



24-13979

Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

September 18, 2024

DIVISION MEMORANDUM
No. 0180, s. 2024

ALLOCATION OF CLASSROOM PER SCHOOL FOR LIBRARY FACILITY

To : Assistant Schools Division Superintendent
Chiefs of Curriculum Implementation Division (CID) and
School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary Schools

1. Pursuant to the herein Memorandum issued by *Epimaco V. Densing III*, Undersecretary for School Infrastructure and Facilities, and *Gina O. Gonong*, Undersecretary for Curriculum and Teaching; and Regional Memorandum CLMD-2024-557 issued by *Allan G. Farnazo*, Regional Director, this office advises the field of its wide adherence to **allocating at least one (1) classroom as a library**. This can be accomplished either by converting an existing excess classroom or by allocating a new classroom in the case of new construction projects.
2. In addition, all schools are enjoined to adopt and be guided with the provisions stated in DepEd Order No. 56, s. 2011 or the Standards for Philippine Libraries, and DECS Order No. 6, s. 1998 or the Policies and Programs for School Library Development.
4. The Curriculum Implementation Division (CID) is hereby instructed to monitor and provide technical assistance to schools to ensure effective implementation.
3. For guidance and compliance.


JINKY B. FIRMAN PhD, CESO VI
OIC - Schools Division Superintendent

RELEASED

SEP 20 2024

RECORDS SECTION SDO PANABO CITY
BY 



Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue, Pasig City



JUL 19 2011

DepEd O R D E R
No. **56** s. 2011

STANDARDS FOR PHILIPPINE LIBRARIES

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Chiefs of Divisions
All Others Concerned

1. For the information and guidance of all concerned, enclosed is a copy of the **Standards for Philippine Libraries** to be adopted by all libraries nationwide. These standards have been formulated by the Professional Regulation Commission (PRC) through the Professional Regulatory Board for Librarians (PRBFL) as mandated by the Government under Article II, Section 8 of Republic Act (RA) No. 9246 known as the **Philippine Librarianship Act of 2004** “to adopt policies and standards for all types of libraries, librarians and the practice of librarianship and to come up with minimum standards that define the basic resources required for a functional library in the Philippine setting.”
2. The issuance of these **Standards for Philippine Libraries** aims to improve the access, usage, administration, management and collections of libraries. This will also serve as a reference tool or guidelines to attain quality service and to make the libraries in the country functional.
3. All Regional Directors (RDs) and Schools Division/City Superintendents (SDSs) are enjoined to encourage their school librarians to adopt these standards in order to render quality service to the pupils/students.
4. Immediate dissemination of and compliance with this Order is desired.

ATTY. ALBERTO T. MUYOT
Undersecretary
Officer-in-Charge



Encl.:

As stated

To be indicated in the Perpetual Index
under the following subjects:

LIBRARY
POLICY
SCHOOLS

JOVIE: DO Standards for Philippine Libraries
July 15, 2011

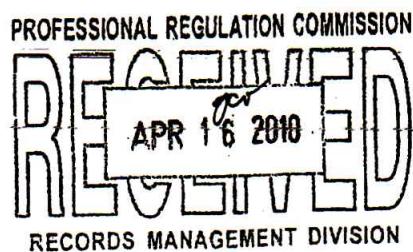
(Enclosure to DepEd Order No. 56, s. 2011)

STANDARDS FOR PHILIPPINE LIBRARIES

BOARD FOR LIBRARIANS

CHAIR: CORAZON M. NERA
MEMBERS: ELIZABETH R. PERALEJO
ELNORA L. CONTI

PROFESSIONAL REGULATION COMMISSION (PRC)
P. Paredes St. cor. N. Reyes, Sampaloc, Manila



P R E F A C E

By definition, standards are a measure of quality or value set up by authority, custom, or by general consent to be followed as model or example. As the lone agency mandated by the government to "adopt policies and set the standards for all types of libraries, librarians, and the practice of librarianship" (Republic Act 9246, Article II, Section 8), the Professional Regulatory Board for Librarians (PRBFL) of the Professional Regulation Commission (PRC) comes up with minimum standards that define the basic resources required for a functional library in the Philippine setting. It can serve as a reference tool or guidelines for developing library programs that will eventually attain quality service for all types of libraries in the country.

