



Republic of the Philippines
Department of Education
REGION III – CENTRAL LUZON
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

23 May 2025

SCHOOLS DIVISION MEMORANDUM

No. 34,

s. 2025

SCHOOL LIBRARY ESTABLISHMENT AND IMPROVEMENT

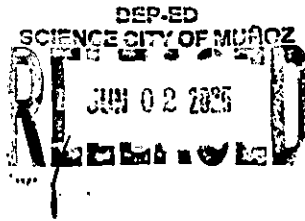
To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Elementary and Secondary Schoolheads
All Others Concerned


1. In support of the Department of Education's continuous effort to improve literacy and promote a culture of reading among learners and in recognition of the significance of having a well-managed school library that is vital in improving the literacy of learners, this Office strongly encourages all public schools in the Schools Division to establish and develop functional school libraries.
2. In line with this, schoolheads are encouraged to:
 - a. identify a suitable space within the school premises for the library setup;
 - b. assign a teacher-librarian/library-in-charge responsible for managing the library collection;
 - c. start curating reading materials, including learning area references, storybooks, reference books, and other educational resources. (**Textbooks should not be included in the library collection**);
 - d. promote community and stakeholder involvement through book donations and literacy programs; and
 - e. incorporate the use of the library into daily classroom instruction and school activities.
3. Schools with existing libraries are encouraged to enhance their facilities and collection to ensure functionality and learner accessibility.
4. Schools without spare rooms are encouraged to establish a library corner.
5. Enclosed with this issuance is the DepEd Order No. 56, s. 2011 entitled "Standards for Philippine Libraries" and DECS Order No. 6, 1998 entitled "Policies and Programs for School Library Development".



Republic of the Philippines
Department of Education
REGION III – CENTRAL LUZON
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

6. The implementation and compliance with DepEd Policies and Programs for School Libraries to attain quality service for our students through functional libraries will be monitored by the office.
7. The School Action Plan must be submitted on or before **June 30, 2025**.
8. Immediate dissemination and compliance of this Memorandum is desired.




JOHANNA N. GERVACIO PhD, CESO V
Schools Division Superintendent

Encl: DO No. 56, s. 2011
DECS Order No. 6, 1998
Reference: As Stated
To be indicated in the Perpetual Index
Under the following subjects:

CURRICULUM IMPLEMENTATION
ESTABLISHMENT OF SCHOOL LIBRARIES

CID/MMC-establishment of school libraries
003/May 23, 2025



Address: Brgy. Rizal, Science City of Muñoz, 3119
Telephone No.: (044) 806-2192; Email Address: munozone.science.city@deped.gov.ph



JUL 19 2011

DepEd ORDER
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 *ts*



Encl.:

As stated

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

LIBRARY
POLICY
SCHOOLS

JOVIE: DO Standards for Philippine Libraries
July 15, 2011

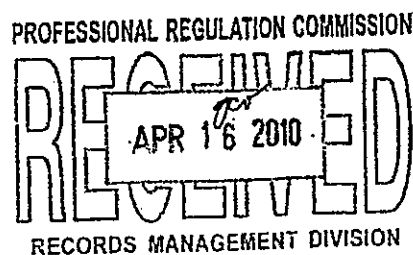
(Enclosure to DepEd Order No. 56, s. 2011)

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 Elloso (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 (Pamantasan 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. Requilman (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 1,000 1 full time professional head librarian/media specialist, 1 full time librarian media specialist + 2 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 enrollment.

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 R E C O G N I Z E D S T A N D A R D S
100-199 Philosophy	1%	
200-299 Religion	4%	
300-399 Social sciences	10%	
400-499 Languages	1%	
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%	
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 filing 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 ^s 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 enrollment For 100 ⁰ 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

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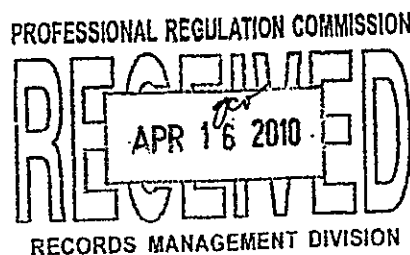
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PROFESSIONAL REGULATION COMMISSION (PRC)
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PREFACE

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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 Elloso (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) . . .

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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 1,000 1 full time professional head librarian/media specialist, 1 full time librarian media specialist + 2 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 enrollment.

