



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM
SGOD-2025-0395

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

Subject: **INTERIM GUIDELINES FOR THE IMPLEMENTATION AND RECOGNITION PROCESS OF THE HEALTHY LEARNING INSTITUTIONS PROGRAM FOR BASIC EDUCATION 2025**


Date: August 4, 2025

Attached is **DOH Department Memorandum No. 2025-0313** from **Gloria J. Balboa MD, MPH, MHA, CEO VI, CESO III** dated June 16, 2025, re: **Interim Guidelines for the Implementation and Recognition Process of the Healthy Learning Institutions Program for Basic Education 2025**, which recognize and incentivize schools that have implemented exemplary Oplan Kalusugan sa DepEd-Healthy Learning Institutions (OK-HLI) initiatives in their respective schools.

In line with this, all qualified basic education institutions must complete and submit on time the Self-Appraisal Checklist (SAC) with corresponding MOVs per pillar via a Google drive. All entries will be validated by the School Health and Nutrition personnel. Random onsite validation will also be conducted from August 11-28, 2025. The list of schools, schedule and timeline of activities are enclosed.

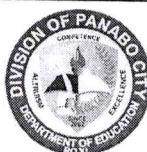
Travel and other incidental expenses relative to monitoring activities shall be charged against local/downloaded funds, subject to the usual auditing and accounting rules and regulations.

For your information and compliance.


JINKY B. FIRMAN PhD, CESO VI
Schools Division Superintendent

SGOD/ABA/cjms

RELEASED



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AUG 06 2025

RECORDS SECTION, SDO PANABO CITY
BY 

LIST OF SCHOOLS TO BE VALIDATED

Name of School Head	Designation	Name of School	Date of Submission
Mac Donald P. Jabonillo	School Head	Katualan Elementary School	August 18-22, 2025 Google Drive Link: https://tinyurl.com/OKDHLIAug18-22
Emily A. Ibo	School Head	San Roque Elementary School	
Maria Teresa S. Amora	School Head	Sta. Cruz Elementary School	
Alfredo O. Ogue Jr.	Principal I	Malativas Elementary School	
Ulyses T. Macatol	School Head	Kiotoy Elementary School	
Anbella G. Eleria	Principal II	Teofanes Gerona Elementary School	
Edralin A. Gumilan	School Head	Tagurot Elementary School	
Mirasol V. Diana	School Head	Roxas Elementary School	
Janeth E. Gomez	Principal I	Sindaton Elementary School	
Winston Mark C. Coquilla	Principal I	Dalisay Village Elementary School	
Edgardo D. Pamugas III	School Head	Tibungol Elementary School	
Iris G. Separis	Principal I	Kasilak Elementary School	
Melchora Dumbase	School Head	Mabunao National High School	August 25-28, 2025 Google Drive Link: https://tinyurl.com/OKDHLIAug25-28
Ronilo B. Labrador	School Head	Sindaton National High School	
Nida M. Compuesto	Head Teacher II	P. Changco Elementary School	
Lovely Karen C. Melencion	Head Teacher I	Buenavista Elementary School	
Myla P. Bergonia	Master Teacher II	Consolacion Elementary School	
Sambay S. Luma	Master Teacher II	Waterfall Elementary School	
Jonalyn Badua	School Head	CA Sison Elementary School	
Arlen A. Jumamoy	Principal I	Don Manuel A. Javellana Memorial National High School	
Chonalyn C. Doctora	Principal II	Antonio O. Floirendo National High School	
Roselle N. Pasaporte	Principal IV	GL Dondoy Central Elementary School	
Johanna P. Linterna	Principal II	New Visayas Central Elementary School	
Lizle Y. Delos Reyes	Principal II	San Francisco Elementary School	
Ana Lyn S. Nanol	Principal I	Namuag Elementary School	

TIMELINE OF ACTIVITIES

Date	Activity
July 15, 2025	Online Onboarding for DepEd Ros and CHDs via Zoom
August 18-28, 2025	Submission of SAC with MOVs and Initial Document Validation by SDOs
August 29, 2025	Endorsement of Qualified Schools for Onsite Regional Validation
September 1 – October 15, 2025	Joint Regional Validation by CHDs and DepEd ROs
October 20, 2025	Endorsement of Qualified Schools for National Validation
October – November 2025	National Validation and securing NTWG Concurrence
December 2025	Releasing of the Official List of Recognized HLIs for 2025



Republic of the Philippines
DEPARTMENT OF HEALTH
Office of the Secretary



16 June 2025

DEPARTMENT MEMORANDUM
No. 2025 - 0313

TO: ALL UNDERSECRETARIES AND ASSISTANT SECRETARIES OF HEALTH; DIRECTORS OF BUREAUS, SERVICES, AND CENTERS FOR HEALTH DEVELOPMENT; AND MINISTER OF HEALTH OF THE BANGSAMORO AUTONOMOUS REGION OF MUSLIM MINDANAO

SUBJECT: Interim Guidelines for the Implementation and Recognition Process of the Healthy Learning Institutions Program for Basic Education 2025

I. BACKGROUND

Section 30 of Republic Act (RA) No. 11223, or the Universal Health Care (UHC) Act, mandates that schools under the supervision of the Department of Education (DepEd) be designated as healthy settings.

In line with this, the Department of Health (DOH), through its Centers for Health Development (CHDs), implements the Healthy Learning Institutions (HLI) Program through the provision of technical and financial assistance to Province- and City-wide Health Systems (P/CWHS) to assist them in initiating and establishing health promotion programs in their localities.

In view of the above, these guidelines are being issued to provide guidance on the selection and prioritization of P/CWHS for provision of program implementation funds for HLI implementation in 2025 and to prescribe process flows in the effective monitoring and evaluation of program implementation between the CHDs and the Health Promotion Bureau (HPB).

II. GENERAL GUIDELINES

- A. To ensure effective, efficient, and equitable implementation of the program, all CHDs are hereby directed to administer, manage, and monitor the implementation and fund utilization of the HLI program in coordination with

P/CWHS based on DOH Department Order No. 2025-0100 or the Guidelines on the Sub-allotment and Utilization of Funds to the CHD for the Implementation of Healthy Settings Programs.

