



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.VB

Physical Address: S [REDACTED] RD

City: [REDACTED] State: FL Zip: [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: * Wayword son

Author: * Rainbow Rowell

ISBN: * 978-1-25014607-6

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~~

<input checked="" type="checkbox"/>	<u>INAPPROPRIATE CONTENT</u>	<u>PAGES</u>	<u>READ SUMMARY</u>
<input type="checkbox"/>	<u>COMMON CORE</u>	<u>_____</u>	<u>E</u>
<input type="checkbox"/>	<u>CSE</u>	<u>_____</u>	<u>ATTACHED</u>
<input type="checkbox"/>	<u>SEL</u>	<u>_____</u>	<u>REPORT</u>
<input type="checkbox"/>	<u>DEL/CRT/ANTI-POLICE</u>	<u>_____</u>	<u>_____</u>
<input type="checkbox"/>	<u>SEXUAL CONTENT</u>	<u>_____</u>	<u>_____</u>

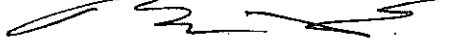
3. What do you believe might be the result of a student using this material? DAMAGED SOULS

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

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: 7/31/2022

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 8/2/22 by 

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

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: _____

Profanity	Count
Bitch	1
Fuck	19
Piss	1
Shit	1

WAYWARD SON



Young Adult

By Rainbow Rowell

ISBN:978-1-250-14607-6

ISBN:978-1-250-14607-6

Summary of Concerns:

This book contains references to sexuality and profanity.



HAND DELIVERED

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Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
 Physical Address: [REDACTED] 266 RD
 City: [REDACTED] State: FL Zip: [REDACTED]
 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: WE ARE HERE TO STAY ... UNDOCUMENTED YOUNG ADULTS
 Author: SUSAN KUKLIN ISBN: 978-0-7636-7884-5

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? 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.
SEE ATTACHED
PROPAGANDA, LIES,
PROMOTION OF UNETHICAL BEHAVIOR

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.

[Redacted Signature] 2/24/2023

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 [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: _____

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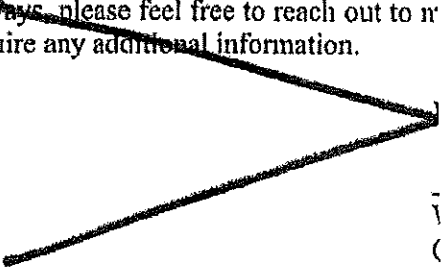
Formal Request for Reconsideration of Library Materials
Addendum to Library Materials Form, Appendix IJL-E

**Education,
NOT indoctrination!**

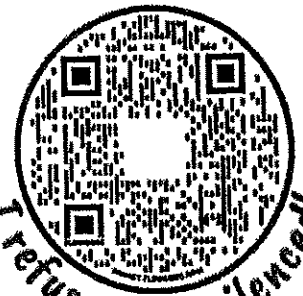
SUBJECT: Formal Request for Reconsideration of Library Materials (We Are Here to Stay, Voices of Undocumented Young Adults, Susan Kuklin, ISBN 978-0-7636-7884-5)

Dear Principal

- 1) Immediately following our conversation on 3 August 2022 regarding five books of concern discovered in the CTMS library (which we initially met in late-May to discuss), I purchased hardcover copies of each and read them in detail, as I pledged, to resolve the legitimacy of my argument.
- 2) My research concludes that my concerns were exceedingly well founded and justifiable. I am, now, even more distressed by the content within the sampled material – not only by the level of obvious programming towards partisan value systems, but also the occasional vile exposure and criminal propositions to our children and young adults.
- 3) As we discussed, I understand the importance of and fully support providing historical examples and context to students for contemplation; however, these books run far counter to the encouragement and education of youth by forcing biases, close-mindedness, and hypocrisy upon them through discernable intimidation.
- 4) In reference to the SUBJECT library material (We Are Here to Stay, Voices of Undocumented Young Adults, Susan Kuklin, ISBN 978-0-7636-7884-5), I respectfully submit the following addendum as an attachment to the associated Library Materials Form, Appendix IJL-E in keeping with Academy District 20; Administrative Policies; Section I: Instruction; Code: IJL R 2; Adopted: April 25, 2006; Last Revised: August 30, 2021.
- 5) Included in this addendum is an overall description of the material and author; explanations / justifications provided by you and the CTMS librarian during our first engagement; concerns / issues I have compiled after thoroughly reviewing the material; and, a standardized “contravention” coding matrix for reference.
- 6) Always, please feel free to reach out to me if you require any additional information.



**Education,
NOT indoctrination!**



If you

Formal Request for Reconsideration of Library Materials
Addendum to Library Materials Form, Appendix IJL-E

BOOK: We Are Here to Stay

BOOK DESCRIPTION: Short interviews of undocumented persons who entered the United States at a young age.

AUTHOR: Susan Kuklin

AUTHOR DESCRIPTION: Susan Kuklin is an American photographer and writer born and raised in Philadelphia, Pennsylvania. Her works include multiple controversial topics, including AIDS, poverty, and transgenderism. Several of her books had been deemed anti-family; included offensive language; and, promoted homosexuality, sex education, political, and religious viewpoints.

CTMS EXPLANATIONS / JUSTIFICATIONS: Providing historical examples (not indoctrinating). Teaching children they can make a difference. School Library Journal selection. For grades 5 & up. Refugee situations unit in 7th grade. UN Sustainable Goal #16.

CONCERNS / ISSUES:

1) Issue Type: Author Background

- Controversial Topics: Illegal Immigration, LGBTQ, Pedophilia
- Contravention Codes: TOP01, TOP05, LIT06, UNE01, UNE02
- Segment / Page: N/A
- Description: Author has a history of writing about, recording, and celebrating clearly controversial topics, including subjects that were removed from school libraries due to the topic being grossly unsuitable. One of her books, *Beyond Magenta* (2014) - a book about transgender youth -, was the 27th most banned and challenged book between 2010 and 2019 (reference: American Library Association). It was the second most challenged book in 2019 and fourth most challenged book in 2015. It included vivid descriptions of pedophilia in the form of a six-year-old transgender child offering and performing sexual favors to men in the neighborhood.

2) Issue Type: LGBTQ Advocacy

- Controversial Topics: Homosexuality
- Contravention Codes: INC02, TOP01, IRR01
- Segment / Page: Chapter 5, Under my Shadow
- Description: Extends beyond stating the individual's sexuality and attempts to lead the reader to agree with their own stance and beliefs on homosexuality & transgenderism. "Since then, we haven't talked about it. To this day, we do not talk about it. Gay marriage is legal in Mexico. However, it's taken society such a long, long time to adjust to the fact that people are born gay, not made gay." ... "Even though I'm a little more comfortable being out, I'm not out as transgender...After all this, I'm still fighting gender identity."

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Formal Request for Reconsideration of Library Materials
Addendum to Library Materials Form, Appendix IJL-E

- 3) Issue Type: Political Bias / Advocacy
 - Controversial Topics: DACA (Deferred Action for Childhood Act)
 - Contravention Codes: TOP02, LIT02
 - Segment / Page: Multiple
 - Description: Continuously promotes (not explains) DACA, a controversial ideal primarily associated with former President Barack Obama and the Democratic Party.

- 4) Issue Type: Promotion of Specific Forms of Activism
 - Controversial Topics: Illegal Immigration
 - Contravention Codes: INC02, TOP05, LIT02
 - Segment / Page: Chapter Two, La Familia, Part II
 - Description: Promotes activism in support of illegal immigration. Does not reference "refugee situations" (individuals escaping war, persecution, or political turbulence). The events in this books reference illegal immigration (someone who makes a conscious decision to leave his or her home and move to a foreign country illegally with the intention of settling there).