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 R E C O G N I Z E D S T A N D A R D S
100-199 Philosophy	1%	
200-299 Religion	4%	
300-399 Social sciences	10%	
400-499 Languages	1%	
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%	
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 ^s 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 enrollment For 100 ⁰ 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

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 ^s 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 enrollment For 100 ⁰ 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



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
1000 Complex, Alabaster Avenue
Quezon City, Philippines



Tungkulan ng Kauligan
Office of the Secretary

January 22, 1998

Sama Sama
sa DECS

DECS ORDER
No. 6, s. 1998

POLICIES AND PROGRAMS FOR SCHOOL LIBRARY DEVELOPMENT

To: Bureau Directors
Regional Directors
School 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.

[Signature]
RICARDO T. CLARIN
Secretary

E-Mail Address:
OSEC@SKYNET.NET

"Together Let Us Build This Nation Through Education"

Int. # 02-033-7224 or 7201
Fax # 02-032 0805

Incls:

As stated

Reference:

None

Attachment 1--(D.O. 50-97):

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

LIBRARY
POLICY
PROGRAMS
RULES & REGULATIONS

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 - 77 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)

0.714m (H) x 0.91m (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"
 Bunk bay - 39"
 Card Catalogue Cabinet with handle label holder and rod with 30 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 13" (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 - rack 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 enrollees

2.2 Qualifications:

Elementary - BSED or BEd major or minor in Library Science or with at least 15 units in Library Science

- 1 year experience with license

Secondary -- BSSE 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's 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-Philippine, 1 Filipino-English

1 English (Unabridged)

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 Librarian's tools & supplies

Dewey Decimal Classification (DDC)

Anglo American Cataloging Rules (AACR2)

Sears List of Subject Headings

Stamp of ownership, cards etc.

Office supplies and A.V. 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.

Guidelines on Supplementary Materials Intended for Public Elementary and Secondary Schools

1. Definitions on terms

Supplementary materials are materials other than textbooks and teacher's manuals which aid in the teaching and/or learning of certain concepts and skills for reinforcement, enrichment, and inquiry. Supplementary materials are either print materials or non-print materials.

Print materials are textual materials which are either published or unpublished such as general references and subject area specific reference materials that aid in the teaching and/or learning of concepts and skills.

General references are those that provide a variety of information on topics of general interest. These include encyclopedias, dictionaries, yearbooks, biographical dictionaries, bibliographies, geographical sources, atlases, almanacs, serials and periodicals, and directories.

Subject area specific references provide information on selective topics which are useful to specific subject areas. These include books on history, social sciences, skillbooks, workbooks, reviewers, and illustrations that deal with specific topics.

Non-print materials are supplementary materials other than print materials such as video tapes, audio-cassette tapes, films, transparencies, and multimedia learning packages that aid in the teaching and/or learning of certain concepts and skills.

- 2. Responsible Offices for Evaluating and Approving Supplementary Materials:**
The DECS Instructional Materials Council (IMC) is responsible for the approval of all instructional materials used in public schools. For print supplementary materials, the DECS Instructional Materials Council Secretariat (IMCS) shall be responsible for content evaluation of all submitted materials while evaluation of prices of such materials shall be the responsibility of a Price Committee under the Office of the Undersecretary for Administration and Finance. For non-print supplementary materials, the DECS Center for Education and Technology (CET) shall be responsible for both content and price evaluation of all submitted materials. Final decision on all evaluated materials by the IMCS, Price Committee, and CET shall be made by the Instructional Materials Council. The procedure to be followed by the Price Committee and CET in determining price ceiling of materials submitted for evaluation must be approved by the IMC.

3. Previously issued DECS orders or memoranda or provisions thereof which are contrary to or inconsistent with the provisions of this guideline are hereby repealed or modified accordingly.
4. DECS Approved Textbooks and Teacher's Manuals shall still be given priority by DECS Regional and Division Offices in their procurement of instructional materials. After which, the basic supplementary materials indicated in Enclosure 1 should be given priority. Procurement of other supplementary should, in general, be made only after ensuring that adequate textbooks and teacher's manuals, and basic print supplementary materials have been provided to all public schools in the region and/or division.
5. All concerned are enjoined to exercise judicious care and diligence in the procurement of instructional materials in order to maximize benefits for the schoolchildren. Purchases should be based on specific requests from school principals and administrators and should provide a school - by - school analysis of supply and demand for such materials.