

Republic of the Philippines  
**Department of Education**  
NATIONAL CAPITAL REGION

May 28, 2024

**REGIONAL MEMORANDUM**

No. \_\_\_\_\_, s. 2024

**To:** Schools Division Superintendents  
All Others Concerned

**GUIDELINES ON THE IMPLEMENTATION OF THE HEALTHY PILIPINAS AWARDS**

- Attached is a copy of memorandum DM-OUOPS-2024-08-03405 signed by Atty. Revsee A. Escobedo dated April 11, 2024, titled "GUIDELINES ON THE IMPLEMENTATION OF THE HEALTHY PILIPINAS AWARDS FOR BASIC EDUCATION INSTITUTION". The contents of which are self-explanatory, for information, guidance, and appropriate action for all concerned.
- For questions or concerns, please contact the Bureau of Learners Support Services- School Health Division (BLSS-SHD) at 02- 8-6329935 or through email at [blss.shd@deped.gov.ph](mailto:blss.shd@deped.gov.ph).
- Immediate and wide dissemination of this memorandum is desired.

  
**JOCELYN DR ANDAYA**  
Director IV



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Republika ng Pilipinas  
Department of Education

OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

**MEMORANDUM**

**DM-OUOPS-2024-08 03465**

TO : **Regional Directors**  
**School Division Superintendents**

FROM :   
**ATTY. REVSEE A. ESCOBEDO**  
*Undersecretary for Operations*

SUBJECT : **GUIDELINES ON THE IMPLEMENTATION OF THE HEALTHY  
PILIPINAS AWARDS FOR BASIC EDUCATION INSTITUTIONS  
2024**

DATE : April 11, 2024

Pursuant to Republic Act No. 11223 or the Universal Health Care Act, and the Department of Education (DepEd), Department of Health (DOH), Department of Interior and Local Government (DILG), Department of Social Welfare and Development (DSWD), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), and Legal Education Board (LEB) Joint Administrative Order (JAO) No. 2022-0001, or "Guidelines on Healthy Settings Framework in Healthy Learning Institution.", we hereby **adopt and disseminate the attached DOH Department Circular No. 2024-0121 or the "Guidelines on the Implementation of the Healthy Pilipinas Awards for Basic Education Institutions 2024" (Annex A).**

This shall serve as the basis for recognizing and awarding exemplary Schools that meet the standards of a healthy learning institution. As such, all provisions regarding the criteria, awards, incentives, application procedures, and other such provisions stipulated in the DC are hereby adopted and shall apply to all Schools that seek to avail of the awards and their corresponding incentives.

For questions or concerns, you may contact the Bureau of Learner Support Services-School Health Division (BLSS-SHD), at (02) 8-632-9935 or through email at [blss.shd@deped.gov.ph](mailto:blss.shd@deped.gov.ph).

[BLSS-OD/JAS]





Republic of the Philippines  
Department of Health  
**OFFICE OF THE SECRETARY**

March 13, 2024

**DEPARTMENT CIRCULAR**

No. 2024 - 0121

**TO: ALL UNDERSECRETARIES AND ASSISTANT SECRETARIES; DIRECTORS OF BUREAUS, SERVICES AND CENTERS FOR HEALTH DEVELOPMENT; MINISTER OF HEALTH - BANGSAMORO AUTONOMOUS REGION IN MUSLIM MINDANAO; EXECUTIVE DIRECTORS OF SPECIALTY HOSPITALS AND NATIONAL NUTRITION COUNCIL; DIRECTOR GENERAL OF PHILIPPINE INSTITUTE OF TRADITIONAL MEDICINE AND ALTERNATIVE HEALTH CARE; CHIEFS OF MEDICAL CENTERS, HOSPITALS, SANITARIA AND INSTITUTES; PRESIDENT OF THE PHILIPPINE HEALTH INSURANCE CORPORATION; DIRECTORS OF PHILIPPINE NATIONAL AIDS COUNCIL SECRETARIAT AND TREATMENT AND REHABILITATION CENTERS AND ALL OTHERS CONCERNED**

**SUBJECT: Guidelines on the Implementation of the Healthy Pilipinas Awards for Basic Education Institutions 2024**

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**I. BACKGROUND**

Republic Act 11223 or the Universal Health Care Act recognizes the critical role of school communities in enabling healthy behaviors within their jurisdiction by designating all schools under the supervision of the Department of Education (DepEd) as healthy settings. In support of this mandate to reframe schools as strategic settings for health promotion and service delivery, the Department of Health (DOH), in partnership with national education agencies including Department of Social Welfare and Development (DSWD), Commission on Higher Education (CHED), Legal Education Board (LEB), Technical Education And Skills Development Authority (TESDA), and Department of the Interior and Local Government (DILG) implement Joint Administrative Order (JAO) No. 2022-0001, or "Guidelines on Healthy Settings Framework in Healthy Learning Institution."

