

A. Purpose

The Warren Library Association (“the Library”) supports and connects Warren County community members by providing free and open access to information, materials, and services that contribute to lifelong learning and enjoyment for people of all ages and backgrounds.

The Library strives to build a collection of materials of popular and current interest as well as enduring value. The basis of selection shall be inclusivity. Because of the volume of publishing, as well as the limitations of budget and space, the Library must have a collection development policy. This policy is used by the Library staff in the selection, withdrawal, and reconsideration of materials. It also serves to acquaint the general public with the principles of selection.

The responsibility for this policy governing the inclusion of materials in the Library collection rests solely with the Library Board of Directors (“the Board”). The responsibility for establishing and implementing procedures to carry out this policy rests with the Library Executive Director.

B. Selection

The actual task of selection has been delegated by the Library Executive Director to Master’s Degreed Librarians who choose materials for residents and taxpayers of all ages, backgrounds, and opinions. They use a variety of resources to select materials for the collection such as professional journals and reviews, material demand levels, and requests from patrons. When evaluating items for selection, consideration will be given to but not be limited by the following criteria:

- Is the item in popular demand?
- Is the item relevant?
- Existing Library holdings. Does the item contribute to a useful, balanced, and diverse Library collection?
- Is the item's information current/up to date?
- Is the item's information grounded in good scholarship?
- Is the format suitable for the collection and for community needs?
- Does the item's purchase fit into the Library's budget?
- Is the item available for purchase through an approved Library vendor?
- Are only legally manufactured and licensed materials being added to the collection, with illegal or unlicensed formats excluded from circulation?

The collection should reflect the diversity of people and experiences worldwide (see appendix E on Diverse Collections: An Interpretation of the Library Bill of Rights). The collection should also contain the various positions expressed on important or controversial questions, including unpopular or controversial beliefs or views. This provides an arena for individuals to freely examine issues and make independent decisions. Selection of a given item for the Library’s collections should not be interpreted as an endorsement of a particular viewpoint.

The Library's primary, but not exclusive, sources of reviews are ALA recommended lists, area newspapers, the New York Times Best Sellers/Review of Books, book seller reviews, and other Library journals. The lack of a review or an unfavorable review shall not be the sole reason for not selecting a title which meets other selection criteria. The Library also depends heavily, but not exclusively, upon Library user demand for materials when making purchasing decisions.

A major consideration is the availability of material elsewhere in the Library’s geographic area in various types of libraries and through the statewide interlibrary loan system.

C. Intellectual Freedom

The Library and the Board uphold the democratic right of all Americans to freely express their thoughts and ideas, both popular and unpopular. We support the right of each individual to privately read, listen, and view the full range of published thoughts and ideas. The Board considers reading, listening, and viewing to be individual, private matters. The Board believes that full, confidential, and unrestricted access to information is essential for patrons to exercise their constitutional rights. While anyone is free to select or reject materials for themselves or their own minor child(ren), the freedom of others to read or inquire will not be restricted. Only parents and guardians have the right and responsibility to guide and direct the reading, listening, and viewing choices of their own minor child(ren). The Library does not stand in the place of parents (in loco parentis).

The Library and the Board adhere to the principles stated in the Library Bill of Rights, the Freedom to Read Statement, and the Freedom to View Statement published by the American Library Association (appendices A, B, and C). The Board has also adopted a Resolution Against Book Bans (appendix F). These supporting documents can be found as appendices at the end of this policy.

Library collections will be organized, marked, and maintained to help users discover the materials they seek. We will not use any system of coding, rating, or labeling to identify or segregate materials to limit discovery or access. (see appendix D on Labeling Systems: An Interpretation of the Library Bill of Rights). Any sequestering or alteration of materials because of controversy surrounding the author or the subject matter will not be sanctioned. Our selection of materials does not mean we endorse the contents or views expressed in those materials.

D. Artificial Intelligence

The Warren Library Association respects the intellectual property of human authors and creators. The Library should make every reasonable effort to avoid the purchase of AI-generated content or AI-generated audio editions of human-created works. AI-generated content is any type of content, such as text, images, video, or audio which is wholly or partially created by any artificial intelligence model or machine-based learning software.