- B. All CHDs shall prioritize and select P/CWHS for the implementation of the HLI programs to equitably achieve regional health promotion targets.
- C. All CHDs shall engage priority P/CWHS for the HLI program implementation.
- D. All CHDs shall implement the 2025 HLI program in the priority P/CWHS charged against their respective Health Promotion Budget Line Item.
- E. CHDs may implement the 2025 HLI program in other P/CWHS not identified as priority P/CWHS, subject to the availability of funds.
- F. All CHDs shall conduct capacity building and provision of other technical assistance to P/CWHS to be able to successfully implement settings-based health promotion programs and activities, aligned with the Health Promotion and Framework Strategy.
- G. All CHDs shall monitor and evaluate the HLI program, including utilization of program implementation funds and ensuring disbursement and utilization according to the Commission on Audit (COA) rules and other relevant national and local laws.

III. SPECIFIC GUIDELINES

1. The HLI program aims to assist schools and other learning institutions to become HLI, as defined in DOH-DSWD-DepEd-CHED-LEB-TESDA-DILG JAO No. 2022-0001, through the provision of technical assistance.
2. For equity considerations, priority for technical and financial assistance shall be given to target last-mile elementary schools (LMEs) and other learning institutions in similar circumstances to provide support in operationalizing school-level action plans for HLI, unless there are no last-mile schools in the province or city.
3. Province or cities may provide financial assistance to Non-LMEs as long as both of the following are met:
 - a. At least 90 percent of schools being provided financial assistance are LMEs; and,
 - b. The Non-LMEs meets at least one of the following (based on the DepEd Memorandum No. 059, s. 2019):
 - i. The school has less than four classrooms, with unpaved floors and walls made of *sawali* materials;
 - ii. The school has no electricity, OR has not had facilities repaired or construction done in the last four years;
 - iii. The school is located more than an hour away from the town center, is accessible only through difficult terrain, or is located in far-flung mountains and islands.

- iv. The school has multi-grade classrooms with less than five teachers, OR more than 75 percent of learners are indigenous people;
 - v. The school does not have complete sets of school furniture, no computers, no Internet connection, very few textbooks and manuals, and lacks laboratory equipment.
 - vi. The school is located in areas with problems of peace and order that pose challenges to school building projects, and where private contractors, suppliers, and service providers find it difficult to access to deliver necessary equipment and services.
4. The list of updated target numbers of schools to be recognized as HLI per region is provided in Annex A. The updated list of Last Mile Schools from the Department of Education - Central Office can be accessed using the link <https://tinyurl.com/LMEList2025>
 5. CHDs that have already reached their target number of engaged Last Mile Schools from the previous years of program implementation need not add new sites, but must work on supporting the current implementing schools to reach the target baseline rating and qualify as HLI-recognized or provisionally certified schools.

IV. RECOGNITION PROCESS

A. Definition of Terms

- a. **Healthy Learning Institutions (HLI) Program** – A multi-sectoral initiative that aims to promote the health and well-being of learners and school personnel by developing standards for healthy learning institutions and providing technical or financial support to integrate school health initiatives.
- b. **Last Mile Elementary Schools (LMEs)** - last mile schools as defined by DepEd Memorandum No. 059, s. 2019 that are Pure Elementary School in terms of Modified Curricular Offering Classification in the official list endorsed by DepEd CO.
- c. **Oplan Kalusugan sa DepEd (OK sa DepEd; OKD)** – Officially launched in 2018 through DepEd Order No. 28, s. 2018, OK sa DepEd serves as the convergence of the Department of Education's school health and nutrition programs to ensure their effective implementation at the school level. It highlights six flagship programs: the School-Based Feeding Program (SBFP) and other nutrition support initiatives; Medical, Dental, and Nursing Services, including the School Dental Health Care Program (SDHCP); Water, Sanitation, and Hygiene (WASH) in Schools (WinS) Program; Adolescent

Reproductive Health; the National Drug Education Program supported by comprehensive tobacco control measures; and the School Mental Health Program.

- d. **Provisionally Certified Schools** – Also known as **HLI-recognized schools**. For Basic education, these are schools, whether Last Mile or Non-Last Mile, that achieved a baseline rating of at least 65% per pillar on the nationally validated Self-Appraisal Checklist (SAC) and have been approved by the HLI National Technical Working Group (NTWG). For 2025, provisional certification applies only to public Basic Education Institutions (BEIs). Guidelines for recognizing private schools will be released in a future policy issuance upon full implementation of the program. The validity of the provisional certification will depend on the approved acquired rating of the school, following this criteria:

Description	Validity of Certificate
The school received passing marks in all pillars and scored an average of 65%-80%	1 year
The school received passing marks in all pillars and scored an average of 81%-95%	2 years
The school received passing marks in all pillars and scored an average of 96%-100%	3 years

- e. **Public Basic Education Institutions (BEIs)** – Public schools governed by the Department of Education, offering programs including Kinder to Grade 12

B. Process and Standards for Recognition

- The tool for the 2025 recognition process is the OKD-HLI Self-Appraisal Checklist (SAC), containing the standards and indicators based on the 6 Pillars of the WHO's Health Promoting Schools Framework. See Annex B for the updated copy of the SAC
- The schools must submit their self-rated SAC together with the required means of verification (MOV) from the SY 2024-2025 activities. Only 1 SAC must be submitted per school, and only the school head, principal, or their assigned deputy must fill out the SAC. The school ID will be required to check the number of submissions per school. Second and duplicate copies will not be entertained.
- The Schools Division Offices (SDOs) will be checking for the completeness and appropriateness of the provided MOVs. Once checked, the initially validated SAC and its MOVs will be endorsed to the Regional counterparts (DepEd RO and CHDs) for joint onsite validation. See Annex C for the SDO endorsement template.
- At the regional level, there must be two (2) validators per SAC, 1 from DepEd and 1 from CHD. Each validator must provide separate ratings for each

indicator on the submitted SAC. The CHD will then collate the ratings from both validators using Annex D (Endorsement of Validation Scores) and filter to determine which school passed the baseline rating of 65% per pillar. The list of schools that passed the regional validation will be endorsed to the DOH HPB for final validation and presentation to the NTWG-HLI. See Annex E for the Regional endorsement template.

- e. The HLI secretariat shall validate the SAC scores as endorsed by the CHD and will come up with the final list of schools that qualify for provisional certification. This will be presented to the NTWG for vetting and concurrence.
- f. Once the NTWG concurs, the official list of provisionally certified schools will be issued through memo by both DOH and DepEd CO.
- g. The process flowchart may be seen in Annex G.

