Republic of the Philippines
Department of Education
Region III
Schools Division of Angeles City

DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF ANGELES CITY
RELEASED
SEP 29 2023
BY:

27 Sep 2023

DIVISION MEMORANDUM
No. 953, s. 2023

DISSEMINATION OF THE DEPED ORDER NO. 024, S. 2023, RE: GUIDELINES ON THE PROVISION OF SUPPLEMENTARY LEARNING RESOURCES FOR PUBLIC SCHOOL LIBRARIES AND LIBRARY HUBS

To : Assistant Schools Division Superintendent
OIC-Chief, CID and Chief, SGOD
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. For the information, guidance, and compliance of all concerned, enclosed is DepEd Order (DO) No. 024, s. 2023, dated September 19, 2023, re: Guidelines on the Provision of Supplementary Learning Resources (SLRs) for Public School Libraries and Library Hubs.

2. Relative to the cited DO, the procurement activity of SLRs for Library Hubs shall be done at the Regional Office (RO) level. For the RO to perform the said activity, the SLR committees shall submit their priority list that contains titles and quantities of books they need where the cost should not go beyond the allocation per Library Hub (LH). Hence, Schools Division Offices (SDOs) are advised to create their Division SLR Management Team and SLR committees. Refer to Table 2, page 8 of the attached DepEd Order for the composition of the School SLR Committee.

3. The composition of the created **School SLR Committee** shall be submitted to this office, Attention: Noel S. Reganit, Chairperson, Division SLR Committee for Library Hub on or before ***October 2, 2023***. Also, send a copy of the signed designation of the School SLR Committee to lrmds.angelescity@deped.gov.ph, and cc: noel.reganit@deped.gov.ph; dennis.bautista@deped.gov.ph. Use the attached template as guide.

4. Immediate and wide dissemination of and strict compliance with this Memorandum are earnestly desired.

RONALDO A. POZON, PhD, CESO V
Schools Division Superintendent

Jesus St., Brgy. Pulungbulu, Angeles City 2009
(045) 901-9498/angeles.city@deped.gov.ph

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION CURICULUM
LIBRARY HUB
LEARNING RESOURCES

NSR/EPSvrLRMS/September 27, 2023

Enclosure 1

SCHOOL SLR COMMITTEE FOR SCHOOL LIBRARY		
Designation	*Responsible Person*	*Names*
Chairperson	School Head/Teacher in Charge	
Vice-Chairperson	Assistant Principal or in the absence thereof, a Head Teacher /Master Teacher or the most senior teacher by experience	
Regular Members	1. Reading Coordinator 2. Mathematics Coordinator 3. A Head Teacher 4. A Master Teacher or 5. Teachers designated as Department Head or Subject Area Coordinator (Regular members should not exceed 5.) A non-teaching personnel can be designated to provide support to the Committee as to its role and responsibility in the identification and evaluation of SLRs.	

Prepared by:

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School Head

Republic of the Philippines
Department of Education

SEP 19 2023

DepEd ORDER
No. 024, s. 2023

GUIDELINES ON THE PROVISION OF SUPPLEMENTARY LEARNING RESOURCES FOR PUBLIC SCHOOL LIBRARIES AND LIBRARY HUBS

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher, and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Provision of Supplementary Learning Resources (SLRs) for Public School Libraries and Library Hubs** to ensure the provision of SLRs for use in public basic education schools.

2. Through this Order, DepEd sets standards in the provision of SLRs which shall augment the available text-based learning resources for public school libraries and library hubs and help learners master the skills, knowledge, and experiences needed for lifelong learning.

3. It is also aimed to guide DepEd Central and field offices in the performance of their respective duties and responsibilities relative to the provision of SLRs, which covers identification of SLR needs, and procurement and distribution of SLRs. The guidelines are based on the policy of good governance and aligned with the goal of ensuring effective, efficient, and timely provision of SLRs that adhere to learning resource standards and requirements of the Enhanced Basic Education Program or the K to 12 Program under the Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013.

4. This DepEd Order shall take effect immediately upon its approval. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

5. All orders and related issuances, rules and regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

6. For more information regarding this issuance, please contact the **Bureau of Learning Resources-Quality Assurance Division**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at blr.lrqad@deped.gov.ph or at telephone numbers (02) 8634-1054 and 8631-9294.

7. Immediate dissemination of and strict compliance with this Order is directed.

SARA Z. DUTERTE
Vice President of the Republic of the Philippines
Secretary of the Department of Education

Encl.:
As stated

References:
DepEd Order Nos. 035, s. 2019 and 48, s. 2011

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

BASIC EDUCATION	LIBRARY
CURRICULUM	POLICY
FUNDS	PROCUREMENT
LEARNERS	PROGRAMS
LEARNING RESOURCES	SCHOOLS

(Enclosure to DepEd Order No. 024, s. 2023)

GUIDELINES ON THE PROVISION OF SUPPLEMENTARY LEARNING RESOURCES FOR PUBLIC SCHOOL LIBRARIES AND LIBRARY HUBS

I. Rationale

The school library and library hub are integral components of the school environment in the implementation of the Enhanced Basic Education Program or K to 12 Program under the Republic Act (R.A.) No. 10533,[1] and aligned with applicable DepEd issuances including DepEd Order (D.O.) Nos. 56, s. 2011;[2] 64, s. 2009;[3] and 75, s. 2008,[4] as well as DECS Order No. 6, s. 1998.[5]

They serve to a) support the K to 12 Curriculum and its literacy and numeracy programs through the equitable provision of quality and accessible supplementary learning resources (SLRs) to all public school libraries and library hubs, and b) advocate a culture of reading, research, and innovation.

Further, to continuously improve and realize their functions and services, school libraries and library hubs should have:

1. extensive and up-to-date collection,
2. professional and competent staff,
3. relevant and responsive policies,
4. adequate reading and learning spaces,
5. responsive Information and Communication Technology (ICT) reading and learning tools and equipment
6. compliance with DepEd library programs and information services.

Review of policies, including DECS Order 25, s. 1999[6] and DepEd Order Nos. 38, s. 2007;[7] 64, s. 2010;[8] and 44, s. 2013,[9] relative to the moratorium on procurement of supplementary and reference materials was undertaken to address related issues and concerns.

The data gathered during the monitoring and evaluation made in 2016 and 2018 showed that very few public school libraries and library hubs were functional and most of the library collections were outdated. Since the titles in library collections in public schools and library hubs nationwide are insufficient considering the growing and evolving needs

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[1] Enhanced Basic Education Act of 2013.
[2] Standards for Philippine Libraries.
[3] Institutionalization of DepEd Library Hub Project in All Regions and Schools Divisions Nationwide.
[4] Institutionalization of the Maintenance and Operation of Library Hubs.
[5] Policies and Programs for School Library Development.
[6] Procurement of Instructional Materials.
[7] Reiteration of the Moratorium on the Procurement of Supplementary and Reference Materials.
[8] Corrigendum to DepEd Order No. 119, s. 2009 (Additional Guidelines on the List of Approved Supplementary Reading and Reference Materials).
[9] Moratorium on the Procurement of Supplementary Reading Reference, and Other Instructional Materials (IMs).

of Filipino learners, it is imperative to expand the library collection and procure new titles for the school libraries and library hubs.

Thus, these guidelines are issued to set the standards for the provision of library collections for public school libraries and library hubs.

II. Scope

These guidelines cover the provision process of SLRs which includes the identification of SLR needs, and the procurement and distribution of SLRs. In ensuring the provision of SLRs, the process starts from the planning phase, then the bidding phase — which must be consistent with R.A. No. 9184[10], its Revised Implementing Rules and Regulations (IRR), and relevant issuances of the Government Procurement Policy Board (GPPB) – up to supply and delivery.

Provision of SLRs through DepEd procurement utilizing DepEd funds or from other funding sources requiring DepEd recommendation shall likewise be based on these guidelines.