- 5) Issue Type: Contradicts UN Sustainable Goal #16
 - Controversial Topics: Illegal Immigration
 - Contravention Codes: INC01, TOP05
 - Segment / Page: N/A
 - Description: UN Sustainable Goal #16 states "How can a country develop—how can people eat and teach and learn and work and raise families—without peace? And how can a country have peace without justice, without human rights, without government based on the rule of law?"... "The Sustainable Development Goals aim to reduce all forms of violence and propose that governments and communities find lasting solutions to conflict and insecurity. That means strengthening the rule of law, reducing the flow of illicit arms, and bringing developing countries more into the center of institutions of global governance." Title submits very clear statement of justifying & encouraging rebellion against rule of law.

- 6) Issue Type: School Library Journal
 - Controversial Topics: Political Bias, LGBTQ Advocacy, CRT Advocacy
 - Contravention Codes: IRR02
 - Segment / Page: N/A
 - Description: A review of School Library Journal exposes this private (non-government) organization to having a heavy leaning towards introducing controversial (and often debunked) topics in the classroom, including LGBTQ+, BLM, CRT, and The 1619 Project. A Google and internal www.slj.com search for articles or books offering a positive depiction of either conservative or Judeo-Christian values yielded one result; however, there were often dozens of pages of results dedicated to either denouncing the alleged threat posed by conservative and Judeo-Christian groups or promoting opposing values.

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Formal Request for Reconsideration of Library Materials
Addendum to Library Materials Form, Appendix IJL-E

"CONTRAVENTION" CODING MATRIX:

Code	Type	Description
INC01	Incongruency	Does not correspond with claimed source / reference
INC02	Incongruency	Does not correspond with school's justification
TOP01	Topic	LGBTQ Advocacy
TOP02	Topic	Political Advocacy
TOP03	Topic	Critical Race Theory Advocacy (systemic racism)
TOP04	Topic	Critical Race Theory Advocacy (whiteness)
TOP05	Topic	Criminal Advocacy
LIT01	Litmus Test	Would there be backlash if topic was replaced with opposing religious support?
LIT02	Litmus Test	Would there be backlash if topic was replaced with opposing political support?
LIT03	Litmus Test	Would there be backlash if comments were made against another faith?
LIT04	Litmus Test	Would there be backlash if comments were made against another race or gender?
LIT05	Litmus Test	Would there be backlash if comments were made against another political group?
LIT06	Litmus Test	Would these comments be considered foul or offensive in any other setting?
IRR01	Irrelevant	Does not coincide with educational objective
IRR02	Irrelevant	Claimed source / reference does not provide benefit to argument
UNE01	Unethical	Promotes unethical behavior / activity
UNE02	Unethical	Promotes unethical author

*Highlighted rows are relevant to this addendum and have been deemed a concern



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Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.VS
 Physical Address: [REDACTED] RD
 City: ALBANY State: FL Zip: [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: * We are not yet equal: understanding our racial divide
 Author: * Carol Anderson + Tonya Bolden ISBN: *978-1-54760252-0

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~~

Objectionable Content	Pages	Notes
<u>INAPPROPRIATE CONTENT</u>		<u>READ</u>
<u>COMMON CORE</u>		<u>DESTINY</u>
<u>CSE</u>		<u>SUMMARY</u>
<u>SEL</u>		<u>E</u>
<u>DEI / CRT / ANTI-POLICE</u>		<u>see</u>
<u>SEXUAL CONTENT</u>		<u>ATTACHED REPORT</u>

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

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: 7/31/2022

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 8/2/22 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: _____

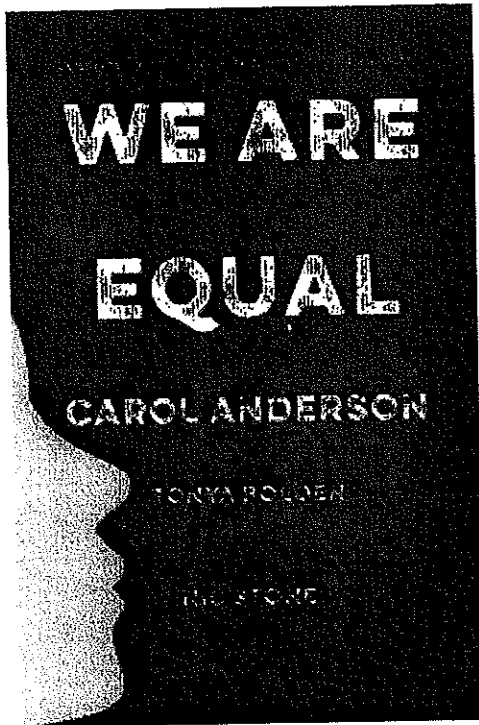
Committee Members: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

WE ARE NOT YET EQUAL



Summary of Concerns:

This book contains racist commentary and misrepresentations of history and racism.

Young Adult

By Carol Anderson

ISBN: 978-1547600762



Page	Content
0	<p>Foreward page 2 by Nic Stone: It's been a long time since Dr. King and his contemporaries did away with Jim Crow during the Civil Rights Movement, and "progress" meant we were all the same. Racism was no longer a thing. Except now we know that's not- and has never been- true. Now, statistics show undeniable discrepancies in arrest and incarceration rates along racial lines. Now, unarmed black men and women are gunned down in the streets for nothing more than looking "suspicious." Now, people openly gather in the name of "white nationalism" and raise the Nazi salute as they rally around discriminatory and xenophobic ideas. Now, it can't be denied that racism in America is still very much a thing.</p>
0	<p>Prologue page 3: What was really at work here was white rage. With so much attention focused on the flames, everyone had ignored the logs, the kindling. In some ways, it is easy to see why. White rage is not only about visible violence, but rather it works its way through the courts, the legislatures, and a range of government bureaucracies.</p>
0	<p>Prologue page 3-4: The trigger for white rage, inevitably, is black advancement. It is not the mere presence of black people that is the problem; rather, it is blackness with ambition, with drive, with purpose, with aspirations, and with demands for full and equal citizenship. It is blackness that refuses to accept subjugation, to give up. A formidable array of policy assaults and legal contortions has consistently punished black resilience, black resolve. And all the while, white rage manages to maintain not only the upper hand but also, apparently, the moral high ground.</p>
0	<p>Prologue page 4: As I journey through Reconstruction, the Great Migration, Brown v. Board of Education and the rest of the Civil Rights Movement, and onward into the twenty-first century, it is my hope that you will see how white rage has undermined democracy; warped the Constitution; weakened the nation's ability to compete economically; squandered billions of dollars on baseless incarceration; rendered an entire region sick, poor, and woefully undereducated; and left cities nothing less than decimated. All this havoc has been wreaked simple because black people wanted to work, get an education, live in decent communities, raise their families, and vote. Because they were unwilling to take no for an answer.</p>
2	<p>How would the nation atone? That was the question for black people and progressive white people when the Confederacy began its surrender on April 9, 1865.</p>
7	<p>Lincoln's anger in 1862 was directed at blacks, who, by and large, fully supported the Union and did not want to leave the United States of America. Many would exclaim that, despite slavery and enforced poverty, "We will work, pray, live, and, if need be, die for the Union." Nevertheless, Lincoln cast black people as the enemy for wickedly dividing "us". From this perspective flowed Lincoln's lack of clarity about the purpose and cause</p>

PAGE	
	of the war. The president insisted that it was only about preserving the Union. Not about slavery!
230	The future is one that takes seriously a justice system whose enormous powers are actually used to serve and protect. The misuse is storied- from the convict-lease labor system to one that is now employed to undercut the gains of the Civil Rights Movement. A program that stops and frisks mostly those who are the least likely to have illegal contraband is not law enforcement. It is time to rethink America.
231	This is the moment now when all of us- black, white, Latino, Native American, Asian American- must step out of the shadow of white rage, deny its power, understand its unseemly goals, and refuse to be seduced by its buzzwords, dog whistles, and sophistry.
233	1. We Are Not Yet Equal introduces the concept of "white rage." How does this concept differ from the other ways you may have thought about race relations in the past?
233	3. For some, legality and morality might intersect, but there are many instances in this book where the author shows lawmakers, judges, and politicians using the law to serve their white rage.
233	4. What are ways in which people today can respond to white rage?
233	7. How and where are teens affected by white rage?



