



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 Gillhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: B. FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
 Physical Address: 3 [REDACTED]
 City: [REDACTED]
 School: KIDVIEW HS ETC Grade Level: VARIES 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: DEAR JUSTICE
 Author: NIC STONE ISBN: 978-1-984829-66-5

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? PROTECTING 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.
SEE ATTACHED - EXTENSIVE EXCERPTS AND SUMMARY REPORT

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? NO

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: UP FROM SLAVERY BY BOOKER T. WASHINGTON

Printed name of Complainant: BRUCE FRIEDMAN

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

Signature of Complainant: [Signature]

Date: 11/21/2022

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 1/9/23 by [Signature]

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: _____

Kcvd in Fr
1/4/23 @

NEW Challenge 001_Summary of Dear Justyce by Nic Stone

[Critical Race Theory; anti police sentiment; SEL/DEI]

Format p # and content/keyword - my comments follow

P 14-15 "unable to breathe. Quan tries to inhale. And can't."..."Can't. Breathe." – Blaming the police for the challenges of being arrested is much less of a good idea than avoiding criminal activity and avoiding resisting arrest.

P 15 "Daddy's house....because he's certainly about to die...as the officer with his dumb, muscly arm crushing Quan's rib cage..." – Instead of pushing the dumb officer hurts innocent black person narrative and the Black Lives Matter diatribe about "I can't breathe," why don't we instead teach our children how NOT to engage in criminal activity and how NOT to resist arrest?

P 16 Quan wets himself – humiliation at the hands of the police.

P 16 "dragging Daddy" – Did Daddy commit a crime or resist arrest?

P 16 Five officers "wrestling his dad" – was his dad resisting arrest or was this an impromptu wrestling match gone wild? Stupid victim perspective does not make any benefit for character Quan or child readers of this terrible book.

P16 "elbow down on the back of Daddy's head" – It's called subduing a criminal that is resisting arrest. It should concern you the reader that each of these officers probably loves their own family and deserves to come home safely.

P 16 "two of the officers...dragged Daddy's body" – Quan's Daddy had the option of putting his hands up and calling a lawyer when he got to the police station. Play stupid games, win stupid prizes.

P 17 "Quan screamed so loud....blue-suited, Dad-stealing monsters..." – How will this book make ANY child safer or wiser? Promoting a sense of hatred for police is not a message our schools should promote.

P 17 "Quan screamed until all the screams was outta him." – We need less Ebonics and slang and more grammar lessons.

P 41 Black dude accidentally kills white girl disposes of her in furnace; tries to blame her white boyfriend; then kills his own girlfriend – nice uplifting message from the referenced book "Native Son."

P 41 "Dude had all these obstacles...no matter how hard he tried..."institutions of oppression" ...destiny" – This demonstrates the same victim mentality that CRT embraces. This book is polluted with Critical Race Theory and is of no benefit to any child of any color.

P 58 "...expelled a month before Quan's (dumb) arrest – Maybe it was dumb of Quan to commit petty theft? Quan is very willing to forgive himself for continuing on a criminal path.

P 59 Paraphernalia – implies DRUG paraphernalia

P 59 brown-skinned (but definitely not black) – Seems a bit racist!

P 59 "the handle of a gun" – the nerve of a security guard to protect himself from a criminal. Stop stealing and you'll spend less time worried about guns.

P 60 Bulletproof checkout area – There's no wondering why the shop owner invested in bulletproof glass.

P 60 "Did dude really have to call the damn cops" – Are the cops to be damned for stopping thieves or are you to be damned for stealing? Always a victim. No responsibility. This is CRT!

P 61 "officer who looked like someone had stuck a bicycle pump tube in his rear..." – This is America. It's a free country. You are free to hate the police. You are not free to teach children in public schools to hate the police!

P 61 "swole cops hamish-hand...death grip" – Getting arrested is uncomfortable. This story implies the cop was heavy handed and assaulted poor little Quan. Poor little Quan first made the decision to steal!

P 62 "more force than necessary" – Sorry Quan, that decision is not yours to make. Maybe stop stealing?

P 62 Quan in handcuffs wets himself again – It is not the policeman's fault you are humiliated again.

P 62 "You delinquents strut around like you own the goddamn world" – Yes or no, is Quan a delinquent? Did he steal? Did he get caught? Yes to all of the above. No sympathy for Quan. This book would prefer we identify with Quan. No sale.

P 63 "Deck of cards today, some lady's purse tomorrow...ass in car" – Quan is arrested because he's a criminal. Somehow that message does not reach children reading this awful book.

P 63 Swole cop/fear/rage – not shame or sorrow; not guilt or desire for forgiveness. No remorse at all.

P 63 Stacked against him – If he did not steal anything are these cards still stacked against him? Is there a racial component to NOT stealing? We will never know from this book.

P 78 Quan's 4th arrest – Quan is not a hero; not a role model; not a decent law abiding person.

P 78 "bump-and-snatch" – Makes stealing from others sound innocent. Quan is not innocent or deserving of sympathy from anyone.

P79 Petty Theft/Delinquent/career criminal/youth detention – All this word salad defines a path that Quan clearly chose for himself. The opportunity to teach children to choose another path slips away quietly in this divisive book.

P 79 Antoine/DeAngelo/Alejandro – Judging absolutely everyone by the shade of their skin. Wonderful example for America's children.

P 80 Drive by shooting – People in detention centers and prisons are dangerous and violent. We should teach children to be less so. This book fails to do this.

P 80 "Stabbed his dad eight times with a butcher knife" – You'll have a harder time finding decent company in a crowd like the one Quan has made for himself. A lesson to pick better companions would be prudent here, but this doesn't happen.

P 80 "the number of brown faces that came and stayed..." – Can we discuss why? Nope! That would be racist! This is CRT!

P 81 Clear liquid/wasn't water/expelled/final strike – Quan is an alcoholic but is painted like a victim, again.

P 92 "what happens to good dudes all the time" – We are enticed to believe that Quan's friend Manny (that died at the hands of police) is a "good dude." It's a shame, but possibly true. We are by extension also enticed to believe Quan himself is a good dude. Ridiculous! Quan's a threat to an orderly society, just like this awful book.

P 92 "niggas like me...I got branded"- You were branded (imagery implies - like cattle) because of your unwillingness to follow the law. Staying out of jail is easier when you're not a self-absorbed idiot with a victim mentality, like Quan.

P 93 "a hood cat like me" – Sounds romantic. He's a criminal. Not romantic at all.

P 150 White privilege is an example of CRT. We do not need any more examples to show the divisive nature of this book. Too bad. There are many more.

P 150 "Straight-white-cis-maleness" – Showing CRT/DEI/CSE/SEL influence all at once – lovely.

P 151 "systemic racism" – CRT

P 151 "rooted in privilege" – CRT

P 152 "oblivious white dude question" – CRT

P 152 "dismantling injustice" – CRT

P 153 "Keep your pet WASP away from me." – Racist!



