlefields
to soldiers
fighting in the Civil War
for President Lincoln
to end slavery





TOWN HALL #2
11/19/2023
TO BROSKIE BY HAND
CLAY COUNTY DISTRICT SCHOOLS

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David S. Broskie

BOARD MEMBERS:

- Janice Kerekes, District 1
- Mary Bolla, District 2
- Beth Clark, District 3
- Tina Bullock, District 4
- Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED]
 Physical Address: [REDACTED]
 City: [REDACTED] State: FL
 School: MIDDLEVIEW HS Grade Level: HS Subject: VARIABLES

Check as applicable:

- I represent a special interest group named NO LEFT TURN IN EDUCATION
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIABLES

Title: BETWEEN THE WORLD AND ME
 Author: TA-NEHISI COATES ISBN: 978-1-41048584-7

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO
 If YES, please explain in Question 3.

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.

INFUSED WITH CRT
 BLACK VICTIM HOOD, WHITE OPPRESSORS

ALL SAMPLES ATTACHED

4. What do you believe might be the result of a student using this material?

DAMAGED SOULS!

5. For what age group would you recommend this material?

ADULT

6. Is there anything good in this material?

NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN:

NA

Printed name of Complainant:

BRUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

[Redacted]

[Signature]

[Redacted]

1/13/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

- Received in Instructional Resources: Date 1/20/23 by [Signature]
- Attachments were included with this form. Total number of pages 6
- The form was fully completed and accepted: **Yes/No**. If not, why?

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

#1 NEW YORK TIMES BESTSELLER

ETA-NEHISI

COATES

BETWEEN

THE WORLD

AND ME

"This is required reading." —Toni Morrison

*see her
on CHALLENGE
LIST.*

government-backed home loans, and ancestral wealth but
 can only protect you with the club of criminal justice has
 either failed at enforcing its good intentions or has suc-
 ceeded at something much darker. However you call it,
 the result was our infirmity before the criminal forces of
 the world. It does not matter if the agent of those forces is
 white or black—what matters is our condition, what mat-
 ters is the system that makes your body breakable.

BUNCH
 VICTIM
 CRT

The revelation of these forces, a series of great changes,
 has unfolded over the course of my life. The changes are
 still unfolding and will likely continue until I die. I was
 eleven years old, standing out in the parking lot in front of
 the 7-Eleven, watching a crew of older boys standing near
 the street. They yelled and gestured at... who? ... another
 boy, young, like me, who stood there, almost smiling,
 gamely throwing up his hands. He had already learned the
 lesson he would teach me that day: that his body was in
 constant jeopardy. Who knows what brought him to that
 knowledge? The projects, a drunken stepfather, an older
 brother concussed by police, a cousin pinned in the city
 jail. That he was outnumbered did not matter because the
 whole world had outnumbered him long ago, and what do
 numbers matter? This was a war for the possession of his
 body and that would be the war of his whole life.

I stood there for some seconds, marveling at the older
 boys' beautiful sense of fashion. They all wore ski jackets,
 the kind which, in my day, mothers put on layaway in Sep-

tember, then piled up overtime hours so as to have the
 thing wrapped and ready for Christmas. I focused in on a
 light-skinned boy with a long head and small eyes. He was
 scowling at another boy, who was standing close to me. It
 was just before three in the afternoon. I was in sixth grade.
 School had just let out, and it was not yet the fighting
 weather of early spring. What was the exact problem here?

Who could know?

The boy with the small eyes reached into his ski jacket
 and pulled out a gun. I recall it in the slowest motion, as
 though in a dream. There the boy stood, with the gun
 brandished, which he slowly unknuckled, tucked, then un-
 knuckled once more, and in his small eyes I saw a surging
 rage that could, in an instant, erase my body. That was
 1986. That year I felt myself to be drowning in the news
 reports of murder. I was aware that these murders very
 often did not land upon the intended targets but fell upon
 great-aunts, PTA mothers, overtime uncles, and joyful
 children—fell upon them random and relentless, like great
 sheets of rain. I knew this in theory but could not under-
 stand it as fact until the boy with the small eyes stood
 across from me holding my entire body in his small hands.

The boy did not shoot. His friends pulled him back. He
 did not need to shoot. He had affirmed my place in the
 order of things. He had let it be known how easily I could
 be selected. I took the subway home that day, processing
 the episode all alone. I did not tell my parents. I did not tell

150
 150
 150

against the torture of processing and lye, that black skin must be guarded against bleach, that our noses and mouths must be protected against modern surgery. We are all our beautiful bodies and so must never be prostrate before barbarians, must never submit our original self, our one of one, to defiling and plunder.

I loved Malcolm because Malcolm never lied, unlike the schools and their façade of morality, unlike the streets and their bravado, unlike the world of dreamers. I loved him because he made it plain, never mystical or esoteric, because his science was not rooted in the actions of spooks and mystery gods but in the work of the physical world. Malcolm was the first political pragmatist I knew, the first honest man I'd ever heard. He was unconcerned with making the people who believed they were white comfortable in their belief. If he was angry, he said so. If he hated, he hated because it was human for the enslaved to hate the enslaver, natural as Prometheus hating the birds. He would not turn the other cheek for you. He would not be a better man for you. He would not be your morality. Malcolm spoke like a man who was free, like a black man above the laws that proscribed our imagination. I identified with him. I knew that he had chafed against the schools, that he had almost been doomed by the streets. But even more I knew that he had found himself while studying in prison, and that when he emerged from the jails, he returned wielding some old power that made him speak as though his body were his own. "If you're black, you were born in jail," Malcolm said.

BECAUSE OF WHITEY

colm said. And I felt the truth of this in the blocks I had to avoid, in the times of day when I must not be caught walking home from school, in my lack of control over my body. Perhaps I too might live free. Perhaps I too might wield the same old power that animated the ancestors, that lived in Nat Turner, Harriet Tubman, Nanny, Cudjoe, Malcolm X, and speak ~~no~~, act ~~as~~ though my body were my own.

My reclamation would be accomplished, like Malcolm's, through books, through my own study and exploration. Perhaps I might write something of consequence someday. I had been reading and writing beyond the purview of the schools all my life. Already I was scribbling down bad rap lyrics and bad poetry. The air of that time was charged with the call for a return, to old things, to something essential, some part of us that had been left behind in the mad dash out of the past and into America.