There have been earnest attempts in the past from the Department of Education, Culture and Sports (DECS), now Department of Education (DepEd), the Philippine Universities Audio-Visual Centers (PUAVC), Philippine Association of School Librarians (PASL), and the Philippine Association of Academic and Research Libraries (PAARL) to set up some kind of criteria or guidelines for evaluating school/academic libraries or audiovisual/media centers in the country. It is inevitable that the said efforts have looked to foreign standards, particularly those from the United States, and other developed countries for the manner and underlying principles in setting up their own criteria or guidelines. Likewise, the Commission on Higher Education (CHED) standards for the different program requirements were also consulted and referenced.

In coming up with the present standards, the PRBFL initially created ad-hoc committees composed of distinguished librarians belonging to more established libraries/media centers in the public and private sectors to come up and formulate an achievable set of standards. These committees consulted the above mentioned guidelines in order to come up with a more viable and attainable measures for our libraries. They also found actual situations among existing libraries to determine the most realistic criteria that can be adopted for the attainment of the desired adequate service.

We, in the Board are aware of the possible anxieties, misunderstandings, and misgivings that these standards may create. In the eyes of many library managers or administrators, minimum standards can become maximum ones. It is possible that a minimum standard in one library may be fairly adequate for another. And it could also be that these minimum standards are very much below what some libraries already have, so there is a tendency to be complacent and not to upgrade anymore. That is why there is a need for these standards to be adapted to local conditions. It is our fervent desire that all libraries will be able to comply with these minimum standards soonest in the hope of upgrading the status of libraries and of the library profession in the Philippines.

ACKNOWLEDGEMENT

The Professional Regulatory Board for Librarians (PRBFL) wishes to acknowledge the various committees convened by the former and the present Boards who made these standards possible. This project was started during the term of Mrs. Susima L. Gonzales, Ms. Leonor B. Gregorio and Mrs. Loreto M. Serina in the Board who created task forces to come up and formulate achievable set of standards for all types of libraries in the country. And so, we would like to thank the distinguished and hard-working members of the **original Ad Hoc Committees** who accepted the challenge and participated in the initial drafting of the standards, namely: Ms. Lopita Crisostomo (St. Mary's Academy, Pasay City), Director Prudenciana C. Cruz (The National Library), Ms. Cecilia B. Guevarra (Arellano University), Ms. Ma. Teresita Ellosa (Dept. of Justice), Mrs. Myrna R. Linsangan (St. Joseph's College, Quezon City), Ms. Shirley L. Nava (Dept. of Justice), Ms. Lillian C. Pajadan (St. Paul College, Pasig), and Mrs. Elizabeth R. Peralejo (Ateneo de Manila University)...

Likewise, the Board wishes to thank the equally distinguished and hard-working librarians who prepared the final drafts and they are as follows : for **Academic Libraries** - Dr. Nora J. Claravall (Benguet University, now retired), Dr. Teresita G. Hernandez (Centro Escolar University), Mrs. Rebecca M. Jocson (Paramatasan ng Lungsod ng Maynila), Mrs. Teresita C. Moran (Ateneo Professional School), and Atty. Antonio M. Santos (UP College of Law); for **Public Libraries** – Director Prudenciana C. Cruz (The National Library), Mr. Sancho A. Domenden (Public Libraries Division, The National Library), and Mrs. Fe F. Requilmán (Baguio City Library); for **School Libraries** – Mrs. Leonila S. Galvez (M. Hizon Elementary School), Mrs. Myrna R. Linsangan (St. Joseph's College, Quezon City), Dr. Maria A. Orendain (Philippine Normal University), Mrs. Elizabeth R. Peralejo (Ateneo de Manila University), and Mrs. Teresita D. Santos (UP Integrated School); and for **Special Libraries** – Ms. Helen C. de Castro (Presidential Management Staff, Malacanang), Ms. Erlinda SB. Mimay (Securities and Exchange Commission), Mrs. Milagros S. Ong (Supreme Court), and Mrs. Ma. Luz Salting-Verdejo (Department of Foreign Affairs, Foreign Service Institute Library).