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Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED]
 Physical Address: [REDACTED]
 City: [REDACTED]
 School: IN REVIEW Grade Level: H.S. Subject: NA

Check as applicable:

- I represent a special interest group named NLTE
- 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: DEAR MARTIN
 Author: NIC STONE ISBN: 978-1-10193949-9

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. INAPPROPRIATE CONTENT
CRITICAL RACE THEORY
SEE ATTACHED

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Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: [Signature]

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 7/21/22 by C Johnson S Gannon
- 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: 9/26/22
- Committee Members: Wilmitra Dixon (ab), Julie Miller, Melissa Doukernak, Gargi Chipalkatti, Sandra Owens (ab)
- Outcome: Keep HS only
- Notification of Complainant: Date 10/17/22 by [Signature]
- Additional information: _____

Ridgeview High School

Catalog

Library Search > Search Results > "Dear Martin / #1"

Library Search

Destiny Discover

Resource Lists

Français

Español

How do I... ?

Title Details

Reviews

Copies



Dear Martin / #1

Nic Stone.

(Series: Dear Martin ; 1)

Call #: CS F
STO

Local copies available: 10 of 12.
Off-site copies available: 36 of 36. See all...

"Writing letters to the late Dr. Martin Luther King Jr., seventeen-year-old college-bound Justyce McAllister struggles to face the reality of race relations today and how they are shaping him"-- Provided by publisher.

TitlePeek™

Selected List: My List

Add to This List

Publication Info | Explore! | Additional Info

Publication Info

Published New York : Crown, [2017]
Edition 1st ed.
Format 210 p. ; 22 cm.
LCCN 2016-58582
ISBN 978-1-10193949-9 ((trade))
978-1-10193950-5 ((lib. bdg.))
978-1-10193952-9 ((pbk.))
1-10193950-8
1-10193949-4
1-10193952-4

Explore!

- King, Martin Luther, Jr., 1929-1968 -- Fiction. [Find It](#)
- Race relations -- Fiction. [Find It](#)
- Racism -- Fiction. [Find It](#)
- Racial profiling in law enforcement -- Fiction. [Find It](#)
- Police brutality -- Fiction. [Find It](#)

- African Americans -- Fiction.

Find It

- Letters -- Fiction.

Find It

- Titles by: Stone, Nic.

Find It

- Series: Dear Martin ; 1

Find It

Additional Info

- School Library Journal, September 2017
- Booklist starred, August 2017
- Publisher's Weekly, July 2017
- Kirkus Review, August 2017
- School Library Journal
- Booklist starred
- Publisher's Weekly
- New York Times, November 2017
- Horn Book, April 2018
- Interest grade level: Young Adult Follett School Solutions.
- Interest grade level: 9Y Childrens Plus, Inc.
- Lexile Service: HL720L

Top



Ridgeview High School

Catalog

Library Search > Search Results > "Dear Martin / #1"

Library Search

Destiny Discover

Resource Lists

Français

Español

How do I... ?

Title Details

Reviews

Copies

Dear Martin / #1

Nic Stone.

(Series: Dear Martin ; 1)



Copies at Ridgeview High School

Call #	Barcode	Status	Description	Sublocation
CS F STO	T 80062	Available		
CS F STO	T 80063	Available		
CS F STO	T 80064	Available		
CS F STO	T 80065	Available		
CS F STO	T 80066	Available		
CS F STO	T 80067	Due: 2/2/2022		
CS F STO	T 80068	Available		
CS F STO	T 80069	Due: 2/2/2022		
CS F STO	T 80070	Available		
CS F STO	T 80071	Available		
F STO	T 31846	Available		GENRE: Realistic Fiction
F STO	T 32251	Available		GENRE: Realistic Fiction

Off-site Copies

Copies: 1 - 25 of 36

1 2 ▶ [Show All]

Call #	Barcode	Status	Description	Site
F STO	T 48219	Available		Clay High School
F Sto	T 75012	Available		Fleming Island High School
FIC STO	T 14329	Available		Keystone Heights Jr. Sr. High School
F STO	T 906509	Available		Oakleaf High School
F STO	T 906510	Available		Oakleaf High School
F STO CS	T 23161	Available		Oakleaf High School
F STO CS	T 23168	Available		Oakleaf High School
F STO CS	T 23170	Available		Oakleaf High School
F STO CS	T 23171	Available		Oakleaf High School
F STO CS	T 23172	Available		Oakleaf High School
F STO CS	T 23174	Available		Oakleaf High School
F STO CS	T 23175	Available		Oakleaf High School
F STO CS	T 23176	Available		Oakleaf High School

Details for "Dear Martin / #1"

F STO CS	T 23180	Available	Oakleaf High School
F STO CS	T 23181	Available	Oakleaf High School
F STO CS	T 23182	Available	Oakleaf High School
F STO CS	T 23183	Available	Oakleaf High School
F STO CS	T 23184	Available	Oakleaf High School
F STO CS	T 23186	Available	Oakleaf High School
F STO CS	T 23188	Available	Oakleaf High School
F STO CS	T 23189	Available	Oakleaf High School
F STO CS	T 23190	Available	Oakleaf High School
F STO CS	T 23193	Available	Oakleaf High School
F STO CS	T 23196	Available	Oakleaf High School
F STO CS	T 23199	Available	Oakleaf High School

Copies: 1 - 25 of 36

1 2 ▶ [Show All]

Previous Themes **Privilege, Entitlement, and Implicit Bias Theme Analysis**

Themes and Colors

Next
Appearances and Assumptions

LitCharts assigns a color and icon to each theme in *Dear Martin*, which you can use to track the themes throughout the work.

One of Nic Stone's strongest messages in *Dear Martin* is that white people in positions of power ought to recognize the socioeconomic factors that have contributed to their success. Because Justyce is one of only several black students at his prep school, he's mostly surrounded by wealthy white teenagers who have never had to think seriously about race. This, in turn, gives the majority of Justyce's white peers the false impression that racial inequality is a thing of the past, something that no longer keeps African Americans from succeeding. As Justyce's friends adopt this viewpoint, they give themselves permission to underhandedly perpetuate casual racism, which rattles Justyce and makes him feel out of place in his own school. By outlining this insensitive and destructive dynamic, Stone suggests that white people with privilege should acknowledge their own implicit biases (prejudices they don't even know they hold) and advantages, since pretending that racism no longer exists only makes it harder to address inequality when it inevitably rears its head.

