



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

September 9, 2025

DIVISION MEMORANDUM

No. 444, s. 2025

**STREAMLINED FRAMEWORK FOR LEARNING RESOURCES UTILIZATION
AND MANAGEMENT**

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

1. To ensure systematic, transparent, and sustainable management of learning resources in the Schools Division of Bulacan, this Office hereby issues the Streamlined Framework on Learning Resource Management which covers the Validation, Certification, and Utilization of Locally-Developed Learning Resources (LRs), Teacher Resources (TRs), and Professional Development Materials (PDMs), together with the Guidelines on the Proper Disposal of Obsolete Self-Learning Modules (SLMs). This issuance is anchored on the DepEd LRMDs Guidelines for Assessment and Evaluation and Commission on Audit (COA) Circular No. 2020-006 to strengthen accountability, innovation, and compliance in resource governance.
2. This Memorandum underscores the importance of ensuring that all learning resources are quality-assured, validated, and certified for utilization, while likewise addressing the safe and legally compliant disposal of obsolete printed modules.
3. In support of the Division's literacy advocacy, the innovation *Pasaporte BasÁRAL: G na G sa Pagbasa, G na G sa Pag-aaral!* is hereby institutionalized. The Pasaporte BasÁRAL shall have two editions:
 - **Learner Edition** – a reading passport integrated with the ARAL Program, libraries, LRMDs, and reading corners. Learners record reading activities and earn milestone recognitions such as *Junior Reader, Aral Champion, BasÁRAL Awardee, G na G Reader, and Division Reading Ambassador*.
 - **Personnel Edition** – a professional reading passport for teachers and non-teaching staff, where participants log professional and reflective reading materials, including the reading of official memorandums, DepEd Orders, Division issuances, books, journals, and other resources, together with reflection notes on their application to work performance. Personnel progress through milestones such as *Knowledge Seeker, Reflective Practitioner, Innovative Educator, G na G Professional, and Division Literacy Advocate*.
4. Templates for both the **Learner and Personnel Editions** of the Pasaporte BasÁRAL are enclosed to guide schools in reproduction, implementation, and monitoring. Schools are advised to integrate these passports into library hours and professional development activities.
5. All schools, districts, and concerned personnel are directed to observe the provisions of the enclosed guidelines pertaining to the validation, certification, and utilization of locally-developed resources, the proper disposal of obsolete SLMs, and the full implementation of Pasaporte BasÁRAL in both learner and personnel contexts.



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6. Enclosed herewith are the following for reference and strict compliance:

- **Enclosure No. 1** – Guidelines on Validation, Certification, and Utilization of Locally-Developed Resources
- **Enclosure No. 2** – Pasaporte BasÁRAL Templates and Monitoring Tools (Learner and Personnel Editions with milestone systems)
- **Enclosure No. 3** – Guidelines on the Utilization and Proper Disposal of Excess or Unserviceable Self-Learning Modules (Slms) and Other Learning Resource Materials

7. Immediate dissemination of and strict compliance with this Memorandum is desired.



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Enclosure No. 1 to Division Memorandum No. 444, s. 2025

**GUIDELINES ON VALIDATION, CERTIFICATION, AND UTILIZATION OF
LOCALLY-DEVELOPED RESOURCES**

1. Coverage

These guidelines shall apply to all public schools, districts, and personnel within the Division who intend to submit Locally-Developed Learning Resources (LRs), Teacher Resources (TRs), and Professional Development Materials (PDMs) for validation, certification, reproduction, or inclusion in the Division LRMDs repository.

2. Online Submission System

a. The Division LRMDs shall provide a centralized Google Form/Online Portal.

👉 Submission link: <https://forms.gle/yMf2UDNvJ41PMDYb9>

b. Required uploads shall include:

- Digital copy of the LR/TR/PDM;
- Accomplished LR Submission Form (with metadata, purpose, and intended users);
- Supporting documents (e.g., CIP, Action Research results, prior validations).

c. The system shall automatically generate date and time stamps of submission.

d. Physical copies, when necessary, may be submitted through the District Office. Only entries logged online shall be considered official.

3. Validation Process

a. School Level

- The School Learning Resource Committee (SLRC) shall conduct the initial review using prescribed checklists (IPR, Educational Soundness, and Technical Quality).
- The School Head shall endorse the resource to the District Supervisor via the online portal.

b. District Level

- The Public Schools District Supervisor (PSDS) shall review the completeness of submissions and consolidate the school-level outputs.
- The PSDS shall schedule a joint field validation activity with the concerned EPS (subject area) during their regular supervisory visits. This ensures that content validation happens early and within the school-community setting.
- A District Validation Report shall be generated and transmitted to the Division LRMDs Office within ten (10) working days after the field validation.

c. Division Level

- After district-level validation, the PSDS shall coordinate with the Division LRMDs Secretariat to include the resource in the Division Validation Day.
- The Division LRMDs QA Team (EPS-LRMDs, subject specialists, and technical reviewers) shall conduct a final review and consolidate validation results.
- The Division Validation Report shall serve as the basis for issuing the certificate.
- Qualified resources shall then be:
 - Certified for Utilization at school/division level; and
 - Endorsed to the Regional LRMDs for cataloguing and wider dissemination.



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4. **Certification and Signing Process**

- a. Certificates of Validation and Utilization shall be generated by the Division LRMDs Secretariat using the prescribed official template, with a unique control number and security marking for authenticity.
- b. Certificates shall be printed on official Division certificate templates and signed by the following:
 - EPS-LRMDs (Lead Validator) - confirming adherence to validation protocols;
 - Chief, CID - granting final approval at the division level;
 - Schools Division Superintendent (SDS) - issuing authority for official use.
- c. After signing, the original hard copies of the certificates shall be released to the concerned schools/districts through their respective district pigeon boxes. For secondary schools, distribution shall follow their designated PSDS or cluster supervisors.
- d. Schools and districts may reproduce additional copies for filing and documentation. However, only the original signed certificate issued by the Division LRMDs Secretariat shall be recognized as official.

5. **Monitoring and Reporting**

- a. The EPS-LRMDs shall maintain a real-time dashboard to track:
 - Number of submissions per school/district;
 - Status (Pending, For Validation, Certified, Endorsed);
 - Turnaround time for validation.
- b. The PDO I and Librarian (Secretariat) shall ensure timely consolidation of records and preparation of quarterly reports to the Division Executive Committee.

Template A: CERTIFICATE OF VALIDATION AND UTILIZATION

This is to certify that the locally-developed learning resource entitled:

“ _____ ”
authored/developed by _____
from _____ School,

has been duly validated, quality-assured, and certified for utilization by the Schools Division of Bulacan through the Learning Resource Management and Development System (LRMDs), in compliance with the prescribed assessment and evaluation standards of the Department of Education.

Accordingly, this material is hereby approved for reproduction, classroom utilization, and inclusion in the Division LRMDs Repository, and is recommended for endorsement to the Regional LRMDs.

Issued this ____ day of _____, 2025 at Malolos City, Bulacan.

Signatories:

(EPS-LRMDs, Lead Validator)
(Chief, CID, Final Approval)
(Schools Division Superintendent, Official Issuance)



Template B: VALIDATION FORMS

School Validation Form

- Title of Resource: _____
- Developer/Author: _____
- School: _____
- Checklist Ratings (IPR compliance, Educational Soundness, Technical Quality):
[] Passed [] Needs Revision
- Comments/Recommendations: _____
- Validated by: _____ (SLRC Chair)
- Date: _____

District Validation Form

- Consolidated School Submissions: (Attach summary table)
- Peer Review Conducted: [] Yes [] No
- Endorsement: [] Complete [] With Deficiencies
- District Supervisor Signature: _____
- Date: _____

Division Validation Form

- Subject Area EPS Reviewer: _____
- Comments on Curriculum Alignment: _____
- Technical Quality Review: _____
- Endorsement for Certification: [] Approved [] Disapproved
- EPS-LRMDS Signature: _____
- Chief, CID Signature: _____

Sample Validation Checklist (Condensed)