AI-generated content that is inadvertently added to the collection should be noted as such in the catalog record once staff are made aware of the origin. These items may be retained if they meet the Library's selection criteria and collection development policy and are noted as being AI-generated in a brief catalog record.

AI-assisted content may be added to the collection if they meet all selection criteria and are subject to the same requirements as human-created content. AI-assisted content is work that is written or created by a human, but for which AI tools were used to edit, refine, or error-check the work. If an item is AI-assisted, but still human-created, the Library does not require that the material be identified as such in either the catalog or on the physical item.

Local authors who wish to donate their work to the collection must disclose whether the creation of the material involved assistance from artificial intelligence; failure to provide this disclosure will result in the item not being considered for inclusion in the Library's collection.

E. Constitutional Protection

The Board considers all materials selected under this policy to be constitutionally protected under the First Amendment of the United States Constitution and the Constitution of Pennsylvania. If a court having jurisdiction over the Warren Library Association, decides that any material in the collection is not constitutionally protected, such material will be removed. Material under court consideration will remain available to patrons until a final court ruling is made after all appeals are exhausted.

F. Gifts & Donations:

Generally, the Library does not accept donations of used books or other materials due to space and time limitations. However, the Executive Director may accept a limited number of new or current lightly-used donations by applying the same criteria as would be applied to the purchase of new materials. The Executive Director must deem them needed and/or appropriate for the collection per this collection development policy. Information regarding Memorial Book Donations can be found in the Warren Library Association Gift Policy.

G. Withdrawal

A current, attractive, and useful collection is maintained through a process of continual withdrawal and replacement called weeding. Items may be withdrawn based on these criteria: lack of item demand, item condition, current relevance or accuracy, usefulness, publishing date, availability of newer or more valid materials, and space limitations.

Withdrawn materials will be disposed of responsibly through the Library's relationships with reselling and recycling vendors. Some items may be sold in the Book Seller. This ongoing process is authorized by the Board of Trustees, is the responsibility of Library Administration, and is carried out by Master's Degreed Librarians.

H. Reconsideration of Materials

Although materials are carefully selected, there can arise differences of opinion regarding a materials' suitability. The Library will challenge the censorship of any materials in an effort to provide complete and accurate information on all sides of an issue and to foster intellectual freedom.

Parents and legal guardians always have the right and the responsibility to educate their minor children about the books and other materials that may be best for them. No other adult should make those decisions for other parents' or guardians' children.

Selection of Library materials will not be inhibited by the possibility that materials may come into the possession of children.

Procedure for Requesting Material Review/Reconsideration

Library users with a concern about a material owned by the Library may:

- Complete a "Request for Material Review" form (appendix G) which is available in the Library. Only one item may be specified per form, and only one active form per household will be accepted and reviewed at a time.
- Submit the completed form to the Library Executive Director

- Attend Public Library board meetings

Library Response:

- The Library Executive Director reviews the request and presents findings to the Board.
- Alternately, the director may request that Library Board president appoint an ad hoc committee comprised of the Executive Director, Master's Degreed Librarians on staff, and representatives of the Board; none of whom posed the challenge, is related to the challenger, or is affiliated with the organization bringing the challenge; to review the request with the director and to present findings to the full Board.
- In all cases, materials are to be judged based on the entire work, not on selected excerpts.
- The individual requesting material review will be notified of meeting dates.
- The Library item under review shall remain in place and accessible throughout the entirety of the process.
- One copy of the final report from the Board shall be given to the petitioner, one copy to the Library Executive Director, and one copy shall remain in the Board's official records. The decision of the Board will be final.
- Requests to reconsider materials, which have previously undergone the reconsideration process, will not be reevaluated unless more than 60 months (five years) have passed since completion of the last review.

*Adopted by Warren Library Association Board of Directors on January 14, 1974
Last Revision on August 17, 2026*

Appendix A: Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other Library resources should be provided for the interest, information, and enlightenment of all people of the community the Library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a Library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their Library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all Library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019. Inclusion of "age" reaffirmed January 23, 1996.

