

**NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL - Patron Saints of Nothing**

**Proposal Request Information**

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) (scroll down to novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	9th - 12th
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**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	MVHS	
Date	9/7/22	
Requesting Educator Name	Hannah Trudeau	
Requesting Educator Email	htrudeau@dcsdk12.org	
Novel Adoption School Process Manager Name	Kim Cox	
Novel Adoption School Process Manager Email	kkcox@dcsdk12.org	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Robert Thelen	rthelen@dcsdk12.org
Colleague	Natalie Barnard	nmbarnard@dcsdk12.org
Parent #1	Ros Geraci	aussieros68@yahoo.com
Parent #2	Sarah Scott	sarahscottcnm@gmail.com

**Ib. BOOK INFORMATION**

Title of proposed book	Patron Saints of Nothing
Author (s)	Randy Ribay
Publisher	Penguin Books
Edition	

ISBN number	0525554920
Copyright date	2020
Course and/or subject area in which work will be used	English Language Arts
Grade level(s)	9-12
Lexil Level Score (If you are unsure, please visit <a href="https://hub.lexile.com/fina-a-boo-k/search">https://hub.lexile.com/fina-a-boo-k/search</a> )	840L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	9/19/22 - 10/7/22
Date the book was communicated to the School Accountability Committee?	9/21/22

**Ic. NOVEL DESCRIPTION**

The novel *Patron Saints of Nothing* is a Young Adult novel written by Randy Ribay. The main character, Jay, is a half Filipino/half white teenager growing up in Michigan. His parents moved his family to the United States when he was 1 years old to provide them more opportunities and to escape the economic/political hardships of the Philippines. In moving to America, Jay's immediate family left their extended family behind and lost connection. Jay was very close with his cousin Jun growing up and they wrote letters to each other to stay in touch, but eventually Jay stopped responding to his cousin. One day, Jay comes home to the news that Jun was killed in connection to the drug war in the Philippines. Jay is immediately curious about the mystery around his cousin's death and remorseful that he stopped writing to his cousin years ago. As a Senior preparing to graduate high school that year, Jay feels overwhelmed and uninterested in going to college. Jun's death sparks a new interest in his Filipino culture and family, and he convinces his parents to let him travel to the Philippines to stay with his family. But, unable to believe his cousin could be involved in the drug war, decides that he is going to go and get to the bottom of Jun's death.

As he travels and connects with the family, the reader is immersed in Filipino culture and tradition and educated about the current hostile political climate in the country. Jun uncovers the truth about his cousin; and in the process, he learns more about himself, his family, and culture.

**Id. ALIGNMENT WITH DCSD’S CURRICULUM**

Please write a detailed description of how the novel **aligns to DCSD’s Curriculum - Colorado Academic Standards (CAS) and Essential Skills:**

*(Please cite the specific CAS Grade Level Expectations and if applicable, the Evidence Outcomes (EOs) the novel will help address).*

Reading *Patron Saints of Nothing* aligns to many of the DSCD and CAS English Curriculum and Standards for grades 9-12. CAS 3 and 4 state “Prepared Graduates: Read a wide range of literary texts to build knowledge and to better understand the human experience” in order to “Analyze...contemporary literary texts with scrutiny and comparison of literary elements” and “understand the logical progression of ideas increasingly complex texts”. This novel will allow students to read, interpret, and analyze the perspectives of the main character, Jun, and the other characters’ perspectives represented throughout the novel. This would be a novel that students can read to add to their repertoire of texts they read in high school in order to learn more about different cultures and people. Specifically, this novel aligns with the Evidence Outcome biii: “Analyze a particular point of view or cultural experience reflected in a work of literature from out the United States, drawing a wide reading of world literature”. Reading Jun’s experiences in the Phillippines will allow students to understand what world events are happening outside of the US and how the human experience has many similarities no matter where in the world we live. Through reading this novel, students will be able to demonstrate their ability to Evaluate the importance, role, or contribution of characters, settings, and/or plot details to our understanding of the text, Analyze the multiple perspectives represented in a text, Analyze complex or abstract themes, and Evaluate the ways exposure to and interpretation of multiple perspectives is important to being a member of a global society” (Essential Reasoning Skills- Standard 3 & 4). Students will be able to analyze the central theme, cite evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, and determine the global importance of studying this book through teaching it in the high school ELA classroom.

