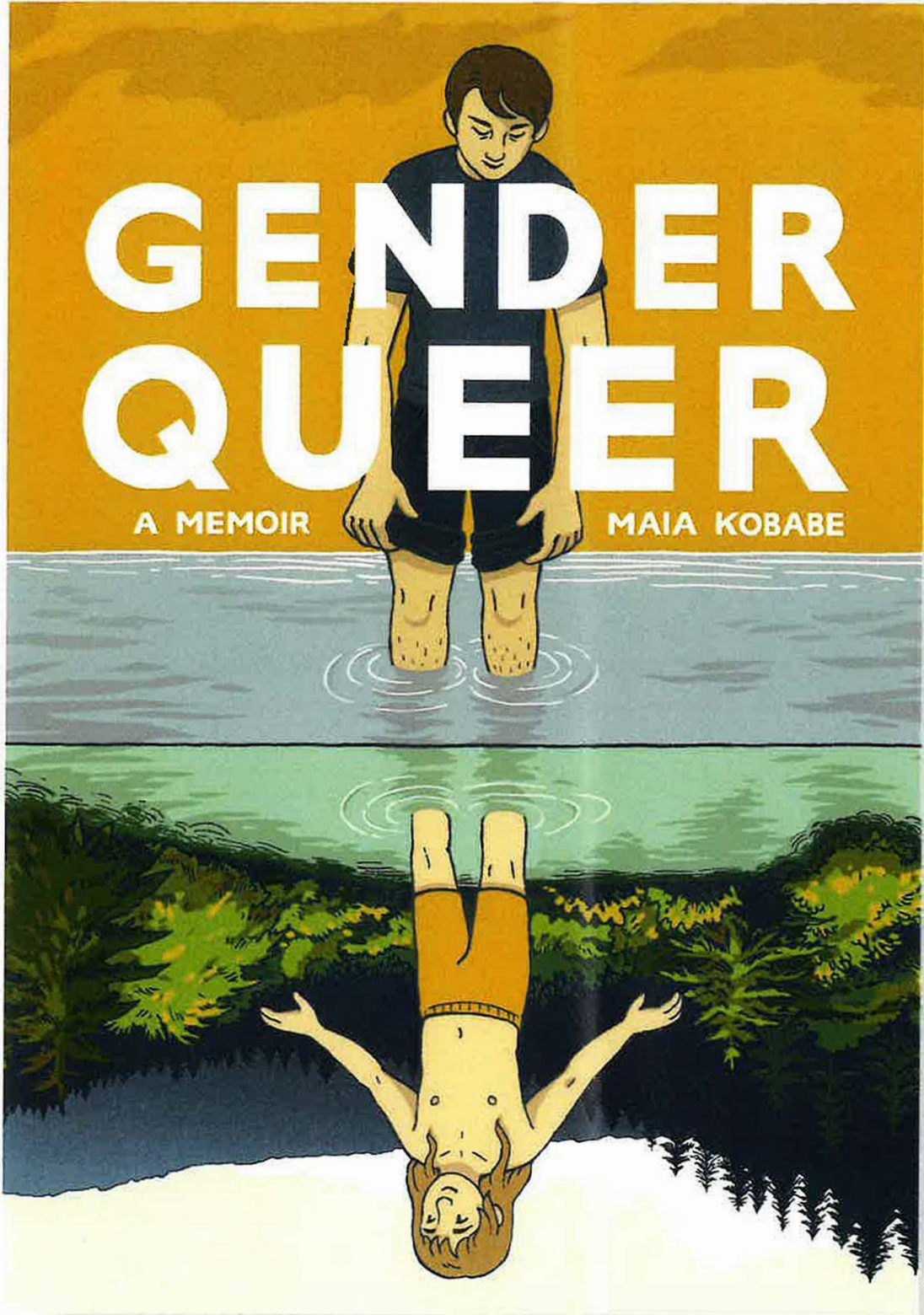


GENDER QUEER

A MEMOIR

MAIA KOBABE



September 23, 2025

To: LMUSD Board C/O Raquel Lujano

From: Paul Masters Broker Home Masters Realty and Father of two AGHS graduates

Dear LMUSD Board of governing officers,

I am formally appealing the decision of the specially assigned board that deemed the book Gender Queer acceptable. The date of the assigned board's letter back to me was the date of Charlie Kirk's assassination. Don't you find that an irony? That influenced mine and 92% of adult's rights to appeal their decision.

we don't stand against these types of books then we will fall for anything.

Thanks for your time. I have included some additional pages of the book for your recreational reading awareness.

Please get the process started to omit this type of child abusing material from the shelves of libraries ASAP.

Respectfully,

DocuSigned by:
Paul Masters
7D9DCEBD3DA3464...

9/23/2025

Paul Masters

September 25, 2025

Paul Masters
237 Salida del Sol
Arroyo Grande, CA 93420
paulmasters123@gmail.com
805-878-0796

Board of Trustees
Lucia Mar Unified School District
602 Orchard Street
Arroyo Grande, CA 93420

Subject: Appeal of Library Review Committee Decision Regarding *Gender Queer* by Maia Kobabe

Dear Members of the Board of Trustees,

I am submitting this letter to formally **appeal the recent decision of the Library Review Committee** regarding the retention of the book *Gender Queer* by Maia Kobabe in the Arroyo Grande High School library. Pursuant to Administrative Regulation **AR 6163.1 – Library Media Centers**, I respectfully request that the Board of Trustees review whether this book conforms to the principles and criteria established for school library materials.

As commonly outlined for library resources, they should:

- Support and enrich the curriculum and the educational goals of the district.
- Be appropriate for the age, emotional development, learning styles, and social development of students.
- Provide a balance of viewpoints without presenting material in a manner that is *prurient, vulgar, or inappropriate for the intended student audience* (Miller v California, 1973; Bethel School District v Fraser, 1986; Board of Education v Pico, 1982)

It is my concern that *Gender Queer* does not fully align with these principles, particularly in regard to age-appropriateness, its suitability for the developmental level of students who have access to it, and the *graphic and vulgar* nature of its depictions

I am therefore requesting that the Board conduct a thorough review of this decision, considering the full criteria of AR 6163.1, and determine whether the continued inclusion of *Gender Queer* in the school library best serves the educational mission of Lucia Mar Unified School District. Due to a prior commitment, I would request that this matter not be agendized prior to your October 21st meeting.