Donation of SLRs shall also undergo an evaluation process as stipulated in this issuance, and other government rules and regulations.

III. Definition of Terms

For these guidelines, the following terms shall have their respective meanings, *viz*:

1. **Allocation List** is the list of SLRs to be procured by the Regional Office (RO), if applicable, including its specifications and corresponding quantities for distribution to the targeted public school libraries and library hubs.

2. **Book Fair** is an event, whether online, physical, or a combination of both, featuring SLRs that are being sold by a group of publishers or suppliers. It may be organized by the DepEd and/or the National Book Development Board (NBDB), by a particular SDO/RO or a cluster thereof, or by other entities to provide a venue where the various SLRs are showcased and to be examined by various school/SDO representatives. The book fair shall in essence constitute, among other activities, the market study and scoping usually undertaken by end-users (EU) or implementing units (IU) as a prerequisite to procurement. In lieu of a book fair, the DepEd CO, RO, and SDO may organize a book review display.

3. **Book Review Display (BRD)** is a display of SLRs for physical assessment as to its description, age appropriateness, and content that serves as a guide for the identification of titles by a School or Division SLR Committee.

[10] Government Procurement Reform Act.

4. **Learning Corner** is primarily an extension service of a school library. It is an area or space in the Kinder to Grade 3 public school classrooms where SLRs and other educational materials are made available for the learners to use and play with. Learning corners for other grade areas may likewise be established, subject to space availability.

5. **Learning Resources (LRs)**[11] are any text-based (print or non-print) or non-text-based materials aligned with the K to 12 curriculum and used as primary bases or supplements to teaching and learning processes.

6. **Library Hub** is a reservoir of SLRs located within a schools division which aims to provide public elementary and secondary schools with SLRs. The SLRs are arranged in plastic bins and sorted by learning area and grade level.

7. **Market Scoping** includes activities that may include physical or online book fairs, and/or book review displays, browsing available book catalogues, and visiting local bookstores to get information on available SLRs.

8. **Off-the-Shelf Form** is the physical appearance of SLRs that are existing in the education field or are commercially available and may be reprinted as needed.

9. **Priority List** is the list indicating the titles, quantities, authors, International Standard Book Number (ISBN), and other details of the SLRs to be completed after the identification stage. Said list shall be submitted to the Division SLR Management Team for verification of the titles included in the list and their corresponding cost. This document shall be consolidated into an Allocation List for purposes of procurement and distribution.

10. **Public/Competitive Bidding,** as defined under section 5 (h) of the Revised IRR of R.A. No. 9184, otherwise known as the Government Procurement Reform Act, refers to a method of procurement which is open to participation by any interested party and which consists of the following processes: advertisement, pre-bid conference, eligibility screening of prospective bidders, receipt and opening of bids, evaluation of bids, post-qualification, and award of contract.

11. **Quantity Limits** refers to the maximum number of SLRs to be procured for each school library or library hub.

[11] DepEd Order No. 012, s. 2022

12. **School Library** is an information center, audio-visual center, and instructional media center which is associated or connected to a school whose target users are learners, teachers, and non-teaching staff.

13. **Supplementary Learning Resources (SLRs)** are learning resources (LRs) that support and complement the K to 12 curriculum and are intended for public school libraries and library hubs.

The following are the types of SLRs included under these guidelines:

a. General References

These LRs provide a variety of information on topics of general interest. These include materials such as but not limited to, encyclopedias, dictionaries, yearbooks, thesaurus, bibliographies, geographical sources, atlases, almanacs, serials, periodicals, and directories.

b. Learning Area References

These are materials that support learning and teaching the different learning areas under the K to 12 Program, different domains/strands, and particular topics. For purposes of these guidelines and consistent with Section 3.a of R.A. No. 8047,[12] textbooks are not considered learning area references.

c. Fiction Books/Creative Works

These are reading materials that include a variety of literary works such as but not limited to, novels, collections, or anthologies of short stories, collections, or anthologies of poetries, creative non-fiction, folk literature, big books, and story books.

d. Non-Book Type SLRs

These are learning resources in a format other than print on paper which may include educational toys, flashcards, posters, maps, charts, video recordings, audio recordings, movies, documentaries, and information in digital formats such as machine-readable data files. Non-book-type SLRs may require special equipment or device for listening and/or viewing.

For the purposes of these guidelines, non-book type SLRs are excluded including devices or gadgets, such as tablets, laptops, and computer peripherals like projectors. All non-print SLRs that are accessed through subscriptions and electronic books (e-books) are also excluded. Said non-print SLRs can be embedded in the DepEd LR Portal.

[12] Book Publishing Industry Development Act.

Whenever applicable, SLRs for learning corners are preferably fiction books/creative works and general references. Learning area references, non-print SLRs, and other forms of learning resources may also be placed in learning corners.

IV. Policy Statement

The Department hereby establishes the Guidelines on the Provision of Supplementary Learning Resources (SLRs) for Public School Libraries and Library Hubs. This issuance is based on the policy on good governance and shall ensure effective, efficient, and timely provision of SLRs that adhere to learning resource standards and requirements of the K to 12 Program under R.A. No. 10533.

Also, this intends to set standards in the provision of SLRs which shall augment the available text-based learning resources for public school libraries and library hubs and help learners to master the skills, knowledge, and experiences needed for lifelong learning. As the provision process of SLRs covers the identification of SLR needs and procurement and distribution of SLRs, this issuance shall further guide the central and field offices in the performance of their corresponding duties and responsibilities.

V. Procedures

A. Preliminary and Procurement Activities

A.1 Preliminary Activities

- **Allocation, Release, and Utilization of Funds**

  1. The Bureau of Learning Resources shall prepare the allocation of the budget for the procurement of SLRs which shall be issued through an appropriate DepEd issuance.

  2. Funds for the procurement of SLR shall be released to the Regional Offices (ROs) through a Special Allotment Release Order (SARO) from the Department of Budget and Management (DBM) or downloaded through a Sub-Allotment Release Order (Sub-ARO) by the Central Office (CO).

  3. Funds released to the regions shall be used for the procurement of the following types of SLRs:
     a. Fiction Books/Creative Works,
     b. Learning Area References,
     c. General References, and/or
     d. Other types of learning resources for libraries.

  4. The Regional Directors shall determine the corresponding physical target of their respective allocation based on the list of recipients for school libraries and library hubs.

  5. In case the downloaded fund is not sufficient to address the needs for the purpose, the ROs/SDOs may tap additional fund support from

other funding sources or stakeholders such as, but not limited to the following:

a.) Local Government Unit (LGU) for Special Education Fund pursuant to Section 2.1 of Joint Circular No. 2 s. 2020 issued by the DepEd, Department of Budget and Management (DBM), and Department of Interior and Local Government (DILG); and

b.) Other stakeholders during pertinent DepEd events such as Brigada Eskwela, etc.

- **Announcement of SLR Procurement and Issuance of Guidelines**

The DepEd, through the Office of the Undersecretary for Curriculum and Teaching (OUCT), shall prepare and issue the SLR Announcement and Guidelines which contain among others the standards and requirements for the identification and procurement of SLRs.

DepEd, through OUCT, shall make the SLR Announcement to be used for public school libraries and library hubs through a newspaper of general circulation, DepEd official website, or social media platform(s).

- **Orientation of Publishers or Distributors**

The Bureau of Learning Resources (BLR) shall conduct an activity intended for publishers or distributors to discuss the details of the SLR Announcement Guidelines and procurement process, when appropriate.

- **Orientation of Field Personnel (i.e., RO, SDO, and School Personnel)**

The BLR shall conduct an orientation to be participated by the field personnel (i.e., RO, SDO, and School Personnel) to discuss the identification and procurement process of SLRs.