C. Timeline for 2025 Recognition

Prescribed Timeline	Activity
July 14-15, 2025	Online Onboarding for DepEd ROs and CHDs via Zoom
July 16 - August 15, 2025	Submission of SAC + MOVs from 2024 to SDOs
August 16 - 30, 2025	Initial Document Validation by SDOs
Before August 31, 2025	Endorsement of qualified schools for Onsite Regional Validation
September 1 - October 15, 2025	Joint Onsite Regional Validation by CHDs and DepEd ROs
October 20, 2025	Endorsement of qualified schools for National Validation
October - November 2025	National Validation and securing NTWG concurrence
December 2025	Release of the official list of recognized HLIs for 2025

V. ROLES AND RESPONSIBILITIES

A. Department of Health, Health Promotion Bureau shall:

1. Provide guidance on targeting and selection of P/CWHS for the HLI program implementation funds to ensure equity, as well as to accelerate achievement of National Objectives for Health targets.
2. Provide guidance to CHDs in developing work and financial plans, disbursement, utilization and monitoring of the HLI program implementation funds
3. Provide technical tools, in the form of playbooks and other capacity-building modules, to assist P/CWHS in initiating and establishing setting-based health promotion.

4. Review and validate HLI program implementation work and financial plans, monitoring reports, and funds utilization reports.
5. Ensure CHD readiness to provide technical assistance to P/CWHS to plan, implement, and monitor health promotion, policies, programs, and activities.

B. Centers for Health Development - Health Promotion Units shall:

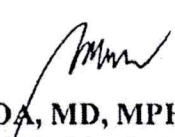
1. Oversee the implementation of the 2025 HLI program to accelerate the implementation of the settings-based approach to health promotion.
2. Prioritize and select the P/CWHS for provision of financial assistance for the 2025 HLI program to achieve regional health promotion targets, and in due consideration of equity.
3. Through the Provincial or City DOH Offices (P/CDOHO), engage and mobilize local government stakeholders, including municipal-level health offices or school boards, to implement the 2025 HLI program.
4. Ensure the participation of relevant program managers and other regional representatives in the planning, implementation, and monitoring and evaluation of the 2025 HLI program.
5. Assist P/CWHS in the completion of requirements for the provision of financial assistance for the implementation of the 2025 HLI program.
6. Conduct capacity building and provision of other technical assistance to P/CWHS to be able to successfully implement settings-based health promotion programs and activities, aligned with the Health Promotion and Framework Strategy.
7. Monitor the utilization of program implementation funds and ensure efficient disbursement and utilization according to the Commission on Audit rules and other relevant national and local laws.
8. Monitor the implementation of the 2025 HLI program and collect necessary reports and M&E forms as scheduled.

C. Province and City-wide Health Systems shall:

1. Through the Provincial or City Health Office, lead in the overall planning, coordination, implementation, monitoring & evaluation of the 2025 HLI program.
2. Ensure the participation of relevant program managers and other provincial/ city representatives in the planning, implementation, and monitoring and evaluation of the 2025 HLI program
3. Submit the requirements for the provision of financial assistance by their respective CHDs for the implementation of the 2025 HLI program.

For guidance and strict compliance.

By Authority of the Secretary of Health:


GLORIA J. BALBOA, MD, MPH, MHA, CEO VI, CESO III
Assistant Secretary of Health - Integrated Resilience Office
Office of the Secretary

ANNEX B - 2025 OKD - HLI Self Appraisal Checklist
(Can be accessed using the link: <https://tinyurl.com/OKDHLISAC2025>)

School Name: _____ **School ID:** _____
School Address: _____ **SDO:** _____
School email: _____ **Contact No.:** _____

I hereby certify that the self-ratings and Means of Verification (MOVs) I have submitted are true and accurate to the best of my knowledge and belief. I understand that any false statement or misrepresentation may result in the disqualification of this submission.

Submitted by: _____ **Date:** _____
Signature over the Printed Name of the School Head

INSTRUCTIONS TO APPLICANTS: This form is intended to be filled out by school heads or designated school personnel interested to apply for **Oplan Kalusugan sa DepEd - Healthy Learning Institutions certification**. Answer only the "Applicant" portion. Indicate "1" if the item is fully in place, "0.5" if partially in place, and "0" if absent. At the end of each portion, add the scores per indicator. An indicator is only given a score of "1" if all of its component standards scored 1. A score of 0.5 in any standard will result in the indicator scoring 0.5.

Validators will visit the school at a later date to verify all information provided. Please answer honestly and be prepared to show any Means of Verification (MOVs) during the surveyor's visit. Schools found to have "Satisfactory" marks or higher will be eligible to be certified as Healthy Learning Institutions.

INSTRUCTIONS TO THE VALIDATORS: *Validate the applicant's scoring for each standard. Score "1" on the indicator if all of its component standards are found to be fully in place. If one standard is only partially in place, score "0.5" on that indicator. Indicate the MOVs, if any (e.g. observation, photo, video, accomplishment report, lesson plans, etc.) in the "MOV" portion. At the end of each portion, total the scores per indicator.*

Pillar 1: Healthy School Policy

FULLY IN PLACE (1 point):

All policies/rules/plans are updated, available, and implemented

PARTIALLY IN PLACE (0.5 pts)

Policies/rules/plans are available, but not implemented

Indicator	Standard / Description	Applicant	Validator	MOV For surveyor's use only
		Indicate your scores as follows: 1 - Fully in place 0.5 - Partially in place 0 - Absent		
1.1 Implementation of School-Based Feeding Program <i>Applicable only to schools with undernourished children identified. If the school has no undernourished children, indicate "N/A"</i>	1.1.1 All undernourished public elementary school children are provided with a fortified meal for a period not less than 120 days in a year			
1.2 Implementation of the Healthy Food and Beverage Choices in Schools and DepEd Offices <i>Applicable only to schools with canteens. If the school has no canteens, indicate "N/A"</i>	1.2.1 Only food and beverages classified under the green or yellow categories are available			
	1.2.2 Approved healthy menu			
1.3 Implementation of DepEd Order No. 8, s. 2007 or the Revised Implementing Guidelines on the Operation and Management of School Canteens in Public Elementary and Secondary Schools <i>Applicable only to schools with canteens. If the school has no canteens, indicate "N/A"</i>	1.3.1 Usage of iodized salt in the preparation of cooked foods			
	1.3.2 Reasonable selling price for all merchandise, not exceeding prevailing prices in the locality			
	1.3.3 Sanitary Clearance/Permit from the local Health Department			
	1.3.4 All canteen staff have health permit from local Health Department			
	1.3.5 Adherence to food safety standards, including wearing of proper attire by the canteen staff			
1.4 Implementation of DepEd Order No. 34, s. 2019 or the Revised Physical Fitness Tests	1.4.1 100% of Grades 4, 5 and Secondary Level participated			
	1.4.2 Physical Fitness Test (PFT) conducted at the beginning of			