**Ie. RECOMMENDATIONS**

Three recommendations, referrals or reviews must be included. Please use professional reviews (reviews from the School Library Journal, Kirkus, Booklist, Publisher’s weekly etc.). The District Library Media Center will be happy to direct you to these sources. List the sources of the reviews below and attach copies of all reviews.

Review #1

*Booklist starred (May 1, 2019 (Vol. 115, No. 17))*

Grades 10-12. After finding out about his cousin Jun’s violent death, Jay Reguero travels from America to the Philippines to uncover how such a gentle person met such a grim end. He finds that the place that he remembers—the place of his birth—has changed in the face of a sweeping drug war initiated by President Rodrigo Duterte, a war that Jun’s father, Tito Maning, enthusiastically endorses. Jay digs into the circumstances of Jun’s death, while navigating the sinuous history between family members, including the schism created by his own father’s decision to raise his children in America. Jay’s investigations are an intriguing setup for what is actually a deep, nuanced, and painfully real family drama. Jay himself is a relatable character for biracial readers straddling two different cultures. This dynamic comes into play both when he tries to convey his

feelings to his American friends and when he travels abroad and is treated like an outsider by other Filipinos despite looking the same. Ribay's focus, however, is on showing the current-day war on drugs ravaging Filipino society, characterized by extrajudicial vigilante killings endorsed by the highest levels of government. By deftly weaving key details into Jay's quest for the truth, Ribay provides a much-needed window for young people of the West to better understand the Filipino history of colonization, occupation, and revolution.

## Review #2

*Kirkus Reviews* starred (April 15, 2019)

Seventeen-year-old Jay Reguero searches for the truth about his cousin's death amid President's Rodrigo Duterte's war on drugs while on an epic trip back to his native Philippines. Shocked out of his senioritis slumber when his beloved cousin Jun is killed by the police in the Philippines for presumably using drugs, Jay makes a radical move to spend his spring break in the Philippines to find out the whole story. Once pen pals, Jay hasn't corresponded with Jun in years and is wracked by guilt at ghosting his cousin. A mixed heritage (his mother is white) Filipino immigrant who grew up in suburban Michigan, Jay's connection to current-day Philippines has dulled from assimilation. His internal tensions around culture, identity, and languages—as “a spoiled American”—are realistic. Told through a mix of first-person narration, Jun's letters to Jay, and believable dialogue among a strong, full cast of characters, the result is a deeply emotional story about family ties, addiction, and the complexity of truth. The tender relationship between Jay and Jun is especially notable—as is the underlying commentary about the challenges and nuances between young men and their uncles, fathers, male friends, and male cousins. Part coming-of-age story and part exposé of Duterte's problematic policies, this powerful and courageous story offers readers a refreshingly emotional depiction of a young man of color with an earnest desire for the truth. (author's note, recommended reading) (Fiction. 14-18)

## Review #3

*Publishers Weekly* (April 22, 2019)

Passionately and fearlessly, Ribay (*After the Shot Drops*) delves into matters of justice, grief, and identity in this glimpse into the life and death of a fictional victim of President Duterte's war on drugs in the Philippines. In Michigan, Filipino-American high school senior Jay Reguero is struggling to decide what to do with his life when the sudden death of his cousin Jun raises painful questions about the violent drug war, and an unknown Instagram user convinces Jay that his cousin was wrongly executed. Sick of his relatives' refusal to discuss Jun's death and guilty that he let their once-close pen pal friendship lapse, Jay convinces his parents to send him to the Philippines to reconnect with his extended family and—unbeknownst to them—look into the mystery surrounding Jun's death. There, Jay connects with a culture he barely remembers from childhood visits and uncovers secrets that his cousin kept and his relatives are determined to forget. Ribay employs a delicate touch in portraying the tension inherent in growing up the child of two cultures, Filipino and American. Jay is a compelling character whose journey from sheltered and self-centered to mature, though clearly a work in progress, is well earned. Ages 14-up. Agent: Beth Phelan, Gallt & Zacker Literary Agency. (June) © Copyright PWxyz, LLC. All rights reserved.

