

7/30/22

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

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
 Physical Address: [REDACTED]
 City: [REDACTED] State: [REDACTED] Zip: [REDACTED]
 School: 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: * Heart stopper #1 BAD SERIES - NOVEL = GRAPHIC NOVEL
 Author: * Alice Oseman ISBN: * 978-1-33861743-6

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~~

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

NOT MUCH ELSE
 SEE ATTACHED
 KISSING & CURSING

NO LEFT TURN UNCLAM
 #1
 #1

PROBABLY
 NO
 847
 VIOLATION
 BUT
 VERY
 POOR
 TASTE

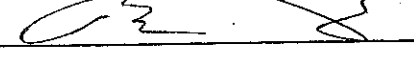
3. What do you believe might be the result of a student using this material? DAMAGED SOULS

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

5. Is there anything good in this material? NA

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

Printed name of Complainant: BRUCE FRIEDMAN


Signature of Complainant: * 

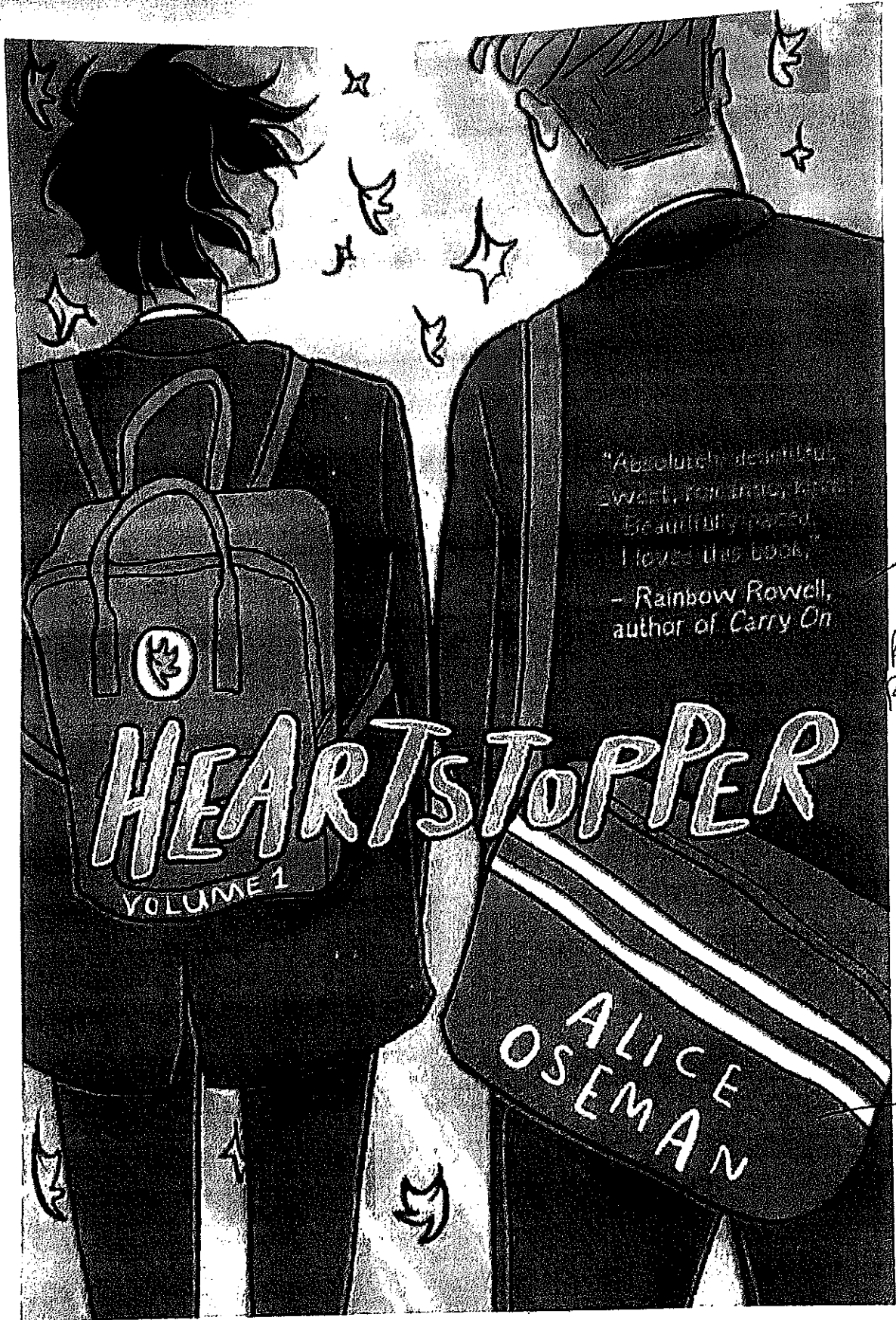
Date: ~~7/28/2022~~ RESUBMIT ^{w/} PREP 2/18/2023

Please submit the completed form and any additional documentation to:

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

To be completed by Instructional Resources Office Staff:

- Received in Instructional Resources: Date 3/8/23 by 
- Attachments were included with this form. Total number of pages 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: _____



"Absolutely delightful,
sweet, romantic, and
beautifully paced.
I loved this book."
- Rainbow Rowell,
author of *Carry On*

HEARTSTOPPER

VOLUME 1

ALICE
OSEMAN

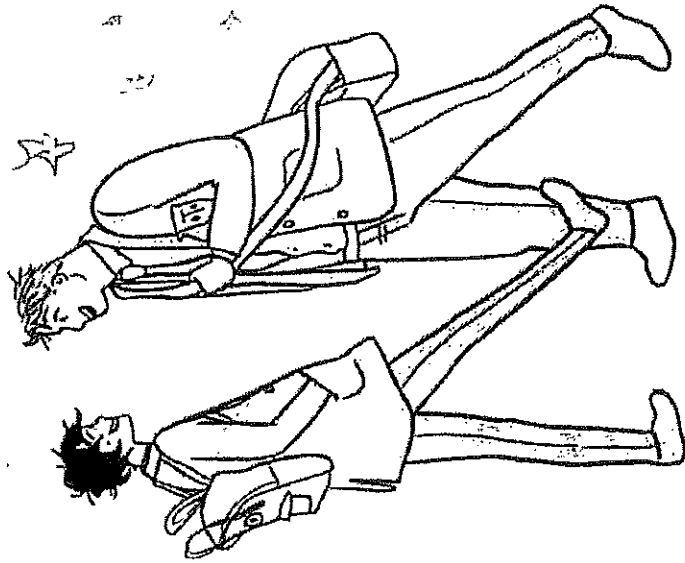
MULTIPLE
TITLES
BY
RAINBOW
ROWELL
CHALLENGED
FOR
CONTENT
CONCERNS

PROLIFIC
&
PROBLEMATIC

ALICE OSEMAN

HEARTSTOPPER

VOLUME 1



SCHOLASTIC INC
SCHOLASTIC LIBRARY
Scribble too!

Copyright © 2018, 2020 by Alice Oseman

All rights reserved. Published by GRAPHIX, an imprint of Scholastic Inc., Publishers since 1924. SCHOLASTIC, GRAPHIX, and associated logos are trademarks and/or registered trademarks of Scholastic Inc.

The publisher does not have any control over and does not assume any responsibility for author or third-party websites or their content.

All rights reserved under international and Pan-American Copyright Conventions. No part of this publication may be reproduced, transmitted, downloaded, decompiled, reverse engineered, or stored in or retrieved via any information storage and retrieval system, in any form or by any means, whether electronic or mechanical, now known or hereafter invented, without the express written permission of the publisher. For information regarding permission, write to Scholastic Inc., Attention: Permissions Department, 557 Broadway, New York, NY 10012.

Heartstopper was originally published by the author in 2018, and then as Freedom by Hachette Children's Group in 2019.

This book is a work of fiction. Names, characters, places, and incidents are either the product of the author's imagination or are used fictitiously, and any resemblance to actual persons, living or dead, business establishments, events, or locales is entirely coincidental.

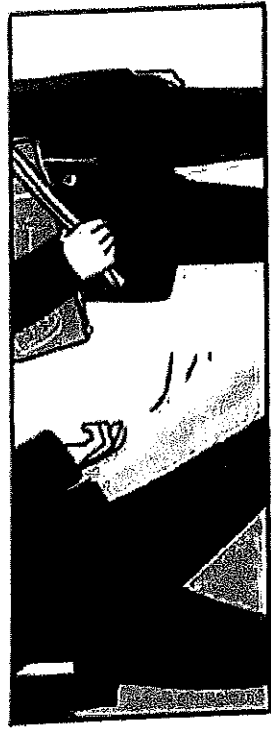
Library of Congress Control Number: 2018514235

eISBN 9781733841745-0

This edition first printed, May 2020

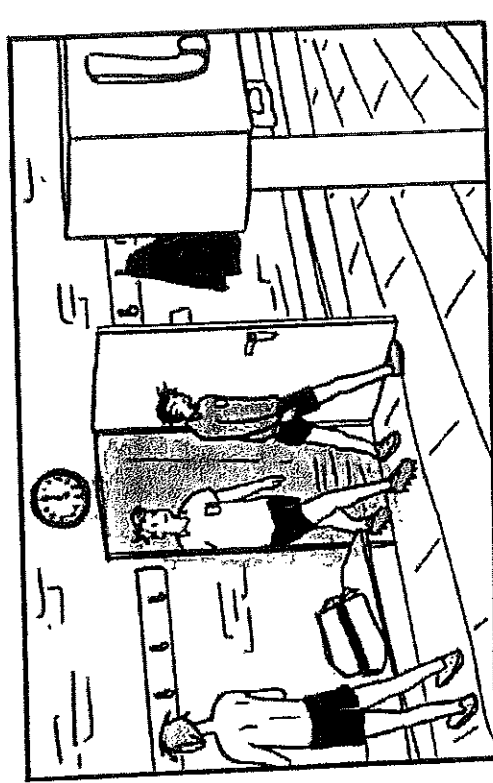
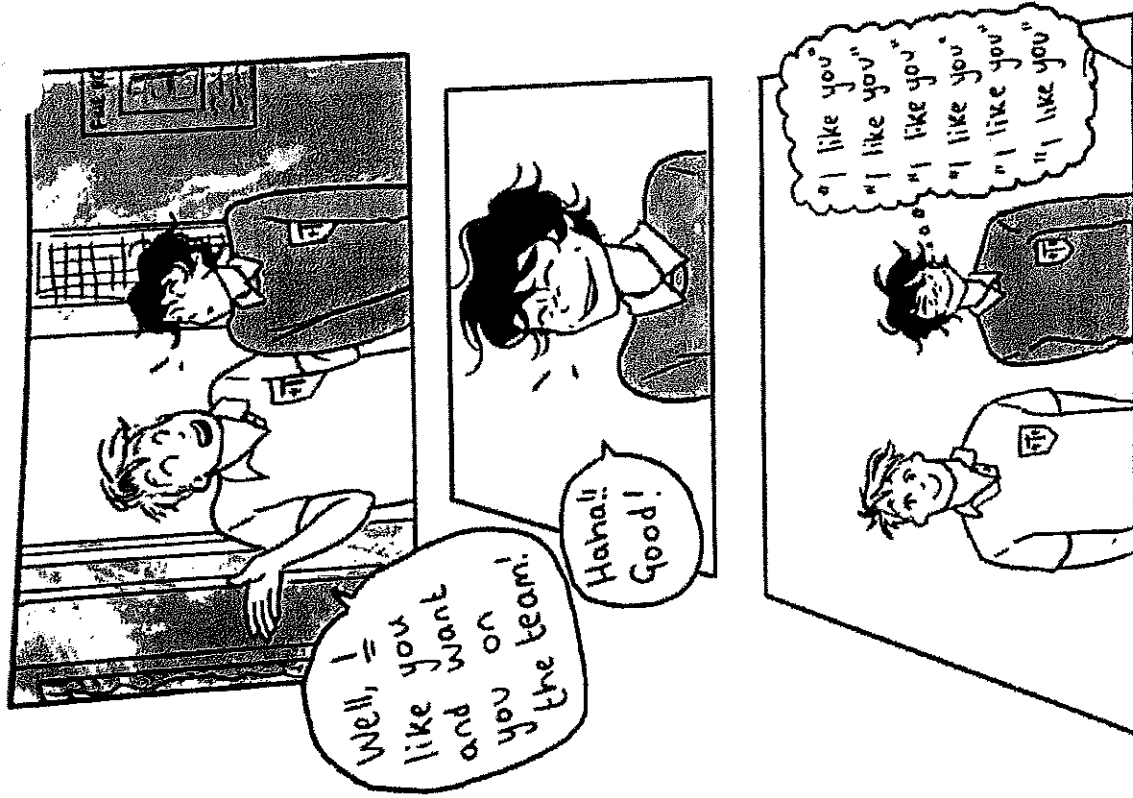
SCANNED WITH U







I REMEMBER WHEN "GAY" MEANT "HAPPY."
 SO IT GOES —



BRILLIANT
DIALOGUE



Why would I be scared? Everyone in the school already knows I'm gay! YOU'RE the one who's scared of getting caught! You're not even my boyfriend! I've seen you with your girlfriend at the school gate!!

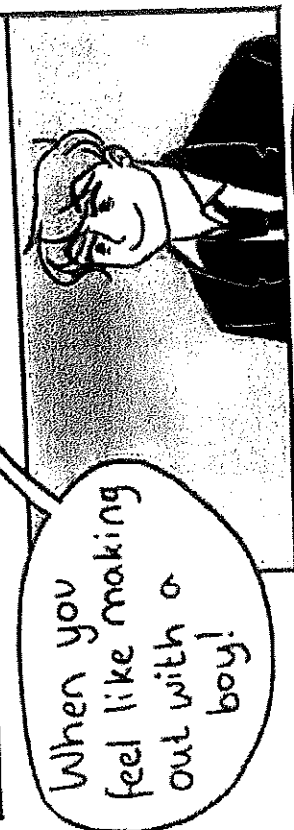


YOU went for it, too. Don't be angry at me for not wanting to come out yet.

You don't give a SHIT about me. You just found the nearest guy to who was willing to make out with you and went for it!



I'm not angry about that! I'm angry because you never even slightly cared about my feelings at all. We only ever meet up when you want, where you want-



When you feel like making out with a boy!



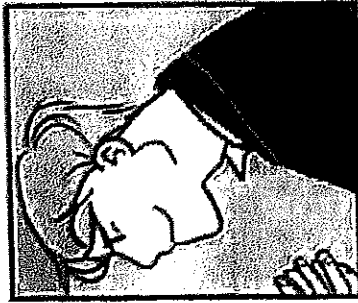
I could be ANYONE! You don't give a shit!

That's obviously not true.



3 | S

4 | S

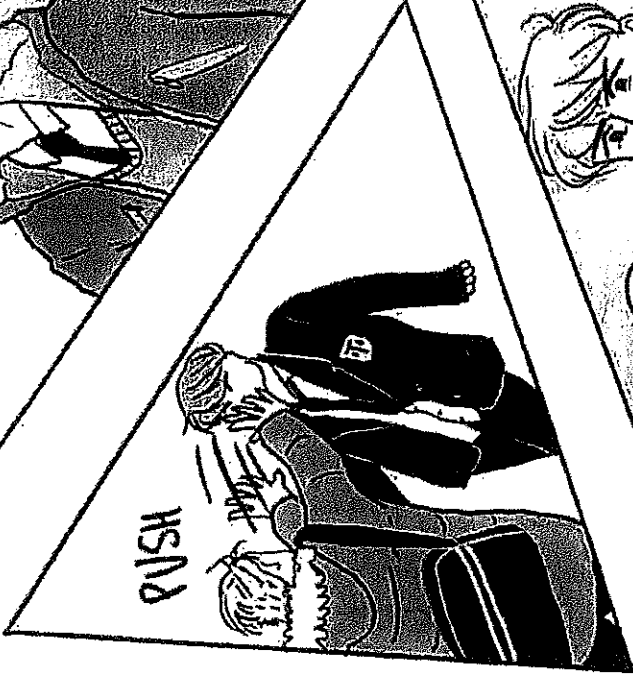


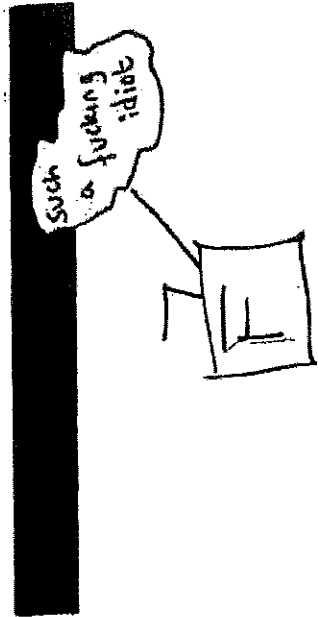
It is true! You just heard the rumors about me and "Oh, good, there's finally a gay boy I can safely get off with!!"



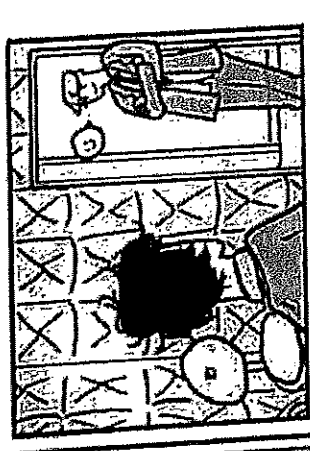
Prunent



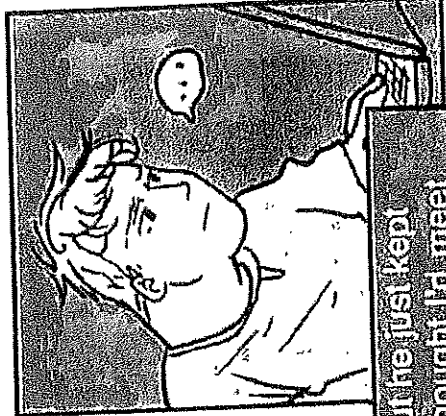
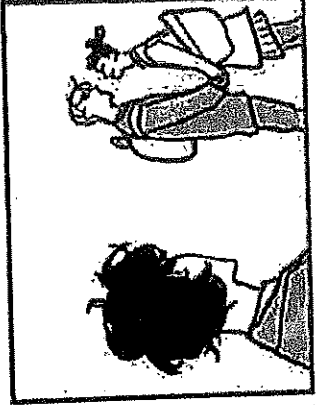




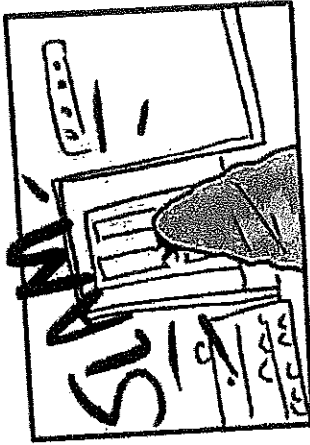
Nick Nelson
 Well, I started last September. Everyone at school had found out I was gay by then. The bullying had mostly stopped. I guess and people had started to be nice to me (there was a group of older guys who stopped the bullies) but everyone in the school knew I was gay.
 So I was practicing my drums one morning before class in a practice room and I look up and see Ben looking in through the door window. He whistles and starts telling me how good I am at playing the drums and that I sound like "what the fuck" because I've never spoken to him before. He's nice, but also kinda treating me because I thought he was really attractive...
 Eventually he comes in and sits next to me and starts talking to me about me coming out at school and like how brave I am and stuff... even though it's not like I came out myself or anything, it just got out because I told a couple of people...
 And then next thing I know he's just kissing me.



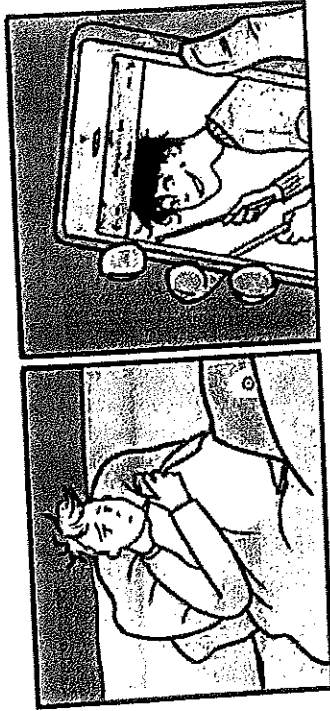
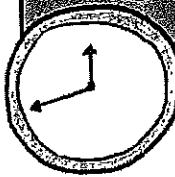
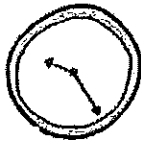
Nick Nelson
 And yeah, we just continued to meet up sometimes at school before class and like... I was so excited about it. I thought I had a boyfriend or like, I was having some big romance. But I slowly started to realize he was just using me for someone to make out with... because I was the only gay boy he knew...
 and then in January I found out he had a girlfriend as well. Some girl from Figgins school. I don't know if he's bisexual or gay or whatever but I don't really change anything. He was just using me.



I tried to end it but he just kept pestering me. I thought I'd meet up with him one last time to tell him to leave me alone but... yeah. That didn't go well I guess haha

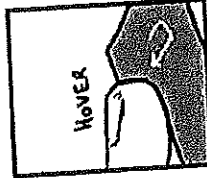


Search
how to tell if you're gay [



top top top

SEARCH
I like girls but now i like a boy????



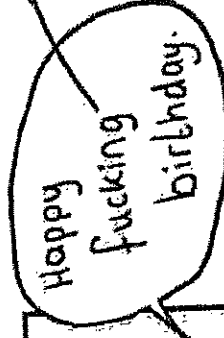
GENDER AND SEXUALITY CHAOS
BENEFITS WHICH CHILD?



9



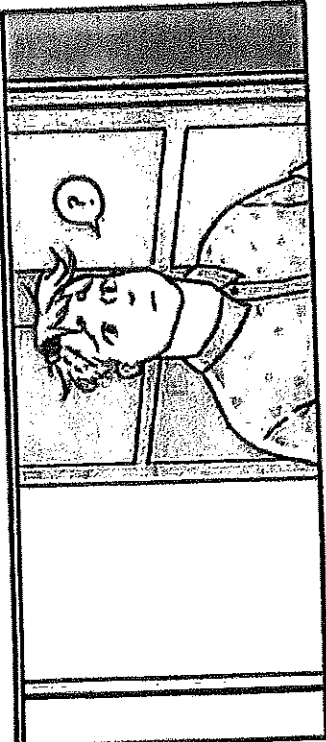
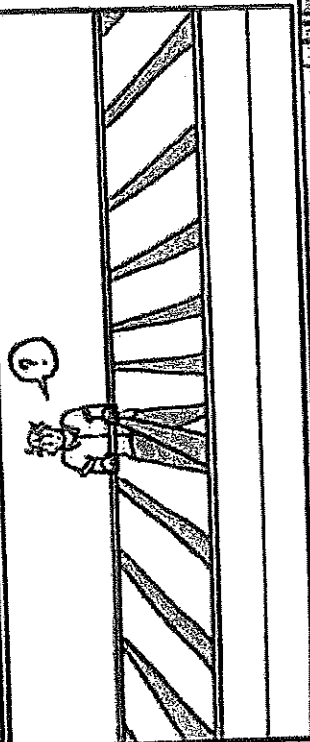
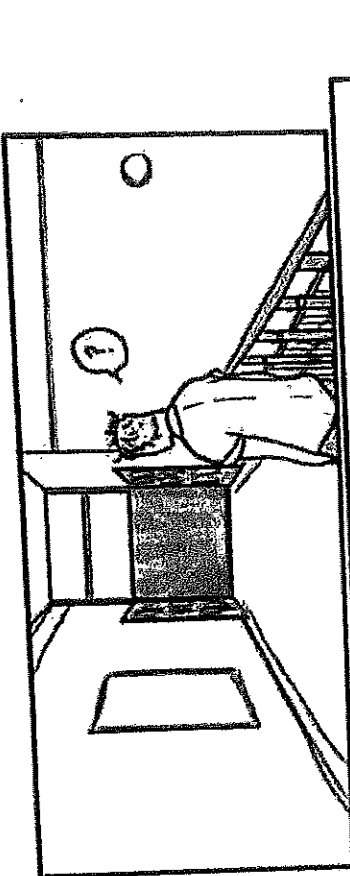
10

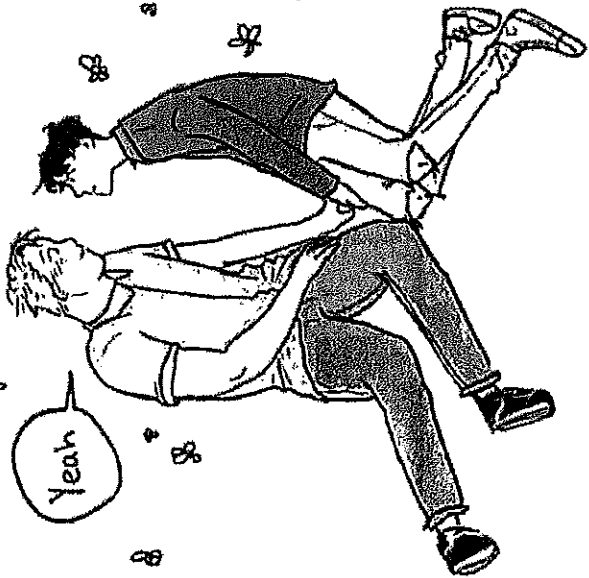


11



I actually love him.

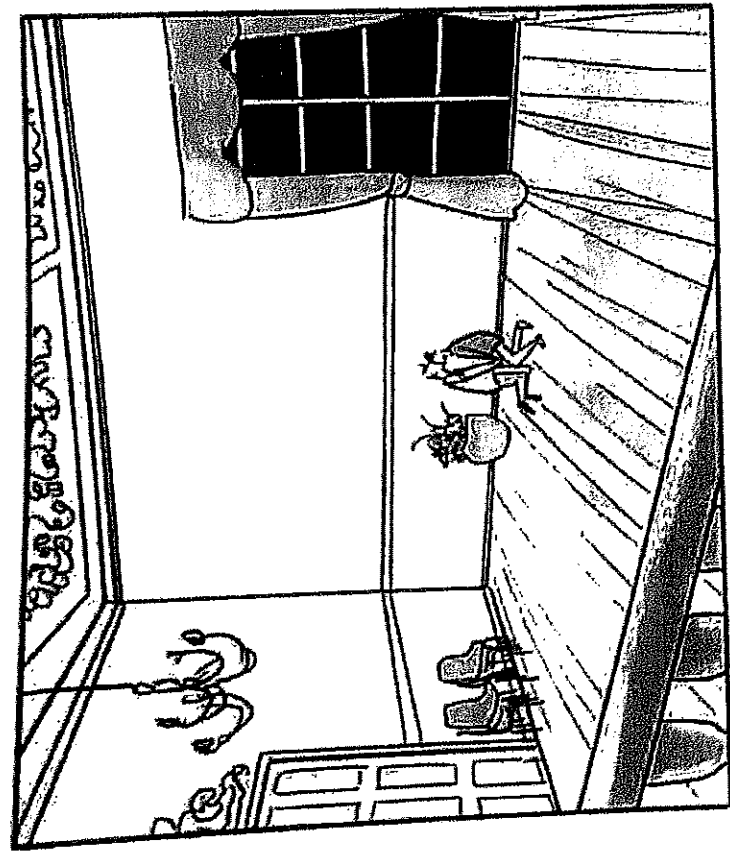




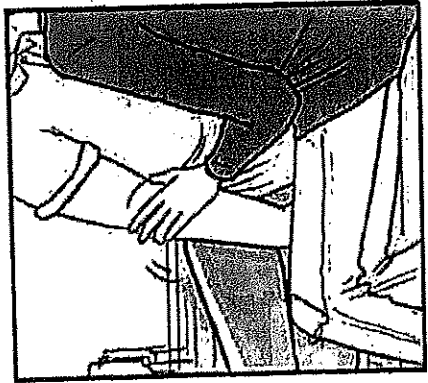
248



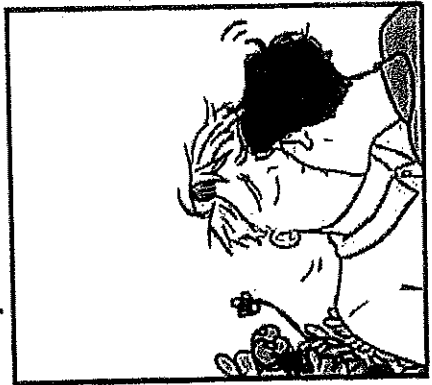
249

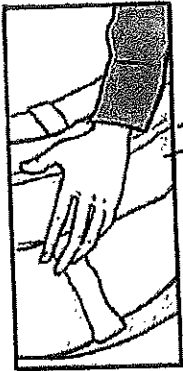
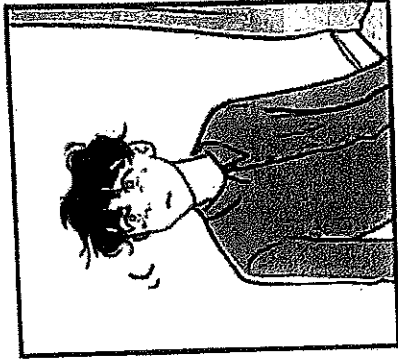


251

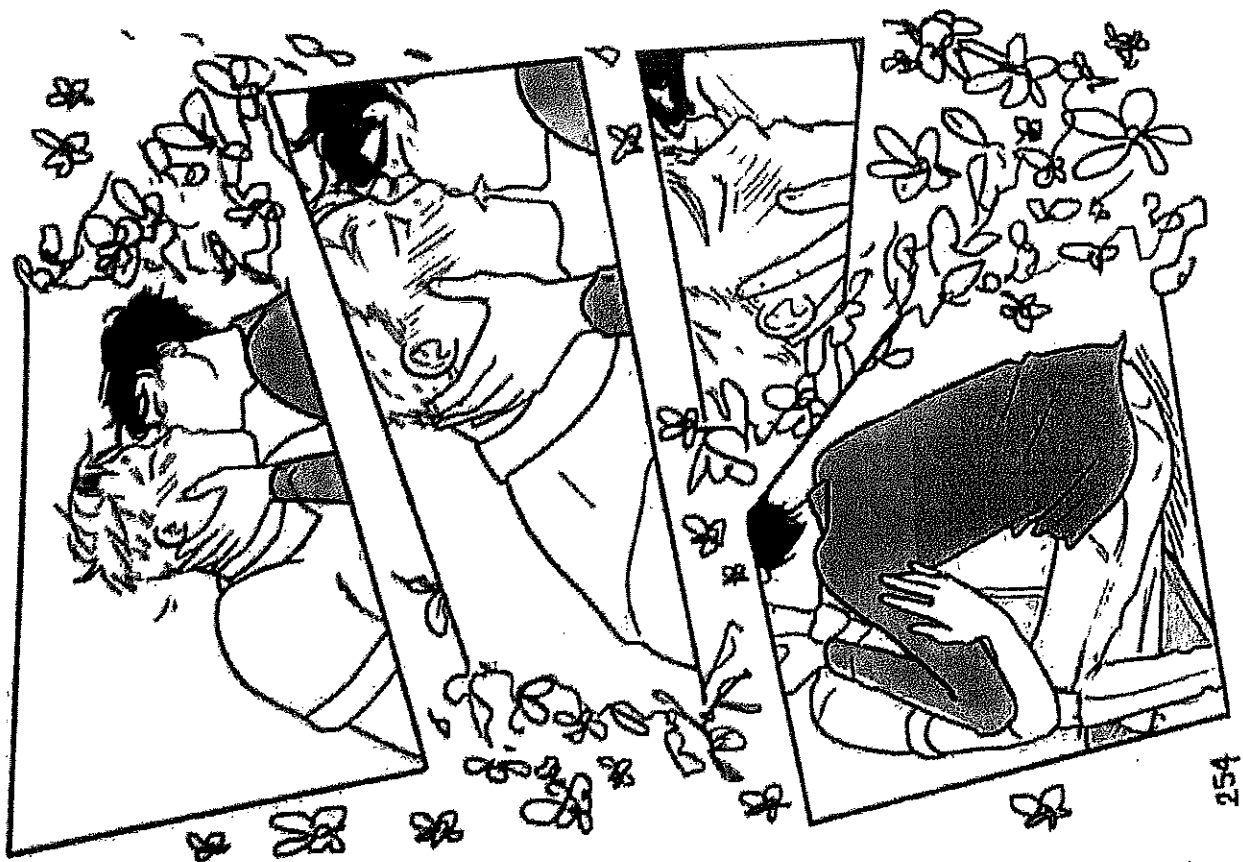


250





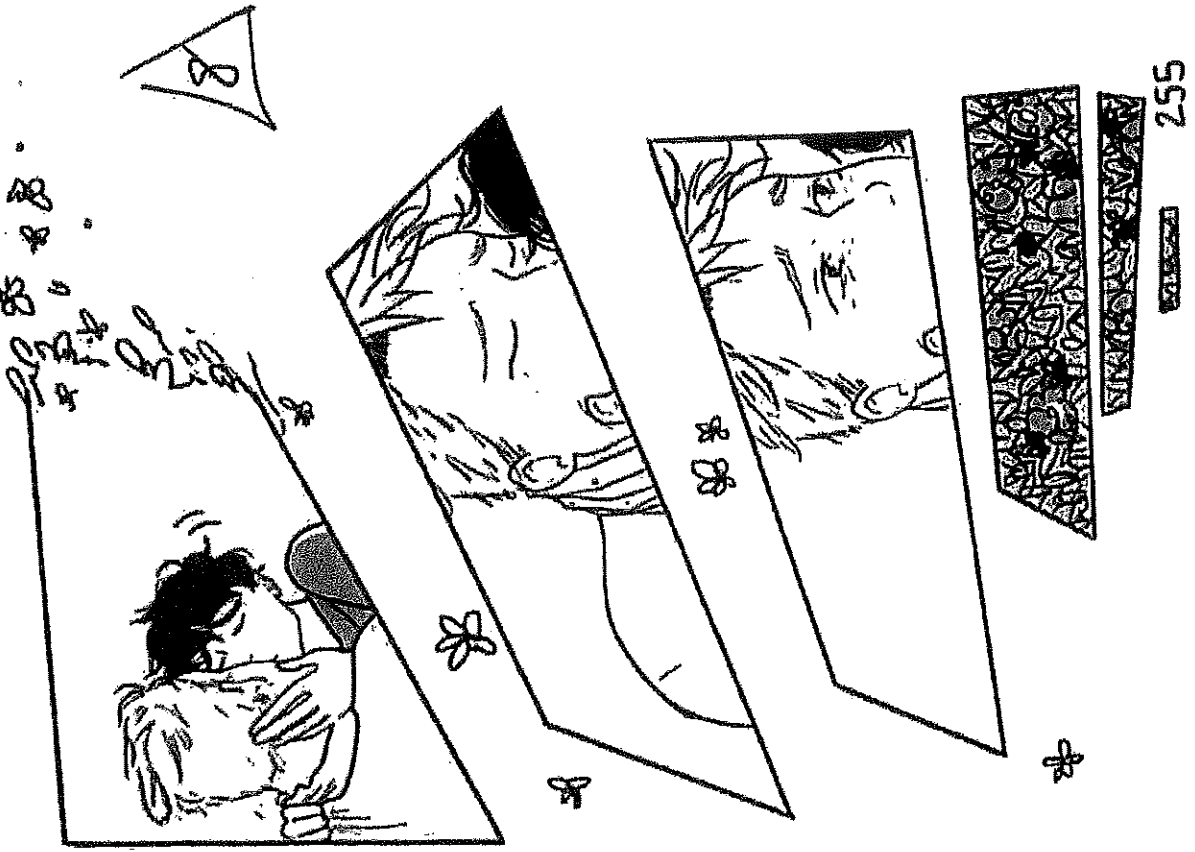
NOPE
DOESN'T
COUNT —
SCANNED WITH C



254




3




255






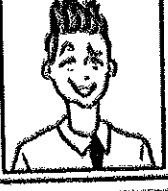
NAME: CHARLES "CHARLIE" SPRING
WHO ARE YOU: NICK'S FRIEND
SCHOOL YEAR: YEAR 10 AGE: 14
BIRTHDAY: APRIL 27th




NAME: Tara Jones
WHO ARE YOU: NICK'S friend
SCHOOL YEAR: Year 11 AGE: 15
BIRTHDAY: July 3rd




NAME: Nicholas "Nick" Nelson
WHO ARE YOU: Charlie's friend
SCHOOL YEAR: Year 11 AGE: 16
BIRTHDAY: September 4th




NAME: HARRY GREEN
WHO ARE YOU: NICK'S CLASSMATE
SCHOOL YEAR: YEAR 11 AGE: 16
BIRTHDAY: APRIL 17th




NAME: Tao Xu
WHO ARE YOU: CHARLIE'S friend
SCHOOL YEAR: Year 10 AGE: 15
BIRTHDAY: September 23rd



NAME: Jayden Kye
WHO ARE YOU: Charlie's ex
SCHOOL YEAR: Year 11 AGE: 16
BIRTHDAY: December 6th

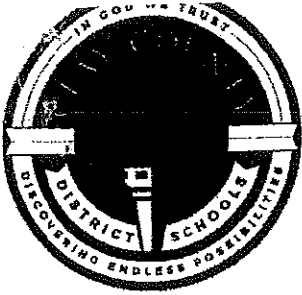


NAME: Victoria "Toni" Spring
WHO ARE YOU: CHARLIE'S sister
SCHOOL YEAR: Year 11 AGE: 15
BIRTHDAY: April 5th



NAME: Nick's Nick
WHO ARE YOU: NICK'S dog
SCHOOL YEAR: N/A AGE: 65
(dog years)
BIRTHDAY: UNKNOWN

ALL UNDER THE
AGE OF CONSENT (MINORS)
— EXCEPT THE DOG —



HAND DELIVERED

CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

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

SUPERINTENDENT OF SCHOOLS

David S. Broskie

BOARD MEMBERS:

Janice Kerekes, District 1

Mary Boila, District 2

Beth Clark, District 3

Tina Bullock, District 4

Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: FRIDMAN

Phone: [REDACTED] Email: BRUCE.FRIDMAN@NOLEFTTURN.V.