District Committee Reconsideration Meeting Minutes

Title: We Are Not Yet Equal: Understanding Our Racial Divide

Author: Carol Anderson

Date: 4/11/2023

Committee Members: [REDACTED]

Complainant: Bruce Friedman (not in attendance) *Reconsideration form read aloud for committee.

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

Understanding the history (basically the title of the book).

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.

No explanation given

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.

The author is relatively neutral with the facts.



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.

No explanation given

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

Yes No

Explain your answer in a few sentences.

Self selection.

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 brutality Religion or portrayal of religious practices/ideologies

language sexual behavior manner characters are presented

violence prurient behavior portrayal of any societal groups

cruelty aberrant behavior political positions

Notes: The author uses the language to show the racial divide.

MEETING NOTES:

Very historical, and very factual without a slant. A tough, but fascinating read. A different viewpoint of history, with some disturbing facts A great resource for a research paper. Includes phenomenal resources in the back of the book.

re Are Not Yet Equal

1/11/23

0:00 am

Notes

4- Keep at H.S. Level

Reconsideration Ballot

Date: 04/11/23

Title: We are Not yet Equal

Author: Carole Anderson

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: 4/11/23

Title: We are Not Yet Equal

Author: _____

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: 4/11/2023

Title: We are not yet equal

Author: Anderson, Carol

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: ~~4/11/23~~ 4/11/23

Title: We are not yet equal

Author: Carol Anderson

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



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Individual Requesting Review: BRUCE FRIEDMAN
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Physical Address: [REDACTED] State: FL Zip: [REDACTED]
City: [REDACTED] School: CLAYVIEW 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

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

Title: WE ARE OKAY
Author: NINA LAPOUR ISBN: 978-0-525-42589-2

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
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~~
MULTIPLE 847 VIOLATIONS FOR SEX CONTENT
SEE THESE
PAGE NUMBERS FOR SEX CONTENT
71, 87, 108-113, 119, 134-5, 153, 162
COVER IMAGE 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.

Signature:

[Handwritten Signature]

Date:

3/1/2023

Please submit the completed form and any additional documentation to:

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To be completed by Instructional Resources Office Staff:

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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:

WE ARE OKAY

Anna Laloun





~~FOUNDED~~ ~~BY~~ ~~HAND~~
to BROSKIE BY HAND
CLAY COUNTY DISTRICT SCHOOLS

2/2/2023 8/1/22

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P (904) 336-6500 F (904) 336-6536 W [cclay.net](http://www.cclay.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.VS
Physical Address: [REDACTED]
City: [REDACTED] State: FL Zip: [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: * We rise, we resist, we raise our voices
Author: * Wade Hudson + Cheryl Willis Hudson ISBN: * 978-0-525-58042-3

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

NOT 847 VIOLATION

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

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

SEE ATTACHED
CRT

REVISIT


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

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: 7/31/2022

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 22 [Signature]
- Attachments were included with this form. Total number of pages 22
- 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: _____

Ridgeview High School

Catalog

COPY - ATTACH TO CHALLENGES

1 page

Library Search > Search Results > "We rise, we resist, we raise our voices"

Library Search

Destiny Discover

Resource Lists

Français

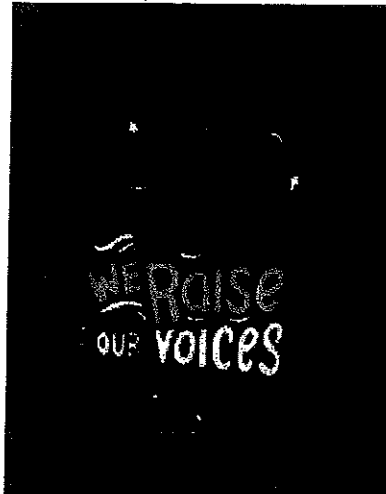
Español

How do I... ?

Title Details

Reviews

Copies



We rise, we resist, we raise our voices



edited by Wade Hudson and Cheryl Willis Hudson ; foreword by Ashley Bryan.

Call #: 811 HUD

There are no local copies of this title. Off-site copies available: 2 of 2.

See all...

Where?

TitlePeek™

What do we tell our children when the world seems bleak, and prejudice and racism run rampant? With 96 lavishly designed pages of original art and prose, fifty diverse creators lend voice to young activists.

= CRT

Selected List: My List

Add to This List

Publication Info | Explore | Additional Info

Publication Info

Edition First Edition.
Format 87 pages : color illustrations ; 25 cm.
Content type term text
Media type term unmediated
Carrier type term volume
ISBN 978-0-525-58042-3

Explore!

- Prejudices
- Racism
- Human Rights
- Titles by: Hudson, Wade, editor.
- Titles by: Hudson, Cheryl Willis, editor.
- Titles by: Bryan, Ashley, writer of foreword.

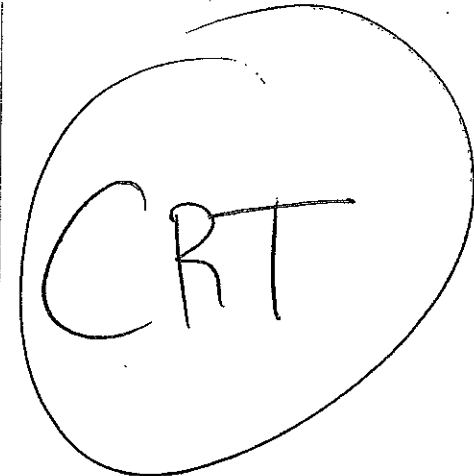
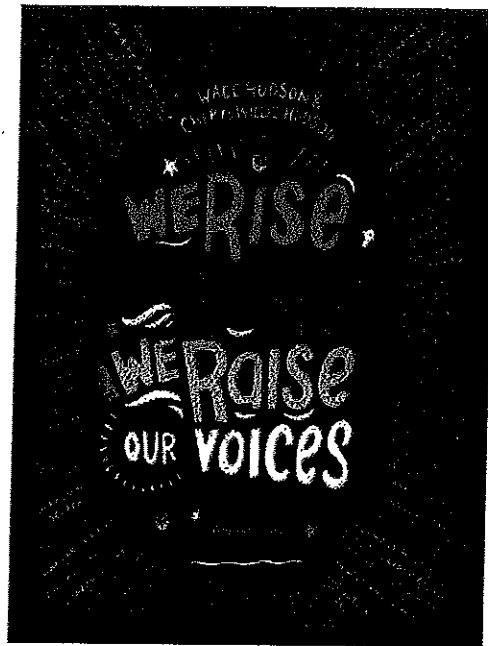
Additional Info

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](#)

We Rise, We Resist, We Raise Our Voices



We Rise, We Resist, We Raise Our Voices by Wade Hudson & Cheryl Willis Hudson (Editors)

What do we tell our children when the world seems bleak, and prejudice and racism run rampant? With 96 lavishly designed pages of original art and prose, fifty diverse creators lend voice to young activists.