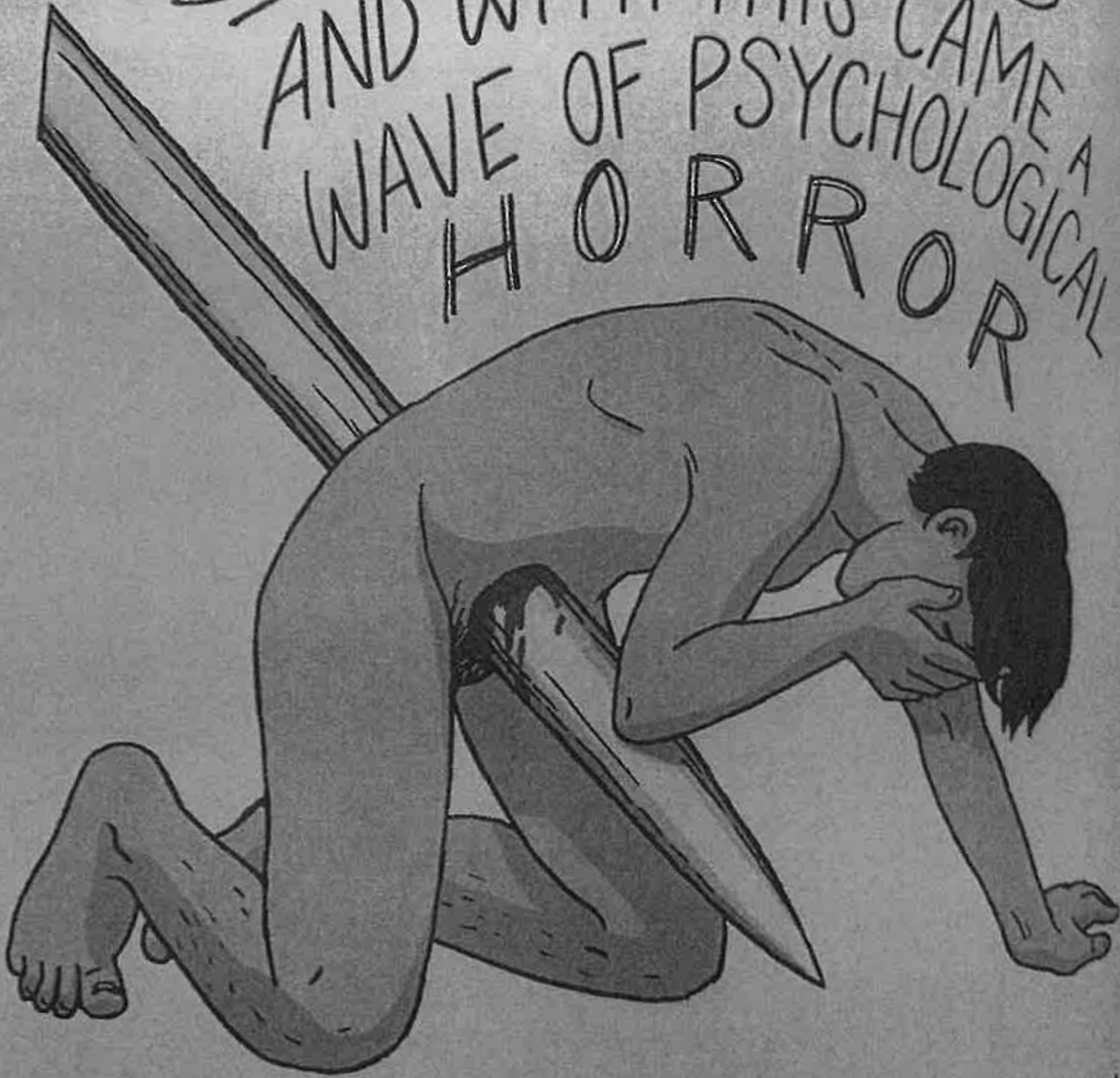
Thank you for your attention to this matter. I look forward to your response and to the opportunity for this issue to be given full and fair consideration.

Respectfully,

Paul Masters

cc: Paul Fawcett, EdD, Educational Leadership

AS IF I FELT
BEEN STABBED
THROUGH MY
ENTIRE
BODY
AND WITH THIS CAME A
WAVE OF PSYCHOLOGICAL
HORROR



AT THE REALIZATION THAT THINGS CAN
GO INSIDE MY BODY

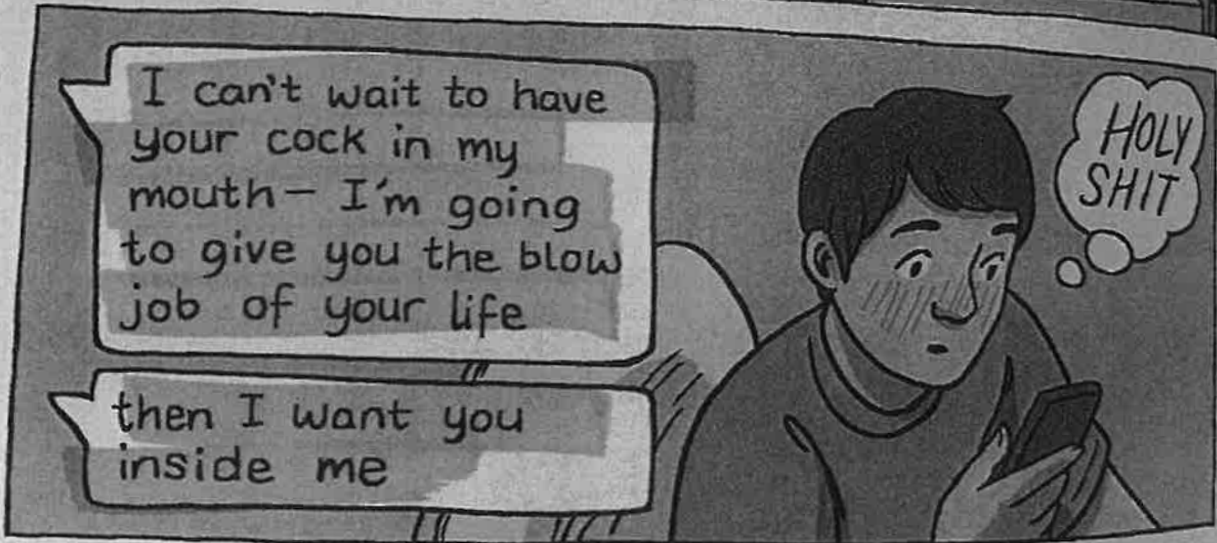
FAST-FORWARD: WE'VE BEEN DATING FOR TWO MONTHS. WE'VE MADE OUT, WE'VE HAD SEX, WE'VE MOVED ON TO SEXTING AT WORK.



I got a new strap-on harness today

I can't wait to put it on you it will fit my favorite dildo perfectly

you are going to look SO HOT



I can't wait to have your cock in my mouth - I'm going to give you the blow job of your life

then I want you inside me



This is the most turned on I've ever been in my life. I am DYING.