Physical Address: [REDACTED]

City: [REDACTED]

School: NO REVIEW 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: HEARTSTOPPER (#2) - SAME AS GRAPHIC NOVEL

Author: ALICE OSEMAN ISBN: 978-1-33861747-4

2 ENTRIES FOR SAME IN DESTINY SYSTEM

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
PROFANITY AND KISSING AND REALLY
ZERO SUBSTANCE.

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

DAMAGED SOULS

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

6. Is there anything good in this material? NA

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

Printed name of Complainant: BRUCE FRIEDMAN

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

[Redacted]: [Signature]

[Redacted] 2/17/2023

Please submit the completed form and any additional documentation to:

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

To be completed by Instructional Resources Office Staff:

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

Attachments were included with this form. Total number of pages 34

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

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____



SERIES OF
HOMOSEXUAL
ROMANCES
IN COMIC BOOK
(GRAPHIC NOVEL)
FORMAT

INCLUDES NEITHER
SERIOUS LITERARY
VALUE, NOR
ESPECIALLY
GRUINENT
INTELVENCE

IT'S NOT APPROPRIATE!
FOR ANY BOOK WITH
COUPLES OF ANY SEXUALITY
TO BE FILLED WITH
LITTLE MORE THAN
KISSING^{FLUSSING} ALL THE TIME —



Copyright © 2019 - 2020 by Alice Oseman

All rights reserved. Published by Crown, an imprint of Scholastic Inc., Publishers since 1920. SCHOLASTIC, GRAPHIX, and associated trade dress are trademarks and/or registered trademarks of Scholastic Inc.

The publisher does not have any control over and does not assume any responsibility for author or third-party websites or their content.

All rights reserved under International and Pan American Copyright Conventions. No part of this publication may be reproduced, transmitted, stored, scanned, downloaded, revised, annotated, or stored in or introduced into any information storage and retrieval system, in any form or by any means, whether electronic or mechanical, now known or hereafter invented, without the express written permission of the publisher. For information regarding permission, write to Scholastic Inc., Attention: Permissions Department, 557 Broadway, New York, NY 10011.

Illustrations: Volume 2 was originally published in England by Random House Children's Group in 2015.

This book is a work of fiction. Names, characters, places, and incidents are either the product of the author's imagination or are used figuratively, and any resemblance to actual persons, living or dead, business establishments, events, or locales is entirely coincidental.

Library of Congress Control Number: 2019550216

e-ISBN 978-1-335-67754-1

This edition first printed, November 2020

SCHOLASTIC INC -
IS NOT
PUBLISHER



I PROBABLY
MISSED A FEW
AS THIS AWFUL
BOOK IS MIND-
NUMBING—

LET'S
COUNT
PAGES
WITH
KISSING—



But then I had to go and kiss him.
stupid stupid STUPID

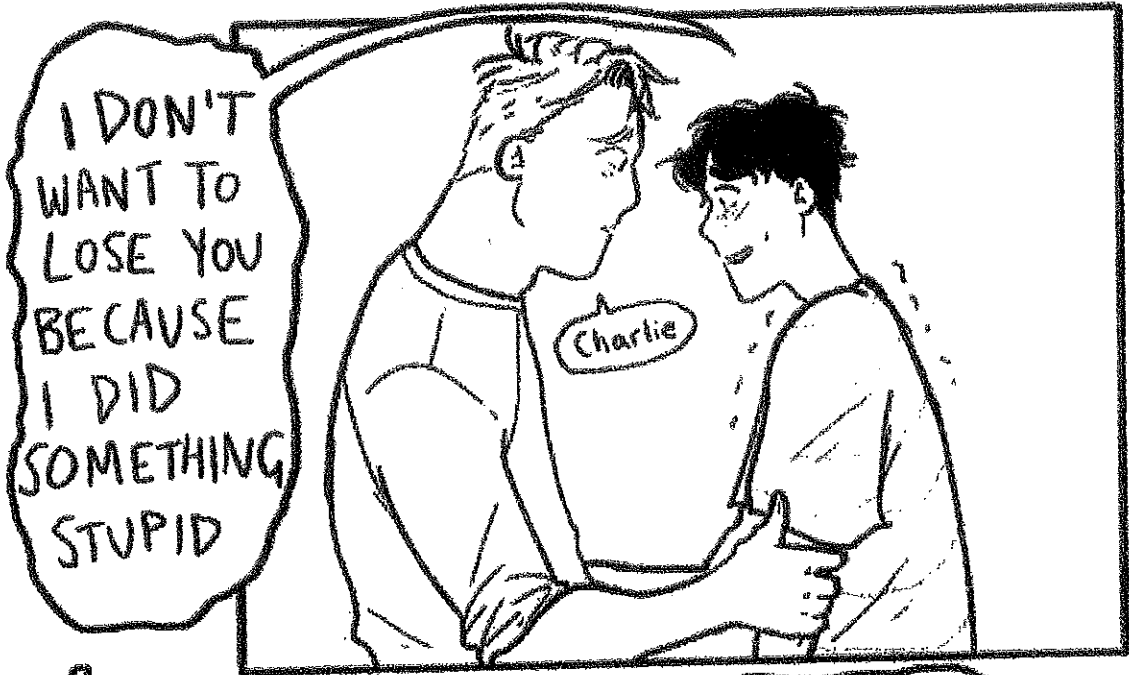
of course he rejected me.
of course.

God, that look in his eyes when
he walked away...



I guess that's what happens when
you fall for a straight boy.





← ALMOST A KISS DOESN'T COUNT

com/?d=eyJvdXRzZXQiOiJyZWFKliwidG9rZW4iOiJjbGF5Y29mbC0yNDEyMjEzliw



com/?d=eyJvdXRzZXQlOiIyZWFKIiwidG9rZW4iOiIjbGF5Y29mbC0yNDEyMjEzliw



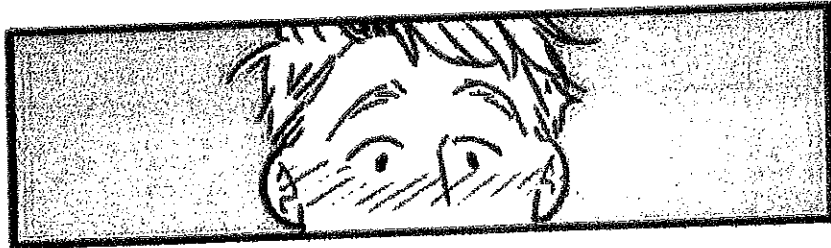
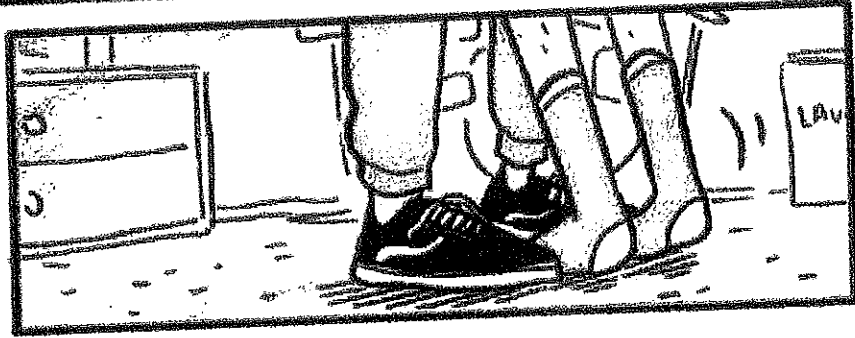
re.com/?d=eyJvdXRzZXQlOiIyZWFKIiwidG9rZW4iOiIjbGF5Y29mbC0yNDEyMjEzfi

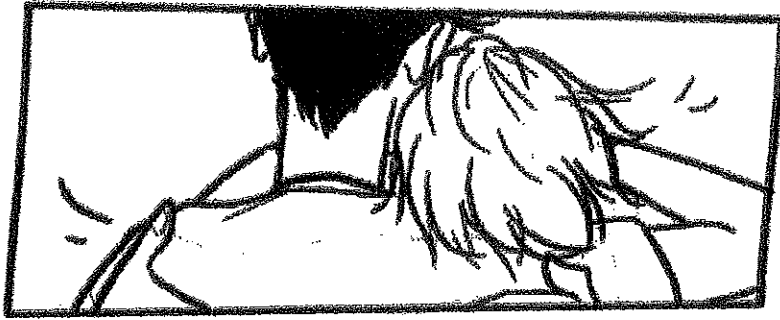






← NOT QUITE





I'm just...



like honestly
I am having
a proper
full-on
GAY CRISIS

OMG!
CALL
A
THERAPIST



Well... you could be

bisexual?

YOU COULD BE A RHINOCEROS

o-or something else! There are lots of sexualities other than gay and straight!

YOU ARE A CHILD - BE AN INNOCENT CHILD JUST A BIT LONGER, PLEASE



bisexual...

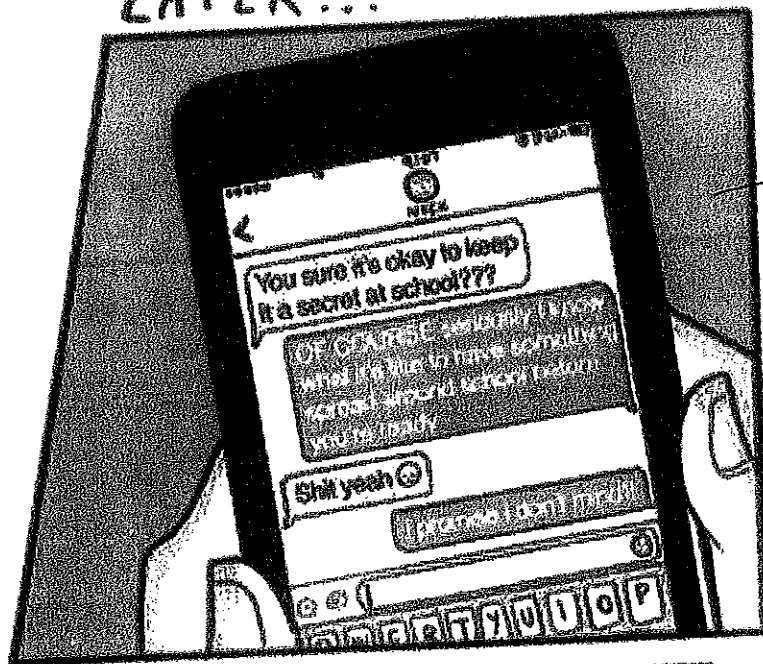
NOT TRI-SEXUAL ARE YOU SAYING SEX IS BINARY?





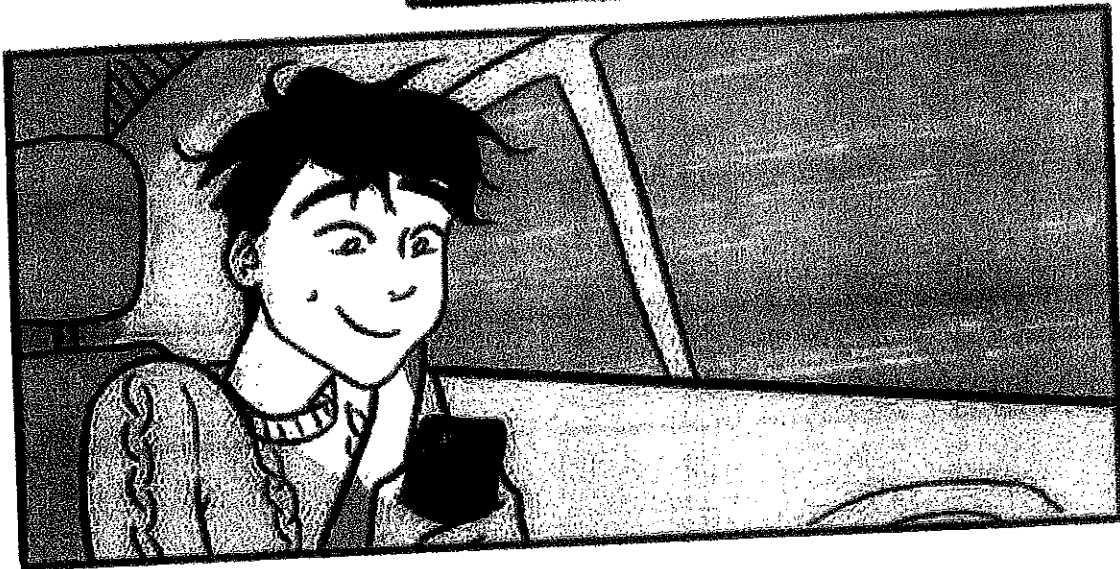
TAP TAP TAP

LATER...



KEEPING SECRETS --

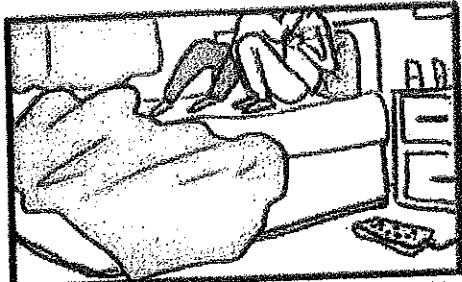
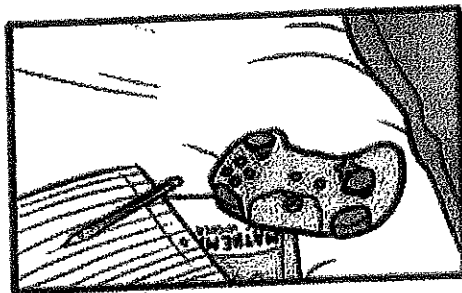
← PROFANITY HARDLY NOTICEABLE





PROFANITY
BANTER
OK-ISH



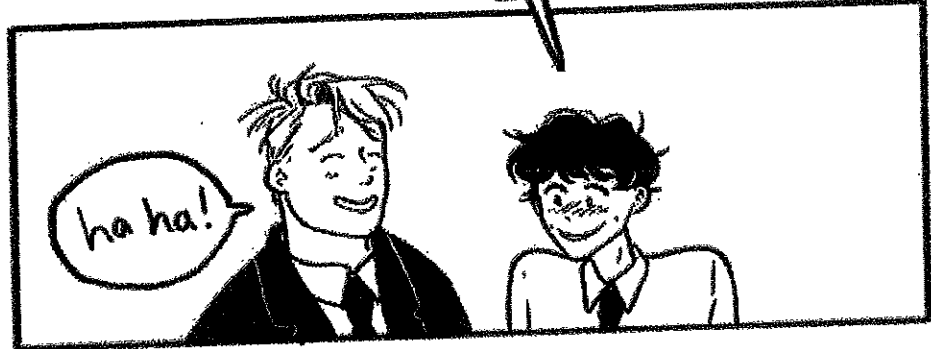


er... you came over and...



...yeah.

Oh.



ha ha!



I remember when me and my girlfriend first told our friends

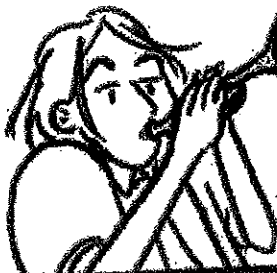
Some of them were surprised but a couple of them were like



SNEAK

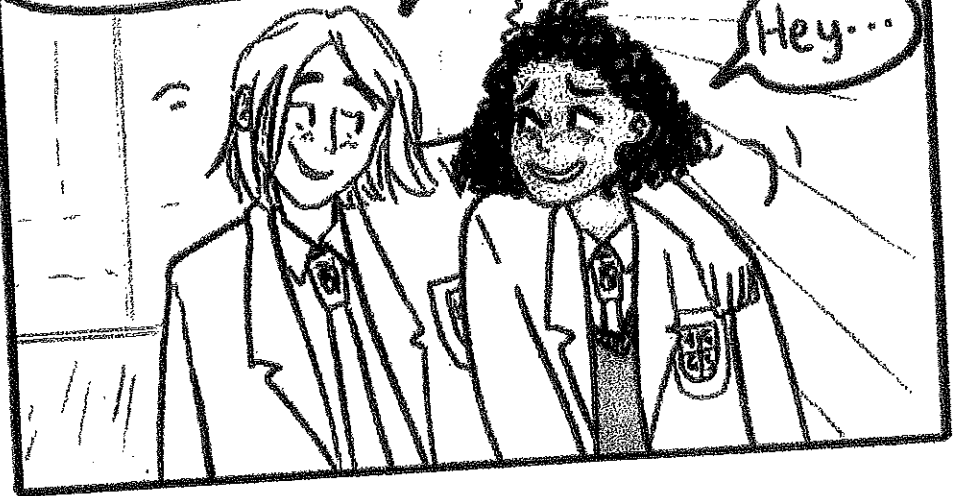


"haha, we've known for ages"



I guess we weren't that good at being low-key

That's okay! Tara didn't know she was a lesbian until we'd kissed like 6 times



Hey...

← NOT COUNTING THESE

Nick... don't feel like you need to come out to anyone until you feel ready.

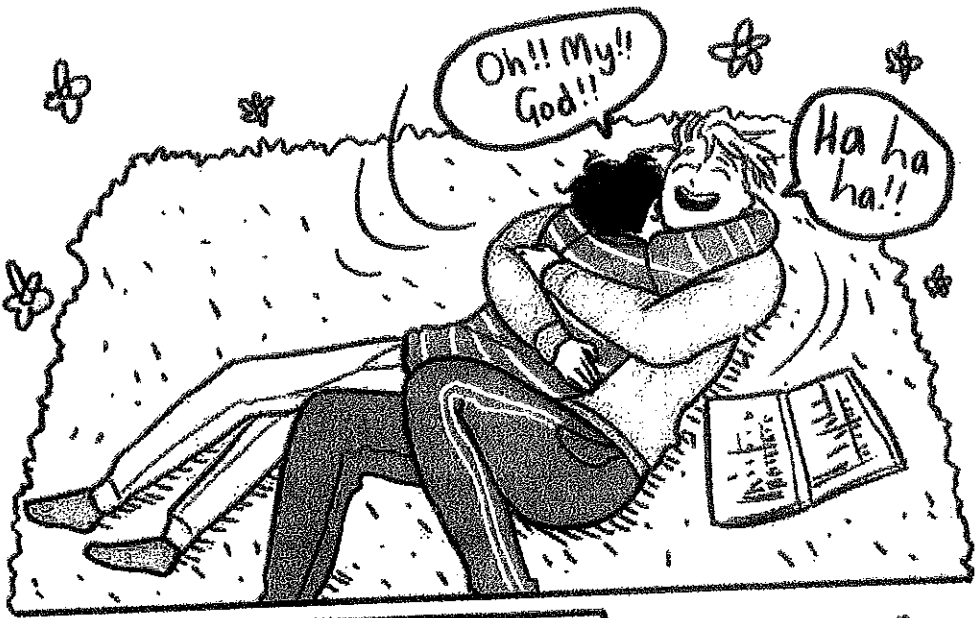


Rumors spread so fast around our schools...



That can be really hard to deal with if you barely know who you are.



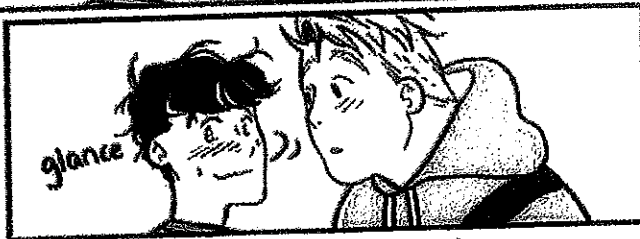
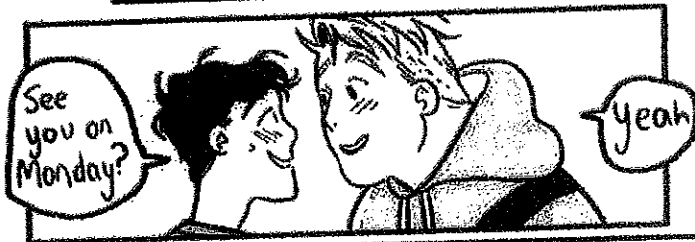


re.com/?d=eyJvdXRzZXQlOiJyZWFKliwidG9rZW4iOiJjbGF5Y29mbC0yNDEyMjEzliwiYV

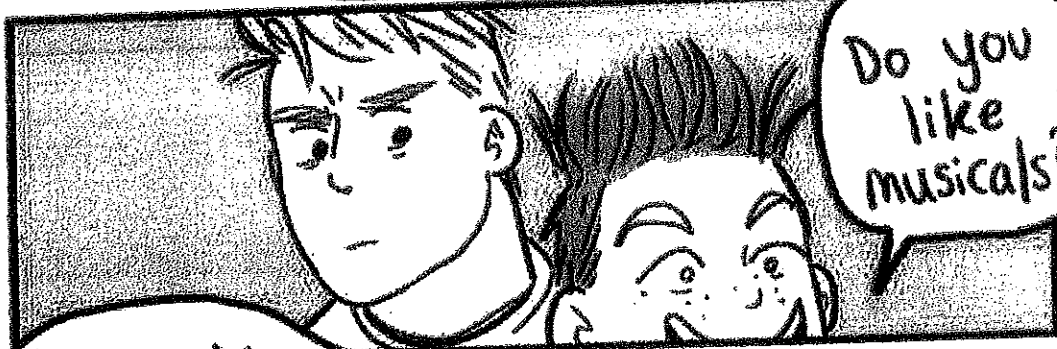
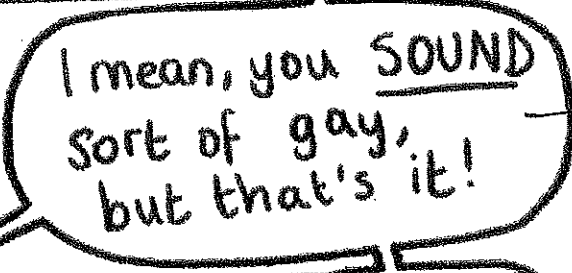
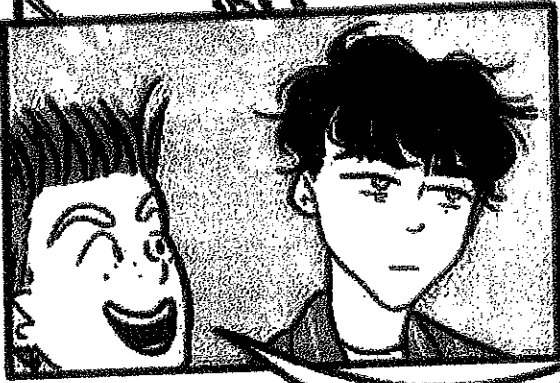


CX Heartstopper, Volume 2 X Book - Free Shipping for New U X

redrive.com/?d=eyJvdXRzZXQlOiJyZWFKliwidG9rZW4iOiJjbGF5Y29mbC0yNDEyMjEzliwiYV



9



YAWN



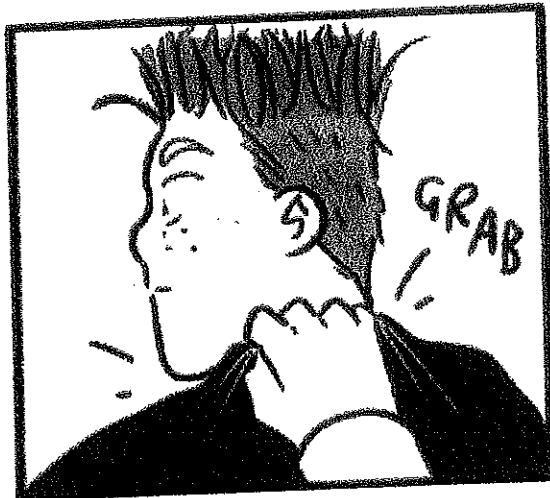
YAWN
MORE
PROFANITY

What about Nick? You think he's hot?





OH,
I WONDER
WHAT
HAPPENS
NEXT...

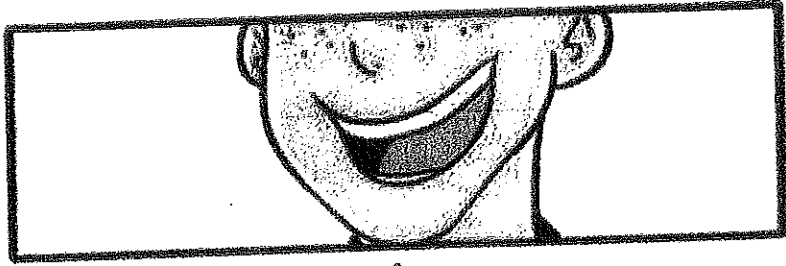




F
G



S



fag





Always haha



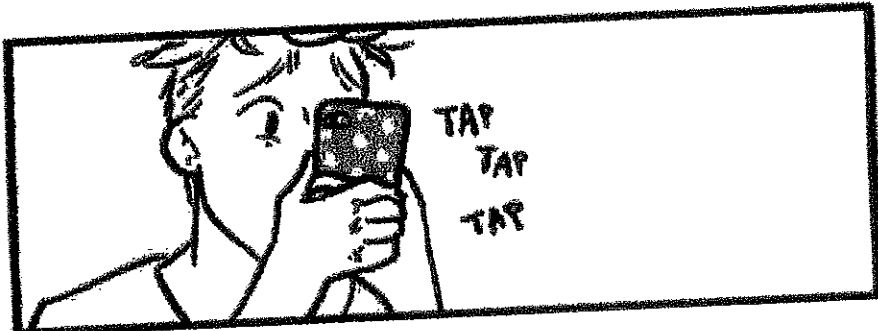
I'm so sorry about tonight, all my friends are ASSHOLES

A

No I'm sorry I shouldn't have agreed to come!!



HEY
NO
YOU'RE NOT ALLOWED TO SAY THE S WORD





I don't want to be friends with those guys anymore. Like I thought if I could show them how cool and lovely you are, they might stop being dicks, but... it didn't work



Cool and lovely??



Well you ARE

I don't expect you to dump your friends for me...

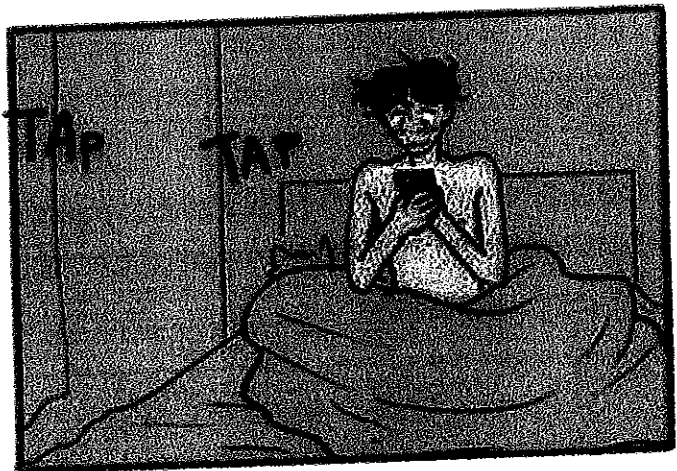


Oh they're dumped. They're all dumped. Anyone who's mean to you is officially dumped forEVER

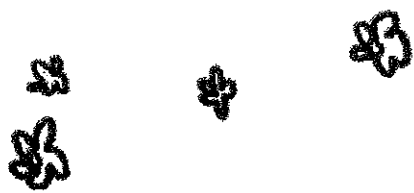
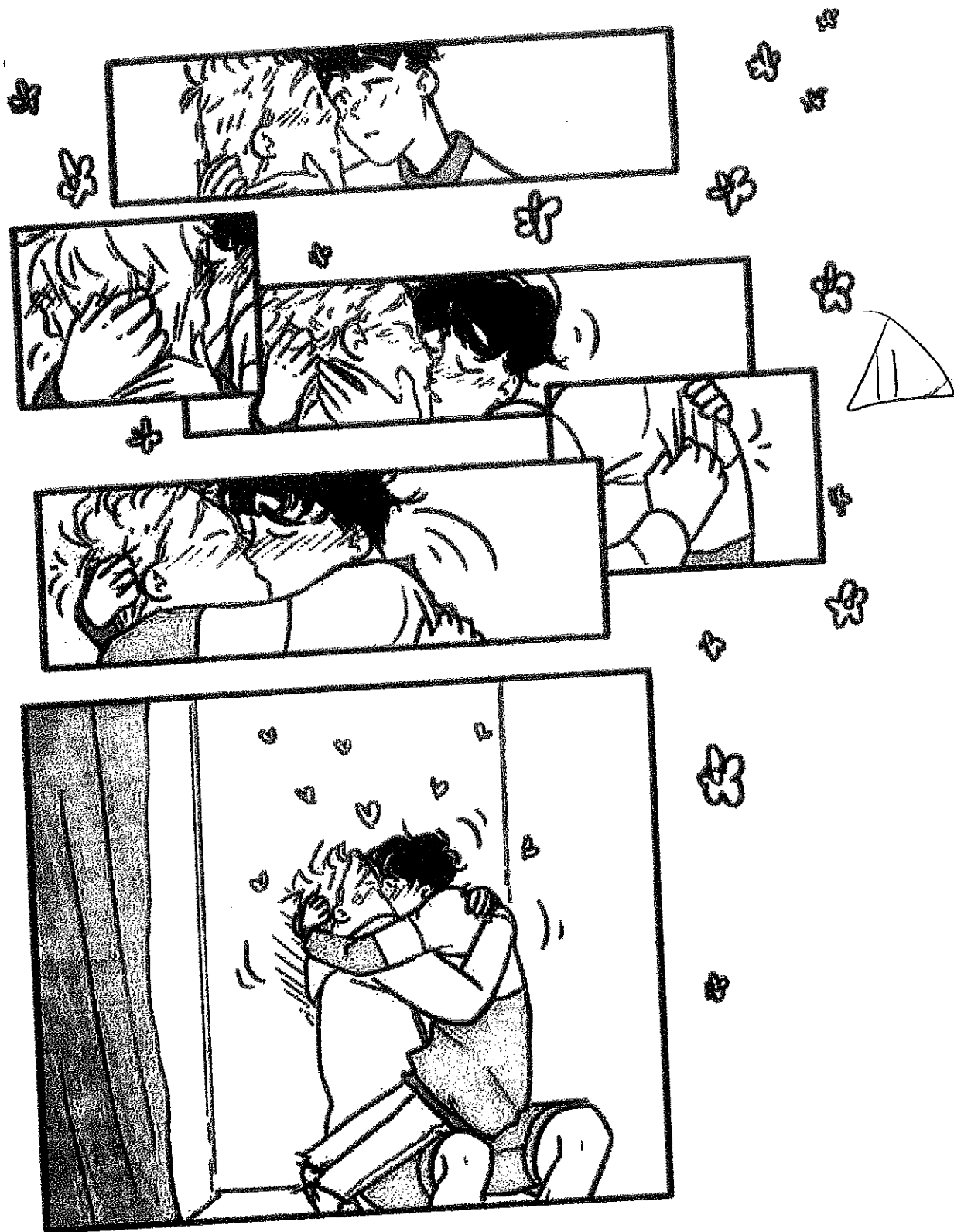
Sai and Christian from rugby are nice! And Otis sometimes!! But yeah... I don't think any of the others like me...