Featuring poems, letters, personal essays, art, and other works from such industry leaders as Jacqueline Woodson (*Brown Girl Dreaming*), Jason Reynolds (*All American Boys*), Kwame Alexander (*The Crossover*), Andrea Pippins (*I Love My Hair*), Sharon Draper (*Out of My Mind*), Rita Williams-Garcia (*One Crazy Summer*), Ellen Oh (cofounder of *We Need Diverse Books*), and artists Ekuia Holmes, Rafael Lopez, James Ransome, Javaka Steptoe, and more, this anthology empowers the nation's youth to listen, learn, and build a better tomorrow.
(Description from Amazon)

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

- Geggie ES

Introduction

This book was inspired by our great-niece Jordyn. After the 2016 presidential election, she was distraught upon hearing who had won. She had heard the cruel and hateful words that had been spewed at women, those with disabilities, people of different faiths, and people of color. She had heard the talk aimed at "taking our country back." Though she was only seven, some of that language of hate stayed with her. When she found out who the new president would be, she was frightened and confused, worried that the world as she knew it was in imminent danger.

people like Jordyn, and perhaps, like you, too, who were fearful about the future. What could we tell you? we wondered. What words of comfort could we offer? How could we reach out to you the way others had reached out to us when we were your age and faced difficult challenges that seemed too big for us to handle?

So the idea for this treasury was born. Yes, we are living in challenging times, but we created this book so you will know that you are part of a community that loves you and can give you tools to help navigate the present and the future.

We grew up in the segregated South, when life for us was much different than it is today. Racial discrimination, prejudice, and hatred against African Americans were pervasive. We were prohibited from attending school with White children, so we went to all-Black schools. We couldn't go to the public library that Whites used. We were forced to sit in a "special section" in movie theaters. We couldn't even try

A Thousand Winters

Kwame Alexander, illustrated by Ekua Holmes

"The creative artist is the one wanting to make order out of chaos." —Ursula Nordstrom

The other day
 on the way
 for bubble gum
 ice cream (her favorite)
 my six-year-old
 cautions me
 to slow down
 you are driving too fast.
 Dad, she exclaims
 with a worried frown
 holding her a (she's not
 supposed to have yet.
 Or even)

And I don't want
 the police
 to take you
 away
 from me.

OK-ish

On another day,
 we walk home
 from school
 like we have all year
 waving at
 the crossing guard
 slashing through
 the puddled tunnel
 passing the corner church
 when she asks:
 Am I going to vacation
 Bible school this year?

Yes,
 is what I would have said
 without hesitation
 before Charleston
 but today,
 my words are cold.
 Hope is frozen.

Summer's here,
 but it feels
 like a thousand winters
 and the world is not
 such a beautiful place
 anymore.
 Dad, I asked you a
 question?
 she repeats.

Last night,
 the sky was ablaze.
 Bolts of lightning shot
 across the night
 like our very soul
 was on fire
 and I sat writing
 next to a sea of flames
 wondering
 if these are not times for
 poets
 if words, sentences, and
 books aren't enough
 anymore.

If my first mistake was
 balancing too close with her
 in the car
 if this middle passage of
 murder is becoming
 normal
 if those of us who jumped
 were the same ones
 if we can't survive this
 storm, how soon our
 children?

How will our children?
 She asks for two scoops
 I give her one (it's before
 dinner)
 plus a topping
 the red, white, and blue
 sprinkles
 disperse like little stars
 across her face and hair,
 and
 she devours
 her treat—come and all—
 so fast
 and so free
 that when it disappears,
 she's in disbelief.
 So am I.

One Day Papi Drove Me to School

Tony Medina Illustrations by Edel Rodriguez

1 One day Papi drove me to school. Like he always does, talking about my homework: Science, History and Math. He made a funny face. When I told him all I had to add, Lots of kids were in front of the building and others were being dropped off.

And before I knew it, four cops came running toward him. I heard a commotion, looked to my right and screamed, "Papi Papi!" I saw my papi go down on the ground, tackled and shackled and Hands cuffed behind his back. I could not see Papi's face; the cop with his knee on Papi's back smashed it into the pavement as he grabbed a fistful of Papi's hair. All I could see were Papi's jeans and his construction boots. I screamed. The world started to sweep from beneath my feet and buildings started to tumble and I nearly had an asthma attack from my constant screams. One cop—a woman with the word ICE on her back—pulled me by my waist as I flailed and kicked in desperation. Students, parents, and some teachers crowded around as the officers held me to the ground while my papi was pushed into a police van.

WAS
A
CRIME?
COMMITTED?

ing me with "Alien" and "Illegal" and "Get out!" and "Go back to your country!"

I shouted, "This IS my country, you stupid cloofie heads!"

Before I knew it, a crowd of white kids surrounded me, but other kids, black and brown and some white, came to my rescue. Somehow, though, I was the one who was taken to the principal's office!

2 A crazy group of kids wore Make America Great Again hats, just to taunt us.

~~...and others, black, brown, and white kids, were down with us - and not racism.~~

In all my nine years on the planet, I never had a fight! But a handful of kids wanted to start trouble. One day they scrunched up their faces and balled up their fists. We stepped forward in unison. We took off our jackets and our sweaters and dropped them to the ground. Then we stuck out our chests real proud, so they could see our T-shirts that read:

No!

I AM NOT AN ALIEN.
I AM NOT ILLEGAL.

WHY DON'T YOU GO BACK TO YOUR OWN COUNTRY?
IS NOT MY FAVORITE SONG

GET OUT!
IS NOT MY NAME.

NO MORE BORDERS.
NO MORE WALLS.

How's that working out?

CRIME

is no different. The internet and cable news stream reports to us nightly: Another black boy shot and killed by the police. Families torn apart as parents get deported. Swastikas and nooses peppering our landscape like weeds. Adults berating and brawling with their neighbors and constituents. Even the climate seems discontent, determined to bring out the worst in us all.

and forlorn, and the new growth, new opportunity, and visions of possibilities. Do you still see what is possible? What's good and everlasting despite the times and conditions we live in? Do you understand how important you and other youth are to us?

When I think of you, I think of those who have come before you. Young and resilient, they lived during history's most tumultuous times and left their mark. Muhammad Ali, formerly Cassius Clay, was one of them. At twelve, he was an amateur boxer. By eighteen, he was an Olympic gold medalist who later raised his fists against injustice. Malala Yousafzai, from Pakistan, was shot by terrorists who didn't think girls should attend school. At seventeen, Malala won a Nobel Peace Prize for her bravery and efforts to educate girls. There are others like you three. Ordinary citizens like these: Alicia Garza, cofounder of Black Lives Matter. Emmett Till, brutally murdered for allegedly whistling

Subscribe to this blog.



Race Social Justice

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

100 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 Bolfa 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: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
 Physical Address: [REDACTED]
 City: [REDACTED] State: FL Zip: [REDACTED]
 School: RIDGEVIEW HS... Grade Level: HS... Subject: VANIES

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: VANIES

Title: WHEN I WAS THE GREATEST
 Author: JASON REYNOLDS ISBN: 978-1-4424-5947-2

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response
↑ PROBLEMATIC AND PROLIFIC

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
* HANDBOOK ON COVER - IS THIS TRIVIAL?
* COPY IN RIDGEVIEW - HS
YOU HAVE A RIDGEVIEW PROBLEM!

CRT - IT'S SUBTLE SOMETIMES
BUT BLACK VICTIMHOODS HELPS NOBODY!
ANTI-POLICE SENTIMENT →
SLOPPY PROMISCUOUS SEX CONTENT

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:

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

Signature of Complainant:

[Handwritten Signature]

Date:

1/14/2023

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 5
- The form was fully completed and accepted: Yes/No. If not, why?

Date Committee convened:

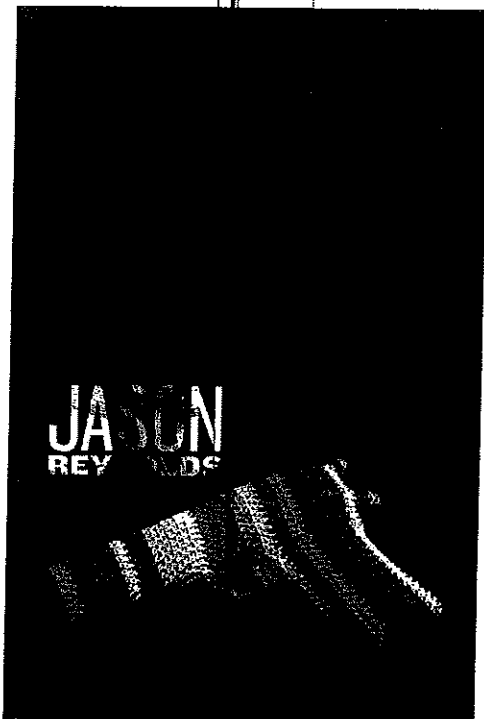
Committee:

Outcome:

Notification of Complainant: Date _____ by _____

Additional information:

WHEN I WAS THE GREATEST



Young Adult

By Jason Reynolds

ISBN:978-1-4424-5947-2

Summary of Concerns:

This book contains inexplicit sexual activities; mild profanity; and violence.

+ CRT
+ TRIVIALIZATIONS

ANTI POLICE

DO WE WANT GUNS IN SCHOOLS?

IS THIS TRIVIAL?

2/5

Teen Guidance
BookLooks Review Rating

Page	Content
4	...and she's always complaining about the reason they keep raising the rent so much around this part of Brooklyn, is because white people are moving in. ...Makes no sense, but that's what she says. I don't really see the big deal, but that might be because no white people live on my block yet.
6	All kinds of wild stuff started happening up in there, from crackheads and hookers.
17	A man walking down the street dressed like Cinderella? That's nothing. A woman with a tattoo of a pistol on her face? Who cares. So what's the big deal about syndrome? Whatever. It's in our blood to get over it, especially when you're one of our own, and by that I mean, when you live on our block.
46	...he felt like the government was substituting all the poor black kids for the rich white kids when it came to serving in the war and that getting that letter in the mail, the one that said he had been drafted, felt like he was in the game, and sucker punch the other team's star player.
67	"Because it's a party, Nood. Everybody will be partying and dancing and drinking," I cut in.
75	People on pay phones and the smell of burnt halal meat and dog mess. No white people.
119	Them bad boys were clean enough for a cop to harass me just for having them on
124	I figured it must've been the part of the neighborhood where Doris was always talking about all the white people were moving into. Gotta be.
132	Sidenote: There was no bartender, and I didn't see no strippers, neither. I mean, pretty girls, yeah, but not strippers.
133	She was sipping something pink. I think it was the punch they had on the table. I heard someone call it "loose juice," so I guessed it was spiked.
136	I moved my hands up around her waist and rested my chin on her neck like a professional. I mean, I've grinded before at other parties, but never with no grown woman at a MoMo party. I could not believe this was happening. I didn't even have to sneak a feel. She took my hands and put them on her thighs and everywhere, and the whole time I'm trying to keep cool and not be fifteen. I kissed her neck. Just a nibble. I don't know where it came from, but it seemed like the right thing to do. She didn't say anything, so I kept doing it. ...She didn't close the door. She just threw herself on me, wrapping her arms around my neck and kissing me. ...I mean, I had made out with girls, but something told me we were going to be doing more than kissing and touching and stuff. I wasn't really ready to go all the way. I had never done it before. ...It seemed like Candace was kissing me forever. I laid back on the bed, and she got right on top of me. She kissed me hard... ...Then she leaned up again and tried to undo my belt, and I know I should've been crazy amped, and let me tell you, part of me was, but another part of me was thinking this girl didn't even really know me. ...When she pulled her hand out, she was holding a condom. ...Candace stared right at me while pulling her tank top over her head.

← CRT
 - CHARMING
 - CRT
 US & THEM
 INSTEAD OF
 WE THE
 PEOPLE

- CRT
 BOOZE
 - OK
 - CRT
 - OK
 NORMALIZED?

15 YEARS
 OLD
 NOT
 NORMAL

SLOPPY

Page	Content
	...She reached for my belt again, and as soon as she got it undone, someone came running down the hall screaming.
158	We had to move to this crappy apartment, with crackheads running around upstairs.
167	"Man, I can't snitch," I said, tough.
170	"...Some guys were trying to chump him. So then Needles comes over to see what's going on and ends up stabbing one of the dudes with one of his knitting needles."
214	...and John was going to shoot somebody and wind up in jail. Again.
226	I could tell he was uncomfortable, and it instantly reminded me of the first day I met him on that stoop, and how embarrassed he was that he lived in a slum house, a place everybody knew junkies and hookers hung out at.

AWFUL BOOK

OK

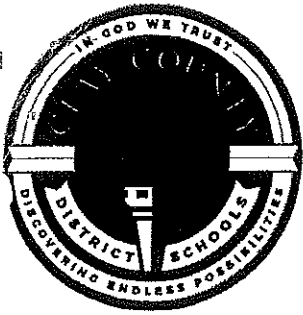
OK

NOT CHERNY

OK

OK

Profanity	Count
Ass	3
Piss	3
Shit	2



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

HAND DELIVER
7/30/22

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: [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: * Where she went
 Author: * Gayle Forman ISBN: * 978-0-14-242089-8

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

NOT AN 847 VIOLATION

SEE ATTACHED

PROFANITY & TRIVIALIZATIONS

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 3/8/23 by [Signature]

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 Members:

Outcome:

Notification of Complainant: Date by

Additional information:

Gayle Forman

MARTIN COUNTY LIBRARY SYSTEM



5 0547 10279263 6

where
she
went

AL TO THE *NEW YORK TIMES* BESTSELLER *IF I STAY*

SuckerSunshine can match the intensity of *Collateral Damage*. . . .”

I know what’s coming. I’ve heard this before. It’s this thing that reporters do. Reference other critics’ opinions as a backhanded way to espouse their own. And I know what she’s *really* asking, even if she doesn’t: *How does it feel that the only worthy thing you ever created came from the worst kind of loss?*

Suddenly, it’s all too much. Bryn and the bump watch. Vanessa with my high school yearbook. The idea that nothing’s sacred. Everything’s fodder. That my life belongs to anyone but me. Sixty-seven nights. *Sixty-seven, sixty-seven*. I push the table hard so that glasses of water and beer go clattering into her lap.

“What the—?”

“This interview’s over,” I growl.

“I know that. Why are you freaking out on me?”

“Because you’re nothing but a vulture! This has fuck all to do with music. It’s about picking everything apart.”