Furthermore, thanks are also due to those who gave their comments and suggestions through letters, e-mails, and during the public fora and hearings conducted by the Board and the Philippine Librarians Association Inc. (PLAI) regional councils, and the Philippine Association for Academic and Research Libraries (PAARL). You may not find your specific inputs in their original or recognizable form in the approved standards, but rest assured that all of them have either been incorporated, refined, or at least, have been given due respect and serious considerations.

INTRODUCTION

Republic Acts Numbers. 6966 and 9246 paved the way towards the professionalization of librarians and the practice of librarianship in the Philippines. It took some time to consolidate all the regulation requirements of the law to formulate these Philippine standards for all the types of libraries. It is very important and necessary to have such set of standards to serve as guides towards the realization of ideals for librarians and information professionals, and specifically, libraries in the country in the complex technological world we are in today.

It is with great pride that the Board has finally formulated a standard for all types of libraries: school library and media centers, academic libraries, special libraries and public libraries. The years of hard work, committee meetings, consultations, fora and research made this up. This labor of love for the profession manifests the commitment of Filipino library professionals towards the realization of higher goals, mission and vision of their respective schools, organizations and institutions.

We cannot over-emphasize the benefits of continuing education and the role of libraries in educating the Filipino youth. Libraries are integral parts of the educational system of the Philippines in providing access to various types of information materials in libraries in different formats available in library media or learning resource centers in schools, colleges and universities, organizations and institutions.

Setting quantitative and qualitative standards set forth in these **Standards for Philippine Libraries** is aimed to improve the access, usage, administration, management and collections of libraries. This will also serve as a reference tool or guidelines towards attaining quality service and to make the libraries in the Philippines functional. Likewise, this will serve as a yardstick to measure the efficiency of libraries, the improvement of library quarters; the quality and cost-effectiveness of office equipment and furniture, and the development and enhancement of collections, and services.

STANDARDS FOR PHILIPPINE LIBRARIES: SCHOOL LIBRARY MEDIA CENTERS

INTRODUCTION

An effective school library media center must reflect the needs of its school population. It must be properly and adequately equipped to meet the needs of the curriculum and the users. In order for it to be a real partner in the attainment of educational goals, a set of standards must be followed. The said standards will apply to elementary and secondary schools in order to assure continuity and quality instruction at all grade/year levels in both the public and private school sectors in the Philippines.

Standard I. Mission, Goals and Objectives

- A. Clearly defined mission, goals and objectives for the school library media center shall be established in terms of the philosophy, goals and objectives of the school.
- B. A set of policies, procedures, rules, and regulations shall be formulated by the library head and staff to ensure consistency in the operation of services.
- C. A written Manual of Operation as well as Student/Faculty Guides shall be maintained and continuously updated to serve as guide to the staff in the implementation of tasks and to the users in the utilization of resources and services.

Standard II. Administration

- A. A unified program integrating library and audiovisual programs under the leadership of a qualified and competent professional is recommended.
- B. Where there are two or more professional librarians, one is appointed as the head to oversee the smooth implementation of services as well as the supervision of personnel.
- D. The school library media center shall be regularly evaluated in terms of its services, personnel and resources, not only by the students but also by the faculty.

Standard III. Human Resources

A. The school library media center shall be appropriately staffed by full time licensed librarians and trained clerical support, the number of which is proportionate to student population.

1. Size

For an enrollment of 500 or less – 1 full time professional librarian + 1 support staff

For an enrollment of 2,000 -- 1 full time professional head librarian/media specialist, 2 full time librarian/media specialist, + 4 support staff

Note : There shall be an additional librarian and two additional support staff for every additional one thousand enrolment.

2. Qualifications

2.1 Professional Librarian – BLS/BLIS graduate or BSE/ BSEEd major or minor in Library Science, or - certified by Board for Librarians (or licensed)

Note : The head librarian/media specialist must have graduate units in Library and Information Science (LIS) or related field (e.g. MA, major in Educational Technology), and 5 years experience in the library.

2.2 Library Assistant/Clerk – College/ secretarial graduate

2.3 Audiovisual Technician – 2 year course in Electronics

The professional/licensed librarian shall be given a faculty status, with corresponding privileges and other benefits comparable to those of the teaching faculty.