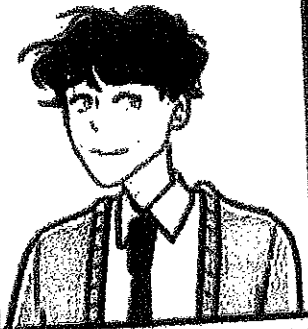
TAP





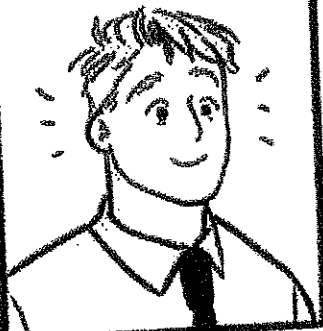




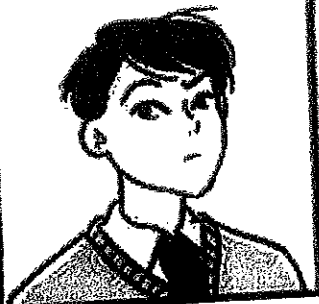


NAME: CHARLES "CHARLIE" SPRING
WHO ARE YOU: NICK'S BOYFRIEND
SCHOOL YEAR: YEAR 10 AGE: 15
BIRTHDAY: APRIL 27TH

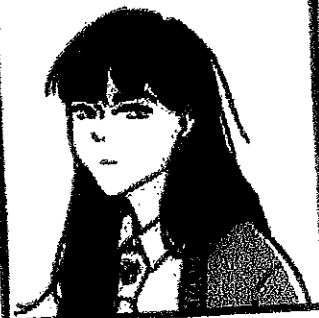
MINOR
UNDER
AGE OF
CONSENT



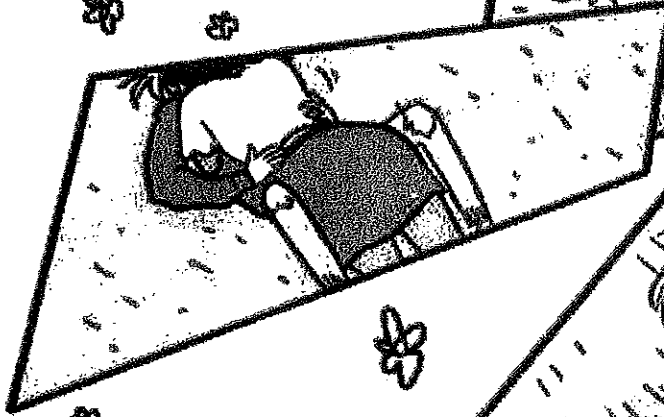
NAME: Nicholas "Nick" Nelson
WHO ARE YOU: Charlie's boyfriend
SCHOOL YEAR: Year 11 AGE: 16
BIRTHDAY: September 4th



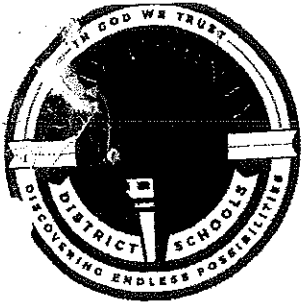
NAME: Tao Xu
WHO ARE YOU: Charlie's friend
SCHOOL YEAR: Year 10 AGE: 15
BIRTHDAY: September 23rd



NAME: Victoria "Tori" Spring
WHO ARE YOU: CHARLIE'S SISTER
SCHOOL YEAR: Year 11 AGE: 16
BIRTHDAY: APRIL 5th



IS THAT?
← 12
SO,
STORIES
WITH
NO
POINT
GOT
IT



HAND DELIVERED
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 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 Review: BRUCE FRIEDMAN
Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US
Physical Address: [REDACTED]
City: [REDACTED]
School: RIDGEVIEW HS Grade Level: HS Subject: [REDACTED]

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: VARIIES

Title: HEARTSTOPPER 3
Author: ALICE OSEMAN ISBN: 978-1-33861752-8

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
KISSING, CURSING, SELF HARM (CUTTING)
EATING DISORDERS (SELF-STARVATION)
TEENS DRINKING ALCOHOL
* GAY CHAPERONES ON TRIP TO PARIS -
FAIL TO PROTECT CHILDREN'S
INNOCENCE -
2 COPIES AT RIDGEVIEW HIGH -
1 AT OAKLEAF HIGH -

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

DAMAGED SOULS

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

6. Is there anything good in this material? NA

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

Printed name of Complainant: BRUCE FRIEDMAN

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

[Redacted]: [Signature]

Date: 2/18/2023

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 43

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

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

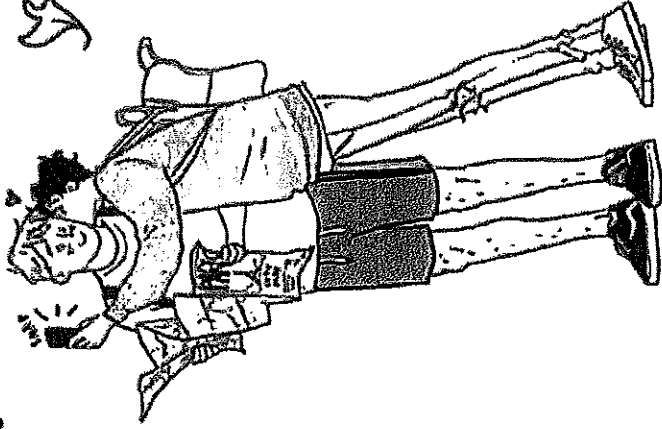
ALICE OSEMAN



HEARTSTOPPER

ALICE OSEMAN
HEARTSTOPPER

VOLUME 3



NOT
 TRUSTED

Copyright © 2020 - 2021 by Alice Oseman

All rights reserved. Published by Graphix, an imprint of Scholastic Inc. Publishers since 1988. SCHOLASTIC, GRAPHIX, and associated logos are trademarks and/or registered trademarks of Scholastic Inc.

The publisher does not have any control over and does not assume any responsibility for any sales or distribution of this product.

No rights reserved under International and Pan-American Copyright Conventions. No part of this publication may be reproduced, transmitted, downloaded, stored, or otherwise used in any form or by any means, without the prior written permission of the publisher. For information regarding permission, please contact Scholastic Inc., Attention: Permissions Department, 557 Broadway, New York, NY 10012.

Illustrations: Volume 3 was originally published in England by Robert Cadbury's Crown in 2020.

This book is a work of fiction. Names, characters, places, and incidents are either the product of the author's imagination or are used fictitiously and are not intended to represent actual persons, living or dead, events or circumstances, or to be in any way connected to actual persons, living or dead, or to actual events or circumstances.

Library of Congress Control Number: 2019057437

e-ISBN 978-0-7624-6175-2

This edition first published May 2021



Sunday May 23rd
 So... I came out as bisexual to my mum.

It feels like it's all happened so fast... but so much has happened. It's less than two months since me and Charlie kissed for the first (and second) time,



then started sort of going out (aka **LOTS MORE KISSING**)

and then I spent some time trying to figure out my sexuality... which still feels kinda confusing sometimes!! Sexuality is **COMPLICATED**, but 'bisexual' feels right. :)





And now we're officially boyfriends. That feels so awesome to say.

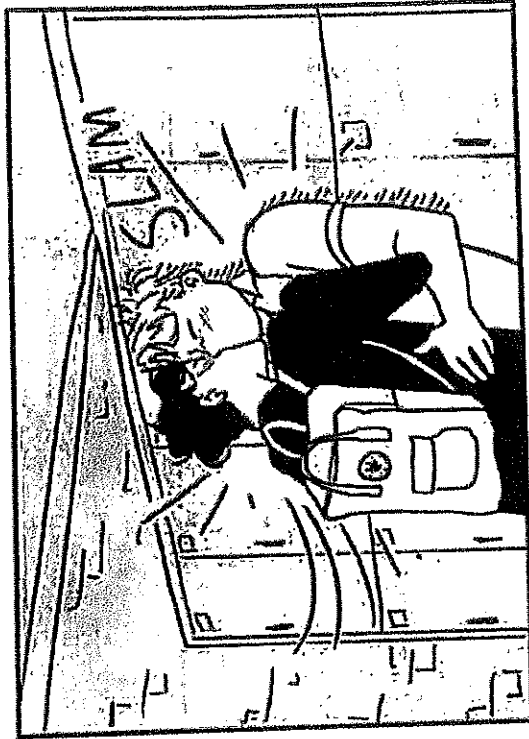
I HAVE A BOYFRIEND!!!
 (and he's amazing ♡)

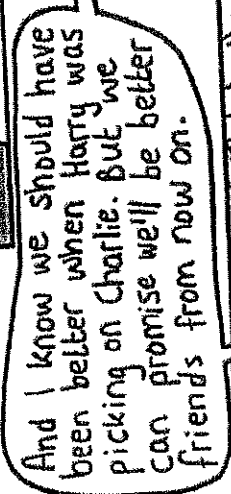
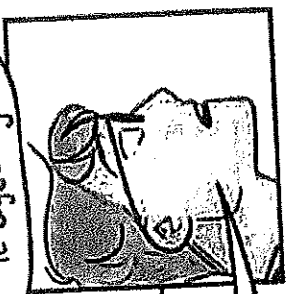
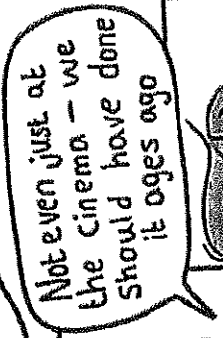
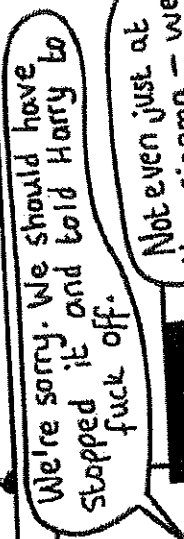
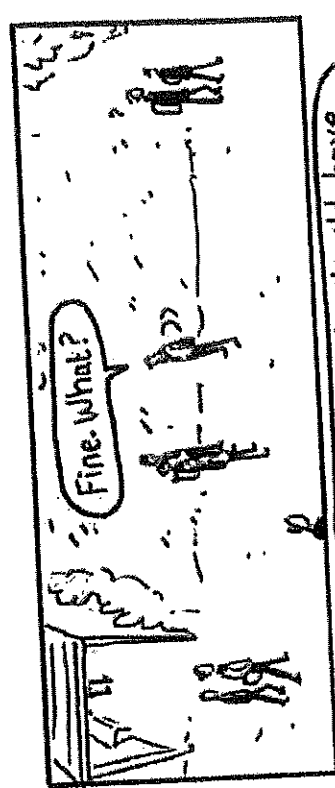
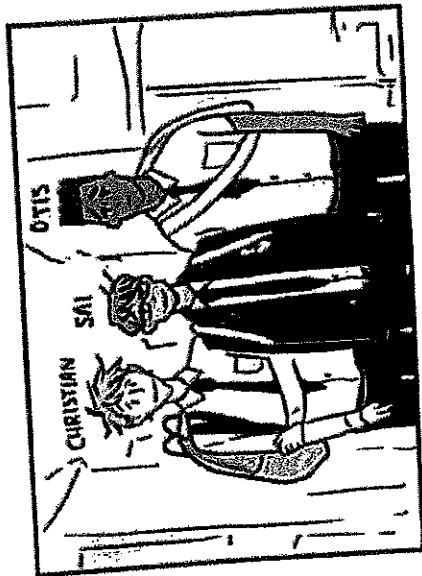


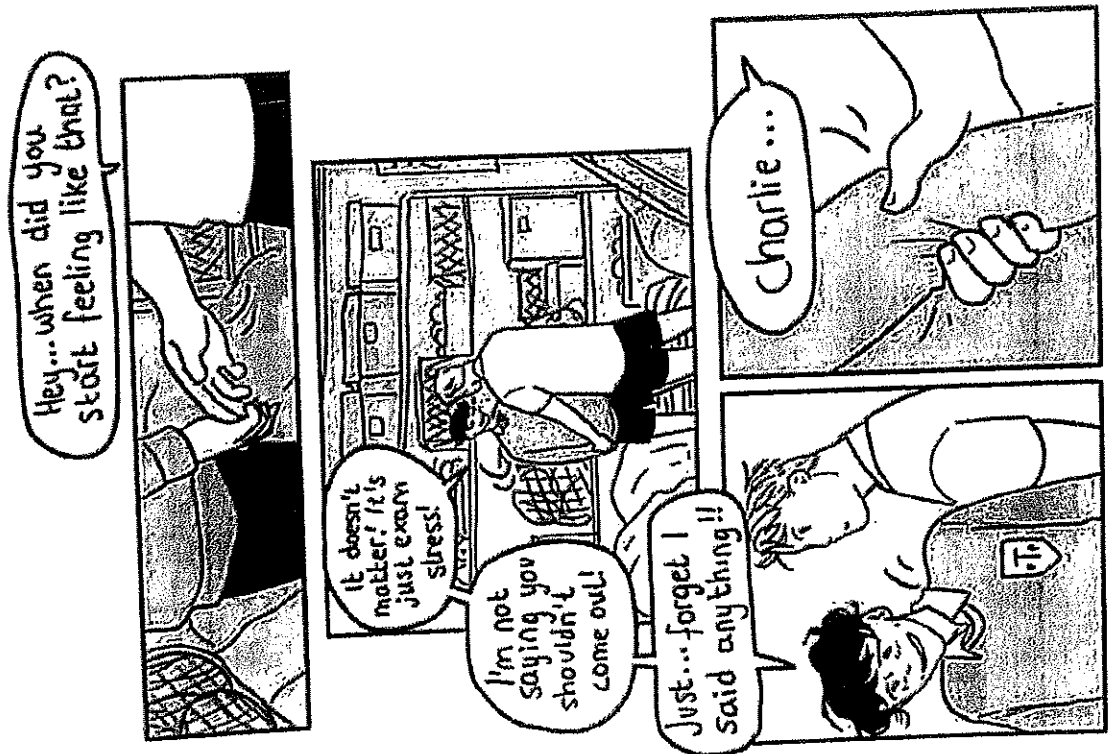
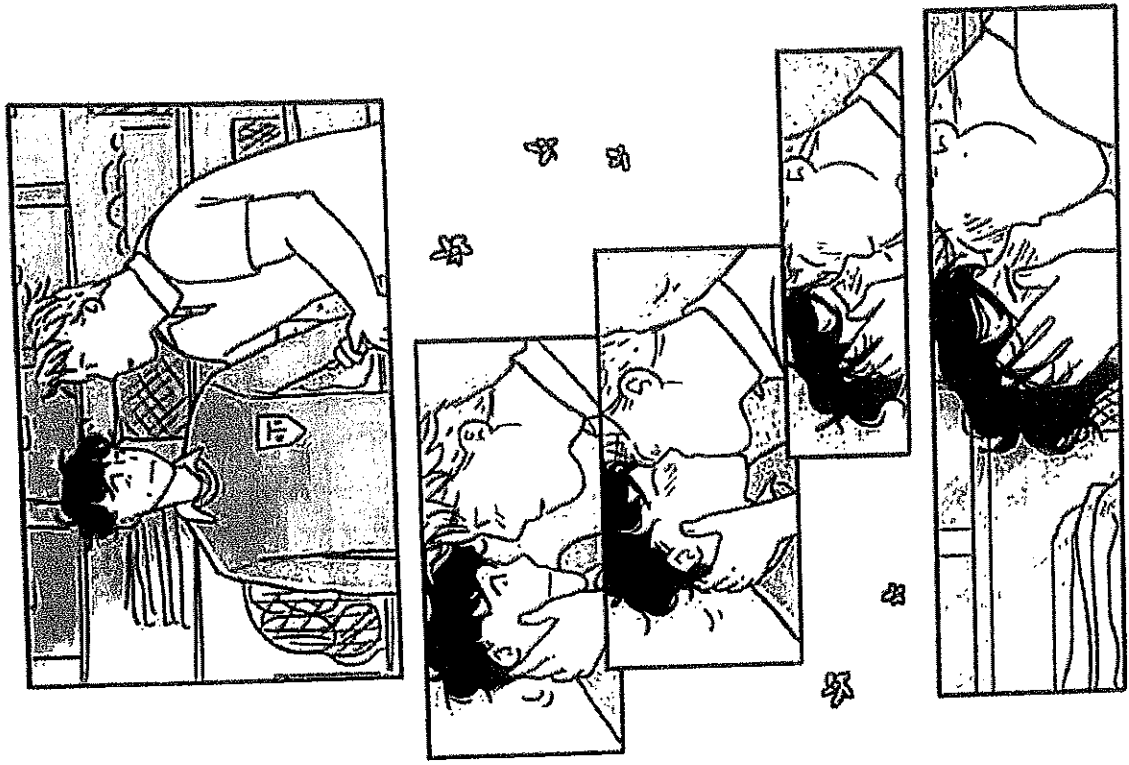
We said we might start telling our friends and people at school, but... how would we do that?? No one even knows I like guys. And Charlie got bullied pretty badly when he was outed last year.

Maybe it'd be better to keep it a secret for a bit longer...

I'VE NOT BOTHERED TO COPY
 ALL THE KISSING AND CURSING —
 THERE'S NOT MUCH ELSE TO THIS BOOK —
 OUR CHILDREN DESERVE BETTER —
 BETTER BOOKS —
 BETTER, MORE DISCERNING
 MEDIA SPECIALISTS —
 BETTER ROLE MODELS —







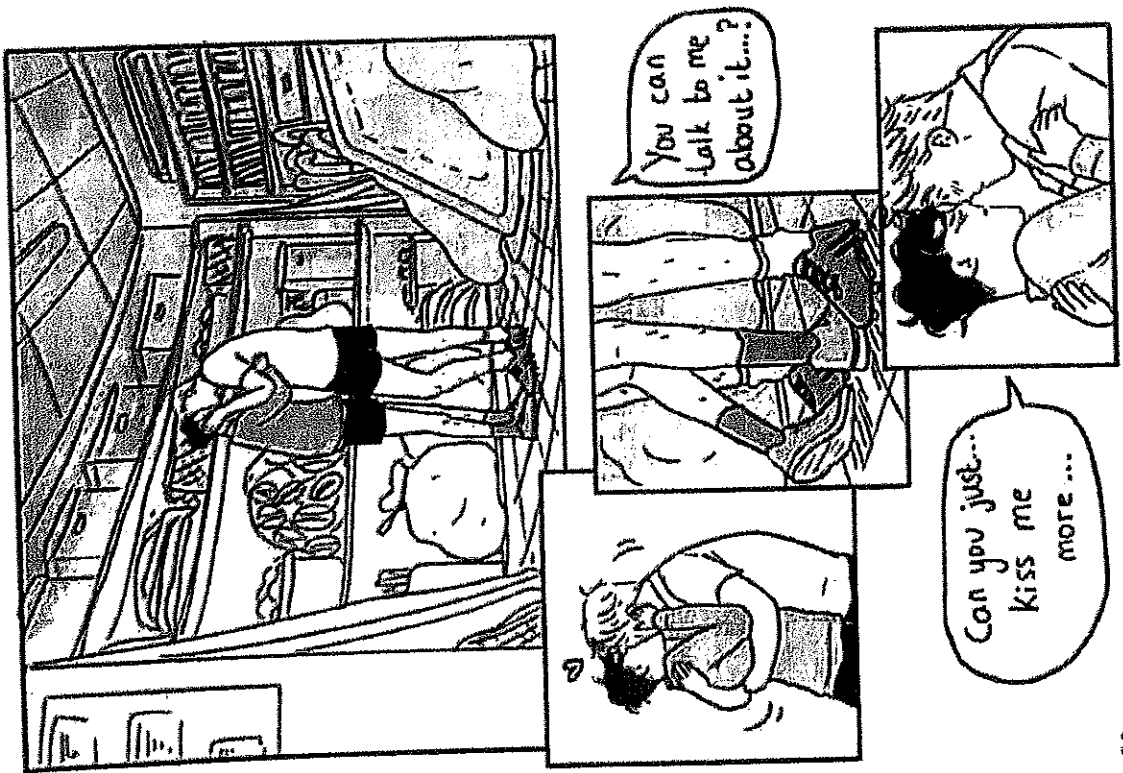
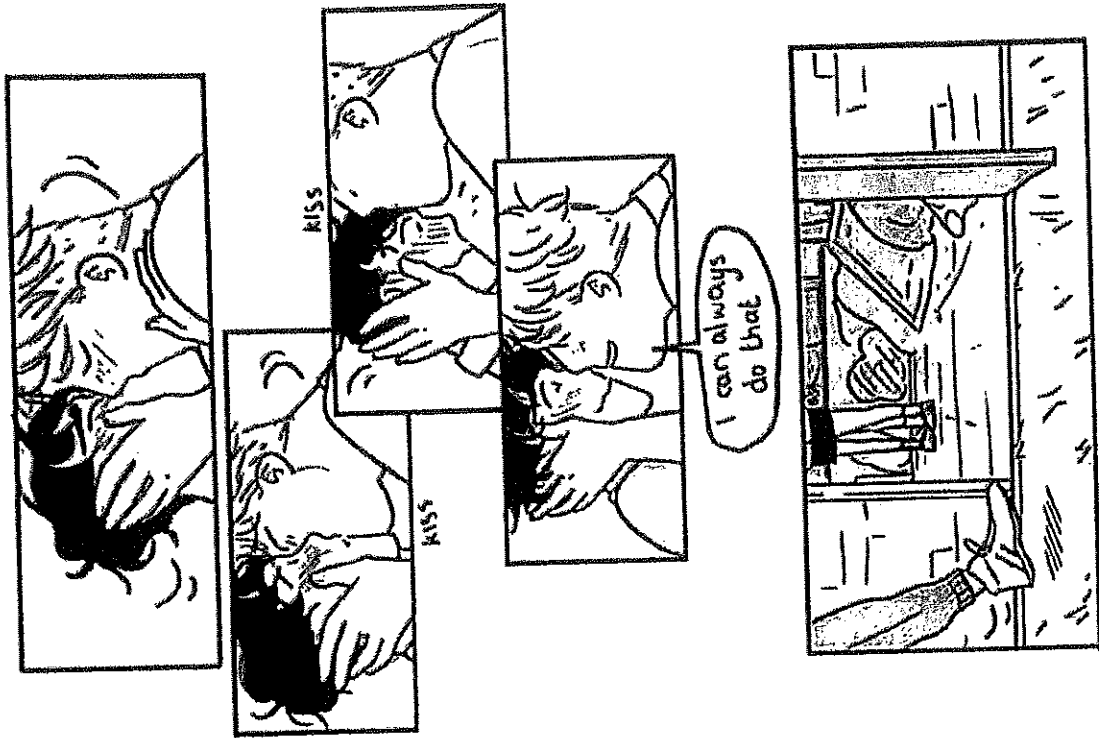
Hey... when did you start feeling like that?

It doesn't matter! It's just exam stress!

I'm not saying you shouldn't come out!

Just... forget I said anything!!

Charlie...



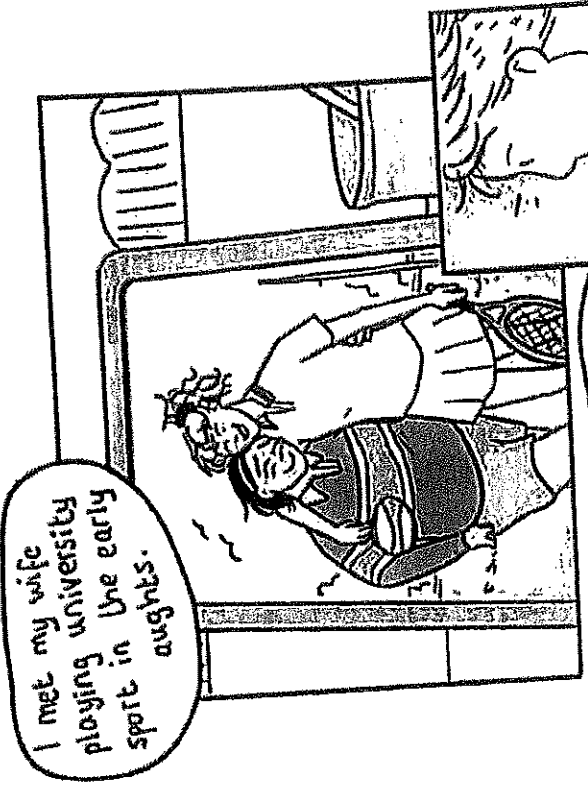
And if any of the other boys do or say anything spiteful to you or Charlie, you just come straight to me, okay?

I'll sort them out.

...Yeah. Yeah. I will.



Thanks, miss.

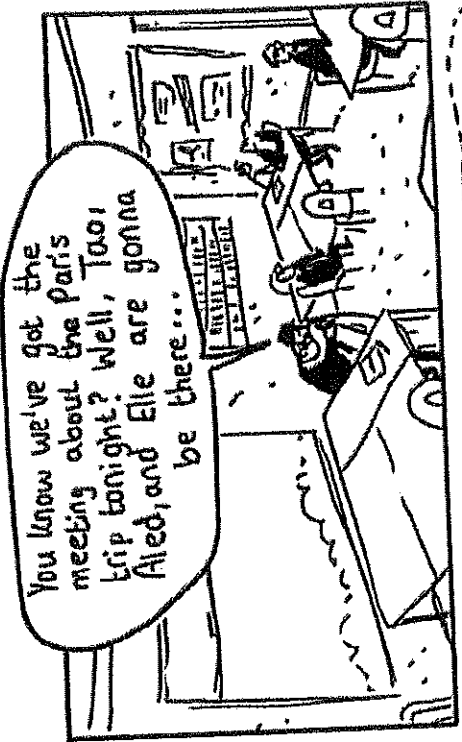
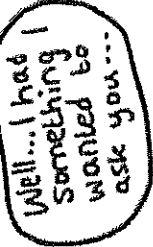


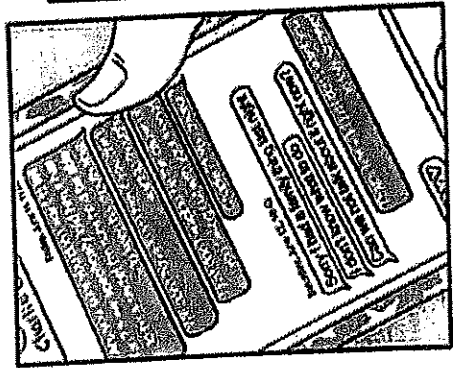
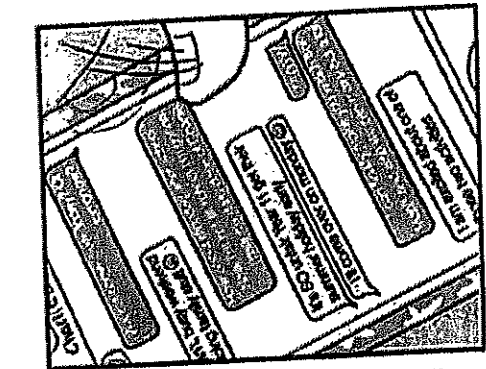
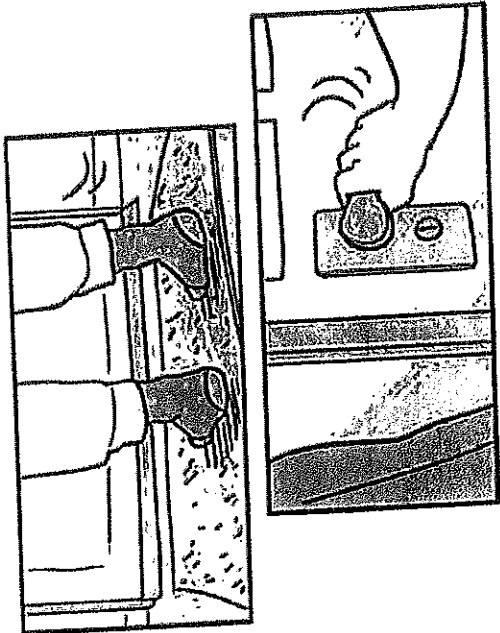
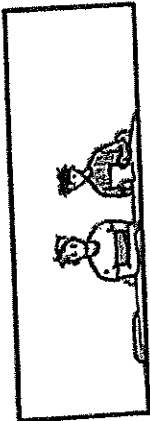
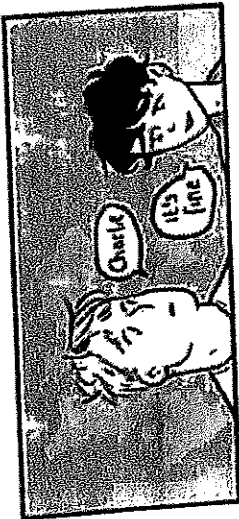
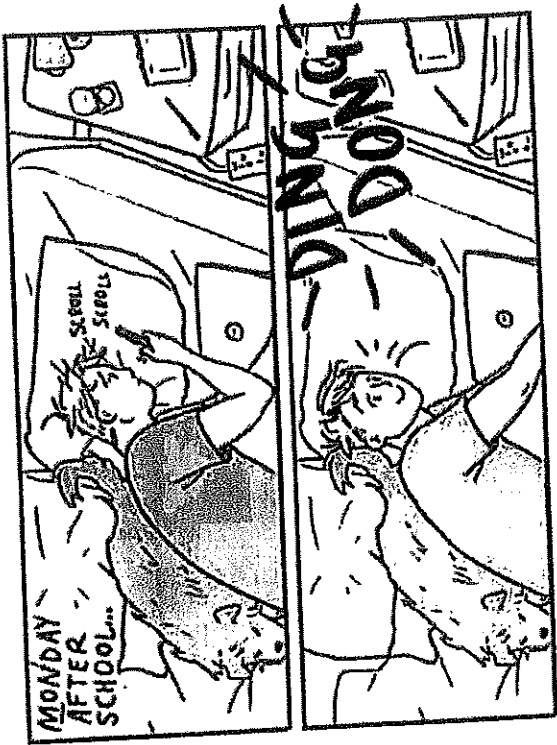
I met my wife playing university sport in the early aughts.

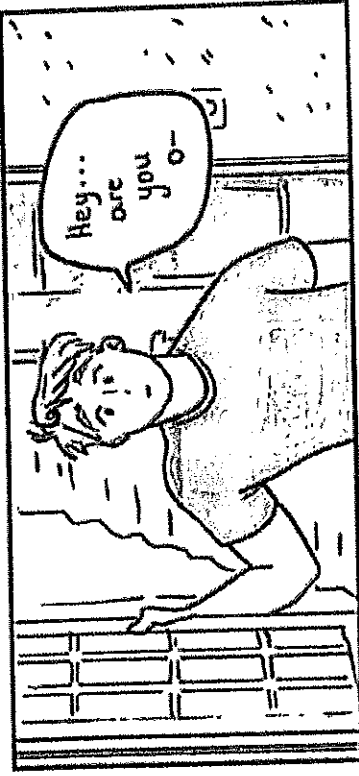
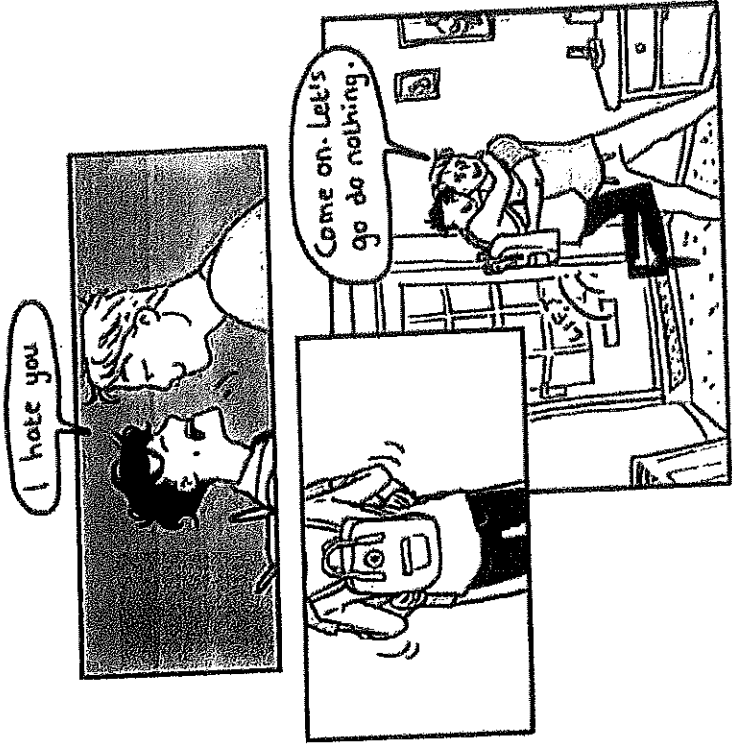
People gave us a lot of shit.

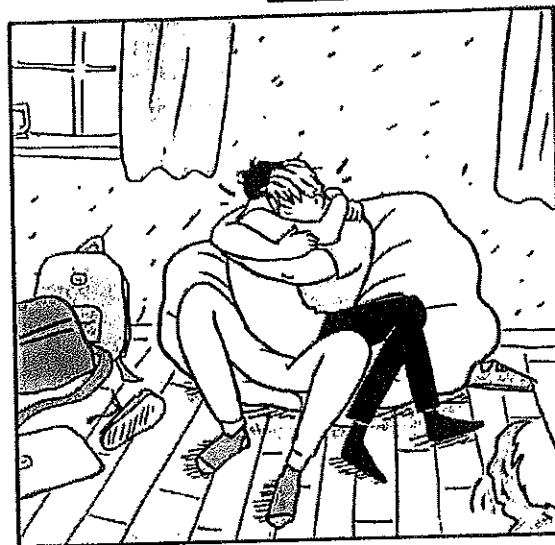
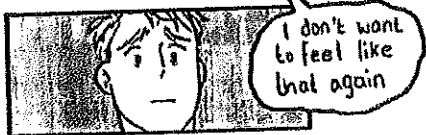
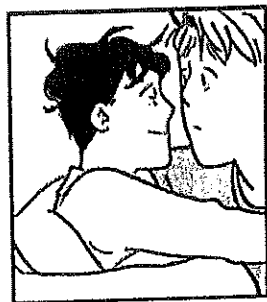
Things are a little better now, but... you never know.











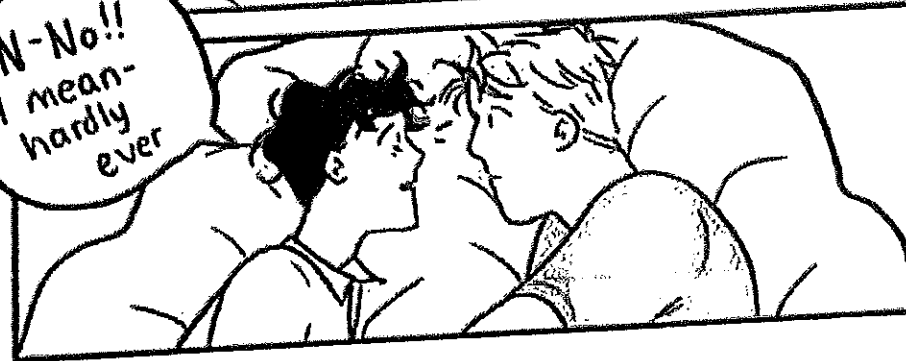
→ " I USED TO CUT MYSELF.. " - VERY SAD
NOT OKAY
*THERE'S NO THERAPY -
NO SUGGESTION TO SEEK THERAPY -
JUST MORE SNEAKING AROUND -
MORE KISSING -
MORE CURSING -
YAWN -

Do you still do that now?