BZZZ

BZZZ

But fee
The
ML
HO
Wh
wa
in
im
Le

A FEW DAYS LATER

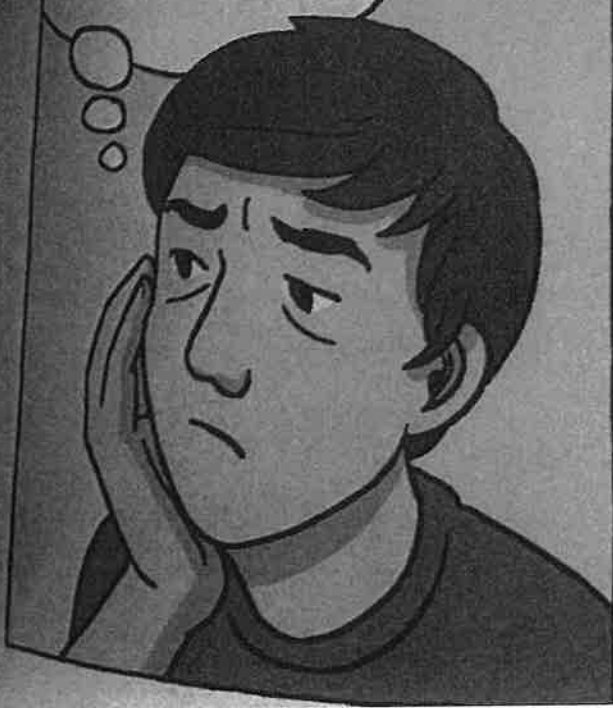
I think the fact that I don't see myself as, or understand myself as, a female person



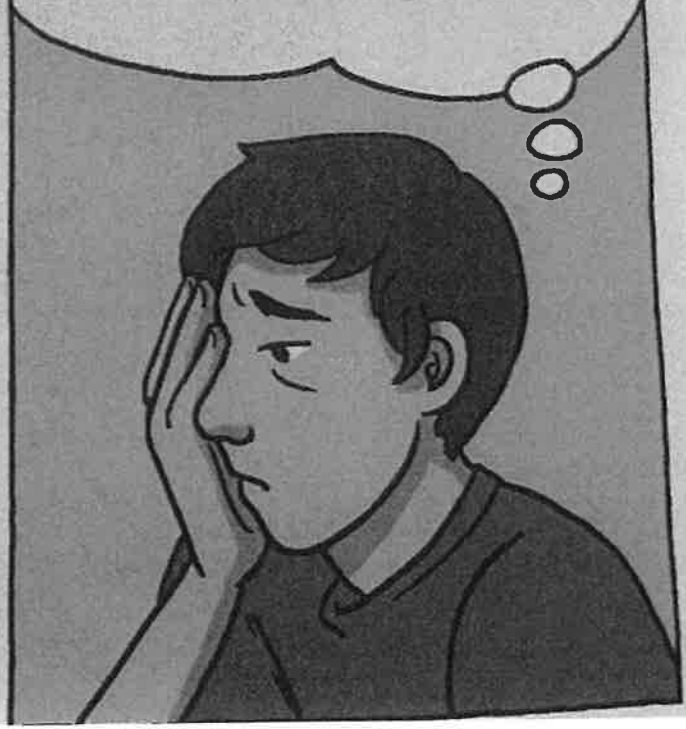
But that most of the people I interact with do ...



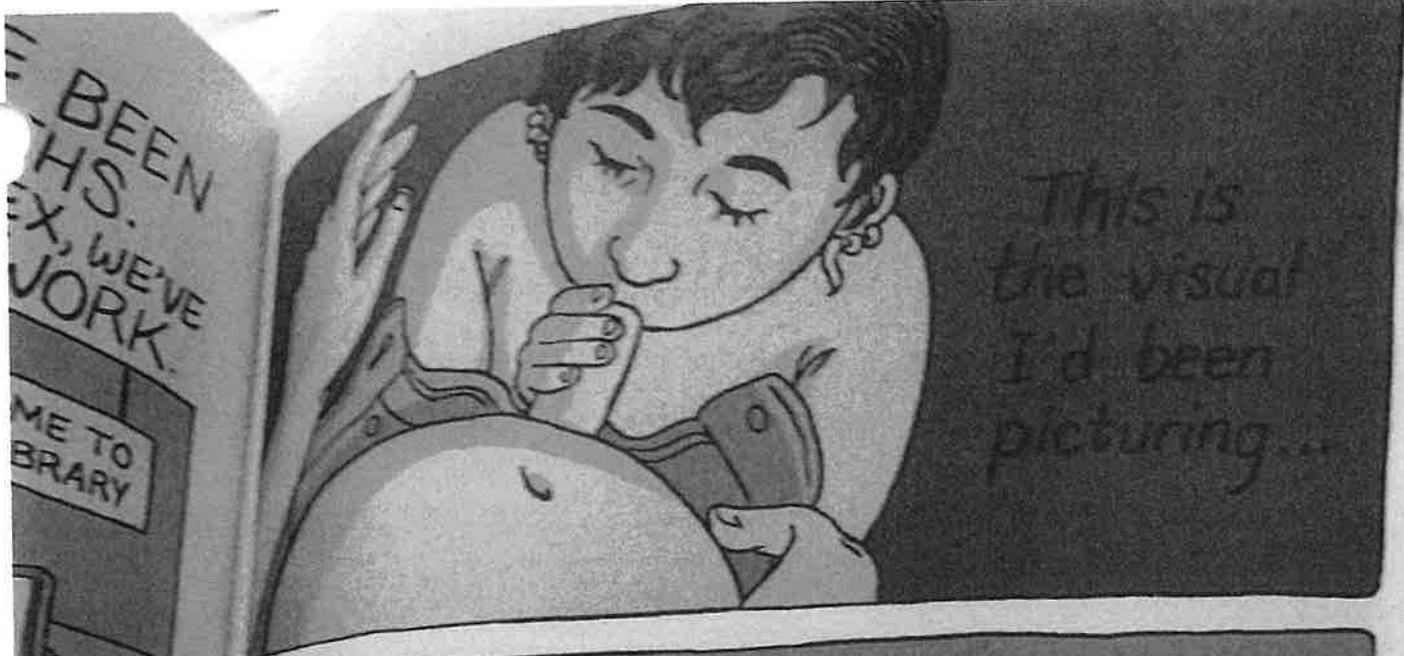
...is actually damaging all of my relationships, even ones with family and friends.



Sex just throws this into high relief because it involves contact with genitals.



few times
my more
ont of
bird.



This is the visual I'd been picturing...



But I can't feel anything. This was MUCH HOTTER when it was only in my imagination.

Hey, Z...



Let's try something else.

Of course. ♡

To: Paul Fawcett, EdD
From: Paul Masters
Date: October 8, 2025

Re: Procedure at LMUSC Board of Trustees meeting my appeal of Gender Queer will be discussed

The procedure following the Library Committee's decision regarding my Request for Reconsideration of Gender Queer is not well spelled out in the Board's Policies and Procedures manual online (or I can't find it). In response to your letter about support material for my appeal to the board, I submit the enclosed.