Manual	Q1 and Q3 respectively to monitor progress			
1.5 Implementation of DepEd Order No. 060, s. 2021 or the Guidelines on Galaw Pilipinas: The DepEd National Calisthenics Exercise Program	1.5.1 Galaw Pilipinas performed by the learners and entire school community in every flag raising ceremony, flag retreat, or before the start of class			
	1.5.2 Galaw Pilipinas are part of demonstration activities, school foundation day, & other activities.			
1.6 Implementation of DepEd Order No. 10, s. 2016 or the Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene in Schools (WINS) Program	1.6.1 Repair and maintenance requirements are reflected in the School Improvement Plan (SIP) & Annual Implementation Plan (AIP).			
	1.6.2 Funding for regular maintenance and repair of toilets, handwashing and other water facilities is available			
1.7 Implementation of DepEd Memorandum No. 82, s. 2015 or the Guidelines on the Implementation of School-Based Immunization Program	1.7.1 The school assists in and facilitates the conduct of school-based immunization			
	1.7.2 Issuance of a memorandum about the activity			
	1.7.3 Submission of reports to the local health units			
1.8 Implementation of DepEd Memorandum No. 28, s. 2007 or the Implementation of the Mass Deworming Program in All Public Elementary Schools Nationwide	1.8.1 Coordination with DOH Regional Offices regarding the conduct of the deworming	N/A		
	1.8.2 Conduct of the mass deworming activity			
1.9 Implementation of Comprehensive Tobacco Control and Prohibiting E-Cigarettes and Other Electronic Nicotine and Non-Nicotine Delivery Systems	1.9.1 Enforcement of no smoking/vaping ban in school premises			
	1.9.2 Inclusion of related efforts in the school's WFP and AIP			
	1.9.3 Appropriate funds are available			
1.10 Implementation of DepEd Order No. 030, s. 2018 or the Preventive Drug Education Program (PDEP) Policy for Curriculum and Instruction	1.10.1 Funds are allocated for the development of teacher-made IEC materials for preventive drug education			
	1.10.2 Evidence-based practices of schools and CLCs intended to promote new techniques, among others on PDEP are documented			
	1.10.3 The school passed the PDEP Monitoring and			

	Evaluation Tool			
1.11 Existence of a policy promoting and protecting mental health in schools	1.11.1 Presence of a mental health policy			
1.12 Implementation of DepEd Order No. 31, s. 2018 or the Policy Guidelines on the Implementation of the Comprehensive Sexuality Education	1.12.1 CSE programs and projects are included in the School Improvement Plan (SIP) 1.12.2 CSE-related classroom action research, field studies, and other data collection procedures are articulated in the SIP	N/A		
1.13 Implementation of DepEd Order No. 55, s. 2013 or the Implementing Rules and Regulations of Republic Act No. 10627 Otherwise Known as the Anti-Bullying Act of 2013	1.13.1 Presence of school-level policy on bullying which includes: A. List of prohibited acts B. Prevention & intervention programs C. Mechanisms and procedures			
1.14 Implementation of DepEd Order No. 40 s. 2012 or the DepEd Child Protection Policy	1.14.1 Presence/adoption of a school Code of Conduct 1.14.2 Presence of Child Protection Committee			
1.15 Implementation of DepEd Order No. 033, s. 2021 or the School-based Disaster Preparedness & Response Measures for Tropical Cyclones, Flooding, & Other Weather-Related Disturbances & Calamities	1.15.1 Presence of a designated school DRRM coordinator 1.15.2 Presence of a school DRRM Team 1.15.3 Presence of a school DRRM contingency plan 1.15.4 DRRM is included in regular school programs and activities and in SIP			
1.16 Implementation of DepEd Order No. 044, s. 2021 or the Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities (LWDs) in the K to 12 Basic Education Program* <i>Applicable only to schools with LWDs enrollment. If the school has no LWDs, indicate "N/A"</i>	1.16.1 Presence of programs and services for LWDs in the school plan 1.16.2. 100% of learners with disabilities (LWDs) have Individualized Educational Plan 1.16.3. 100% of learners with disabilities are tagged/registered in the Learners Information System as LWDs 1.16.4. Ensure presence of a teacher with SPED item is assigned to teach LWDs			
TOTAL HEALTHY SCHOOL POLICY		___ / 15		

Pillar 2: Physical School Environment

FULLY IN PLACE (1 point):

All needed items/infrastructure/systems are present/available

ABSENT (0 pts)

PARTIALLY IN PLACE (0.5 pts)

The number item is not enough based on your subjective assessment/based on standards; OR Present but poor quality/needs updating

Indicator	Standard / Description	Applicant	Validator	MOV For surveyor's use only
2.1 Presence of spaces for gardening and/or production of crops	2.1.1 Presence of dedicated spaces for gardening			
2.2 Spaces for physical and/or mental recreational activities	2.2.1 Presence of spaces or facilities for physical and/or mental recreational activities			
2.3 Presence of adequate and functional toilets with water	2.3.1 Attainment of 1 star components for toilet:	DO NOT FILL		
	2.3.1.1 Student to toilet ratio of 1:101 with at least 2 toilets that are gender segregated			
	2.3.1.2 Toilets are secure, private, with door and lock, have lighting, adequate ventilation and wrapping materials for used pads			
	2.3.1.3 Daily cleaning of toilets, handwashing and other water facilities			
	2.3.2 Regular supply of clean water			
2.4 Presence of a handwashing facility	2.4.1 At least one functional group handwashing facility with soap			
2.5 Presence of health-promotive behavioral nudges are posted in key areas in the school	2.5.1 Proper eating/nutrition tools (e.g. Pinggang Pinoy) in school canteens, classrooms			
	2.5.2 Proper handwashing nudges from DOH-approved materials in toilets, handwashing facilities			
	2.5.3 Proper waste segregation, no littering, no burning of waste in classrooms, other school facilities			
	2.5.4 Smoke/vape-free zone signages around school vicinity, other school facilities			
	2.5.5 Near school entrance and exits, other school areas			

