



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

August 31, 2023

DIVISION MEMORANDUM
CID No. 104 s. 2023

**REITERATION OF THE DEPED CENTRAL OFFICE LIBRARY COLLECTION
DEVELOPMENT POLICY**

TO: Asst. Schools Division Superintendent
Chiefs, CID and SGOD
Education Program Supervisors
Elementary and Secondary School Heads
Elementary and Secondary School Library In-Charge

1. In reference to DepEd Order No. 54, s. 2011, titled "DepED Central Office Library Collection Development Policy," this Office reiterates adherence to the School Library Collection Policy's implementation, ensuring that school library effectively fulfills its purpose.
2. Enclosed are DECS Order No. 6. s, 1998 and DepED order No. 54. s, 2011, for your immediate reference and guidance regarding the extent of School Library Collections.
3. Widest dissemination of this Memorandum is desired.


ARDO G. MOSQUEDA, CEO VI
Schools Division Superintendent **6**

Encl: As stated

References: DepEd Order No. 6. S., 1998

Allotment: None

To be included in the perpetual Index under

LEARNING RESOURCES BOOKS LIBRARY POLICY

DPE/CID/DM/REITERATION OF THE DEPED CENTRAL OFFICE LIBRARY COLLECTION
DEVELOPMENT POLICY/AUGUST 31, 2023



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JUL 15 2011

DepEd ORDER
No. **54**, s. 2011

DEPED CENTRAL OFFICE LIBRARY COLLECTION DEVELOPMENT POLICY

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools

1. The Department of Education (DepEd) is in the process of upgrading its library services to provide pupils and students' learning with pertinent instructional materials in order to achieve *Education for All in 2015* aligned to the Millennium Development Goal (MDG) on Achieving Universal Primary Education. This is to ensure that by 2015 all Filipino children will be able to complete the *Enhanced Basic Education Curriculum (EBEC)* or the *K to 12 Basic Education Program*, that is, from Kindergarten to Senior High School Education.
2. In this connection, the enclosed Library Collection Development Policy (CDP) of the Central Office Library has been formulated to provide assistance to its constituents in order to achieve its goal.
3. Immediate dissemination of and compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:

As stated

Reference:

N o n e

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

BOOKS
BUREAUS & OFFICES
EMPLOYEES
LIBRARY

POLICY
SCHOOLS
TEACHERS

Mdel:DO DepEd Library Collection Development Policy
May 19, 2011/5-31/6-30/7-7



**DEPARTMENT OF EDUCATION
DEPED CENTRAL OFFICE LIBRARY
PASIG CITY**

LIBRARY COLLECTION DEVELOPMENT POLICY (CDP)

I. Vision

All Public Schools Libraries shall support and implement the Collection Development Policy (CDP) of the DepEd to achieve quality education for all school children.

II. Mission

The Department of Education (DepEd) Central Office Library is a Special Research Library particularly on Education. As one of the frontline services of the Department, its main function is to provide information services supportive of the mandates; goals and objectives of the Education for All (EFA) Program and the Millennium Development Goal (MDG) on Achieving Universal Primary Education. It aims to ensure that by 2015 all Filipino children will be able to complete a full course of primary schooling.

The Library Collection Development Policy (CDP) supports the K to 12 Enhanced Basic Education Curriculum (EBEC) by providing K to 12 instructional materials, such as textbooks and teachers' manuals, supplementary reference reading materials (SRRMs), and multimedia materials.

III. Objectives

The CDP aims to:

1. develop strategies on how to collect instructional materials such as Textbooks, Teachers' Manuals, and Supplementary Reference Reading Materials (SRMMs);
2. establish partnership with the Local Government Units (LGUs) to implement the Collection Development Policy through on-line library (e-library);
3. provide materials for information research in education and related subjects;
4. cater to the research needs particularly of DepEd officials and employees; and

5. provide services to walk-in researchers like students, teachers, parents and assist them on their subject of research especially on current issues/concerns on education and allied subject matters.

The DepEd Central Office Library is committed to strengthen, expand and enhance the library resources/collections and services for the purpose of meeting the research needs of its users for current issues on education, educational trends and educational research.

IV. **The Collection Development Policy (CDP)**

The library collection is arranged using the ten (10) Main Divisions of the Dewey Decimal Classification Scheme. The open-shelf policy is adopted for easy access of the researchers and library users.

The following are the Collection Development Policy (CDP) implementing guidelines:

A. Methods of Researching

1. Card Catalogue (author, subject, title cards) for printed materials.
2. Electronic method - e-library room/section, on-line library with accreditation or with the use of cataloging software.
3. Through internet for non-book materials (serials, pamphlets, pictures, clippings and maps) and auditory materials (tapes and phonorecords).

B. Scope of the Collection

The Library collects books and other printed materials on education such as Instructional Materials (Textbooks, Teachers' Manuals, Supplementary Materials and Multimedia Materials) and allied disciplines supportive of the research needs of DepEd officials, employees and outside researchers - students, parents and other library users. The Library has direct link/coordination with the Instructional Materials Council Secretariat (IMCS) for copies of the approved Textbooks and Teachers' Manuals published by the said office. In particular, the library collects reference reading materials on the following areas:

1. Books on Education
2. General Reference Sources
3. Filipiniana Materials
4. Periodicals
5. Issuances of the DepEd Secretary
6. DepEd Publications
7. Publications of education affiliated associations or organizations
8. Publications of institutions involved in Education
9. Publications of International Organizations such as the United Nations, UNESCO, APEID, WHO

C. Selection Policy

1. Philosophy of Selection

Selection of materials for inclusion in the collection shall support the following:

- a. DepEd Mission, Vision and Thrusts;
- b. Millenium Development Goal (MDG) on achieving Universal Primary Education; and
- c. Education For All (EFA) - The central goal of EFA 2015 Plan is to provide basic competencies to everyone in order to achieve functional literacy for all.

