

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

12/15 @ 4:00pm

Lab 1001

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.VG
 Physical Address: [REDACTED]
 City: [REDACTED] 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: * Gabé, a girl in pieces

Author: * Isabel Quintero

ISBN: * 978-1-935955-94-8

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. ~~XXXXXXXXXX~~

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

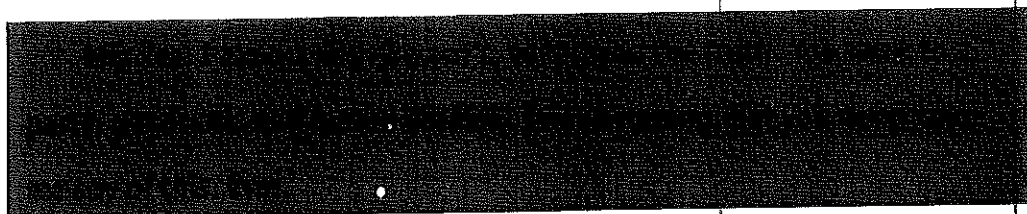
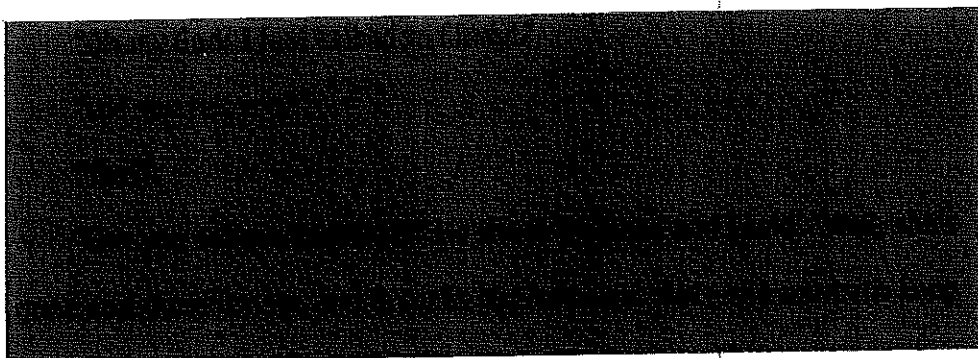
- Received in Instructional Resources: Date 8/2/22 by CJ
- Attachments were included with this form. Total number of pages 50
- The form was fully completed and accepted: Yes/No. If not, why?
- Date Committee convened: _____
- Committee Members: _____
- Outcome: _____
- Notification of Complainant: Date _____ by _____
- Additional information: _____

PARENTAL ADVISORY EXPLICIT CONTENT

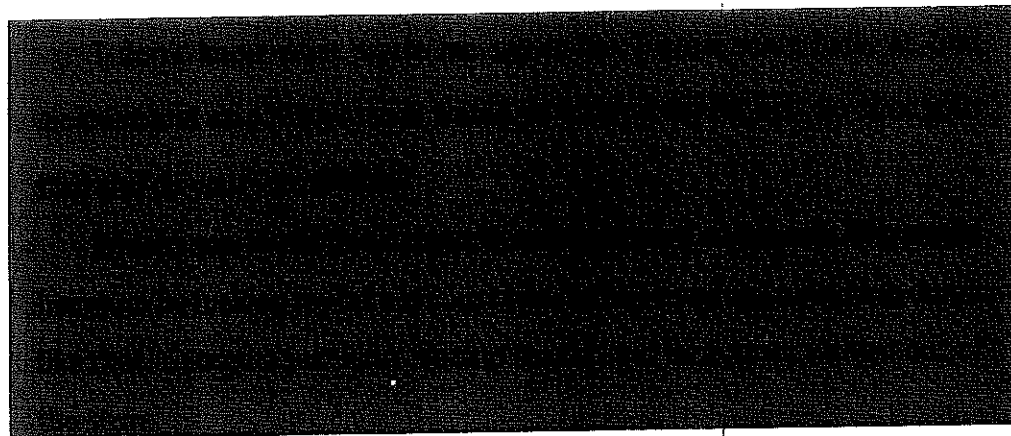
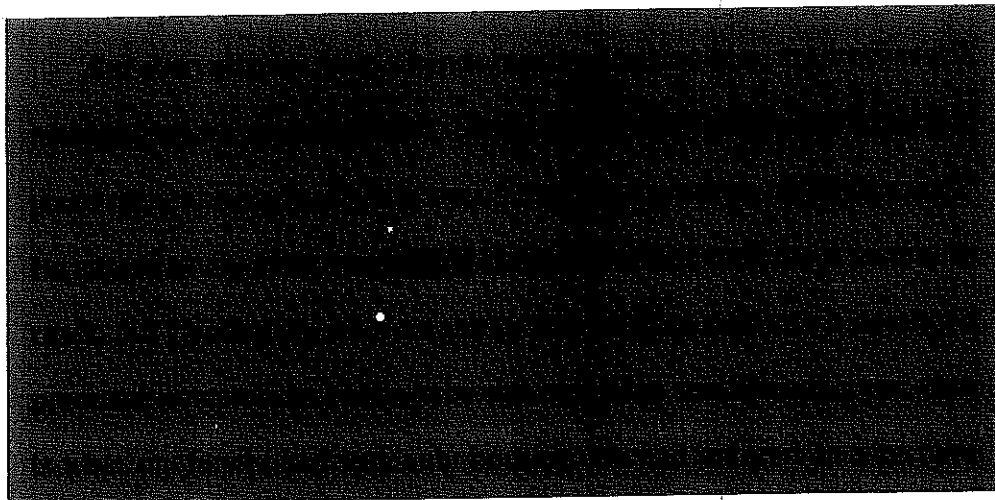
SEXUALLY EXPLICIT CONTENT AVAILABLE AT TEXAS INDEPENDENT SCHOOL DISTRICTS