Appendix B: Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own

standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society, individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers for Free Expression, The Association of American University Presses, The Children's Book Council, Freedom to Read Foundation, National Association of College Stores, National Coalition Against Censorship, National Council of Teachers of English, and The Thomas Jefferson Center for the Protection of Free Expression.

Appendix C: Freedom to View

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

Appendix D: Labeling Systems: An Interpretation of the Library Bill of Rights

The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Libraries do not advocate the ideas found in their collections or in resources accessible through the Library. The presence of books and other resources in a Library does not indicate endorsement of their contents by the Library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the Library. Labeling systems present distinct challenges to these intellectual freedom principles.

Labels may be a Library-sanctioned means of organizing resources or providing guidance to users. They may be as simple as a colored dot or strip of tape indicating reference books or fiction or as elaborate as the Dewey Decimal or Library of Congress call number systems.

Labels as viewpoint-neutral directional aids are intended to facilitate access by making it easier for users to locate resources. Users may choose to consult or ignore the directional aids at their own discretion. Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice, discourage, or encourage users to access particular Library resources or to restrict access to Library resources. Labeling as an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward Library resources.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the resource, or the background or views of the creator(s) of the resource, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the resource. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Directional aids can also have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling. Even well-intentioned labels may have this effect.

Prejudicial labeling systems assume that the libraries have the institutional wisdom to determine what is appropriate or inappropriate for its users to access. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association opposes the use of prejudicial labeling systems and affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access.

Adopted on June 30, 2015, by the ALA Council.

Appendix E: Diverse Collections: An Interpretation of the Library Bill of Rights

Collection development should reflect the philosophy inherent in Article I of the Library Bill of Rights: “Books and other Library resources should be provided for the interest, information, and enlightenment of all people of the community the Library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.” A diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences.

Library workers have an obligation to select, maintain, and support access to content on subjects by diverse authors and creators that meets—as closely as possible—the needs, interests, and abilities of all the people the Library serves. This means acquiring materials to address popular demand and direct community input, as well as addressing collection gaps and unexpressed information needs. Library workers have a professional and ethical responsibility to be proactively inclusive in collection development and in the provision of interLibrary loan where offered.

A well-balanced collection does not require a one-to-one equivalence for each viewpoint but should strive for equity in content and ideas that takes both structural inequalities and the availability of timely, accurate materials into account. A diverse collection should contain a variety of works chosen pursuant to the Library’s selection policy and subject to periodic review.

Collection development, as well as cataloging and classification, should be done according to professional standards and established procedures. Developing a diverse collection requires:

- selecting content in multiple formats;
- considering resources from self-published, independent, small, and local producers;
- seeking content created by and representative of marginalized and underrepresented groups;
- evaluating how diverse collection resources are cataloged, labeled, and displayed;
- including content in all of the languages used in the community that the Library serves, when possible; and
- providing resources in formats that meet the needs of users with disabilities.¹

Best practices in collection development assert that materials should not be excluded from a collection solely because the content or its creator may be considered offensive or controversial. Refusing to select resources due to potential controversy is considered censorship, as is withdrawing resources for that reason. Libraries have a responsibility to defend against challenges that limit a collection’s diversity of content. Challenges commonly cite content viewed as inappropriate, offensive, or controversial, which may include but is not limited to prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, scientific research, sexual content, and representation of diverse sexual orientations, expressions, and gender identities.

Intellectual freedom, the essence of equitable Library services, provides for free access to varying expressions of ideas through which a question, cause, or movement may be explored. Library workers have a professional and ethical responsibility to be fair and just in defending the Library user’s right to read, view, or listen to content protected by the First Amendment, regardless of the creator’s viewpoint or personal history. Library workers must not permit their personal biases, opinions, or preferences to unduly influence collection development decisions.²

¹ “Services to People with Disabilities: An Interpretation of the Library Bill of Rights,” adopted January 28, 2009, by the ALA Council under the title “Services to Persons with Disabilities”; amended June 26, 2018.

