



CLAY COUNTY DISTRICT SCHOOLS

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

SUPERINTENDENT OF SCHOOLS  
David S. Broskie

12/15/08  
Lib1001

BOARD MEMBERS:

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

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN  
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.VB  
 Physical Address: [REDACTED]  
 City: [REDACTED] State: FL Zip: [REDACTED]  
 School: RIDGEVIEW etc Grade Level: H/S etc Subject: VARIES

Check as applicable:

- I represent a special interest group named NOLEFTTURN IN EDUCATION-FLORIDA
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

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

Title: \* Uncomfortable conversations with a black boy  
 Author: \* Emmanuel Acho ISBN: \* 978-1-250801067

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

INAPPROPRIATE CONTENT READ

COMMON CORE PAGES SUMMARY

CSE ATTACHED

SEL REPORT

DEL/CRT/ANTI-POLICE

SEXUAL CONTENT

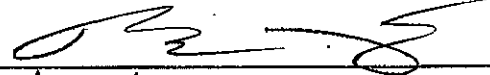
3. What do you believe might be the result of a student using this material? DAMAGED SOULS

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

5. Is there anything good in this material? NA

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

Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: 

Date: 7/31/2022

Please submit the completed form and any additional documentation to:

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

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 8/2/22 by [Signature]

Attachments were included with this form. Total number of pages 6

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

Date Committee convened: \_\_\_\_\_

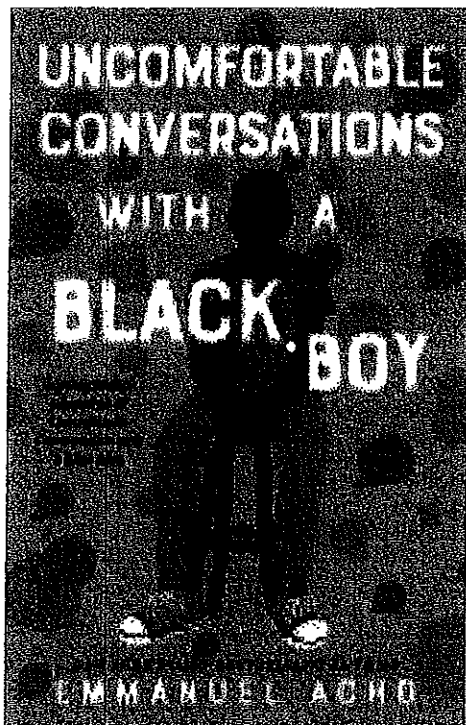
Committee Members: \_\_\_\_\_

Outcome: \_\_\_\_\_

Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_

Additional information: \_\_\_\_\_

# UNCOMFORTABLE CONVERSATIONS WITH A BLACK BOY



## Summary of Concerns:

This book contains racist commentary and misrepresents history and racism.

*Juvenile*

**By Emmanuel Acho**

ISBN: 978-1250801067

12	<p>Up here resides the people who are not visibly racist or holding on to harsh opinion about other racial groups, yet they're still a little racially insensitive, ignorant, or somewhere in between. In other words, it's usually not their intention to hurt people with their words or actions, but sometimes they do. What they don't realize is that just by living in this culture, they have become fluent in the language of racism. That's because racism has been a part of our country's culture from the very beginning- more on this later. Folks on this floor may say things like, 'I don't see color, I just see human' or 'Racism isn't a problem anymore, because Dr. King fixed all of that in the sixties.</p>
16	<p>You are going to have to learn how to move beyond being not racist, or 'seeing everybody equally,' to being anti-racist (a term that's been around for decades, but was recently made popular by scholar Ibram X. Kendi).</p>
56	<p>Not only does that overlook the difference between the experience of being black versus white in this country, 'color blindness' also provides a fertile ground for implicit biases to grow unrecognized and unchecked. If you don't see someone's skin color, then you'll never recognize when you're treating them poorly because of their race.</p>
70	<p>This country won't change in a significant way until the majority of white Americans acknowledge and address their white privilege. Let's practice. If you are white in America, that means you have white privilege. It's okay to admit this. Our country was set up that way from the beginning. So if you're white and, one day, someone says, 'Hey, I think your white privilege is showing,' don't get angry or shut down. Instead, focus on what that person might be feeling and experiencing based upon your actions. Learn when is the time to listen intently, when is the time to use your privilege- your home field advantage- as a megaphone for other people, and when is the time to step in and speak up. If white people are the problem, white people must also be part of the solution. I believe that.</p>
80	<p>Cultural appropriation happens when members of a dominant group- in the United States, white people- take elements from the culture of people who are disempowered. It's problematic for a number of reasons. For one, it trivializes historic oppression. It also lets people show love for a culture while remaining prejudiced toward the people of that culture, and lets privileged people profit from the labor of oppressed people. On top of that, it can perpetuate racist stereotypes.</p>
129	<p>If you want to know the major reason America hasn't lived up to the stated ideals of its Founding Fathers and of Mr. James Truslow Adams, it's due to a little thing called systemic racism (or structural or institutional) racism.</p> <p>I'll be the first to admit that systemic racism sounds like a conspiracy. But guess what? If there is anything in America that fits the definition of a national conspiracy, it's systemic or structural racism. Racism is a form of oppression, a.k.a. those with more power putting their thumb on those with less power. And oppression is as old as civilization. Search as far back as you like: As soon as a group of people start creating rules for themselves, as soon as they start divvying up power, customs, a government- somebody is going to get oppressed. Sooner or later, there will be systems in place to ensure that some people fare better</p>