This missing thing, this lost essence, explained the boys on the corner and "the babies having babies." It explained everything, from our cracked-out fathers to HIV to the bleached skin of Michael Jackson. The missing thing was related to the plunder of our bodies, the fact that any claim to ourselves, to the hands that secured us, the spine that braced us, and the head that directed us, was contestable.

This was two years before the Million Man March. Almost every day I played Ice Cube's album *Death Certificate*: "Let me live my life, if we can no longer live our life, then let us give our life for the liberation and salvation of the black nation." I kept the Black Power episodes of *Eyes on*

IN THE
OYU
OYU
= THE
THE
THE

continued with C

mother there, your uncle Ben, your aunt Kamilah and aunt Chana.

I was admitted to Howard University, but formed and shaped by The Mecca. These institutions are related but not the same. Howard University is an institution of higher education, concerned with the LSAT, magna cum laude and Phi Beta Kappa. The Mecca is a machine, crafted to capture and concentrate the dark energy of all African peoples and inject it directly into the student body. The Mecca derives its power from the heritage of Howard University, which in Jim Crow days enjoyed a near-monopoly on black talent. And whereas most other historically black schools were scattered like forts in the great wilderness of the old Confederacy, Howard was in Washington, D.C.—Chocolate City—and thus in proximity to both federal power and black power. The result was an alumni and professorate that spanned genre and generation—Charles Drew, Amiri Baraka, Thurgood Marshall, Ossie Davis, Doug Wilder, David Dinkins, Lucille Clifton, Toni Morrison, Kwame Ture. The history, the location, the alumni combined to create The Mecca—the crossroads of the black diaspora.

I first witnessed this power out on the Yard, that communal green space in the center of the campus where the students gathered and I saw everything I knew of my black self multiplied out into seemingly endless variations. These were the scions of Nigerian aristocrats in their business suits giving dap to bald-headed Qs in purple windbreakers

DINKINS: ONE OF NYC'S WORST MAYORS

MORRISON: ALL CHANGED BOOKS, RACIST

and an Timbs. There were the high-yellow progeny of AME preachers debating the clerics of Ausar-Set. There were California girls turned Muslim, born anew, in hijab and long skirt. There were Ponzi schemers and Christian cultists, Tabernacle fanatics and mathematical geniuses. It was like listening to a hundred different renditions of "Redemption Song," each in a different color and key.

And overlaying all of this was the history of Howard itself. I knew that I was literally walking in the footsteps of all the Toni Morrisons and Zora Neale Hurstons, of all the Sterling Browns and Kenneth Clarks, who'd come before. The Mecca—the vastness of black people across space—time—could be experienced in a twenty-minute walk across campus. I saw this vastness in the students chopping it up in front of the Frederick Douglass Memorial Hall, where Muhammad Ali had addressed their fathers and mothers in defiance of the Vietnam War. I saw its epic sweep in the students next to Ira Aldridge Theater, where Donny Hathaway had once sung, where Donald Byrd had once assembled his flock. The students came out with their saxophones, trumpets, and drums, played "My Favorite Things" or "Someday My Prince Will Come." Some of the other students were out on the grass in front of Alain Locke Hall, in pink and green, chanting, singing, stomping, clapping, stepping. Some of them came up from Tubman Quadrangle with their roommates and rope for Double Dutch. Some of them came down from Drew Hall, with their caps cocked and their backpacks slung through one

swallowed with C



HAND DELIVERED

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David S. Broskie

BOARD MEMBERS:

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- Beth Clark, District 3
- Tina Bullock, District 4
- Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN

Phone: [REDACTED]

Email: BRUCE.FRIEDMAN@NOLEFTTURN.US

Physical Address: [REDACTED]

City: [REDACTED]

State: [REDACTED]

School: RIDGEVIEW HS...

Grade Level: HS...

Subject: VARIES

Check as applicable:

- I represent a special interest group named NO LEFT TURN IN EDUCATION
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc)
- Other: VARIES

Title: BLACK BOY TOY

Author: EDITED BY KWAME NIBALIA

ISBN: 978-0-593-37993-6

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request?

PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO
If YES, please explain in Question 3.

NO

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.

SEE ATTACHED
FOUND IN RIDGEVIEW ELEMENTARY & ELSEWHERE
13 YEAR OLD HAS "GENDER REVEAL"
AND "COMES OUT" AS "NON BINARY"

REFERENCES TO BLACK LIVES MATTER MOVEMENT
NOT COUNTERED WITH EVIDENCE OF BLM FRAUD

"LOVE IS LOVE" - ALSO CASUALLY INCLUDED

*INTRO REEKS OF CRITICAL RACE THEORY

"YOUR TRUTH" - FYI TRUTH IS UNIQUE

"THEY/THEM" PRONOUNS - GENDER CHAOS

4. What do you believe might be the result of a student using this material? DAMAGED SOULS

5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

[Redacted Signature]

Date: 2/23/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 3/3/23 by [Signature]

Attachments were included with this form. Total number of pages 11

The form was fully completed and accepted: Yes/No. If not, why? _____

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

ALL MOST STORIES ARE FINE, NO PROFANITY

1997 COUNTRY LIBRARY SYSTEM
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BLACK BOY JOY

JF
BLA

EDITED BY KWAME MBALIA

STORIES THAT CELEBRATE BLACK BOYHOOD.

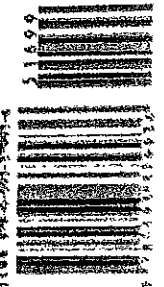
- B. B. Alston
- Dean Atta
- P. Djèli Clark
- Jay Coles
- Jerry Craft
- Lamar Giles
- Don P. Hooper
- George M. Johnson
- Varian Johnson
- Kwame Mbalia
- Suyi Davies Okungbowa
- Tochi Onyebuchi
- Julian Randall
- Jason Reynolds — PROSLAVATE
- J. A. Reynolds
- Iun Sanders
- Jan Winters

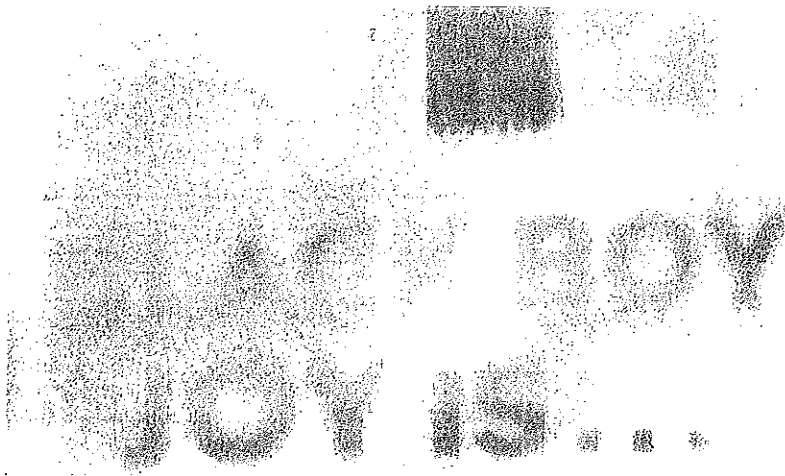
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INSIDE
JACKET
COVER

nd more! From seventeen
acclaimed Black male and nonbinary
authors comes a vibrant collection
of stories, comics, and poems about
the power of joy and the wonders
of Black boyhood.

