

**Duke School
Middle School
Library Media Center
Collection Development Plan and Policy
2025-2030**

Introduction

The primary goal of the library media center's collection development is to build a collection, including both print and non-print resources, that supports the needs of the middle school community. This collection development plan and policy is a statement of the principles and guidelines used by the Duke School Middle School library media center in its selection, acquisition, evaluation, and maintenance of the media center materials.

The policy will be used to provide consistency among those responsible for purchasing and curating materials and to communicate the library media center's policies to faculty, students, staff, parents, and other members of the Duke School community. The collection development policy will be updated as the school's programs and information needs change.

Duke School Mission Statement

We inspire learners to boldly and creatively shape their future.

We live by the following ideas:

- *Learner-Centered*
 - Learners are the center of a dynamic and collaborative learning, inquiry and discovery process.
- *Active Inquiry*
 - Intellectual curiosity through project-based learning propels learners to explore multiple paths to creative solutions.
- *Bold Thinkers*
 - A deep love of learning and respect for our community forms bold, critical thinkers for life.

We do this to prepare the next generation of problem solvers for our complex world.

Duke School Middle School Library Media Center Mission Statement

The mission of the Duke School Middle School library media center is to support learning by ensuring that students and staff are effective users of ideas and information, as well as fostering a life-long love of learning and reading.

This mission is accomplished by:

- Providing intellectual, physical, and digital access to a variety of appropriate materials in all formats.
- Planning in advance with classroom teachers to integrate information literacy goals with school goals and by collaborating to stimulate and maintain students' interest in reading during this time of great personal and academic growth and change.
- Collaborating with fellow Duke School teachers to design learning strategies and provide materials that meet the needs of individual learners.
- Meeting the needs of all readers by selecting materials that take into consideration the varied abilities, interests, backgrounds and maturity levels across the middle school.
- Selecting materials with the goal of students seeing their own experiences and those of others in library materials.
- Designing checkout and overdue policies and practices with the goal of maximizing student access to materials, as well as their continued use of library resources and space.
- Creating an inviting physical library space that encourages use by all Duke School Middle School students.

Intellectual Freedom Statement

The school library media center subscribes to the American Library Association (ALA) *Library Bill of Rights* and its policy for *Access to Resources and Services in the School Library Media Program*. The Duke School school library program also believes, as stated in the ALA policy for *Access to Library Resources and Services for Minors*, “only parents and guardians have the right and the responsibility to determine their children’s—and only their children’s—access to library resources.” These policies can be found at the ALA website: <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>.

Duke School Community and Library Users

Duke School is a private independent school in Durham, North Carolina that serves families from around the Triangle including Durham, Chapel Hill, and Raleigh. The area is well known for higher education, healthcare, and technology; many Duke School families work in one of these arenas. The middle school includes grades 5 through 8, with students aged approximately 10-14. Students in the school read comfortably in a range from approximately 4th grade level to adult. There are approximately 200 students at the middle school and about 25 faculty members. Diversity in all forms is valued within the school community and faculty and students represent an array of ethnicities and cultures.

In addition to the core subject areas and Project, students take courses in Spanish, performing arts, music, art, and physical education. Information literacy and technology skills are integrated into main subject areas and Project and taught collaboratively by classroom teachers, media specialists and technology specialists.

Parents and guardians interested in checking materials out from the middle school library are invited to contact one of the librarians about setting up their own account in the library circulation system.

Duke School Curriculum

We recognize that students at Duke School enter with a great deal of prior knowledge and curiosity. They learn best when teachers build on this curiosity by helping them pose real questions about the world around them and subsequently helping them conduct in-depth investigations to answer those questions.

The Duke School curriculum has two important aspects, which provide for student learning needs:

- Explicit instruction, in which teachers plan activities to help students acquire skills and strategies.
- Integrated Project work, in which students conduct in-depth investigations of important topics and apply skills and strategies to solve real world problems.

Duke School has curriculum standards that serve as benchmarks at each grade level in all curricular areas. These benchmarks are based on standards set by national professional

organizations such as the National Council of Teachers of Mathematics and The National Association for the Education of Young Children. Our benchmarks serve as a guide rather than the driving force of our curriculum. Teachers set goals based on on-going assessment of each child.