OK
PROFANE

Vanessa’s eyes dance as she fumbles for her recorder. Before she has a chance to turn it back on, I pick it up and slam it against the table, shattering it, and then dump it into a glass of water for good measure. My hand is shaking and my heart is pounding and I feel the be-

SIX

*I'll be your mess, you be mine
That was the deal that we had signed
I bought a hazmat suit to clean up your waste
Gas masks, gloves, to keep us safe
But now I'm alone in an empty room
Staring down immaculate doom*

"MESSY"

COLLATERAL DAMAGE, TRACK 2

When I get onto the street, my hands are quaking and my insides feel like they're staging a coup. I reach for my pills, but the bottle is empty. Fuck! Aldous must've fed me the last one in the cab. Do I have more at the hotel? I've got to get some before tomorrow's flight. I grab for my phone and remember that I left it back at the hotel in some boneheaded attempt to disconnect.

People are swarming around and their gazes are lingering a little too long on me. I can't deal with being recognized right now. I can't deal with anything. I don't want this. I don't want *any* of this.

F

record that launched me. And when I became really famous, it was for being with Bryn, so it had less to do with the music I was making than the girl I was with.

And the girl. She's great. Any guy would kill to be with her, would be proud to knock her up.

Except even at the start, when we were in that can't-get-enough-of-you phase, there was like some invisible wall between us. At first I tried to take it down, but it took so much effort to even make cracks. And then I got tired of trying. Then I justified it. *This was just how adult relationships were, how love felt once you had a few battle scars.*

Maybe that's why I can't let myself enjoy what we have. Why, in the middle of the night when I can't sleep, I go outside to listen to the lapping of the pool filter and obsess about the shit about Bryn that drives me crazy. Even as I'm doing it, I'm aware that it's minor league—the way she sleeps with a BlackBerry next to her pillow, the way she works out hours a day and catalogs every little thing she eats, the way she refuses to deviate from a plan or a schedule. And I know that there's plenty of great stuff to balance out the bad. She's generous as an oil baron and loyal as a pit bull.

I know I'm not easy to live with. Bryn tells me I'm withdrawn, evasive, cold. She accuses me—depending on her mood—of being jealous of her career, of being

SLOPPY
TRIVIALIZES
HONOR
INTEGRITY
VIRGINITY
PROMISCUITY

S

"How *well* I'm doing?"

When I look up at her, she's peering at me from under a waterfall of hair, shaking her head in wonder. "Yeah, Adam, how *amazing* you're doing. I mean, you did it. You're a rock star!"

Rock star. The words are so full of smoke and mirrors that it's impossible to find a real person behind them. But I *am* a rock star. I have the bank account of a rock star and the platinum records of a rock star and the girlfriend of a rock star. But I fucking hate that term, and hearing Mia pin it on me ups the level of my loathing to a new stratosphere.

"Do you have any pictures of the rest of the band?" she asks. "On your phone or something?"

"Yeah, pictures. I have a ton on my phone, but it's back at the hotel." Total bullshit but she'll never know. And if it's pictures she wants, I can just get her a copy of *Spin* at a corner newsstand.

"I have some pictures. Mine are actual paper pictures because my phone is so ancient. I think I have some of Gran and Gramps, and oh, a great one of Henry and Willow. They brought their kids to visit me at the Marlboro Festival last summer," she tells me. "Beatrix, or Trixie as they call her, remember their little girl? She's five now. And they had another baby, a little boy, Theo, named for Teddy."

telling me where we're going. Is that too much to fuck-
ing ask?"



"Christ, Adam, when did you become such a . . ."

Egomaniac? Asshole? Narcissist? I could fill in the blank with a million words. They've all been said before.

". . . guy?" Mia finishes.

For a second, I almost laugh. *Guy*? That's the best she's got? It reminds me of the story my parents tell about me, how when I was a little kid and would get angry, I'd get so worked up and then curse them out by going "You, you, you . . . *piston!*" like it was the worst thing ever.

But then I remember something else, an old conversation Mia and I had late one night. She and Kim had this habit of categorizing everything into diametric categories, and Mia was always announcing a new one. One day she told me that they'd decided that my gender was divvied into two neat piles—Men and Guys. Basically, all the saints of the world: Men. The jerks, the players, the wet T-shirt contest aficionados? They were Guys. Back then, I was a Man.

So I'm a Guy now? A Guy! I allow my hurt to show for half a second. Mia's looking at me with confusion, but not remembering a thing.

Whoever said that the past isn't dead had it backward. It's the future that's already dead, already played out.

Cheery!



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

100 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 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: BRUCE FRIEDMAN
Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
Physical Address: [REDACTED]
City: [REDACTED] State: FL Zip: [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 Workbook Video (YouTube, DVD, etc.)
 Textbook Symbol Other: VARIES

Title: WINTER GIRLS
Author: LAURIE HALSE ANDERSON ISBN: 978-0-14-241557-3

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
If YES, please explain in Question 3. MAYBE

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.
SEE ATTACHED
YES, IT'S AT RIDGEVIEW HIGH - AGAIN
BOOZE, DRUGS...
SELF HARM - BOOKS SUCH AS THIS
UGHT TO BE LOCKED IN A THERAPIST'S
COLLECTION AND REQUIRE WAIVERS
FOR ACCESS.

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:

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

Signature of Complainant:

[Handwritten Signature]

Date:

1/14/23

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 7
- The form was fully completed and accepted: Yes/No. If not, why?

Date Committee convened:

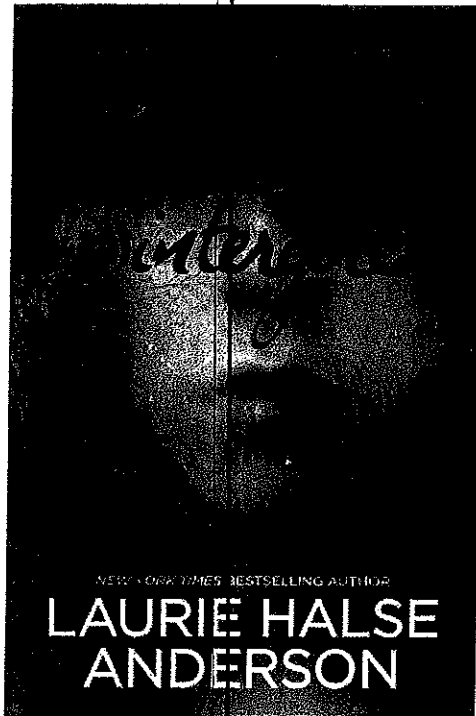
Committee:

Outcome:

Notification of Complainant: Date _____ by _____

Additional information:

WINTERGIRLS



Young Adult

By Laurie Halse Anderson

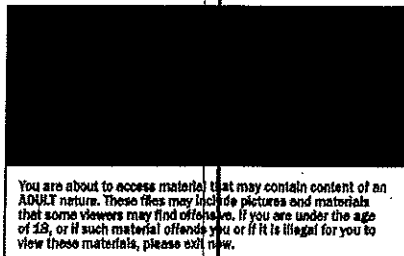
ISBN: 978-0-14-241557-3

Book Summary:

A teenage girl remembers her bulimic friend who died, as she nearly dies during her battles with anorexia, bulimia, and cutting.

Summary of Concerns:

This book contains self-harm including anorexia, bulimia, cutting and suicidal ideations; alcohol use; drug use; and profanity and derogatory terms.