← SO,
NOT
MALE
OR
FEMALE
GOT IT.

INTRODUCTION

BY
EDITOR
KWAME
MSALIA

Here's a secret: I don't like watching the news. Is that — OR
weird? It's because for a long time, when I would come
into the kitchen for my fifth snack in thirty minutes and
my parents had the television on, the news was always
reporting on some local shooting or some death or some
other tragedy that made my mother shake her head and
my father scowl at the screen. Because nine times out of
ten, a face like mine was on the screen.

Here's another secret: when I'm happy I cry. Happy
for myself, happy for my friends, happy for some
stranger who just won a lifetime supply of string
cheese—it doesn't matter; I will tear up as I'm jumping
up and down in excitement.

One more secret: I want you to be happy.

Okay, that one wasn't really a secret but it had to be
said, so just pretend with me, okay? And as long as we're
pretending, imagine me dumping those three secrets
into a giant bowl, inviting sixteen Black author friends

← NO,
YOU
MAY NOT
ASK WHY.
=CRT

— OR

seat. "You ain't about to have me doubling back because you missed your stop again. Pay attention!"

"Sorry. Sorry." Cornell scooted from his seat and brushed past his laughing schoolmates, including Amaya Arnold. Amaya was more *giggling* than *laughing*, and Cornell could tell she wasn't being mean. Actually, her giggle was kind of pretty. Almost as pretty as her.

But he wasn't brave enough to look her way too long, so his eyes wandered . . . to Tobin Pirts. Who was staring at him. Hard.

Tobin swiped his red bangs away from his eyes and freckled forehead. "Hope you're ready."

Cornell shook his head and exited the bus with that stupid list taping up the space in his head he'd rather reserve for Amaya.

But, unless she got superpowers before lunch tomorrow, she wasn't going to be much help.



The cars in the driveway told Cornell everyone was home except Mom, who was still on the West Coast for her business trip. He weaved between Carter's beat-up burgundy Chevy "starter car," Dad's might-be-time-for-an-upgrade-if-he-can-convince-Mom black Audi, and Pop-Pop's classics-are-the-way-to-go baby blue Cadillac

until he reached the side door. He removed the lanyard from his neck where his single silver key dangled and jiggled it in the knob.

Before she left, Mom had told them all, "Don't think because I'm away it's supposed to be Bruhs Gone Wild. I want this house looking like humans live here when I get back."

Inside, the funky-ripe smell of the overfull kitchen trash can suggested they had work to do.

First things first, though. "Carter! Hey, Carter! I need your help."

Cornell's brother wasn't in the kitchen, and the house wasn't shaking from rap bass, so he probably wasn't in his bedroom. Cornell rushed through the dining room, scooted by Mom's home office, cut through the foyer, kicked his shoes off before stepping into the living room no one ever sat in, and came to a skidding stop at the den, where he found his brother on the wraparound couch with a guest.

"Hi," Cornell said, surprised.

The girl gushed. "Oh, you must be Carter's brother!"

She had dark brown skin, supercool red-framed glasses, and an Afro puff on each side of her head. She reminded Cornell of Amaya. Her jean jacket had a bunch of buttons pinned to the collar and pockets. Cornell leaned forward, trying to read some—BLACK LIVES

BLM

LOVE IS LOVE IS LOVE
↳ GROOMING IS NOT LOVE

MATTER; LOVE IS LOVE—when Carter reminded them he was in the room. "Whatchu need, Lil' Man?"

Cornell's chin jerked up. Carter never called him "Lil' Man" before. Also, "Why's your voice sound like that?" Carter coughed and cleared his throat. The weird deepness became his normal little-bit-whiny voice. "We're studying."

The girl told Carter, "Hey, I want you to introduce me to this little cutie."

Cornell smiled. "Thank you!"

Mom taught him how to take a compliment.

Carter . . . was not smiling. "Raven, that's Cornell, Raven. What. Do. You. Want?"

"Oh, right!" Cornell fished the list from his back pocket and hopped over the back of the couch. It was a nimble leap. He landed right between the study buddies.

Raven clapped like Cornell had done some YouTube-level parkour. Carter stared, his face twitching in a super weird way. He was probably just focusing real hard so he could be as helpful as possible, Cornell figured.

"There's this thing that happens in the cafeteria on Fridays," Cornell said, "where everyone gathers around and argues about which superheroes can do what. Sometimes it's just about who's better, and sometimes it's about who would beat who in a fight. It's a big thing. Anyway, my name got pulled out the hat again, so I have

to go tomorrow, except I can't use any of the characters on this list because—"

Carter stood up.

Oh.

Maybe he thought better on his feet.

"Come with me." Carter left the room.

Cornell hopped off the couch and waved bye to Raven. He found Carter in the kitchen, leaning on the fridge, his face tight. "Do you see what's happening out there?" "Yeah, you're studying with Raven."

Carter's chest heaved. He snatched the paper from Cornell's hand. "Gimme that list."

"Rude."

His eyebrows rose. "Batman's perma-banned?"

"Yep. Everyone thinks he's overrated. Plus, it's not cool how he practices his karate on, like, his neighbors."

"True. Don't even get me started on him fighting Superman. I mean, an orbital blast of Heat Vision beats a stupid bat-shaped boomerang any day of the week." "That's what I said."

Carter's mouth screwed up. He rubbed the back of his head with one hand. "You need a super who's not on this list?"

"No!" Cornell got to the really alarming part he was trying to explain on the couch. "I need *three*. Tomorrow's category is Battle Royale Trios."