	2.5.6 Safety and/or hazard signages (e.g. electrical outlets, stairs, other facilities) near electrical outlets, stairs, other school facilities			
	2.5.7 Updated emergency hotlines and contact numbers in classrooms			
	2.5.8. Infectious diseases (e.g. mosquito bites) in classrooms			
2.6 Percentage of classrooms and/or other school facilities following minimum standards	100% of Classrooms, buildings, and/or other school facilities adhere to the standards on:	DO NOT FILL		
	2.6.1 Architectural design			
	2.6.2 Structural design			
	2.6.3 Electrical design			
	2.6.4 Sanitary and plumbing design			
	2.6.5 Mechanical and/or fire protection design			
	2.6.6 Sufficient number of tables and chairs			
	2.6.7 Adapted to needs of learners with disabilities (e.g. environment should have ramps, tactile flooring, accessible toilet, handrails, etc.) - applicable only to schools with LWD enrolled			
2.7 Presence of early warning systems in the school	Early warning systems include:	DO NOT FILL		
	2.7.1 Bulletin boards for weather advisories			
	2.7.2 Bell/Siren emergency signal			
	2.7.3 Mobile or web-based warning system			
2.8 Attainment of the waste management components (1 star) of DepEd's National Guidelines for WASH in Schools: Three Star Approach	Waste management components (1 star):	DO NOT FILL		
	2.8.1 1. No burning of waste			
	2.8.2 Segregated trash bins with cover are available in all classrooms			
	2.8.3 Waste segregation is practiced			
	2.8.4 No garbage collection services but school has compost facility			

	2.8.5 Functional septic tank available for all toilets			
2.9 Materials Recovery Facility (MRF)	2.9.1 Presence of an area that will serve as MRF			
2.10 Classrooms and/or other school facilities with cleaning materials	2.10.1 100% of classrooms with cleaning materials (brooms, mops, others)			
2.11 Presence of traffic calming mechanisms around the school vicinity <i>Note: *Applicable based on school's geographical location</i>	Presence of the following: 2.11.1 School area signage 2.11.2 Pavement markings* 2.11.3 Speed humps* 2.11.4 Cross guards* 2.11.5 Crosswalks*	N/A		
2.12 Presence of a resource room <i>Note: A multipurpose room is allowed.</i> <i>Applicable only to schools with LWDs enrollment. If the school has no LWDs, indicate "N/A"</i>	2.12.1 Presence of a room for learners with disabilities (LWDs)			
TOTAL PHYSICAL ENVIRONMENT		— / 11		

Pillar 3: Social School Environment

FULLY IN PLACE (1 point):
Standards are fully met.

ABSENT (0 pts)

PARTIALLY IN PLACE (0.5 pts)
The number item is not enough based on your subjective assessment/based on standards; OR
Present but poor quality/needs updating

Indicator	Standard / Description	Applicant	Validator	MOV For surveyor's use only
3.1 Conduct of social or recreational activities for students and personnel	3.1.1 At least 50% of activities and celebrations indicated in the school calendar are conducted			
3.2 Establishment of a student government in schools	3.2.1 Establishment of a supreme pupil/student government in schools <i>*applicable to ES and HS</i>			
3.3 Percentage of school personnel who is a member/part of a learning action cell (LAC)	3.3.1 100% of teachers are members/parts of a learning action cell (LAC)			
3.4 Conduct of regular	3.4.1 LAC sessions are			

school-based learning action cells (SLAC)	conducted at least once a month and are based on the assessed needs of the teachers in providing instructional support to learners			
3.5 Presence of counseling services or activities in the school	<p>3.5.1 Such services or activities should be available for students and personnel, and may be on:</p> <p>A. Career exploration/counseling B. Coaching, mentoring, training sessions C. Other forms of consultations</p> <p><i>*applicable to ES and HS</i></p>			
3.6 Establishment of a school grievance committee	3.6.1 Presence of a school grievance committee, following DepEd Order No. 35, s. 2004			
3.7 Presence of mental health remediation interventions in the school calendar	3.7.1 The first five school days of the learners being present in school is devoted to discussion/facilitation by their respective classroom advisers or designated advisers on different modules, particularly on mental health			
	3.7.2 At least one day of academic ease every after exam period for students and teachers			
3.8 Presence of reasonable quantity of homework or assignments to students	3.8.1 Homeworks and/or assignments are not given during weekends to allow learners to have time w/ their family at home			
	3.8.2 Assignments are limited to reasonable quality during school days			
3.9 Conduct of activities promoting positive view on disability	3.9.1 At least 1 annual activity is conducted in the school			
3.10 Conduct of a special class for teachers and students on Filipino Sign Language (FSL), Braille reading/writing, and other skills to ensure respectful interactions between typically developing learners and learners with disabilities	3.10.1. Conduct of 1 required class for the receiving teachers on FSL, Braille reading/writing			
	3.10.2. Conduct of 1 special optional class for typically developing learners on FSL, Braille reading/writing, meaningful interactions			
<i>Note: Applicable only to</i>				

<i>schools with LWDs enrollment. If the school has no LWDs, indicate "N/A"</i>				
TOTAL SOCIAL SCHOOL ENVIRONMENT				— / 10

Pillar 4: Health Skills and Education

FULLY IN PLACE (1 point):

All needed items/infrastructure/systems are present/available

ABSENT (0 pts)

PARTIALLY IN PLACE (0.5 pts)

All items in place but executed poorly, or need updating and revisions; For trainings, less than 100% of staff or students capacitated

Indicator	Standard / Description	Applicant	Validator	MOV <i>For surveyor's use only</i>
4.1 Presence of health-related topics in the K12 curriculum	Presence of the following in the K12 curriculum:	DO NOT FILL		
	4.1.1. Breastfeeding and breastfeeding-related concepts	N/A		
	4.1.2. Healthy diets, wellness, and physical activity			
	4.1.3. Basic climate change principles and concepts and their effect on health			
	4.1.4. Waste management principles like waste minimization, resource conservation and recovery, segregation at source, reduction, recycling, re-use and composting			
	4.1.5. Hazardous effect of smoking			
	4.1.6. Use of GHW and information on the strategies of the tobacco industry			
	4.1.7. Information on ENDS/ENNS			
	4.1.8. Age-appropriate content pertaining to mental health			
	4.1.9. Core topics and subtopics identified in the Comprehensive Sexuality Education Framework from in the DepEd Order No. 31, s. 2018			
	4.1.10. Others as indicated in DepEd Order No. 52, s. 2011, enacted pursuant to RA 9512			
	4.1.11. Others as indicated in DepEd Order No. 030, s. 2018,			

Pillar 4: Health Skills and Education

FULLY IN PLACE (1 point):

All needed items/infrastructure/systems are present/available

ABSENT (0 pts)

PARTIALLY IN PLACE (0.5 pts)

All items in place but executed poorly, or need updating and revisions; For trainings, less than 100% of staff or students capacitated