- Intellectual Property Rights (IPR) Compliance
- Accuracy and Alignment with Curriculum Guides
- Relevance to Learner Needs
- Inclusivity and Gender-Responsiveness
- Technical Quality (Layout, Readability, Language, Graphics)
- Pilot Testing/Usability (if applicable)

Validated by: _____
Date: _____

Template C: DASHBOARD TRACKER (SAMPLE)

(To be encoded in Google Sheet/Excel for Division monitoring, linked to the online submission portal)

School	District	Title of Resource	Date Submitted	Status (Pending/For Validation/Certified/Endorsed)	Date Validated	Certificate Issued (Y/N)	Remarks

Note: The EPS-LRMDS updates the dashboard weekly. PDO I and Librarian consolidate data quarterly for reporting.



Enclosure No. 2 to Division Memorandum No. 444, s. 2025

PASAPORTE BASÁRAL TEMPLATES AND MONITORING TOOLS

Pasaporte BasÁRAL (G na G sa Pagbasa, G na G sa Pag-aaral!) serves as the official reading passport for both learners and personnel. For learners, it records participation in reading activities integrated with the ARAL Program, libraries, hubs, LRMDs, and reading corners to cultivate lifelong reading habits. For teachers and non-teaching personnel, it documents professional and reflective reading engagements—including books, journals, DepEd Orders, memorandums, and Division issuances—highlighting their application to work and practice. Each completed reading activity or professional entry earns a stamp or signature from the teacher, school librarian, immediate supervisor, or designated reading coordinator, thereby fostering a culture of literacy, accountability, and continuous learning across the Division.

Template D: Pasaporte BasÁRAL – Learner Edition

Learner's Name: _____	Grade & Section: _____	School: _____
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Date	Title of Book/Material Read	Type (Storybook, SLM, eBook, etc.)	Pages/Chapters Covered	Teacher/Librarian Validation (Signature/Stamp)

Milestone Achievements (Learners):

- ✓ 5 Reads – Junior Reader Badge
- ✓ 10 Reads – Aral Champion
- ✓ 20 Reads – BasÁRAL Awardee
- ✓ 30 Reads – G na G Reader
- ✓ 50 Reads – Division Reading Ambassador

Template E: Pasaporte BasÁRAL – Personnel Edition

Personnel's Name: _____	Designation: _____	School: _____
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Date	Title of Reading Material	Reflection/Work Impact	Validator (Signature/Stamp)

Milestone Achievements (Personnel):

- ✓ 5 Reads – Knowledge Seeker
- ✓ 10 Reads – Reflective Practitioner
- ✓ 20 Reads – Innovative Educator
- ✓ 30 Reads – G na G Professional
- ✓ 50 Reads – Division Literacy Advocate

Note: Learners are expected to accomplish at least one reading entry per subject per month, while teachers and non-teaching personnel are expected to complete at least ten (10) professional or reflective reading entries per month.

Template F: Certificate of Participation

This certifies that _____ has actively participated in the Pasaporte BasÁRAL Reading Engagement Program and has earned the recognition of _____ level.

Validated by:

- Teacher / Librarian: _____
- School Head: _____
- District Supervisor: _____

NOTE: This enclosure can be printed as a small booklet or passport-style card for each learner, teacher, or personnel, exactly like the Training Passport but focused on reading.

Template G: Certificate of Recognition

This Certificate of Recognition is proudly presented to _____

for successfully completing the requirements of the Pasaporte BasÁRAL: G na G sa Pagbasa, G na G sa Pag-aaral! Project and for demonstrating commitment to cultivating a culture of reading and learning through the ARAL-integrated Reading Passport.

Your dedication to continuous reading engagement serves as an inspiration to fellow learners, teachers, and education stakeholders in strengthening the Division’s advocacy for literacy and lifelong learning.

Given this ____ day of _____, 2025 at _____.

Validated by:

Teacher / Librarian: _____

School Head: _____

District Supervisor: _____

EPS – LRMDs (Lead Validator): _____

Chief, CID: _____

Schools Division Superintendent: _____

NOTE: This can be styled like the standard DepEd certificates, with the DepEd logo on the left, Division logo on the right, and a clean border design (same as used in NEAP certificates).