	<p>than others. In America, like many other countries founded on colonialism (even before we get to slavery!), the rule-makers were white, and those faring worse are black and brown people. Colonialism was the result of powerful European countries invading foreign lands and claiming those lands for themselves. They destroyed existing cultures and kingdoms, then planted new colonies and nations on top of them. All the time, the colonizers took resources from those lands and forced the original inhabitants to recognize them as their rulers. For example, North America was once home to hundreds of thousands of Native Americans; each one was a member of a native nation. When European colonizers (ahem, 'explorers') arrived on the continent, they used shady contracts, unfair laws, and violence to forcibly take land from the indigenous peoples. After the United States of America was formed and the colonial era was over, our government continued this cycle of deceit, illegal acts, and violence against native people for centuries. Spoiler alert: A lot of those systems are still chugging along today.</p>
132	<p>For starters, a definition: systemic racism is ever dynamic- historic, cultural, political, economic, institutional, and person-to-person- that gives advantages to white people, while at the same time producing a whole host of terrible effects for black people and other people of color. Those effects show up as inequalities in every part of our lives and in how we are treated by those in power. In criminal justice, black people are jailed at five times the rate of white people. In terms of power, there have been forty-six different presidents, and only one of them (President Barack Obama!) was not a white guy. And up until January of 2021 and the election of Kamala Harris, all of the vice presidents were white, too. And if that wasn't convincing enough, there have only been four black governors and ten black senators in the two-hundred-plus-year history of our nation's Congress. Which is to say systemic racism is making the unequal treatment of people of color the national norm.</p> <p>I could spend the rest of this book detailing different parts of structural racism, but for now, I'll take on a few major areas: housing, schooling, and criminal justice. The racism ingrained in each of these areas of life perpetuates a vicious cycle in which certain groups, including black folks, are held down while other groups- namely, white folks- are elevated.</p>
143	<p>Systemic racism is hard to talk about because it seems so big, so pervasive. And it is. I've touched on a few of the places it rears it's head, but the truth is that it pervades almost all areas of American life, and it's even harder to figure out what role an individual white person plays in the system.</p>
152	<p>When I say that reverse racism is a myth, what I mean is that, while individual black people can be prejudiced against white people, reverse racism by black people against white people just doesn't exist. It can't exist, because that's not how collective power works in this country. In other words, in order to act, as a group, upon racist beliefs, you must have power over the group you want to oppress. Black people do not hold power over white people in this country. They never have. No group in America holds power over white people.</p> <p>What is reverse racism, if it's not, well, real? It's a prime example of what a scholar Alice McIntyre calls white talk: a.k.a. strategies white people use- consciously or not- to insulate themselves from their collective participation in racism. Another way into this idea is the term white fragility, recently popularized</p>