	<i>enacted pursuant to RA 9165</i>			
4.2 Conduct of activities that build health-skills are present in the annual implementation plan (AIP)	Conduct of the following activities:			
	4.2.1. Earthquake drills (Conducted every 1st and 3rd week of the month)			
	4.2.2. Fire drills (Conducted every 1st and 3rd week of the month)			
	4.2.3. Handwashing with soap daily			
	4.2.4. Toothbrushing with fluoride toothpaste daily			
	4.2.5. Tree-planting, -growing, -caring of trees			
	4.2.6. Recognition and response to bullying (DepEd Order No. 55, s. 2013)			
	4.2.7. Road safety			
4.3 Percentage of school personnel with awareness and competency on breastfeeding	4.3.1. 100% of school personnel *Pursuant to RA 10028 and its IRR			
4.4. Percentage of food handlers who are oriented and practice food safety measures	4.4.1. 100% of food handlers *Based on DepEd Order No. 10, s. 2016			
4.5. Percentage of school personnel who participated in the orientation on basic and school-based immunization	4.5.1. 100% of school personnel			
4.6 Percentage of counselors, guidance teachers, and/or school personnel provided with training on brief tobacco cessation interventions	4.6.1. 100% of school personnel *Based on DepEd Order No. 48, s. 2016			
4.7. Percentage of school personnel	4.7.1. 100% of school personnel			

Pillar 4: Health Skills and Education

FULLY IN PLACE (1 point):

All needed items/infrastructure/systems are present/available

ABSENT (0 pts)

PARTIALLY IN PLACE (0.5 pts)

All items in place but executed poorly, or need updating and revisions; For trainings, less than 100% of staff or students capacitated

provided with appropriate training and capacity building activities on the implementation of contextualized Preventive Drug Education Program (PDEP)	*Based on DepEd Order No. 030, s. 2018h			
4.8. Percentage of school personnel who completed the WHO Quality Rights E-Training	4.8.1. 100% of school personnel			
4.9. Percentage of school personnel who completed the Adolescent Health Care for Primary Service Providers - Foundational Course	4.9.1 100% of school personnel			
4.10 Percentage of school personnel who completed the Adolescent Health Education and Practical Training (ADEPT)	4.10.1 100% of school personnel			
4.11 Percentage of school personnel who have undergone knowledge and skills training in the prevention and response to bullying incidence	4.11.1 100% of school personnel *Based on RA 10627			
4.12 Percentage of school personnel provided with psychological first-aid training	4.12.1 100% of school personnel *Based on DepEd Order No. 014, s. 2020			
4.13 Percentage of classroom advisers or designated teachers trained on facilitating modules on mental	4.13.1 100% of classroom advisers or designated teachers			
	4.13.2. Workshop is conducted before the opening of school year			

Pillar 4: Health Skills and Education

FULLY IN PLACE (1 point):

All needed items/infrastructure/systems are present/available

ABSENT (0 pts)

PARTIALLY IN PLACE (0.5 pts)

All items in place but executed poorly, or need updating and revisions; For trainings, less than 100% of staff or students capacitated

health				
4.14 Percentage of students and school personnel provided with DRRM-related trainings	100% of students and school personnel provided with the following trainings			
	4.14.1. Age-appropriate basic life support training			
	4.14.2. Use of emergency and response equipment and coordination mechanisms, pursuant to DepEd Order No. 033, s. 2021			
	4.14.3. First-aid training			
4.15 Percentage of school personnel provided with orientation on Most Essential Learning Competencies (MELCs)	4.15.1 100% of school personnel	N/A		
TOTAL HEALTH SKILLS AND EDUCATION		___ / 13		

Pillar 5: Links with the Community

FULLY IN PLACE (1 point):

All items are available; all commodities or processes in place

PARTIALLY IN PLACE (0.5 pts)

All items in place but executed poorly, or need updating and revisions

Indicator	Standard / Description	Applicant	Validator	MOV For surveyor's use only
5.1 Establishment of a functional School Governance Council	5.1.1 Establishment of a School Governance Council (SGC)			
5.2 Establishment of a Parent-Teacher Association (PTA)	5.2.1 Establishment of a Parent-Teacher Association in school			
5.3 Presence of a database of contact numbers and address of the students, parents/guardians, other community stakeholders	5.3.1 Presence of such database, management of which is pursuant to RA 10173			

5.4 Consultation or any other activities involving parents, guardians, caregivers, among others are included in the school plan	Conduct of at least one meeting/discussion/consultation with parents, guardians, other relevant actors on:			
	5.4.1. Healthy food and beverage choices			
	5.4.2. Fortified blended food packs and nutri-packs for preparation and/or cooking at home as part of the school-based feeding program			
	5.4.3. School-based immunization program			
	5.4.4. Tobacco smoking and exposure awareness, tobacco control policies, and tobacco industries' activities			
	5.4.5 Mental health and/or creation of positive environments			
	5.4.6. Student absenteeism*			
	5.4.7. Comprehensive Sexuality Education - Adolescent Reproductive Health (CSE-ARH)			
	5.4.8. Dynamics of bullying, the anti-bullying policy of the school, support parents/guardians can do at home			
5.5 Consultation or any other activities involving local government actors and/or stakeholders, among others are included in the school plan	5.4.9. Key parental strategies			
	Conduct of at least one meeting/discussion/consultation with local government actors and/or stakeholders on:			
	5.5.1. Regulation of marketing of unhealthy foods outside of school premises			
	5.5.2. Proper waste management			
	5.5.3. Elimination of mosquito-breeding grounds in and around the vicinity of school			
	5.5.4. Enforcement of the ban on tobacco advertising, promotion, and sponsorship (TAPS) and access restrictions within the 100-meter perimeter of schools			
	5.5.5. Prohibition of the use of ENDS/ENNDS in young people			

	5.5.6. Harmonization of school disaster risk reduction management (DRRM) measures			
	5.5.7. Sexual and reproductive health			
	5.5.8. Mental health			
	5.5.9. Anti-bullying prevention programs			
	5.5.10. Compliance of roads near schools to speed limits			
	5.5.11 Conduct of child mapping/finding activity of learners with disabilities, in coordination with barangays			
TOTAL Links with the Community			___ / 5	

Pillar 6: Access to Healthcare

FULLY IN PLACE (1 point):

All items are available; all commodities or processes in place; 100% of staff or students capacitated

PARTIALLY IN PLACE (0.5 pts)

All items in place but executed poorly, or need updating and revisions; For trainings, less than 100% of staff or students capacitated