- **Creation of Division SLR Management Team**

Within ten (10) days from the issuance of this Order, the Schools Division Superintendent (SDSs) shall create the Division SLR Management Team and shall provide technical assistance in the creation of the School SLR Committee for the school library and Division SLR Committee for the library hub.

The Management Team shall also facilitate the verification process on the priority lists submitted for school libraries or library hubs. It shall verify the parameters used in the identification process.

The following table shows the composition of the Division SLR Management Team:

Table 1. Division SLR Management Team

Designation	Responsible Person
Chairperson	Schools Division Superintendent
Vice-Chairperson	Chief, Curriculum Implementation Division (CID)
Regular Members	1. Learning Resources Management Section (LRMS) Supervisor 2. Division Librarian or in the absence thereof, Division Personnel In-charge 3. Learning Area Education Program Supervisor 4. Division ALS Focal Person 5. Public Schools District Supervisor (in-charge of monitoring LRs) 6. Representative of the Division Federation of Parents Teachers and Community Association
Secretariat	1. CID Administrative Assistant/s 2. IT Personnel 3. Project Development Officers (PDO) of LRMS 4. Other assigned SDO personnel (1 or more as needed)

- **Creation of SLR Committees**

Within ten (10) days from the issuance of this Order, the SDS shall constitute the Division SLR Committee for the library hub. In the same manner and timeframe, the School Head shall create the School SLR Committee.

The Division or School SLR Committees shall act as a collegial body in all instances. The presence of a quorum shall be required that constitutes majority of its members in the identification of SLRs using the scoping and evaluation tools for each type of SLRs (see **Annex 1 to 6**) that shall be included in their respective priority list. They shall adhere to the parameters that shall be set for the identification through the guidelines to be issued by the OUCT.

OUCT shall endeavor to review and issue updated guidelines which include the scoping and evaluation tools that are consistent with the thrust and direction of the Department.

The following table shows the composition of the SLR Committee for the school library and library hub:

Table 2. School and Division SLR Committee

Designation	Responsible Person	
	School SLR Committee for School Library	**Division SLR Committee for Library Hub**
Chairperson	School Head/Teacher-In-Charge	Learning Resources Management Section (LRMS) Supervisor
Vice-Chairperson	Assistant Principal or in the absence thereof, a Head Teacher/Master Teacher or the most senior teacher by experience	Public Schools District Supervisor (PSDS) designated by the SDS preferably a reading specialist
Regular Members	1. Reading Coordinator 2. Mathematics Coordinator 3. A Head Teacher 4. A Master Teacher or 5. Teachers designated as Department Head or Subject Area Coordinator *(Regular members should not exceed 5.)* **NOTE:** A non-teaching personnel can be designated to provide support to the Committee as to its role and responsibility in the identification and evaluation of SLRs.	1. Education Program Supervisor In-Charge of Reading 2. Education Program Supervisor In-Charge of Mathematics 3. Learning Area Education Program Supervisor concerned 4. Division Librarian/ Librarian In-Charge 5. Division personnel who are Learning Resource Evaluators *(if available at most five)*

The School SLR Committee shall have the primary responsibility to identify the titles of SLRs for procurement. The Division SLR Committee, on the other hand, shall have the primary responsibility to identify the titles of SLRs for the library hub. Identification of the SLRs shall be on the basis of actual need, priorities, and suitability to the school library/library hub.

The members of the SLR Committees shall also evaluate SLRs during the conduct of market scoping activities. They shall use the DepEd Evaluation Rating Sheet for Supplementary Learning Resources (SLRs) to assess the suitability of SLRs for school libraries and library hubs and to ensure that

the SLRs are free of any kind of errors. The rating sheet includes criteria on the following: format, content, presentation and organization, and accuracy and recency of information. To maintain objectivity and fairness in the evaluation process, the SLR committees shall be oriented on the indicators.

In determining the actual need, the current inventory of school libraries and library hubs shall be considered. Moreover, SLRs to be chosen must support programs, projects, and the directives of the DepEd and must be suitable for use in public schools. Thus, for schools, other than in the case of integrated schools, selected SLRs shall be appropriate to their school category (i.e., elementary or secondary). During the identification, the budget ceiling allocated to the school library and library hub shall be considered.

The following shall also be consulted on the SLRs needed to be procured:

a. Faculty President or a representative designated by the Faculty Club
b. Supreme Student Government President or representative
c. Representative of the Parents, Teachers, and Community Association

In the creation of the SLR Committee, it shall be noted the Department of Budget and Management (DBM) Budget Circular (BC) 2007-1, Sections 4.5 and 4.6 which states that:

Section 4.5 of DBM BC 2007-1 "Honoraria shall not be granted to the designated lecturers, resource persons and facilitators within their respective sponsoring agencies as such services are deemed part of the duties and responsibilities of their appointive positions to disseminate information, to clarify issues and concerns and to interact with clients and/or implementers of agency mandates."

Section 4.6 "Agency personnel who are in charge of the conduct of training and similar programs and activities by virtue of their positions in the sponsoring agency, are not entitled to honoraria when they act as lecturers, resource persons, coordinators, or facilitators in in-house training and similar programs and activities."

- **Orientation of the Division SLR Management Team and SLR Committees**

The BLR shall conduct an activity to orient and facilitate the capacitation of the SLR Committees and Division SLR Management Team on the details of the identification and verification process for SLRs. Procurement

Management Service (ProcMS) may provide related technical assistance on the procurement aspect as may be needed.

- **Conduct of Market Scoping**

Market scoping activities shall be done by the SLR Committees for the school libraries and the library hubs in accordance with timelines set by the OUCT. These activities may include the following: acquiring information on available SLRs such as general references, learning area references, and fiction books/creative works by participating in the market survey, physical or online book fairs, and/or book review display, browsing available book catalogues, visiting local bookstores, NBDB list, previously issued DepEd list[13] and the like.

Criteria in Identifying Titles. In identifying the titles, criteria such as but not limited to, readability, age appropriateness, and physical attributes shall be considered. The DepEd Central Office through OUCT shall issue the guidelines for this purpose.

Depending on the resource needs and to capture the rich culture of the country, SLRs authored/published by Filipinos may be **preferred** as an option in the acquisition. A premium may be placed also on award winning and short-listed SLRs by duly recognized award-giving bodies in the Philippines and abroad as well as SLRs solely authored by National Artists, National Social Scientists, National Scientists, and Gawad sa Manlilikha ng Bayan (GAMABA) which are recognized by pertinent government agencies (e.g., National Commission for Culture and the Arts (NCCA), Department of Science and Technology (DOST), and other recognized award-giving bodies that shall be prescribed in an appropriate issuance to be issued by the OUCT). This, however, does not prevent the SLR committees from selecting foreign authored or published materials that conform to specific needs.

- **Preparation and Submission of Priority List**

To determine the priority list, the SLR Committees shall undertake market scoping activities as provided by these guidelines. After the committee has completed its identification process of SLRs, it shall prepare and submit the priority list (see **Annex 7** for the template) specifically indicating details of the SLRs identified. Only SLRs that passed the evaluation shall be included in the Priority List.[14]

[13] Including the list provided under DepEd Order No. 35, s. 2019, provided, that the Approved Budget for the Contract (ABC) for procurement shall be based on a current market study.
[14] During the evaluation process, a Pass-Fail Method was used so if an SLR fails in any of the criteria indicated in the evaluation tool, the SLR is considered failed.

A pre-priority list shall be prepared should the personnel conducting market scoping activity determine the need to further evaluate SLRs due to the following:

a. The SLRs compose of a series of volumes.
b. The SLRs contain highly technical information or content regarding the Philippines-its history, people, territory, customs, and traditions which the personnel conducting the scoping activity needs to verify or is not familiar with.