Page	Content
	<p>by sociologist Robin DiAngelo. When white people are put in situations that make them uncomfortable and challenge their identity, 'we withdraw, defend, cry, argue, minimize, ignore,' explains DiAngelo. 'And in other ways push back to regain our racial position and equilibrium.' Put very simply- white folks get defensive. The feeling of defensiveness is white fragility, and the way they hit back, with accusations like reverse racism, is white talk.</p>
154	<p>repeat: There is no such thing as reverse racism. If you want to oppress someone, you're gonna need power over them as a group- and no group holds it over white people. There literally aren't enough black people with institutional authority over white people in America to facilitate systemic racism against them.</p>
161	<p>For similar reasons, it's insensitive to say, 'All lives matter,' when someone says, 'Black Lives Matter.' White lives have never been in danger from black lives to the degree that black lives have been endangered by white people and whiteness- and that's on an individual level and a systemic level.</p>
165	<p>It will take courage, empathy, and commitment to challenge those who rely on white talk. If your goal is to fight racism, to help foster and America that isn't built on white privilege, then you'll have to do your part.</p>

008\_Summary of Uncomfortable Conversations With a Black Boy by Emmanuel Acho

[Racism and revisionist history – AKA half-truths and outright lies]

Format p # and content/keyword - my comments follow

P 12 “racism has been a part of our country's culture from the very beginning-“ No, it has been part of your sense of victimhood, perhaps since your own beginning. Somewhere is an adult, a true racist, that is responsible for this failing. We should be better than that adult.

P 16 being anti-racist and mention of Kendi – Anti racism is RACISM! Kendi is a race baiting CRT funded piece of trash just like this awful book. Judging others [EVERYONE] by their race...not a good idea.

P 56 implicit biases – smells like CRT because it IS CRT! Get rid of this!

P 70 White privilege – More CRT

P 80 Cultural appropriation – Still more CRT

P 129 Systemic racism – are you noticing the trend, yet? This CRT laden book is not appropriate for anyone unless promoting victimhood is your goal.

P 132 “In criminal justice, black people are jailed at five times the rate of white people.” – Will this book discuss that black people also commit a disproportionate number of crimes? Nope. That would be racist. In fact, any contrary statements are automatically racist. Usually, a theory will withstand some scrutiny. With CRT any scrutiny is automatically evidence of you being a racist. Such rubbish. It's other content on this page that dismisses America ever electing black people (Obama and current VP Harris) and still calls our home “systemically racist.” Got to feed the narrative because there is money on the line. Please don't waste our District's money to support this shabby corrupt theory.

P 143 systemic racism – again – yawn

P 152 reverse racism is a myth – I assure you it is not.

P 154 reverse racism – no such thing – sure thing

P 161 It's insensitive to say all lives matter – no words for this.

P 165 white privilege – again yawn.

THIS BOOK HAS ZERO USEFULNESS.



## District Committee Reconsideration Meeting Minutes

**Title:** Uncomfortable Conversations with a Black Boy

**Author:** Emmanuel Acho

**Date:** 12.15.22

**Committee Members:** [REDACTED]

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

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

Having difficult discussion with different cultures about other cultures and their experiences.

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

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

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

Yes     No

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

Yes     No

**If yes, explain how.**

For someone not born in certain races about being bias. What can we do to make changes in our society; think before you speak.

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

Yes     No

**If yes, explain how.**

It talks about a lot of achievements by African American.





## District Committee Reconsideration Meeting Minutes

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

Yes  No

**Explain your answer in a few sentences.**

No questionable elements in this book...it says more about the reader if they do find anything questionable.

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

Yes  No

**Explain your answer in a few sentences.**

Help you understand the rules and laws about why things are in place due to race.

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

Yes  No

9. Does this work have literary merit?

Yes  No  Not Applicable Social Merit

10. Could this work be considered offensive in any way due to: NO

<input type="checkbox"/> profanity	<input type="checkbox"/> brutality	<input type="checkbox"/> Religion or portrayal of religious practices/ideologies
<input type="checkbox"/> language	<input type="checkbox"/> sexual behavior	<input type="checkbox"/> manner characters are presented
<input type="checkbox"/> violence	<input type="checkbox"/> prurient behavior	<input type="checkbox"/> portrayal of any societal groups
<input type="checkbox"/> cruelty	<input type="checkbox"/> aberrant behavior	<input type="checkbox"/> political positions

Notes:

### MEETING NOTES:

All the participants enjoyed reading this book. One purchased the book for their children to read.