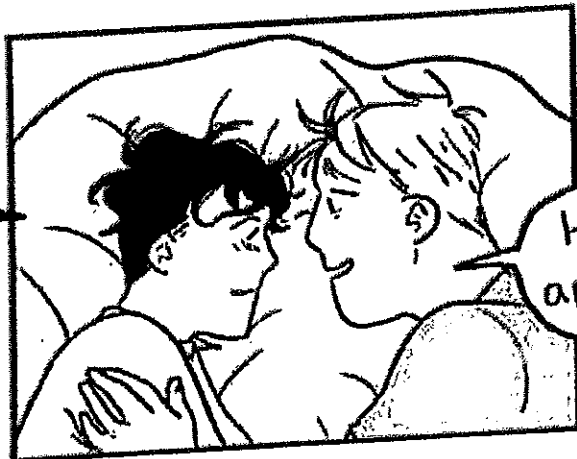
* SELF HARM



N-No!! I mean hardly ever

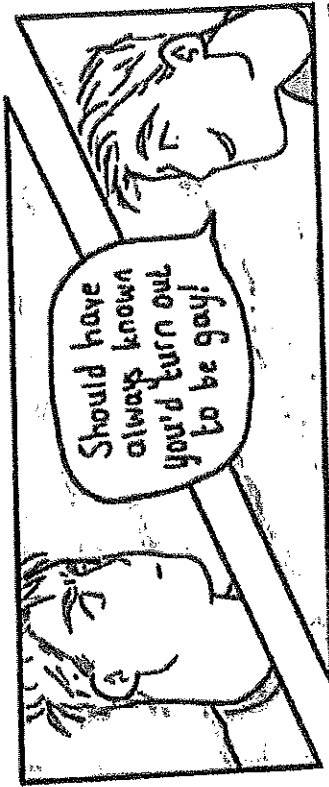
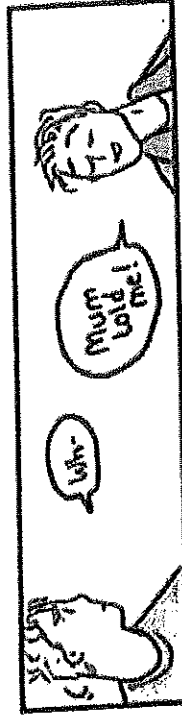
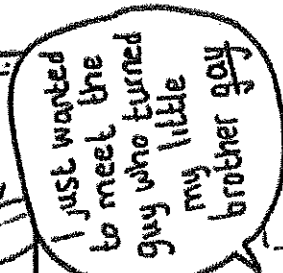
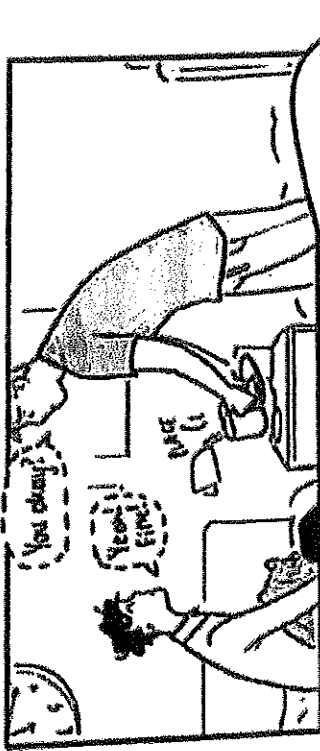
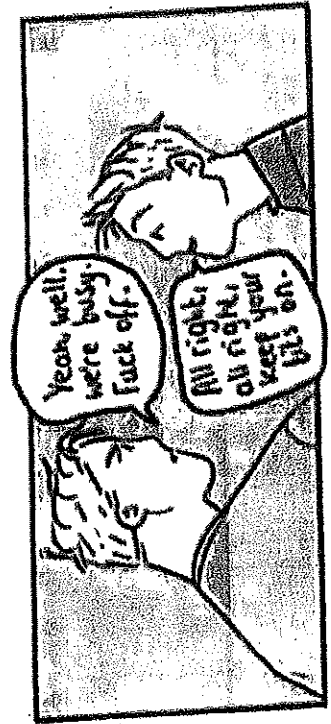
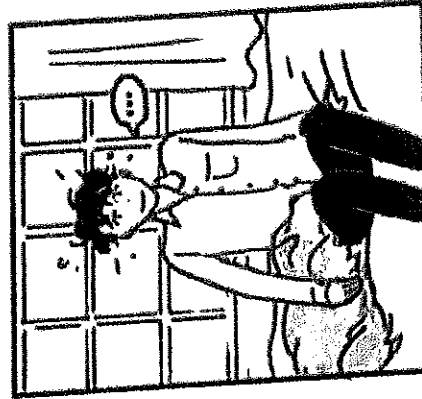
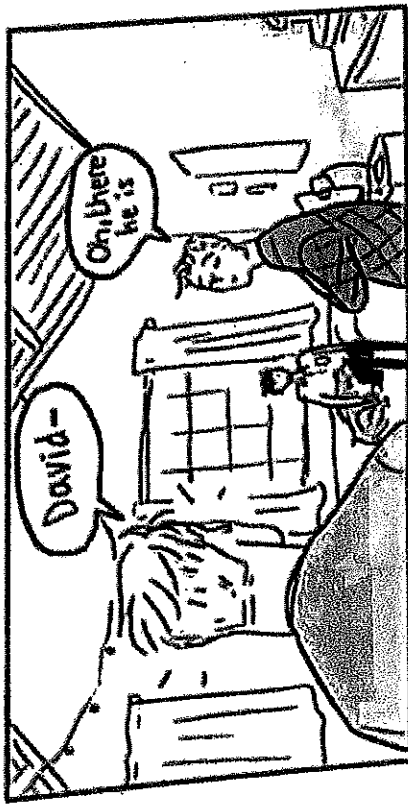


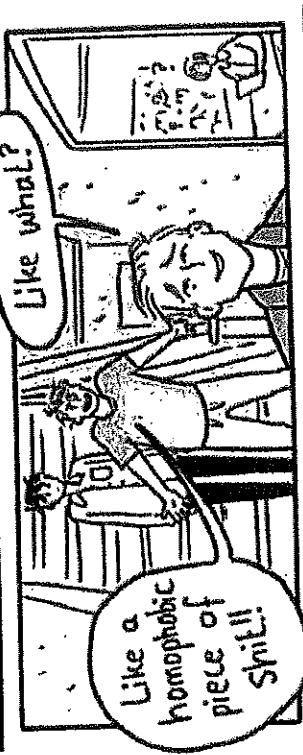
← ONGOING SELF HARM



Sorry

Hey, no apologizing!





Darling, I didn't!
I'd never -



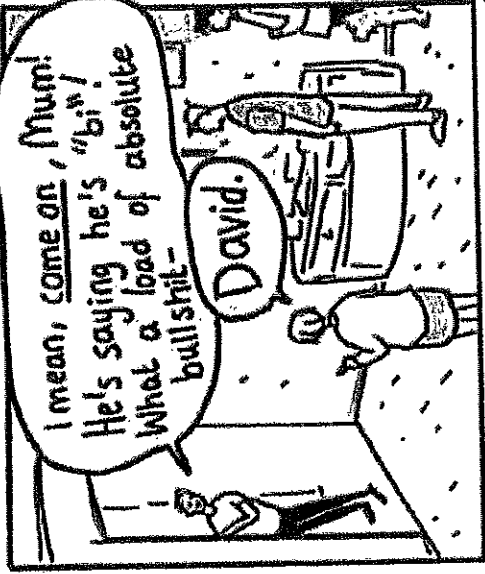
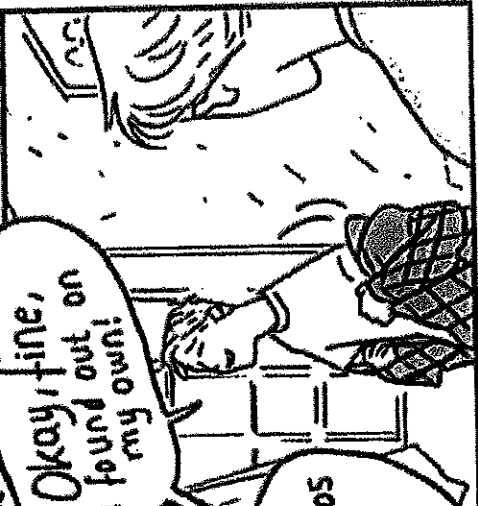
It's up to you if
and when you want
to tell people,
including David
and your dad!



What-

Okay, fine,
I found out on
my own!

Not my fault
you leave photos
of you kissing
lying around in
your room



I mean, come on, Mum!
He's saying he's "bi"
What a load of absolute
bullshit-

David.

He can't even
admit he's gay!!

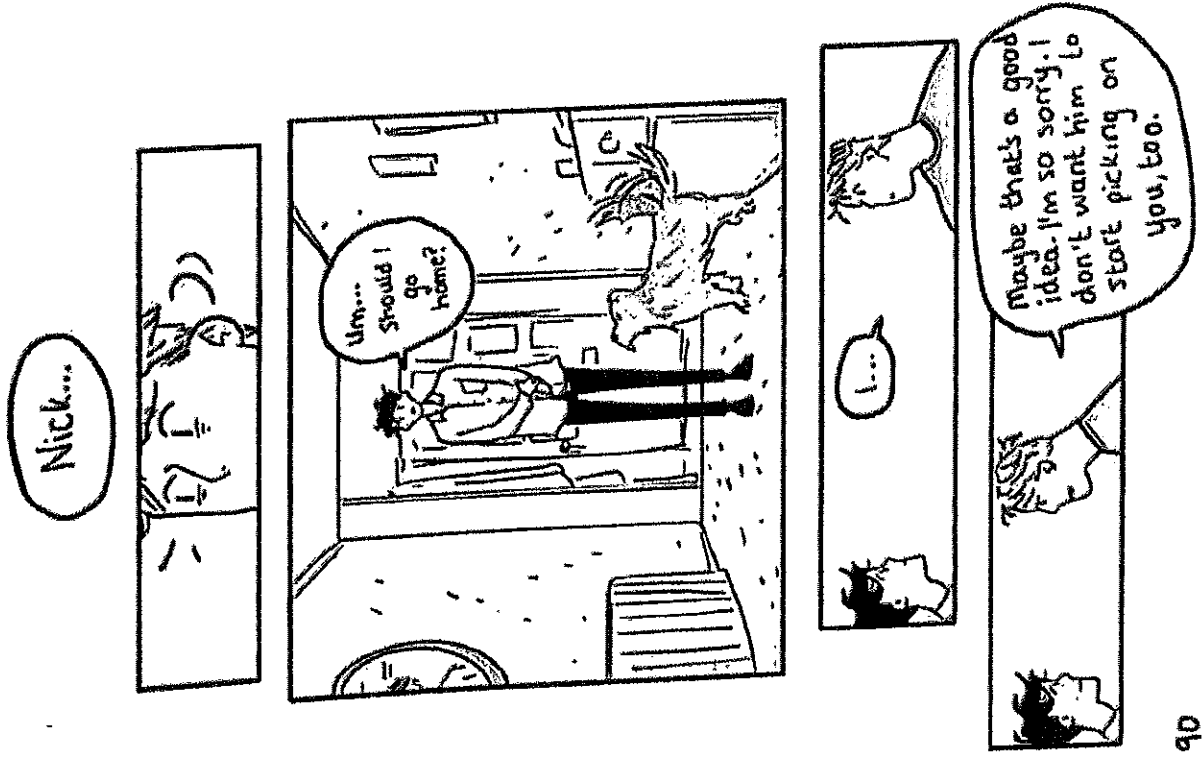
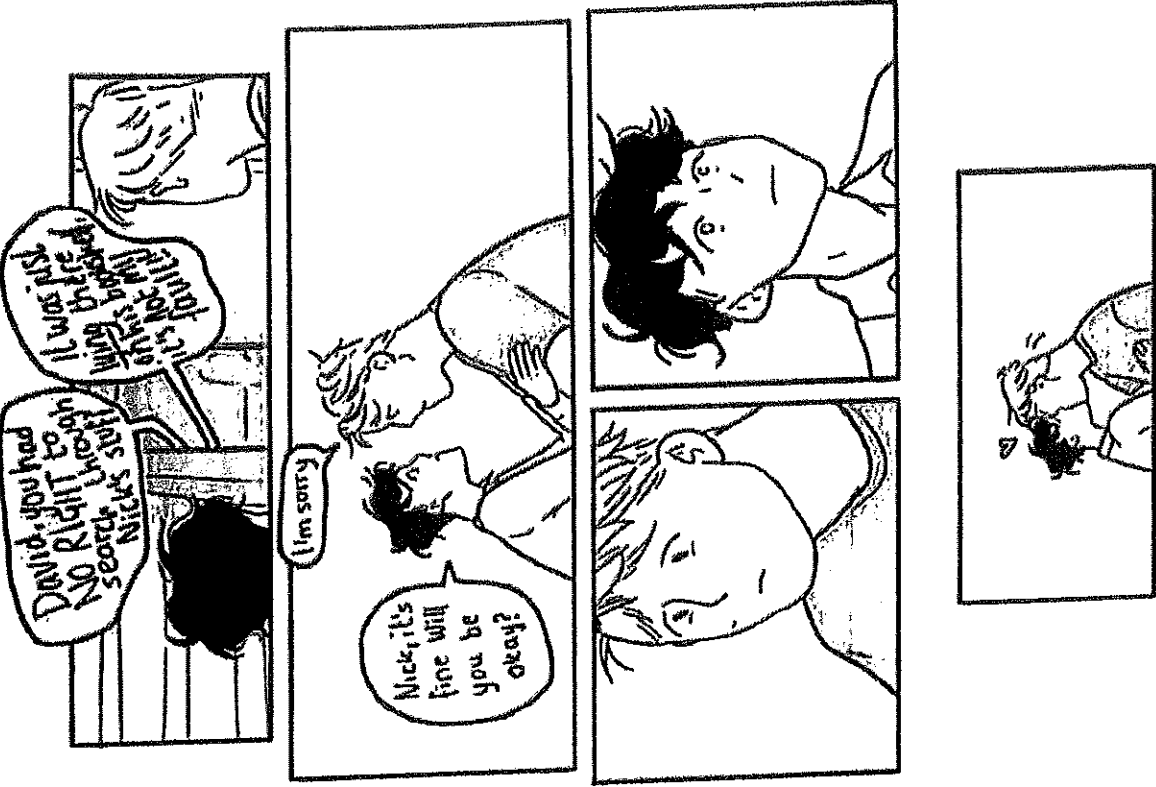


I HATE
YOU.

Or fuck
off



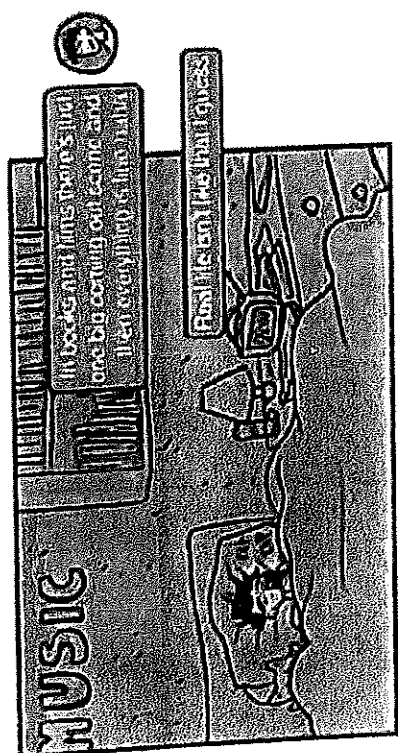
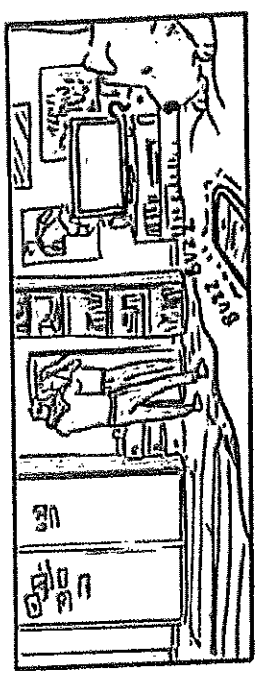
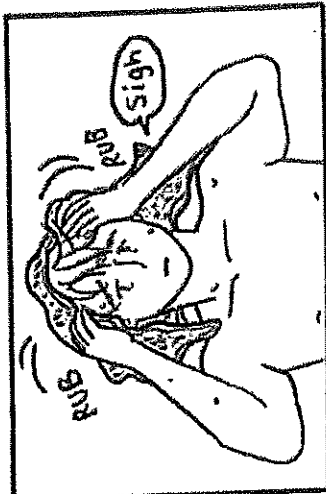
Boys, that
is ENOUGH



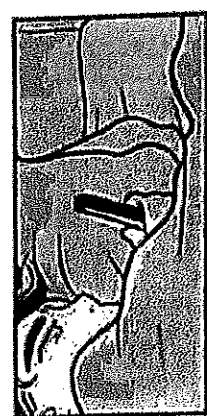
JUST FUCK OFF and leave me alone!

No need to have a tantrum- Gay

Boys! no fucking! SLAM



ARE YOU AWAY?

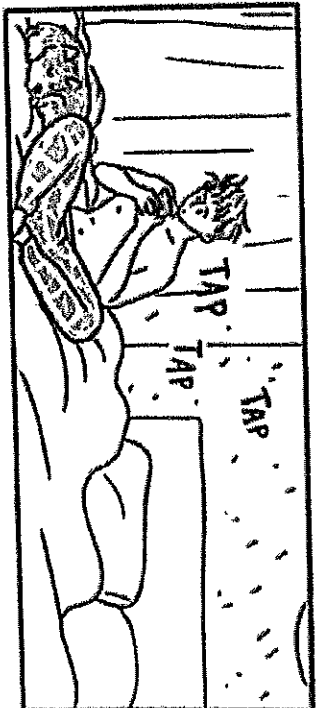




SHIT sorry I meant to message you!!!

My brother's being a dick, he literally won't stop pestering me

Might be better if you don't come over here until he's back at uni!



It was my fault for not talking him sooner tbh

Not your fault! He's the one who didn't want to

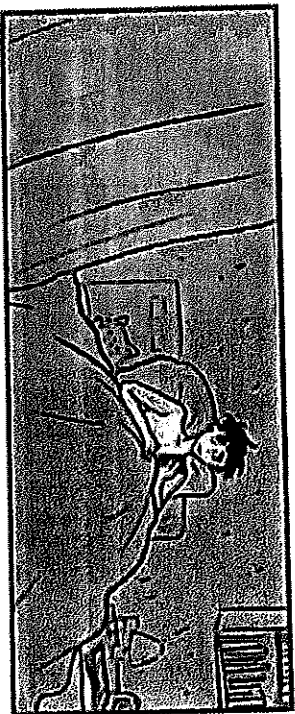


I guess he would have found out eventually one way or another, I should probably call my dad soon and tell him too

Agreed! I wish you could talk to him



I want him to know about you!! Plus I want to be the one to tell him, not David





124



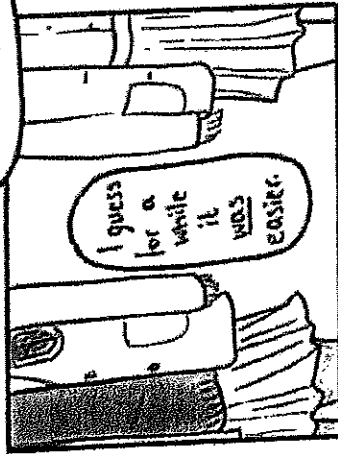
125

I CAN'T WAIT UNTIL
SOMEONE FINDS A GOOD
THERAPIST FOR YOU —



It took me a long time to even feel comfortable calling myself a lesbian.

And for a while, we thought it'd be easier to pretend we were totally platonic.

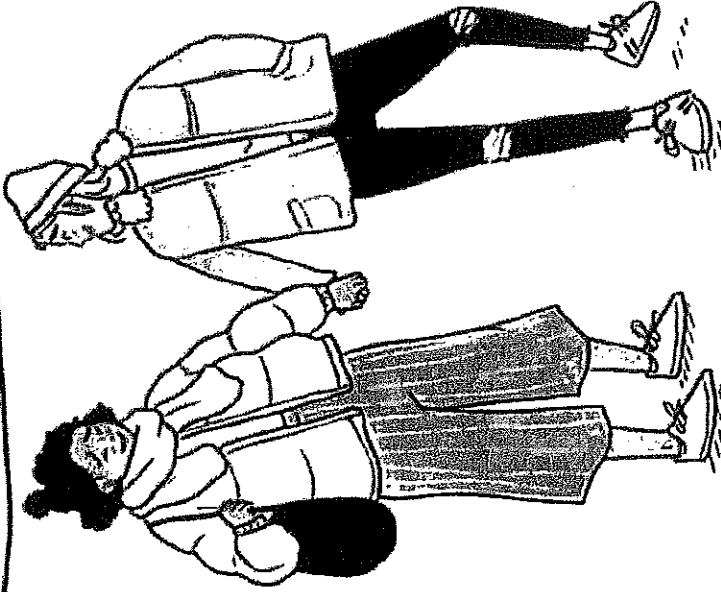


I guess for a while it was easier.

But, in time, we got more comfortable being us.

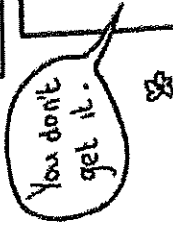
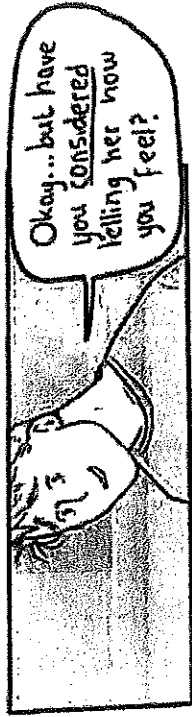
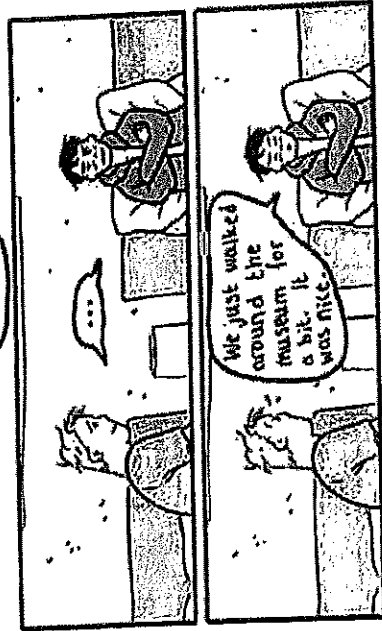
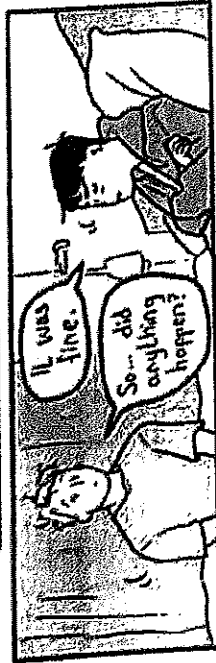


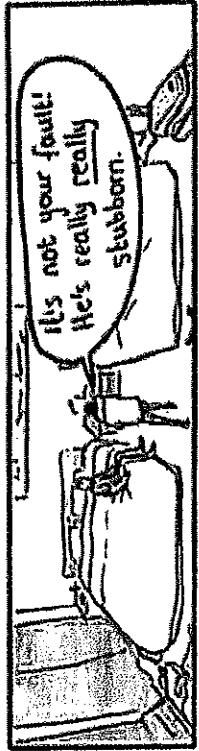
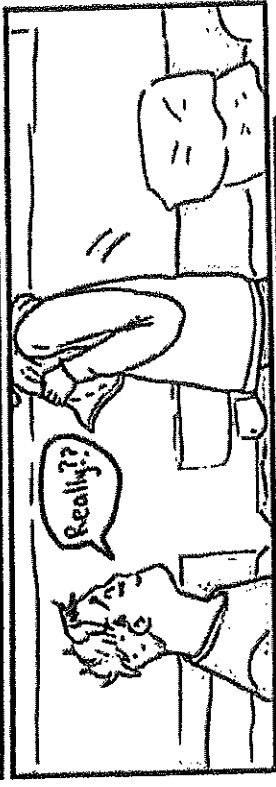
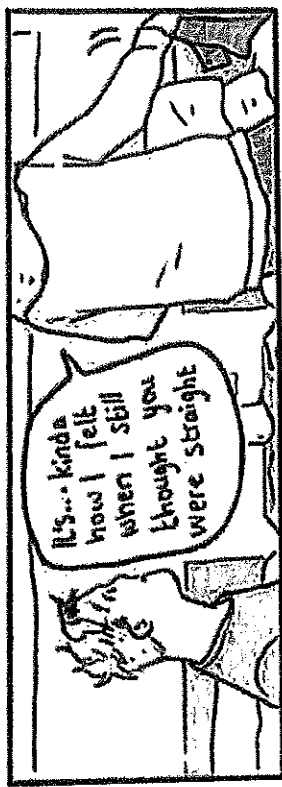
We reached the point where we knew that whatever people said or thought about us, we knew who we were.

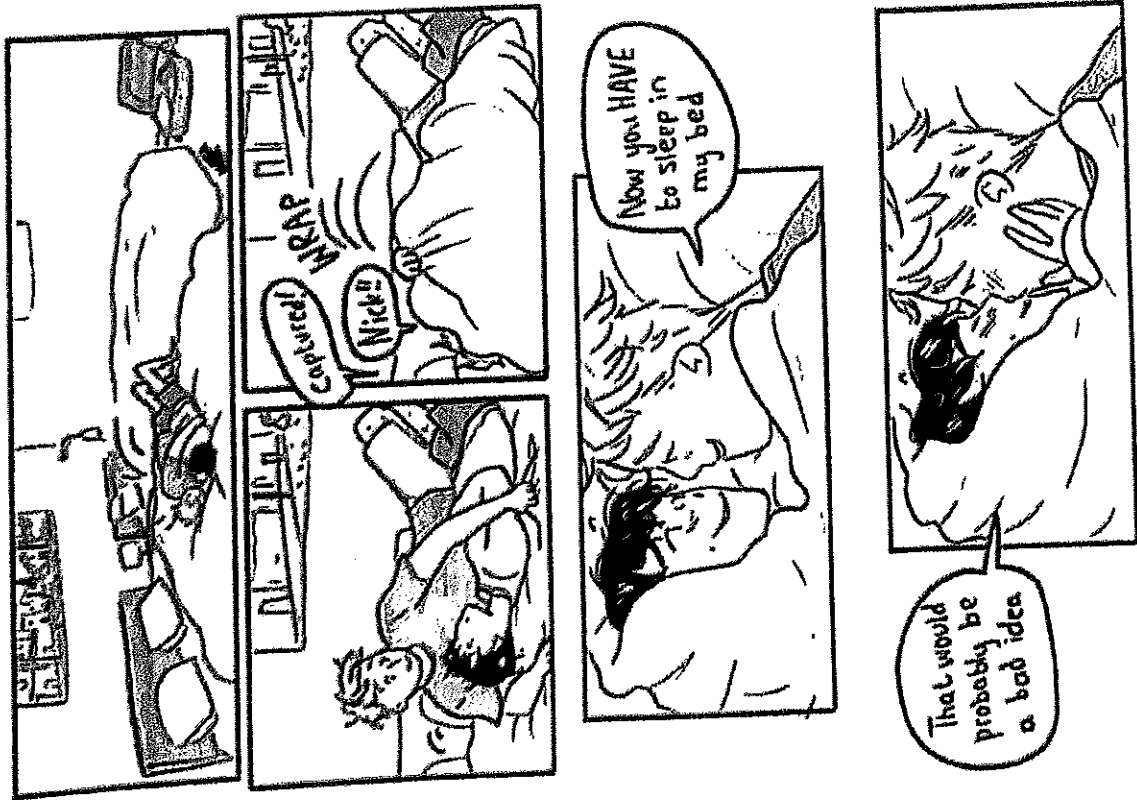


And we loved ourselves anyway.





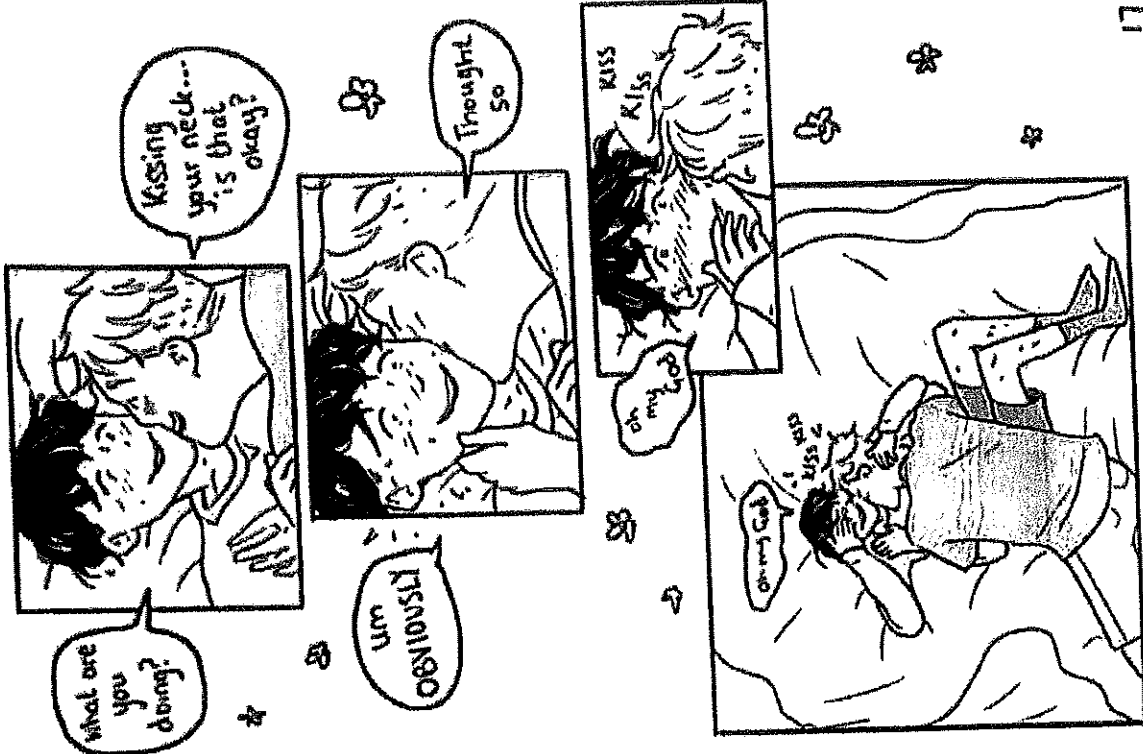




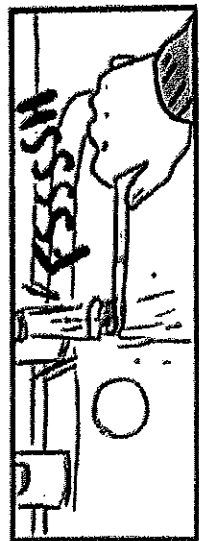
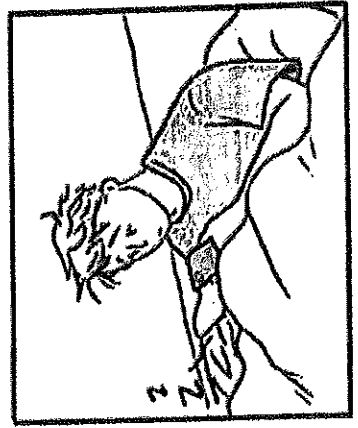
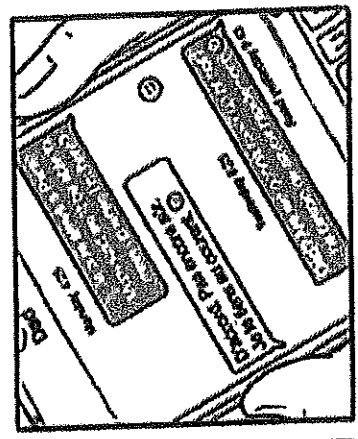
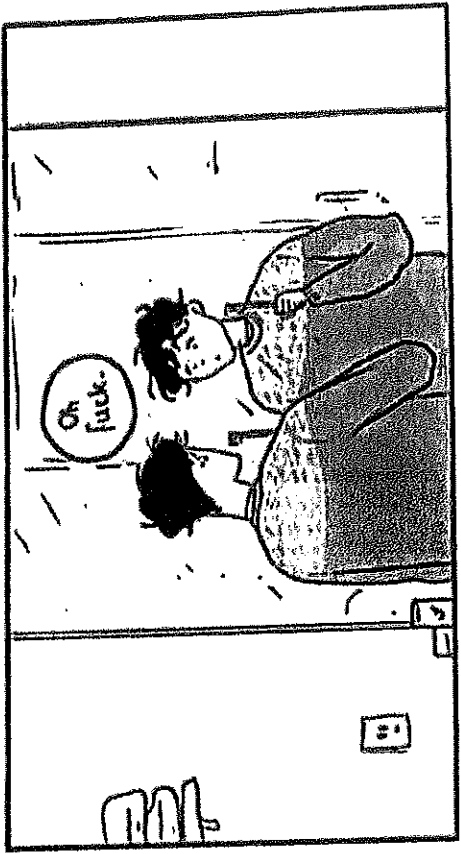
Control!
Nick!