The JAO states that DepEd, in coordination with the DOH, shall develop and maintain a recognition or compliance system for individual institutions to be recognized as healthy learning institutions. To operationalize this, the DOH shall confer the "Healthy Pilipinas Awards for Basic Education Institutions 2024" to recognize exemplary schools that meet the standards of a healthy learning institution.



## **II. OBJECTIVES**

This Department Circular aims to support the development of Healthy Learning Institutions (HLI) among basic education institutions (BEIs) by providing guidelines on the conduct of Healthy Learning Institutions awarding activities.

The objectives of the Healthy Pilipinas Awards for Basic Education Institutions 2024 are the following:

- A. To recognize basic education institutions that meet the standards for Healthy Learning Institutions;
- B. To initiate Healthy Learning Institution certification among BEIs; and,
- C. To incentivize local government units' (LGUs) investment in school health initiatives.

## **III. SCOPE AND COVERAGE**

The awarding mechanisms and incentives stipulated in this Department Circular shall be made applicable to all basic education institutions, including kindergartens, elementary schools, and secondary or high schools, whether public or private.

## **IV. GENERAL GUIDELINES**

- A. Schools may submit documents for certification as a Healthy Learning Institution to local DepEd offices on a rolling basis, consistent with the OK sa DepEd - Healthy Learning Institutions (OKD-HLI) Implementing Guidelines;
- B. To qualify for recognition, school heads or other designated school representatives shall submit application documents to their regional DOH and DepEd offices by **May 31, 2024**;
- C. Once received, DOH and DepEd regional offices shall conduct validation of the schools eligible to be certified and recognized;
- D. The DOH Regional Office shall then conduct a regional HLI awarding ceremony to recognize all certified Healthy Schools and Last-Mile Elementary Schools;
- E. The Centers for Health and Development (CHDs) shall transmit the list of awardees and score sheets to the DOH Central Office once the final list of awardees is available;
- F. The list of awardees shall be reviewed by the DOH and DepEd Central Offices for consideration as finalists in a National Awarding ceremony.

The process flow for the awarding is illustrated in Annex A.

## **V. SPECIFIC GUIDELINES**

### **A. NATIONAL AWARDING GUIDELINES**

#### **1. Award Categories for the National Awarding**

The national awards categories shall include the following:



- a. **Healthy Schools Category** - This category recognizes the top 3 public or private grade schools and high schools per region that garnered the highest scores per region on the Self-Appraisal Checklist (SAC).
- b. **Last Mile Category** - This category recognizes the top 3 Last Mile Elementary Schools (LMEs) and High Schools (LMHs) per region that garnered the highest scores on the activity report.

## 2. Criteria for the National Awarding

The winners from the regional awards shall be automatically entered in a shortlist for the **HLI national awards**, or the **Healthy Pilipinas Awards for Basic Education Institutions 2024**, according to the following selection criteria:

Category	Criteria for Eligibility to the National Awards	Number of Schools per Region to be Recognized In the National Awards	Cash Incentive per School
Healthy Schools Category	Having the top highest scores in the Self-Appraisal Checklist	1	PhP 200,000
Last Mile Category	Having the top highest scores in the Last Mile category	1	PhP 100,000

The national awarding shall provide cash incentives ranging from P100,000 to P200,000 per school. The said incentives are intended to be used by the schools to invest in programs, projects, or activities to maintain or improve their status as Healthy Learning Institutions. Regional offices shall conduct follow-up monitoring visits one year following the school's receipt of the cash incentives to monitor the utilization of said funds, consistent with existing budgeting, accounting and auditing rules and regulations.

## 3. Application Procedures for the National Awarding

- a. The pool of applicants to the national awarding shall come from the winners list of the regional awards, to be endorsed by the CHDs and DepEd ROs. There shall be no individual applications to the national awarding.
- b. From the list endorsed by the CHDs, the DOH HPB and DepEd BLSS shall select the top-scoring school of each region under the Healthy Schools Category and Last Mile Category to be recognized in the national awards.
- c. In the event of a tie, the Sub-Technical Working Group on Childhood and Adolescence shall deliberate and create further criteria as necessary to determine the winner.
- d. The winners shall be notified at least 1 month prior to the national awards.