Please forward the policy for the procedure when my appeal is heard at a future Board meeting. Since my schedule is fairly full, please tell me when do you expect it to be agendized.

Thank you.

DocuSigned by:
Paul Masters
7D9DCEBD3DA3464...

10/8/2025

Paul Masters

To: Lucia Mar Unified School District Board of Trustees

From: Paul Masters

Date: October 08, 2025

Re: Basis for Restricting or Removing *Gender Queer* from School Libraries

I. My concern

The question here is whether the graphic/comic novel *Gender Queer: A Memoir* by Maia Kobabe contains content which can be lawfully restricted or removed from Lucia Mar Unified School District libraries under federal and California state law because it is harmful and/or unsuitable for minors based on it being "harmful matter," appeals to purest interests according to community standards, is not age appropriate, or potentially adversely affects student welfare.

II. Summary of the book

Gender Queer: A Memoir chronicles Maia Kobabe's journey of self-discovery as a nonbinary individual, exploring gender identity, sexual orientation, and romantic/sexual experiences. Fully illustrated, the book contains nudity, depictions of sexual activity, genitalia, explicit sexual terminology, and references to sexual websites and pornography. While addressing LGBTQ+ and gender identity issues, the sexual content is pervasive, graphic, and potentially vulgar.

III. There is Applicable Law

A. Fundamental Parental Rights

1. **Pierce v. Society of Sisters (1925)** establishes that parents hold primary authority over their children's education and moral instruction.
2. **Troxel v. Granville (2000)** confirms parents' liberty interest in the care, custody, and control of their children.
3. **Wisconsin v. Yoder (1972)** recognizes that parental rights may, in certain contexts, override state educational mandates.

B. The First Amendment and Student Speech

1. **Disruptive speech - Tinker v. Des Moines (1969)** holds that student speech is protected unless it substantially disrupts school operations or infringes on the rights of others.

2. **Vulgar speech - Bethel School District No. 403 v Fraser, 478 U.S. 675 (1986)**

Schools may prohibit vulgar, lewd, or indecent speech even if it does not cause substantial disruption.

While this case refers primarily to speech, it is held to apply to other forms of expression such as books. Therefore, the sexually explicit and graphic sexual illustrations in *Gender Queer* fall squarely within this category of vulgar and lewd which can be restricted under content *Fraser*.

3. **School-sponsored expression - Hazelwood School District v. Kuhlmeier (1988)** finds that schools may regulate school-sponsored expression if regulation is reasonably related to legitimate educational concerns.

School libraries are a school-sponsored educational resource. Therefore, schools may determine that the pervasive sexual content in *Gender Queer* is not reasonably related to educational objectives for minors, and therefore restrict access for students below a certain age.

C. Federal Laws About Obscenity

1. **Obscenity - Miller v. California, 413 U.S. 15 (1973)**

The Supreme Court's *Miller* test defines obscenity based on whether the work:

1. appeals to the prurient interest based on community standards,
2. depicts sexual conduct in a patently offensive way according to state law,
3. and lacks serious literary, artistic, political, or scientific (LAPS) value.

Gender Queer has been recognized to have literary and educational value as a memoir of LGBTQ+ identity, which likely excludes it from being legally obscene for *adults*. However, obscenity is not the only standard for restricting access in schools. *Fraser* and *Hazelwood* allow schools to regulate vulgar or sexually explicit material for *minors*.

2. **School Library Book Removal - *Board of Education v. Pico*, 457 U.S. 853 (1982)**

A plurality held that school boards may not remove books merely to suppress ideas, but may restrict or remove materials for legitimate pedagogical reasons such as age appropriateness and educational suitability, provided the decision is viewpoint neutral.

C. Applicable California Law

1. **Harmful Matter to Minors - Cal. Penal Code § 313**

Defines "harmful matter" similarly to *Miller* and *Ginsberg*: material that appeals to prurient interest, is patently offensive by statewide standards, and lacks serious value for minors. Distribution to minors may be restricted.

IV. Analysis

A. Application of Federal Law

Parents have a constitutionally protected interest in shielding their children from exposure to content that they deem inappropriate, including sexual content, vulgarity, or material that conflicts with their moral or religious beliefs. This interest can override certain educational interests when they relate to fundamental beliefs and upbringing. Exposure to books with explicit sexual content, such as *Gender Queer*, may be considered an interference with parental rights to guide moral education. A simple solution would be for schools to limit access to sexually explicit material for minors as a way to respect constitutionally protected parental rights.

Student speech is protected unless it is disruptive (*Tinker*), but not protected if it is vulgar or sexually explicit (*Fraser*). The sexually explicit scenes and vulgar language in *Gender Queer* fall squarely within this content category that *Fraser* allows schools to restrict. In addition, *Hazelwood* allows a school to have control over school-sponsored materials, including libraries, to make sure that the material is reasonably related to legitimate educational concerns. My argument is that the sexual content in *Gender Queer*, particularly because it is visual and is not reasonably related to educational objectives for minors and is inconsistent with their developmental level, therefore access should be restricted for students below a certain age.

Under *Ginsberg*, material that is lawful for adults can still be restricted for minors if harmful. *Gender Queer* includes pervasive, explicit depictions of sexual activity, references to pornographic websites and books. These depictions are graphic and

repeated, fitting within categories described by *Miller*. While some critics consider that *Gender Queer* has literary value for adults, the relevant inquiry concerns its value for minors which may be more restrictive given the content's explicit nature and lack of educational framing.

Under *Pico*, removal or restriction of this book is permissible when based on legitimate pedagogical concerns such as age appropriateness, not viewpoint discrimination. Recent studies have increasingly suggested that pornography, when viewed by a minor, may have long lasting adverse consequences. This should bear on considerations of the whether or not to restrict visual material which meets the standards for harmful matter set forth by California. The basis for restricting access here is the graphic sexual content and its potential harmful impact on minors.

B. Application of California State Law

Penal Code § 313 permits restricting material harmful to minors. The book's explicit illustrations and references to sexual activity as well as references to pornographic books and websites arguably meets this definition under California community standards.

California law grants school boards broad discretion in library material selection and restriction, as long as decisions are viewpoint neutral and pedagogically justified.


V. Conclusion and Recommendation

Federal and California law provide school districts with broad discretion to regulate access to sexually explicit or vulgar material in school settings, even when such material is legally found not obscene for adults. Under *Ginsberg*, schools may restrict material that is harmful to minors. *Miller* supports assessing whether sexual depictions are patently offensive by community standards. *Fraser* and *Hazelwood* authorize schools to limit vulgar or age-inappropriate content in school-sponsored spaces, and *Pico* allows removal or restriction of library materials for legitimate pedagogical reasons, including age appropriateness and student welfare, provided the decision is viewpoint neutral.