BUYING
HOUSES
IN STREET
OR
HELPING
FLUNTS
BACK
LIVES
IS NOT
LOVE
BITTER
IT'S
FRAUD

kindergarten, and now that they were in their final year at Tubman Junior High School, they were tighter than ever.

"Hey Janet, what's the tea?"
"Ain't nothing. Ready to get this Friday done with so we can party tomorrow. Are you excited?"
Malcolm nodded. "I'm a little behind on my outfit, but I should have enough time to get it done. Big Nanny is gonna work on the pants today so I can focus on the top."

"Well, that's good. You know she could sew a dress blindfolded. I know you gonna show out." Then Janet turned her head and narrowed her eyes at Malcolm.
"Sooooo . . . have you decided if you are gonna go through with it?"

Malcolm took a deep breath in, then sighed and put his head down. "I decided to change the design to a regular suit. I don't think I'm ready to push my fashion that far in front of my dad."

Janet leaned in closer. "That's not the 'it' I'm referring to and you know it."

Malcolm lifted his head up and looked at Janet in her piercing eyes. "Oh. That 'it.'" He sighed. "I'm not sure if I'm ready to tell them I'm nonbinary. My dad isn't very big on words, you know."

Janet grabbed Malcolm's hand and held it tight.

Back at the house, Big Nanny slurped the rest of her breakfast and headed for the sewing room to finish up the pants for Malcolm's birthday outfit. As she sat down at the sewing desk, she reached for a spool of thread sitting on the edge of the table and accidentally knocked over the pile of scraps the thread had been sitting on. "Damn it," she said as she bent over to pick them up.

"What is this here?" she exclaimed out loud as she grabbed hold of a loose paper that had floated to the floor.

It was a sketch of Malcolm grinning in a glamorous design. Not the sketch of the suit—this one had a long, flowing train. The words at the top read "My Birthday Outfit."

Big Nanny looked at the pants on the table. Then she

MINDS

NON BINARY IN JGR. HIGH. DO WE WANT 190 TO PROMOTE THIS?



looked at the jacket hanging in the closet. She took a last look at the sketch.

Big Nanny walked over to the closet and grabbed the jacket. She laid it out on the sewing desk and pulled her scissors. With a grin on her face, she began cutting.

The school day was like any other day—switching classes, catching up with Janet in between periods, and running into class before the door closed. Malcolm couldn't pay much attention that day, though, knowing he had a birthday party coming up and a big decision to make. He just kept staring at the clock as it went from 1 p.m., to 1:30 p.m., to 2 p.m., and finally to 2:27 p.m. when the final bell rang.

Malcolm walked out of his last period class and met Janet at the lockers.

"You make a decision yet, boo?" Janet asked. Malcolm glanced at her with a side-eye.

"You are worse than my little brother when he want candy. I think I'mma just sleep on it and decide in the morning." Malcolm bit his lip. "I'm still so nervous about my birthday party outfit, though. I hope it doesn't underwhelm. Everyone looks to me for fashions you know."

"Listen," Janet said, "you were best dressed in elementary school. You're going to be best dressed at the end of this year. Probably best dressed in high school and at the Emmys one day. The only thing now is if you are best dressed as a 'he' or a 'they'."

Malcolm snapped his head back. "You don't ever give up, do you?"

"Nope. But for real, I've known you since you were five playing with my dolls and doing hair. I know who you are. You know who you are. Tomorrow you will just be inviting everyone else into that—if you want to, I mean. And I'll be right there by your side, wearing a cute dress and hoping Jimmy notices."

Malcolm pulled a face. "Girl, go away from me. Just boy crazy."

"And what are you??" Janet replied. They both laughed.

"Well, whatever you decide, you know I got your back," Janet continued. "Now, come on, we're gonna be late for cross-country practice." They linked arms and headed to the locker rooms.

While Malcolm was getting changed, a few of his teammates came up to him. Jimmy, their star basketball

YOU WILL NEVER BE THEM. ↑

ok

Big Nanny patted the seat next to her. "Sit down, Malcolm, I wanna tell you a story." She took a deep breath and went on. "Your uncle Frank isn't really your dad's brother."

Malcolm's eyes got big as quarters at that. "What?!" "When your dad was fifteen, he and Frank were best friends. Back during that time, Frank was what you would refer to as 'soft.' I think the word they used back then was 'sissy.' Well, one day, Frank's father found out that he was gay. He hurt Frank pretty badly. Your daddy always knew about Frank but never cared. So when Frank came to him, your dad brought him back to the house and asked if Frank could stay with us. Of course I took him in without a second thought, and the two have remained best friends ever since."

Malcolm looked up at Big Nanny in awe. "I never knew that about Daddy. He just always seems so closed off. Like, I know he loves me, but it just isn't his easiest emotion to show."

"I know, baby. But one thing I do know is that your father is one of the most caring and understanding people on this earth. And that you shouldn't be afraid to tell him your truth. 'Cause if he even tries to reject you, I'll knock him out."

Malcolm sat up and laughed. "Thanks, Big Nanny."

She pulled Malcolm in for a tight hug. "Okay, now let's practice."

Malcolm gave her a sharp look. "Uh, practice what?" "Your truth. Go ahead and stand right there and say what you've always wanted to say!"

Malcolm wanted to say that he couldn't. That it was too much. But then he drew himself up and stood tall in front of Big Nanny. He grabbed the outfit off the hanger and walked behind the dressing wall they had in the room. Once he'd tried it on, he came from around the corner and saw it for the first time in the mirror. He couldn't keep the smile from tugging at his cheeks. The outfit needed a few alterations but it was perfect. He felt powerful, like a superhero when they put on their cape.

Malcolm turned and let Big Nanny take a look at him. Then he took in a deep breath and finally said the words:

"Big Nanny, I am nonbinary. My pronouns are no longer 'he' and 'him,' I would like to be referred to as 'they' and 'them.'"

"Well, all right! Seems to me like you got it down. Now you gonna have to explain to me what non... that word you said fully means, but I think I get what you're putting down!"

Malcolm let out a big exhale. "Thanks, Big Nanny."

NOT OKAY

NO YOU NEED THERAPY

TRUTH IS NOT PERSONAL SECRETS ARE

Malcolm watched them all nervously. Then they took a deep breath and stepped out the door, the train flowing out behind them.