## 1. Award Categories for the Regional Awarding

All CHDs including BARMM shall conduct a regional Healthy Learning Institutions Awarding, ideally prior to the start of the school year 2024-2025. For uniformity with the national awarding, the regional awards shall be based on these categories:

- a. **Healthy Schools Category** - This category recognizes public or private grade schools and high schools that meet the standards for HLIs as listed in the Self-Appraisal Checklist (SAC) in Annex B. This category is further subdivided into:
  - i. Satisfactory
  - ii. Very Satisfactory
  - iii. Outstanding
  - iv. Best Practices
- b. **Last Mile Category** - This category recognizes Last Mile Elementary Schools (LMEs) and High Schools (LMHs) with exemplary health promotion efforts, including the last mile school community members who actively advocate for and lead the implementation of school health activities. The category is further subdivided into:
  - i. Outstanding Last Mile School
  - ii. Outstanding Last Mile HLI Champions
  - iii. Best Practices

## 2. Criteria for the Regional Awarding

For each category, the CHDs shall coordinate with their DepEd counterparts for **joint scoring** (i.e. both agencies follow the recommended criteria for scoring, with the final score being the average from both agencies). The winners of the regional awarding shall receive plaques and certificates.

- a. **Healthy Schools Category** - Scoring shall be based on the school's score in the Self-Appraisal Checklist, as shown in Annex B. This category is also open to last mile schools who are interested in applying. The scoring mechanism is as follows:
  - i. Satisfactory - The school meets **65%-80% of standards** in all pillars.
  - ii. Very Satisfactory - The school meets **81%-95% of standards** in all pillars
  - iii. Outstanding - The school meets **96-100%** of standards in all pillars.
  - iv. **Best Practices Awards** - Projects, activities, or programs shall be awarded following the following subcategories of the 6 Pillars of a Health-Promoting Schools Framework, namely:
    - Healthy School Policy
    - Physical School Environment
    - Social School Environment
    - Health Skills and Education
    - Links with Community
    - Access to Healthcare



Annex C. Best Practices per pillar are scored according to the following criteria:

Criteria	Description
<b>40% Impact</b>	The school should be able to demonstrate the impact and outcomes of HLI initiatives, such as improved student health literacy and behavior, academic performance, reduced absenteeism, and increased parent and community engagement.
<b>30% Responsiveness</b>	The intervention is designed and implemented in a way that addresses the specific needs, challenges, or demands of the school, learners, or the surrounding community.
<b>20% Sustainability of projects and activities</b>	The project or activity will contribute to making schools health-promoting or to achieving desired health outcomes <i>i.e. Improvements in mental health, CSE/ARH, or immunization knowledge, attitudes, and practices</i>
<b>10% Uniqueness or innovativeness</b>	Introduces something new or make improvements to existing interventions or services, and has demonstrated overcoming obstacles in implementation

**b. Last Mile Category**

- i. **Outstanding Last Mile School** - Scoring shall be based on the school's HLI activity report, the template of which is attached in Annex C.

Criteria	Description
<b>40% Contribution to achievement of HLI provincial- and/or school-level goals</b>	As determined by comparison of projects and activities against province-level goals
<b>30% Sustainability of projects and activities</b>	Shows sustainability through school policies, adoption into annual implementation plan, and with documented sustainability of advocacies through adoption of community members



<b>20%</b> <b>Completeness of activities across the six pillars</b>	The activities implemented cover the six pillars of a health-promoting school
<b>10%</b> <b>Innovativeness and creativity of projects and activities</b>	Uses emerging technology, or uses old technology but with a novel strategy, and has demonstrated overcoming obstacles in implementation

- ii. **Last Mile Category - Last Mile HLI Champion** - This individual shall be jointly selected by the CHD and DepEd Regional Office based on the following description:

Criteria	Description
<b>Last Mile Champion/s</b>	This represents a person who is a strong advocate for health promotion, actively championing to help transform their schools to become healthy learning institutions. This does not necessarily have to be a school head, but could be any personnel from the school.