Participation in seminar-workshops, conferences and other continuing professional education activities shall be encouraged and subsidized.

Standard IV. Collection Management

A. Collection Development

1. The school library media center shall acquire print, non-print and electronic materials as well as equipment that will support and reinforce the curriculum and meet the needs, abilities and interests of the users.
2. These materials shall be current and in good condition and must reflect an appropriate balance among all types of resources (see Recommended Annual Growth Rate in **Appendix A**, p. 12).
3. The school library media center shall maintain a local history collection composed of materials about the school community, its history, programs, people, etc.
4. The librarian/media specialist, in coordination with the faculty, shall be responsible for the selection and acquisition of all materials based on a written Collection Development Plan.
5. The recommended size of the various collections for an enrollment of less than 1000 students are as follows :
 - A basic collection of **3,000** book titles for the elementary level and **5,000** titles for the secondary level is necessary to support the curricular offerings of the school;
 - Twenty percent (20%) of the total collection shall be published within the last ten (10) years;
 - A basic subscription to 15 titles of general interest magazines and 10 titles of professional journals;
 - A basic subscription to 3 titles of newspapers on national coverage and 1 title with local news coverage;
 - An updated collection of pamphlets, clippings, government documents, vocational information and other materials appropriate to the curriculum and interest of students shall be provided;
 - A starting collection of non-print materials on various formats as follows :
 - 1 map for each geographic region and 1 special map (i.e. economic, weather, political, historical, etc.) for each type

being studied. The number of duplicates will be determined by the number of sections that will be using the map at the same time.

- 2 globes
- 100 titles of video recordings on different subject areas
- 200 titles of sound recordings on different types of music
- 15 titles of slide sets
- 25 titles of transparency sets
- 50 titles of electronic resources (e.g. CD-ROMs, audio books, etc.)
- an acquisition of 1000 pieces representing pictures, charts, study prints, photographs and other types of graphic materials

- A variety of audiovisual equipment available in amounts quantity adequate to serve the instructional program of the school.

B. Selection and Organization

1. Book selection shall be a shared responsibility among the librarians, teachers and administrators;
2. Basic policies for the selection of printed and non-printed materials shall be formally and clearly formulated;
3. All print and non-print materials and equipment shall be properly organized, stored, and displayed following standard rules and procedures of cataloging and classification for easy retrieval and dissemination;
4. An inventory and weeding of the collection shall be conducted regularly.

C. Preservation and Security

The school library media center shall have a program for the care and preservation of all its collection. It should also have an adequate safeguard against loss, mutilation, and theft.

Standard V. Services and Utilization

- A. The school library media center shall be open before, during and after classes to meet the needs of the clientele and maximize the use of library resources, facilities and services.

- B. Announcements of acquisition and other promotional activities shall be made periodically.
- C. Coordination with the faculty shall be done to promote effective use of the school library media center.
- D. Instruction on the effective use of the library media center and on various information sources shall be given to the students as well as to the faculty.
- E. The school library media center shall be available for use by individual students and by class groups throughout the school day. Flexible scheduling enables the teacher to bring his class to the library at the time best suited for the purpose of class supervised research.

Standard VI. Physical Facilities

- A. The school library media center shall be housed in a barrier-free and flexible facility that can accommodate a seating capacity of 10% of the total student population.
- B. The library shall provide a storage space for the print collection, a reading area, a workroom and a store room, an office for the head librarian/media center coordinator, as well as a space for formal library instruction.
- C. In schools where the library is also a media center, space shall be provided for listening and viewing, as well as for the storage, distribution and repair of audiovisual materials and equipment.
- D. The school library media center shall be appropriately equipped with attractive and, at the same time, functional furniture to make it inviting to young users (Appendix B, p. 13 - 14).

Standard VII. Information Technology Facilities and Services

The school library and media center shall have facilities for information technology and communication services.

Standard VIII. Financial Resources

- A. The school shall provide adequate funds for staffing and sufficient funds to acquire resources and supplies in support of the school library media center programs.
- B. To sustain the library's growth and development, a library/AV fee shall be collected, reviewed periodically and updated whenever necessary.
- C. Funds shall be administered by the librarians and apportioned according to the needs of the school curriculum.
- D. Funds shall be budgeted for staff development; investment in new and improved means of information access and delivery shall also be allocated.

Standard IX. Linkages and Networking

- A. The school library media center shall participate in resource sharing networks in order to increase the opportunities to intensify the collection and services.
- B. The school library media center shall establish linkages with other resource centers in the vicinity/community (e.g. barangay, public and special libraries) where students can be referred to for research and additional sources of information.

Appendix A
RECOMMENDED GROWTH RATE OF COLLECTION
For
SCHOOL LIBRARY and MEDIA CENTERS

Dewey Decimal Classification	Percentage of Increase	Exemplary Standards
000-099 General works	4%	B E Y O N D
100-199 Philosophy	1%	
200-299 Religion	4%	
300-399 Social sciences	10%	
400-499 Languages	1%	R E C O G N I Z E D
500-599 Pure Sciences	10%	
600-699 Applied Sciences	10%	
700-799 Fine Arts & Recreation	6%	
800-899 Literature	10%	
910-929 Geography/travel/Biography	6%	S T A N D A R D S
900-999 History	8%	
Fiction	15%	
Filipiniana	<u>15%</u>	
	100%	

Appendix B

FURNITURE AND EQUIPMENT STANDARD FOR SCHOOL LIBRARY AND MEDIA CENTERS

ITEMS	NUMBER OF UNITS	SPECIFICATIONS
Reading tables	Number that can accommodate 15-25% of the enrollment	Elementary: 0.71 m (H) x 0.91 m. (W) x 0.91 m (L) Secondary: 0.75 m (H) x 0.90 m (W) x 1.8 m (L)
Armless chairs	Same as above	37 cm (W), 43.5 cm (D), height of back rest -43 cm. Total height: 89 cm
Librarian's table		1.22 m (W) x 0.66 m (L) x 0.76 m (H)
Librarian's chair		47 cm (W), 43.5 cm (D), height of back rest -43 cm Total height: 89 cm
Charging desk/circulation	Depending on the design	Simple and functional in design with space provided for filling trays for book cards and shelved for returned books. It should also be designed with provision for computers for circulation. The desk may be counter height or sitting height
Card catalog with trays	Will depend on the collection	With handle label holder and rod with 36 trays 0.90 m (W), 1.18 m (H), 0.45 m (D)
Periodical index cabinet		Same as card catalog cabinet
Shelf list card cabinet		Same as the card catalog cabinet with 12/24/36 trays
Book shelves: Preferably adjustable -single faced -double faced -wall shelves		-30 m (D) x 1.3 m (W) x 0.76 – 1.5 m (H) Height of shelves: - Elem—not more than 1.5 m - HS – not more than 1.8 m The bottom shelf should slope back to facilitate reading call

Vertical file cabinet	Depending on the number of clippings folders	Standard filing cabinet
Magazine rack	Depending on the number of subscription titles	With ten shelves: 0.30 x 0.40 m x 1.52 m (H) in size Or size and design vary
Newspaper display rack	Depending on the number of subscription titles	10 rungs of 0.30 x 0.40 m in size Or size and design vary
Dictionary stand and atlas stand/shelves	Minimum of 3	Slope top with 3 shelves
Storage cabinet		0.40 m (D) x 0.90 m (W) x 1.83 m (H)
Furniture for informal reading		Sofa set and bean bags
Bulletin board	At least 2 or depending on the available space	Cork or magnetic 2.40 (L) x 1.20 m (W)
Step stool	Minimum of 4	Different sizes /heights
Book truck	2 or 3	With shelves and ball caster
Large picture files	Depending on the number of collection	
Large picture files	Depending on the number of collection	Size and design vary
Equipment		
Computers (aside from those installed in the Computer Laboratory)	1 for 1000 enrolment For 100 enrollment	- for clerical work - for circulation desk - for OPAC terminals Work stations where students and teachers can use software packages, word-process work, CD-ROM and Internet



24-13979

Republic of the Philippines
Department of Education
DAVAO REGION

Office of the Regional Director

REGIONAL MEMORANDUM

CLMD-2024-557

To : Schools Division Superintendents

Subject : DISSEMINATION ON THE ALLOCATION OF CLASSROOM PER SCHOOL FOR LIBRARY FACILITY

Date : September 12, 2024

Pursuant to Unnumbered Memorandum from the Office of the Undersecretary for School Infrastructure and Facilities dated August 30, 2024, re: **Allocation of Classroom per School Library Facility**, this Office advises the field of the wide dissemination in adherence to DO 6 s. 1998 and DO 56 s. 2011.