BOOK REVIEW: *Gabi, A Girl in Pieces* By Isabel Quiniero



BOOK REVIEW: *Gabi, A Girl in Pieces* By Isabel Quiniero



PROFANITY COUNT (and other sensitive words)

*ss 28
S*xual 2
Condoms 12
F*ck 13
Sh*t 43
P*nis 2

Pregnant 38
F*cking 19
B*tch 13
God 58
Slut 1

BOOK REVIEW: *Gabi, A Girl in Pieces* By Isabel Quinero

RED FLAGS

Sexual Content

Language

Drugs, Drinking, Smoking

CONCLUSION

Not appropriate literary content for K-12 schools

007_Summary of Gabi A Girl in Pieces by Isabel Quintero

[Rape; sex; +100 times use of profanity; drugs; alcohol; racism; gender chaos]

Format p # and content/keyword - my comments follow

P 7 "...Eyes open, legs closed." – At last, one useful sentence is found!

Also p 7 "I can't tell my mom that because she'll think I'm bad, Or worse: trying to be white." – sounds a bit racist, no?

P 10 "I've known him since the third grade and he's always been gay." – 8 year old kids are not sexual unless an older person has interfered with their innocence. Maybe get some books about the theft of innocence and its impact on a healthy child? This book will not serve in a beneficial capacity.

P 11 Lesbian – alone all these references to an individual's sexuality are mostly trivial. Taken together, they paint this book as focused on sexuality rather than decency. Fill the libraries with books about decency and you'll create more decent people. Unless decency offends you?

P 12 Condoms and alcohol and cursing and pregnancy concerns resulting from promiscuous behavior – lovely examples to set for America's children.

P 15&16 "f***ing your fat *ss." AND TWICE "f***ing my fat *ss." – charming.

P 22 "...I'm going to sleep with an *sshole and get pregnant, just so that my mom can't show her face at parties and my dad won't talk to me..." – Some librarian thinks this is a literary masterpiece, and denying a child the opportunity to read this book is a travesty of justice. Maybe you should retrain or restrain this librarian before they cause more harm?

In my mind, I've already disqualified the entire book, if you want more, just skim through the remaining 250 plus pages. They do not get any more entertaining or useful or informative. This book is trash. People promoting it are trash. Do better!



District Committee Reconsideration Meeting Minutes

Title: Gabi: A Girl in Pieces

Author: Isabel Quintero

Date: 12.15.22

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?

Coming of age story. Diary of a latino girl about her life and the problems she faced growing up being called names and made to feel broken.

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

Pre-K K-6 7-8 9-12 None (would highly recommend 11 & 12 only)

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.

Helps you understand where she came from and problems she and her friends faced. Showed the participant how to have empathy for others and have compassion.

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.

Participant related to the story due to the Hispanic culture. Made them to be empathic in their job. Will help them to be sympathetic in dealing with others in these situations. One participant worried about students who do not have parent at home to guide if they read the book and have serious questions if they are dealing with any of these issues.



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.

Doesn't present anything graphic; does have a lot of mature and heavy adult issues.

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: YES

- | | | |
|------------------------------------|--|--|
| <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:

According to the group this book could be offensive to anyone in this day with any of the above options.

Gabi: A Girl in Pieces

12/15/22

9:00 am

Lab 1001

Vote

4 - Keep HS only

1 - Remove

Reconsideration Ballot

Date: 12/15/2022

Title: Gabi

Author: Isabel Quintero

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

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Author: Isabel Quintero

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Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

If possible Jr. + Sr. only

Reconsideration Ballot

Date: 12-15-22

Title: Gabi, A Girl in Pieces

Author: Isabel Quintero

Select ONE option:

I vote to remove the book from all libraries

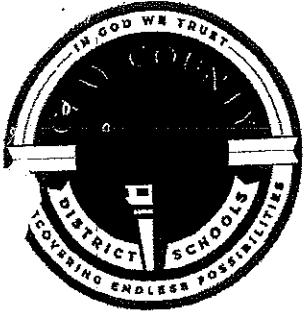
OR

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**



TOWN HALL #2
TO BROSKIE BY HAND
CLAY COUNTY DISTRICT SCHOOLS

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Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
 Physical Address: [REDACTED]
 City: [REDACTED]
 School: NO LEFT TURN 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: GEORGE
 Author: ALEX GIND ISBN: 978-0-545-81254-2

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
GENDER CHAOS

PROMOTES BOYS IN GIRLS TOILETS
NOT OKAY!

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: _____

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 _____

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: _____

GEORGE



Summary of Concerns:

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

GEORGE

ALEX GINO

K SCHOLASTIC

Juvenile

By Alex Gino

ISBN: 978-0-545-81258-0

2
/5

Teen Guidance
BookLooks Review Rating

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

NOT NORMAL

SHE IS A HE

v

You're a BOY!

— THERAPY?