- **Validation and Consolidation of the Submitted Priority Lists by the Division SLR Management Team**

Upon receipt of the priority list from the School and Division SLR Committees, the Division SLR Management Team shall validate its compliance with the identification guidelines. Validating the priority lists shall include the following:

i. whether the SLR categories and/or titles support the priority programs and projects of DepEd;
ii. whether the titles are appropriate for the school or preferred grade level;
iii. whether the quantities comply with the applicable limits; and
iv. whether the total cost in the priority list is within the budget limit of the particular school or library hub.

A copy of the duly accomplished scoping and evaluation tools shall also be submitted by the SLR committees for counter-checking purposes.

- **Approval of the Consolidated Priority Lists by the Schools Division Superintendent (SDS)**

The consolidated Priority Lists shall be submitted to the SDS as the chairperson of the Division SLR Management Team for approval upon recommendation of the Vice-Chairperson, and checked then verified by the members of the management team.

The SDS shall be given ten (10) days from receipt of the consolidated priority lists to approve the same. Failure on the part of the SDS to act on the same within the prescribed timeline shall be deemed as an approval thereof. The list shall be forwarded to the designated procurement unit/BAC secretariat for the preparation of the bidding documents and eventual procurement.

- **Submission by the SLR Management Team of the Consolidated Priority Lists for Library Hubs and supporting documents to the Regional Office through the Bids and Awards Committee**

  The approved consolidated priority lists for library hubs and its supporting documents which includes the Allocation List and Summary of SLRs to be Procured and Budget Estimates (see **Annex 8 and 9**) shall be submitted to the RO as the procuring entity, through the Bids and Awards Committee, copy furnished the Regional Director as the Head of Procuring Entity. The BAC with its Secretariat shall prepare the bidding documents and initiate the procurement activities. The total quantities to be procured per title shall be the aggregation as indicated in the Allocation List.

- **Submission by the SLR Management Team of the Consolidated Priority Lists for School Libraries and supporting documents to the Division Office through the Bids and Awards Committee**

  The approved consolidated priority lists for school libraries and its supporting documents which includes the Allocation List and Summary of SLRs to be Procured and Budget Estimates (see **Annex 8 and 9**) shall be submitted to the SDO as the procuring entity, through the Bids and Awards Committee, copy furnished the Schools Division Superintendent as the Head of Procuring Entity. The BAC with its Secretariat shall prepare the bidding documents and initiate the procurement activities. The total quantities to be procured per title shall be the aggregation as indicated in the Allocation List.

A. 2 Procurement Activities

Procurement of SLRs for library hubs shall be done at the regional level and for the school libraries at the division level when utilizing CO downloaded funds. The SDOs and schools are not precluded to conduct procurement activities for SLRs using the scoping and evaluation process as herein provided when utilizing their respective local funds.

Competitive/public bidding shall be the mode of procurement for SLR categories in the Allocation List with two or more titles listed. Bidding requirements and procedure shall be undertaken in accordance with the provisions of R.A. No. 9184 and its IRR and other relevant rules and regulations. The procedure includes the conduct of pre-procurement conference, posting of the bid opportunity, conduct of the pre-bid conference, opening of bids, bid evaluation, post-qualification, resolution of requests for consideration, recommendation to award contracts to the Head of procuring Entity or his/her duly authorized representative, the issuance of Notice of Award, contracting, and issuance of Notice to Proceed.

Notwithstanding a lone eligible title for a certain category in the Allocation List, competitive bidding shall also be undertaken on the assumption that the title is available from publishers, or through authorized distributors or sub-dealers to allow competition and possible lower price offers.

A. 3 Supply and Delivery of SLRs

A specific time period for a project or contract shall be undertaken by the supplier in accordance with the contract documents for the supply and delivery of SLRs.

The RO as the procuring entity for library hubs and the SDO as the procuring entity for school libraries may identify delivery sites which is more feasible and cost-efficient provided that the SDOs or schools have set provisions for delivery of SLRs, provided further that compliance with all laws, rules, and regulations is ensured.

B. Flowchart on the Provision of SLRs

The following figure shows the systematic provision process of SLRs that shall be followed:

Provision of Supplementary Learning Resources (SLRs) Flowchart

I. PRELIMINARY ACTIVITIES

The specific timelines for the implementation of the following process shall be issued on a separate guideline.

- Allocation, Release, and Utilization of Funds
- Announcement for SLR Procurement and Issuance of Guidelines
- Orientation of Publishers or Distributors
- Orientation of Field Personnel (i.e., RO, SDO, or School Personnel)

1. Schools Division Superintendent (SDS) creates the Division SLR Management Team
2. Creation of SLR Committees
   - A. School Head creates the School SLR Committee for School Library
   - B. SDS creates the Division SLR Committee for Library Hub
3. Orientation of Division SLR Management Team and SLR Committees
4. Conduct of Market Scoping by the SLR Committees
   - A. Market Scoping for School Library
   - B. Market Scoping for Library Hub
5. Preparation and Submission of Priority List
   - A. School Priority List for School Libraries
   - B. Division Priority List for Library Hubs
6. Validation and Consolidation of Submitted Priority Lists by the Division SLR Management Team
7. Approval of the Consolidated Priority Lists by the SDS
8. Submission by the SLR Management Team of the Consolidated Priority Lists and supporting documents to the Regional Office through the Bids and Awards Committee

II. PROCUREMENT ACTIVITIES

This section is intended for the Regional Office (RO) and shall be followed in accordance with the provisions of R.A. No. 9184 or the *Government Procurement Reform Act*, its Revised Implementing Rules and Regulations (IRR).

III. SUPPLY AND DELIVERY OF SLRs

A specific time/period for a project or contract shall be undertaken by the supplier in accordance with the contract documents for the supply and delivery of SLRs.

The DepEd acknowledges the significant contribution of stakeholders in assisting and helping schools and library hubs augment their available LRs through donations.

Stakeholders are encouraged to donate SLRs but these shall undergo evaluation process as stipulated in this issuance, and other government rules and regulations.

VI. Monitoring and Evaluation

Implementation of this DepEd Order shall be monitored and evaluated by the BLR based on the implementation plan, monitoring and evaluation plan, and in accordance with DepEd Order 29, s. 2022 or the Basic Education Monitoring and Evaluation Framework (BEMEF). A regular monitoring and evaluation project shall be undertaken by the BLR to identify possible areas of enhancement that shall ensure the effective use and implementation of these guidelines and that the objectives are met. For this purpose, the BLR shall gather feedback from the various procurement implementers and conduct a periodic review involving the various stakeholders shall be coordinated with the ProcMS as necessary.

Additionally, BLR shall work with the Learning Resource Management Section (LRMS) of the ROs in monitoring, evaluating, and providing SLRs for school libraries and library hubs.

School Librarians/Library In-charge are required to submit the Library Collection Report at the end of the school year to the SDO-LRMDS through the Division Librarian/Librarian In-charge. SDO Librarian/Librarian In-charge shall submit consolidated library collection reports to the RO-LRMS through the Regional Librarian/Librarian In-charge. The reports shall serve as the basis in the inventory and needs analysis of the SLRs.

The OUCT, through the BLR, shall be responsible in overseeing the application of these guidelines and provide support to the field offices in the implementation of this DepEd Order. BLR shall provide technical assistance to the field offices in the conduct of market scoping, identification, and provision of SLRs. OUCT may also request relevant assistance from other concerned offices, such as the Procurement and Operations Strands.

VII. Effectivity

These guidelines shall take effect immediately upon its approval. Other previous issuances or parts thereof which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

Certified true copies of this Order shall be filed with the University of the Philippines Office of the National Administrative Register (UP-ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City and shall be published in the Official Gazette or in a newspaper of general circulation.