3 / 5

Minor Restricted
BookLooks Review Rating

Page	Content
11	I was the reason she didn't eat a bottle of sleeping pills when her boyfriend cheated on her.
22	The halls fill with a river of bodies and voices whispering that Cassie was murdered/no, she hung herself/no, she smoked or snorted her way to the Final Exit. She'd try anything once, did you hear about the time under the bleachers/at the mall/at summer camp? She drove herself into a speeding train/jumped without a parachute/strapped on a weight belt and dove into the ocean.
32	I sit on the edge of my bed and dig into it, past the never-ending scarf/blanket project, past mateless needles and woolly balls of orange and brown and red, to the magic bottle of blush-colored Emergency Only pills. Cassie got them for me, but she wouldn't say where they came from. I take one, only one.
35	Not the magazines or the Web sites, or the knife-tongue girls in the locker room, or the neck-sucking boys on the back porch. Not her coaches or directors or counselors or the inventors of size 0 and 00.
52	<p>As I step on the scale, Cassie dreams.</p> <p>I open my eyes. 099.00 pounds. I am officially standing on Goal Number One.</p> <p>...At 099.00 pounds I think clearer, look better, feel stronger. When I reach the next goal, it will be all that, and more.</p> <p>Goal Number Two is 095.00 pounds, the perfect point of balance. At 095.00, I will be pure. Light enough to walk with my head up, meaty enough to fool everyone.</p> <p>At 095.00, I will have the strength to stay in control.</p> <p>...At 090.00, I will soar. That's Goal Number Three.</p>
60	<p>I take the razor blades out of the bag.</p> <p>::Stupid/ugly/stupid/bitch/sutpid/fat/stupid/baby/stupid/loser/stupid/lost::</p> <p>...The box opens and the razors slide out, whisper sweet.</p> <p>Used to be that my whole body was my canvas- hot cuts licking my ribs, ladder rungs climbing my arms, thick milkweed stalks shooting up my thighs. When I moved to Jenniferland, my father made one condition. A daughter who forgets how to eat, well that was bad, but it was just a phase and I was over it. But a daughter who opens her own skin bag, wanting to let her shell fall to the ground so she can dance? That was just sick. No cutting, Lia Marrison Overbrook. Not under Daddy's roof. Bottom line.</p> <p>...All the badness boils under my skin, stingy gingerable bubbles fighting to breathe. I unbutton my jeans, sliding the zipper open one tooth at a time. I twist to the right and push down the fabric band of my underpants. My left hip arches up, glowing blue in the movie light.</p> <p>::Stupid/ugly/stupid/bitch/stupid/fat/stupid/baby/stupid/loser/stupid/lost::</p> <p>I inscribe three lines, hush hush hush, into my skin.</p> <p>Ghosts trickle out.</p> <p>...I put the blade back in the box, and the box back in the bag and press my hand against the wet cuts until the credits roll. Just before the lights come up, I stick my</p>

Page	Content
	fingers in my mouth. I taste like dirty quarters.
98	The stuffing/puking/stuffing/puking/stuffing/puking didn't make her skinny, it made her cry. ...I told her how strong she was and how healthy she was going to be and how proud I was of her and I dropped in how many calories I ate that day, the magic number on the scale, the number of inches around my thighs. We went to the mall and I made sure we used the same dressing room so she could see my skeleton shine in the fluorescent blue light. We went to the food court and she ordered cheese fries, chicken nuggets, and a salad. I drank black coffee and licked artificial sweetener from the palm of my hand. She asked me to guard the door while she puked lunch into the dirty mall toilet. We held hands when we walked down the gingerbread path into the forest, blood dripping from our fingers.
103	...I lay on the floor for a couple hundred crunches, until sweat pools in my belly button. New rules: 1. 800 calories a day, max. 500 preferred. 2. A day starts at dinner. If they make me eat with them, stuff in enough to keep them off my back. Restrict during the next day to make up for it. 3. If no breakfast, take the bus to school.
111	I blacked out and fell down a flight of stairs so I ate two bowls of cereal and now I feel so gross. How long do I have to run to get rid of it?
129	I try to keep calorie intake under 500. anything more is unacceptable. Mucho Lovel Stay strong <333 I am so disgustingly, horribly fat. Today I went for a 2 hour run and starved myself till dinner where I ate like a pig. Sometimes I feel so fucking helpless.
157	"Was she high?" "No, nothing illegal, but she was on two antidepressants, a mood stabilizer, and ulcer medicine. And vodka. Lots of vodka."
159	"...She drank, binged, and purged for two days." ..."Ripped open. Boerhaave's syndrome, usually seen in alcoholics who regularly upchuck after drinking too much. Vomiting forcefully enough can tear the esophagus." Mom looks down at her hands. "She was purging into the motel toilet when the rupture occurred. She was also, like I said, very, very drunk..."
161	Puke and starve and cut and drink because you need an anesthetic and it works. For a while.
176	I brought a backpack loaded with Tamora Pierce books, a small knife, and vodka stolen from Mom's liquor cabinet.
177	For New Year's Eve, her parents gave us a bottle of alcohol-free champagne. After they left for the party at the lodge ("Don't let anyone in, girls, we're trusting you") Cassie mixed it with my vodka.
178	I took the knife out of my pocket and cut my palm, just a little. "I swear to be the skinniest girl in school, skinnier than you."

Page	Content
	Cassie's eyes got big as the blood pooled in my hand. She grabbed the knife and slashed her palm. "I bet I'll be skinnier than you."
205	<p>The blade twists again. The laxatives I wolfed down when we got home are torching my guts.</p> <p>...Plus, there is a chance that I have been so gifted at starving myself that the empty string balloon of my guts is turning from pink to ghost gray as the cells die off from neglect.</p>
215	Or Professor Overbrook smoked weed laced with an experimental chemical and he knocked up Mom with mutant sperm.
220	<p>The scale shows up on the floor, the good one, the one that does not lie. I strip, stand on it, to weigh my faults and measure my sins.</p> <p>089.00.</p> <p>I could say I'm excited, but that would be a lie. The number doesn't matter.</p> <p>...The only number that would ever be enough is 0. Zero pounds, zero life, size zero, double-zero, zero point. Zero in tennis is love. I finally get it.</p>
221	<p>Nanna Marrigan's bond-handled knife slide out from under my mattress, slithers into the bathroom, and lies down to the left of the sink, blade facing the glass wall.</p> <p>The pills I took an hour ago bang through my veins like metal trash cans blowing down the street.</p> <p>...I use my shirt to wipe the steam off the mirror. It's beading up on my arms, too, peeling on my lanugo fuzz, the little white hairs I've started growing to keep me warm.</p> <p>Stupid body. What's the point of growing fur and letting the hair on my head fall out?</p>
223	<p>I stare at the ghost-girl on the other side, her corset bones waiting to be laced even tighter so she can fold in on herself over and over until she disappears past zero.</p> <p>I cut.</p> <p>The first incision runs from neck to just below my heart, deep enough so that I can finally feel something, not deep enough to flay me open. The pain flows like lava and takes my breath away.</p> <p>The knife carves a path in the flesh between two ribs, then, between the two ribs below that. Fat drops of blood splash on the counter, ripe red seeds. I am so very, very strong, so iron-boned and magic that the knife draws a third line between two ribs, straight and true. Blood pools in the bowls of my hips and drips to the tile floor.</p> <p>Black holes open in front of my eyes and the wild bird trapped in my heart beats her wings frantically. I'm sweating, finally warm.</p> <p>The music stops.</p>
264	It's snowing again. I eat two more pills and fade to white.
265	I really want to die, right now, this minute, in this empty place, I could stab myself in a vein; they're easy enough to see. I could walk into the blizzard and lie down in the snow and bleed out. Hypothermia and blood loss is like going to sleep, like

Page	Content
	pricking my finger on a thorn or a spindle. I could.