The unacknowledged racism that runs throughout Justyce's prep school is most apparent in his Societal Evolution class, in which he and his peers discuss whether or not the United States has achieved racial equality. "There are people who claim certain 'injustices' are race-related, but if you ask me, they're just being divisive," a wealthy and confident white student named Jared maintains. "America's a pretty color-blind place now," he adds. It's worth keeping in mind that Jared himself has never had to confront discrimination based on the color of his skin. Sarah-Jane (otherwise known as SJ, another white student) tries to help him see this, but Jared remains unwilling to admit that the nation's embattled history surrounding race makes it generally easier for hardworking white people to succeed over hardworking black people. Arguing that race

doesn't matter anymore, he points out that his classmate Manny (who is black) drives an expensive Range Rover and comes from a wealthy family. When he says this, he fails to see that a single example doesn't prove that all white and black people have access to the same opportunities.

"I know you'd prefer to ignore this stuff because you benefit from it, but walking around pretending inequality doesn't exist won't make it disappear," SJ tells Jared, pointing out that he and Manny could commit the exact same crime but receive different punishments. "It's almost guaranteed that [Manny] would receive a harsher punishment than you," she says. In this exchange, SJ expertly explains why it's important to acknowledge inequality. Economic comparisons aside, she invites Jared to consider the fact that many police officers harbor implicit biases against black people—biases that lead to "harsher punishment" and, in some cases, violence. By drawing attention to this unfortunate reality, SJ refutes the claim that racism no longer brings itself to bear on black people in significant ways.

Despite SJ's strong arguments, Jared still has a hard time acknowledging that white people on the whole have more privilege than black people. After class, he complains about the fact that Doc, the teacher of Societal Evolution, instigated a conversation about racial inequality. "Can you believe that asshole?" he asks his friends. "What kind of teacher has the nerve to suggest there's racial inequality to a classroom full of millennials?" Jared is apparently uncomfortable with the very idea of discussing racial disparity, as he assumes it is a thing of the past and so not appropriate for "millennials." This indicates just how unwilling he is to challenge his belief that the United States is now completely void of racism. This mindset enables him and his friend group to act insensitively when it comes to race and discrimination, doing and saying whatever they want because they don't think racism exists anymore.

In keeping with this, Jared proposes that he and his friends dress up as "stereotypes" for Halloween, an idea that inspires a white boy named Blake to wear a Ku Klux Klan outfit. This puts Justyce and Manny in an extremely uncomfortable position, since neither of them want to criticize Blake's costume, fearing that their friends will accuse them of being unnecessarily "sensitive." Accordingly, they're forced to swallow their reservations and pretend to accept this blatantly hurtful and problematic costume.

What Jared and his white friends don't seem to understand is that they only feel comfortable dismissing the prevalence of racism because they themselves enjoy so much privilege in society. Their unquestioned comfort in their own skin makes them feel entitled to dismiss the entire possibility of racism in the United States. This, in turn, gives them the undeserved confidence to make light of very serious matters. In doing so, they simply perpetuate the very racism they claim doesn't exist. This is perhaps most evident when Blake uses the n-word in conversation with Justyce and Manny. When Justyce criticizes him for "tossing the n-word around like [he] own[s] it," Blake disregards the significance of what he's said, eventually saying, "What is it with you people and the goddamn race card, huh?" When he says this, it becomes overwhelmingly clear that he feels entitled to say whatever he wants, refusing to recognize his own entrenched bigotry. Furthermore, he undermines Justyce's right to speak out against racism, ultimately framing the entire matter as a joke. In reality, though, it is this kind of casual racism that feeds into larger, more systemic forms of discrimination.

Given that Manny is later killed by an off-duty white police officer simply for playing loud music in his car, it's easy to see that Jared and Blake are wrong to believe racism no longer exists in the United States. While they might think they can jokingly use racial slurs, the truth is that these microaggressions only make bigotry even more commonplace. For this reason, Stone intimates, it is imperative that everyone remain attentive to the ways racial biases perpetuate themselves in all contexts. This, in turn, means that white people in positions of power or privilege will have to recognize that bigotry is still very much alive in the United States.



District Committee Reconsideration Review Form

Title: Dear Martin

Author: Nic Stone

Date: 9-26-2022

Committee Members: [REDACTED]

Complainant Present: Bruce Friedman - not present
Barbara Stewart - community member

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

- It highlighted different issues from an African American's teen's perspective and how he wanted to be like MLK and the use of non violence.
-Humanizing the people behind the headlines, especially the black youth and the police confrontations and the overall message of trying to view things through a different lens.

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

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

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

x Yes No

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

x Yes No

If yes, explain how.

Most definitely

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

x Yes No

If yes, explain how.



District Committee Reconsideration Review Form

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.

The language used in the book is realistic to the teenage youth of today, rings very true to these characters. It is important to present them in this way and the slurs are important to things they are having to deal with, in order for the character to grow. Keeping in mind this is not their story, but someone else's perspective.

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

Yes No

Explain your answer in a few sentences.

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:

profanity practices/ideologies brutality Religion or portrayal of religious

language sexual behavior manner characters are presented

violence prurient behavior portrayal of any societal groups

cruelty aberrant behavior political positions

NOTES: Comment- The first chapter was difficult, but realized it was a hook and it was necessary to the story.

Question: Do we get an idea for why the book was challenged?

Answer: Our original thought was for you to get a look at the book without bias.

Question: Is there a warning label for the book? Answer: It is subjective and can sometimes unfairly label.

DCC

9/26/2022

10:30 am - 11:30 am

"Dear Martin"

Votes:

Remove:

Keep

HS only - 3

Reconsideration Ballot

Date: 9-26-22

Title: Dear Martin

Author: Nic Stone

Select ONE option:

- I vote to remove the book from all libraries
- 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: 9/26/22

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David S. Broskie

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Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED]
 Physical Address: [REDACTED]
 City: [REDACTED]
 School: RIDGEVIEW HS... Grade Level: HS... Subject: VANIES

- Check as applicable:
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Title: DEATH WIND
 Author: WILLIAM BELL ISBN: 1-55143-215-3

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
PROMOTES PROMISCUITY
@ RIDGEVIEW High School

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

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Signature of Complainant: _____

Date: 1/31/2023

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 2/7/23 by _____

Attachments were included with this form. Total number of pages 8

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

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

BOOK REVIEW: *Death Wind* by William Bell



PARENTAL ADVISORY EXPLICIT CONTENT

SEXUALLY EXPLICIT CONTENT AVAILABLE AT TEXAS INDEPENDENT SCHOOL DISTRICTS

Allie was five days overdue. She was afraid she was pregnant. Wouldn't that be just my luck, she thought. Jack had dumped her three weeks ago. - Chapter 1

Allie wondered now what she had ever seen in Jack. He was cute, sure, and a lot of fun. And it had made Allie feel good when she stole Jack from that snob, Angela Burrows. But for the last couple of months he hadn't paid much attention to her. Except for sex. - Chapter 1

The first thing Allie noticed when she climbed into the van was the mattress in the back... All of her friends thought Razz was cute. He was seventeen, tall and dark. Allie thought so too, but she had known him too long to be interested in him that way. Besides, she thought, I have enough of that kind of trouble as it is. "Relax, Brainy," he laughed. "I'm not putting the move on ya. Take it easy." - Chapter 2