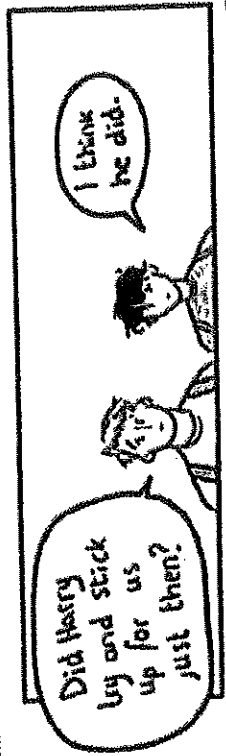
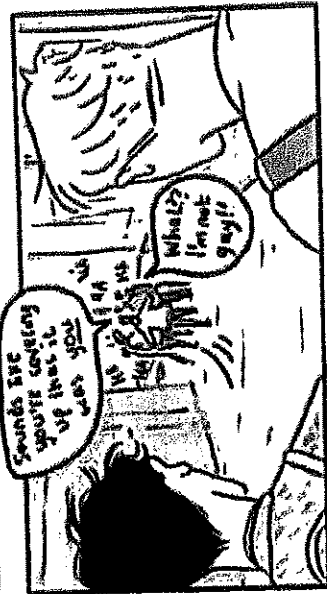
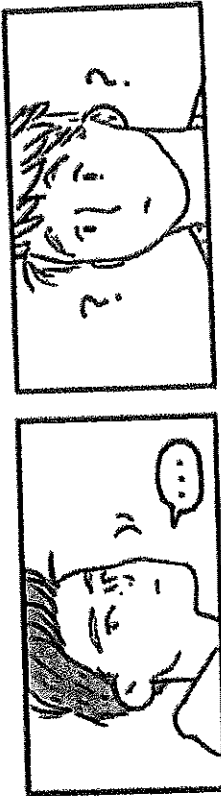
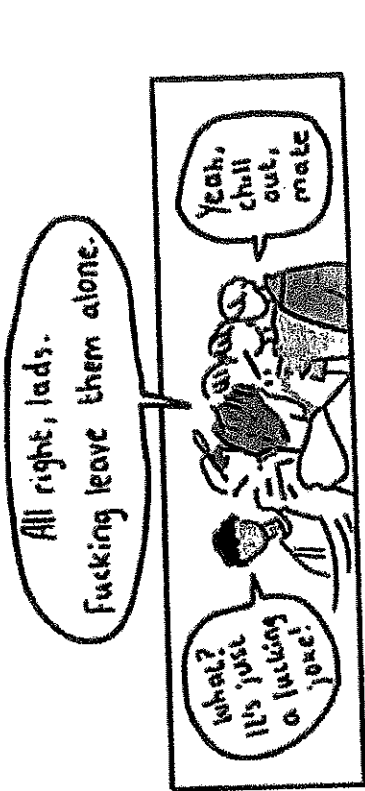
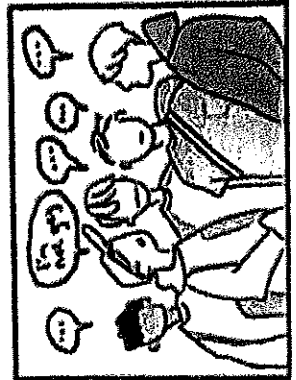
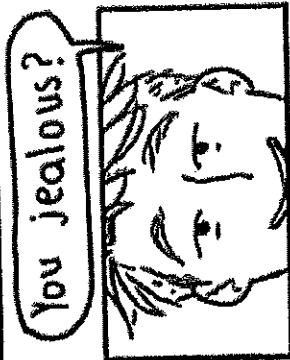
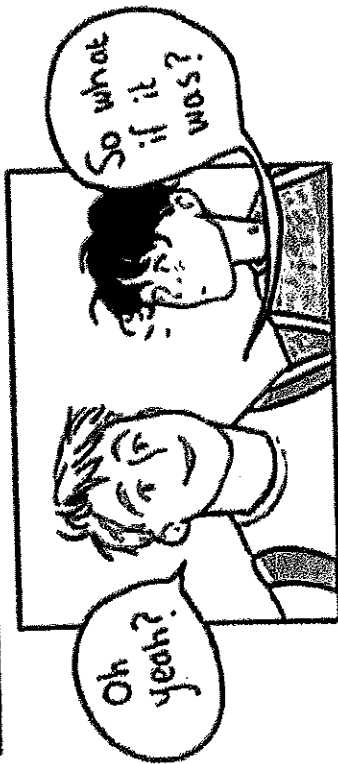
Now you HAVE
to sleep in
my bed

That would
probably be
a bad idea



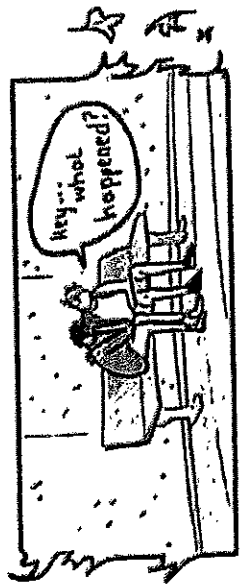
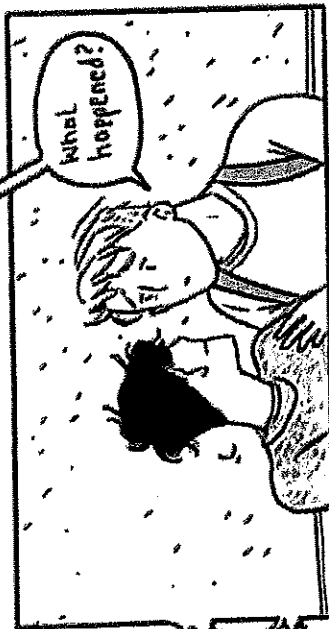
Paris - Day 3







Char?
What's
wrong?

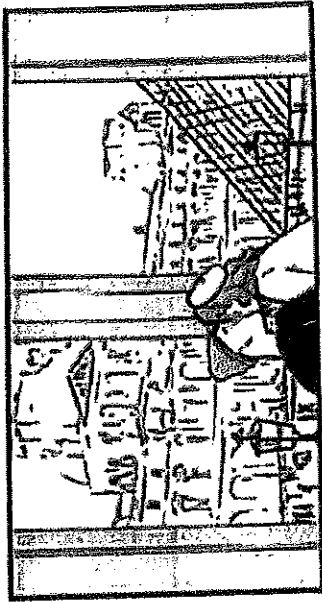


☆

☆

Paris - Day 4



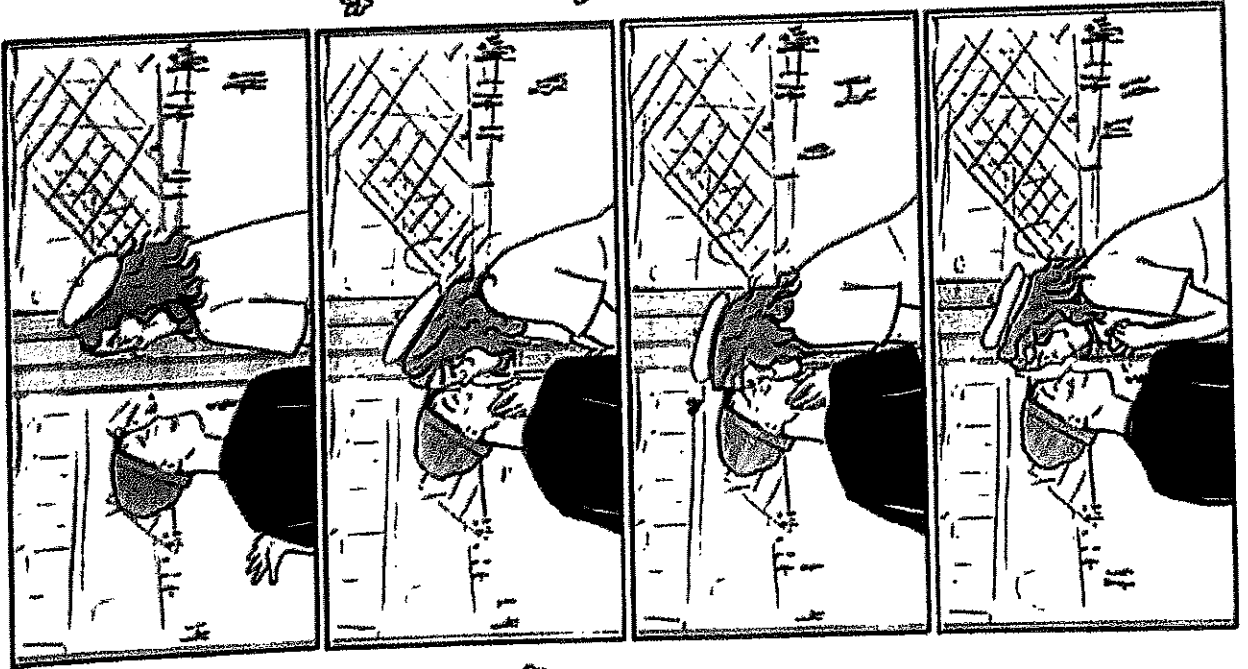


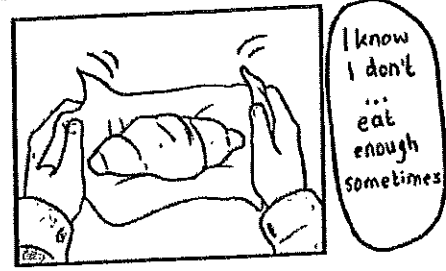
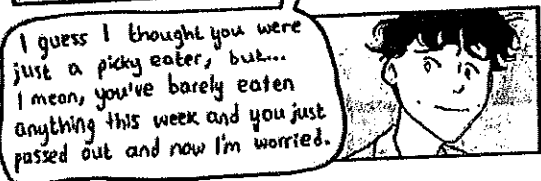
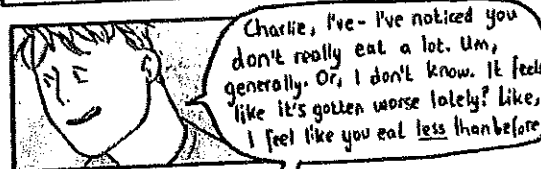
This place goes on FOREVER

And it's SO HOT for dying

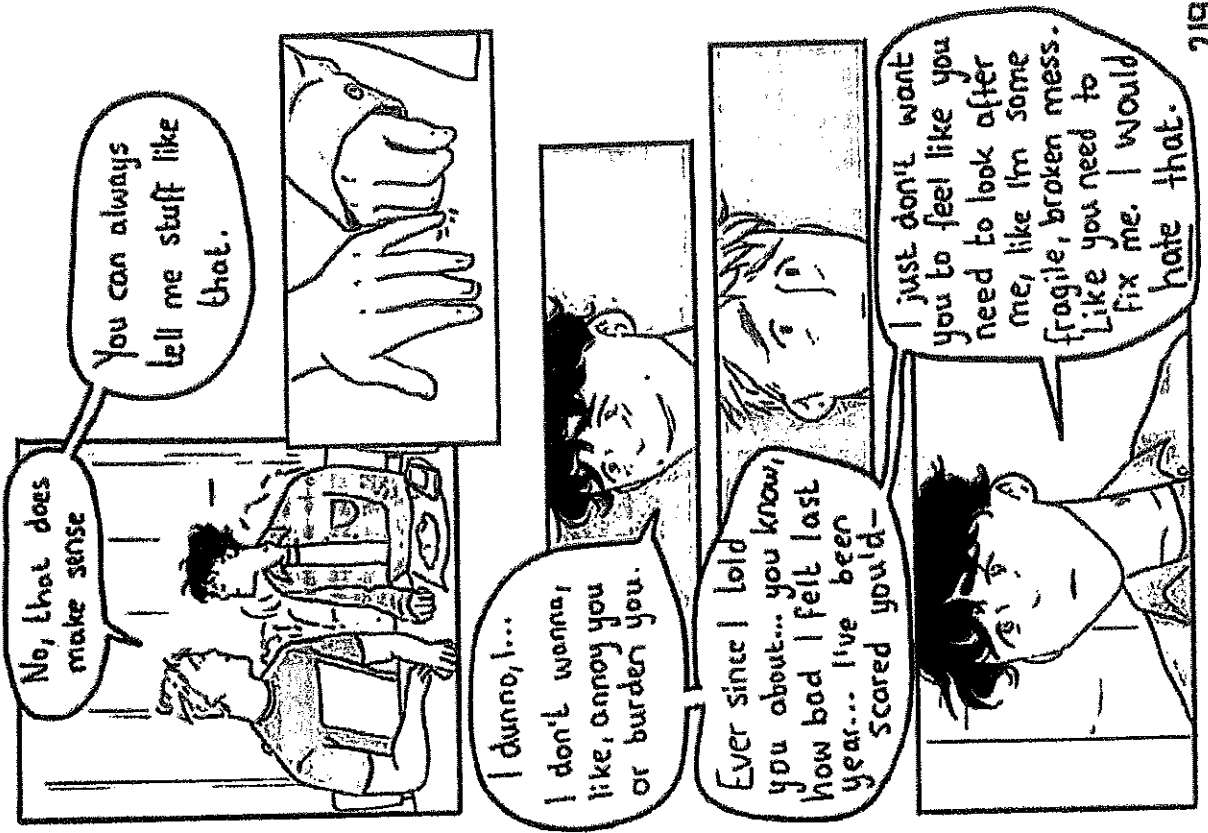
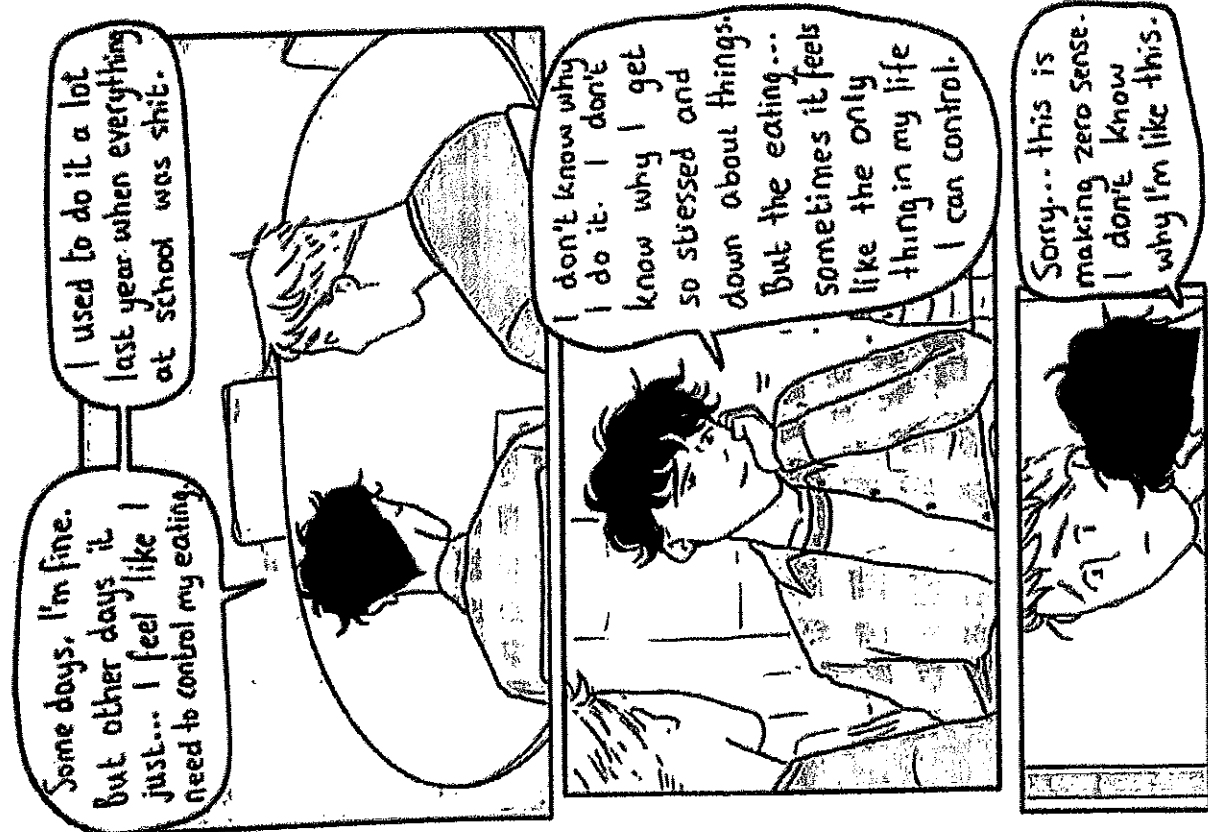
Where are we? we?

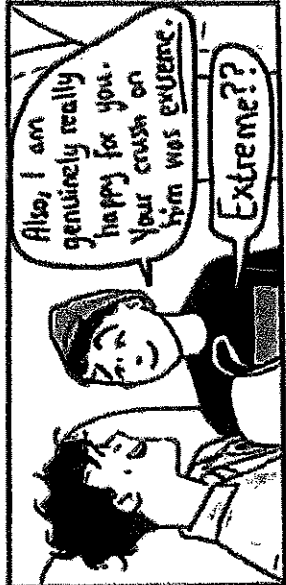
I have the map!





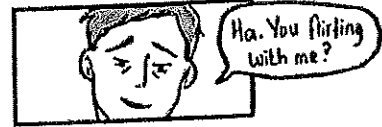
↳ MENTALLY ILL BOY CHARLIE
CUTS HIMSELF
STAVES HIMSELF —
CHEERLY —







250

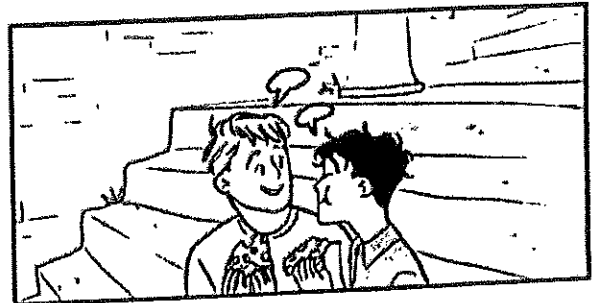


251

"... MISS OUT ON ALL THOSE BEAUTIFUL GAY TEENAGE EXPERIENCES."

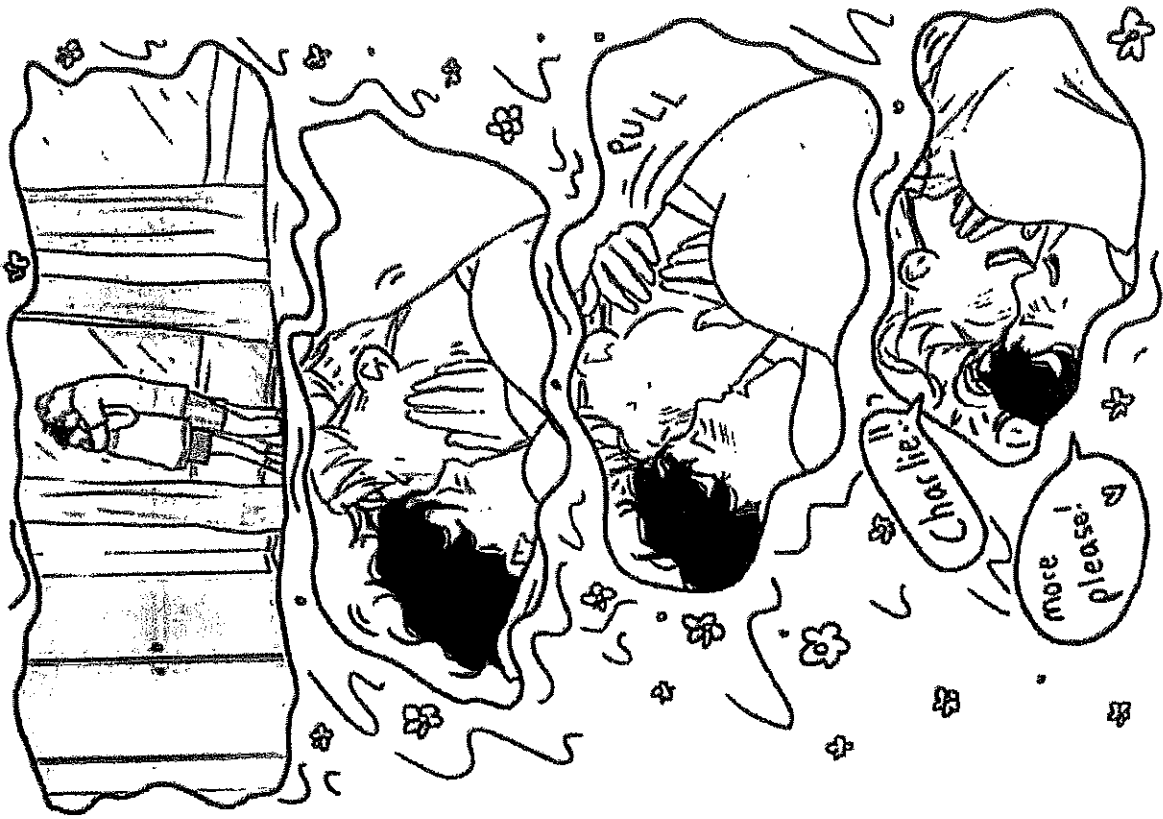
↑
CHAPERONES WERE VERY POORLY CHOSEN —

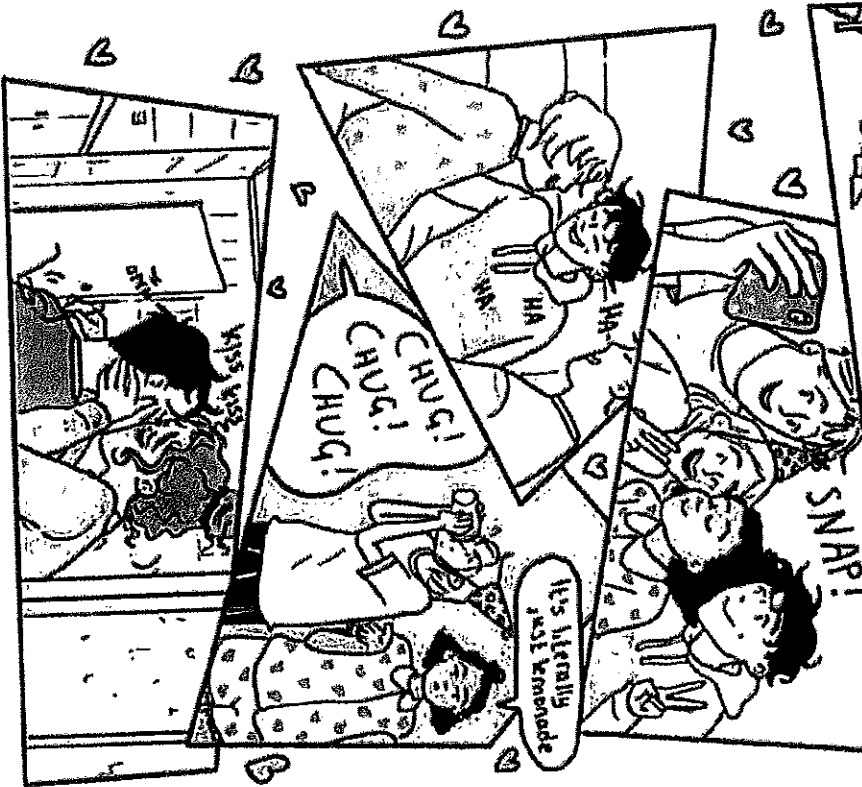
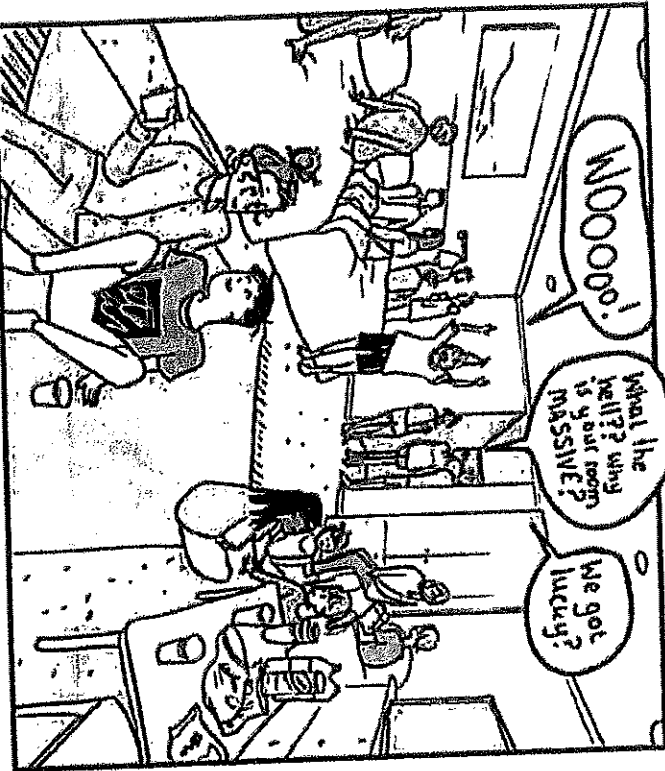
THIS GRAPHIC NOVEL SERIES,
AND HIRING MEDIA SPECIALISTS THAT
WON'T DESELECT THIS RUBBISH
ARE OTHER POOR CHOICES.



- Tara Jones + 39 others
- 1 Tara Jones
Casual party in my room at 9pm!!
Room 417!! Everyone's welcome 😊
and you can wear PJs!
 - 2 Darcy Olson
PLEASE BRING SNACKS IF YOU HAVE ANY, ESPECIALLY IF YOU HAVE PRINGLES
(also I have vodka 🍷)
 - 3 Kate Lee
Yessss we'll be there!
 - 4 Tom Jorgensen
CANT WAIT
 - 5 Alana Bujdak
omg darcy how did you get vodka
 - 6 Darcy Olson
(I have my ways)
 - 7 Jared Lamb
YEEEEEE LET'S GET LIT
- Charlie Boring
Go to bed!!!!

GIRL WITH VODKA
IS A MINOR —
NOT OKAY!





It's literally just ketchup

SNAP!

Miss used



274



275

No, we do not want children to normalize drunkenness

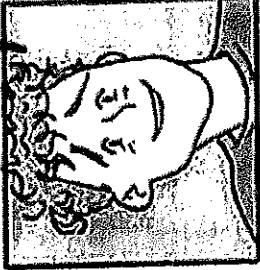
Obviously dare.



What!?!



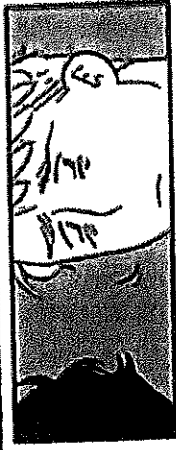
I'm up for it!!
Ha ha!!



You have to do it!! That's the dare!



Go on!! It's just one little kiss!

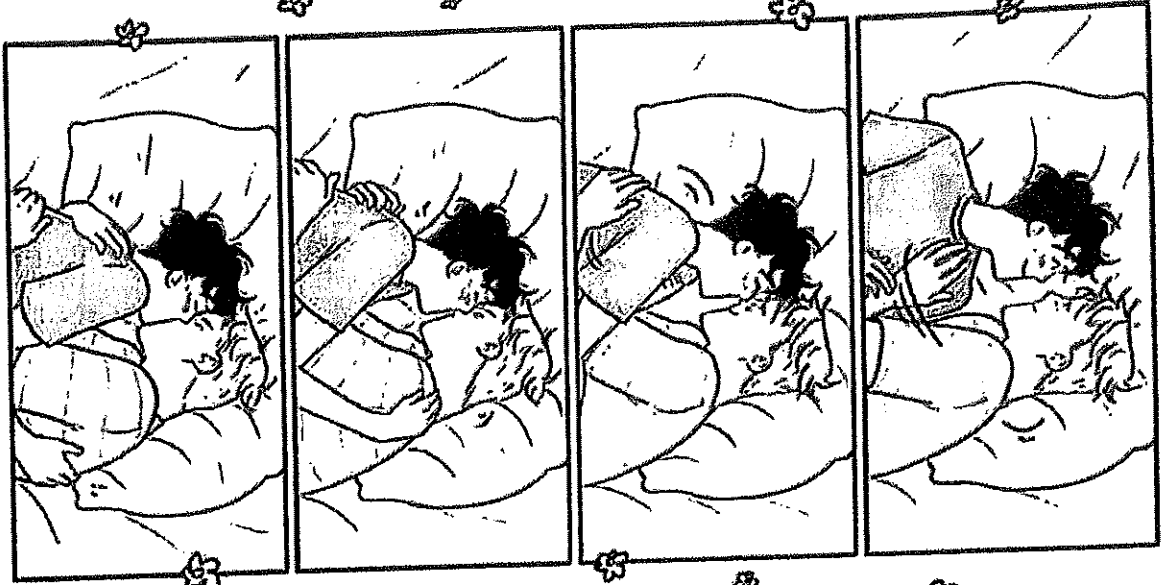



Um...

No, I don't want to!












NAME: CHARLES "CHARLIE" SPRING
WHO ARE YOU: NICK'S BOYFRIEND
SCHOOL YEAR: YEAR 10 AGE: 15
BIRTHDAY: APRIL 27th
FUN FACT: LOVES READING




NAME: Elle Argent
WHO ARE YOU: Charlie's friend
SCHOOL YEAR: Year 11 AGE: 16
BIRTHDAY: May 4th
FUN FACT: makes many of her own clothes for fun




NAME: Nicholas "Nick" Nelson
WHO ARE YOU: Charlie's boyfriend
SCHOOL YEAR: Year 11 AGE: 16
BIRTHDAY: September 4th
FUN FACT: Really good at cooking




NAME: Tara Jones
WHO ARE YOU: Dany's girlfriend
SCHOOL YEAR: Year 11 AGE: 16
BIRTHDAY: July 3rd
FUN FACT: used to attend a Majorettes class



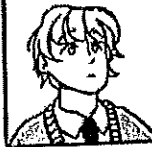
NAME: Tao Xu
WHO ARE YOU: Charlie's friend
SCHOOL YEAR: Year 10 AGE: 15
BIRTHDAY: September 23rd
FUN FACT: Favorite movie is "Hunt for the Wilderpeople"



NAME: Dany Olsson
WHO ARE YOU: Tara's girlfriend
SCHOOL YEAR: Year 11 AGE: 16
BIRTHDAY: January 9th
FUN FACT: once ate a whole jar of mustard for a dare



NAME: Victoria "Tori" Springs
WHO ARE YOU: Charlie's sister
SCHOOL YEAR: Year 11 AGE: 16
BIRTHDAY: April 5th
FUN FACT: HATES MOST THINGS



NAME: Alex Last
WHO ARE YOU: Charlie's friend
SCHOOL YEAR: Year 10 AGE: 14
BIRTHDAY: August 15th
FUN FACT: wants to make a podcast

MINORS!

SURE WOULD BE NICE
IF THE ADULTS WOULD
PROTECT THEM _____



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 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: DAVID FRIEDMAN
Phone: [REDACTED]
Physical Address: [REDACTED]
City: [REDACTED]
School: MIDDLEVIEW HS Grade Level: HS Subject: VARIETIES
Email: DAVID.FRIEDMAN@NOLEFTTURN.US

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: VARIETIES

Title: HEN ROYAL HIGHNESS (ROYALS #2)
Author: RACHEL HAWKINS ISBN: 978-1-52473826-6

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

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

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

AWFUL BOOK

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: 1/14/2023

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 

Attachments were included with this form. Total number of pages 10

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

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

BOOK REVIEW: *Her Royal Highness* by Rachel Hawkins

PARENTAL ADVISORY EXPLICIT CONTENT

SEXUALLY EXPLICIT CONTENT AVAILABLE AT TEXAS INDEPENDENT SCHOOL DISTRICTS



"Obviously," Jude echoes, leaning back, too. Her long blond hair is dyed turquoise at the ends, and as she gets situated on the sleeping bags, those bright blue strands brush against my arm, setting my pulse racing and a whole fleet of butterflies loose in my stomach.

But last year, things were different with Jude.

We've been friends since we were nine, and I've had a crush on her since I was thirteen and realized that I felt the same way about Jude as I did about Lance McHenry from *Boys of Summer* (look, everyone liked *Boys of Summer* back then, it wasn't as embarrassing as it sounds now).

She trails her fingers over my arm, nails lightly scratching my skin, and my breath comes out all shaky as I break out in goose bumps. Each fingernail is painted a different shade of purple, her thumb a pale lavender, her pinky a violet so deep it almost looks black. There in the tent with the summer night all around us, it feels like we could be the only two people in the world right now.

"You're not turning it down because of me, are you?" she asks, and my heart does a neat little flip in my chest. This . . . thing between me and Jude has been going on since the beginning of the summer, but I'm not used to it yet. Being with her still makes me feel like I'm on some amusement park ride, heart pounding, stomach dropping.

BOOK REVIEW: Her Royal Highness by Rachel Hawkins

"It's okay if you want to admit you can't stand being away from me," she teases, and I go to shove at her, but she catches my wrist, tugging me closer so she can kiss me.

Her lips taste like my cherry-vanilla lip balm, and in that moment, there's only Jude and her mouth and the way she tucks my hair behind my ears as she kisses me. —OK

"More us-y than with Mason?"

The words are out before I even have time to think about them, really, and I immediately wish I could call them back. Mason is Jude's ex, the boy she'd dated since freshman year, and they broke up last spring. Right before it all started with me and Jude. Since that first kiss, sitting on the floor of her room last month, we haven't mentioned Mason. It's been easy, since he's away at soccer camp or something for part of the summer, but sometimes I wonder how it'll be when he comes back. I've always liked Mason even if I *am* head over heels for his girlfriend, but there's no doubt things have been easier with me and Jude without him here.

Jude flops onto her back, studying the ceiling of the tent. "Weren't we kind of an us even when Mason was around?"

She rolls back onto her side to face me, and I feel my cheeks go hot again, because yeah, we were. There wasn't any of this kissing or other fun stuff, but she was definitely my favorite person to be around.

"Maybe," I acknowledge, and she grins before draping an arm over my waist.

Jude kisses me again, and thoughts about Mason, Scotland, and fancy schools with unicorn crests vanish in the warm summer air.

The girl isn't facing me, but I'd know that hair anywhere.
Jude.

Like all my angsting over her text conjured her up or something.

Except I'm pretty sure that if I'd magically made Jude appear, I *wouldn't* have also brought forth Mason Coleman.

And they for sure would not be kissing.

My heart is pounding so hard in my chest that it almost hurts, a dull roar in my ears.

They're kissing. Jude and Mason. Kissing. By the fountain because yay, cliché, I guess, and also kissing, kissing, Jude is kissing someone, and it's not me, and I am such an idiot. —YUP

← CHAOS
E
PROMIS-
CURITY

BOOK REVIEW: Her Royal Highness by Rachel Hawkins

Lee throws the socks back at me with a snort. "My dating life is fret-free at the moment. I have a date with Noah this Friday, *thankyouverymuch.*"

"Chicken Finger Place Guy?"

Lee wrinkles his nose. "Y'all have got to stop calling him that."

Laughing, I turn back to my packing. "Sorry, you called him that first, and now it's stuck. I look forward to you one day becoming Mr. Chicken Finger Place Guy."

"In any case, still worth a shot. And then," she adds, patting my hand, "we'll find you a cute local boy." She winks, long eyelashes fluttering. "Haven't you always wanted to learn what's under a Scotsman's kilt?" OK

"Lads are good, too," I tell her. "I am pro both lads and lasses in the general sense, but not interested in either at the moment. I came here for school, not romance."