**SECTION II: Review Team Information**

Each review team member will complete an individual section for a formal review of the book based on your stakeholder perspective. All members of the site review team **MUST read** the proposed novel/book **prior submission to the Curriculum, Instruction and Assessment Director.**

**IIa. EVALUATION of Book (to be completed by requesting educator)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	According to Common Sense Media, this book is appropriate for ages 14+: <a href="https://www.common Sense Media.org/book-reviews/patron-saints-of-nothing">https://www.common Sense Media.org/book-reviews/patron-saints-of-nothing</a>
requires parent permission for students to read the book?	N	This is a Young Adult Novel, therefore, parent permission is not required.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes; students can “evaluate the ways exposure to and interpretation of multiple perspectives is important to being a member of a global society”. Students can compare the events that are happening in the Phillippines to events happening in the US.
actively engages students through the text	Y	The main character, Jun, is a high school student. Because it is from his perspective, students can relate to his experiences.
Gives an opportunity for all students to access	Y	This novel is appropriate for students in grade 9-12. Additionally, students with accomodations can access the novel through audiobook on the district’s SORA app.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	According to the Board File ADB on Education Equity, “the Board of Education commits to developing and implementing systems and structures to support the critical evaluation of and, if necessary, restructuring of current curricular and instructional resources and student programming initiatives to ensure representation, accessibility, diversity, equity, and inclusion within all School District-approved curriculum”. This novel allows representation for Asian American and Pacific Islander Heritage (AAPI), which is not currently represented in the curriculum. This novel allows for these students to be represented and for students of other identities and cultures to learn about a culture outside of their own.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**Iib. EVALUATION of Book (to be completed by District Coordinator)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	While <i>Patron Saints of Nothing</i> touches on some real world topics, I do believe this book is appropriate for grades 9-12 with the permission of an adult.
requires parent permission for students to read the book?	Y	While this book does not go into great depth and detail on controversial topics, it does cover scenarios such as sex trafficking, drug use, and murder. I believe parents should have conversations with their children before letting their student read freely.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book does an excellent job of portraying the struggle that some adolescents face when they lack an anchor to a native culture. I believe this novel opens conversations to immigration, real-world problems, drug use, and cultural identity.
actively engages students through the text	Y	<i>Patron Saints of Nothing</i> is an easy read that many high school students could access.
Gives an opportunity for all students to access	Y	I believe the typical high school student could access this text.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	Yes
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**IIc. EVALUATION of Book (to be completed by a colleague) Natalie Barnard**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	I think this is a great book for all levels in high school. It is an appropriate read for all kids - I think that even readers that struggle will enjoy this book - I think this would be a great book for 9-12 graders to read.
requires parent permission for students to read the book?	N	I don't think so - I think the topics that are covered in this book are topics that kids are exposed to already, whether their parents want to believe that or not. There is nothing shocking within the pages of this book
allows students to create meaning and make relevant connections to other knowledge and experience	Y	I think this is an excellent book that reveals another aspect of life to our kids that live in the Highlands Ranch bubble. I think they will be exposed to another culture but I think that it also exposes them to how different family dynamics can mean big / extreme changes
actively engages students through the text	Y	Because this is a book that is about a kid their age I think they will relate very well to the entire book. I think that the different relationships between young adults in this book will also be relatable to our kids because it will push them to delve more deeply/take into consideration the relationships they have with their friends.
Gives an opportunity for all students to access	Y	Yes, all students can access this. I don't believe the language used is going to be a hurdle, I think that all kids can successfully read this and will enjoy it.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	Yes, this checks off all the boxes.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**IId. EVALUATION of Book (to be completed by Parent #1)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)		Yes this book is definitely appropriate for 9-12 grade levels.
requires parent permission for students to read the book?	N	No, not at all. Kids today are exposed to way more violent and sexual things due to tiktok etc.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book would allow students to become more aware of what is happening in other parts of the world. It could even make them curious enough to do research on their own to learn about other cultures and world events. It would also have them questioning their own relationships with their friends.
actively engages students through the text	Y	This book is such an easy read, with short and quick chapters. It is very relatable as a senior in high school and trying to figure out the next stage of their life.
Gives an opportunity for all students to access	Y	Yes this book would be accessible for all students.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	