VIII. References

1. *DepEd Order 35, s. 2019 — Guidelines on the Procurement of Supplementary Learning Resources*

2. *DepEd Order 48, s. 2011 — Additional List of Approved Supplementary Reading and Reference Material*

3. *DepEd Order 56, s. 2011 — Standards for Philippine Libraries*

4. *DepEd Order 64, s. 2009 — Institutionalization of DepEd Library Hub Project in all Regions and Schools Divisions Nationwide*

5. *DepEd Order 75, s. 2008 — Institutionalization of Maintenance and Operation of Library Hubs*

6. *DECS Order 6, s. 1998 — Policies and Programs for School Library Development*

7. *Evaluating, Selecting, and Acquiring Learning Resources: A Guide (2008)* Educational Resources Acquisition Consortium (ERAC), Ministry of Education, Canada

8. *Evaluation and Selection of Learning Resources: A Guide (2008).* Prince Edward Island, Department of Education, Canada.

9. *RA 8047 or the Book Publishing Industry Development Act and its Implementing Rules and Regulations.*

10. *RA 9184 or the Government Procurement Reform Act and its Implementing Rules and Regulations (IRR).*

11. *Volume 2 Manual of Procedures for the Procurement of Goods and Services*

ANNEX 1. Scoping Tool for Identifying SLRs

DepEd Scoping Tool for Text-Based Supplementary Learning Resources (SLRs)

Type of SLR: [ ] General References
[ ] Learning Area References
[ ] Fiction Books/Creative Works

Title/Series Title: _____ ISBN(s): _____
Author(s): _____ Publisher(s): _____
Distributor(s): _____ Copyright Year: _____
SLR is part of a set or package *(if applicable)*: [ ] Yes [ ] No
If **Yes**, specify all items included in the package.

_____

Market Scoping Activity Conducted:
[ ] Market Survey [ ] Book Fair [ ] NBDB List [ ] Bookstores [ ] Others: _____

For the technical specifications:

Size (LxW): _____
Total No. of Pages: _____
Inside Pages : Type of Paper Used _____ Colors _____
Cover: Type of Paper Used _____ Colors _____
Binding: _____
SLR Unit Price: Php _____

Instructions: Examine the SLR carefully and check the applicable criterion. Your report must be completed in ink. Please write legibly. (**NOTE:** Use one (1) scoping tool for each SLR.)

CRITERIA	YES	NO
1. The SLR supports identified programs, projects, and activities of the Department of Education (DepEd).		
2. The SLR conforms to the category/type of SLRs to be procured based on the guidelines issued by the DepEd.		
3. The SLR has a publication or copyright year of _____ up to present. An exception to this rule shall apply to classics, seminal, canonical, and creative works.		
4. The SLR is appropriate for target users in basic education. Check the grade level. ___ K to 3 ___ Grades 4 to 6 ___ Grades 7 to 10 ___ Grades 11 to 12		
5. The SLR is aligned with the prioritized category in the current identification guidelines issued by the DepEd when so applicable.		

6. The SLR binding is sturdy and can withstand frequent use. *(Note: If SLR is a package, consider the sturdiness of all the components.)*		
7. The SLR uses paper that is durable. *(Note: If SLR is a package, consider the durability of the applicable components.)*		
8. The SLR observes the appropriate size of letters and the typeface is easy to read.		
9. The printing of the SLR is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registrations, and no misprints).		
10. The SLR has a visual design that is clear, interesting, and appropriate.		
11. The SLR uses language that is appropriate for the intended learner.		
12. The SLR promotes either development of communication, literacy, numeracy skills, socio-emotional, or other learning areas.		
13. The SLR aids learners in the mastery/enrichment/ remediation/reinforcement of learning or love for reading.		
14. The SLR is free from any form of biases *(gender, ethnic, religious, sectarian, geographical, cultural, occupational, disability, and exceptionality biases among others)* and supports the integration of inclusivity.		
15. The SLR can be used in promoting learners' engagement and active learning.		

Other Comments/Findings: (Please write your comments and findings on the SLR not captured in Items 1 to 15.)

RECOMMENDATION:

☐ **Recommended** for inclusion in the Priority List (*If Items 1 to 15 are checked **YES**.*)

☐ **Not Recommended** for inclusion in the Priority List *(If at least one of the items is marked **NO**.)*

Accomplished by *(signature over printed name)*:

_____ Member

_____ Member

_____ Member

Checked by:

_____
Vice-Chairperson

Noted:

_____
Chairperson

Date: _____

ANNEX 2. Content Evaluation Tool (For Story Books and Big Books)

Reference Code: _____

DepEd Evaluation Rating Sheet for Story Books and Big Books

Title: _____ ISBN_____
Author(s): _____ Publisher/Distributor(s): _____
Copyright Year: _____ Language Used: _____ No. of Pages:_____

Instructions: Examine the SLR carefully and rate it along each evaluation criterion. Do the following:
1. Check the appropriate column [YES or NO] for your assessment guided by the indicators.
2. For a NO response, write your comments/justifications/findings by filling out the Summary of Findings. Attach extra sheets if necessary.
3. If an evaluation criterion is *Not Applicable (NA)*, check the column for NA.
4. Your report must be completed in ink. Please write legibly.

Factor 1: *Content*	**YES**	**NO**	**N/A**
1. Theme			
1.1 The theme/s is/are engaging, appropriate, and relevant to the target reader.			
2. Socio-cultural sensitivity			
2.1 The SLR is consistent with the DepEd Social Content Guidelines. (Put a check mark on the box of the Social Content theme/s that is/are violated.)			
☐ The Filipino Learners			
☐ The Philippine Nation and Society			
☐ Citizenship and Social Responsibility			
☐ Individuals and Social Identity			
☐ Social Institutions			
☐ Gender			
☐ Media, Technology, and Communication			
☐ Health, Nutrition and Wellness			
☐ Environment			
☐ Safety and Security			
3. Developmental aspect	**YES**	**NO**	**N/A**
3.1 The story considers the developmental needs of the target reader in 21st Century Skills such as: (Put a check mark only to the applicable values and traits.)			
▪ **Learning and Innovation**			
☐ Higher Order Thinking Skills and Sound Reasoning			
☐ Critical Thinking, Problem Solving, and Risk-taking			
☐ Adaptability, Managing Complexity, and Self-direction			
☐ Creativity and Curiosity			
▪ **Information, Media, and Technology Skills**			
☐ Visual and Information Literacy			
☐ Basic Scientific, Economic, and Technology Literacy			
☐ Multicultural Literacy and Global Awareness			
☐ Media Literacy			

▪ **Life and Career Skills**				
☐	Flexibility and Adaptability			
☐	Social and Cross-cultural Skills			
☐	Leadership and Responsibility			
☐	Initiative and Self-direction			
☐	Productivity and Accountability			
▪ **Effective Communication Skills**				
☐	Teaming, Collaboration, and Interpersonal Skills			
☐	Personal, Social, and Civic Responsibility			
☐	Interactive Communication			
4. Plot / Story Line				
4.1 The story length is appropriate to the age group.				
4.2 The plot makes use of familiar objects, themes, or actions to introduce/develop concepts and learnings.				
4.3 The plot stimulates critical thinking.				
4.4 The plot has a logical flow.				
4.5 The plot allows the reader to connect with the emotion/s conveyed.				
4.6 The story ends with a resolution of the conflict introduced.				
4.7 The story does not encourage hate and negative behavior.				
5. Characters				
5.1 The roles of the characters are well-defined.				
5.2 The character/s drive/s the plot of the story.				
6. Visuals				
6.1 The illustrations clarify the story.				
6.2 The illustrations are easily recognizable, artistically attractive, and appealing.				
6.3 The illustrations are appropriate to the target readers				
7 Language				
7.1 Vocabulary used is appropriate to the target reader.				
7.2 The material makes use of wordplay appropriate to the target reader (i.e., repetition, puns, etc.).				
7.3 Sentences are clear, simple, and appropriate.				
7.4 Sentences are grammatical.				
7.5 The story book has no substantial mechanical errors.				
***Note:** The SLR shall garner **YES** response in **ALL** items to pass this criterion. Please put a check mark on the appropriate box.*			**PASSED**	
			FAILED	

Factor 2: *Format*	**YES**	**NO**	**N/A**
1. Prints			
1.1 Size of letters is appropriate to the target reader.			
1.2 The typeface (e.g. Arial, Times New Roman, etc.) is easy to read.			
1.3 Spaces between letters and words facilitate easy reading.			
2. Book Design and Layout			
2.1 Layout is appropriate to the target reader.			
2.2 Cover is appropriate to the target reader.			
2.3 The pages observe appropriate balance of illustrations and text.			