The audience gasped. Malcolm looked at Janet, their nerves taking over. Janet yelled, "You got this, Malcolm! And I got you." Malcolm's lips quirked up in a tiny smile.

No more fear, they whispered under their breath. The lump in their throat began to ease. Malcolm released the sides of the train and took another deep breath in. Then they smiled and began speaking.

"My name is Malcolm Jamal Jennings. Today I am thirteen years old. I am nonbinary. My pronouns going forward are 'they' and 'them.'"

As soon as Malcolm finished speaking, everyone was silent, including both of Malcolm's parents. Malcolm's eyes started filling with tears, their hands back on the train, bunching in the fabric. Malcolm wanted to turn and run back into the house, but before they could make that dramatic exit, they heard a familiar voice. "And we love you, baby!" yelled Big Nanny. Malcolm looked at her and could see love and pride in her eyes.

And then it happened.

Malcolm's father started clapping. Then their mother. Then everyone else. Malcolm smiled in disbelief as a rear rolled down their face.

Malcolm's father walked up to them and gave them a hug. "I'm really proud of you, Malcolm." Malcolm buried their head in their father's chest. Malcolm's mother came up and hugged them both. Then Malcolm's parents stepped away to make room for Malcolm's friends, who were crowding around them.

"Malcolm, you always got something going on," Paul said. "But that's what's up. Wish more folks could be as brave as you." They both dapped each other up. Jimmy walked up with a plate of food, and Janet immediately ran over with a napkin for him. Malcolm looked at Janet and muttered, "So thirsty."

Then Jimmy said, "Malcolm, you never cease to amaze me. Mad respect. Just don't wear that to cross-country practice." Malcolm laughed and dapped him up too.

Uncle Frank was clapping just as loud behind the DJ booth. He started playing music and then got on the mic. "All right, all right, I wanna give a shout-out to my nibling, Malcolm!" Malcolm looked at Uncle Frank. "Hey, I been in this community awhile. I know the lingo."

Janet whooped and started dancing. Malcolm joined in too, swirling their train in a circle as the air caught underneath it. Malcolm and Janet began two-stepping with one another to the beat. Malcolm smiled hard as they rocked their body from side to side.

PRONOUN
+ GENDER
CHAOS

← THEM
= SINGULAR?

← CROWDING
AROUND
A SINGULAR
'INDIVIDUAL'
IS NOT
THEM;

← NIBLING
← ?

NO

→



HAND DELIVERED
CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043
P (904) 336-6500 F (904) 336-6536 W oneclay.net
SUPERINTENDENT OF SCHOOLS
David S. Broskie

BOARD MEMBERS:
Janice Kejekes, District 1
Mary Bolla, District 2
Beth Clark, District 3
Tina Bullock, District 4
Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
Phone: 917 734 3706 Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
Physical Address: 3933 TRAIL RIDGE RD
City: MIDDLEBURG State: FL Zip: 32068
School: MIDDLEVIEW HS... Grade Level: HS... Subject: VARIES

Check as applicable:

- I represent a special interest group named NO LEFT TURN IN EDUCATION
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc)
- Other: VARIES

Title: BACK BROTHER, BACK BROTHER
Author: JEWELL PARKER RHODES ISBN: 978-0-316-49380-2

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO NO
If YES, please explain in Question 3.

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.
SEE ATTACHED
RACISM, ANTI-RACISM (SAME THING!)
"SWIMMING IN WHITENESS"

CRT

PREACH HATE IN ELEMENTARY SCHOOLS
WHAT COULD GO WRONG?

4. What do you believe might be the result of a student using this material? _____

DAMAGED SOULS

5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

Signature of Complainant: [Signature]

Date: 2/28/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 2/8/23 by [Signature]

Attachments were included with this form. Total number of pages 3

The form was fully completed and accepted: Yes/No. If not, why? _____

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

REQUEST

F EDUCATIONAL MEDIA

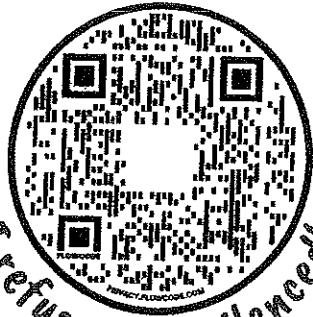
School: Blue

Save our children!

Requested Initiated I

Telephone: [REDACTED]

City: Pensa



32506

Book

Videocassette

Periodical

Record

Pamphlet

Computer Software

Laser Videodisc

Kit

Other: _____

Title: Black Brother, Black Brother

Author: Jewell Parker Rhodes

Publisher or Producer: Little Brown and Company

- Reasons for Objections: ideological falsehoods + racism, the message is only white people are embraced by society, not black people are subject to racism
- Have you read, viewed, and/or listened to the entire educational media to which you object? in their words, not the entire book but enough to know what the book is about.
- What are the strengths of this educational media? none

4. Are you aware of the judgment of this educational media by literary and authoritative critics? no

5. What do you believe is the purpose of this educational media? to brainwash kids with lies + hate

6. For what age group would you recommend this educational media? none if we don't stop talking about skin color that's all we'll ever see + we continue going backwards in society.

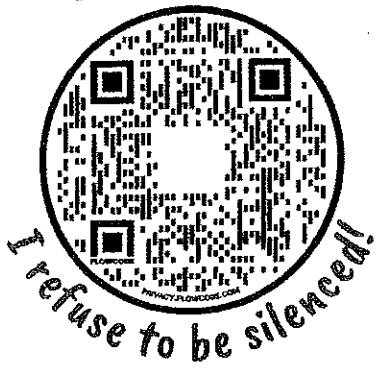
7. Where was the educational media located in the school system? library

8. On _____

son checked out book on 8/11/22
Date: 8/17/2022

Signature of _____

Save our children!



he asked me what does swimming in whiteness mean? which is ~~for~~ of the back cover.