"You can do both, you know." Flora again. She's leaning back against the booth, arms folded over her chest. "Last time I checked, Gregorstoun wasn't a nunnery."

So I just shrug. "Her name was Jude," I say, and Flora's gaze flicks over to me for a second before she goes back to studying the other patrons with that carefully schooled bored expression she's so good at.

"Oh, so when you do decide to get back out there, we need to find you a lass instead of a lad, understood." Saks is cheerful now, grinning MORE CHAOS

And then she props her head on her hand and says, "At the pub, before the whole unpleasantness, you mentioned liking girls and boys."

Oh, wow, apparently we're going to unpack everything personal about me tonight. Joy.

"Yeah," I say at last. "Equal opportunity dater."

"Bisexual," she replies, and my face flushes even as I laugh.

"To get technical, yes, bi. Anything else you want to know about me? Social security number? Embarrassing scars?"

She shrugs, still on her side facing me. "If we're stuck out here, I figure we might as well try to get to know each other. And me, too." MINORS READ THIS

BOOK REVIEW: Her Royal Highness by Rachel Hawkins

With the liking girls and boys. Well, not boys, actually. I mean"—she blows out a long breath—"I gave them a try, but it didn't take."

Okay, that has my attention.

Once again, I roll over to face her. "Didn't take?" I echo.

Flora traces a pattern on her jacket with one fingernail. "They're just very . . . boy, you know?"

I kind of do, and I nod.

"Do people know?" I ask her, and then, since that seems fairly personal, offer up, "My dad and stepmom do. Most of my friends, too. I thought it might be weird or hard to talk to them about it, but everyone was surprisingly cool."

"My family is not quite as cool," Flora says. "My brothers know, and they're fine with it. Papa would rather not acknowledge that any of his children are sexual creatures, and Mummy is pretending it's simply a phase and I'll eventually do my family duty. Marry some chinless duke with three hundred acres."

She flops over onto her back, one arm stretched out at her side, the other resting on her chest. "Have three or four royal bairns. Give them obnoxious names."

"What?"

Stepping closer, Flora murmurs, "Why is it dumb, Quint?"

And then . . . holy crap, she's kissing me.

Flora's hands are cold on my cheeks, or maybe it's just that my face is hot, but I can feel each of her fingertips on my skin, pressing in like a brand, and my own hands come up to catch her wrists. It shouldn't be a big surprise that Flora is such a stellar kisser, but my knees didn't get the message because they're trembling like I just did four laps around the school.

And underneath my fingers, I can feel the steady pulse of Flora's heartbeat, a reminder that I'm not the only one feeling shook here.

Smiling against her mouth, I pull back a little, and she grins at me, that real smile that probably shows too many teeth to be a Proper Princess Smile, but the one that is definitely my favorite.

SLOPPY
PROMOTES
PROMISCUITY

J
ABASE

OK

BOOK REVIEW: Her Royal Highness by Rachel Hawkins

Flora's hands are cold on my cheeks, or maybe it's just that my face is hot, but I can feel each of her fingertips on my skin, pressing in like a brand, and my own hands come up to catch her wrists. It shouldn't be a big surprise that Flora is such a stellar kisser, but my knees didn't get the message because they're trembling like I just did four laps around the school.

And underneath my fingers, I can feel the steady pulse of Flora's heartbeat, a reminder that I'm not the only one feeling shook here.

Smiling against her mouth, I pull back a little, and she grins at me, that real smile that probably shows too many teeth to be a Proper Princess Smile, but the one that is definitely my favorite.

Then it fades from her face, and a trio of wrinkles appears between her perfectly groomed eyebrows. "Oh god, is this too much?" she

breathes. "Is it too soon, do you need more time? I can give you more time, if you want. I just . . . I just felt like I had to kiss you, so I did." —

Pulling back even more, I raise my eyebrows at her. "Are you, Princess Flora Ghislaine Mary Baird, actually saying you might have rushed into something? Like, you're admitting that?"

NP
CONSENT?

Then, as we approach a rise in the path, she reaches out and grabs my hand, pulling me behind a rock formation to press a quick but heated kiss to my mouth, and yeah.

Maybe I haven't forgotten what this feels like, because I'm not sure I've ever felt *anything* like this.

Pulling back, she studies my face for a long moment, then runs her thumb over my lower lip, sending a shower of sparkles through my blood.

Then I lean in to kiss her, and this time, there's nothing quick about it. —

BOOK REVIEW: Her Royal Highness by Rachel Hawkins

But Flora is definitely not shy, kissing me back with her hand at the back of my head, and soon it's not so much kissing as it is making out, my paper and laptop and own name pretty much forgotten.

It's not just the kissing (although I like that a lot) but all of it.

The way Flora's fingers always dance over any piece of exposed skin, turning places I never thought of as all that sexy—the insides of my elbows, the spaces between my fingers, my forehead—into pulse points of want.

How her usually imperious "Quint" sounds so different when it's whispered against the damp skin of my neck.

Or how she makes *me* so different. Bolder and braver, quicker to touch her in all the places where she wants to touch me.

This is one of those times when I feel like I can't stop touching her, even with all our clothes on, and I probably would stay there wrapped up in her forever if my phone didn't suddenly chime.

"My best friend," I say, distracted as I mess with my hair. "How do people already know this stuff?"

Flora lifts one shoulder, heading back to my bed. "They always do," she says before settling back down with her laptop. "And honestly, I'm glad this time. Maybe now Mummy will understand that I'm gay, not 'going through a phase.'" OK

"I love you, Flora," I say, and even though there's a crowd around us, and bodyguards and other royals, it feels like it's just us. Like we're back in our room at Gregorstoun, or out on the moors under the stars. "And yes, sometimes you make me crazy, and we're definitely going to have to talk about the whole high-handed thing, but . . . it's worth it. You're worth it."

Flora laughs at that, the real kind that shows her teeth, and her hand is tight in mine.

"I'm sorry, too," she says. "I should've told you the truth about Tam, and I definitely shouldn't have paid your tuition without telling you, but . . ." She shrugs. "What can I say? I'm a mess."

"You're not," I immediately reply, then I rethink that. "Okay, you are, but you're kind and sweet and lovely, and did I mention the whole

BOOK REVIEW: *Her Royal Highness* by Rachel Hawkins

‘in love with you’ part? Because seriously. In love.”

“So I’m your sort of mess, then,” she says, and I reach into my pocket, pulling out the rose quartz.

“You are,” I tell her, pressing the rock into her palm. She looks at it for a long moment before lifting her head to meet my eyes.

“This is a very fine rock,” she says at last, her voice a little tight, and I grin back at her.

“You already have all the fancy jewelry in the world,” I say, “but I can keep you supplied with actual rocks. And read maps for you. And there’s a whole world of laundry out there you don’t even know about. Towels were just the beginning.”

“Well, how can a girl resist such an offer?” Flora says, tossing her hair a bit, and my heart feels so big in my chest, I’m surprised I don’t burst.

“Kiss her, lass!” a man shouts from the crowd, and Flora bursts into giggles, covering her mouth with one gloved hand even as tears sparkle in her eyes.

“Is he talking to me or you?” she asks, and I step forward, shaking my head.

“I don’t know,” I tell her, laying my palm against her cheek. “But it’s good advice, so I’m going to take it.”

And I do.

BOOK REVIEW: Her Royal Highness by Rachel Hawkins

PROFANITY COUNT (and other sensitive words) approximate

Bitch 1	G*d 39
Bitchiness 2	Bullsh*t
Jack*ss 1	Smart-arse 1
D*mn 2	Arse 3
P*ssed 4	Bollocks 8
*ss 2	D*mmit 2
Cigarette 3	Testicles 1
Christ 1	Bisexual 1
P*ssed 4	Unicorn (s) 6
Smart *ss	Bi 1
Sh*te	Gay 1

RED FLAGS

Sexual Content
Language
Drinking, Smoking
Grooming for bi-sexual, gay sexual interactions with multiple partners

CONCLUSION

Not appropriate literary content for K-12 schools

SERIOUS
LITERARY
VALUE?



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: BRYNCE FRIEDMAN
 Phone: [REDACTED]
 Physical Address: [REDACTED]
 City: [REDACTED]
 School: REVIEW 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: HOPE NATION
 Author: EDITED BY ROSE BROCK ISBN: 978-1-52474167-9

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

1. What is your interest or reason for this request? PROTECT CHILDREN!
2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO NO
If YES, please explain in Question 3.
3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.

CRT & WORSE
SEE ATTACHED

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

DAMAGED SOULS

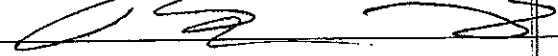
5. For what age group would you recommend this material? ADULT

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: _____

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

Signature of Complainant: 

Date: 1/9/2023

Please submit the completed form and any additional documentation to:

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

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 1/17/23 by AS

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: _____

NEW Challenge 005_Hope Nation edited by Rose Brock

[Racism; CRT; SEL; CSE; with lesser issues in that this book fosters rebellion of societal norms and anti-conservatism; anti-police sentiments]

Format = [last name of author of short story excerpt] p # and content/keyword - my comments follow

[Levithan] P18-19- "...turn things upside down instead of right side up." – I don't like where this is going but it's not disqualifying.

"..you see something that is not right..moral obligation..mission..mandate..do something." – That's how I feel about keeping this book away from minors! Naturally this author has other plans for our children. He wants an army of fragile and emotionally crippled social justice warriors that are detached from truth or facts.

"..necessary trouble.." – Antifa and Black Lives Matter caused riots and billions in damage and also murder. Was THAT necessary? Did black lives improve as a result? Nope!

"I have on my marching shoes." – Congressman Lewis' history of self-enrichment while black lives fail to improve, will never enter into this book. That's fine.

[Levithan] P22-23- "*Don't worry about where it ends up...*"- Interesting lesson. A life without consequences. How "progressive."

"Pink hats...full skin spectrum." – The pink hats are aligned with Communists [all of Communism's history is filled with blood] and Antifa [Anarchists] and BLM [race baiting extortionists] and the Palestinian terrorists aiming to destroy America and Israel. Author feels at home in this crowd. Do you?

Reference to RBG fails to mention she supported moving away from the Roe V Wade decision on behalf of State's rights. No reason for kids to know about that, right?

[Thomas] P61-"*FACT: It's okay to be afraid...*" – Sure, if you like to live in fear. Who says this? People that embrace a life of fear. Not my kind of people. Not the kind I want to raise.

"..young black woman..pain, anger and stress..because of our current political climate." – Tell us you are being treated worse now than your parents ever were. How about your grandparents or older relatives? Since Jussie Smollett is not in jail with Bubba Wallace or Tawana Brawley, I'd say you are mistaken. You want a life free of consequences. Maybe responsibility is what is scaring you?

"...our state flag, straight from the Confederacy." – Like all wars, our Civil War was fought for economic reasons. If you believe slavery is the basis of the Civil War, it's because your public schooling failed you. No reason to change a flag that honors its own history.

"lynching flag opponents" – If this is true, it's a dream come true for race baiting BLM imbeciles. Fine. Maybe it's true.

[Thomas] P62-63-"*religious freedom law...just a way...legally discriminate...LGBTQIA+...*" – Notice there's no "M" or "W" in there! Straight men and women are not welcome in the fantastic future desired by the LGBTQIA+ crowd. Seems that they are the ones discriminating.

"attempts to make sagging pants illegal"- The fact that this law was ever considered shows that many persons don't understand pants at all. Another fine reflection on our schools and culture.

"..before the election, I was trolled big-time by hate groups on Twitter because I simply asked people to stand up for diversity." – Well "hate groups" is as subjective to you as "diversity" is to me. Speech is only free if you can say or hear things that make others uncomfortable. School libraries should not be bastions of free speech but instead places our children may consistently thrive and benefit from. Reasonable limitations on what we give children to read will result in happier children. Teaching children that anyone in disagreement is a hateful troll will not make the world better.

(this author wrote *The Hate U Give*) "*The Hate U Give*...inspired by the Black Lives Matter movement..." – same BLM that's under investigation for massive fraud?

"...we have a systemic problem in this country..." – No we do not. We have your sense of victimhood, and we have you preaching it. We have LAWS to protect our children from learning to feel like victims. This is CRT!

[Thomas] P64-65-"Jackson (Mississippi)...racism...still a factor...half the hundreds of people were white...check my own biases" – If half the folks that came to get you to sign your book for them were white, then the racism is less of a factor than you've suggested.

(Solution to racism in NJ is for author to promote BLM) – No thank you. Name a black life improved by BLM?

[Thomas] P66-67- "If I say that something is racist, it doesn't help for you to tell me I'm just making it up...Listen. Learn. Grow." – Let me get this straight? If I challenge you ever, it makes me the problem? No sale! This author is entitled to TRY to sell this paradigm but IF CRT is a theory then it will hold up to scientific scrutiny like any other. CRT is being pushed as fact and supported with threats of being called names if you even question it at all. That's a religion, not a theory. No place for this nonsense in our schools!

(Author blames Trump without naming him and without evidence, for racism and bigotry) – She's not very good at this. Just like BLM and CRT, her work will not withstand any scrutiny.

[Lu] P82-83-(Regarding 1980's Red China) "Assimilation was the key to survival"-okay

(Here Communism is shown as a murderous regime) – I am surprised this is included in this text as it accurately tells of the sense of fear that Communists inspire.

[Forman] P130-131- "...as a white American, I had that privilege." – White privilege equals CRT! Stop pushing this diatribe!

"There have always been men who believe the righteousness of their ideals justifies no end of violence." – This would be a perfect time to discuss the billions of dollars of property damage caused by BLM and Antifa, but alas.

[London] P163- "gender roles were strictly established and rigidly enforced." – Where's the bad news?

"Most boys never strayed from the gender norms." – Again, no bad news here.

[London] P164-165- "...history of witchcraft..feminist perspective." – I am already alarmed that this will go far left in a heartbeat and surrender all logic.

"..they discussed accusations of witchcraft as the violent policing of coercive gender constructs." – The unfortunate parents that funded this rubbish and enrolled their kids here are partly to blame.

" 'screw' meaningless gender signifiers...deconstruct the gender binary." – Because Marxists hate the nuclear family and religion, and not because you are otherwise being oppressed. In war, people that are sacrificed as part of a bigger plan are called "pawns" and sometimes "cannon fodder." Not a good path for your kids either way.

"...our school's oppressive gendered culture." – Denying you the gender chaos you prefer is not oppression, it's order. If societal order is a threat to your paradigm, then your paradigm is also a threat to societal order. Teach our kids THAT!

"say screw you to the meaningless gender signifiers" – Penises and vaginas are not meaningless. Kids with sane parents know this early on. Where did we go wrong? Ask the ALA; this author; publisher; editor; promoters; purchasers; *our school board members; **Superintendent...

"None of them knew I was gay." – Okay, that's your business.

[London] P166-167- "gay guys were supposed to dress well" – that sounds like a trope or one of those oppressive things you rally against. Can't have it both ways. Right?

"She looked like a gender-bending James Bond." – Great example for our kids then, right?

"art fags" – Okay, not the worst pointless slur I've seen lately.

[London] P170-171- "...Ryan [a male] asked me [a male in a dress] to dance." – So, you're NOT suffering oppression and rigidly enforced gender roles, right?

"I truly believed that if I was outed [as a gay] – I would die." – Seems you were wrong, again. Yawn.

"part of me had a crush on him" – Yup, you're gay. Guess what? Nobody cares.

[Bryant] P176-177- "...he asked me [a black man] ...questions about ..being black." – Could you imagine a job interview like this today? There'd be lawsuits and feelings all over the place! Seems we are living in a more post-racial society today. To continue this progress may I suggest we stop teaching how different we are, and let people learn reading and writing and arithmetic. The Parents will thank you!

"I was used to being the only black person around." – Someone in this story seems preoccupied with race. Is it the white people that ignored this black man, or is it that he radiated some uncomfortableness with himself? We'll never know.

[Bryant] P178-179- "I don't mind black people, but I hate niggers." – Charming, our children need this because?

[Garber] P200-201- "In twelfth grade I got into Harvard." – Very nice. An immigrant Argentine American [woman] makes good.

"...whispering 'affirmative action' behind my back." – Well, Affirmative Action is inherently racist, so was this a factor at all? This author doesn't even know! Doesn't care. The more deserving kid with better scores might care. Talking about THAT is evidence of racism. CRT is a TRAP!

"pressure isn't real..only perceived."-So there is no story here?

"...some small-minded misguided people want us to believe." – Seems that what YOU the author perceived may be less real than your perceptions have taught you. Awful pointless story!

[Displaced cheery happy ending follows.] – I am left wondering how an author this bad ever "wrote a best-selling book series in her second language." Perhaps it was Affirmative Action again? Nope. Not this time.

[Ahdieh] 208-209- "...let those hateful people know..." – Not hateful but delayed, and angry. You are hateful as you can't see the difference. You are a victim of CRT.

"my younger brother and younger sister shared my fears." – And now to be fair, you're going to share your endless fears with the readers. No thank you.

[Another displaced quasi happy ending follows] – These are mostly all very poorly written stories. I think we should place some blame on the Editor.

[Stone] P228-229- "Oreo" – Racist trivialization – I now know this author's other awful divisive work [see Dear Martin and Dear Justyce] so I expect little value in what follows.

"senior year..when a girl..thought I was lying when I told her my ACT score because it was 2 points higher than hers." – She may have been shocked because your other aspects besides skin color and your writing style, may present you as intellectually inadequate.

"we got pulled over" – Two dark skinned persons got pulled over and nobody dies. Let's analyze how this anomaly happened? Never! CRT!

[Implied: Trump is racist – no evidence – there isn't any] – more wallowing in victimhood = CRT!

[Stone] P230-231-"..when I woke up on November 9, the brown of my skin was all I could see." – You might be stupid but brainwashed is more likely.

"..Davis..Lee..Jackson-three men so bent on keeping my ancestors enslaved."-Clearly this person never read any history that was accurate. Howard Zinn is not history. Victimhood is CRT!

"Travel bans and anti-immigration rallies" – *Travel bans from countries lacking infrastructure and evidence to prove the history of their citizens that aren't terrorists and *anti ILLEGAL immigration but whatever. I already know this author can't see the difference. He's not smart at all.

"desecrations of Jewish cemeteries"-By the far right? Nope. No matter. This author won't do any hard thinking.

"Confederate flag stickers." – You knocked down statues and got rid of The Dukes of Hazard and Uncle Ben and Aunt Jemima. Did black lives matter more before or after? Nope. Are you happy? Another nope.

"Make America Great Again" terrifies this author. He thinks it's hate speech. He's not smart.

[Stone] P234-235- "...present political and societal climate..." – More Trump fear based on evidence provided nowhere. Yawn. A story written for people inclined to live in fear. SEL will teach you emotional control, supposedly. Will it teach you to seek facts? I'm not sure how this author could escape his fear without any facts.

[Stone] P236-237- "I'm still African American...at this point..feels like a Big Deal."-Since this author walks around each day *feeling* his blackness rather than his shared humanity with his fellow man, he'll always *FEEL* like he does today. Feelings are not facts. Shame on his educators for letting this become his truth. I am certain that CRT and SEL will not alleviate his unthinking condition.

"...the need to keep resisting." – Resisting responsibility?

[Gregorio] P247- "...body image, gender-specific shame.." – If you have a penis, you are a male. There's no shame in admitting this scientific truth.

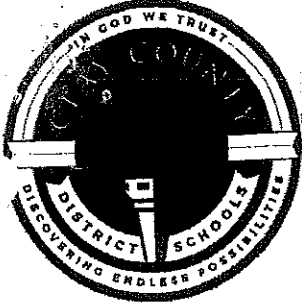
[Reynolds and Kiely] P259- An enclosed story to promote the prior awful book called All American Boys. I've challenged that book too. Such hateful divisive chaotic trash. "institutional systems of injustice" – FYI, if you see such words anywhere, that's CRT!

[Reynolds and Kiely] P262-263- "...young white people..strength of humility." – You and all should respect humility, but in this case, humility is a prerequisite for ally-ship. Being an ally for the BLM movement is working out well for whom?

"legacy of racial injustice." – By design, the legacy of Affirmative Action is a legacy of racial injustice too. Talking about this is racist, right? Welcome to CRT. A theory that will not hold up to any scrutiny whatsoever.

(White guilt and white shame) – I'm white and I am not sorry or ashamed. Does that make me a racist? Of course it does. More CRT rubbish.

[Reynolds and Kiely] P264- "SNCC [the Student Nonviolent Coordinating Committee]" Back in the Sixties, just like 2020-2021, many nonviolent rallies ended in riots and bloodshed. Let's do better. Stop teaching CRT!



~~TO BROSKIE BY HAND~~
TO BROSKIE BY HAND
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: RONCE FRIEDMAN
Phone: [REDACTED]
Physical Address: [REDACTED]
City: [REDACTED]
School: ALDREY Grade Level: HS Subject: [REDACTED]

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: HOW TO BE AN ANTI RACIST
Author: IBRAM X KENDI ISBN: 978-0-525-50928-8

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 = RACISM

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:

1/21/2023

Please submit the completed form and any additional documentation to:

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

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date _____ by _____

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: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

LIBRARY EXPOSED

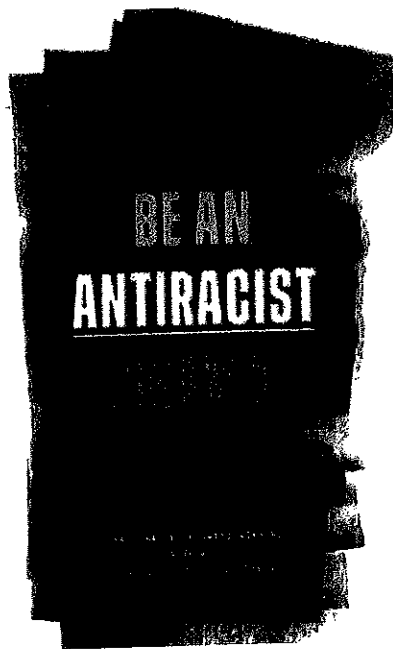
Library Exposed uncovers library books in the Rockwood School District that contain content related to sexuality, gender identity, race, and other sensitive topics. Parents can use this blog as a guide to learn more about books accessible to their children and to determine whether a book is age appropriate.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

BOOKS

CHALLENGES

CONTACT

How to be an Antiracist



How to be an Antiracist by Ibram X. Kendi

Antiracism is a transformative concept that reorients and reenergizes the conversation about racism—and, even more fundamentally, points us toward liberating new ways of thinking about ourselves and each other. At its core, racism is a powerful system that creates false hierarchies of human value; its warped logic extends beyond race, from the way we regard people of different ethnicities or skin colors to the way we treat people of different sexes,

LIBRARY EXPOSED

visionary possibilities—that will help readers see all forms of racism clearly, understand their poisonous consequences, and work to oppose them in our systems and in ourselves.

Kendi weaves an electrifying combination of ethics, history, law, and science with his own personal story of awakening to antiracism. This is an essential work for anyone who wants to go beyond the awareness of racism to the next step: contributing to the formation of a just and equitable society. (Description from Amazon)

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

- Selvidge MS
- Rockwood Valley MS
- Eureka HS
- Lafayette HS
- Marquette HS
- Rockwood Summit HS

LIBRARY EXPOSED

normal. When racist ideas resound, denials that those ideas are racist typically follow. When racist policies resound, denials that those policies are racist also follow.

Denial is the heartbeat of racism, beating across ideologies, races, and nations. It is beating within us. Many of us who strongly call out Trump's racist ideas will strongly deny our own. How often do we become reflexively defensive when someone calls something we've done or said racist? How many of us would agree with this statement: "Racist isn't a descriptive word. It's a pejorative word. It is the equivalent of saying, 'I don't like you.'" These are actually the words of White supremacist Richard Spencer, who, like Trump, identifies as "not racist." How many of us who despise the Trumps and White supremacists of the world

What's the problem with being "not racist"? It is a claim that signifies neutrality: "I am not a racist, but neither am I aggressively against racism." But there is no neutrality in the racism struggle. The opposite of "racist" isn't "not racist." It is "anti-racist." What's the difference? One endorses either the idea of a racial hierarchy as a racist, or racial equality as an antiracist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an anti-racist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in-between safe space of "not racist." The claim of "not racist" neutrality is a mask for racism. This may seem harsh, but it's important

claim, which is to return the word "racist" itself back to its proper usage. "Racist" is not—as Richard Spencer argues—a pejorative. It is not the worst word in the English language; it is not the equivalent of a slur. It is descriptive, and the only way to undo racism is to consistently identify and describe it—and then dismantle it. The attempt to turn this usefully descriptive term into an almost unusable slur is, of course, designed to do the opposite: to freeze us into inaction.

BS = CRT

LIBRARY EXPOSED

antiracist Ken Ham, the co-author of *One Race One Blood*, asked in an op-ed in 2017. "For one, point out the common ground of both evolutionists and creationists: the mapping of the human genome concluded that there is only one race, the human race."

Singular-race makers push for the end of categorizing and identifying by race. They wag their fingers at people like me identifying as Black—but the unfortunate truth is that their well-meaning post-racial strategy makes no sense in our racist world. Race is a mirage but one that humanity has organized itself around in very real ways. Imagining away the existence of races in a racist world is as conserving and harmful as imagining away classes in a capitalistic world—it allows the ruling races and classes

Assimilationists believe in the post-racial myth that talking about race constitutes racism, or that if we stop identifying by race, then racism will miraculously go away. They fail to realize that if we stop using racial categories, then we will not be able to identify racial inequity. If we cannot identify racial inequity, then we will not be able to identify racist policies. If we cannot identify racist policies, then we cannot challenge racist policies. If we cannot challenge racist policies, then racist power's final solution will be achieved: a world of inequity none of us can see, let alone resist. Terminating racial categories is potentially the last, not the first, step in the antiracist struggle.

Assimilationist sees one biological human race. But there is another way of looking, through the lens of biological antiracism. To be antiracist is to recognize the reality of biological equality, that skin color is as meaningless to our underlying humanity as the clothes we wear over that skin. To be antiracist is to recognize there is no such thing as White blood or Black diseases or natural Latin athleticism. To be antiracist is to also recognize the living, breathing reality of this racial mirage, which makes our skin colors more meaningful than our individuality. To be antiracist is to focus on

NO, TALKING ABOUT OPPRESSORS & OPPRESSED IS IN CONFLICT WITH TEACHING PEOPLE (CHILDREN) TO VALVE EACH OTHER DUE TO CHARACTER

YOU ARE THE RACIST

LIBRARY EXPOSED

Brennan Steve Bannon in 2018. We then assimilated through

assimilated immigrants. And it was good for America." A year later, as attorney general, Sessions began carrying out the Trump administration's anti-Latinx, anti-Arab, and anti-Black immigrant policies geared toward making America White again. "We should have more people from places like Turkey," Trump told immigrants in 2018. There were already enough people of color like me, apparently.

THE CURRENT ADMINISTRATION'S throwback to early-twentieth-century immigration policies—built on racist ideas of what constitutes an American—were meant to roll back the years of immigration that saw America dramatically diversify, including new diversity within its Black population, which now included Africans and West Indians in addition to the descendants of American slaves. But regardless of where they came from, they were all racialized as Black.

The fact is, all ethnic groups, once they fall under the gaze and power of race makers, become racialized. I am a descendant of American slaves. My ethnic group is African American. My race, as an African American, is Black. Kenyans are racialized as a Black ethnic group, while Italians are White, Japanese are Asian, Syrians are Middle Eastern, Puerto Ricans are Latinx, and Choctaws are Native American. The racializing serves the core mandate of racism to create hierarchies of value.

Across history, racist power has produced racist ideas about the racialized ethnic groups in its colonial sphere and ranked them across the globe and within their own nations. The history of the United States offers a parade of intra-racial ethnic power relationships: Anglo-Saxons discriminating against Irish Catholics and Jews; Cuban immigrants being privileged over Mexican immigrants; the model-minority construction that includes East Asians and excludes Muslims from South Asia. It's a history that began

→ MORE BS
BLATANTLY
PARTISAN
&
RACIST

LIBRARY EXPOSED

He did not have his pistol that day. Or maybe he did. Smurf motioned to his boys and stood up. He walked a few feet and stood over the Indian teen, his back to me, his head turned to face his boys.

"What the fuck!"

He pointed his finger, gun-like, at the seated teen's head. "Look at this motherfucker!"

OK

IN 1993, A bipartisan group of White legislators introduced the Violent Crime Control and Law Enforcement Act. They were thinking about Smurf—and me. The Congressional Black Caucus was also thinking about Smurf and me. They asked for \$2 billion more in the act for drug treatment and \$3 billion more for violence-prevention programs. When Republicans called those items "welfare for criminals" and demanded they be scaled back for their votes, Democratic leaders caved. Twenty-six of the thirty-eight voting members of the Congressional Black Caucus caved, too. After all, the bill reflected their fear for my Black body—and of it. The policy decision reflected their dueling consciousness—and their practical desire to not lose the prevention funding entirely in a rewrite of the bill. On top of its new prisons, capital offenses, minimum sentences, federal three-strike laws, police officers, and police weaponry, the law made me eligible, when I turned thirteen in 1995, to be tried as an adult. "Never again should Washington put politics and party above law and order," President Bill Clinton said upon signing the bipartisan, biracial bill on September 13, 1994.

"YO, NIGGA, RUN that Walkman," Smurf said rather gently. The kid did not look up, still captivated by the beat coming from his headphones. Smurf punch-tapped him on the shoulder. "Yo, nigga, run that Walkman," he shouted.

LIBRARY EXPOSED

you always fucking with people, Smurf? What the fuck is wrong with you?" But my fear caged me. I remained seated and quiet.

Smurf looming over him and the loudness of the music made him raise his voice. I shook my head but without shaking my head. I remained still.

CLINTON DEMOCRATS THOUGHT they had won the political turf war to own crime as an issue—to war on the Black body for votes. But it took little time for racist Americans to complain that even the most expensive crime bill in human history was not enough to stop the beast, the devil, the gun, Smurf, me. Around Thanksgiving in 1995, Princeton political scientist John J. DiIulio Jr. warned of the "coming of the super-predators," especially young bodies like mine in "Black inner-city neighborhoods." DiIulio later said he regretted using the term. But DiIulio never had to internalize this racist idea and look at his own body in fear. He never had to deal with being hunted. My friends at John Bowne did. I did. In 1996, I turned fourteen. A super-predator was growing in me, in Smurf, they said. I believed what I heard.

"Most inner-city children grow up surrounded by teenagers and adults who are themselves deviant, delinquent or criminal," DiIulio wrote. Watch out. "A new generation of street criminals is upon us—the youngest, biggest and baddest generation any society has ever known," he warned. My band of "juvenile super-predators" were "radically impulsive, brutally remorseless youngsters, including ever more preteenage boys, who murder, assault, rape, rob, burglarize, deal deadly drugs, join gun-toting gangs and create serious communal disorders." We, the young Black super-predators, were apparently being raised with an unprecedented inclination toward violence—in a nation that presumably did not raise White slaveholders, lynchers, mass incarcerators, police officers, corporate officials, venture capitalists, financiers, drunk drivers, and war hawks to be violent.

LIBRARY EXPOSED

Sometimes pass for White and may yet be accepted into White-ness so that White people can maintain majorities in countries like the United States, where demographic trends threaten to relegate them to minority status. Some reformers project Light people

BS

post-racial future.

Colorism is a collection of racist policies that cause inequities between Light people and Dark people, and these inequities are substantiated by racist ideas about Light and Dark people. Colorism, like all forms of racism, rationalizes inequities with racist ideas, claiming the inequities between Dark people and Light people are not due to racist policy but are based in what is wrong or right with each group of people. Colorist ideas are also assimilationist ideas, encouraging assimilation into—or transformation into something close to—the White body.

To be an antiracist is to focus on color lines as much as racial lines, knowing that color lines are especially harmful for Dark people. When the gains of a multicolored race disproportionately flow to Light people and the losses disproportionately flow to Dark people, inequities between the races mirror inequities within the races. But because inequities between the races overshadow inequities within the races, Dark people often fail to see colorism as they regularly experience it. Therefore, Dark people rarely protest policies that benefit Light people, a “skin color paradox,” as termed by political scientists Jennifer L. Hochschild and Veda Weaver.

Anti-Dark colorism follows the logic of behavioral racism, linking behavior to color, studies show. White children attribute positivity to lighter skin and negativity to Dark skin, a colorism that grows stronger as they get older. White people usually favor lighter-skinned politicians over darker-skinned ones. Dark African Americans are disproportionately at risk of hypertension. Dark African American students receive significantly lower GPAs than Light students. Maybe because racist Americans have higher expectations for Light students, people tend to remember

LIBRARY EXPOSED

ories.

Anti-Black racist ideas covered my freshman eyes like my orange contacts when I first moved into Gibbs Hall at FAMU. When you entered the lobby, to the right you'd see a busy, tired-looking office. If you took a slight left, you'd find yourself walking down the hallway to my dorm room; a sharper left would take you to the television room, where our dorm's cluster of basketball fans regularly lost bitter arguments to the army of football fans over television rights.

There were no arguments on, or games on, in the television room on the evening of November 7, 2000. We still had our game faces on, though. Rookie voters, we were watching the election results unfold, hoping that our votes would help keep the brother of Florida's governor out of the White House. Black Flo-

tion programs earlier in the year. We had voted to save the rest of America from the racist Bushes.

polls closed, and before long we saw Al Gore's winning face flash on the screen. Game over. We rejoiced. I joined a joyful exodus out of the television room. We marched to our dorm rooms like fans streaming from the stadium when the Marching 100's halftime show ended. The people had come to see what the people had come to see.

The next morning, I awoke to learn that George W. Bush somehow held a narrow lead in Florida of 1,784 votes. Too close to call, and Jeb Bush's appointees were overseeing the recount.

The unfairness of it all crashed on me that November. My anti-Black racist ideas were no consolation. I walked out of my dorm room that morning into a world of anguish. In the weeks that followed, I heard and overheard, read and reread, angry, tearful, first- and secondhand stories of FAMU students and their families back home not being able to vote. Complaints from Black citizens who'd registered but never received their registra-

TBS

of 18.

...the most direct line of influence between racist power (racist policymakers) and White people. For decades, racist power contributed to stagnating wages, destroying unions, deregulating banks and corporations, and steering funding for schools into prison and military budgets, policies that have often drawn a backlash from some White people. White economic inequality, for instance, soared to the point that the so-called "99 percenters" occupied Wall Street in 2011, and Vermont senator Bernie Sanders ran a popular presidential campaign against the "billionaire class" in 2016.