SIGH

— SHOULD BE ILLEGAL

— NOPE

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

→ SO,
BRITTNEY
GRINER
IS GOOD
FOR
WOMEN'S
SPORTS

→ NOPE

→ YEP

RIGHT

Page	Content
	<p>know who she liked, really, boys or girls.</p> <p>"Then why did I find all those girls' magazines in your closet?" Mom raised an eyebrow, and a curved wrinkle formed across her forehead.</p> <p>... "Because I'm a girl."</p> <p>... "...I changed your diapers, and I promise you, you are one hundred percent boy. Besides, you're only ten years old. You don't know how you'll feel in a few years."</p>
130	"Look, do you want your mom to know you're a girl?"
133	<p>"Didn't you tell her you were gay?"</p> <p>... "You know I'm okay with that, right? Before Dad left, he made me promise to take care of. He said you were like that."</p> <p>"I'm not gay," George said. Why did everyone think she was gay?</p> <p>"Whatever. I don't care. My friend Matt is gay. It's no big deal."</p> <p>... "I told her I think I'm a girl."</p> <p>... "That's more than just being gay. No wonder she's freaking out."</p>
135	<p>"...Dude, I thought you had porn or something in there, so I took a peek. You know, just to find out what kind of stuff my little bro was into. So I figured you were gay. But I didn't think you were like that." Scott popped a corn fritter into his mouth. "So, like, do you want to"- he made a gesture with two fingers like a pair of scissors- "go all the way?"</p> <p>George squeezed her legs together.</p> <p>"Maybe someday," she said.</p>
147	"You were totally like a girl." Kelly took George's hand, one of the real ones. "I mean, you totally are a girl."
153	<p>"I didn't even know it was you at first. I thought it was supposed to be Kelly, but then I realized I was seeing my son onstage, and nearly everyone in the audience thought he was a girl"</p> <p>... "I already told you, I'm a girl."</p>
162	<p>"You really do feel like a girl, don't you?"</p> <p>"Yeah, I do. Remember that time I was little, when you found me wearing your skirt as a dress?"</p>
163	George knew that seeing a therapist was the first step secret girls like her took when they wanted everyone to see who they were. "And then maybe I could grow my hair out and be a girl?"
171	<p>And she had never held a skirt in her hands like this before.</p> <p>Together, they felt magical.</p> <p>"I didn't even know you had any skirts," said George.</p> <p>"I don't wear them to school. Boys are dirty and try to look up them."</p> <p>"I'd never try to look up your skirt."</p> <p>"Of course not. You're not a boy."</p> <p>"Oh, right." George laughed. Even she was sometimes fooled by her body.</p>
182	<p>When they stepped out of the World of Insects, Kelly said she needed to use the bathroom. Melissa tensed. There was no way she could make it back home without going as well. She looked down at her skirt. She couldn't go into the boys' bathroom looking like this.</p> <p>"Melissa and I will be right back," Kelly announced, grabbing her best friend by</p>

YEP

YOU'RE GAY

MAYBE YOU'LL GET HELP

Page	Content
	<p>the hand before she could protest, dragging her right to a door with a sign with the word LADIES and a stick figure wearing a triangle skirt.</p> <p>...She was standing in the girls' room.</p> <p>...Melissa locked herself in a stall, delighted for the privacy. She lifted her skirt to see her underwear, covered in tiny red hearts. She pulled it down, sat, and peed, just like a girl.</p>
200	<p>Q: Why did you write George?</p> <p>A: ...What I can say is that I didn't grow up with any positive representations of transgender people in books other than media. The first time I encountered the word genderqueer (meaning "neither a boy nor a girl"), I was nineteen, and I took that word and I consumed it- ate it and became it, because it was already me.</p>
201	<p>Q: How do I talk about the main character?</p> <p>A: Call her Melissa. That's the name she likes. If you slip and call her George, no big deal. Correct yourself if you think of it, and move on. Same thing for her pronouns. She is always a she. Always.</p> <p>Melissa is a transgender girl. If you are talking with someone who doesn't know what that means, you can say that she is a girl whom the world sees as a boy, or a girl who was assigned male at birth. You can also say that she is a girl, but she's the only one who knows it. Notice that all of these say first that she is a girl.</p> <p>...Phrases like feels like or identifies as aren't so great either. They sound as though who trans people are is up for debate or discussion. It's better to say "is."</p> <p>Generally, if it sounds weird saying it about a cis-gender (nontrans) person, it's probably not good to say about a trans person. Do you "identify as" your gender? Or is it just who you are?</p> <p>Please be aware that language for trans people is developing and changing as our community grows and matures, questions the ways that we have been talked about, and explores alternatives. And the same words don't work for everyone. For example, some trans people do consider themselves to be in the wrong body. Be open to developing and changing language.</p>
202	<p>Q: I mean, what are your pronouns?</p> <p>A: ...I use the singular they and the honorific Mx. (pronounced "mix"). For example, you might write this about me: When Mx. Gino finishes this FAQ, they will send it to their editor and get themselves a piece of chocolate.</p>
204	<p>Q: Are you a lot like Melissa?</p> <p>A: I'm not that much like Melissa. Melissa is a binary trans girl, which means that she is a girl even though she was assigned male at birth, and she will grow up to be a woman. I'm genderqueer, or nonbinary, so I'm neither a girl nor a boy. Also, Melissa is growing up with access to the Internet and information about being transgender.</p>
206	<p>Using the name a transgender person no longer uses (and that is probably connected with a gender that is not theirs) is called deadnaming, and it is extremely rude.</p>
209	<p>Q: I think I might be transgender (or gay, lesbian, bisexual, queer, etc). What should I do?</p> <p>A:...If you can access the Internet, you can read up on as well as connect with other LGBTQ people.</p>