# Uncomfortable Conversation

## With a Black Boy

12/15/22

10:00 am

Lab 1001

Vote

3 Keep JH + HS only

1 Keep all schools

Reconsideration Ballot

Date: 12-15-22

Title: Uncomfortable Conversations with a Black Boy

Author: Emmanuel Acho

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

Reconsideration Ballot

Date: 12/15/2022

Title: Uncomfortable Conversations with a

Author: Emmanuel Acho Black Boy

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

Reconsideration Ballot

Date: 12/15/2022

Title: Uncomfortable Conversations w/a Black Boy

Author: Emmanuel Acho

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

Reconsideration Ballot

Date: 12-15-2022

Title: UNCOMFORTABLE CONVERSATIONS WITH A BLACK BOY

Author: EMMANUEL ACHO

Select ONE option:

I vote to remove the book from all libraries

OR

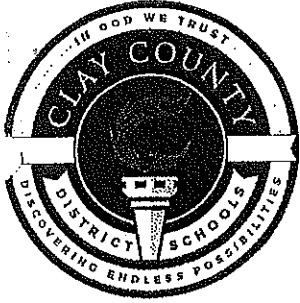
I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

10/24



# CLAY COUNTY DISTRICT SCHOOLS

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

### BOARD MEMBERS:

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

## Request for Reconsideration or Review of Instructional Materials

**Individual Requesting Review:** Adam Gilhousen  
**Phone:** [REDACTED] **Email:** adam.gilhousen@gmail.com  
**Physical Address:** [REDACTED]  
**City:** [REDACTED] **State:** Florida **Zip:** [REDACTED]  
**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

### Check as applicable:

- I represent a special interest group named \_\_\_\_\_
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

### Type of Instructional Material:

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

**Title:** Unravel Me  
**Author:** Tahereh Mafi **ISBN:** 9780062086642

**1. What is your interest or reason for this request?**  
 Examination for possible violations of FL Statutes 847.012, 847.001 and 1006.34  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2. What is objectionable about the material: specific pages, chapters, language, scenes?**  
**Attach additional information, if necessary.**  
 please see attached paperwork  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

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

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

Printed name of Complainant: Adam Gilbrison

Signature of Complainant: [Signature]

Date: 26 July 2022

Please submit the completed form and any additional documentation to:

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

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 7/27/22 by S. Gannon

Attachments were included with this form. Total number of pages 6

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

Date Committee convened: 10/14/22

Committee Members: Carol Papuga, Treasure Pickett, Bruce Friedman (ab), Devin Gunder, Luanne Eckert

Outcome: Keep HS only

Notification of Complainant: Date 10/17/22 by [Signature]

Additional information: \_\_\_\_\_



## Florida Citizens Alliance Template

### Review Template Media Center Materials- Florida

Last Name of Reviewer(s) and FL County where you reside: Joann, Lee

Publisher/Exact Title of Publication/Author/Year Published/ISBN: Delta, Outlander, Diana Gabaldon, 1992, 978-0385319959

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

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

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

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

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

Location	Quote	Problem
----------	-------	---------

Identify actual page(s) number(s); if page number is n/a, state Chapter & sub-chapter number & title.	DO Copy the exact words/sentences from the Novel DO NOT change punctuation, or add bold, underline or italics to make your point. DO NOT take quote out of context or eliminate words to "prove" your point. DO Thoroughly read the entire novel and highlight and tab the objectionable content you find that violates the FL Statutes noted above.  Please provide as many exact as you find that are offensive according to these FL Statutes. If you find more than 6 quotes, document 6 of the most egregious quotes in this template and in the 7 <sup>th</sup> row provide a total count of all offensive quotes that you have tabbed and highlighted.	Use following abbreviations to describe problem:  EA: means explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors N: nudity or sexual conduct SE: sexual excitement SB: sexual battery B: bestiality SA: sadomasochistic abuse NSC: means not suitable material or conduct for minors per existing statutes  Example 1: EA with N, NSC Example 2: EA with B Example 3: EA, NSC
14	"His hands slid forward over my shoulders in answer, cupping my breasts in the thin nightdress."	EA, N, SE, NSC
33	"His mouth opened slightly and he breathed, ever so lightly, down the neck of my dress, his warm breath tickling the tops of my breasts."	EA, N, SE, NSC
33	"He bent forward and kissed me, softly, and kept on kissing me as he unbuttoned my dress, one button at a time, teasing, pausing to reach a hand inside and play with the swelling tips of my breasts."	EA, N, SE, NSC
33	"He sprang the clasp of my brassiere with one accomplished flick of the thumb, and bent to pay a skilled homage to my breasts."	EA, N, SE, NSC
33	"Sliding his hand under my skirt and up my thigh to the soft, unprotected warmth between my legs"	EA, N, SE, NSC