3. Paper and Binding			
3.1 Paper used facilitates ease in reading.			
3.2 Binding is durable and can withstand frequent use.			
3.3 Size is appropriate and relatively easy to handle.			
3.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registrations, no misprints).			
Note: *The SLR shall garner* ***YES*** *response in* ***ALL*** *items to pass this criterion. Please put a check mark on the appropriate box.*		**PASSED**	
		FAILED	

Other Comments
(Please write your comments and recommendations on the material not captured in Factors 1 to 2. Use additional sheets if necessary.)

Recommendation

Note: The SLR which **Failed in at least one of the Factors** in this rating sheet shall not be recommended for possible use in public basic education schools.

(Please put a check mark (✓) in the appropriate box.)

☐ I / We **recommend** the approval of this SLR for possible use in public basic education schools.

☐ I / We **do not recommend** the approval of this SLR for possible use in public basic education schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

(Please sign below and at the back of each page.)

I/We certify that this evaluation report and recommendation are my/our own and have been made without any undue influence from others.

Evaluators	Signatures
_____	_____
_____	_____
_____	_____

Date: _____

ANNEX 3. Content Evaluation Tool (For Fiction Books/Creative Works)

Reference Code: _____

DepEd Evaluation Rating Sheet for Fiction Books/Creative Works

Title: _____ ISBN _____
Author(s): _____ Publisher/Distributor(s): _____
Copyright Year: _____ Language Used: _____ No. of Pages: _____

Instructions: Examine the SLR carefully and rate it along each evaluation criterion. Do the following:
1. Check the appropriate column [YES or NO] for your assessment guided by the indicators.
2. For a NO response, write your comments/justifications/findings by filling out the Summary of Findings. Attach extra sheets if necessary.
3. If an evaluation criterion is *Not Applicable (NA)*, check the column for NA.
4. Your report must be completed in ink. Please write legibly.

Factor 1: Content	YES	NO	N/A
1. Theme			
1.1 The theme/s is/are engaging, appropriate, and relevant to the target reader.			
2. Socio-cultural sensitivity			
2.1 The SLR is consistent with the DepEd social content guidelines. (Put a check mark on the box of the Social Content theme/s that is/are violated.)			
☐ The Filipino Learners			
☐ The Philippine Nation and Society			
☐ Citizenship and Social Responsibility			
☐ Individuals and Social Identity			
☐ Social Institutions			
☐ Gender			
☐ Media, Technology, and Communication			
☐ Health, Nutrition and Wellness			
☐ Environment			
☐ Safety and Security			
3. Plot / Story Line			
3.1 The story length is appropriate to the age group.			
3.2 The plot stimulates creative and critical thinking.			
3.3 The SLR shows insights into the complexity of the human condition.			
3.4 The SLR broadens the target reader's experiences and understanding.			
4. Visuals			
4.1 The illustrations clarify the story.			
4.2 The illustrations are easily recognizable, artistically attractive, and appealing.			
4.3 The illustrations are appropriate to the target readers.			
5. Language			
5.1 Vocabulary used is appropriate to the target reader.			
5.2 Sentences are clear, simple, and appropriate.			

5.3 Literary devices are used to strengthen the narratives, and/or help the target reader to connect to the characters and/or theme.			
5.4 Sentences are grammatical.			
5.5 The SLR has no substantial mechanical errors.			
Note: The SLR shall garner YES response in ALL items to pass this criterion. Please put a check mark on the appropriate box.		**PASSED**	
		FAILED	

Factor 2: Format and Technical Aspects	YES	NO	N/A
1. Prints			
1.1 Size of letters is appropriate to the target reader.			
1.2 The typeface (e.g. Arial, Times New Roman, etc.) is easy to read.			
1.3 Spaces between letters and words facilitate easy reading.			
2 Book Design and Layout			
2.1 Layout is appropriate to the target reader.			
2.2 Cover is appropriate to the target reader.			
2.3 The pages observe appropriate balance of illustrations and text.			
3 Paper and Binding			
3.1 Paper used facilitates ease in reading.			
3.2 Binding is durable and can withstand frequent use.			
3.3 Size is appropriate and relatively easy to handle.			
3.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registrations, no misprints).			
*Note: The SLR shall garner **YES** response in ALL items to pass this criterion. Please put a check mark on the appropriate box.*		**PASSED**	
		FAILED	

Other Comments
(Please write your comments and recommendations on the material not captured in all Factors. Use additional sheets if necessary.)

Recommendation

Note: The SLR which **Failed in at least one of the Factors** in this rating sheet shall not be recommended for possible use in public basic education schools.

(Please put a check mark (✓) in the appropriate box.)

☐ I / We **recommend** the approval of this SLR for possible use in public basic education schools.

☐ I / We **do not recommend** the approval of this SLR for possible use in public basic education schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

(Please sign below and at the back of each page.)
I/We certify that this evaluation report and recommendation are my/our own and have been made without any undue influence from others.

Evaluators	Signatures
_____	_____
_____	_____

Date: _____

ANNEX 4. Content Evaluation Tool (For Learning Area Books)

Reference Code: _____

DepEd Evaluation Rating Sheet for Learning Area Books

Title:_____ISBN_____

Author(s):_____Illustrator(s):_____

Publisher/Distributor(s): _____Copyright Year: ____No. of Pages: _____

Learning Area: _____ Type of SLR:_____

Intended for (Please check): _____Kinder-Gr. 3 ; _____Gr. 4-6; _____Junior HS; _____Senior HS

Instructions: Examine the SLR carefully and rate it along each evaluation criterion. Do the following:
1. Check the appropriate column [YES or NO] for your assessment guided by the indicators.
2. For a NO response, write your comments/justifications/findings by filling out the Summary of Findings. Attach extra sheets if necessary.
3. If an evaluation criterion is *Not Applicable (NA)*, check the column for NA.
4. Your report must be completed in ink. Please write legibly.

Factor 1: ***Content***	**YES**	**NO**	**N/A**
1. The SLR contributes to the achievement of specific learning competencies and standards of the learning area and grade level for which it is intended.			
2. The SLR is consistent with the DepEd Social Content Guidelines. (Put a check mark on the box of the Social Content theme/s that is/are violated.)			
☐ The Filipino Learners			
☐ The Philippine Nation and Society			
☐ Citizenship and Social Responsibility			
☐ Individuals and Social Identity			
☐ Social Institutions			
☐ Gender			
☐ Media, Technology, and Communication			
☐ Health, Nutrition and Wellness			
☐ Environment			
☐ Safety and Security			
	YES	**NO**	**N/A**
3. The SLR enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits.)			
▪ **Learning and Innovation**			
☐ Higher Order Thinking Skills and Sound Reasoning			
☐ Critical Thinking, Problem Solving, and Risk-taking			

☐	Adaptability, Managing Complexity, and Self-direction
☐	Creativity and Curiosity
▪ **Information, Media, and Technology Skills**	
☐	Visual and Information Literacy
☐	Basic Scientific, Economic, and Technology Literacy
☐	Multicultural Literacy and Global Awareness
☐	Media Literacy
▪ **Life and Career Skills**	
☐	Flexibility and Adaptability
☐	Social and Cross-cultural Skills
☐	Leadership and Responsibility
☐	Initiative and Self-direction
☐	Productivity and Accountability
▪ **Effective Communication Skills**	
☐	Teaming, Collaboration, and Interpersonal Skills
☐	Personal, Social, and Civic Responsibility
☐	Interactive Communication