Gender Queer: A Memoir contains explicit sexual imagery and language that, while potentially of literary or political value for adults, may reasonably be deemed harmful or educationally unsuitable for minors due to its graphic nature and lack of contextual framing appropriate for a school setting. California Penal Codes 313 further supports restricting access to material deemed harmful to minors under statewide standards.

Accordingly, I believe that the District may lawfully restrict or remove *Gender Queer* from unrestricted student access in its libraries, or alternatively, place it under controlled access (e.g., parental consent or age-based restrictions) provided the decision is based on legitimate pedagogical described above, and not on disagreement with the book's underlying ideas. This approach would be consistent with both federal constitutional standards and California law, while also respecting parental rights and community standards.

Sincerely,

DocuSigned by:

7D9DCE8D3DA3464...

10/8/2025

Paul Masters

cc: Paul Fawcett <paul.fawcett@lmusd.org>
Raquel Lujano <raquel.lujano@lmusd.org>

APPENDIX

Gender Queer: A Memoir is a graphic or comic novel. Rather than include photos, please refer to a copy of the novel for reference.

Miller v. California, 413 U.S. 15 (1973), an example of "what a state statute could define for regulation under part (b) of the standard announced in this opinion..."

"Sex and nudity may not be exploited without limit by films or pictures exhibited or sold in places where juveniles may be present. Patently offensive representations or descriptions of **ultimate sexual acts, normal or perverted, actual or simulated, and patently offensive representations or descriptions of masturbation, excretory functions, and lewd exhibition of the genitals, have been held to be obscene.**"

Sex acts:

- page 167 (top) - image of what appears to be a female performing **oral sex** on a male
- page 167 (middle) - an image of a person with what appears to be a **dildo** or strap-on penis worn over underwear, and another person performing **oral sex** on the dildo
- page 62 (middle) - **two males, both nude, reclining on a bed kissing**
 - "This would evolve into Hip-Thrusting..."
- page 138-140 - pictures of a vibrator
 - "In 2013, I discovered Erika Moen's webcomic **Oh Joy Sex Toy**... the first sex toy she ever purchased A \$10 Bullet Vibrator." Then she discussed her experience with a **vibrator**.

Masturbation:

- page 62 (top) - an image of a clothed person with a hand wrapped around a bulge in the **crotch**
 - "For years my standard method of **masturbation** was stuffing a sock into the front of my pants and manipulating The Bulge."
- page 62 (bottom) - a picture of a person driving with a hand grasping their **crotch**
 - "Memorably, I got off once while driving just by rubbing the front of my jeans and imagining getting a **Blow Job**."
- page 136 - discusses how she tracked her "**wanking**" or **masturbation**.

Excretory functions:

- page 13 - shows a boy and a girl **urinating** in the yard
- page 19 - shows what appears to be blood on underpants
- page 35-37 - repeated cartoons of **menstrual blood** on inner thighs, clothes and **menstrual pads**
- 36 - shows a toilet with **blood and feces** in the bowl, on the seat, and on the floor with flies flying above

Lewd exhibition of the genitals:

- page 135 - depiction of two males, one older and one younger, both with **erections** as older man reaches for younger man's **genitalia**
- page 93 - one illustration shows a torso with an apparent **erect penis** under undershorts
 - "I then dreamed about having a massive painful boner that lasted all day."

- page 128 - an image of an adult with what appears to be a spike through the crotch area and blood pictured on the spike
- page 129 - an image of adult pinned through the sacrum, face down, again with blood on the pin

Reference to pornography, pornographic websites, etc:

- page 157 - **kink.com** studios
- page 155-158 - description of "**Tinder** Journey" to find someone "to kiss" but which led to a sexual relationship
- page 75 - discussing two series of books... "both of which include very tame... **Sex scenes.**"
 - page 116-117 - (comic script) "Interest in **erotic... fiction** has been so prevalent in my friendships, one could mistake it for a prerequisite...."
- page 166 - discusses **sexting**

Drugs, alcohol:

- page 103 - discussion of a game played "Never have I ever" with those who "have never" **drunk a shot of alcohol**, become **intoxicated**, approx. age 19
- page 174 - illustration of a person **injecting a drug**

BOOK REVIEW COMMITTEE - BOOKS UNDER REVIEW

District			Gender Queer (Kobabe)
Lucia Mar			Purchased 2022, 3 circ
Atascadero			Not owned
Paso Robles			Not owned
SLOHS			Not owned

This report summarizes ownership, purchase dates, and circulation counts for the books under review — *Gender Queer* — across local districts.

3 circ = checked out 3 times



Book Review Committee Meeting
September 4, 2025

Agenda/Introductions

Committee Members:

-
-
-
-
-
-
-

Norms:

- ☺ Manage distractions appropriately so that we can stay focused on the work.
- ☺ Be open minded and respect the ideas of all members of the team.
- ☺ Start and end on time.
- ☺ Listen attentively and seek to understand prior to action.

Additional Information:

- Expert Review of materials
- Circulation Report

Review of Materials:

-
- 10:15- Complainant #2- Paul Masters **Book:** *Gender Queer*, by Maia Kobabe
-

In Reviewing Materials, The Review Committee Shall:

- Bear in mind the principles of the freedom to learn and read
- Examine the challenged resource
- Provide an opportunity for appropriate persons to address the committee, including the individuals(s) expressing the concern and staff using the resource
- Determine general acceptance of the resource by consulting standard evaluation aids and local holdings in other schools
- Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context
- Discuss the challenged resource in the context of the educational program
- Reach a decision about the continued use of the resource and prepare a written report



- A major criterion for the final decision is the appropriateness of the material for its intended use.
- Although not directly applicable, members may wish to consider other existing content rating systems designed to protect children from inappropriate content (e.g., MPAA film ratings, ESRB video game ratings, TV Parental Guidelines). Also, consider what might be viewed as "obscene" or "vulgar" content that would warrant corrective disciplinary action for a student.
- A challenge to a title may result in access to it being retained, restricted, or withdrawn entirely. Restrictions on access may include relocating the book to a section of the library intended for an older age group than the book is intended for, labeling it with a content warning or rating, taking it out of the online catalog so it has to be requested from a staff member, removing it from open and freely browsable stacks, or requiring parental permission to check it out.

Resources:

[AR 6163.1: Library Media Centers](#)

Book Review Committee Meeting,

September 4, 2025

Committee Members:

-
-
-
-
-
-
-

Review of Materials:

- *Gender Queer*, by Maia Kobabe

Prior to the review committee, each committee member was provided with a copy of the book(s) to be reviewed. Each member read the selection, in its entirety.

Discussion around the selection included local board policies and administrative regulations, as well as other relevant book selection criteria, such as Titlewave, review journals, and individual school library policies and procedures.

After review and discussion, the committee recommends that the book *Gender Queer*, by Maia Kobabe remain in the high school libraries for circulation. The book should be available for check out for all students in grades 9-12. This decision results in NO ACTION, effectively returning the book to general circulation just as before.