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

Please save this file using following file format: *Author\_Publisher\_Publication\_YMMDD\_ReviewersSurnames.docx*

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

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

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

**Overall the book is designed for an adult audience.**

### Evaluations based on template

Choices	Explanations	Yes	No
1	This material has <b>no</b> violations of FL State anti- pornography Laws.		
2	This material has <b>minor</b> violations of FL State anti- pornography Laws.		
3	This material has <b>many</b> violations of FL State anti- pornography Laws.	X	
4	This material is so flawed that it is <b>not recommended</b> for use in public schools	X	

1	No violations	2	Some violations	3	Concerning number of violations	4	Many violations	5	Excessive violations
				X					

Rate from 1-5 how flawed the material is regarding violations of FL State anti -pornography Laws in public schools

Type an 'X' in the bubble you most agree with



Library Search

Destiny Discover

Resource Lists

Library Search > Search Results > "Outlander"

How do I... ?

Title Details   Reviews   Copies



### Outlander

Diana Gabaldon.

#### Copies at District Instructional Materials

There are no local copies of this title.

#### Off-site Copies

Copies: 1 - 2 of 2

Call #	Barcode	Status	Description	Site
F GAB	T 25702	Available		Clay High School
F GAB	T 45697	Available		Clay High School

Copies: 1 - 2 of 2

3/25/22 4:02 PM Follett Service Solutions, LLC 19.5.0.1.R02 1/15/2022 1:07 PM EDT



# District Committee Reconsideration Review Form

Title: Unravel Me

Author: Tahereh Mafi

Date: 10/14/2022

Committee Members: [REDACTED]

Complainant: Adam Gilhousen (not present)

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

-learning how to cope with physical and emotional obstacles and how to overcome them.

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

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

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

Yes     No

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

Yes     No

**If yes, explain how.**

-that was tricky, working with other people and being in different situations, either one is right (both yes and no)

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

Yes     No

**If yes, explain how.**

- different societies and working together and social typical different cultures and backgrounds learning of each other (so yes, and no)



## District Committee Reconsideration Review Form

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

Yes  No

Explain your answer in a few sentences.

-the obscenities, romance and steaming. Not vulgar, but hints there. Steamy and intent, but not explicit

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

Yes  No

Explain your answer in a few sentences.

-N/A

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

Yes  No  Not Applicable

9. Does this work have literary merit?

Yes  No  Not Applicable *(anything to get the students reading)*

10. Could this work be considered offensive in any way due to:

- profanity
- brutality
- Religion or portrayal of religious practices/ideologies
- language
- sexual behavior
- manner characters are presented
- violence
- prurient behavior
- portrayal of any societal groups
- cruelty
- aberrant behavior
- political positions

NOTES: -for me, none of the above apply, for high school perspective... only from maybe an adult's perspective, some things could maybe be offensive...





Reconsideration Ballot

Date: 10/14/22

Title: Unravel Me

Author: Mafi

Select ONE option:

I vote to **remove** the book from all libraries

OR

I vote to **keep** in Clay County School Libraries (*specify recommendation below*)

Keep the book at **ALL** school levels

Keep the book at the **junior and high** school levels

Keep the book at the **high school level ONLY**

Reconsideration Ballot

Date: 10/14/22

Title: Unravel Me

Author: Tohreh Mafi

Select ONE option:

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OR

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Keep the book at the **junior and high** school levels

Keep the book at the **high school level ONLY**

Reconsideration Ballot

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Author: Tahereh Mafi

Select ONE option:

I vote to **remove** the book from all libraries

OR

I vote to **keep** in Clay County School Libraries (*specify recommendation below*)

- Keep the book at **ALL** school levels
- Keep the book at the **junior and high** school levels
- Keep the book at the **high school** level **ONLY**

Reconsideration Ballot

Date: 10/14/22

Title: UNRAVEL ME

Author: TAHEREH MAFI

Select ONE option:

I vote to **remove** the book from all libraries

OR

I vote to **keep** in Clay County School Libraries (*specify recommendation below*)

- Keep the book at **ALL** school levels
- Keep the book at the **junior and high** school levels
- Keep the book at the **high school** level **ONLY**

Reconsideration Ballot

Date: 9/14/2022

Title: UNRAVEL ME

Author: TAHEREH MAFI

Select ONE option:

I vote to remove the book from all libraries - IT PROMOTES PROMISCUITY

I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY