



Tanggapaning Katiwain
Office of the Secretary

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DECS ORDER
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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.


RICARDO T. GEORIN
Secretary

Incls:

As stated

Reference:

None

Allotment 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 - 72 sq. m and an additional 1.7 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"
- Bunk 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 0.80 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 - 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 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 - 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 Librarians 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 (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 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.

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 mastery. 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.