**IIe. EVALUATION of Book (to be completed by Parent #2) Sarah Scott**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This book is appropriate for grades 9-12. The main character is a HS senior and his cousins are HS age.
requires parent permission for students to read the book?	N	No, I do not think there is any subject matter in this book that would require parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book presents insight into Filipino culture from a historical and current events perspective. Students may also relate to the main character's exploration of his cultural heritage through traveling to his motherland and interacting with his relatives while attempting to reconcile this experience with his life in the US.
actively engages students through the text	Y	The chapters are short and titled with a line from within the chapter which is interesting to find.
Gives an opportunity for all students to access	Y	Yes, this novel is accessible to all as it is easily read and understood.
<b>Recommend novel for adoption</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

**SECTION III: Requestor/Educator & District Coordinator Level Process Review**

**IIIa. Grade Level Recommendations (to be collaborated on between Requesting Educator & District Coordinator based on recommendations made by the review team)**

Place initials in the columns indicating level of recommendation. Complete by initialing for every grade level indicated on the chart below. Please include justification if necessary for the level(s) of recommendation below the chart.

**Note: If approved by the Board of Education, this novel can be used by all educators in DCSD. Please consider the use of this book for all PK-12 grades, not just the grade or content you teach.**

Grade level	Recommended	Recommended: Requires parent notification and consent: The novel/book may contain some mature content and themes	Not Recommended: Content inappropriate for grade level(s)
PK/K			
1			
2			
3			
4			
5			
6			
7			
8			
9	HT, RT		
10	HT, RT		
11	HT, RT		
12	HT, RT		

**IIIb. CIA PROCESS REVIEW**

	District Coordinator
Sections I & II are complete.	tk
Building administrator has reviewed the proposal.	tk
The novel was on display at the school for two weeks.	tk
Information about the novel was available on the district's and school's website for two weeks prior to being submitted to the district coordinator.	tk
Information about the novel was shared with the School Advisory Council.	tk

**SECTION IV: District Level Process Review**

**IV. DISTRICT LEVEL REVIEW** (to be completed by the Director CIA)

	CIA Director Initials
The novel adoption process has been followed.	ELM
The novel was displayed in the school that is making the request.	ELM
The novel was displayed on the district website prior to approval.	ELM
Notice was provided and the novel was available in the district office for two weeks prior to approval.	ELM
Does the District Coordinator and review team support adoption of this book?	ELM

**SECTION V: Signatures/Approvals**

**Va.**

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Hannah Trudeau</u>		

**Vb.**

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Natalie Barnard</u>		

**Vc.**

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Ros Seraci</u>		

**Vd.**

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Sarah Scott</u>		

**Ve.**

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2022</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Rob Ceglie</u>		

**Vf.**

Does the <b>District Coordinator</b> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Oct 25 2022</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Robert Thelen</u>		

**Vg.**

Does the <b>CIA Director</b> support adoption of this book?	YES	NO
Date <u>Oct 26 2022</u>	<input checked="" type="checkbox"/>	
CIA Director Signature <u>Erica Mason</u>		

**SECTION VI: Superintendent's Approval**

**SUPERINTENDENT'S APPROVAL**

Does the Superintendent approve adoption of this book?	YES	NO
Date <u>Oct 27 2022</u>	<input checked="" type="checkbox"/>	
Superintendent Signature <u>Erin Kane</u>		

**SECTION VII: Board of Education Approval**

**BOARD OF EDUCATION APPROVAL**

Does the Board of Education approve adoption of this book?	YES	NO
Date _____		
Board of Education Signature _____		

**OFFICE USE**

	DATE	INITIALS
Approved novel list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIA folder on District server		