Furthermore, Schools Division Offices (SDOs) through the CID-Learning Resource Management Section (LRMS) are also advised to revisit and update the template of the inventory of schools at <https://tinyurl.com/3dc28zse>.

Details of this issuance are found in the enclosure.

Immediate dissemination and compliance of this Memorandum is directed.

ALLAN G. FARNAZO
Director IV

Enclosed: As stated.
ROC12/aca

DEPARTMENT OF EDUCATION, D.R.

RECORDS SECTION

RELEASED

RV: _____
a. 16.11.2024 Time: 1315



Address: F. Torres St., Davao City (8000)
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Doc. Ref. Code: RO-KMT-F001 Rev. 00
Effectivity: 07.01.24 Page 1 of 1





Republic of the Philippines
DEPARTMENT OF EDUCATION

Region XI

OFFICE OF THE ASSISTANT REGIONAL DIRECTOR

Action Slip

Date: 10 SEP 2024

Chief No. 1 Chief M.

To: OAD HRDD ADMIN FINANCE
 CLMD FTAD GSU CASH
 RECNSC PSU

TO : **REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
REGIONAL ENGINEERS
DIVISION ENGINEERS**

FROM : **EPIMACO V. DENSING III**
Undersecretary for School Infrastructure and Facilities

av. Densing
GINA O. GONONG
Undersecretary for Curriculum and Teaching

SUBJECT : **ALLOCATION OF CLASSROOM PER SCHOOL FOR LIBRARY FACILITY**

DATE : **AUGUST 30, 2024**

To enhance both physical and digital learning resources in schools and align with the United Nations Sustainable Development Goals (UN-SDG) for quality education, Regional Directors are instructed to ensure that every school allots at least one (1) classroom as a library. This can be accomplished either by converting an existing excess classroom or by allocating a new classroom in the case of new construction projects.

In addition, establishing provision of spaces intended for library services with a seating capacity of at least 10% of the schools' student population ensures compliance with the school library standards contained in DepEd Order No. 56, s. 2011.

For any questions or concerns regarding this matter, please contact **Mr. Marlon G. Ompoc** of the **Bureau of Learning Resources - Quality Assurance** at **8634-1054** or via email at marlon.ompoc@deped.gov.ph. Alternatively, you can reach **Ms. Kianna Gonzales** of the **Education Facilities Division** at **8638-7110** or via email at ousif.efd@deped.gov.ph.

For compliance.

OUSIF_ARP_kg
Memo_allocationforlib_083024

RM 105 G/F Rizal Bldg., DepEd Complex, Meralco Ave., Pasig City
Telephone No.: (02) 8638-4044
Email Address: ousif@deped.gov.ph | Website: www.deped.gov.ph

Doc. Ref. Code	OM-OUSIF	Rev	00
Effectivity		Page	1 of 1



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
DECS Complex, Meralco Avenue
Pasig City, Philippines

Tanggapan ng Kalihim
Office of the Secretary



Sama-Sama
sa DECS

January 22, 1998

DECS ORDER
No. 6, s. 1998

POLICIES AND PROGRAMS FOR SCHOOL LIBRARY DEVELOPMENT

To: Bureau Directors
Regional Directors
Schools Superintendents
Private Elementary and Secondary School Principals

1. A school library is very important in the attainment of the objectives of education. Its main function is to make instructional materials available and accessible to teachers and learners in order to develop positive reading/study habits and develop the ability to use these materials efficiently and effectively as tools of learning.
2. The library is a service center, reading center, guidance center, material production center, and most importantly teaching-learning center. The library should be the center of a school being an integral and indispensable part of it.
3. Each elementary and secondary school must have a functional library. Schools without libraries must establish them, those with libraries must improve them. Refer to Enclosure 1 for details.
4. School libraries should procure basic print supplementary materials, in addition to adequate copies of textbooks and teacher's manuals, in accordance with the Guidelines on Supplementary Materials Intended for Public Elementary and Secondary Schools. Refer to Enclosure 2 for details.
5. Monitoring of school libraries should be done regularly by DECS central office, regional offices, and/ or school heads.
6. Immediate dissemination of the contents of this Order to all concerned is enjoined