The committee reviewed and discussed the selection as a whole, and came to the conclusion that this selection is appropriate for a high school library, and should be available for students in grades 9-12. After discussion, there were no further concerns about this selection.

Library Book Selection Criteria
Review of: Gender Queer, by Maia Kobabe

Please note any areas of concerns for possible conversation. If the criteria is not applicable (from your perspective) note n/a

	No Concern	Concern	Comments
1 Alignment with District and State standards	✓		
2 Contribution to the curriculum and educational goals	✓		
3 Relevance to the varied interest of the students	✓		
4 Favorable reviews found in standard selection sources	✓		
5 Favorable recommendations based on preview and examination of materials by professional personnel	✓		
6 Readability	W	✓	
7 Reputation and significance of the author, producer, and publisher	✓		
8 Validity, currency, and appropriateness of material	✓		
9 Contribution to the breadth and diversity of representative viewpoints on controversial issues	✓		
0 High degree of potential user appeal	W	✓	
1 Artistic quality and literacy style	✓		
2 Quality, durability, and variety of format	✓		
3 Value commensurate with cost and/or need	✓		



<p>Resources in physical and virtual formats, including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, and other forms of emerging technologies).</p>	<p>✓</p>		
<p>Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.</p>	<p>✓</p>		

Additional Notes:



Library Book Selection Criteria

Review of: Gender Queer, by Maia Kobabe

Please note any areas of concerns for possible conversation. If the criteria is not applicable (from your perspective) note n/a

	No Concern	Concern	Comments
Alignment with District and State standards	✓		
Contribution to the curriculum and educational goals	✓		Education on boundaries and sexual content #Diagrams the confusion that heteronormative stereotypes
Relevance to the varied interest of the students	✓		trans kids reviews of books say it helped them
Favorable reviews found in standard selection sources	✓		
Favorable recommendations based on preview and examination of materials by professional personnel	✓		
Readability	✓		
Reputation and significance of the author, producer, and publisher			
Validity, currency, and appropriateness of material	✓		
Contribution to the breadth and diversity of representative viewpoints on controversial issues	✓		
High degree of potential user appeal		✓	
Artistic quality and literacy style	✓		
Quality, durability, and variety of format	✓		bullied fell behind in school
Value commensurate with cost and/or need	✓		



<p>Resources in physical and virtual formats, including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, and other forms of emerging technologies).</p>	✓		
<p>Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.</p>	✓		

Additional Notes:



Library Book Selection Criteria

Review of: Gender Queer, by Maia Kobabe

Please note any areas of concerns for possible conversation. If the criteria is not applicable (from your perspective) note n/a

	No Concern	Concern	Comments
Alignment with District and State standards	X		
Contribution to the curriculum and educational goals	X		
Relevance to the varied interest of the students	X		
Favorable reviews found in standard selection sources	X		
Favorable recommendations based on preview and examination of materials by professional personnel	X		
Readability	X		
Reputation and significance of the author, producer, and publisher	X		
Validity, currency, and appropriateness of material		X	-certain images could cause more parents to complain -not as a class assignment
Contribution to the breadth and diversity of representative viewpoints on controversial issues	X		
High degree of potential user appeal	X		
Artistic quality and literacy style		X	-comic book style might not be taken seriously
Quality, durability, and variety of format	X		
Value commensurate with cost and/or need	X		



Resources in physical and virtual formats, including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, and other forms of emerging technologies).	X		
Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.	X		

Additional Notes:



Library Book Selection Criteria

Review of: Gender Queer, by Maia Kobabe

Please note any areas of concerns for possible conversation. If the criteria is not applicable (from your perspective) note n/a

	No Concern	Concern	Comments
Alignment with District and State standards	✓		
Contribution to the curriculum and educational goals	✓		
Relevance to the varied interest of the students	✓		
Favorable reviews found in standard selection sources	✓		
Favorable recommendations based on preview and examination of materials by professional personnel		✓	Age appropriate, reviews - Awards
Readability	✓		
Reputation and significance of the author, producer, and publisher	✓		
Validity, currency, and appropriateness of material	no	✓	Evaluate the books as a whole
Contribution to the breadth and diversity of representative viewpoints on controversial issues	no	✓	Young people deserve to see themselves represented in a library's books
High degree of potential user appeal	✓		
Artistic quality and literacy style	✓		
Quality, durability, and variety of format	✓		
Value commensurate with cost and/or need	✓		- Alternative books with the same themes



<p>Resources in physical and virtual formats, including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, and other forms of emerging technologies).</p>	<p>✓</p>		
<p>Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.</p>	<p>✓</p>		

Additional Notes:

Library Book Selection Criteria
Preview of: Gender Queer, by Maia Kobabe

Please note any areas of concerns for possible conversation. If the criteria is not applicable (from your perspective) note n/a

	No Concern	Concern	Comments
Alignment with District and State standards	X		
Contribution to the curriculum and educational goals	X		- Sex education -> talks about boundaries/consent - Helps them wade through their sexuality
Relevance to the varied interest of the students	X		
Favorable reviews found in standard selection sources	X		
Favorable recommendations based on preview and examination of materials by professional personnel	X		- Recommended age group is 9th, 12th or 16th - Non awards - Trans readers felt represented
Readability	X		
Reputation and significance of the author, producer, and publisher	X		
Validity, currency, and appropriateness of material	X		
Contribution to the breadth and diversity of representative viewpoints on controversial issues	X		
High degree of potential user appeal	X		
Artistic quality and literacy style	X		
Quality, durability, and variety of format	X		
Value commensurate with cost and/or need	X		- Other books w/ similar themes



<p>Resources in physical and virtual formats, including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, and other forms of emerging technologies).</p>	<p>X</p>		
<p>Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.</p>	<p>X</p>		

Additional Notes:



Library Book Selection Criteria

Review of: Gender Queer, by Maia Kobabe

Please note any areas of concerns for possible conversation. If the criteria is not applicable (from your perspective) note n/a

	No Concern	Concern	Comments
Alignment with District and State standards	X		
Contribution to the ^(SWS) curriculum and educational goals		X	personal journey of identity
Relevance to the varied interest of the students		X	
Favorable reviews found in standard selection sources		not sure	
Favorable recommendations based on preview and examination of materials by professional personnel		not sure	Age 16 Grades 9-12 *recipients of awards
Readability	X		
Reputation and significance of the author, producer, and publisher			Do not know author's reputation
Validity, currency, and appropriateness of material		X	Graphics, sexual content for pleasure plus necessary for it on campus
Contribution to the breadth and diversity of representative viewpoints on controversial issues	X		
High degree of potential user appeal		unsure	Don't know LGBTQ+ demographic
Artistic quality and literacy style	X		
Quality, durability, and variety of format	X		
Value commensurate with cost and/or need			Don't think due to graphics look at alternative that calls attention away from main theme (gender confusion/identity)