Objectives of Selection

1. Provide materials that enrich and support the curriculum, align with the Duke School Strategic Plan and school values, while taking into account the varied abilities, interests, backgrounds, and maturity levels of students.
2. Provide materials that stimulate growth in knowledge and literacy appreciation.
3. Provide materials with multiple perspectives of controversial topics so that young citizens develop skills to critically analyze issues and make informed judgements in their daily lives.
4. Provide materials that portray a variety of religious, ethnic, and cultural groups to enhance understanding of the global community. These materials should reflect members of our school community, as well as the greater world.

CURRENT COLLECTION

Scope of the Collection

The collection consists of approximately 10,000 titles, including fiction, non-fiction, reference, biographies, online databases, Internet resources, periodicals, and a parent collection. A professional collection for faculty is housed in the library as well. Curated internet resources and databases are accessed through the library webpage. The library's provision of access to externally curated digital reading platforms such as SORA will be evaluated annually to determine if this access continues to be a valuable offering to Duke School Middle School students and faculty.

Collection development is influenced by the curriculum of the middle school and the information and reading needs of students, faculty, and parents.

Staff Responsible for Collection Development

The primary responsibility for collection development rests with the school library media specialists. They may seek support from classroom teachers and a library intern, as relevant. The media specialists may also seek the counsel of the Media Advisory Committee. This committee shall be formed by the director, the media specialists, the library intern (as available), teacher representatives, parent representatives, and student representatives. The committee will assist in determining the process of selecting materials and periodically review specific titles as examples. The media specialists will be responsible for final purchase decisions with approval of the director where necessary. The school counselor will be invited to work with the media specialists to purchase materials for the parent collection. In cooperation with the library media specialists, the curriculum director and/or middle school director will be responsible for the professional collection. The media specialist and classroom teachers will review the curated and linked Internet sites intended for classroom units.

SELECTION OF RESOURCES

A. Selection Aids

In selecting materials for the collection, the media specialists will determine curriculum needs and assess the current collection.

An evaluation of available materials will be done with the aid of professional selection tools, including trade journals, ALA awards from multicultural and identity-based award committees, blogs and curated lists from "own voice" or "in voice" communities. Trade journals may include but are not limited to *School Library Journal* and *Booklist*. ALA awards from committees may include but are not limited to Coretta Scott King Award, Stonewall Book Award, and American Indian Youth Literature Award.

Blogs and curated lists recognized by academics and practitioners in the school media field with views in alignment with Duke School's diversity statement will be given closer attention. Examples at the time of development of this collection development policy include, but are not limited to, *We Need Diverse Books*, *The Brown Bookshelf*, and *Social Justice Books*.

B. Selection Criteria

Items considered for addition to the collection, including both purchases and donations from the community, should align with the objectives stated in this policy and will be evaluated on the following criteria as applicable:

1. Relevance to the school curriculum
2. Appropriateness to age, social and emotional development, and learning styles of the students
3. Authority and reputation of the author or producer
4. Responsible treatment of the subject
5. Currency
6. Durability and appropriateness of format
7. Artistic, literary, and/or aesthetic quality
8. Organization and clarity of design
9. Adding balance to collection
10. Popular demand, in consideration of the above criteria
11. Smith Middle School, Phillips Middle School, and Carolina Friends Middle School library collections will be used as guides when decisions are in question for young adult (YA) materials.

The following additional criteria apply to the selection of Internet sites:

1. Resources of high authority, limited or transparent bias, and clear purpose
2. Responsible treatment of the subject covered within the resource
3. Stable URL
4. Free access without the requirement of personal information
5. Avoidance of inappropriate commercials and pop-ups

C. Deselection

Deselection, or weeding, of library materials is essential for the maintenance of an active and academically useful media collection. By removing outdated, inaccurate, and worn-out materials, the process provides for quality control. The library media specialists are responsible for this ongoing work. Administrators assist by ensuring adequate staffing and time for this process. Teachers assist by reviewing materials in their area of expertise as needed. Deselected books will be donated to Book Harvest, local public libraries, or other appropriate organizations. Deselected books may also be offered to classroom teachers.