RICARDO T. GLORIA
Secretary

**Guidelines on the Implementation
of School Library Policies and Programs**

A library is an information center, audio visual center, and instructional material center whose functions include the following: systematically collect, classify, store, and retrieve information. It also assists in adapting these information to suit their intended use.

School libraries should have a collection of instructional materials that conform to expressed and anticipated requirements of the teaching-learning process and the special mission/goal of the school. The collection should include materials with cultural and recreational values to stimulate teachers' and pupils' interest and develop reading and inquiry as natural habits of life. Reading as an indispensable intellectual tool not only helps children learn to read but learn and comprehend. Well informed citizenry is necessary for global competitiveness.

Awareness of what the library has/should have is necessary in the library development plan. Teachers must know what instructional materials are available in the library so that these can be effectively used in the teaching-learning process. They should coordinate with the librarian and give assignments that will foster and maximize the use of library materials. School heads should be aware of the concerns of the library and help develop and improve its facilities and services.

There are five (5) components of a functional library namely (1) physical facilities, (2) librarian, (3) materials/collection, (4) library programs and services, and (5) budget/funds.

1. Physical Facilities

There must be a separate building or room properly constructed for a school library which is well-lighted, ventilated, free from noise, centrally located to be accessible to teachers and pupils, with modified open-shelf system, and can accommodate at least fifty (50) pupils for library lessons once a week.

1.1 Physical Set up

Room area for an enrolment of 500 - 72 sq. m and an additional 1.2

sq. m per place for 8% of enrolment in excess of 500

Shape - preferably rectangular, 2/3 of the area for library users and 1/3
for library collection

1.2 Furniture and Equipment -

Library reading table - (2 units)

0.71 m (H) x 0.91 m (W) x 43.50 m (D)

Armless chair - (24 units)

Width - 37 cm (W), Height of back rest - 43 cm
Total height - 89 cm
Charging desk/circulation - 36" x 20"
Sunk bay - 39"
Card Catalogue Cabinet with handle label holder and rod with 36 trays
Width - 0.90 m, Height - 1.18, Depth - 0.45 m
Book Shelves
Single faced - 0.20 m (D) x 0.25 m (W) x 1.30 m (H)
Double faced - 1.52 m (H)
Dictionary & Atlas Stand with slope top and 3 shelves
38 cm x 90 cm x 5 cm
Vertical file - standard Filing cabinet
Magazine rack with 10 shelves
0.30 m (W) x 0.40 m (D) x 1.52 m (H)
Storage Cabinet - 0.40 m (D) x 0.90 m (W) x 1.83 m (H)
12 mm thick plywood, 6 mm thick backing
Shelf List Card Cabinet - (same as card catalogue) - 12/24 trays depending upon the collection
Librarian's table - 0.90 m (W) x 1.80 m (L) x 0.75 m (H)
Librarian's chair - 0.37 m. (W) x 1.80 m (L) x 0.75 m (H)
Step stool - H - 13 2/3" x 15" (W) and 9" (top - D)
Bulletin Board (cork or magnetic) - 2.45 m (L) x 1.25 m (W)
Working Table - 0.90 m (W) x 1.80 m (L) x 0.75 m (H)
Tray for 3" x 5" index cards
Cutter 16" x 18" sharp blade, wall clock at least 26 cm. diameter
Book truck with three flat shelves, 5" diameter caster - two rigid and two swivel (big collection)
37 3/4 (H) x 14" (W) x 32" (L)
Equipment : Typewriter, computer with printer, projector, T.V., radio, cassette, tape player, video tape player

2. Librarian and support staff

Every complete elementary and secondary must have teacher-librarians and school librarian, the number of which depends on the enrolment.