- iii. **Last Mile Category - Best Practices Award** - The scoring for this sub-category, which shall be exclusively for Last Mile Schools only, shall be the same as the Healthy Schools - Best Practices Award in item B.2.iv above. Similarly, there shall be 6 sub-categories corresponding to the 6 Pillars of a Health-Promoting Schools Framework, namely:

- Healthy School Policy
- Physical School Environment
- Social School Environment
- Health Skills and Education
- Links with Community
- Access to Healthcare

### 3. Application Procedures

- a. All public and private grade schools and high schools shall be eligible to apply for the Regional Healthy Learning Institutions Awards 2024.
- b. There shall be only **one application per campus**, i.e. schools that offer elementary and secondary classes within the same campus shall be considered under one application. Likewise, schools with elementary and secondary classes in separate campuses shall submit separate applications.
- c. Interested schools shall accomplish the online registration form at [bit.ly/HLIAwardsREGFORM](http://bit.ly/HLIAwardsREGFORM) with the full name and contact information of an authorized representative of the school.



- d. Schools must indicate in the above registration form the award category they are interested in applying for. Schools may apply for more than one (1) category when applicable (e.g. private schools may not be allowed to apply for the “Last Mile Category” but may apply for “Healthy Schools Category” and “Best Practices”).
- e. To complete the application, schools must submit the completed Self-Appraisal Checklist and Activity Report (accessible at <https://bit.ly/HLIAwardsPacket>) by uploading to the registration link (<bit.ly/HLIAwardsREGFORM>) on or before **May 31, 2024, 11:59 PM**.
- f. For best practices, schools shall submit applications based on their own original work, a health promotion project or program implemented between 2022-2023 within the area of their jurisdiction. Entries whose dates of implementation are outside of the aforementioned time period shall not be eligible.
- g. School applications shall not be in any way, directly or indirectly, funded or supported by industries whose interests, goals, and objectives contradict those of the DOH or the public health sector. The applications shall comply with the CSC-DOH JMC 2010-001 on the Protection of the Bureaucracy Against Tobacco Industry Interference and Executive Order 51 or the Milk Code. Applications violative of these policies shall be automatically disqualified.
- h. Applications shall not contain any third-party materials and/or content that does not have permission for use, nor materials which may be inappropriate, promoting of dangerous behavior, obscene, defamatory, distasteful, offensive, or in breach of any legislation or regulations, or in breach of confidentiality obligations owed by the school to third parties.

## VI. TIMELINE OF ACTIVITIES

Date	Activity
March-April 2024	Call for Entries
March - May 2024	Submission Period
May 31, 2024	Deadline of Submissions
May - June 2024	Entry Verification Period
June 2024	Finalization of Regional Winners
July 2024	Regional Awarding
August 2024	Transmittal of Results to Central Office
October 2024	DOH and DepEd Central Office Deliberation
November 2024	National Awarding

## VII. ROLES AND RESPONSIBILITIES

### A. The **Health Promotion Bureau** shall:

1. Lead the implementation of Healthy Pilipinas Awards for Basic Education Institutions 2024;
2. Produce the necessary communication and advocacy materials for posting on official DOH social media platforms;
3. Disseminate and communicate all materials for promotion of the event; and
4. Validate, rate, and declare the winners of the Healthy Pilipinas Awards for Basic Education Institutions

### B. The **Centers for Health Development** shall:


1. Lead the implementation of the Regional Awards for Healthy Learning Institutions 2024;
2. Actively promote the awards to their DepEd counterparts and LGUs in their jurisdiction;
3. Receive, process, and validate entries together with DepEd counterparts
4. Ensure that at least one LGU in their area of jurisdiction will be able to submit their application per award category.
5. Monitor the utilization of the awarding funds one year after disbursement of the cash incentive.

### C. The **Local Government Units** shall:

1. Actively promote the Awards to their constituents, particularly in the basic education sector, and encourage participation of school heads