Of course, ordinary White people benefit from racist policies, though not nearly as much as racist power and not nearly as much as they could from an equitable society, one where the average White voter could have as much power as superrich White men so to decide elections and shape policy. Where their kids' business-class schools could resemble the first-class prep schools of today's superrich. Where high-quality universal healthcare could save millions of White lives. Where they could no longer face the ironies of racism that attack them: sexism, ethnocentrism, homophobia, and exploitation.

Racist power, hoarding wealth and resources, has the most to lose in the building of an equitable society. As we've learned, racist power produces racist policies out of self-interest and then

Traci
BS

LIBRARY EXPOSED

To be antiracist is to never mistake the global march of White supremacy for the global march of White people. To be antiracist is to never mistake the antiracist hate of White racism for the racist hate of White people. To be antiracist is to never conflate racist

and racist non-Whites. To be antiracist is to see ordinary White people as the frequent victimizers of people of color and the frequent victims of racist power. Donald Trump's economic policies are geared toward enriching White male power—but at the expense of most of his White male followers along with the rest

WE GET IT.
LOVE NOT
A FAN OF
- 0 -

LIBRARY EXPOSED

suppress the resistance to policies that are detrimental to White people, by convincing average White people that inequity is rooted in "personal failure" and is unrelated to policies. Racist power manipulates ordinary White people into resisting equalizing policies by drilling them on what they are losing with equalizing policies and how those equalizing policies are anti-White. In 2017, most White people identified anti-White discrimination as a serious problem. "If you apply for a job, they seem to give the Blacks the first crack at it," said sixty-eight-year-old Tim Hershman of Ohio to an NPR reporter. African Americans are getting unfair handouts, "and it's been getting worse for Whites," Hershman said. Hershman was complaining of losing a promotion to a Black finalist, even though it was actually another White person who got the job.

Claims of anti-White racism in response to antiracism are as old as civil rights. When Congress passed the (first) Civil Rights Act of 1866, it made Black people citizens of the United States, stipulated their civil rights, and stated that state law could not "deprive a person of any of these rights on the basis of race." President Andrew Johnson reframed this antiracist bill as a "bill made to operate in favor of the colored against the white race." Racist Americans a century later framed supporters of affirmative action as "hard-core racists of reverse discrimination," to quote former U.S. solicitor general Robert Bork in *The Wall Street Journal* in 1978. When Alicia Garza typed "Black Lives Matter" on Facebook in 2013 and when that love letter crested into a movement in 2015, former New York City mayor Rudy Giuliani

White racists do not want to define racial hierarchy or policies that yield racial inequities as racist. To do so would be to define their ideas and policies as racist. Instead, they define policies not rigged for White people as racist. Ideas not centering White lives are racist. Beleaguered White racists who can't imagine their lives not being the focus of any movement respond to "Black Lives Matter" with "All Lives Matter." Embattled police officers

TEACHING
RACISM
IS NOT
ANTI-RACISM

LIBRARY EXPOSED

Dealing each day with these ground troops shelling out racist abuse, it is hard for people of color not to hate ordinary White people. Anti-White racist ideas are usually a reflexive reaction to White racism. Anti-White racism is indeed the hate that hate produced, attractive to the victims of White racism.

And yet racist power thrives on anti-White racist ideas—more hatred only makes their power greater. When Black people recoil from White racism and concentrate their hatred on everyday White people, as I did freshman year in college, they are not fighting racist power or racist policymakers. In losing focus on racist power, they fail to challenge anti-Black racist policies, which means those policies are more likely to flourish. Going after White people instead of racist power prolongs the policies harming Black life. In the end, anti-White racist ideas, in taking some or all of the focus off racist power, become anti-Black. In the end, hating White people becomes hating Black people.

IN THE END, hating Black people becomes hating White people. On October 15, 2013, workers unveiled a twelve-by-twenty-four-foot sign near a major roadway in Harrison, Arkansas, known in those parts as Klan territory. The same sign showed up on billboards overlooking major roadways from Alabama to Oregon. Passing drivers saw bold black letters against a yellow background: ANTI-RACIST IS A CODE WORD FOR ANTI-WHITE.

Robert Whitaker, who ran for vice president of the United States in 2016 on the American Freedom Party's ticket, popularized this declaration in a 2006 piece called "The Mantra." This mantra has become scripture to the self-identified "swarm" of White supremacists who hate people of color and Jews and fear the "ongoing program of genocide against my race, the white race," as Whitaker claimed.

History tells a different story. Contrary to "the mantra," White

— YAWN

LIBRARY EXPOSED

I wanted to stand up and point and yell, "Who the fuck do you think you are?" I would have cut off his answer: "Clearly you don't think you are a nigger! What makes them niggers and you not a nigger? Am I one of 'them niggers'?" My air quotes struck the air over his head.

He separated himself from "them niggers," racialized them, looked down on them. He directed his disdain not toward the police officers who racially profiled him, who mistreated him, but to "them niggers."

WILL THIS PROMOTE HARMONY?

NO ONE POPULARIZED this racial construct of "them niggers" quite like comedian Chris Rock in his 1996 HBO special, *Bring the Pain*. Rock began the show on an antiracist note, mocking reactions among White people to the O. J. Simpson verdict. He then turned to talk about Black people and "our own personal civil war." He picked a side: "I love Black people, but I hate niggers." It was a familiar refrain for me—my own dueling consciousness had often settled on the same formula, adding after the 2000 election: "I love Black people, but I hate niggers and White people."

While hip-hop artists recast "nigga" as an endearing term, "nigger" remained a derisive term outside and inside Black mouths. Rock helped Black people remake the racial group "niggers" and assigned qualities to this group, as all race makers have done. "Niggers" always stop Black people from having a good time, Rock said. Niggers are too loud. Niggers are always talking, demanding credit for taking care of their kids and staying out of prison. "The worst thing about niggers is that they love to not know," Rock teased. "Books are like Kryptonite to a nigger." He rejected the antiracist claim that "the media has distorted our image to make us look bad." Forget that! It was niggers' fault. When he'd go to get money, he wasn't "looking over my shoulders for the media. I'm looking for niggers."

LIBRARY EXPOSED

In 2003, as I sat in the Black editor's office, 53 percent of Black people were surveyed as saying that something other than racism mostly explained why Black people had worse jobs, income, and housing than Whites, up from 48 percent a decade earlier. Only 40 percent of Black respondents described racism as the source of these inequities in 2003. By 2013, in the middle of Obama's presidency, only 37 percent of Black people were pointing to "mostly racism" as the cause of racial inequities. A whopping 60 percent of Black people had joined with the 83 percent of White people that year who found explanations other than racism to explain persisting racial inequities. The internalizing of

Black minds were awakened to the ongoing reality of racism by the series of televised police killings and flimsy exonerations that followed the Obama election, the movement for Black Lives, and the eventual racist ascendancy of Donald Trump. By 2017,

racism is the main reason Blacks can't get ahead (compared to 35 percent of Whites and 45 percent of Latinx). But even then, about a third of Black people still expressed the racist position that struggling Blacks are mostly responsible for their own condition, compared to 54 percent of Whites, 48 percent of Latinx, and 75 percent of Republicans.

Clearly, a large percentage of Black people hold anti-Black racist ideas. But I still wanted to believe Stewart's "them niggers" comment was abnormal. The truth is, though, Stewart had put up a mirror. I had to face it. I hated what I saw. He was saying what I had been thinking for years. He had the courage to say it. I hated him for that.

How was his criticism of Black people different than my criticism of Black people when we blamed them for their own votes being stolen or accused them of lethargy and self-sabotage? How was our criticism of Black people any different from the anti-Black criticism of White racists? I learned in that office that day

LAWN

LIBRARY EXPOSED

power to roll back mass incarceration, or his Black national security adviser had no power. The truth is: Black people can be racist because Black people do have power, even if limited.

Note that I say *limited* Black power rather than no power. White power controls the United States. But not absolutely. Absolute power necessitates complete control over all levels of power. All policies. All policy managers. All minds. Ironically, the only way that White power can gain full control is by convincing us that White people already have all the power. If we accept the idea that we have no power, we are falling under the sort of mind control that will, in fact, rob us of any power to resist. As Black History Month father Carter G. Woodson once wrote: "When you control a man's thinking you do not have to worry about his actions. You do not have to tell him not to stand here or go yonder. He will find his 'proper place' and will stay in it."

Racist ideas are constantly produced to cage the power of people to resist. Racist ideas make Black people believe White people have all the power, elevating them to gods. And so Black segregationists lash out at these all-powerful gods as fallen devils as I did in college, while Black assimilationists worship their all-powerful White angels, strive to become them, to curry their favor, reproducing their racist ideas and defending their racist

PARTISAN?
MUCH?

Aside from Justice Clarence Thomas's murderous gang of anti-Black judgments over the years, perhaps the most egregious Black on Black racist crime in recent American history decided the 2004 presidential election. George W. Bush narrowly won reelection.

Black Secretary of State, Ken Blackwell, who operated simultaneously as Bush's Ohio campaign co-chair.

Blackwell directed county boards to limit voters' access to provisional ballots that ensured that anyone improperly purged from voting rolls could cast their ballot. He ordered voter registration forms accepted only on expensive eighty-pound stock paper, a sly technique to exclude newly registered voters.

LIBRARY EXPOSED

Under Blackwell's supervision, county boards were falsely telling former prisoners they could not vote. County boards allocated fewer voting machines to heavily Democratic cities. Black Ohio voters on average waited fifty-two minutes to vote, thirty-four minutes longer than White voters, according to one post-election study. Long lines caused 3 percent of Ohio voters to leave before voting, meaning approximately 174,000 potential votes walked away, larger than Bush's 118,000 margin of victory. "Blackwell made Katherine Harris look like a cupcake," Representative John Conyers said after investigating Ohio's voter suppression, referring to the Florida secretary of state who certified Bush as winner of the election in 2000. But according to the theory that Black people can't be racist because they lack power, Blackwell didn't have the power to suppress Black votes. Remember, we are all either racists or antiracists. How can Florida's Katherine Harris be a racist in 2000 and Blackwell be an antiracist in 2004?

After unsuccessfully running for Ohio governor in 2006 and chairman of the Republican National Committee in 2009, Black-

tion Integrity in May 2017. The commission had clearly been set up, although Trump would never admit it, to find new ways to suppress the voting power of Trump's opponents, especially the Democratic Party's most loyal voters: Black people. Clearly, even thirteen years later, Trump officials had not forgotten Blackwell's state-of-the-art racist work suppressing Black votes for Bush's re-election.

BS

criminals like Blackwell get away with their racism. Black people call them Uncle Toms, sellouts, Oreos, puppets—everything but the right thing: racist. Black people need to do more than revoke their "Black card," as we call it. We need to paste the racist card to their foreheads for all the world to see.

The saying "Black people can't be racist" reproduces the false duality of racist and not-racist promoted by White racists to deny their racism. It merges Black people with White Trump voters

LIBRARY EXPOSED

racist views and support their racist policies while being identified as not-racist, no matter what they say or do. By this theory, Black people can hate them niggers, value Light people over Dark people, support anti-Latinx immigration policies, defend the anti-Native team mascots, back bans against Middle Eastern Muslims; and still escape charges of racism. By this theory, Latinx, Asians, and Natives can fear unknown Black bodies, support mass-incarcerating policies, and still escape charges of racism. By this theory, I can look upon White people as devils and aliens and still escape charges of racism.

LATINX
= CRT TOO
NOPE!

can take an accurate accounting of the racial ideas and policies we support. For the better part of my life I held both racist and anti-racist ideas, supported both racist and antiracist policies; I've been antiracist one moment, racist in many more moments. To say Black people can't be racist is to say all Black people are being antiracist at all times. My own story tells me that is not true. History agrees.

THE RECORDED HISTORY of Black racism begins in 1526 in *Description de l'Afrique* (*Description of Africa*), authored by a Moroccan Moor who was kidnapped after he visited sub-Saharan Africa. His enslavers presented him to Pope Leo X, who converted him to Christianity, freed him, and renamed him Leo Africanus. *Description of Africa* was translated into multiple European languages and emerged as the most influential book of anti-Black racist ideas in the sixteenth century, when the British, French, and Dutch were diving into slave trading. "Negroes . . . lead a beastly kind of life, being utterly destitute of the use of reason, of dexterities of wit, and of all arts," Africanus wrote. "They so live have themselves, as if they had continually lived in a Forest among wild beasts." Africanus may have made up his travels to sub-Saharan Africa to secure favor from the Italian court. Englishman Richard Ligon may have made up the stories in 1659.

LIBRARY EXPOSED

the West. The wealth extraction continues today via foreign companies that own or control key natural resources in the global South, taken through force with the threat of "economic sanctions" or granted by "elected" politicians. Racial capitalism makes countries like the Democratic Republic of the Congo one of the poorest countries in the world belowground and one of the poorest

MARXIST TRASH

To love capitalism is to end up loving racism. To love racism is to end up loving capitalism. The conjoined twins are two sides of the same destructive body. The idea that capitalism is merely free markets, competition, free trade, supplying and demanding, and private ownership of the means of production operating for a profit is as whimsical and ahistorical as the White-supremacist idea that calling something racist is the primary form of racism. Popular definitions of capitalism, like popular racist ideas, do not live in historical or material reality. Capitalism is essentially racist; racism is essentially capitalist. They were birthed together from the same unnatural causes, and they shall one day die together from unnatural causes. Or racial capitalism will live into another epoch of theft and rapacious inequity, especially if activists naively fight the conjoined twins independently, as if they are not the same.

MY PARENTS WERE worried. I felt alive when I moved into this Black neighborhood. I felt I needed to live around Black people in order to study and uplift Black people. Not just any Black people: poor Black people. I considered poor Blacks to be the truest and most authentic representatives of Black people. I made urban poverty an entryway into the supposedly crime-riddled and impoverished house of authentic Blackness.

For Lerone Bennett Jr., the longtime executive editor of *Ebony* magazine, my identifying of poverty, hustling, criminality, sex, and gambling in the urban world as the most authentic Black

LIBRARY EXPOSED

weak and racist notions of White women as the idealized woman intersect to produce the gender-racist idea that the pinnacle of womanhood is the weak White woman. This is the gender racism that caused millions of men and women to hate the strong White woman running for president in 2016, Hillary Clinton. Or to give another example, the opposite of the gender racism of the unvirtuous hypersexual Black woman is the virtuous asexual White woman, a racial construct that has constrained and controlled the White woman's sexuality (as it nakedly tainted the Black woman's sexuality as un-rape-able). White-male interest in lynching Black-male rapists of White women was as much about controlling the sexuality of White women as it was about controlling the sexuality of Black men. Racist White patriarchs were re-creating the slave era all over again, making it illicit for White women to cohabit with Black men at the same time as racist White (and Black) men were raping Black women. And the slave

crises of the sexually assaulted. Gender racism is behind the thinking that when one defends White male abusers like Trump and Brett Kavanaugh one is defending White people; when one de-

defending Black people.

Male resistance to Black feminism and intersectional theory has been similarly self-destructive, preventing resisters from understanding our specific oppression. The intersection of racism and sexism, in some cases, oppresses men of color. Black men reinforce oppressive tropes by reinforcing certain sexist ideas. For example, sexist notions of "real men" as strong and racist notions of Black men as not really men intersect to produce the gender racism of the weak Black man, inferior to the pinnacle of manhood, the strong White man.

Sexist notions of men as more naturally dangerous than women (since women are considered naturally fragile, in need of protection) and racist notions of Black people as more dangerous than White people intersect to produce the gender racism of the

UNSERIOUS

LIBRARY EXPOSED

On homosexuality, *Studies in the Physiology of Sex* (1897), he wrote about "the question of sex—with the racial questions that rest on it." He regarded homosexuality as a congenital physiological abnormality, just as he regarded criminality at the time. Ellis adored the father of criminology, Italian physician Cesare Lombroso, who claimed criminals are born, not bred, and that people of color are by nature criminals. In 1890, Ellis published a popular summary of Lombroso's writings.

Ellis spent many years defending against the criminalization of White homosexuality. Following racist scholars, Ellis used comparative anatomy of women's bodies to evidence the biological differences between the sexualities. "As regards the sexual organs of the female," Ellis wrote, "the most striking difference is found in inverted women than of inverted men."

At the time, racist physicians were contrasting the "bound together" clitoris of "Aryan American women" that "goes with higher civilization" and the "free" clitoris "in negresses" that goes with "highly domesticated animals." Homophobic physicians were supposing that "inverted lesbians 'will in practically every instance disclose an abnormally prominent clitoris,'" wrote New York City prison doctor Perry M. Lichtenstein. Racist ideas suggesting Black people are more hypersexual than White people and homophobic ideas suggesting queer people are more hypersexual than heterosexuals intersect to produce the queer racism of the most hypersexual race-sexuality: the Black queer. Their imagined biological stamp: the abnormally prominent clitoris, which "is particularly so in colored women," Lichtenstein added.

WECKEA WAS MY best friend at Temple. We were both brown-skinned with locs and hailed from prideful HBCUs. I usually befriended laid-back and calm people like him. He usually befriended daring and silly people like me. We were both curious by nature, but Weckea was as inquisitive a person as I had ever met. He wanted to know everything and damn near did.



LIBRARY EXPOSED

...he was a few years older than me, and it did not take long for me to look up to him intellectually, in the way I looked up to Kaila and Yaba.

We arrived at Temple in the same cohort—Weckea, myself, and another student, Raena. We banded together.

On a rare day when Raena and I ate lunch together without Weckea, the two of us sat outside, near campus, probably delighting in the warm arrival of spring, probably in 2006. We both had food before us. First gossip and small talk and then, out of nowhere: "You know Weckea is gay, right." She barely looked up at me as she said it. Her eyes focused as she gobbled food.

"No, I didn't know that," I said, my voice breaking.

"Well, it's not a big deal he didn't tell you, right?"

"Right." I looked away. Cars honked. People strolled by. An ambulance was coming. For me?

I glanced back at Raena, her chin tucked, eating. Wondering why she'd told me this. I did not see a friendly face of concern as I twitched in my chair. I saw a blankness, if not a face of satisfaction. Was she trying to break up my friendship with Weckea?

Neither of us had much to say after that. Mission accomplished on her part. Weckea's homosexuality made sense, as I thought about it. He had never spoken about dating a woman. When I asked, he deflected. I'd chalked it up to his extreme privacy. He would describe women as pretty or not so pretty but never in a sexual manner, which I chalked up to his conservatism.

I thought about Black gay men running around having unprotected sex all the time. But Weckea did not seem sex-crazed or reckless. I thought about this hypersexuality and recklessness causing so many Black gay men to contract HIV. I thought wrong. Black gay men are less likely to have condomless sex than White gay men. They are less likely to use drugs like poppers or crystal methamphetamine during sex, which heighten the risk of HIV infections.

EVIDENCE = No
FOOTNOTES = No

LIBRARY EXPOSED

- Invent or find antiracist policy that can eliminate racial inequity.*
- Figure out who or what group has the power to institute antiracist policy.*
- Disseminate and educate about the uncovered racist policy and anti-racist policy correctives.*
- Work with sympathetic antiracist policymakers to institute the anti-racist policy.*
- Deploy antiracist power to compel or drive from power the unsympathetic racist policymakers in order to institute the antiracist policy.*
- Monitor closely to ensure the antiracist policy reduces and eliminates racial inequity.*
- When policies fail, do not blame the people. Start over and seek out new and more effective antiracist treatments until they work.*
- Monitor closely to prevent new racist policies from being instituted.*

On the September night I unveiled the vision of the Antiracism Center before my peers at American University, racist terror unveiled its vision, too. After my presentation, during my late-night class, an unidentified, middle-aged, hefty White male, dressed in construction gear, posted copies of Confederate flags with cotton balls inside several buildings. He posted them on the bulletin boards outside my classroom. The timing did not seem coincidental. I ignored my fears and pressed on during the final months of 2017. This wasn't the only thing I put out of my mind. I also ignored my weight loss and pressed on. It became annoying

still feel like I needed to go minutes later. But I felt I had more important matters to worry about. After all, White nationalists were running and terrorizing the United States and their power was spreading across the Western world.

was bedridden. The throwing up started and stopped after the weekend. The bloody diarrhea did not. It all became worse. By Christmas, things had become acute. I obliged when Sadiqa urged me to get myself checked out.

PATMETIC

Subscribe to this blog.



Race Racial Slur

Powered by Blogger

Copyright 2022 Library Exposed. All Rights Reserved.

LIBRARY EXPOSED

Get new posts by email:

Enter your email

Subscribe

Pages

- Books
- Challenges
- Contact
- Contact your School Librarian
- Home
- How to Challenge a Book
- How to Search for a Book in your School Library
- How to use Destiny Discover
- Library Books Sorted by School
- Rockwood In the News

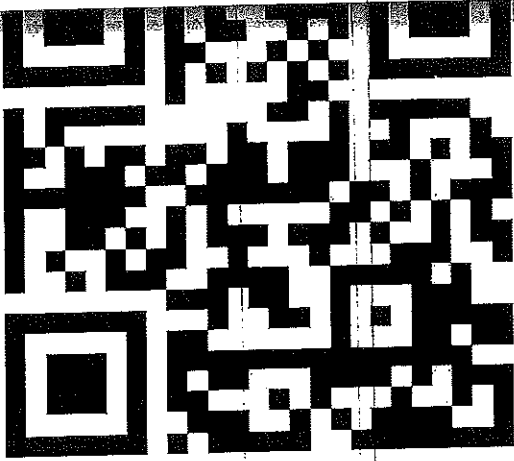
Labels



- Anti-LGBT Slur (12)
- Drugs/Alcohol (24)
- Gender Identity (27) Profanity (28)
- Race (13) Racial Slur (11)
- Sex (50) Sexuality (10)
- Social Justice (13) Violence (25)



LIBRARY EXPOSED





HAND DELIVERED
CLAY COUNTY DISTRICT SCHOOLS

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

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

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: PRINCE FRIEDMAN

Phone: [REDACTED]

Physical Address: [REDACTED]

City: [REDACTED]

State: FL

School: MIDVIEW HS...

Grade Level: HS...

Subject: VARIES

Check as applicable:

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

Type of Instructional Material:

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

Title: HUDA FAIRE YOU

Author: HUDA FAHMY

ISBN: 978-0-593-32430-1

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
THIS BOOK IS IN VERY POOR TASTE - NOT JUST THE TITLE
WHITE PEOPLE SHOWN AS RACIST AND INSENSITIVE
CULTURALLY RESPONSIVE TRAINING IS STILL CRT
CRT IS RACIST

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]
2/27/2023

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 13

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

Date Committee convened: _____

Committee: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

"THIS IS THE BOOK, THE ONE I'VE BEEN WAITING FOR MY ENTIRE LIFE."
—S. K. Ali, award-winning author of SAINTS AND MISFITS

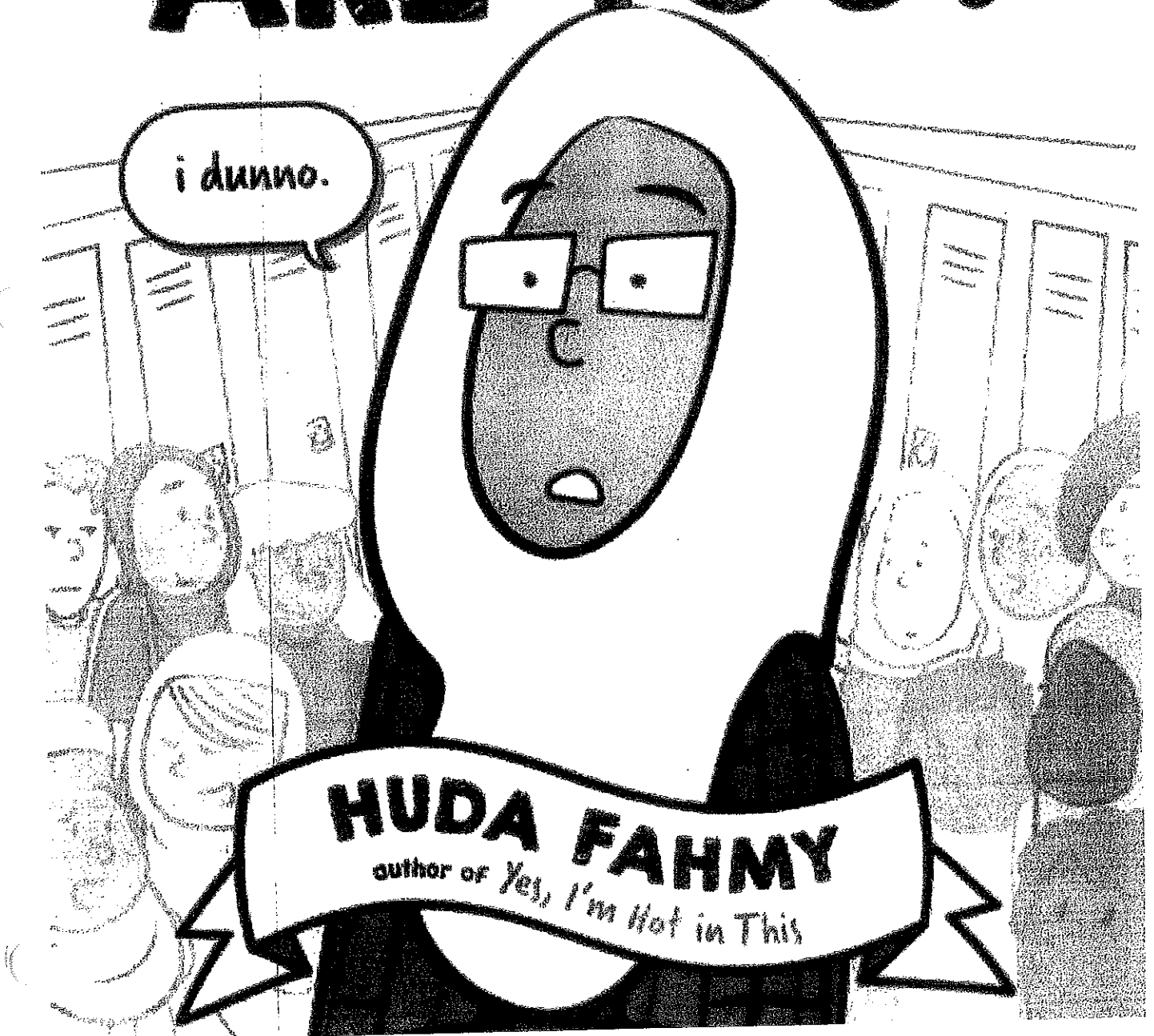
HUDA F ARE YOU?

CATCHY!
TITLE!

i dunno.

HUDA FAHMY

author of *Yes, I'm Not in This*

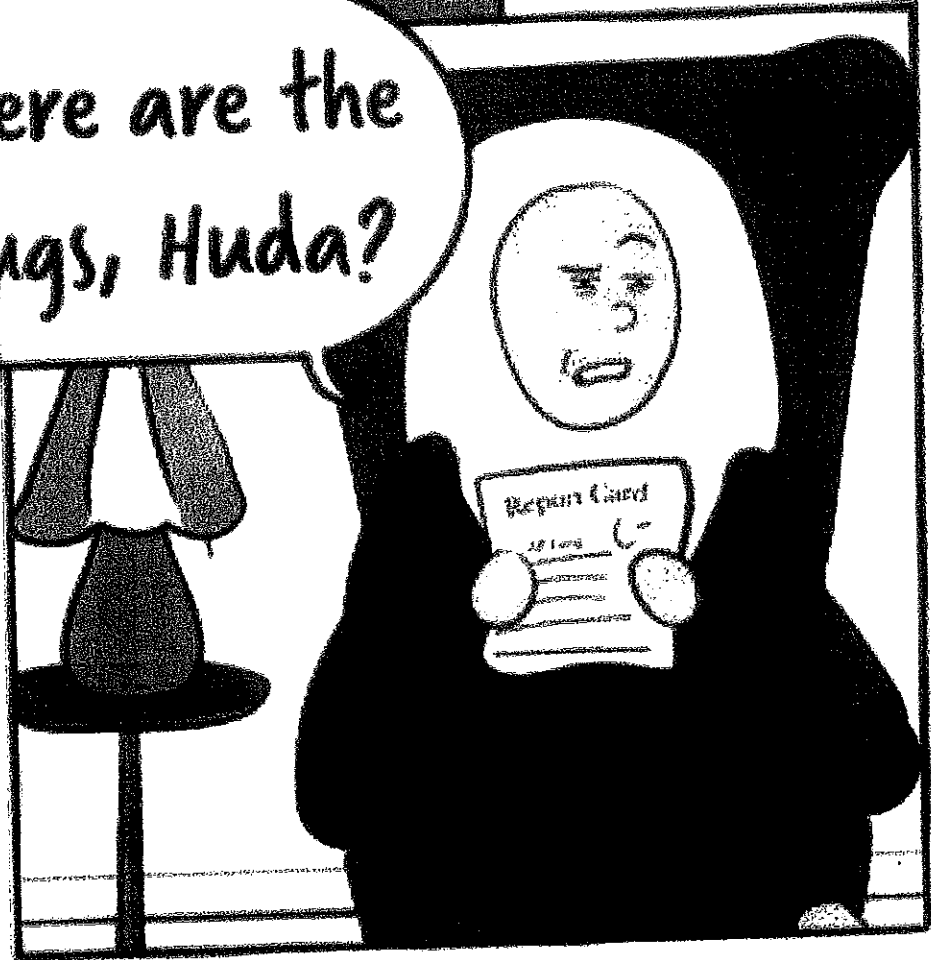




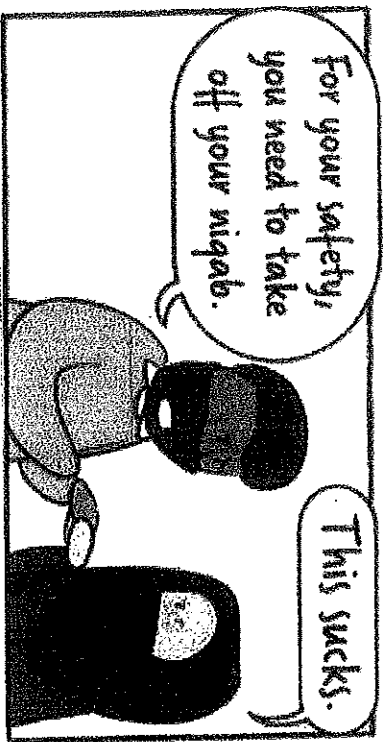
MOM.
"TEASES" THAT
DANGS & BAD
GRADES ARE
CONNECTED -
SHE DOES THIS
THREE TIMES IN
THIS SHORT BOOK -

OK-ISH
FOR HIGH
SCHOOLS

Where are the
drugs, Huda?