² ALA Code of Ethics, Article VII, adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

Adopted July 14, 1982, by the ALA Council; amended January 10, 1990; July 2, 2008; July 1, 2014 under previous name “Diversity in Collection Development”; and June 25, 2019.

Appendix F: Warren Library Association Resolution Against Book Bans

WHEREAS, reading is a foundational skill, critical to future learning and to exercising our democratic freedoms; and

WHEREAS, libraries provide access to books that offer teachable moments for readers of all ages and expand our understanding of people with different backgrounds, ideas, and beliefs; and

WHEREAS, books are tools for understanding complex issues; and

WHEREAS, limiting people's access to books does not protect them from life's complex and challenging issues; and

WHEREAS, all people deserve to see themselves reflected in a Library's collection; and

WHEREAS, librarians are professionals trained to not impose their own thoughts and opinions on which ideas are right, but to make knowledge and ideas available so that people have the freedom to choose what to read; and

WHEREAS, removing and banning books from public libraries is a slippery slope to government censorship and the erosion of our country's commitment to freedom of expression; and

WHEREAS, a large majority of Americans across the political spectrum oppose book bans; and

WHEREAS, book bans harm communities; then

THEREFORE, BE IT RESOLVED that the Warren Library Association Board of Directors endorses the following statement:

Individuals should be trusted to make their own decisions about what they read and believe. Further, no one should make decisions for other parents' or guardians' children about what they read.

We, the Trustees, are united against book bans.

THEREFORE, BE IT FURTHER RESOLVED that the Warren Library Association Board of Directors will act to protect the rights of everyone to access a variety of books and materials in libraries and online.

Appendix G: Request for Material Review/Reconsideration

The Library is committed to the fundamental rights of all people to read, access materials, resources, and other media services. The Board has established a procedure for gathering input about items owned by the Library. Completion of this form is the first step in that procedure. If you wish to make a statement of concern or request review of a Library resource, please return the completed form to the Library Executive Director.

Material being challenged **must be read or viewed in full**. Please use additional paper and refer to question numbers to fully complete this form.

If the form is incomplete or unsigned by the petitioner, the review/reconsideration process cannot proceed. Only one item may be specified per form, and only one active form per household will be accepted and reviewed at a time.

Name (Print): _____ Date: _____

Address: _____ Your Age: _____

Phone: _____ Email: _____

Who do you represent?

☐ Myself ☐ Organization

If representing an organization, please provide the following information:

Name of Organization: _____

Address of Organization: _____

President of Organization: _____

Type of material being addressed:

- ☐ Book/eBook ☐ Audio Book ☐ DVD
☐ Magazine/Newspaper ☐ Videogame ☐ Library Program Content
☐ Library Display ☐ Entryway Display Window
☐ Other: _____

Title: _____

Author: _____

Year of Publication: _____

Please explain your concerns by answering the following questions:

1. Did you read the entire Collection Development Policy? ☐ Yes ☐ No*
*For "No" responses, no further action is needed. If the entire Collection Development Policy has not been reviewed by the petitioner, the review/reconsideration process cannot proceed.
2. Did you read/listen to/view this entire item? ☐ Yes ☐ No*
*For "No" responses, no further action is needed. If the entire material has not been reviewed by the petitioner, the review/reconsideration process cannot proceed.
3. If "yes", please explain how you learned about this material.
4. Explain the purpose of this material.
5. What positive qualities does the material present?
6. What are your concerns about this material? Provide supporting sources and quotations.
7. How has the material been assessed in professional review sources? Provide supporting sources and quotations.

8. Provide professional sources in support of your objections.
9. Explain how the material fails to meet Intellectual Freedom standards.
10. Who would be negatively impacted by this material and how? Provide supporting evidence and sources. (Required)
11. What is your desired action for this material?
12. If removed, with what would you replace this material? Include titles and professional reviews of your suggested replacement material.

The Library material under review shall remain in place and accessible throughout the entire review process.

Signature: _____ Date: _____

If the form is incomplete or unsigned by the petitioner, the review/reconsideration process cannot proceed. Only one item may be specified per form and only one active form per household will be accepted and reviewed at a time.