Template H: PASAPORTE BASÁRAL DASHBOARD TRACKER

G na G sa Pagbasa, G na G sa Pag-aaral!

This Dashboard shall be maintained by the Division LRMDs Office to consolidate school and district accomplishments on the Pasaporte BasÁRAL Reading Passport. It serves as a monitoring tool for participation, completion, and recognition aligned with the ARAL Program and literacy advocacy of the Division.

Division Dashboard Template

District	School	Total Learners with Passport	Active Participants	Completed 5 Reads (Junior Reader)	Completed 10 Reads (Aral Champion)	Completed 20 Reads (BasÁRAL Awardee)	Completed 30 Reads (G na G Reader)	Completed 50 Reads (Division Reading Ambassador)	School Head Validation	District Supervisor Validation	Remarks



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Instructions for Use

- 1. Each school shall update its own reading passport accomplishments monthly.
- 2. School Heads consolidate the school-level data and submit to the District Supervisor.
- 3. District Supervisors validate and submit the District Consolidated Dashboard to the Division LRMDs Office.
- 4. The Division LRMDs Secretariat (PDO I and Librarian) shall encode validated reports into the official Division Dashboard.
- 5. The EPS-LRMDs shall present consolidated quarterly reports to the CID Chief and SDS for policy decisions and recognition programs.

NOTE: This tracker can be digitized (Google Sheet / Excel dashboard) for real-time consolidation, while printed copies may be used for school and district-level documentation.

Template I: LIBRARY HOUR MONITORING TOOL

This tool shall be used by schools, districts, and division monitors in tracking the implementation of the Library Hour in support of the Revised K to 12 Curriculum, ARAL Program, and the Division LRMDs Innovation *Pasaporte BasÁRAL: G na G sa Pagbasa, G na G sa Pag-aaral!*

School	District	Month	Grade Level	Subject Area Integrated	Date Conducted	Activity Title/Description	No. of Learners Participated	Teacher-in-Charge	Remarks

Instructions:

- 1. Each school shall integrate at least one (1) library-based activity per subject area per month.
- 2. The teacher-in-charge shall record the activity and submit a monthly consolidated report to the School Head.
- 3. The School Head shall validate and endorse the consolidated report to the District Supervisor.
- 4. District Supervisors shall submit the validated District Consolidated Report to the Division LRMDs Office every quarter.
- 5. Reports shall be used to monitor school compliance, recognize innovations, and track participation under the *Pasaporte BasÁRAL* project.



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Enclosure No. 3 to Division Memorandum No. 444 s. 2025

GUIDELINES ON THE UTILIZATION AND PROPER DISPOSAL OF EXCESS OR UNSERVICEABLE SELF-LEARNING MODULES (SLMs) AND OTHER LEARNING RESOURCE MATERIALS

I. Rationale

In line with the thrust of the Department of Education (DepEd) to maximize the use of government-procured learning resources and maintain safe, organized, and functional learning resource centers, there is a need to provide clear guidance on the utilization of excess SLMs and other LR materials and the proper disposal of those deemed unserviceable.

This guideline aims to:

- Ensure that no learning resource goes to waste by distributing excess materials to learners as supplementary resources or practice worksheets at home;
- Support literacy, numeracy, and enrichment programs such as the ARAL Program and Pasaporte BasÁRAL;
- Decongest storage areas in schools and prevent the accumulation of unused materials;
- Provide safe, sustainable, and COA-compliant procedures for the disposal of truly unserviceable resources.

II. Coverage

These guidelines shall apply to all public elementary and secondary schools within the Schools Division of Bulacan that still have pending, excess, or outdated printed self-learning modules (SLMs) and other learning resource (LR) materials stored in their campuses.