Indicator	Description	Applicant	Validator	MOVs For surveyors' use only
6.1. Conduct of health assessments and/or tests to students and school personnel in coordination with DOH, RHUs, other local health workers	6.1.1. 100% of students and school personnel have undergone health and nutrition assessments at least once a year (RA 11037 and its IRR)		N/A	
	6.1.2. 100% of students and school personnel have undergone sexual and reproductive health assessments at least once a year (e.g. HIV testing) <i>Note: Applicable to HS</i>			
	6.1.3. 100% of kindergarten students have undergone vision screening tests at least once a year <i>Note: Applicable to ES</i>			
	6.1.4 100% of LWDs are assessed and evaluated by an appropriate specialist (if no LWDs, indicate N/A)			
6.2 Percentage of students provided with age-appropriate vaccines	6.2.1. 100% of students provided with age-appropriate vaccines			

6.3 Percentage of students provided with other health commodities	6.3.1. Deworming: 50-74% of students dewormed (applicable to ES only)			
	6.3.2. 100% of students provided with oral health essentials (i.e. toothbrush, fluoride toothpaste) (applicable to ES)			
	6.3.3. Contraceptives: Availability in school clinics' (applicable to HS)	N/A		
	6.3.4 Sanitary pads: Availability in school (e.g. canteens, clinics, guidance office) (applicable to ES & HS)			
6.4 Availability of tobacco/vape cessation services in school for both students and school personnel, through the assistance of DOH and PhilHealth	6.4.1 Presence in school			
6.5 Existence of a room or space to provide students with mental and psychosocial support	6.5.1 Existence of a dedicated room or space			
	Presence of at least one of the following personnel:			
	6.5.2 Registered Psychologist;			
	6.5.3. Registered Guidance Counselor			
	6.5.4. School health personnel authorized to provide mental health and psychosocial support			
6.6 Percentage of classrooms with first-aid kits complete with basic first-aid supplies	6.6.1 100% of classrooms with first-aid kits Supplies that should be present in first-aid kits: 1. Burn ointment 2. Povidone-iodine (e.g. Betadine) 3. Adhesive bandage (e.g. Band Aid) 4. Bandage 5. Gauze 6. Plaster tape 7. Alcohol 8. Hydrogen peroxide/Agua Oxigenada 9. Bottled water 10. Gloves 11. Cotton			

6.7. Existence of a school health clinic with adequate supplies and staff complement	6.7.1 Existence of a school health clinic	N/A		
	6.7.2 Presence of at least one school nurse with MOA or other documentation demonstrating assignment to the school			
	6.7.3 Presence of the following supplies: 1. 2-fold aluminum stretcher 2. Cadaver bag 3. C-Collar 4. Cot (Battlefield Bed) 5. CPR board 6. Emergency head lamp 7. Emergency whistle 8. Fire extinguisher 9. First-aid kit (for each learner and personnel) 10. Go-bag with multi-tool (for each learner and personnel) 11. Handheld/Base radios 12. LED flashlight, rechargeable 13. LED search light, 850 lumens 14. Life vest/life jacket 15. Medical cushion 16. Plastic spine board with safety belts 17. Portable P.A. system 18. Safety coat 19. Safety helmet 20. Safety shoes 21. Splinter 22. Steel boxes 23. Traffic vest 24. Transport bags, 45L 25. Trauma bag with contents for 20-25 persons 26. Universal head immobilizer			
6.8 School health records system	6.8.1 Presence of a health records system			
6.9 Existence of an internal and external referral system for health concerns	Existence of a referral system:			
	6.9.1. Internal referral system (referral inside school premises)			
	6.9.2. Referral to external health facility			
	6.9.3 Referral system for LWDs			
6.10 Existence of medical protocols during emergencies	Existence of medical protocols on:			
	6.10.1. School violence			
	6.10.2. Disasters (e.g. Fire, Earthquake, Floods)			
	6.10.3. Others (Optional)			
TOTAL Access to Healthcare		__ / 9		

*** This portion to be filled out by the validator only ***

FINAL SCORE

PILLAR	SCORE	Passing Score (65%)	Passed or Not Passed?
Healthy School Policy	___ / 15	9.75	
Physical School Environment	___ / 11	7.15	
Social School Environment	___ / 10	6.5	
Health Skills and Education	___ / 13	8.45	
Links with Community	___ / 5	3.25	
Access to Healthcare	___ / 9	5.85	

Raw Score <i>(Add the scores from Healthy School Policy, Physical School Environment, Social School Environment, Health Skills and Education, Links with Community, and Access to Healthcare)</i>	Percentage <i>(Divide the raw score by 63 and multiply by 100)</i>	Rating <i>(Refer to table below)</i>
___ / 63		

Rating	Description	Validity of Certificate
Not Passed	The school received at least one "Not Passed" rating in any pillar.	N/A
Satisfactory	The school received passing marks in all pillars and scored an average of 65%-80%	1 year
Very Satisfactory	The school received passing marks in all pillars and scored an average of 81%-95%	2 years
Outstanding	The school received passing marks in all pillars and scored an average of 96%-100%	3 years

NOTE TO THE VALIDATOR:

- If the school has received a rating of **"Not Passed,"** provide feedback and assistance on how to improve their scores as reflected in an action plan. Closely supervise and monitor the school in implementing the said plan. Schools may resubmit their accomplished self-appraisal checklist at any time in the year on a rolling basis.
- If the school has received a **"Satisfactory" rating or higher,** they shall receive certification as a Healthy Learning Institution with the corresponding validity of certification based on rating. Schools shall submit an updated self-appraisal checklist prior to the expiration of their certificate.

VALIDATED BY: _____ CONTACT NO.: _____
(Signature over printed name)