Administrators push back

Due to graphics
in book, this could
call attention away
from main theme
(gender confusion/identity)



Resources in physical and virtual formats, including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, and other forms of emerging technologies).	X		
Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.	X		

Additional Notes:



circulation

Library Book Selection Criteria

Review of: Gender Queer, by Maia Kobabe

Please note any areas of concerns for possible conversation. If the criteria is not applicable (from your perspective) note n/a

	No Concern	Concern	Comments
Alignment with District and State standards	X		
X Contribution to the curriculum and educational goals	X		Sex-ed boundaries, consent diagram confusion of sexuality
Relevance to the varied interest of the students	X		
Favorable reviews found in standard selection sources			
X Favorable recommendations based on preview and examination of materials by professional personnel			Age 10, 9-12 9+ Awards, Reviews, Selection criteria HS setting
X Readability		X	pictures
Reputation and significance of the author, producer, and publisher			
X Validity, currency, and appropriateness of material		X	obscure
X Contribution to the breadth and diversity of representative viewpoints on controversial issues		X	
X High degree of potential user appeal		X	
X Artistic quality and literacy style			X pictures, access
Quality, durability, and variety of format			
X Value commensurate with cost and/or need		X	Theme is important



<p>Resources in physical and virtual formats, including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, and other forms of emerging technologies).</p>	4		
<p>Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.</p>	1		

Additional Notes:

MUSTY *

- M** **Misleading** Can occur more rapidly in technology than mythology. Look for:
- “Dated” popular fiction
 - Obsolete information
 - Books containing racial, cultural or sexual stereotyping
- U** **Ugly** Refers to the physical condition of the book.
- Antiquated appearance
 - Worn-out, frayed, dirty
 - Unable to mend
- S** **Superseded** There may be newer copies available.
- Duplicate copies
 - Almanacs, yearbooks, encyclopedias superseded by newer editions
- T** **Trivial** Look for appropriateness for the collection. Check for poor writing, inaccurate information, an inappropriate interest or reading level for students.

Y **Your collection** has no use for the book. It is irrelevant to your curriculum.

* Coined by the American Library Association in cooperation with the Texas State Library, 1976

FOR FURTHER INFORMATION

The CREW Method; Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries, Texas State Library, 1995

Weeding Library Collections, Stanley J. Slote, Libraries Unlimited, 1997

Where Do I Start? A School Library Handbook, Santa Clara County Office of Education, Linworth, 2000

California School Library

Information

<http://www.cde.ca.gov/ci/cr/lb/index.asp>

Norfolk Public Schools, VA Library Media Center Handbook
http://www.npsk12.com/pdf/Media_Services_Handbook-2013-14.pdf
[Note: the preceding link is invalid.]

Sunlink Weed of the Month Club <http://tinyurl.com/kr53b5v> [Note: the preceding link is invalid.]



California Department of Education
Curriculum Frameworks and
Instructional Resources Division
www.cde.ca.gov/ci/cr/lb/index.asp
Office: 1430 N Street, Suite 3207
Sacramento, CA, 95814

WEEDING THE SCHOOL LIBRARY

The Counterpart to Selection



Why Weed?

It does not matter how many books you may have, but whether they are good or not.

— *Epistulae Morale*
Lucius Annaeus SENECA
3 B.C.-65 A.D

WEEDING THE COLLECTION

DEFINITION

Weeding is the removing of materials from a library collection in a systematic and deliberate way. It is an ongoing part of collection development, a planned and thoughtful action that will ensure library materials are current and enticing.

DEVELOP A WEEDING POLICY AND CRITERIA

A part of the district selection policy should include a plan for weeding the school library collection. This weeding policy should include a justification, rationale, a plan for teacher evaluation of materials being considered for discard and a process for disposal.

The following criteria should be considered in developing such a policy:

- **Copyright:** a clue to look more carefully at the content.
- **Content:** look for relevance to the needs and curriculum of the school.
- **Physical condition:** look for ease of repair. Is there sufficient time and staff to complete major repairs?
- **Number of circulations** including last circulation. If not circulated for 5-10 years determine why.
- **Superseded:** is there newer information available?

INFORMAL WEEDING

An ongoing process that often occurs as materials are checked-in or checked-out.

FORMAL WEEDING

A planned process that is not superseded by informal weeding. A rotation schedule can be established allowing for systematic weeding over time.

COPYRIGHT

These are **suggested** copyright markers to consider. Utilize other criteria as well as these guidelines.

Dewey Classifications	500	5-10 years
100	600	5-10 years
200	700	5-15 years
300	800	flexible
400	900	15 years

Biographies flexible

Fiction 10 years

Encyclopedia 5-7 years

Reference: evaluate on individual basis

Periodicals 5 years

Almanacs/Yearbooks 3 years in reference, 3 additional years in circulation

CONSIDER KEEPING

- Classics, award winners
- Local History
- Annuals & School Publications
- Titles on current reading lists
- Out of print titles that are still useful
- Biographical Sources

PROCEDURE

- Design a plan that includes a schedule and a goal for the weeding process.
- Schedule weeding during an uninterrupted time.
- Have post-its, carts and boxes available.
- Look at each book and apply your criteria.
- If pulling the book, note the reason and place on a cart for mending or in a box for disposal.
- Remove records from circulation system.



Regulation 6163.1: Library Media Centers

Original Adopted Date: 09/05/2023 | **Last Revised Date:** 11/14/2023 | **Last Reviewed Date:** 11/14/2023

Library Media Centers

Selection of Library Media Resources Library media resources may include but are not limited to: print and non-print materials such as library books, video recordings, sound recordings, ebooks, maps, kits, and realia.

OBJECTIVES

Library media resources are selected to:

- support, enrich, and assist in implementing the educational program
- serve the specific needs and interests of individual students
- include all levels of difficulty, providing for a wide range of abilities and learning styles
- offer a variety of formats, with diversity of appeal and presentation of differing points of view
- serve the breadth of the curriculum, including background materials to supplement classroom instruction
- assist students in making intelligent judgments in their daily lives

RESPONSIBILITY

The responsibility for recommending selections rests with the District Librarian who shall discharge this obligation consistent with the Board's adopted instructional materials selection criteria (BP 6161.1) and procedures. Recommendations from the school community, including other library personnel, faculty, parents, and students are encouraged and will be considered. Selected resources are subject to approval by the site administrator.

Selection Criteria

Staff members involved in the selection of library media resources shall use the following criteria as a guide:

- alignment with District and State standards
- contribution to the curriculum and educational goals
- relevance to the varied interests of the students
- favorable reviews found in standard selection sources
- favorable recommendations based on preview and examination of materials by professional personnel
- readability
- reputation and significance of the author, producer, and publisher
- validity, currency, and appropriateness of material
- contribution to the breadth and diversity of representative viewpoints on controversial issues
- high degree of potential user appeal
- artistic quality and literary style
- quality, durability, and variety of format
- value commensurate with cost and/or need

- resources in physical and virtual formats, including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, and other forms of emerging technologies)
- provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures

PROCEDURES

Recommendations for library media resources are made by the library media teacher at the Instructional Materials Center to the District Librarian. All selections are made with due regard to requests and suggestions from library technicians, library assistants, staff, students, and parents.