NOT OKAY IN FLORIDA

19 = OK HIGH SCHOOL = NOT OK

I'M A MAN NOT "CIS" NOT "NON-TRANS"

NO

NOT YOUR CHOICE

CHAOS

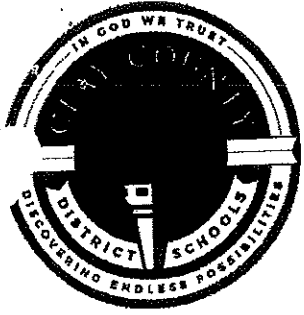
TOO BAD

SUGGESTING WHAT?

Page	Content
212	Probably the most important thing is using someone's name and pronouns. ...When you do make a mistake, apologize, correct yourself, and try not to make a big deal out of it. Please do not go on and on about how bad you feel. The trans person doesn't need to take on your guilt, and it puts them in an awkward social position where the easiest way to end the conversation is to say, "Oh, don't worry about it" or "It's okay." It's not the trans person's job to make you feel better here.
231	Geore is only one story. It is the story of a white, middle-class transgender girl growing up near New York City, written by a white, middle-class genderqueer person who grew up on Staten Island, New York.

I
WILL
NOT
COMPLY

MENTALLY
ILL
BOY



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

300 WALNUT STREET, GREEN COVE SPRINGS, FL 32043
P (904) 336-6500 F (904) 336-6536 W oneclay.net
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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]
City: M
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: GHOST BOYS
Author: JEWELL PARKER RHODES ISBN: 978-0-316-26228-6

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

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

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

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.
SEE ATTACHED
CRT
ANTI POLICE SENTIMENT
BLACK VICTIMHOOD
WHITE PRIVILEGE

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 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: _____

GHOST BOYS



Summary of Concerns:

This book contains inflammatory racial commentary; explicit violence; and derogatory terms.

Juvenile

By Jewell Parker Rhodes

ISBN: 978-0316262286

2_{1/5}

Teen Guidance
BookLooks Review Rating

Page	Content
23	"It's man's will- it's a policeman acting a fool. Murdering my boy."
24	"No sense why my boy's dead and those white men are walking around alive. Free." "Emmett. Just like Emmett Till," says Grandma.
25	"Tamir Rice, then," shouts Pop. "2014. He died in Cleveland. Another boy shot just because he's black."
25	"No justice. No peace," says Pop. "Since slavery, white men been killing blacks."
50	"...Whether officer Moore should be charged with murder." Seems lame to me. I'm dead, aren't I?
50	"Sir?" The officer looks at the slim man. "Were you in fear for your life?" "Yes, yes. He had a gun." "Were you surprised later when it turned out to be a toy?" "Yes. It looked real. He was threatening me." I shake my head. I never pointed a gun at the policeman. I walk closer to the officer. Why's he telling lies?
52	"Black lives matter!" someone hollers.
63	Not knowing how, I find the girl's house. It's not a mansion but it's nicer than my family's apartment. There's a front and backyard. A porch. A basement and two floors. Windows everywhere.
64	Her bedroom is three times the size of mine. Decorated with a bookshelf, framed pictures, a pink striped comforter, a TV, and a computer. I bet she doesn't even hear gunshots in her neighborhood.
65	"He shot me." "My dad protects and serves. That's what policemen do." "He didn't protect me. Everybody in my neighborhood knows cops do whatever they want."
69	"I love Dad more than anything. But seeing you, I wonder how he could've-" "Shot me?" "Yes. Maybe someone might shoot me?" "Naw, you're a girl. And white." "Is that it? Is that true?" I shrug my shoulders. How many times had I heard: "Be careful of police"; "Be careful of white people..." Everybody in the neighborhood knew it. Pop told me as soon as I could read.
85	"Are you prejudiced?" "No." "Liar," someone shouts.
85	"Have you heard of racial bias?" "No." "Heard prejudice can affect your thoughts, actions? Whether consciously. Knowing. Or unconsciously?" "I'm not racist."

CRT
ANTI POLICE
SENTIMENT

BLACK
VICTIM HOOD

"
MOSTLY BLACK
KILL OTHER
BLACKS -
THIS IS
NOT
MENTIONED

PLAY STUPID
GAMES...