OFFICE: ☐ CHD ☐ DEPED RO DESIGNATION: _____

Policy Bases for OKD-HLJ Standards and Indicators

- 1.1 Republic Act 11037
- 1.2 DepEd Order No. 13, s. 2017 - Implementation of the Healthy Food and Beverage Choices in Schools and DepEd Offices
- 1.3 DepEd Order No. 8, s. 2007 - Revised Implementing Guidelines on the Operation and Management of School Canteens in Public Elementary and Secondary Schools
- 1.4 DepEd Order No. 34 s. 2019 - Revised Physical Fitness Tests Manual
- 1.5 DepEd Order No. 060, s. 2021 - Guidelines on Galaw Pilipinas: The DepEd National Calisthenics Exercise Program
- 1.6 DepEd Order No. 10, s. 2016 - the Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene in Schools (WINS) Program
- 1.7 DepEd Memorandum No. 82, s. 2015 - the Guidelines on the Implementation of School-Based Immunization Program
- 1.8 DepEd Memorandum No. 28, s. 2007 - the Implementation of the Mass Deworming Program in All Public Elementary Schools Nationwide
- 1.9 DepEd Order No. 48, s. 2016 or the Policy and Guidelines on Comprehensive Tobacco Control; and DepEd Memorandum No. 111, s. 2019 or the Prohibiting the Use of E-Cigarettes and Other Electronic Nicotine and Non-Nicotine Delivery System and Reiterating the Absolute Tobacco Smoking Ban in Schools and DepEd Office
- 2.12 DepEd Order No. 44, s. 2021
- 3.1 Enclosure No. 3 to DepEd Order No. 034, s. 2022
- 3.2 DepEd Order No. 43, s. 2005; DepEd Order No. 45, s. 2007
- 3.3 DepEd Order No. 035, s. 2016
- 3.4 DepEd Order No. 035, s. 2016
- 3.6 DepEd Order No. 35, s. 2004
- 3.7 DepEd Order No. 35, s. 2004
- 3.8 DepEd Memorandum No. 392, s. 2010
- 3.9.1 DepEd Order No. 023, s. 2022
- 3.10.1-2 DepEd Order No. 044, s. 2021
- 4.1.1 RA 10028 and its IRR
- 4.1.2 DepEd Order No. 13, s. 2017
- 4.1.3 RA 9729
- 4.1.4 RA 9003
- 4.1.5 RA 9211
- 4.1.6 DepEd Order No. 48, s. 2016
- 4.1.7 DepEd Memorandum No. 111, s. 2019
- 4.1.8 RA 11036
- 4.1.9 DepEd Order No. 31, s. 2018
- 4.2.1 DepEd Order No. 053, s. 2022
- 4.2.2 DepEd Order No. 053, s. 2022
- 4.2.3 DepEd Order No. 10, s. 2016
- 4.2.4 DepEd Order No. 10, s. 2016
- 4.2.5. DepEd Order No. 33, s. 2008, DepEd Order No. 5, s. 2014
- 4.13.1 DepEd Order No. 014, s. 2020
- 4.13.2 DepEd Order No. 014, s. 2020
- 4.14.1 RA 10871, and DepEd Order N033, s. 2021
- 5.1. DepEd Order 026, s. 2022
- 5.2.1 DepEd Order No. 013, s. 2022, Pursuant to Presidential Decree No. 603, s. 1974
- 5.4.1. DepEd Order No. 13, s. 2017
- 5.4.4 DepEd Order No. 48, s. 2016
- 5.4.5 DepEd Order No. 014, s. 2020
- 5.4.7 DepEd Order No. 031 s. 2018
- 5.4.8 DepEd Order No. 55, s. 2013
- 5.5.1 DepEd Order No. 13, s. 2017
- 5.5.2 DepEd Order No. 10, s. 2016
- 5.5.3 DepEd Order No. 10, s. 2016
- 5.5.4 DepEd Order No. 48, s. 2016
- 5.5.5 DepEd Memorandum No. 111, s. 2019
- 5.5.6 DepEd Order No. 033, s. 2021
- 5.5.7 DepEd Order No. 55, s. 2013
- 5.5.10 DOTr-DPWH-DILG JMC 2018-001
- 5.5.11 DepEd Order No. 023, s. 2022
- 6.1. RA 11358
- 6.1.4 DepEd Order No. 044, s. 2021
- 6.2. DepEd Memorandum No. 82, s. 2015 or the Guidelines on the Implementation of School-Based Immunization Program, which adopts/supports the DOH DM 2015-0238
- 6.3.1 DepEd Order No. 10, s. 2016
- 6.3.2 DepEd Order No. 10, s. 2016
- 6.3.4 DepEd Order No. 10, s. 2016
- 6.3.5 DepEd Order No. 48, s. 2016
- 6.5 DepEd Order No. 014, s. 2020
- 6.6 DepEd Memorandum No. 036, s. 2019
- 6.9.3 DepEd Order No. 44, s. 2014
- 1.10 DepEd Order No. 030, s. 2018 or the Preventive Drug Education Program (PDEP) Policy for Curriculum and Instruction
- 1.12 DepEd Order No. 31, s. 2018 or the Policy Guidelines on the Implementation of the Comprehensive Sexuality Education
- 1.13 DepEd Order No. 55, s. 2013 or the Implementing Rules and Regulations of Republic Act No. 10627 Otherwise Known as the Anti-Bullying Act of 2013
- 1.14 DepEd Order No. 40 s. 2012 or the DepEd Child Protection Policy
- 1.15 DepEd Order No. 033, s. 2021 or the School-based Disaster Preparedness and Response Measures for Tropical Cyclones, Flooding, and Other Weather-Related Disturbances and Calamities
- 2.1 DepEd Order No. 5 s 2014
- 2.3 DepEd's National Guidelines for WASH in Schools: Three Star Approach; DepEd Order No. 10, s. 2016
- 2.5 DepEd Order No. 48, s. 2016; DepEd Memorandum No. 111, s. 2019; DepEd Order No. 033, s. 2021;
- 2.6 DepEd Order No. 64, s. 2017, DepEd Order No. 006, s. 2021, other DPWH-DepEd Standard Designs
- 2.7 DepEd Order No. 033, s. 2021
- 2.8 DepEd's National Guidelines for WASH in Schools: Three Star Approach
- 2.9 DepEd Order No. 5, s. 2014

ANNEX C - Initial Validation (Endorsement Form from SDO to CHD and RO)

(Can be accessed using the link: <https://tinyurl.com/HLI2025SDOForm>)

List of Schools with Initially Validated SAC + MOVs
from SDO _____
Region _____

No.	Educational District	School ID	Complete Name of School	School Head (Contact person)	Contact Number
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

I have reviewed and certified that the schools listed herein have submitted complete and appropriate Means of Verification (MOVs) for the OKD-HLI Self-Appraisal Checklist (SAC). Accordingly, I hereby endorse these schools for onsite validation and as possible candidates for recognition as Healthy Learning Institutions for 2025.

VALIDATED BY: _____
(Signature over printed name)

DATE SUBMITTED: _____

ANNEX E - List of Validated Schools (2025 Candidates for HLI Recognition)
(Can be accessed using the link: <https://tinyurl.com/HLI2025CHDForm>)

Endorsement List of Validated Schools from Region _____

No.	SDO	School ID	Complete Name of School	School Head (Contact person)	Contact Number
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

I have reviewed and certified that the OKD HLI SAC and the MOV'S submitted by the schools listed herein have been validated by both CHD and DepEd ROs. Accordingly, I hereby endorse these schools for final validation and as possible candidates for recognition as Healthy Learning Institutions for 2025.

SUBMITTED BY: _____
(Signature over printed name)

DATE SUBMITTED: _____

Annex G - Process Flow Diagram for 2025 Recognition Process