	YES	NO	N/A
4. Adequate warning / cautionary notes are provided in topics/ activities where safety and health are of concern.			
***Note:** The SLR shall garner **YES** response in **ALL** items to pass this criterion. Please put a check mark on the appropriate box.*		**PASSED**	
		FAILED	

Factor 2: Presentation, Organization, and Format	**YES**	**NO**	**N/A**
1. **Presentation**			
1.1 Presentation is engaging, interesting, and understandable.			
1.2 There is logical and smooth flow of ideas.			
2. **Visuals**			
2.1 Visuals are simple and easily recognizable, artistically attractive, and appealing.			
2.2 Visuals clarify and supplement the text.			
2.3 Visual are properly labeled or captioned.			
2.4 Visuals are realistic / use appropriate colors.			
2.5 Visuals are attractive and appealing.			
2.6 Visuals are culturally relevant.			
3. **Prints**			
3.1 Size of letters is appropriate to the target reader.			
3.2 The typeface (e.g. Arial, Times New Roman, etc.) is easy to read.			
3.3 Spaces between letters and words facilitate easy reading.			
4 **Book Design and Layout**			
4.1 Layout is appropriate to the target reader.			
4.2 Cover is appropriate to the target reader.			
4.3 The pages observe appropriate balance of illustrations and text.			
5 **Paper and Binding**			
3.1 Paper used facilitates ease in reading.			

3.2 Binding is durable and can withstand frequent use.			
3.3 Size is appropriate and relatively easy to handle.			
3.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registrations, no misprints).			
Note: *The SLR shall garner* ***YES*** *response in* ***ALL*** *items to pass this criterion. Please put a check mark on the appropriate box.*		**PASSED**	
		FAILED	

Factor 3: ***Accuracy and Recency of Information***	**YES**	**NO**	**N/A**
1. The book is free from conceptual errors.			
2. The book is free from factual errors.			
3. The book is free from grammatical errors.			
4. The book is free from computational errors.			
5. The book is free from obsolete information.			
6. The book is free from substantial mechanical errors.			
Note: *The SLR shall garner* ***YES*** *response in* ***ALL*** *items to pass this criterion. Please put a check mark on the appropriate box.*		**PASSED**	
		FAILED	

Other Comments

(Please write your comments and recommendations on the material not captured in Factors 1 to 4. Use additional sheets if necessary.)

Recommendation

Note: The SLR which **Failed in at least one of the Factors** in this rating sheet shall not be recommended for possible use in public basic education schools.

(Please put a check mark (✓) in the appropriate box.)

☐ I / We **recommend** the approval of this SLR for possible use in public basic education schools.

☐ I / We **do not recommend** the approval of this SLR for possible use in public basic education schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

(Please sign below and at the back of each page.)

I/We certify that this evaluation report and recommendation are my/our own and have been made without any undue influence from others.

Evaluators	Signatures
_____	_____
_____	_____
_____	_____

Date: _____

ANNEX 5. Content Evaluation Tool (For General References)

Reference Code: _____

DepEd Evaluation Rating Sheet for General References (Print or Digital Format)

Title: _____ ISBN _____
Author(s): _____ Publisher/Distributor(s): _____
Copyright Year: _____ Language Used: _____ No. of Pages: _____

Instructions: Examine the SLR carefully and rate it along each evaluation criterion. Do the following:
1. Check the appropriate column [YES or NO] for your assessment guided by the indicators.
2. For a NO response, write your comments/justifications/findings by filling out the Summary of Findings. Attach extra sheets if necessary.
3. If an evaluation criterion is *Not Applicable (NA)*, check the column for NA.
4. Your report must be completed in ink. Please write legibly.

Factor 1: ***Content and Format***		**YES**	**NO**	**N/A**
1. Content is age and development appropriate.				
2. Book design facilitates understanding of concepts/information presented.				
3. Language is appropriate to the level of the target reader .				
4. The SLR is consistent with the DepEd social content guidelines. (Put a check mark on the box of the Social Content theme/s that is/are violated.)				
☐	The Filipino Learners			
☐	The Philippine Nation and Society			
☐	Citizenship and Social Responsibility			
☐	Individuals and Social Identity			
☐	Social Institutions			
☐	Gender			
☐	Media, Technology, and Communication			
☐	Health, Nutrition and Wellness			
☐	Environment			
☐	Safety and Security			
5.Visuals are relevant to the text and suitable to the interests of the target reader .				
6.Visuals are clear in content and detail.				
7. Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).				
8. Material / Paper used is durable and contributes to easy reading .				
9. Binding is suitable for its intended purpose and durable to withstand frequent use.				
Note: *The SLR shall garner* ***YES*** *response in* ***ALL*** *items to pass this criterion. Please put a check mark on the appropriate box.*			**PASSED**	
			FAILED	

Factor 2: *Accuracy and Recency of Information*	YES	NO	N/A
1. The book is free from conceptual errors.			
2. The book is free from factual errors.			
3. The book is free from grammatical errors.			
4. The book is free from computational errors.			
5. The book is free from obsolete information			
6. The book is free from substantial mechanical errors.			
*Note: The SLR shall garner **YES** response in **ALL** items to pass this criterion. Please put a check mark on the appropriate box.*		**PASSED**	
		FAILED	

Other Comments

(Please write your comments and recommendations on the material not captured in all Factors. Use additional sheets if necessary.)

Recommendation

> **Note:** The SLR which **Failed in at least one of the Factors** in this rating sheet shall not be recommended for possible use in basic education schools.

(Please put a check mark (✓) in the appropriate box.)

☐ I / We **recommend** the approval of this SLR for possible use in public basic education schools.

☐ I / We **do not recommend** the approval of this SLR for possible use in basic education schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

(Please sign below and at the back of each page.)

I/We certify that this evaluation report and recommendation are my/our own and have been made without any undue influence from others.

Evaluators	Signatures
_____	_____
_____	_____
_____	_____

Date: _____

ANNEX 6. Content Evaluation Tool (For Video and Audio Recordings)

Reference Code: _____

DepEd Evaluation Rating Sheet for Video and Audio Recordings

Title: _____ ISBN _____

Author(s)/Producer: _____ Publisher/Distributor(s): _____

Copyright Year: _____ Length (in minutes): _____

Learning Area: _____ Language Used: _____

Type of Resource: ☐ Video Recording
☐ Movie ☐ Documentary
☐ Instructional Video ☐ Others (please specify) _____
☐ Audio Recording
☐ Music/song ☐ Instructional Recording ☐ Narration
☐ Others (please specify): _____

Intended for (Please check): _____Kinder-Gr. 3 ; _____ Gr. 4-6; _____Junior HS; _____Senior HS

Instructions: Examine the SLR carefully and rate it along each evaluation criterion. Do the following:
1. Check the appropriate column [YES or NO] for your assessment guided by the indicators.
2. For a NO response, write your comments/justifications/findings by filling out the Summary of Findings. Attach extra sheets if necessary.
3. If an evaluation criterion is *Not Applicable (NA)*, check the column for NA.
4. Your report must be completed in ink. Please write legibly.