UNDER
INVESTIGATION

✓
NOT OKAY

CRT
WHITE
PRIVILEGE

Page	Content
	<p>"Probably you were responding to unconscious stereotypes of black men as large, threatening, dangerous?"</p>
94	<p>"Is Peter white? He's white, isn't he?" I ask, insistent, furious.</p>
95	<p>"These are your...our people." Sarah gasps. I punch the wall. Nothing happens. No crackling or paint peeling. "Black boys," Sarah whispers, then clamps her hand over her mouth. "This is messed up." "These are kids killed like Jerome? Killed like you?" asks Sarah. Ghost boy nods. I turn from him and Sarah. I look down. Hundreds and hundreds of shadow boys. A heart-wrenching crew. Army strong. No, zombie apocalypse strong. Standing on lawns, in the streets, their faces raised to me. All children, except one, grow up.</p>
97	<p>"Naw, naw. That's sick. Her dad kills me and I'm supposed to help? Who are you anyway?" "Emmett. Emmett Till."</p>
106	<p>"No justice, no peace!" They carry signs: JUSTICE FOR JEROME; BLACK CHILDREN'S LIVES MATTER; STAY WOKE; IS MY SON NEXT?</p>
107	<p>"I think a white man killed him, too."</p>
111	<p>"You were the operator that answered the nine-one-one call?" "Yes. Yes, I did." The 9-1-1 operator looks like a college student. Red hair, black-rimmed glasses. Nervous, she twists her hands. "Did the caller identify themselves?" "No." "What did the caller say?" "A boy, no, a man was in the park with a gun." "The transcript says 'toy gun'. "Yes, toy gun." "Did you tell the reporting officers that?" "No."</p>
112	<p>I wish she could hear me murmuring "Sorry." Her saying "toy" wouldn't have made any difference.</p>
113	<p>Sarah's school is much better than mine. I mean, much better than my old school. Her school has trees and a track, basketball gym, and football field. My school has a chain-link fence and concrete where I ran and played hoops. Her school is mainly white. Mine was mainly black and Hispanic. Her school has a library with computers. Mine doesn't even have a librarian.</p>
120	<p>Another ghost walks ahead. Dipping side to side, swaying. He's graceful. Fly, hip. Wearing a gray hoodie. "Who's that?" I ask. "Killed six years ago. In Florida." "Hey, kid," I yell. "Hey!" He keeps walking. Be-bopping ahead of me.</p>

PROBABLY YOU ARE RACE-BAITING

OK

SURE

COUNT YOUR BLESSINGS

Page	Content
121	<p>The prosecutor moves close, face-to-face with Officer Moore. "Did you announce yourself? 'Police'?"</p> <p>"No."</p> <p>"Did you order Jerome Rogers to put down the gun?"</p> <p>"No."</p> <p>"To raise his hands?"</p> <p>"No."</p> <p>"Did you fire from the police cruiser before it had come to a complete stop?"</p> <p>"I don't know."</p> <p>"Yes or no?"</p> <p>"I guess so." Officer Moore looks down, like an answer is written on his hands.</p> <p>Yes. No.</p> <p>"Yes," he says, looking straight at the lawyer. "He was waving his gun. A police car is a coffin. I had to react."</p> <p>"Did you react when Jerome Rogers lay wounded on the ground? Did you render aid?"</p> <p>"No."</p>
130	Then, turn back to the stand, says loudly, seriously, "Why was the child shot in the back?"
131	The video shows me shot in the back.
138	<p>"...justice is tempered by the fact that a police officer's job is incredibly hard and complicated."</p> <p>"An emergency nine-one-one call, a young man with a realistic-looking gun, a concern for public safety, and an officer's fear for his life are all facts I've considered."</p> <p>"In the opinion of this court, there is not enough evidence to charge Officer Moore with excessive force, manslaughter, or murder."</p>
146	Ghost boys haunt. One by one they appear. Several boys wearing hoodies, sports T-shirts. Overalls. There's a kid who looks like he's eight. Another kid- Tamir?- with a toy gun.
147	<p>Was he the first black boy to be killed? Naw. I don't believe that. Slavery was awful. Afterwards, Pop said the KKK began lynching.</p> <p>Ghost boys nod, step back, high-five. Emmett's the leader. The leader of our crew.</p> <p>An unnatural alliance- young, but dead.</p> <p>Ghost boys.</p>
149	But why did cops fear me?
153	"Say 'yes, ma'am,' 'no, sir' to white people. Don't look anybody white in the eyes"
153	<p>"Sidestep if white people are walking on the same street. Step into the road if you have to. Let whites pass first."</p> <p>Emmett wipes sweat from his forehead, muttering, "Not afraid of white people."</p>
157	<p>"What mattered was what they- white people- thought I had done. I gets worse. See."</p> <p>I stare into his eyes.</p> <p>Past midnight, the house is cloaked in darkness. Two white men burst into the shack, guns pulled, flashlights startling, searching faces. Everyone's howling,</p>

SEEN
KKK
LATELY?