7/30/22

To Broskie BY HAND 2/2/2023
CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043
P (904) 336-6500 F (904) 336-6536 W oneclay.net
SUPERINTENDENT OF SCHOOLS
David S. Broskie

BOARD MEMBERS:

- Janice Kerekes, District 1
- Mary Bolla District 2
- Beth Clark District 3
- Tina Bullock District 4
- Ashley Gilhousen, District 5



Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
 Physical Address: [REDACTED]
 City: [REDACTED] State: [REDACTED] Zip: [REDACTED]
 School: NO REVIEW etc Grade Level: H.S etc Subject: VARIES

- Check as applicable:
- I represent a special interest group named NOLEFTTURN IN EDUCATION FLORIDA
 - I already have a copy of the material
 - I will review the material on-site
 - I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: * Blended
 Author: * Sharon M. Draper ISBN: * 978-1-44249500-5

1. What is your interest or reason for this request? PROTECT CHILDREN

2. What is objectionable about the material: specific pages, chapters, language, scenes?
 Attach additional information, if necessary. ~~XXXXXXXXXX~~

INAPPROPRIATE CONTENT PAGES

COMMON CORE

CSE

SEL

DEI/CRT/ANTI-POLICE

SEXUAL CONTENT

NOT 847 VIOLATION

RACIST RUBBISH / SEE ATTACHED CRT ANTI-POLICE @ MANY ELEMENTARY SCHOOLS

3. What do you believe might be the result of a student using this material? _____

DAMAGED SOULS

4. For what age group would you recommend this material? ~~ADULT~~ ADULT

5. Is there anything good in this material? NA

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: * [Signature]

Date: 7/28/2022

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 2/7/23 by [Signature]

Attachments were included with this form. Total number of pages 14

The form was fully completed and accepted: Yes/No. If not, why? _____

Date Committee convened: _____

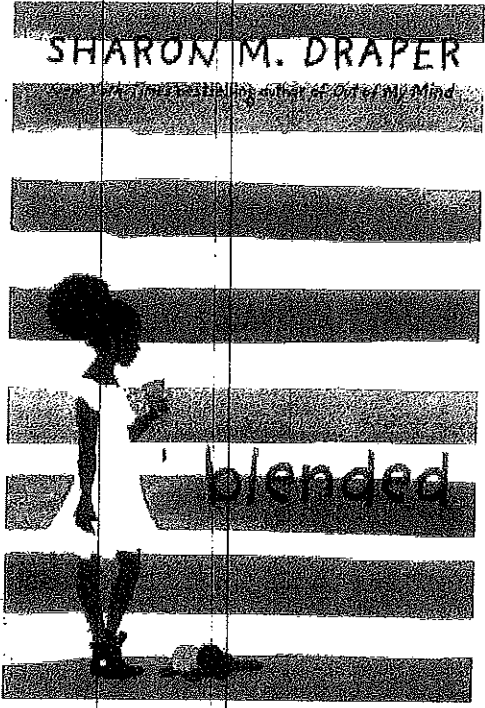
Committee Members: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

BLENDED



Juvenile

By Sharon M. Draper

ISBN: 978-1-44249500-5

Book Summary:

A young, racially mixed girl, struggles to identify her race amidst racially-charged incidents in her school and community.

Summary of Concerns:

This book contains mild profanity;
controversial racial commentary;
controversial social commentary including
police brutality and gun control activism;
and mild violence.

↑
RACIST
RUBBISH

~~1~~
/5

~~Child Guidance
BookLooks Review Rating~~

Page	Content
72	"...Maybe walking out of school can help change gun laws and stuff." ..."Absolutely!" Imani says, her face serious. "Real people died in those school shootings- kids our age. We have a right to be safe."
88	"Because noose means, well, a noose is what they used to hang people. Lynch people. Black people." There, I said it.
94	"My dad loved him some liquor, and he'd have his friends over every Saturday for whiskey and whatever. After they'd had two or three drinks...or more, they really relax and start talking smack. They'd say really nasty things about Jewish people and Black people and folks from other countries who lived here- basically, anybody who wasn't white."
99	"Guns only create more problems." ..."But...aren't they racists? The people who do stuff like this?" ..."I suppose we have to figure out the definition of 'racist' first," Mr. Kazilly says. "It's somebody who hates Black people!" Otis shouts out.
101	"That noose was a sign of hate!" Manuel finally says. "Yeah, white people do that kind of stuff all the time!" Jontay shouts.
102	If I spoke up right now, would I speak up for the white kids or the Black kids? Or both? Or neither?
272	I HIT THE ground with a thud and a throb. Owww! I think my head bounces. The back of its hurts so bad. Cement is hard! I hear lots of shouting and screaming- seems like it's coming from a tunnel. ..."I repeat. Shots fired. Victim is a child- a girl aged ten or eleven." I want to tell that voice I'm almost twelve. But I can't get the words in my head out of my mouth. Why is my arm on fire? And my head! Oh, my head! It hurts so bad! ..."We've got a lot of blood here." Blood? My blood? From what? "Where's the gun?" Are they talking about me? What gun? "She had no gun. The only thing in her pocket is a cell phone." My phone. ..."Are you sure?" "Yes, sir. Just a phone." I'm so confused. I want Mom. Why is my arm burning so bad? My arm. My head. ..Everything fades to dark.
276	I ease back down, and it's like rocks in my brain shift around and let pieces of thought trickle out. Ice cream. Police cars. Sunlight. Handcuffs. A gun?
279	"I don't know all the details about what happened with your brother and the police, but you came in with a gunshot wound to the arm." "I got shot?!" I got shot? By a gun? I blink my eyes open to see if she is for real. "I'm afraid so, honey. It seems you reached for a cell phone, and a police officer, well, she thought you were reaching for a gun." "I'm eleven! Where would I get a gun?" I demand, wincing.

HIRE ARMED GUARDS!

JEW'S ARE NOT WHITE?

NO

CRT

CRT

WE THE PEOPLE ARE ALL ONE RACE!

Page	Content
	..."Anyway, the officer's gun went off- she says it was an accident- and your arm was hit."
287	They asked about you-like maybe you always kept guns hidden in the pockets of your recital dresses!" ..."But I did see that they put the lady cop who shot you in the back of a police car. She was crying." "Good." "After the ambulance took you away, some of the cops tried to make like they were still looking for somebody, but it was just an act..."
300	Activists are screaming. Police brutality. Child endangerment. And apparently, Black Lives Matter has put me at the top of its list!
301	Guns. Police. Violence in the street and stuff. Lots of articles and editorials about racial profiling.

DID THEY HELP YOU?