Profanity	Count
Ass	2
Bitch	9
Dyke	2
Fuck	1
Piss	3



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

1/20/23 9am
Lab 2

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: [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: * Woke: a young poet's call to justice
 Author: * Mahogany L. Browne ISBN: * 978-1-25031120-7

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. [REDACTED]

	PAGES	READ SUMMARY
<input checked="" type="checkbox"/> INAPPROPRIATE CONTENT		
<input type="checkbox"/> COMMON CORE		R
<input type="checkbox"/> CSE		SEE
<input type="checkbox"/> SEL		ATTACHED
<input checked="" type="checkbox"/> DEI / CRT / ANTI-POLICE		REPORT
<input type="checkbox"/> SEXUAL CONTENT		

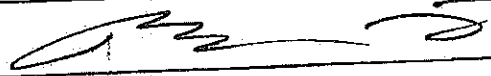
3. What do you believe might be the result of a student using this material? DAMAGED SOULS

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 7/31/2022

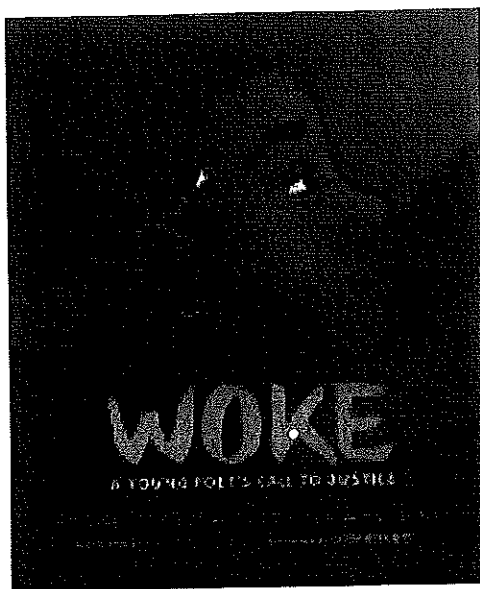
Please submit the completed form and any additional documentation to:

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 8/2/22 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 Members: _____
- Outcome: _____
- Notification of Complainant: Date _____ by _____
- Additional information: _____

WOKE: A YOUNG POET'S CALL TO SOCIAL JUSTICE



Summary of Concerns:

This book contains inflammatory racial and social commentary; references to sexuality; and alternate gender ideologies.

Juvenile

By Titania McGrath
ISBN: 978-1-250-31120-7

Page	Content
5	I'd even go so far as to say the obligation- to talk back, to speak up, to connect with the fortifying elements outside of them, as well as those that exist within. Mahogany L. Browne, Elizabeth Acevedo, and Olivia Gatwood are, together, beacons of shining light on prejudice, resistance, self-acceptance, friendship, intersectionality, and inclusion.
6	<p>WHAT DOES IT MEAN TO BE WOKE</p> <p>...The idea of being aware of your surroundings, especially in a time when we are taught to be quiet and not rock the boat, can be difficult to embrace, but this is where our freedom begins.</p> <p>The idea of WOKE resurfaced with a vengeance in 2016, as a new generation fought for social justice and community accountability.</p>
9	<p>ACTIVISM, EVERYWHERE</p> <p>...We understand activism happens online and offline In the streets picketing And in the classroom teaching On the blogs writing On the internet sharing information It happens everywhere It is active It is energy It is resisting to be comfortable</p>
20	if you are denied a job because of your height or your educational background because of your skin color or the enunciation of your name
25	<p>Say the names of leaders who came before and made the world better; say their names, so that uttering letters might lend you courage.</p> <p>Say the name: Malcolm X. Cesar Chavez Liliuokalani.</p> <p>Say the name: Ida B. Wells. Sonia Sotomayor. Mama Tingo.</p> <p>Say the name: Malala Yousafzai. Frida Kahlo Colin Kaepernick</p>
26	<p>Now imagine that someone points to this rainbow and says, "There are only two colors!" Imagine that this person says that one color is a boy and the other color is a girl. What would you say? Maybe you would run your hand along it like a river, point to all the hues and tones, maybe you would ask, "How can you say that? Look at how many there are!"</p> <p>The truth is, there are so many shades between boy and girl- People who are neither, people who are both, people who live somewhere in the middle. We don't have to choose.</p>

Page	Content
36	<p>BLOWN-OUT STARS WHISPER ABOUT JUSTICE</p> <p>...but the wind remembers their names and someone somewhere whispers "injustice"</p>
38	<p>When my friends walk through the convenience store almost always someone follows them</p> <p>It's like a shadow of distrust looming above their bronze skin they say it's 'cause we look different</p> <p>When I try to explain to my little brother what it means to be judged</p> <p>What it means to be ignored</p> <p>What it means to be silenced</p> <p>I can only think of Brown v. Board</p> <p>I can only think of Jim crow</p> <p>I can only think of the 13th Amendment</p>
39	<p>I try to explain to my little brother what I learned in history class and why I'm so sad and I want to tell him about Jordan Davis or Trayvon Martin or Emmett Till stories from long ago and just yesterday that I read about people who look like us and our friends and our neighbors</p>
40	<p>When a person has privilege, it is a toolbox they were born with, hammers and nails that make it easier for them to walk through the world because the world, in all it's beauty and excitement and variety, can still be a very hard place in which to live.</p> <p>Privilege makes it feel easier for some people- a white person can walk down the street and not worry about being discriminated against while a person of color cannot.</p>
42	<p>If we must live- and we must- let it be with fists in the air to remind the people that we will speak up for what is right we will always stand up against that which brings harm</p> <p>We will demand what is just not only for our own lives but for the lives that are impacted by injustice.</p>
43	<p>The illustration is that of several fists raised in the "Black power" fist.</p>
45	<p>The illustration is that of several children protesting. One of the children is holding a sign that says, "Black Lives Matter"</p>
47	<p>WE MAKE A FIST</p>
54	<p>WOKE</p> <p>...but look here</p> <p>Beside the above quote, is large, brightly colored illustration in graffiti lettering which says, "STAY WOKE."</p>
31	<p>The illustration depicts a girl with a Black Lives Matter bracelet on over another girl's hand with a rainbow LGBTQ bracelet on.</p>



District Committee Reconsideration Meeting Minutes

Title: Woke: A Young Poet's Call to Justice

Author: Elizabeth Acevedo, Mahogany L. Browne, and Olivia Gatwood

Date: 1/20/2023

Committee Members: [REDACTED]

Complainant: Bruce Friedman (not in attendance) *Reconsideration form read aloud for committee.

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

To bring awareness to the younger generation of what it means to be woke. To be strong in who you are and how you feel.

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.

This book does bring up critical race, not in a derogatory way, but to make people feel empowered.

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.

An easy read. The poetry and illustrations make it so.



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.

N/A

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 Not Applicable

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:

This book does not contain any of the above things. The committee members feel the book may have been chosen solely based on the title of the book. This is a good poetry book from a literary point of view. One of the committee members liked the book so much that they read it to their elementary school aged child.

1/20/23 @ 9am Lab 1002

"Woke: A Young
Poet's Call for
Justice"

Vote

Keep at ALL school levels - 3

Reconsideration Ballot

Date: 1/20/2023

Title: Woke A young poet's call to justice

Author: Mahogany L. Browne

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: 1/20/23

Title: Woke

Author: Mahogany L. Browne

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: 11/20/23

Title: Woke! A Young Poet's Call to Justice

Author: Manogany L. Bronne

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**