BS

GOOP

Page	Content
	<p>frightened. Aunt Elizabeth runs toward the back bedroom. They follow her. Emmett's face is caught in the flashlight's glow.</p> <p>"Get up, get dressed."</p> <p>Petrified, Emmett wets himself. He pulls his overalls over his pajamas.</p> <p>"He's a child. Not from here," his uncle pleads, begs. "He didn't know." A man with black curls and a short-sleeved white shirt slams him against the wall. "How old are you?"</p> <p>"Sixty-four."</p> <p>"You make any trouble and you'll never live to be sixty-five."</p> <p>Simeon grabs hold of Emmett's leg, trying to keep the men from dragging him away. The second man kicks him. Simeon wails, clutches his stomach. Wheeler holds his brother.</p> <p>Emmett screams, "Mama. Mama!"</p> <p>His uncle and cousins are shouting, begging, pleading on the porch.</p> <p>Emmett's pushed into a truck's cab. He's caught between two men. One drives; one keeps punching Emmett.</p> <p>"Teach you. I'm going to teach you." Bam. "You talked sass." Bam. "Nobody disrespects my wife." Bam, bam.</p> <p>Emmett's face swells.</p>
158	<p>The Tallahatchie River glows silver. Lightening bugs blink; fish splash, leaping for moths, flies. Emmett is dragged from the truck.</p> <p>"Mama."</p> <p>"Mother isn't going to help you, boy."</p> <p>His fist falls like a hammer. Emmett drops to his knees.</p> <p>The dark-haired man grabs his legs, pulls. "You whistled at my wife." He chokes Emmett. Emmett's squirming, trying to beat the hands away. His feet lift off the ground. "Who do you think you are?"</p> <p>Eyes bulge- blood flows from his mouth. He's thrown to the ground.</p>
158	<p>The Tallahatchie River glows silver. Lightening bugs blink; fish splash, leaping for moths, flies. Emmett is dragged from the truck.</p> <p>"Mama."</p> <p>"Mother isn't going to help you, boy."</p> <p>His fist falls like a hammer. Emmett drops to his knees.</p> <p>The dark-haired man grabs his legs, pulls. "You whistled at my wife." He chokes Emmett. Emmett's squirming, trying to beat the hands away. His feet lift off the ground. "Who do you think you are?"</p> <p>Eyes bulge- blood flows from his mouth. He's thrown to the ground.</p>
159	<p>The husband fires the gun, sparks fly.</p> <p>Emmett's spirit rises.</p> <p>With barbed wire, the men lash Emmett's body to a large wheel. They drag, shove the wheel into the river. Watch it sink.</p> <p>Blood stains the riverbank. Emmett's hat rests. Amazingly, it's clean. Off to the side, brim up.</p>
160	<p>Ghost boys reappear, hovering, studying Emmett's face. And mine.</p> <p>"For all of us," says Emmett, wavering his had outward. "We're all sorry for each</p>

PROMOTING RACIAL HARMONY?

Page	Content
	other. Somebody decided they didn't like us...We were a threat, a danger. A menace."
160	Then, I feel an urge. Deep inside me. A recognition. Injustice, Tragedy.
163	The streets are dangerous. Gangs. Bullies. Drive-bys. Police with guns.
178	"I'm making a website. 'End Racism, Injustice.' Did you know black people are shot by cops two and a half times more than white people? But they're only about thirteen percent of the population. "In 2015, over one thousand unarmed black people were killed. It's awful." It is.
179	"No, I don't hate your dad. You shouldn't either." "He killed you." "He made a mistake." "He's racist." "He made a mistake. A bad one." Real bad.
179	Mournful, I say, "It's wrong to be bullied for no reason. It's worse when someone has a reason. Like prejudice. How'd your dad get that? Who taught him? You're not prejudiced. He reacted to me without knowing me. "He's a bully." "It's not that simple," I say, weary. Mike, Eddie, Snap only had words, fists. Policemen have guns.
180	"Can you help him not to be afraid of black boys?"
183	Emmett told me that the men who killed him never believed they did wrong. An all-white jury found them innocent. The judge said there wasn't enough evidence to charge Officer Moore with a crime. But he's not celebrating. Is that progress?
184	I want to say more- but I don't. Sarah's going to be fine. She's a white girl but she's not- "white girl." She's Sarah. Me and all other boys on her computer screen have names. Jerome Rogers. Tamir Rice. Laquan McDonald. Trayvon Martin. Michael Brown. Jordan Edwards. We're people. Black kids. Color shouldn't make anybody scared. Is it because slavery happened? Is that why some whites are afraid of black people? I don't know. Wake up, people, I want to tell everyone. Fear, stereotypes about black boys don't make the world better.
185	"Others, too, who died because of mistakes. Prejudice."
205	During my lifetime, Emmett Till and countless other teens and young men have died because of conscious or unconscious racism. However, Tamir Rice's death at twelve, like Emmett Till's death at fourteen, unnerved me, because their deaths criminalized black boys as children. It is tragic when adults, who are meant to protect children, instead betray a child's innocence.
209	During my lifetime, Emmett Till and countless other teens and young men have died because of conscious or unconscious racism. However, Tamir Rice's death at twelve, like Emmett Till's death at fourteen, unnerved me, because their deaths criminalized black boys as children. It is tragic when adults, who are meant to protect children, instead betray a child's innocence.

TRY LIFE WITHOUT POLICE

NO ANALYSIS OR CONTEXT FACTS=CR

GOOD

THIS BOOK BETRAYS INNOCENCE

Page	Content
210	13. On page 183, Jerome notes that Emmett's attackers were found innocent, just like Officer Moore. What is the significance of this?
211	Why haven't the ghost boys said goodbye?
213	Rethinking Schools "Making Black Lives Matter in Our Schools": rethinkingschools.org/articles/making-black-lives-matter-in-our-schools

ALL LIVES MATTER



CERTIFY ON HAND DELIVER
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 Kerekas, 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 Party: [REDACTED]

Phone: [REDACTED] Email: [REDACTED] *MAN@NOLEFTTURN.US*

Physical Address: [REDACTED]

City: [REDACTED] Zip: *32043*

School: *VIEW 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: *GRANDAD'S CAMPER*

Author: *HARRY WOODGATE* ISBN: *978-1-49981193-3*

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
**VIOLATES OTHER FLORIDA LAWS*