Profanity	Count
Pissed	1



TOWN HALL #2 1/19/23.
TO BROSKIE BY HAND
CLAY COUNTY DISTRICT SCHOOLS

7/21/22

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043
P (904) 336-6500 F (904) 336-6536 W oneclay.net
SUPERINTENDENT OF SCHOOLS
David S. Broskie

BOARD MEMBERS:

- Janice Kerekes, District 1
- Mary Bolla District 2
- Beth Clark District 3
- Tina Bullock District 4
- Ashley Giffhousen, District 5

FIH
MHS

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review:

BRUCE TRIEDMAN

Phone:

[REDACTED] BRUCE TRIEDMAN@NOLEFTTURN.VC

Physical Address:

City:

State:

FL

School:

RIDGEVIEW

Grade Level:

HS

Subject:

NA

Check as applicable:

- I represent a special interest group named _____
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: _____

Title:

Boy Meets Boy

Author:

DAVID LEVITMAN

ISBN: 978-0-375-83299-4

1. What is your interest or reason for this request?

PROTECT CHILDREN

2. What is objectionable about the material: specific pages, chapters, language, scenes?

Attach additional information, if necessary.

CSE INAPPROPRIATE CONTENT

SEE ATTACHED

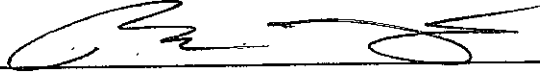
3. What do you believe might be the result of a student using this material? NA

4. For what age group would you recommend this material? ADULT

5. Is there anything good in this material? NA

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: Bruce FRIEDMAN

Signature of Complainant: 

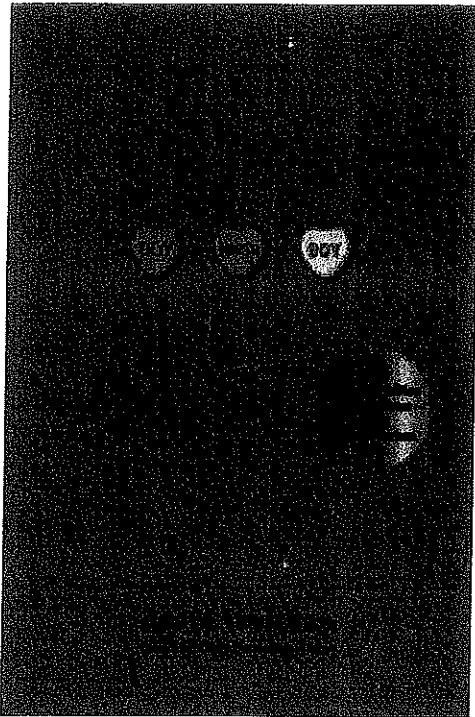
Date: 7/20/2022

Please submit the completed form and any additional documentation to:

Clay County District Schools
Attn: Supervisor of Instructional Resources
900 Walnut Street
Green Cove Springs, Florida 32043

- To be completed by Instructional Resources Office Staff:**
- Received in Instructional Resources: Date 11/7/23 by [Signature]
 - Attachments were included with this form. Total number of pages 7
 - The form was fully completed and accepted: **Yes/No**. If not, why? _____
 - Date Committee convened: _____
 - Committee Members: _____
 - Outcome: _____
 - Notification of Complainant: Date _____ by _____
 - Additional information: _____

BOY MEETS BOY



Summary of Concerns:

This book contains references to sexual activities, sexuality and alternate genders.

PRONOUN
CHAOS

Young Adult

By David Levithan

ISBN: 978-0375832994

Page	Content
1	<p>There isn't really a gay scene or a straight scene in our town. They got all mixed up a while back, which I think is for the best. Back when I was in second grade, the older gay kids who didn't flee to the city for entertainment would have to make their own fun. Now it's all good. Most of the straight guys try to sneak into the Queer Beer bar. Boys who love boys flirt with girls who love girls. And whether your heart is strictly ballroom or bluegrass punk, the dance floors are open to whatever you have to offer.</p>
2	<p>The Gaystafarian crowd has planted itself in the Gardening section, while the three straight members of the guy's lacrosse team are ogling a bookstore clerk from Literature.</p>
8	<p>I've always known I was gay, but it wasn't confirmed until I was in kindergarten. It was my teacher who said so. It was right there on my kindergarten report card: PAUL IS DEFINITELY GAY AND HAS VERY GOOD SENSE OF SELF. I saw it on her desk one day before naptime. And I have to admit: I might not have realized I was different if Mrs. Benchly hadn't pointed it out. I mean, I was five years old. I just assumed boys were attracted to other boys.</p>
8	<p>Imagine my surprise when I went through all the other reports and found out that not one of the other boys had been labeled DEFINITELY GAY.</p>
9	<p>"Am I definitely gay?" I asked. Mrs. Benchly looked me over and nodded. "What's gay?" I asked. "It's when a boy likes other boys," she explained. I pointed over to the painting corner, where Greg Easton was wrestling on the ground with Ted Halpern. "Is Greg gay?" I asked. "No," Mrs. Benchly answered. "At least, not yet."</p>
9	<p>"How I feel is what's right...right?" "For you, yes," Mrs. Benchly told me. "What you feel is absolutely right for you. Always remember that."</p>
9	<p>That night, I held my big news until after my favorite Nickelodeon block was over. My father was in the kitchen, doing dishes. My mother was in the den with me, reading on the couch. Quietly, I walked over to her. "GUESS WHAT!" I said. She jumped, then tried to pretend she hadn't been surprised. Since she didn't close her book- she only marked the page with her finger- I knew I didn't have much time. "What?" she asked. "I'm gay!" Parents never react the way you want them to. I thought, at the very least, my mother would take her finger out of the book. But no. Instead she turned in the direction of the kitchen and yelled to my father. "Honey...Paul's learned a new word!"</p>
11	<p>It was with Joni's help that I became the first openly gay class president in the history of Ms. Farquar's third-grade class. Joni was my campaign manager. She was the person who came up with my campaign slogan: VOTE FOR ME...I'M GAY!</p>