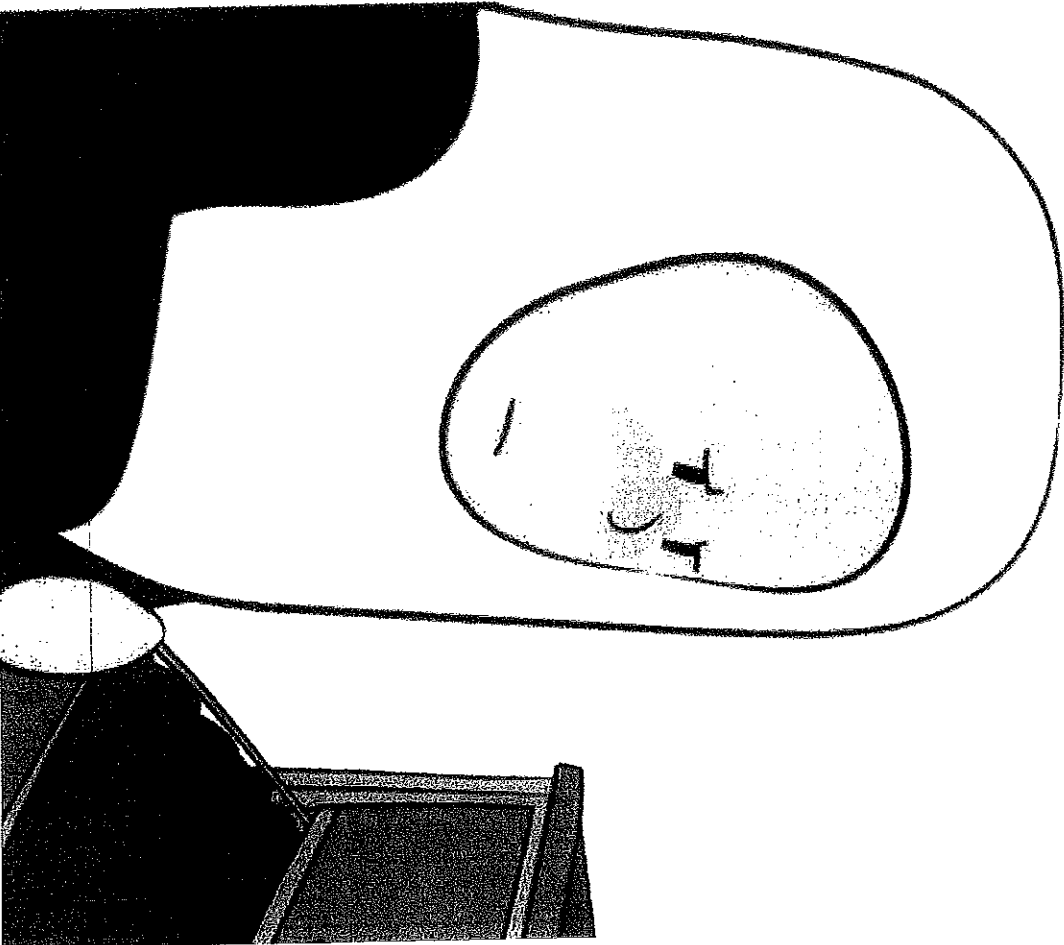


She had a hard time adjusting



ISAD WHITE MAN

I don't think it's something she's ever forgotten

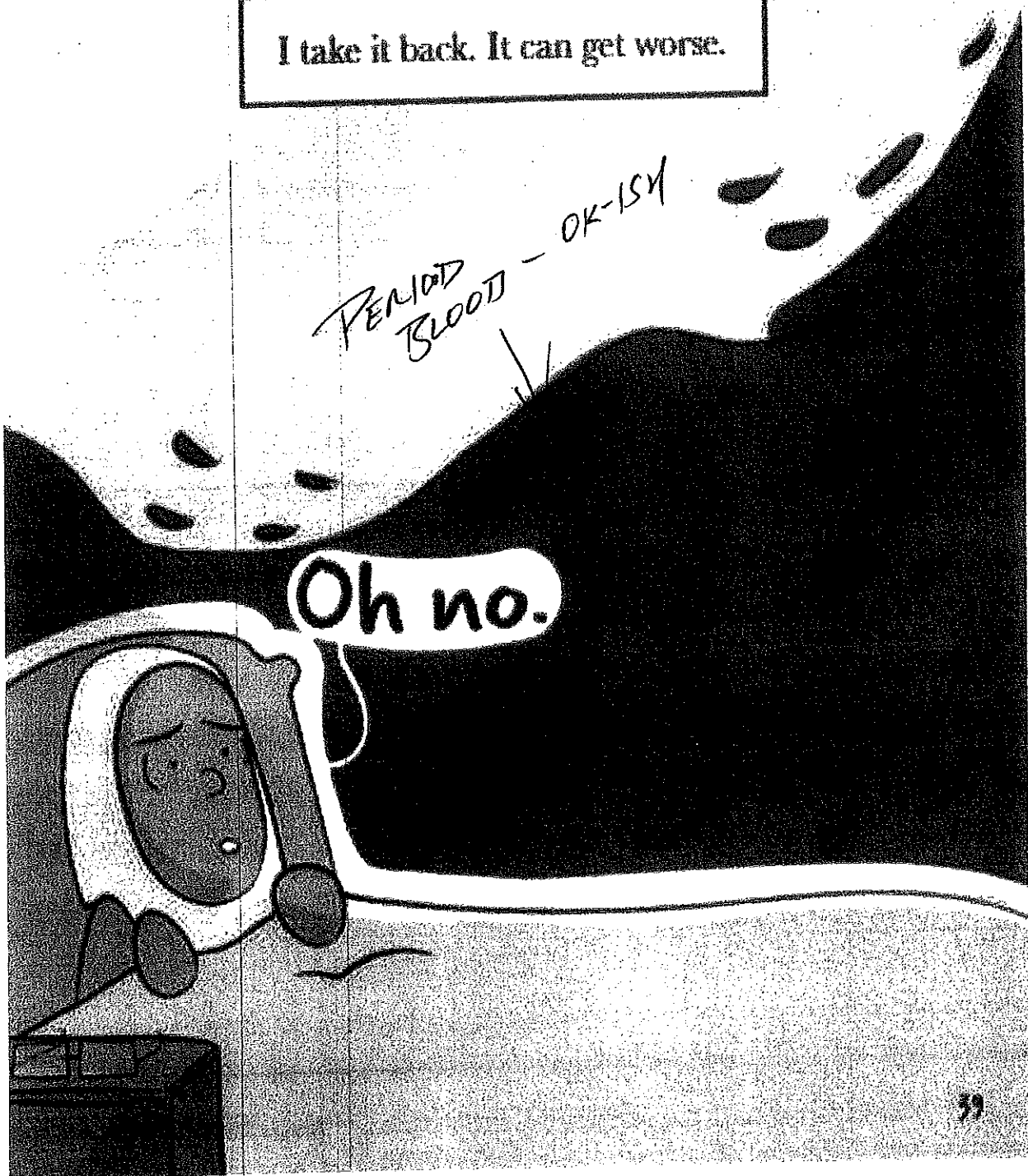


Later that night

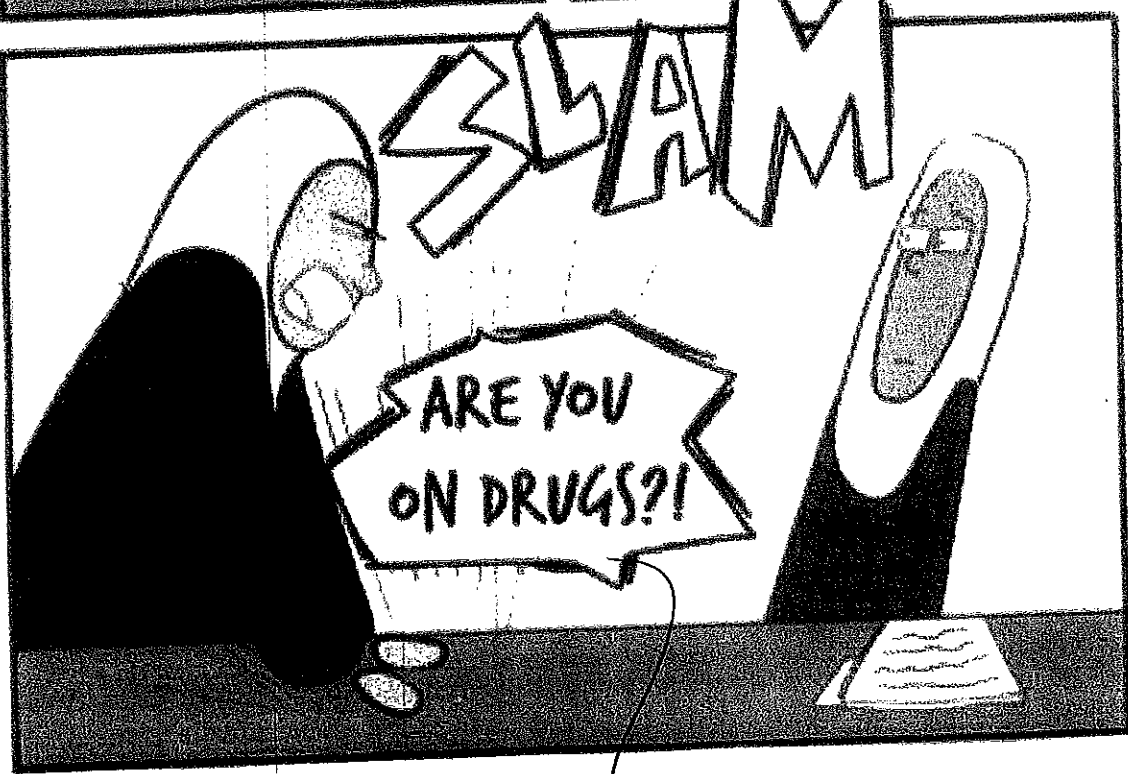
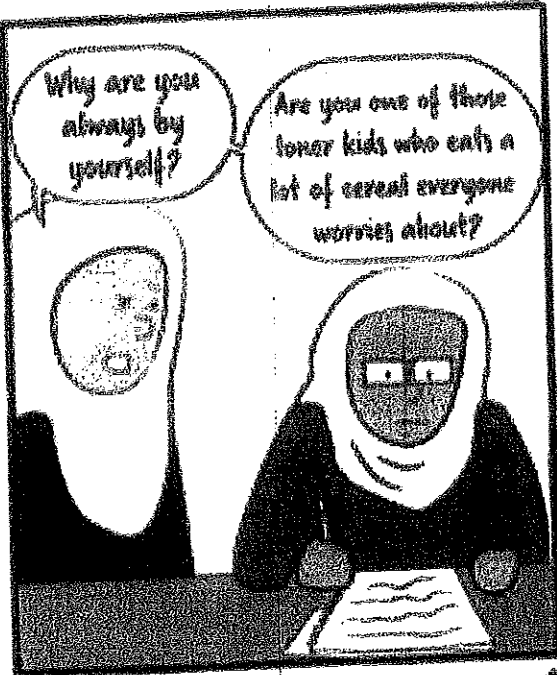
I take it back. It can get worse.

PERIOD BLOOD - OK-ISH

Oh no.

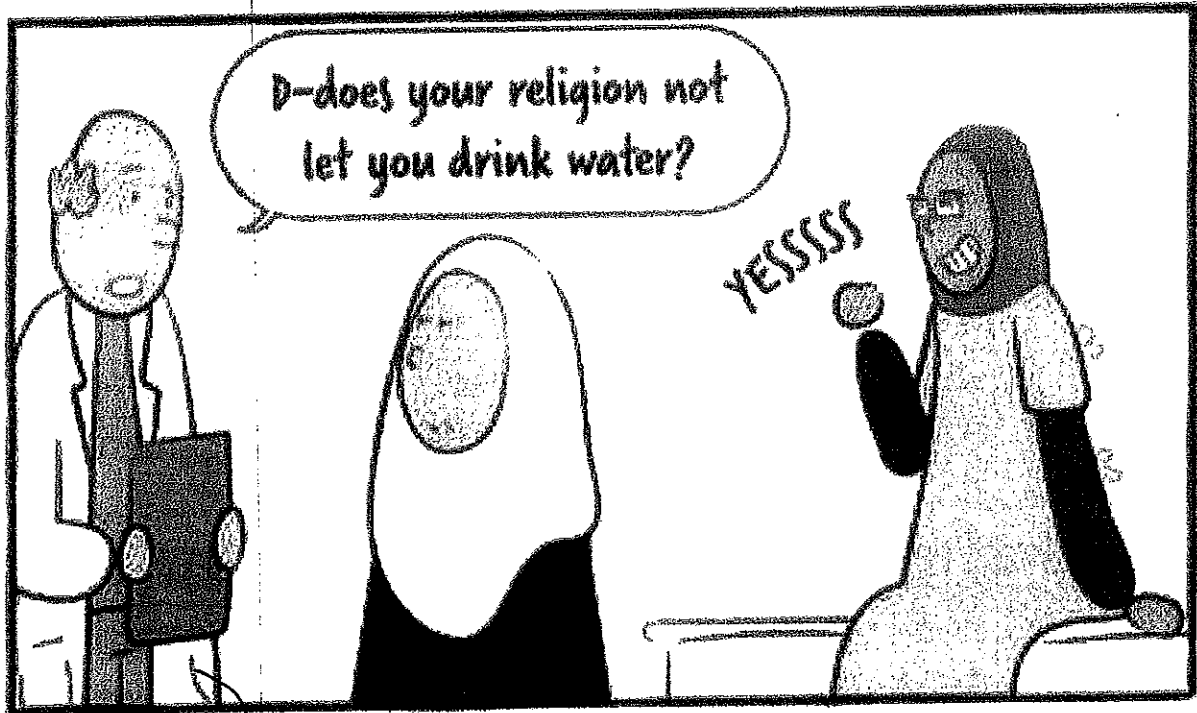
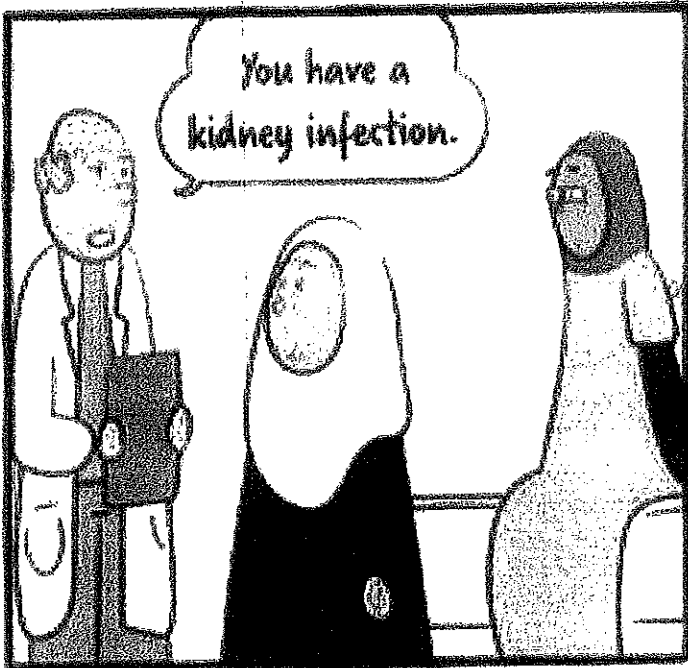


Except of course it's never easy-peasy.



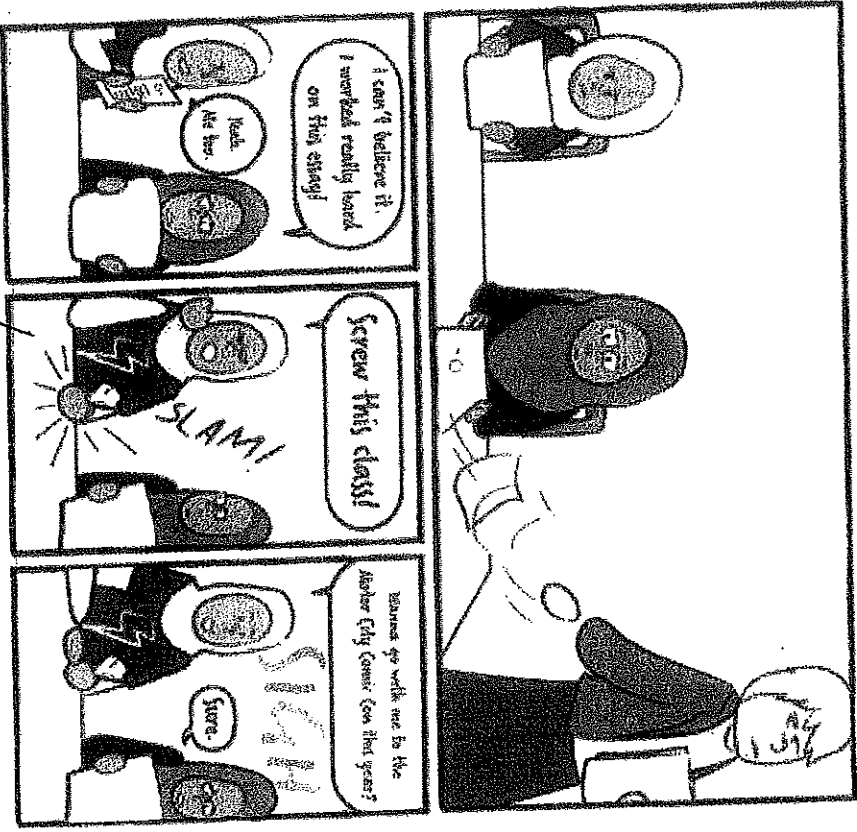
NOT TRIVIAL
NOT FUNNY

One Week Later



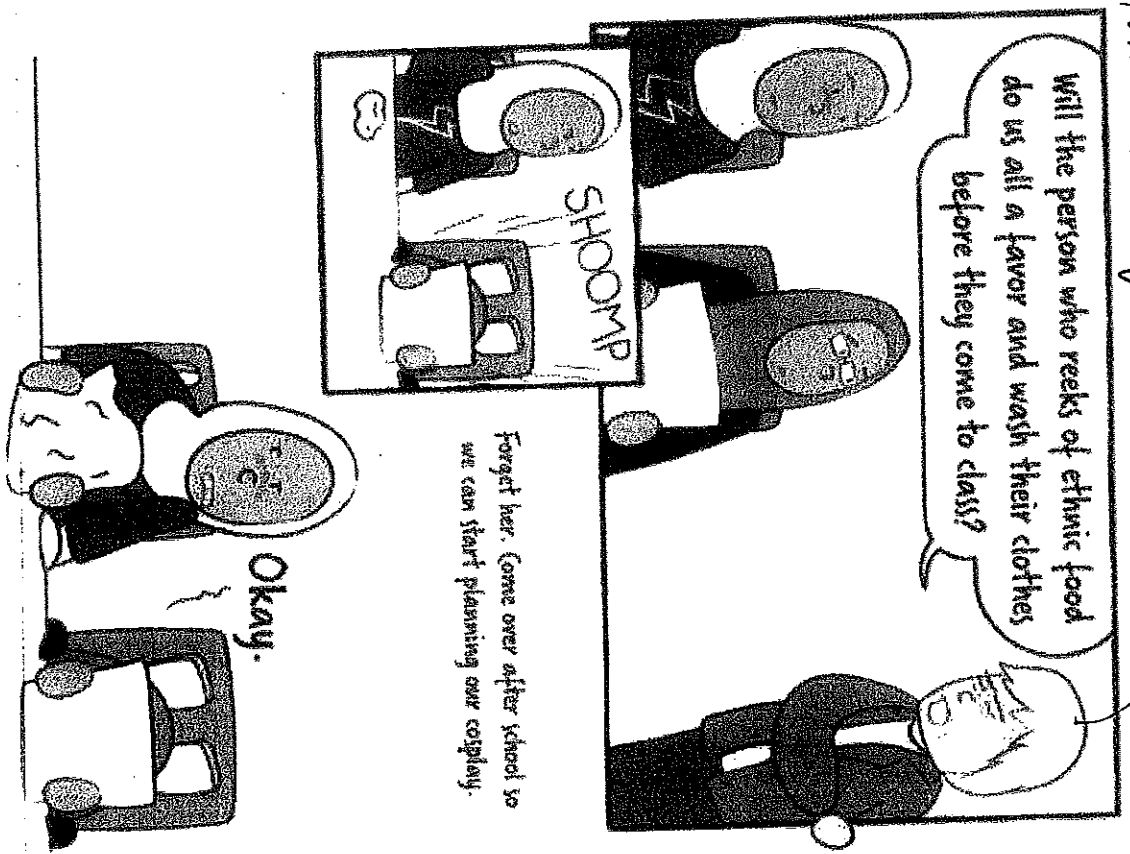
ANOTHER BAD WHITE MAN

Then there's Nabz. We're the only two freshmen who tested into AP Lang. We also happen to be next-door neighbors. She loves cosplay, Star Trek, and mail-in rebates.

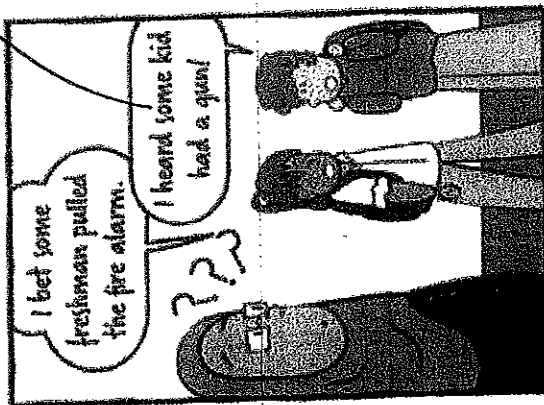
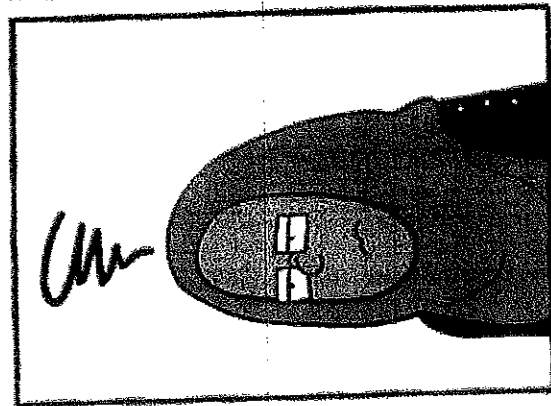


PROGRAM - OK

ANOTHER TRAD WHITE



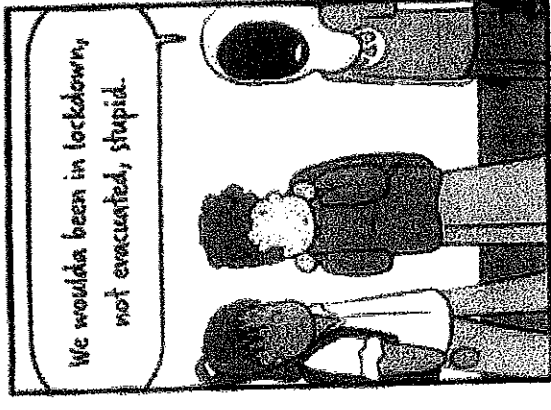
TRIAL



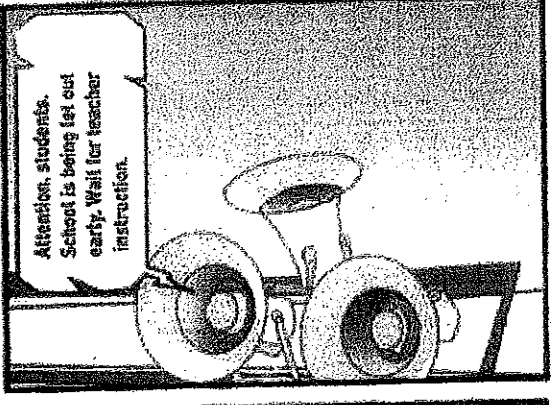
I bet some freshman pulled the fire alarm.

I heard some kid had a gun!

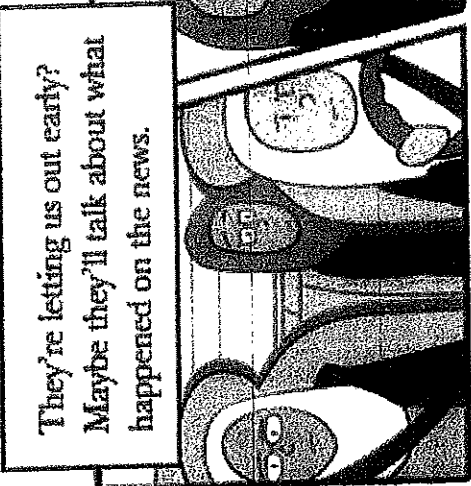
???



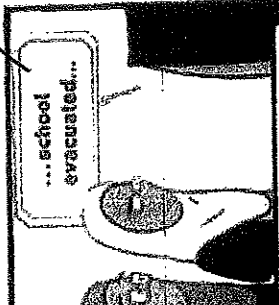
We wouldn't have been in lockdown, not evacuated, stupid.



Attention students. School is being let out early. Wait for teacher instruction.

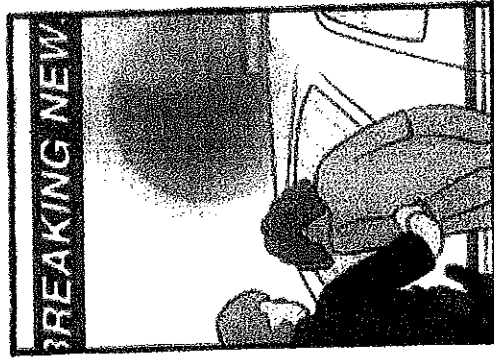


They're letting us out early? Maybe they'll talk about what happened on the news.



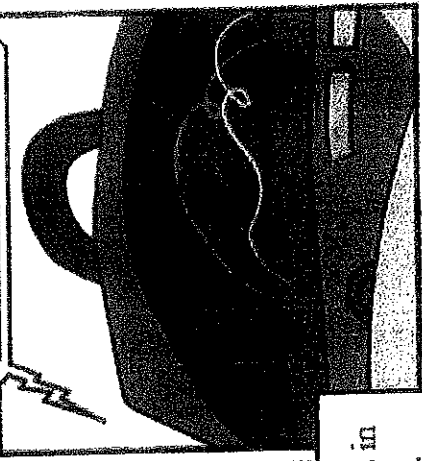
... school evacuated...

Oh, wow. It's on every channel.



BREAKING NEWS

Officers found what looks to be an incendiary device in the bag of Omar Sheikh...



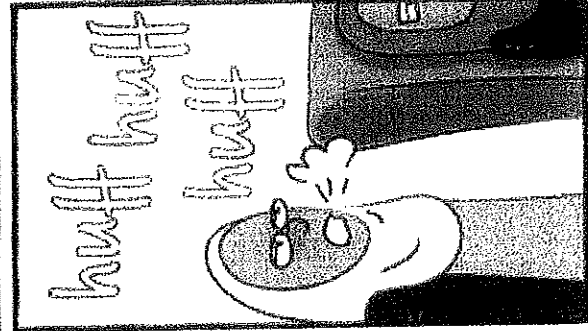
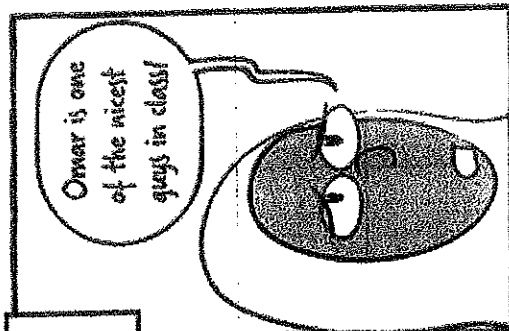
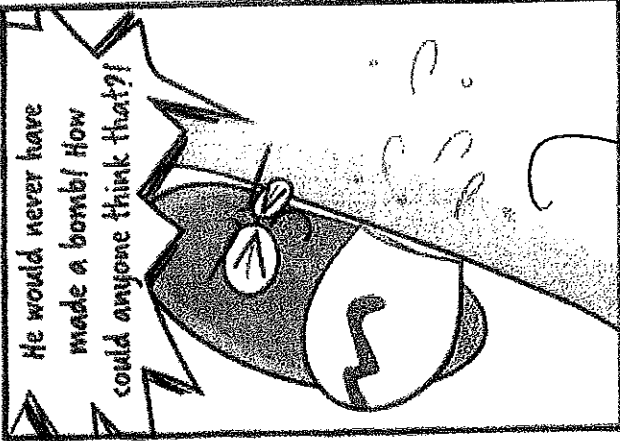
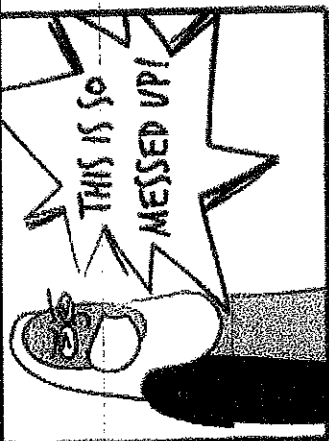
Hey, I think that kid's in one of Dená's classes.



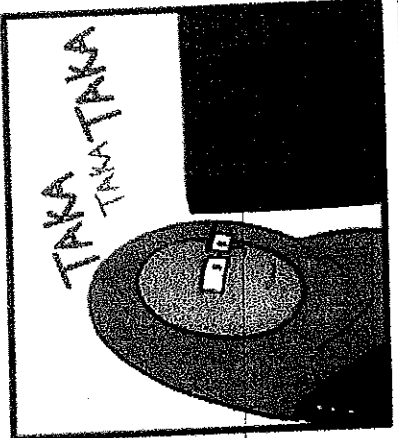
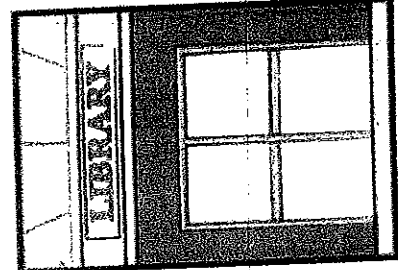
WITH A NAME AS DIGNIFIED AS

MUSLIM BOY SEEMS
 MAKING A BLATANTLY
 SUSPICIOUS DEVICE

Dena's really pissed. I don't think I've ever seen her this mad.



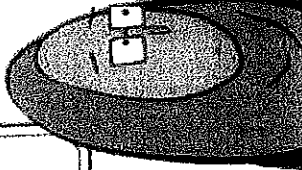
ACTUAL NEWS STORY ITEM "DANGEROUSLY LOOKING BOYS" - "DANGEROUSLY LOOKING BOYS"



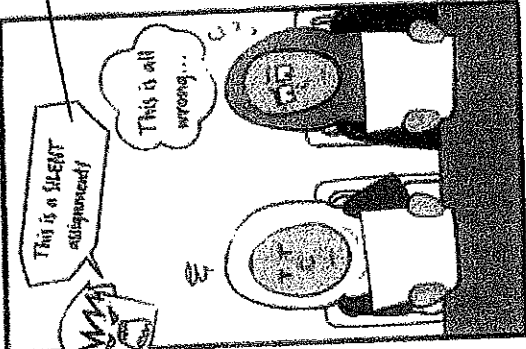
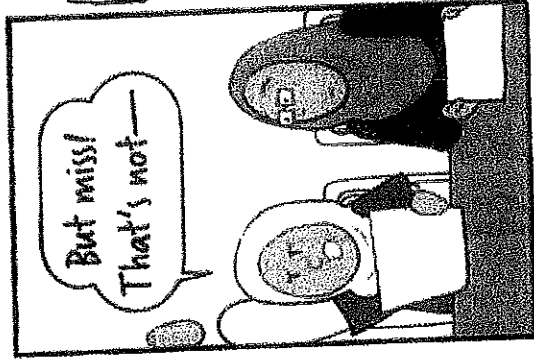
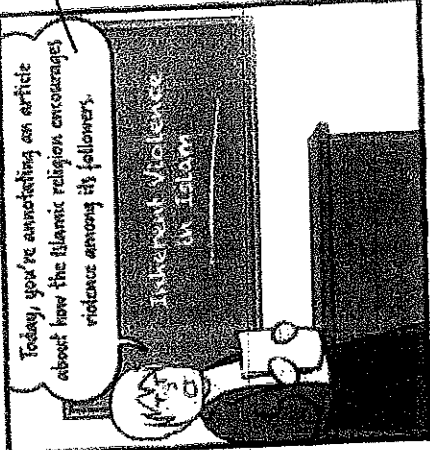
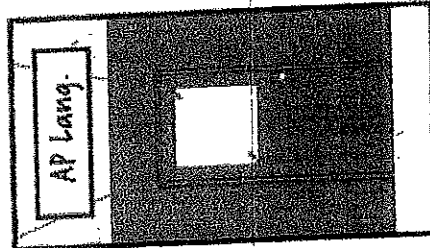
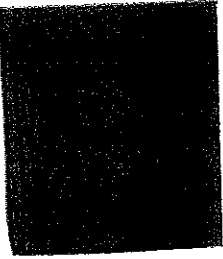
Go gl
do i hate myself

- Signs of Internalized Self-Hate**
1. Constantly critical of self
 2. Self-doubt
 3. Unable to stand one's own body or personality
 4. Tend to feel undervalued
 5. Sabotage relationships

When anxiety or self-hatred is strong, it can cause a person to feel great self-doubt, which often leads to second-guessing and self-questioning.



oop



BAD WHITE LADY

VERY BAD WHITE LADY

Even if that means making a few more mistakes along the way.

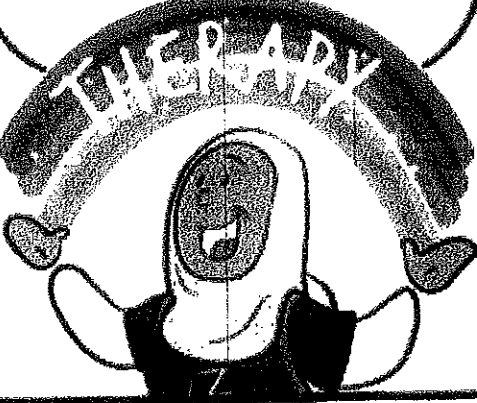
A few? More like a ton!

But don't worry. Mistakes are good.

They'll make you stronger and bring you one step closer to figuring out who you wanna be.

And when did you get so wise?

It's this amazing thing called



I gotta get me some of that...



AGREED



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 Kerekes, District 1
Mary Boila, District 2
Beth Clark, District 3
Tina Bullock, District 4
Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN (NO LEFT TURN, VS)
Phone: [REDACTED]
Physical Address: [REDACTED]
City: [REDACTED]
School: RIDGEVIEW HS Grade Level: HS Subject: VARIES

Check as applicable:

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

Type of Instructional Material:

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

Title: HURRICANE CHILD
Author: KACEN (NOT KHERYN) PAENDER ISBN: 9-78-1-33812930-4

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
APPEALS TO PUPILS ... 847 ISSUES PAGE 113
SEX CONTENT
NOT OKAY! THIS LITERARY MASTERPIECE
FROM SCHOLASTIC IS CURRENTLY IN:
LAKE ASSUMPTION JHS
LAKESIDE
ORANGE PARK ELEMENTARY
OP JHS
WHY?

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: PAUL FRIEDMAN

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

Signature of Complainant: _____

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 A

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: _____

Outcome: _____

Notification of Complainant: Date _____ by _____

Additional information: _____

ECPS Request for Reconsideration of Educational Media

A parent or resident of Escambia County, Florida may proffer evidence that any material used in a classroom, made available in a school library, or included in a reading list contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level or age group for which the material is being used.

Please complete all applicable information:

Before bringing a challenge to a material found at a school, the complainant must read, listened to or viewed the material in its entirety.

Have you read or viewed the entire material? _____yes

Date of Request: _____2-8-23

Author: _____Kheyn Callender

KACEN CALLENDER

Title: ___Hurricane Child

Publisher or Producer, Date of Publication/Production, Type of Media: _____Scholastic Press, 2018

Request Initiated by (first and last name): _____

↑ NOT TO BE TRUSTED!
REPEAT OFFENDER!

School(s) in which item is used: West Pensacola Elementary, Warrington Middle, Booker T. Washington, Bellview Middle, Bailey Middle

1. What first prompted your concern? This book contains sexualities and alternate gender identities, a violation of HB 1557 and Parental Rights Law for K-3.

2. To what in the material do you object? (Please be specific, cite pages, frames, etc. Attach additional pages if necessary.)

And I think suddenly that if I love Kalinda, maybe there's a chance Kalinda loves me too, and maybe we could share our first kiss together—maybe she could even become my wife—but I get too scared to even mention such a possibility, and instead we smile at each other in the quiet. (p. 113)

We turn off the television and climb into bed. Kalinda is still wet, so the dampness spreads from her and onto the sheets so, before long, I'm shivering too. Kalinda notices.

847 VIOLATION

She takes me into her arms, but since her skin is cold too, we do nothing but shiver together (p. 114)

My dearest Caroline, I've agonized over the way I left you, but I couldn't bear the thought of saying good-bye. I was too afraid. Will you ever forgive me? I'm back home with my mother and my seven siblings. My father has continued his carpentry. My mother claims that she will never let me leave her sight again. This makes me happy, and it also makes me so happy that you've been able to meet your mother again. This was at least a happy ending, wasn't it? I so wish that ours could've been a happy ending as well. But maybe it still can be, one day. I love you, and I will continue to love you forever, and even if we never see each other again and when we're fully grown adults and I have married someone else, I'll think back to the time I spent on Saint Thomas and fell in love with Caroline Murphy. I hope you can think of me in the same way, and when you remember me, you only think about how you'd fallen in love with Kalinda Francis. But even as I write now, I can't help but think that it would be an atrocity to let our ending come like this. I'm on Barbados, and you're on Water Island, but we're both still alive. Think about how amazing that is, Caroline. An infinite number of universes and an infinite amount of time, and we were able to meet each other. We could have been born millions of years apart, but we were able to meet each other and fall in love. That's a true miracle, isn't it? Maybe it doesn't have to end this way. (Letter from Kalinda) p. 134

3. What are the strengths of the educational media? none

4. What do you believe is the purpose of this educational media? **Indoctrination**

5. Are you aware of the judgment of this educational media by literary and/or authoritative critics? **No**

Yes No

6. What do you wish to be the outcome of the reconsideration? **Follow the law regarding inappropriate content or age-inappropriate material.**

a. Available in the following libraries (check all that apply):

K-5 (Elementary) 6-8 (Middle School General Collection)

6-8 (Opt-in Middle School Young Adult Collection) 9-12 (High School)

b. Remain available in libraries but removed for use in classroom instruction:

Yes No

Signature of Complainant: _____ Date: 2-8-23