*1 COPY @ KEYSSTONE HTS -
ELEMENTARY*

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: 4/5/2023

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 4/12/23 by [Signature]

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: _____

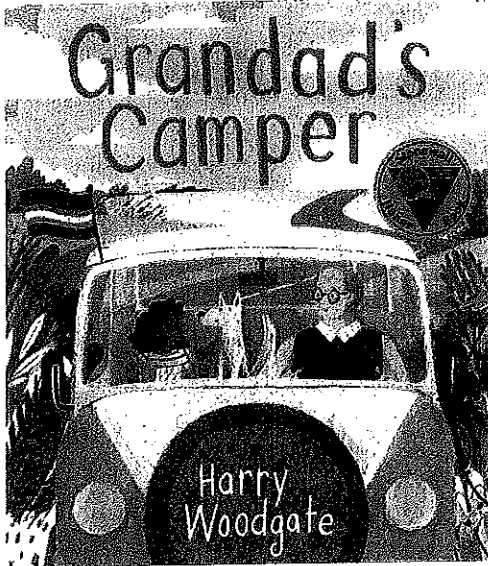
Committee: CSC

Outcome: NO evidence of Ch 817 violation as presented

Notification of Complainant: Date _____ by _____

Additional information: _____

GRANDAD'S CAMPER



Easy Reader

By Harry Woodgate

ISBN: 978-1-4998-1193-3

Book Summary:

A young boy listens to stories of adventures his grandfather and his grandfather's past male romantic interest had together.

Summary of Concerns:

This book contains alternate sexualities.

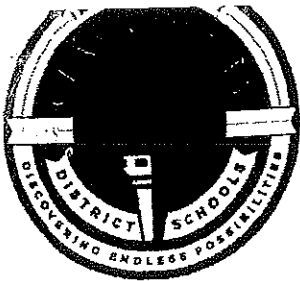
DOES NOT BELONG IN ELEMENTARY SCHOOLS!

1
/5

Child Guidance
BookLooks Review Rating

Page	Content
5	the illustration on this top of this page depicts two men in vehicle. The man in the passenger's seat is holding a rainbow-colored flag out the window.
6	The illustration on the top-right-side of the page depicts a polaroid of two men hugging with hearts surrounding them.
9	The image on this page depicts the interior of a room. There is a framed photograph of two men hugging on a window ledge next to a rainbow-colored flag hanging in the window.

"ERR ON THE
SIDE OF CAUTION."



HAND DELIVER
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 Kefekes, District 1
- Mary Boita, District 2
- Beth Clark, District 3
- Tina Bellock, District 4
- Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: [REDACTED] NO LEFT TURN. US
 Physical Address: [REDACTED]
 City: [REDACTED]
 School: MIDDLEVIEW 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: GROUND ZERO
 Author: ALAN GRATZ ISBN: 978-1-33824375-2

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

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

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

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

SEE ATTACHED
ANTI-AMERICAN, ANTI-MILITARY
NOT APPROPRIATE FOR K-3
DRUGS, ALCOHOL, BRUTALITY, CRUELTY
FOUND IN MANY ELEMENTARY SCHOOLS

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: BAULE FRIEDMAN

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

[Redacted Signature]

[Redacted Date] 2/28/2023

Please submit the completed form and any additional documentation to:

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

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 3/8/23 by [Signature]

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

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

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

The premise of "Ground Zero" occurs when two strangers from two different worlds connect and share viewpoints concerning Sept. 11. The ultimate concern with this book is that the graphic violence is age inappropriate for elementary students. There are some mild obscenities as well. There are several anti-American comments throughout, especially in relation to American soldiers; however, older students would probably understand this is coming from the Reshmina's (who is not American) viewpoint. Request to review is primarily based on age-appropriateness and a child's inability to comprehend cultural comments and/or innuendos (without meaning to proffer prejudice by the character). Gratz himself has labeled this as a middle grades novel.

Few Examples Below:

"First his feet would go over, then his legs. He imagined himself clawing and grabbing at the carpet, sobbing, desperate ... Over the ledge he would go, and then that terrible, awful sinking feeling as he fell backward, arms flailing, legs churning."

"The Americans had killed her sister, after all. Pashtunwali, the way of the Pashtun people, said that it was right and just to seek revenge against someone who had done you wrong" (p. 49)

"We are content with conflict. We are content with fear. We are content with blood. But we will never be content with a master" (p. 262).

"Lost your house and everything in it? Here's 4,724 American dollars. Lose a goat? Our sincerest apologies, and here is 106 dollars. Lose a daughter? Here's \$1,143 dollars. Not as much for a son, of course, because girls are not worth as much in Afghanistan." (p. 298)

Several commentaries on guns, bombings, characters falling from building (with explicit detail in the wording), characters finding dead bodies and body parts being found all over the place. (Mature themes, especially for elementary age.)



CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043
P(904) 336-6500 F(904) 336-6536 Woneclay.net

SUPERINTENDENT OF SCHOOLS
David S. Broskie

BOARD MEMBERS:

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

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
 Physical Address: [REDACTED]
 City: [REDACTED]
 School: RIVERVIEW 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: * Grit

Author: * Gillian French

ISBN: * 978-0-06-264255-4

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

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

Attach additional information, if necessary. ~~XXXXXXXXXX~~

INAPPROPRIATE CONTENT
PAGES

COMMON CORE

CSE

SEL

DEL / CRT / ANTI-POLICE

SEXUAL CONTENT

SEE ATTACHED

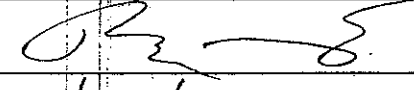
3. What do you believe might be the result of a student using this material? DAMAGED SOULS

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

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: N/A

Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: 

Date: 7/31/2022

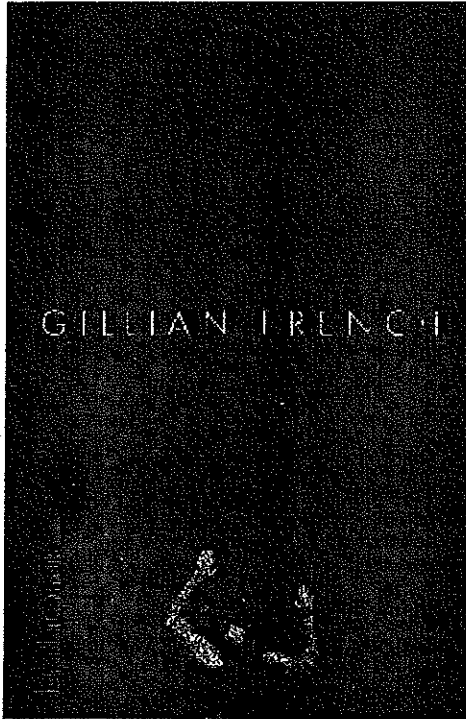
Please submit the completed form and any additional documentation to:

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 JF
- Attachments were included with this form. Total number of pages 4
- 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: _____

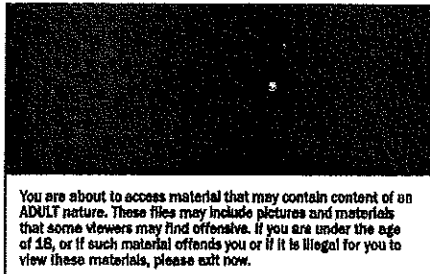
GRIT



Young Adult

By Gillian French

ISBN: 978-0-06-264255-4



Summary of Concerns:

This book contains sexual nudity and sexual activities.

3 / 5

Minor Restricted
BookLooks Review Rating

174	When he kisses me tonight, it's like he can't get enough, or like he thinks he won't get another chance. He presses me back against the door, and we slide down together; the pop- corn spills into the darkness under the seat. His hands move up under my shirt, over my stomach and bra and around to the clasp, which I know he won't be able to open because no guy ever can, so I help him.
178	I laugh harshly, startling him. "Oh, yeah. He loves me." Me, kissing Shea in the dark, running my nails over his back, laughing a little and not taking it seriously. "That's gotta be it." Things moving faster, too fast, us on the ground and him reaching under my skirt and tugging down my underwear, pushing my legs up before I can stop him. "That's how come he calls me a slut, and trash. That's how come he treats me so good." I can feel Jesse's surprise and I can't stand it, won't wait for him to ask questions. I won't answer his damned questions. "Take me home."
205	Then I was inside the Explorer, with the smell of his cologne and the heater and a pine air freshener just out of package. Being this close to him lit a fire in me, smoking d crackling away. I must be beautiful. I must be something. He'd showed up. "I was scared, but he didn't make me do it or anything. I mean, it was my choice." Pulling his weight down on me, dragging his lip between my teeth, letting my body take over to block out the confused, crazy messages my brain was sending. "I'm saying it wasn't horrible or anything. But when it was over, he was like, 'This was your first time?' and he sounded, like, shocked. Because you've gotta figure any girl who goes after a guy the way I did must have some mileage on her, right? Even if she's only fifteen."



District Committee Reconsideration Meeting Minutes

Title: Grit

Author: Gillian French

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?

It takes us through a journey of connections of a group of girls and how they interact with their male counterparts. It takes us through rumors and gossip, and how they struggle and respond, how they try to make amends or end up separating. Somewhat of an "overcoming trauma" and a theme of family, protecting the vulnerable, and seems kind of like Darcy is dealing with things all on her own, and is not always the best way.

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.

n/a

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.

Not a whole lot, but they mention the migrant workers and just about being poor. So, it mentions minority groups. The teenager mentions how they get to go home, but the migrant worker moves on.



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.

Darcy's sexual assault, that isn't spelled out in the book, but it explains her behaviors. The book is telling the story of how they overcame it.

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:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> _profanity | <input type="checkbox"/> _brutality | <input type="checkbox"/> _Religion or portrayal of religious practices/ideologies |
| <input type="checkbox"/> _language | <input checked="" type="checkbox"/> _sexual behavior | <input type="checkbox"/> _manner characters are presented |
| <input type="checkbox"/> _violence | <input checked="" 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: The book does not promote prurient behavior or sexual behavior. But, the character in the book has her boundaries and is appropriate for the age group intended. The boundaries are presented many times in the book. If anything, it suggests that you can be in a relationship and still have boundaries.

Yrit

Lab 1002

10am.

11/23

Notes

3 to Reef at H.S. Level

Reconsideration Ballot

Date: 4-11-23

Title: GRIT

Author: Gillian French

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: Grit

Author: ~~Angela~~ ~~Angela~~ Gillian French

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: April 11, 2023

Title: Grit

Author: Gillian French

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**