Factor 1: ***Content***	**YES**	**NO**	**N/A**
1. Content of the SLR is age and development appropriate.			
2. SLR contributes to the achievement of specific learning competencies of the learning area and grade level for which it is intended.			
3. SLR provides for the development of higher cognitive skills of the learning area and grade level for which it is intended.			
4. The SLR is consistent with the DepEd social content guidelines. (Put a check mark on the box of the Social Content theme/s that is/are violated.)			
☐ The Filipino Learners			
☐ The Philippine Nation and Society			
☐ Citizenship and Social Responsibility			
☐ Individuals and Social Identity			
☐ Social Institutions			
☐ Gender			
☐ Media, Technology, and Communication			
☐ Health, Nutrition and Wellness			

☐	Environment			
		YES	**NO**	**N/A**
5.	SLR enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits.)			
▪	**Learning and Innovation**			
☐	Higher Order Thinking Skills and Sound Reasoning			
☐	Critical Thinking, Problem Solving, and Risk-taking			
☐	Adaptability, Managing Complexity, and Self-direction			
☐	Creativity and Curiosity			
▪	**Information, Media, and Technology Skills**			
☐	Visual and Information Literacy			
☐	Basic Scientific, Economic, and Technology Literacy			
☐	Multicultural Literacy and Global Awareness			
☐	Media Literacy			
▪	**Life and Career Skills**			
☐	Flexibility and Adaptability			
☐	Social and Cross-cultural Skills			
☐	Leadership and Responsibility			
☐	Initiative and Self-direction			
☐	Productivity and Accountability			
▪	**Effective Communication Skills**			
☐	Teaming, Collaboration, and Interpersonal Skills			
☐	Personal, Social, and Civic Responsibility			
☐	Interactive Communication			
6.	SLR sustains interest of target reader.			
7.	Adequate warning / cautionary notes are provided in topics and activities where safety and health are of concern.			
*Note: The SLR shall garner **YES** response in **ALL** items to pass this criterion. Please put a check mark on the appropriate box.*			**PASSED**	
			FAILED	

Factor 2: *Format/Technical Design*	**YES**	**NO**	**N/A**
1. Volume and quality of sound is appropriate.			
2. Pacing is effective and appropriate to instructional purposes.			
3. Audio-visual effects (music, sounds, graphics, etc.) are appropriate and effective for instructional purposes.			
*Note: The SLR shall garner **YES** response in **ALL** items to pass this criterion. Please put a check mark on the appropriate box.*		**PASSED**	
		FAILED	
Factor 3: *Presentation and Organization*	**YES**	**NO**	**N/A**
1. Presentation is engaging, interesting, and understandable.			
2. There is logical and smooth flow of ideas.			

3. Vocabulary level is adapted to the target learner's experience and understanding.			
4. Length of the video/audio recording is appropriate to the attention span of the target learner.			
*Note: The SLR shall garner **YES** response in **ALL** items to pass this criterion. Please put a check mark on the appropriate box.*		**PASSED**	
		FAILED	

Factor 4: *Accuracy and Recency of Information*	**YES**	**NO**	**N/A**
1. The SLR is free from conceptual errors.			
2. The SLR is free from factual errors.			
3. The SLR is free from grammatical errors.			
4. The SLR is free from computational errors.			
5. The SLR is free from obsolete information			
6. The SLR is free from substantial mechanical errors.			
*Note: The SLR shall garner **YES** response in **ALL** items to pass this criterion. Please put a check mark on the appropriate box.*		**PASSED**	
		FAILED	

Other Comments
(Please write your comments and recommendations on the material not captured in all Factors. Use additional sheets if necessary.)

Recommendation

> **Note:** The SLR which **Failed in at least one of the Factors** in this rating sheet shall not be recommended for possible use in public basic education schools.

(Please put a check mark (✓) in the appropriate box.)

☐ I / We **recommend** the approval of this SLR for possible use in public basic education schools.

☐ I / We **do not recommend** the approval of this SLR for possible use in public basic education schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

(Please sign below and at the back of each page.)

I/We certify that this evaluation report and recommendation are my/our own and have been made without any undue influence from others.

Evaluators	Signatures
_____	_____
_____	_____
_____	_____

Date: _____

ANNEX 7. Template for the Priority List *(to be accomplished by the SLR Committee for school library and library* hub)

PRIORITY LIST OF SUPPLEMENTARY LEARNING RESOURCES (SLRs)

Instruction: Kindly fill out the necessary information needed and do not leave any portion blank. Write N/A in items not applicable. Use the accomplished DepEd Scoping Tool and technical specifications data as reference. Enumerate all the titles of the book including all required details. **Arrange the titles according to the priority needs and according to the type of SLR.**

For:

☐ School School ID: _____ ☐ Kindergarten ☐ Elementary ☐ Secondary ☐ SHS

Name of School: _____

☐ Library Hub Schools Division Office: _____ Region _____

Type of SLR (General References, Learning Area References, Fiction Books/Creative Works)	**Title**	**Publisher/ Distributor**	**Author/s**	**ISBN**	**Copyright Year/ Date of Publication**	**Size (LxW)**	**No. of Pages**	**Inside Pages**		**Cover**		**Binding**	**Unit Price**
								Type of Paper Used	**Colors**	**Type of Paper Used**	**Colors**		

Put a check mark (/) if Award-winning Book	**Part of a Set/Package or Stand-Alone**		**REMARKS** *(To be accomplished by the Division SLR Management Team)*	
	Part of a Set/Package	**Stand-Alone**	**ACCEPTED**	**REJECTED**

Notes:

✓Enumerate all the titles of the book including all required details. Arrange the titles according to the type of SLR.

✓If SLRs are part of a series/package, indicate only one price for the set of SLRs.

✓If SLRs are part of a series/package but "stand-alones", indicate individual price for each SL

Accomplished and submitted by *(signature over printed name)*:

Member	Member	Member	Member	Member	Member	Member

Checked by:

Vice Chairperson, Division SLR Committee

Noted:

Chairperson, Division SLR Committee

Date: _____

ACTION TAKEN *(to be accomplished by the Division SLR Management Team)*

Checked and verified by *(signature over printed name)*:

Member	Member	Member	Member	Member	Member

Member	Member	Member	Member

Recommending Approval:

Chief, Curriculum Implementation Division
Vice Chairperson, Division SLR Management Team

Approved:

Schools Division Superintendent
Chairperson, Division SLR Management Team

Date: _____

ANNEX 8. Template for the Allocation List and Summary of SLRs to be Procured and Budget Estimates

ALLOCATION LIST FOR SCHOOL LIBRARIES/LIBRARY HUBS

(To be accomplished by the Division SLR Management Team based on the Consolidated Priority Lists)

Region: _____

Division	Recipient Library Hub	Complete Address	Titles	Category	Qty.	Unit Cost	Amount
Division A	Library Hub A	Andres Bukid, Manila	A Cat's Life	Storybook	150	120.00	Php18,000
			The Science of Life	Learning Area Reference	200	135.00	Php27,000
Division B	Library Hub A						
	Library Hub B						

Prepared and verified by *(signature over printed name)*:

_____ Member

_____ Member

_____ Member

_____ Member

_____ Member

_____ Member

_____ Member

_____ Member

_____ Member

_____ Member

Recommending Approval:

_____

Chief, Curriculum Implementation Division
Vice Chairperson, Division SLR Management Team

Approved:

_____

Schools Division Superintendent
Chairperson, Division SLR Management Team

Date: _____

ANNEX 9. Template for the Summary of SLRs to be Procured and Budget Estimates

SUMMARY OF SUPPLEMENTARY LEARNING RESOURCES (SLRs) TO BE PROCURED AND BUDGET ESTIMATES

(To be accomplished by the Division SLR Management Team based on the Consolidated Priority Lists)

Region _____ **Division** _____ **Recipient Library Hub** _____

TITLES	CATEGORY	PUBLISHER/SUPPLIER/ DISTRIBUTOR	TOTAL QUANTITY TO BE PROCURED	UNIT COST	TOTAL AMOUNT

Prepared and verified by *(signature over printed name)*:

_____ Member _____ Member _____ Member _____ Member _____ Member _____ Member

_____ Member _____ Member _____ Member _____ Member

Recommending Approval:

_____
Chief, Curriculum Implementation Division
Vice Chairperson, Division SLR Management Team

Approved:

_____
Schools Division Superintendent
Chairperson, Division SLR Management Team

Date: _____