The timing of deselection will happen in at least one of two ways. Deselection will follow the three year plan laid out below. Additionally, media specialists may determine on an *ad hoc* basis that certain sections of the library or titles are in need of weeding and undertake this effort.

Overdue and Damaged Materials

Students do not pay a fine for overdue materials. If library materials are lost or damaged so that they are no longer usable or available, students are responsible for replacing the items. Families may either pay the replacement cost or provide a replacement of the same title. Students are always charged the lowest replacement cost possible, e.g. paperback versus hardcover.

Three - Five Year Plan (Fall 2025 - Spring 2030)

The librarians will:

- Run a TitleWave collection analysis to inform weeding decisions. The analysis will look at the age of materials and circulation data.
- Complete the weeding of booksets.
- Update and consult with the committee via email as necessary.
- Monitor 8th grade use of the collection over time and continue to explore ways to increase their use of library resources.
- Explore options and priorities for updating parent collection with faculty, leadership team, and middle school counselor.
- Explore next steps, needs, and priorities for continued housing of professional collection in the middle school library, or potential for management and storing of an updated iteration of the collection elsewhere.

Review and Revision of the Collection Development Policy

The media advisory committee shall review this policy every five years and make revisions as needed. The latest review was done during spring 2025. Any revisions must be approved by the director.

RECONSIDERATION OF MATERIALS

Requests to reconsider items in the library may only be made by these members of the Duke School community: Current employee, current student, or parent/guardian of a current student. Challenges to materials shall be handled following the guidelines set out below.

A. Informal Request for Reconsideration

When a complaint is made regarding an item in the collection, the media specialist and the director will be informed. The media specialist will examine the material in question. If the material is found to be inappropriate for the collection and to not meet the objectives or selection criteria outlined in this policy, the media specialist with the approval of the director, will remove the item from the collection and notify the person making the complaint. If the item is found to meet the selection criteria, the media specialist or director will contact the person and explain the objectives of the policy. Alternatives to removing the item will be discussed, such as restricting access for that child. Ultimate responsibility for this lies with the parent. If the challenge cannot be resolved, the challenger can make a formal request for reconsideration.

B. Formal Request for Reconsideration

A person making a formal complaint will receive a copy of the Collection Development Policy and a "Request for Reconsideration of Materials" form. A copy of this form is appended. The complainant must complete a Request for Reconsideration form in its entirety for each item they wish the committee to review. A complainant may submit no more than two forms at a time. Reconsideration forms for additional titles from the same complainant may be submitted to committee only after decisions have been made on the first submission(s).

The Media Advisory Reconsideration Committee shall include the director, the media specialists, at least one teacher, and at least one parent. The Committee may also include other relevant committee members as deemed valuable at the time. The committee shall examine the material, consult review sources, consider the statements on the form, and provide a written statement on its findings. This process will happen in a timely manner. The director will notify the requestor. The material will not be removed until a decision is made. Materials may also be withdrawn if the director determines their continued presence would result in serious disruption of the educational process.

Once the review has been completed, the material in question shall not be subject to review for two years.

Request for Reconsideration of Materials

Today's Date _____

Request made by _____

Address: _____ Phone _____

City _____ State _____ Zip Code _____

Are you representing yourself? _____ an organization? _____

What is your relationship to Duke School?

Material in question:

Title: _____

Author/Artist/Producer: _____

Format: _____

What brought this item to your attention?

Have you examined this item in its entirety? _____

What concerns do you have regarding this resource?

What would you like done with this resource?

Are there other materials you would suggest as alternatives or that would provide other viewpoints?

Signature: _____

Date: _____

This form should be submitted to the director of the middle school. This request will be reviewed by the Reconsideration Committee made up of the director, media specialists, at least one teacher, one parent, and other relevant committee members as deemed valuable at the time. The committee's decision shall be made available in writing. Once the review has been completed, the material in question shall not be subject to review for two years.