Reviews of proposed acquisitions will be sought in the literature of reputable professional organizations and other reviewing sources recognized for their objectivity and wide experience. The following lists and tools may be consulted, but resources are not limited to these listings.

Bibliographies, using the latest editions and supplements:

American Library Association lists bibliographies prepared by educational organizations

Current reviewing media, such as:

Booklist
Horn Book
School Library Journal
Tidal Wave

Donation materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.

Monetary donations are acceptable with the understanding on the part of the donor that the money will be given to the District and that resources will be purchased after being selected according to the District criteria for selection.

COLLECTION MAINTENANCE

Selection is an ongoing process which includes the removal of resources no longer appropriate, and the replacement of lost and worn resources still of educational value. The systematic process of removing materials is referred to as "weeding the collection" by the California Department of Education. Weeding is standard practice for all libraries. It is a way of ensuring that library collections are useful, up-to-date, appealing, and in good condition. It is also a way of increasing circulation. Studies show that libraries with attractive, vital collections have greater circulation than those with crowded shelves housing dated materials in poor condition, even though the latter may have larger numbers of resources.

When evaluating resources for possible "deselection," the following criteria should be taken into account:

- copyright date, with special attention to accuracy and currency
- content, especially with regard to relevancy to the curriculum and student needs
- physical condition, taking into consideration the possibility of mending or rebinding
- obsolescence, especially if the item has been superseded by a newer edition
- frequency of use, including number of check-outs and date of last circulation
- duplicates, taking into consideration possible needs of other libraries in the District Resources that have been identified as "weeds" need to be withdrawn from the collection by deleting the local holdings records and removing or destroying the site's barcodes. They may then be offered to other District Library Media Centers. Resources that are not relocated to another site should be stamped "discard" or "withdrawn." They may then be offered to staff and students as free materials. Unwanted items may be recycled, discarded, or given to charity.

INTRADISTRICT SHARING OF LIBRARY RESOURCES

Each Library Media Center in the District is considered part of a unified school library media system. All library personnel are guided by the educational objectives and policies of the District. All resources may be shared and may be made available upon request to other school Library Media Centers in the District.

Reconsideration of Library Resources

Guiding Principles

1. Freedom of inquiry is vital to education in a democracy. The District supports the principles of intellectual freedom inherent in the First Amendment of the Constitution and expressed in the Library Bill of Rights and The Students' Right to Read (copies attached).
2. The District supports the right to a redress of grievances inherent in the First Amendment. Any parent of a student within the District and/or any District staff member may raise an objection to library media resources used in that specific school's Library Media Center on the basis of appropriateness.
3. The procedure for submitting a formal objection is outlined below. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.
4. No parent or guardian has the right to determine reading, viewing, or listening resources for students other than his or her own children/wards.
5. The major criterion for the final decision is the appropriateness of the material for its intended use.
6. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material. Personnel shall not be punished or have their employment affected by decisions reached by the review committee.
7. Access to challenged resources may be restricted during the reconsideration process.

Request for Informal Reconsideration

All expressions of concern to staff members or administrators, whether received by telephone, letter, or in personal conversation shall be reported to the supervising library media teacher and the site administrator.

The supervising library media teacher and/or site administrator shall contact the complainant to discuss the concern and attempt to resolve the issue informally by listening to the complaint, explaining the selection procedure, criteria, and qualifications of those persons selecting the library materials, and the intended use of the resource.

Request for Formal Reconsideration

If the complainant wishes to file a formal request for reconsideration challenge, he or she must attest that they have first read, viewed, or listened to the resource in its entirety. A copy of the District's "Library Media Centers" Board Policy #6163.1 and Administrative Regulations and a Request for Reconsideration of Library Media Resource Form shall be provided to the party concerned by the supervising library media teacher or site administrator.

1. Preliminary Procedures

- The Instructional Media Center ("IMC") and each school site will keep on hand and make available the Request for Reconsideration of Library Media Center Resource form. All formal objections to library media resources must be made on these forms.
- The complainant must read, view, or listen to the resource in its entirety before submitting a Request for Reconsideration of Library Media Center Resource form.
- At school sites, the Request for Reconsideration of Library Media Center Resource form shall be signed by the complainant and filed with the principal or designee. At the IMC, the form shall be filed with the Director of Curriculum or designee.

- The Assistant Superintendent of Curriculum shall be informed of any formal Request for Reconsideration received.
- The Request for Reconsideration shall be referred to a review committee at the school or IMC for reevaluation of the resource. This committee may involve additional personnel as appropriate.

2. The Review Committee

Upon receipt of a formal Request for Reconsideration, the Director of Curriculum or designee shall:

Appoint a reconsideration committee of seven members, including the following as appropriate:

- The District Librarian
- The library media technician
- One member of the district staff chosen by the Director of Curriculum or designee
- One member of the school teaching staff
- One member of the School Site Council or other community member
- At the secondary level, one or two representatives of the school's student government organization may be chosen by the site administrator to provide feedback to the committee.

Name a chair for the committee.

Make the resource available for reading, viewing, or listening by the committee.

Arrange for a meeting of the committee within fifteen working days after receipt of the formal Request for Reconsideration. This timeline may be extended by the committee chair for an additional 14 days as necessary so long as notice is provided to the complainant of the need for the extension.

3. Resolution

The committee shall review the resource in question and judge whether it conforms to the principles and criteria of selection outlined in the Selection of Library Media Resources procedure.

The review committee may choose to consult district support staff and/or community persons with related professional knowledge.

The chair shall notify the complainant and other appropriate persons of the meetings and invite them to attend.

A recorder shall be responsible for keeping records of the meeting(s) and filing required reports.

The review committee shall:

- Bear in mind the principles of the freedom to learn and read
- Examine the challenged resource
- Provide an opportunity for appropriate persons to address the committee, including the individuals(s) expressing the concern and staff using the resource
- Determine general acceptance of the resource by consulting standard evaluation aids and local holdings in other schools
- Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context
- Discuss the challenged resource in the context of the educational program

- Reach a decision about the continued use of the resource and prepare a written report
- A challenge to a title may result in access to it being retained, restricted, or withdrawn entirely. Restrictions on access may include relocating the book to a section of the library intended for an older age group than the book is intended for, labeling it with a content warning or rating, taking it out of the online catalog so it has to be requested from a staff member, removing it from open and freely browsable stacks, or requiring parental permission to check it out.

The written report shall be retained by the site administrator, with copies forwarded to the Director of Instructional Services and the Assistant Superintendent of Educational Services.

The decision of the review committee shall be final.