"Well, well, well. Looks like Razz has a new chick." - Chapter 2

The guy took a knife from his pocket and slowly opened it. He looked around. Allie's heart started to pound. He walked to the front of the van and pressed the point against the new silver paint. "Wanna come and stay with me tonight, Sweetie? I can show you a better time than that loser." "Why don't you fade away, man?" she answered, trying to keep her voice even. The guy's grin disappeared. He began to walk along the side of the van, dragging the knife. It screeched on the metal as he went. "Hey, you creep!" Allie shouted, getting to her feet. The guy in black kept at it. She grabbed his shoulder as he passed her. He turned and brought his knee up into her stomach. Allie felt a sharp pain as she dropped to her knees, gasping. He kept walking slowly, dragging the squeaking knife along the side of the van. As he walked away, she saw in big letters across the back of his shirt, Slammer - Chapter 2

Slammer reached down and grabbed her arm, squeezing hard. He pulled her to her feet. The two goons moved in and the three of them surrounded her. Someone grabbed her other arm and yanked it behind her back. She twisted and struggled. She heard her shirt rip as a jab of pain shot into her shoulder. - Chapter 3

Should I go back? What would that solve if I did? Nothing, that's what. And what happens if I really am pregnant? I couldn't go home, then. - Chapter 4

Slammer looked up at her and grinned. Then he blew her a kiss. - Chapter 5

"Come on back here, Sweet Marie," Slammer sneered. "This mattress is real soft." - Chapter 5

"I guess we shouldn't think of you as our little girl anymore," he said quietly. "You've been through lot. Are you and Jack—" "Dad, I'm through with him," she cut in. "I don't even want him to know. He's not important anymore." He gave her a strange look. "No, I guess he isn't," he agreed. - Chapter 10

SEXUALLY ACTIVE MINORS

OK

ASSAULT w/ KNIFE

PREGNANCY SCARES LESS SLAMMY THAN PARENTS - BAD EXAMPLES

BOOK REVIEW: *Death Wind* by William Bell

Sensitive Word Count

Bitch

The finger (gesture) x2

Stupid

Red Flags

Sexual Content

Sexual Intimidation/Violence

Teen Pregnancy

CONCLUSION

Not appropriate literary content for k-12 schools.



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 Gillhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: Shirley Johnston

Phone: [REDACTED]

Physical Address: [REDACTED]

City: [REDACTED] State: [REDACTED] Zip: [REDACTED]

School: _____ Grade Level: _____ Subject: _____

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: Drama

Author: Raina Telgemeier ISBN: : 978-0-545-32699-5

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

Examination for possible violations of FL Statutes 847.012, 847.001 and 1006.34

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

Attach additional information, if necessary.
please see attached paperwork

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

4. For what age group would you recommend this material? I would not _____

5. Is there anything good in this material? n/a _____

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: n/a _____

Printed name of Complainant: _____

Signature of Complainant: _____

Date: _____

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 7/28/22 by Chanson S. Gannon
- 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: 9/26/22
- Committee Members: Bill Miller, Tyler Woody, Courtney Anderson, Rebecca Przeliet, Wendy Owens (abs)
- Outcome: Keep JH + HS
- Notification of Complainant: Date 10/17/22 by [Signature]
- Additional information: _____

Florida Citizens Alliance Template (LGBTQ and Sex Ed 102 materials)



Last Name of Reviewer(s) and FL County where you reside: Puleo-Sarasota

Publisher/Exact Title of Publication/Author/Year Published/ISBN: Graphix (Scholastic)-DRAMA-

Raina Telgemeier-2012-ISBN: 978-0-545-32699-5

Problem: Materials designed for Pre k and Elementary students are age inappropriate and hyper-sexualize children, violating numerous Florida Statutes.

In all 50 states, federal law makes it illegal to discriminate based on: race, color, national origin, religion, sex (including pregnancy, childbirth, and related medical conditions), Disability, age (40 and older), citizenship status, and genetic information.

In addition, Florida state law also prohibits discrimination based on: race, color, national origin, religion, sex, disability "Handicap", age, marital status, AIDS/HIV, and sickle cell trait.

Under Federal and Florida's state law sexual orientation or gender identity are NOT a protected class. Below are relevant existing statutes that are important but common sense and judeo-christian values matter as well

Constitution of Florida: SECTION 27. Marriage defined.—Inasmuch as marriage is the legal union of only one man and one woman as husband and wife, no other legal union that is treated as marriage or the substantial equivalent thereof shall be valid or recognized.

1003.42 2 (n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

FS 1006.31(2) EVALUATION OF INSTRUCTIONAL MATERIALS.— Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, non-inflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented.

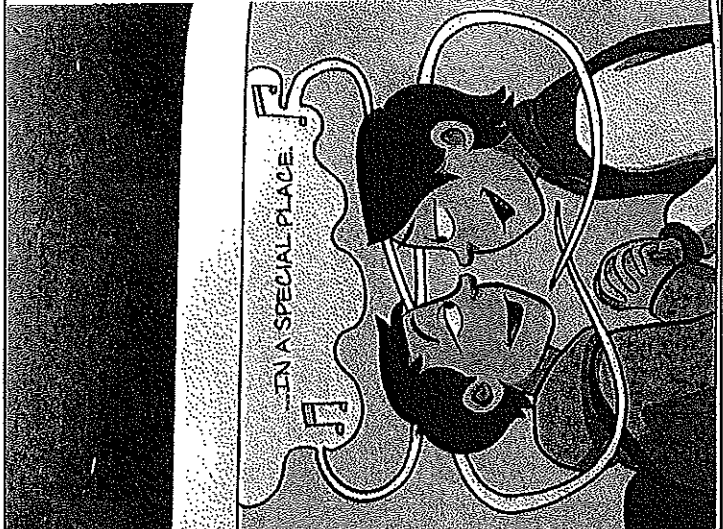
1006.34 4. Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.

847.012 3(b) Any book, pamphlet, magazine, printed matter however reproduced, or sound recording that contains any matter defined in s. 847.001, explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.

847.001 (6) "Harmful to minors" means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

- (a) Predominantly appeals to a prurient, shameful, or morbid interest;
- (b) Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and
- (c) Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

Location	Quote	Problem
Identify actual page(s) number(s); if page number is n/a, state Chapter & sub-chapter number & title.	<p>Copy the exact words/sentences or picture from the Novel. Do not change punctuation, or add bold, underline or italics in order to make your point. Everything within this section must be verbatim out of the book. Do not take quote out of context or eliminate words in order to 'prove' your point.</p> <p>For Pictures , take a picture and turn it into a URL link (we can help you figure this out)</p> <p>Thoroughly read the entire novel and highlight and tab the objectionable content you find that violates the FL Constitution or Statutes noted above.</p> <p>Please provide as many exact examples as you find that are offensive according to these FL Statutes. If you find more than 6 quotes, document 6 of the most egregious quotes in this template and in the 7th row provide a total count of all offensive quotes that you have tabbed and highlighted.</p>	<p>Use following abbreviations to describe problem: <u>VFC</u> means violates the Florida Constitution Section 27 directly or by bias <u>IA</u> means age inappropriate <u>LGBTQ</u> means the target audience is subjecting all readers to LGBTQ agenda. <u>BI</u> means bias and indoctrination <u>EA</u> means explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors <u>N</u> nudity or sexual conduct, <u>SE</u></p>

<p>sexual excitement, <u>SB</u> sexual battery, <u>B</u> bestiality, or <u>SA</u> sadomasochistic abuse</p> <p><u>NSC</u> means not suitable material or conduct for minors per existing statutes</p> <p>Example 1: IA with LGBTQ Example 2: BI with IA and LGBTQ Example 3: EA with N, NSC</p>	<p>VFC</p>
<p>Page 58</p>	



IA

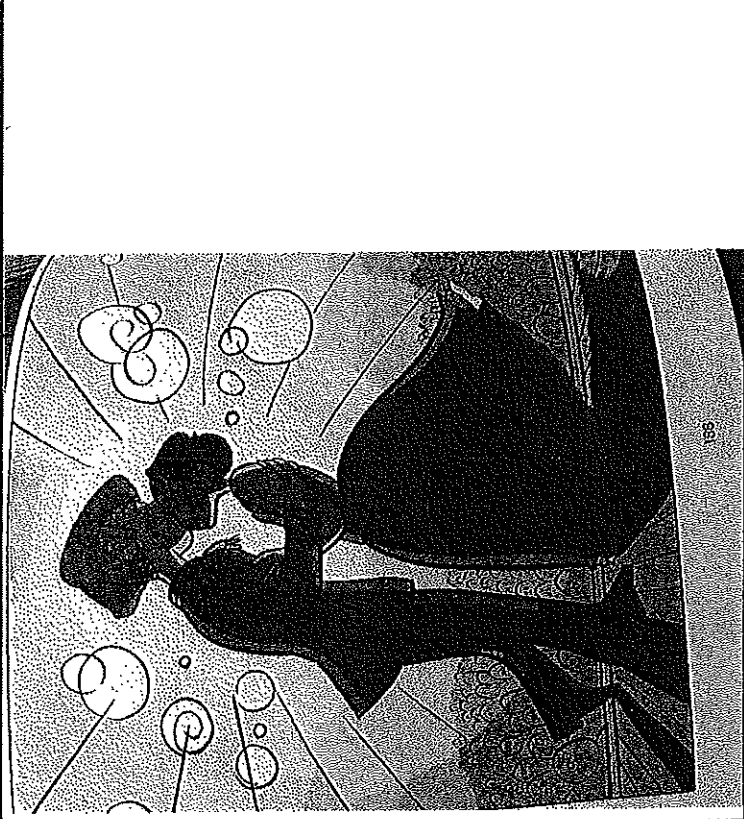


LGBTQ with EA



Page 115

VFC with BI



Page 188

To add another row to the end of the table, place your cursor at the end of the text in the last cell (last row, last column) and hit Tab. Continue to hit Tab to add additional rows. Otherwise, you can use Layout under Table Tools to insert rows above and/or below existing rows.

Please save this file using following file format: *Author_Publisher_Publication_YMMDD_ReviewersSurnames.docx*

An evaluation of the class room or media center materials provided to the student.

Number	Questions	Yes	No
1	Does the novel or textbook material violate FL Constitution, Chapter 27 or Statutes 1003.42, 1006.34, 847.001 and 847.012?	X	
2	You are ask to document at examples and pictures that contain age-inappropriate and LGBTQ agenda material. Does the theme of this material contain age-inappropriate for minors?	X	
3	Does this material predominantly appeals to a prurient, shameful, or morbid interest of a minor student?	x	
4	Is this material patently offensive to prevailing standards in the adult community as a whole with respect to what is <u>suitable material or conduct for minors</u> ?	x	
5	Taken as a whole, is this material without serious literary, artistic, political, or scientific value for <u>minors</u> ?	X	
6	Does this material contain excerpts that cannot be printed in public newspapers or read on public television or radio?		X
7	By design does this material serve as a major tool for assisting in the instruction of a subject or course by school officers		X
8	Would you personally share this material with your minor children or grandchildren?		X

Concerns: State your brief narrative of your concerns (100 words or less)

This book is told in a graphic theatrical manner. It has underlining topics of the LGBTQ community. It is not appropriate for minors and should not be in the media center of a public school. Minor children do not have the maturity level nor comprehension to detect the underlining issues of sexual orientation or gender identity presented in this novel.

Evaluations based on template

Choices	Explanations	Yes	No
1	This material has no violations of FL State anti- pornography and instructional materials laws requiring age appropriate material.		
2	This material has minor violations of FL State anti- pornography and instructional materials laws requiring age appropriate material.		
3	This material has many violations of FL State anti- pornography and instructional materials laws requiring age appropriate material	X	
4	This material is so flawed or objectionable that it is not recommended for use in public schools	X	

Library Search

Destiny Discover

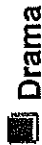
Resource Lists

How do I... ?

Title Details

Reviews

Copies



Raina Telgemeier ; with color by Gurihiru ; [lettering by John Green].

Copies at District Instructional Materials

There are no local copies of this title.

Off-site Copies

Copies: 1 - 40 of 40

1 2 Show All

Call #	Barcode	Status	Description	Site
741.5 Tel	T 35066	Available	AR 2.3	Argyle Elementary School
FIC TEL	T 12720	Available		Bannerman Learning Center
741.5 TEL	T 11229	Lost		Charles E. Bennett Elementary School
741.5 TEL	T 11230	Available		Charles E. Bennett Elementary School
741.5 TEL	T 11231	Available		Charles E. Bennett Elementary School
741.5 TEL	30641001085187	Available		Discovery Oaks Elementary
GN TEL	T 503343	Available		Doctors Inlet Elementary School
GN TEL	T 503457	Available		Doctors Inlet Elementary School
SS 741.5 TEL	T 810083	Available		Fleming Island Elementary School
SS F TEL	T 104672	Available		Fleming Island Elementary School
GRA F TEL	T 8093	Available		Florida Youth Challenge Academy
741.5 TEL	T 1200075	Available		Green Cove Springs Junior High School
741.5 TEL	T 1200454	Available		Green Cove Springs Junior High School
741.5 TEL	T 1200455	Available		Green Cove Springs Junior High School
741.5 TEL	T 110650	Available		Grove Park Elementary School
741.5 TEL	T 82643	Available		Keystone Heights Elementary School

741.5 TEL	T 2471	Available	Lakeside Elementary School
741.5 TEL	T 2599	Available	Lakeside Elementary School
741.5 TEL	T 3139	Available	Lakeside Elementary School
F TEL (GN)	T 46172	Available	Lakeside Junior High School
F TEL	T 26543	Available	McRae Elementary School
GN 741.5 TEL	T 95238	Available	McRae Elementary School
F TEL (GN)	T 3019	Due: 5/13/2022	Oakleaf Junior High
GN F TEL	T 10961	Out for Repairs	Oakleaf Junior High
GN F TEL	T 12012	Available	Oakleaf Junior High
741.5 TEL	T 24831	Available	Oakleaf Village Elementary
741.5 TEL	T 45922	Due: 10/19/2021	Oakleaf Village Elementary
741.5 TEL	T 46181	Available	Oakleaf Village Elementary
741.5 Tel	T 15310	Available	Orange Park Elementary School
Fic Tel	T 3618	Available	Orange Park High School
741.5 TEL GN	T 2021017	Available	Orange Park Junior High School
ESP F TEL	T 33449	Available	Ridgeview High School
GN TEL	T 32994	Available	Ridgeview High School
GN TEL	T 34522	Available	Ridgeview High School
741.5 TEL (PB)	T 50220	Available	S.B. Jennings Elementary School
741.5 TEL	T 17946	Available	Swimming Pen Creek Elementary School
741.5 TEL	T 33203	Available	Thunderbolt Elementary School
741.5 TEL	T 653412	Available	Wilkinson Elementary School
741.5 TEL (PB)	T 2864	Available	Wilkinson Elementary School
741.5 TEL	T 972339	Available	Wilkinson Junior High School

Copies: 1 - 40 of 40

1 2 Show All

District Instructional Materials

Catalog

Library Search > Search Results > "Drama"

Library Search

Destiny Discover

Resource Lists

How do I... ?

Title Details

Reviews

Copies



Drama



Raina Telgemeier ; translated by Juan Pablo Lombana.

Copies at District Instructional Materials

There are no local copies of this title.

Off-site Copies

Copies: 1 - 1 of 1

Call #

741.5 Tel

Barcode

T 39235

Status

Available

Description

Argyle Elementary School

Site

Copies: 1 - 1 of 1



District Committee Reconsideration Review Form

Title: Drama

Author: Raina Teigmeier

Date: 9-26-2022

Committee Members: [REDACTED]

Complainant Present: Shirley Johnston - not present, (Barbara Stewart - community member)

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

- essentially about relationships and connections with kids with art and drama with a young man on his way to discovering who he is and he does discover who he is and there are a few things along the way discussed that help him discover who he is

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.

For 6th grade and up.

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.



District Committee Reconsideration Review Form

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

Yes x No

Explain your answer in a few sentences.

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

Yes No

Explain your answer in a few sentences.

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

x Yes No

9. Does this work have literary merit?

x Yes x No Not Applicable (it's a graphic novel, which students are drawn to)

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:

Member question-Do you have the sheet that the complainant filled out?

Answer: Yes, they copied different pictures/cells of the novel. There was nothing written out from the complainant.

DCC

9/26/2022

9:00 am - 10:00 am

"Drama"

Votes:

Remove - 1

Keep JH+HS - 3

Reconsideration Ballot

Date: 9/26/2022

Title: Drama

Author: Raina Telgemeier

Select ONE option:

- I vote to remove the book from all libraries
- 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: 9-26-22

Title: Drama

Author: Raina Telgemeier

Select ONE option:

- I vote to remove the book from all libraries
- 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: 9-26-22

Title: Drama

Author: Raina Telgemeier

Select ONE option:

- I vote to remove the book from all libraries
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 - 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: 9/26/2022

Title: Drama

Author: Raina Telgemeier

Select ONE option:

- I vote to remove the book from all libraries
- 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



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: [Redacted]
Phone: [Redacted] Email: [Redacted]
Physical Address: [Redacted]
City: [Redacted]
School: [Redacted] Grade Level: HS... Subject: VALUES

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 Workbook Video (YouTube, DVD, etc.)
Textbook Symbol Other: VALUES

Title: DREAMERS
Author: YUYI MORALES ISBN: 978-0-8234-4055-9

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.
MAKES NO MENTION OF CRUCIAL CONCEPTS OF SOVEREIGNTY AND ILLEGAL IMMIGRATION'S IMPACT ON CITIZENRY.
SEE ATTACHED
CULTURALLY RESPONSIVE TRAINING AND S.E.L. WILL LEAVE CHILDREN ENSLAVED TO EMOTIONS AND IMMUNE TO FACTS - DO BETTER!

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

DAMAGED SOULS
E MISINFORMED / UNINFORMED
EMOTIONAL CRIPPLING

5. For what age group would you recommend this material? NONE

6. Is there anything good in this material? NO

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: NO

Printed name of Complainant: BRUCE FRIEDMAN

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

Signature of Complainant: [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 1/17/23 by [Signature]
- 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:

- Outcome:
- Notification of Complainant: Date _____ by _____
- Additional information:

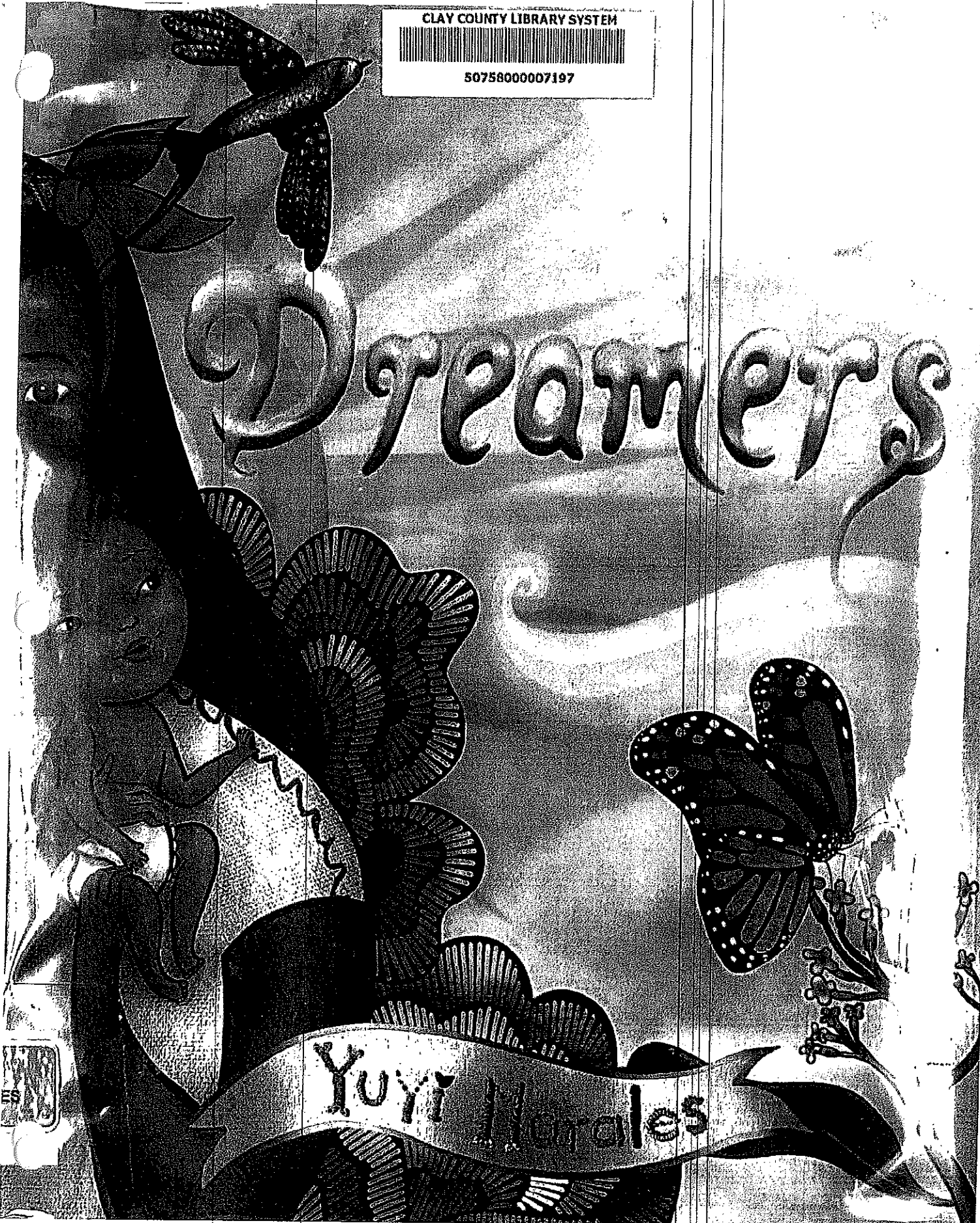
CLAY COUNTY LIBRARY SYSTEM



5075800007197

Dreamers

Yuyi Morales



What if you dreamed
of a new life,
and it came to you?

What if that new life
led you to a new country,
where no one spoke your
language,
where you felt alone and
ignored?

What if you had to make
that new place your home?

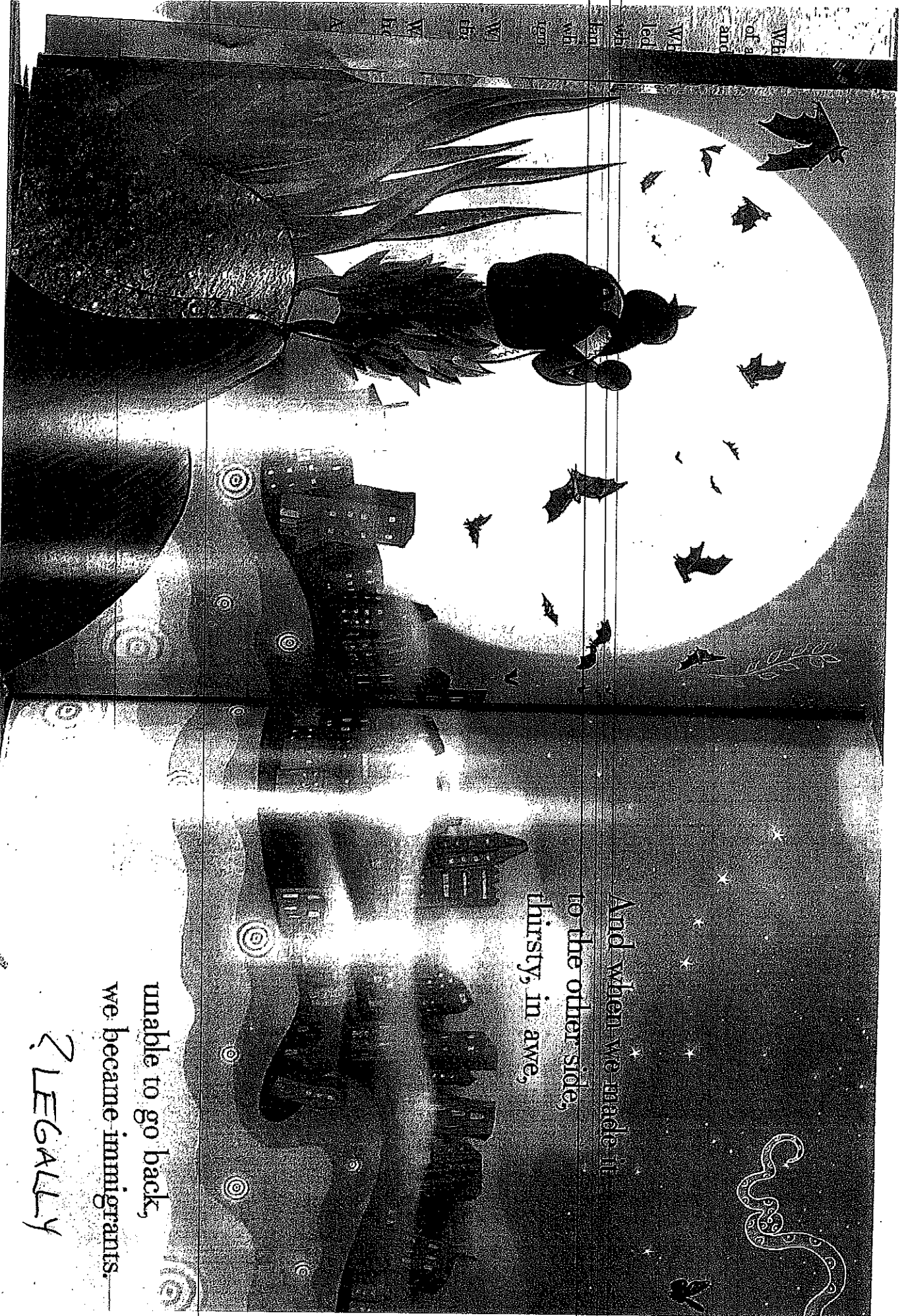
What if you found that
home in a world of books?

And what if it all were true?

LEGALLY?

5 MILLION
ILLEGAL
IMMIGRANTS
SINCE 2020.

How many is
ENOUGH?



And when we made it
to the other side,
thirsty, in awe,

unable to go back,
we became immigrants.

ILLEGALLY



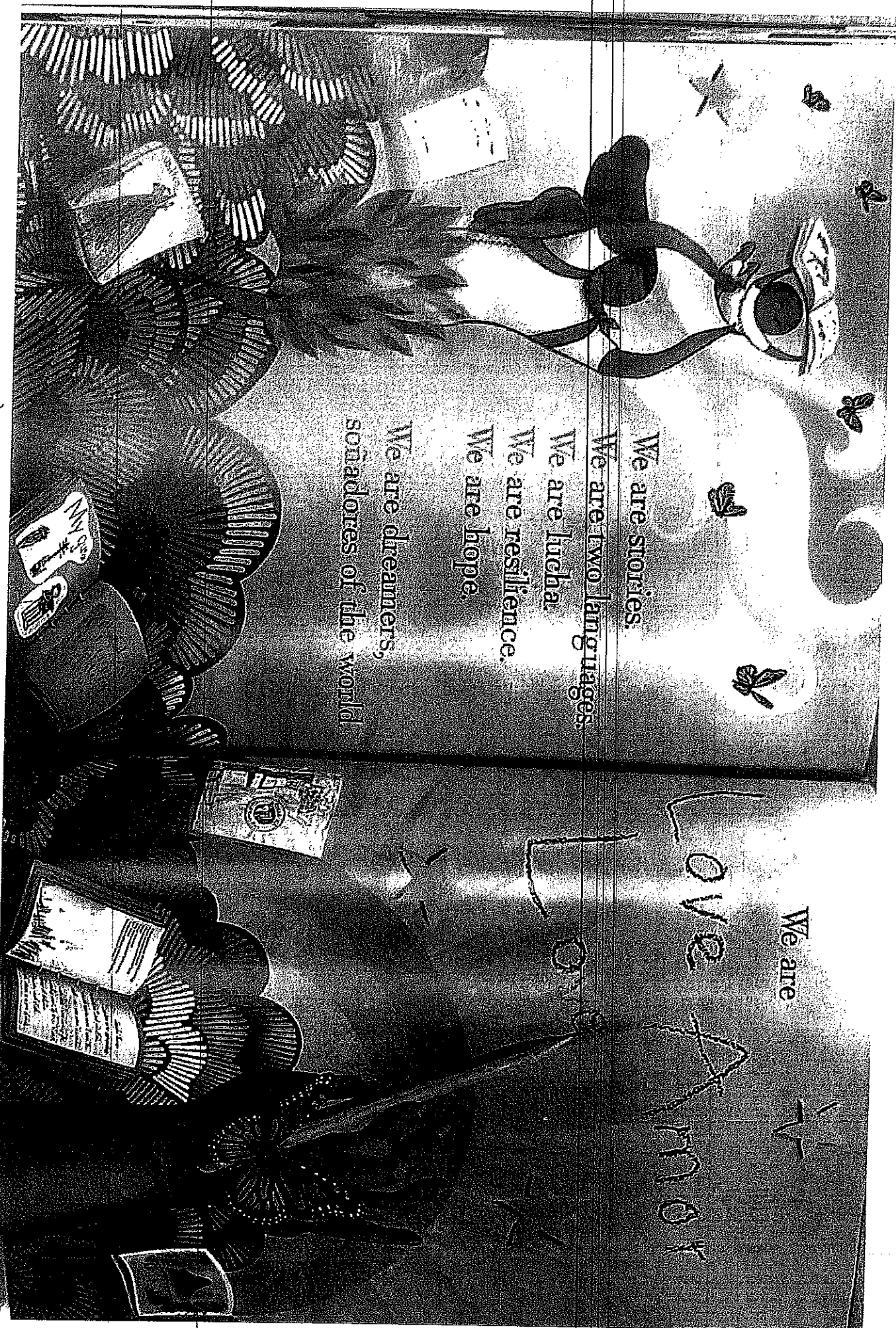
Where we didn't need to speak,
we only needed to

frust.

And we did!

IMAGINE TRUSTING THIS SOURCE
INSTEAD OF OUR CONSTITUTION.

Scanned with C



We are stories.
 We are two languages.
 We are lucha.
 We are resilience.
 We are hope.
 We are dreamers,
 soñadores of the world

We are
 over
 AMB

WE ARE HERE ILLEGALLY
 AT YOUR EXPENSE

STOP ROMANTICIZING
THE END OF AMERICA'S
SOVEREIGNTY!

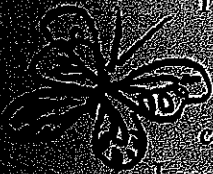


My Story

All of us have stories. Each of them is different. *This* story began in 1994, when I crossed a bridge with my two-month-old son, Kelly, from Ciudad Juarez, Mexico, to El Paso, Texas—and, though I did not know it at the time, to a new life in a strange and unfamiliar place, the United States of America. Once here, I was surprised by the quietness of the streets, the houses neatly lined up along the roads, and, later, by the cold winds of San Francisco Bay in summer. I had come so that my son could meet his great-grandfather Ernie, who was very ill and not expected to live much longer, and to marry Kelly's father, a US citizen. I wanted to return to Mexico soon afterward, but was shocked to learn that because of US immigration rules and my new status as a "permanent resident," I was now expected to stay in the United States. I had become an immigrant. But could I possibly call this new place my home?

Like most immigrants, I missed things that felt familiar: my family, the friends, my job as a swimming coach, and my ability to communicate—to understand and be understood. In this new place where I did not speak the language, it was as if no one seemed to notice I existed, as if my words and actions didn't count. In those first days, I constantly wondered if I would ever find a place where I felt valued.

Then one day Kelly's grandmother brought us to a building that would change our lives forever. We discovered the public library, and it was SPECTACULAR! I had never been in a place where you could just take books from the shelves without asking and without being scolded for taking them. And there were picture books, something I had not encountered before. I could not believe how beautiful and sturdy they were—and then, when I opened them, I was amazed at the power of their illustrations. Even though I could understand very few of the words, I realized that I could understand the story.



rough those images—a realization that would come to inspire me later on. I began bringing Kelly there almost every day, and although at first it was difficult for a little baby to stay longer than a few minutes, eventually we were able to spend entire afternoons looking at picture books, often only leaving when we were told the library was closing. We were at home.

During those years, as Kelly got older, librarians at the Western Addition Branch, Richmond Branch, Presidio Branch, Mission Branch, and the San Francisco Library on Larkin Street, among many others, guided Kelly and me to find books we could love, though in an English that I struggled to understand. One day, when Kelly was not yet two years old, Nancy Jackson, the children's librarian at the Western Addition Branch, handed him his own library card. I was in awe! We could now take home a stroller brimming with books.

One of the most important things I learned at the library is that through books we can find our path and our purpose. I also learned that I love to tell stories, and that I could tell them through books. I studied the books I admired so much and became determined to make my own. My first efforts were very simple and very crude, made by hand and bound with ribbons and filled with my own stories and drawings. I was so proud of those books!

Kelly was not a *Dreamer* in the way the word is used today, to refer to young and undocumented immigrants who were brought to the United States as children, one as their own. Kelly and I were Dreamers: we enter a new country as children, regardless of our status, are Dreamers: we enter a new country carried by hopes and dreams, and carrying our own special gifts, to build a better future.

Dreamers and Dreamers of the world, migrantes soñadores.
Now I have told you my story. What's yours?

Yuyu



→ ILLEGAL →