← CHAOS

GAY USED TO MEAN HAPPY

FEELINGS ARE NOT FACTS

OK

Page	Content
	<p>I thought it rather oversimplified my stance on the issues (pro-recess, anti-gym), but Joni said it was sure to generate media attention. At first, she wanted the slogan to be VOTE FOR ME...I'M A GAY, but I pointed out that this could easily be misread as VOTE FOR ME...I'M A GUY, which would certainly lose me votes. So the A was struck, and the race began in earnest.</p> <p>My biggest opponent (I'm sorry to say) Ted Halpern. His first slogan was VOTE FOR ME...I'M NOT GAY, which only made him seem dull. Then he tried YOU CAN'T VOTE FOR HIM...HE'S GAY, which was pretty stupid. Finally, in the days leading up to the election, he resorted to DON'T VOTE FOR THE FAG.</p>
12	<p>In sixth grade, Cody, Joni, a lesbian and fourth grader named Laura, and I formed our elementary school's first gay-straight alliance.</p>
12	<p>Membership in the gay-straight alliance soon surpassed that of the football team (which isn't to say there wasn't overlap).</p>
13	<p>At first, I thought it was strange kind of foreplay, but then I realized that their grunts were actually insults- queer, faggot, the usual.</p>
13	<p>I had a gay food column in the local paper- "Dining OUT"- which was a modest success.</p>
15	<p>I don't know when Infinite Darlene and I first became friends. Perhaps it was back when she was still Daryl Heisenberg, but that's not very likely; few of us can remember what Daryl Heisenberg was like since Infinite Darlene consumed him so completely. He was a decent football player, but nowhere near as good as when he started wearing false eyelashes.</p> <p>Infinite Darlene doesn't have it easy. Being both star quarterback and homecoming queen has its conflicts. And sometimes it's hard for her to fit in. The other drag queens in our school rarely sit with her at lunch; they say she doesn't take good enough care of her nails, and that she looks a little too buff in a tank top. The football players are a little more accepting, although there was a spot of trouble a year ago when Chuck, second-string quarterback, fell in love with her and got depressed when she said he wasn't her type.</p>
61	<p>I lean forward to kiss him. The flowers crush between our shirts. I touch his lips, I breathe him in. I close my eyes, I open them. He is surprised, I can tell. I am surprised too. He kisses me back with a kiss like a smile.</p> <p>It's very nice.</p> <p>Actually, it's wonderful.</p> <p>"Hello," I say.</p> <p>"Hello," Noah says back.</p> <p>I hear footsteps coming down from upstairs. My parents. "Come in," I say. I hold the flowers in one hand and swing my other hand behind me. Noah takes it as he walks through the door.</p> <p>"Hello there," my parents say together as they reach the bottom of the stairs. In one glance they see the flowers, and me and Noah holding hands. They can immediately figure out that Noah is more than just a new friend.</p> <p>Page 85: I know some people think liking both guys and girls is a cop-out. Some of Infinite Darlene's biggest rivals save their deepest scorn for the people they call "dabblers." But I think they're totally full of garbage. I don't see why, if I'm wired to like guys, someone else can't be wired to like both girls and guys.</p>

OK BUT YOU'RE A MINOR!

A CLUB FOCUSED ON ANY SEX HAS ZERO REASON TO BE AROUND MINORS

OK

BISSEX

Page	Content
	<p>"We could call you an ambisexual. A duosexual. A-"</p> <p>"Do I really have to find a word for it?" Kyle interrupts. "Can't it just be what it is?"</p> <p>"Of course," I say, even though in the bigger world I'm not so sure. The world loves stupid labels. I wish we got to choose our own.</p>
95	<p>Tony and I figure the best thing a straight boy with religious, intolerant parents can do for his love lie is tell his parents he's gay. Before Tony's parents discovered he was gay, they wouldn't let him shake hands with a girl. Now if he mentions he's doing something with a girl- any girl- they practically pimp him out the door.</p>
115	<p>"Perhaps it's time to send in the P-FLAG commandos," Jay suggests. In our town, P-FLAG (Parents and Friends of Lesbians and Gays) is as big a draw as the PTA.</p>
152	<p>They think that being gay is going to mess up my whole life.</p>
187	<p>(And now a few words from the author, approximately ten years later...): This morning I read about the Supreme Court agreeing to hear arguments against California's discriminatory Proposition 8. There have been drag queen quarterbacks and LGBT homecoming kings and queens. There have been kids who realize who they are in kindergarten, just like Paul. What seemed like fantasy in 2003 isn't fantasy at all in 2013. Which is as it should be.</p>
189	<p>(What inspired you to write Boy Meets Boy?): I come from a liberal family where my gay uncle's boyfriend was always invited to the holidays. My best friend's other best friend came from a very conservative family that forced him into marrying a girl to save his soul.</p>
189	<p>189 (And now a few words from the author, approximately ten years later...): Then it grew into a novel I wanted to find as an editor- an LGBT YA novel that showed that gay kids' lives aren't all gloom and doom, which was the only thing reflected in YA literature (with some notable exceptions).</p>
189	<p>(Was the title inspired by Boy Meets World, by any chance?): In searching for a new title, I knew one thing: I wanted it to be an "out" title. Meaning: I wanted you to know the book was gay even if you were just passing it on the shelf. Because there is such power in that.</p>
190	<p>(This is an LGBT novel with no mention of hate/intolerance/prejudice/bigotry. Why did you choose to leave these aspects out of your novel?): Oh, they're there. Even when they are absent from the page, they're there. You have to understand, this novel is as much about Tony as it is about Paul. It is as much about the reality of Tony's town as it is about the ideal of Paul's town. Which leads to the next question...</p>
191	<p>Why? Because, at the most basic level, what LGBT people are asked (absurdly) is to prove that we are as much human beings as anyone else.</p>
195	<p>As for negative reaction- I think it's made me much more aware that we have to be vigilant about preemptive censorship just as much as we are about book challenges. That is to say- we know to fight for the freedom to read when a book is pulled from the shelf, but we also have to fight for the freedom to read when someone refuses to put the book on the shelf in the first place. Boy Meets Boy has been a big target in this way because of its title- the gatekeepers who don't want to deal with LGBT books in their collections (whether it be a bookstore or a</p>

NO
NO
PRONOUNS
PUT
THE
ALPHABET
BACK
IN
ORDER!

OK

NO

Page	Content
	library or a classroom) just don't put them there in the first place, thereby disenfranchising the readers- both straight and gay- who might want or need to read them. We have to insist on these books being included.
199	(The Quarterback and the Cheerleader: A Valentine's Day Story): Infinite Darlene is preparing for a date. She puts on a layer of makeup, topping it off with some lipstick. As usual, she's grateful for her smooth chin, that God decided to give her stubble every week or two, not every single day.
199	(The Quarterback and the Cheerleader: A Valentine's Day Story): While Infinite Darlene has many, many friends, she hasn't had many, many dates. She doesn't entirely know why this is. Maybe it's because she's so busy being both the homecoming queen and the star quarterback at school. Maybe it's because guys are intimidated by a 6'4" transgender superstar.

NEED?
NO!

NOT A
"She"

OK