2.1 Enrolment : Teacher-Librarian ratio

- 500 or less - one teacher-librarian
- 501 to 1,000 - one full-time and one part-time teacher-librarian
- 1,001 to 2,000 - one full-time librarian and one part-time teacher-librarian
- 2,001 and above - an additional one full-time librarian for every 1,000 additional enrolees

2.2 Qualifications

- Elementary - BSEEd or BEEd major or minor in Library Science or with at least 15 units in Library Science
 - 1 year experience with license

Secondary - BSE major or minor in Library Science or with at least 15 units in Library Science

- 1 year experience with license

Note : As an incentive, a teacher-librarian in elementary level will be one salary grade higher than other faculty members.

2.3 A teacher-librarian shall have one teaching load. Library orientation and literature appreciations - Kinder to Grade IV, library lesson Grade V-VI, and for high school- how to research.

2.4 Librarian duties and responsibilities

2.4.1 Properly classifies / arranges and catalogues all materials for easy retrieval.

2.4.2 Records all library collection and acquisitions.

2.4.3 Prioritizes budgeting of library funds.

2.4.4 Maintains an updated inventory of library materials.

2.4.5 Prepares, in coordination with a Library Committee composed of faculty members and librarians, a schedule of activities for orientation, lessons in the library, viewing (if an AV is available), Book Week, Book Shower, Open House, etc

2.4.6 Conducts orientation for teachers, school employees, and pupils/students at the opening of classes.

2.4.7 Prepares lessons, projects, and programs and coordinates with English teachers for their implementation.

2.4.8 Submits to the school head the list of materials for acquisition.

2.4.9 Initiates the organization and acts as adviser of a Library Club.

2.4.10 Assists pupils/students and teachers in the use of library materials.

2.4.11 Attends seminar-workshops and conferences for his/her professional growth with the support of the school.

2.4.12 Maintains statistical records of the library, number of users, number of acquisitions etc.

3. Library programs and services

3.1 Library orientation during opening of classes

3.2 Library programs included in the curriculum once or twice a month library lesson conducted by the librarian

3.3 National Book Week Celebration

3.4 Xerox of needed materials (if available)

3.5 Library serves as an information center of the school and the parents.

4 Library Collections

4.1 General References

Encyclopedia - 1 set (for elementary) and 1 set (for secondary)

Dictionary - 1 English-Filipino, 1 Filipino-English

1 English (Unabridge)

1 Dialect (Secondary)

Atlas - 2 (1) Philippine (1) World

Almanac - 2 (1) Philippine (1) World

Globe - 1
Maps - 3 (1) Philippine (1) World (1) Asia

Additional books for elementary schools:

Supplementary Readers in English and Filipino which may be utilized for remediation, reinforcement, or enrichment of skills developed using the basic textbooks.

Additional Books for Secondary Schools

Book of Knowledge, Thesaurus, Philippine Yearbook, Book of Facts
Handbooks, Manuals, Literary Classics, Book of Etiquette, World Record & Fiction books.

4.2 General Collection

References to support the different subject areas
including professional books for teachers and other employees, recreational hobby, books etc.

4.3 Reference for basic learning areas at least 4 for every 40 pupils.

4.4 Magazines : Elementary (1) local or national (1) foreign (depends on enrolment)
Secondary (3) local or national (3) foreign (no. of subscription depends on enrolment)

4.5 Newspapers Elementary (1) local (2) national
Secondary (1) local (2) national

4.6 Important projects of teachers and pupils/students may be stored in the library as reference materials.

4.7 Librarians tools & supplies

Dewey Decimal Classification (DDC)
Anglo American Cataloging Rules (AACR2)
Sears List of Subject Headings
Stamp of ownership, cards etc.
Office supplies and AV supplies

4.8 Selection & acquisition of books and other library materials is a co-operative endeavor of the librarian, faculty and head of school. This should be based on a list of approved textbooks, teacher's manual and supplementary materials Refer to enclosure 2. Teachers may recommend books and other instructional materials needed in the classroom.

5. Sources of library funds

5.1 Library funds shall be 5-10% of the school funds (based proportionately) as released by the Division office.

5.2 Donations and solicitations from civic associations, alumni, parents, and other members of the community, "friends of the library" and others.