2. Selection Criteria

The Library aims to update its collection with materials on current trends in education, educational management (e.g... planning, school plant, etc.), educational research, and curriculum reforms. In the selection of materials as well as related subject fields, the following criteria are considered:

- a. Local emphasis, responsiveness and adaptability to Philippine setting/concern;
- b. Reputation of the author and/or publisher; and
- c. Cost and availability in other nearby libraries or information centers.

3. Responsibility for Selection

The authority and responsibility for the selection of library materials is a concerted effort of the librarians and curriculum writers, officials and employees of the different offices/bureaus. The librarians shall take into consideration recommendations made by the end-users. Likewise, they shall take the initiative of browsing through catalogs, book reviews, publishers lists and recommending titles for acquisition/document. The titles recommended for purchase shall be approved by the head of office before these are procured.

4. Gifts and Donations

- a. The criteria for selecting materials shall also be applied for accepting gifts and donations in kind;
- b. The librarians and officials responsible for selection shall not accept any library materials as gifts or donations, when the conditions attached to the gifts/donations will cost the DepEd additional expenses; and
- c. Neither will such gifts or donations be accepted when extraordinary maintenance is required by the donor.

D. Inventory of Collection

The Library shall conduct an annual inventory of the collection. During this inventory, it shall identify materials which need to be excluded from the collection, using the following criteria:

- a. Obsolescence;
- b. Insufficient use, based on statistics; and
- c. Physical condition of the materials.

E. Discarding of Materials (Weeding)

Space limitation shall also be a major consideration when deciding to weed out materials from the collection. Materials that are still worth keeping may be stored in a separate, and less expensive location.

F. Replacement of Lost and Worn-Out Books

Lost books or those that have been weeded-out from the collection because of physical condition may be replaced with books containing the same or similar contents, provided that the latest edition of the book shall be preferred.

Madel:Enclosure DepED CDP

**DEPARTMENT OF EDUCATION
NATIONAL PROGRAM SUPPORT FOR BASIC EDUCATION
STATEMENT OF EXPENDITURES
DIVISION SUMMARY SHEET**

Category:
Period Covered:
Region:
Division:
SOE No:

NAME	NAME OF SCHOOLS	GRANT RECEIVED	REFERENCE	AMOUNT UTILIZED	BALANCE	DESCRIPTION OF EXPENSES	REMARKS

Prepared by:

Noted by:

Certified Correct:

Division Accountant

Division SBM Coordinator

Chair, Division SBM Task Force
Schools Division Superintendent

REPORT ON THE FY _____ SBM GRANT UTILIZATION
as of _____

REGION:
DIVISION:

FUNDING SOURCE	STATE	FEDERAL	LOCAL	OTHER	TOTAL	PERCENTAGE OF TOTAL	PERCENTAGE OF STATE	PERCENTAGE OF FEDERAL	PERCENTAGE OF LOCAL	PERCENTAGE OF OTHER	
I. Funded under GAA											
A. Elementary											
1											
2											
3											
:											
:											
n											
B. Secondary											
i. Non-implementing Units (w/out fiscal autonomy)											
1											
2											
3											
:											
:											
n											
ii. Implementing Units (w/ fiscal autonomy)											
1											
2											
3											
:											
:											
n											
l. Funded under SPHERE (Elementary)											
1											
2											
3											
:											
:											
n											

Note: * The name of principal refers to the person who was issued the check.

Prepared by:

SBM Coordinator

Division Accountant

Date:

Date:

Certified Correct by:

Chair, Division SBM Task Force
Schools Division Superintendent

Date:

**ACTION PLAN
PROGRAM SUPPORT FUND (REGION/DIVISION)**

Region: _____
Division: _____

Previous Program Support Fund:
Released _____
Utilized _____
Liquidated _____

Date: _____
Date: _____

Objectives	Major Outputs	Program Activities	Schedule	Unit of Measure/Performance	Fiscal Year	Estimated Expenditure/Revenue	NOI Personnel Involved

Prepared by: _____

Approved by: _____

Regional/Division Accountant

Regional/Division SBM Coordinator

Chair, Region/Division SBM Task Force

**ACCOMPLISHMENT REPORT
PROGRAM SUPPORT FUND**

Region: _____
Division: _____

Activity	Objectives	Unit of Measure Performance Indicator	Physical Accomplishment		Financial Accomplishment		Amount Liquidated	Date of Liquidation	No. Persons Involved	Remarks
			Target	Actual	Expended Items	Expended Cost				

Prepared by: _____

Certified Correct: _____

Region/Division Accountant

Region/Division SBN Coordinator

Chair, Region/Division SBN Committee
Regional Director/Division Schools Superintendent



REPUBLIKA NG PHILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
DECS Complex, Manila, A. C. S.
Pasig City, Philippines



*Sama-Sama
sa DECS*

*Tanggapan ng Kullihim
Office of the Secretary*

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 help 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 (L)

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
 Hook - 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 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 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 advisor 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.

**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-profit 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.**