III. Procedures

A. Utilization of Excess Materials

1. Schools shall conduct an inventory of all excess or pending SLMs and other printed LR materials.
2. These excess materials shall be immediately distributed to learners for:
 - Home practice and reinforcement activities;
 - Supplementary reading and exercises;
 - Integration into school-based literacy programs (e.g., Library Hour, ARAL Program, and Pasaporte BasÁRAL).
3. Teachers shall provide guidance to learners on how to use these distributed materials effectively.
4. Distribution shall be documented through a Distribution Report signed by the School Head, teachers, and receiving learners/parents.

B. Disposal of Unserviceable Materials

If, after inventory, certain materials are found to be damaged, outdated beyond use, or unserviceable, the following process shall be observed:

1. Board of Survey (BOS) – Each school shall convene a BOS to evaluate and recommend the appropriate mode of disposal.
2. Submission and Approval – The School Head shall submit the BOS Resolution and Inventory Report to the Division Property Office through the EPS-LRMDS for review. Final approval shall be issued by the Division Disposal Committee with COA concurrence.
3. Mode of Disposal –
 - Recycling / Repulping – Partner with DENR-accredited recycling companies or LGU programs.
 - Donation – If still serviceable, modules may be donated to ALS learners, daycare centers, or NGOs.



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- Shredding / Destruction – For damaged or sensitive modules, secure shredding shall be conducted prior to recycling.
- 4. Documentation – Disposal must be fully documented with photographs, BOS Resolution, and a Certificate of Disposal signed by the Division Property Officer and witnessed by BOS members.

IV. Roles and Responsibilities

- School Heads – Ensure proper distribution of excess materials, organize BOS, and oversee compliance.
- Teachers – Integrate distributed modules into enrichment/home practice activities and guide learners in their use.
- Property Custodians / Librarians – Prepare inventory and assist in distribution/disposal documentation.
- EPS-LRMDS – Provide technical assistance, consolidate reports, and coordinate with the Division Property and COA.
- Division Disposal Committee – Validate submissions and oversee compliance with approved disposal protocols.

Template J: Distribution Report Template

School Name: _____
District: _____
Date of Distribution: _____

Grade Level / Subject	Title of Material	Quantity Distributed	Purpose (Enrichment / Practice / Literacy Program)	Learner/Parent /Guardian Recipient (Name & Signature)	Teacher -in- Charge	Remarks

Certification

This is to certify that the above-listed excess Self-Learning Modules (SLMs) and other Learning Resource (LR) materials were distributed to learners for home practice, enrichment, or integration into literacy programs such as Library Hour, ARAL, and Pasaporte BasÁRAL, in compliance with Division Memorandum No. ___, s. 2025.

Prepared by: _____
(Teacher-in-Charge / Property Custodian)
Date: _____

Certified Correct: _____
(School Head)
Date: _____

Noted by: _____
(Public Schools District Supervisor)
Date: _____





Template K: Inventory Report Template

School Name	Grade Level / Subject	Quantity	Condition (Obsolete/Damaged/Excess)	Remarks

Template L: Board of Survey (BOS) Resolution Template

BOARD OF SURVEY RESOLUTION NO. ____, S. 2025

WHEREAS, the School Board of Survey convened on [date] to evaluate the status of self-learning modules stored in [school name];

WHEREAS, after careful inspection, the following items were found to be obsolete/unserviceable: (Attach inventory list)

NOW THEREFORE, on motion duly seconded, the Board of Survey hereby recommends the disposal of said modules through:

- ☐ Recycling/Repulping
- ☐ Shredding/Destruction
- ☐ Donation (ALS/Day Care/NGO)

Approved this __ day of ____, 2025.

BOS Members:

- Chairperson (School Head)
- Property Custodian
- Teacher Representative
- PTA/SGC Representative

Template M: Certificate of Disposal

This is to certify that the self-learning modules declared obsolete/unserviceable by the Board of Survey of [School Name] have been disposed of through:

- ☐ Recycling/Repulping
- ☐ Shredding/Destruction
- ☐ Donation

Disposal was conducted on [date] at [venue], in the presence of the undersigned.
Witnesses:

- ____ (School Head)
- ____ (Property Custodian)
- ____ (Division Property Officer)
- ____ (EPS-LRMDS)