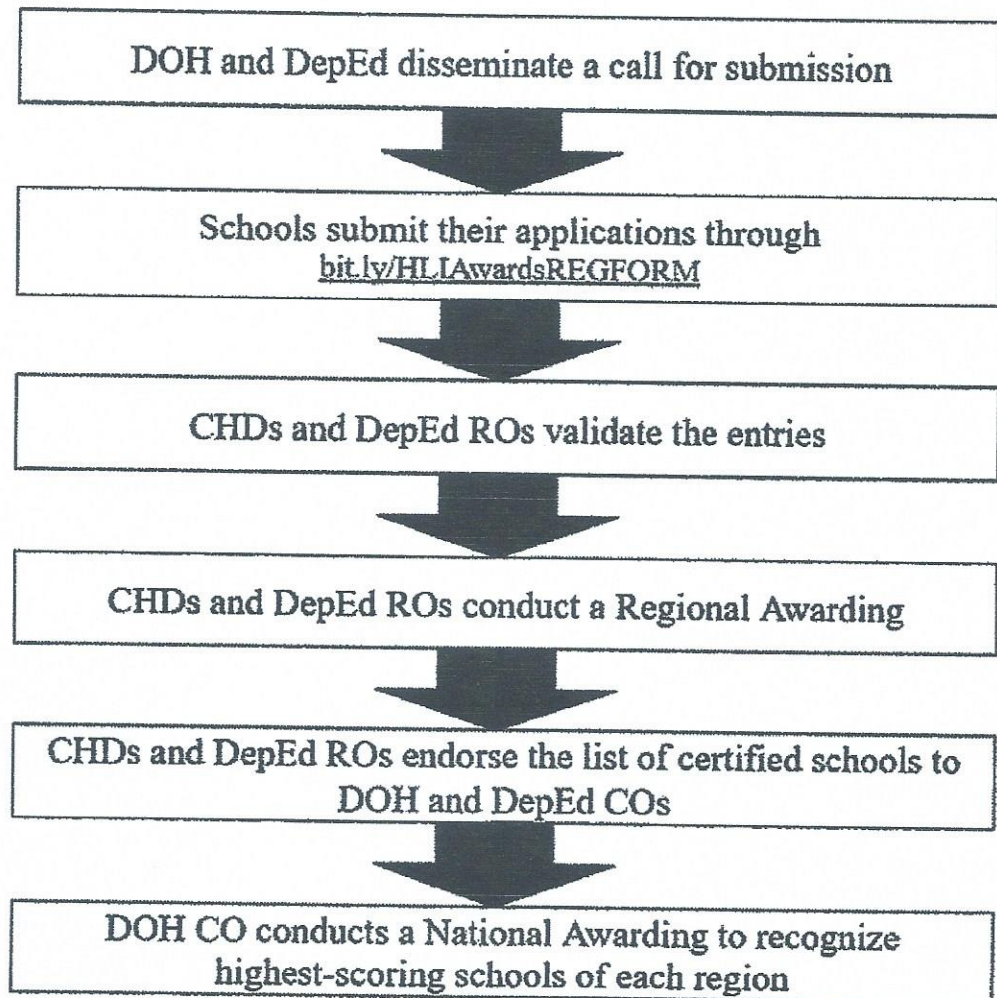
Dissemination to all concerned is requested.

By Authority of the Secretary of Health:

  
**ENRIQUE A. TAYAG, MD, PHSAE, FPSMID, CESO III**  
Undersecretary of Health  
Public Health Services Cluster



ANNEX A. Process Flow for the Healthy Learning Institutions Awarding



**ANNEX B. Oplan Kalusugan sa DepEd-Healthy Learning Institutions  
Self-Appraisal Checklist  
V2 (a.o. SY 2024 - 2025)**

(Available online through: <https://bit.ly/HLIAwardsPacket>)

**Date:** \_\_\_\_\_

**Accomplished by:** \_\_\_\_\_

**INSTRUCTIONS:** 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.

A validator 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.

*For the validator: 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.*

<b>Pillar 1: Healthy School Policy</b>				
		<b><u>FULLY IN PLACE (1 point):</u></b> All policies/rules/plans are updated, available, and implemented		<b><u>PARTIALLY IN PLACE (0.5 pts)</u></b> Policies/rules/plans available, but not implemented
<b>Indicator</b>	<b>Standard / Description</b>	<b>Applicant</b>	<b>Surveyor</b>	<b>MOV</b> For surveyor's use only
		<i>Indicate your scores as follows: 1 - Fully in place 0.5 - Partially in place 0 - Absent</i>		
1.1 Implementation of School-Based Feeding Program	1.1.1 All undernourished public elementary school children are provided with 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	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	1.3.1 Usage of iodized salt in the preparation of cooked foods			
	1.3.2 Reasonable selling price			



<b>Management of School Canteens in Public Elementary and Secondary Schools</b>  <i>Applicable only to schools with canteens. If the school has no canteens, indicate "N/A"</i>	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			
<b>1.4 Implementation of DepEd Order No. 34, s. 2019 or the Revised Physical Fitness Tests Manual</b>	1.4.1 100% of Grades 4, 5 and Secondary Level participated			
	1.4.2 Physical Fitness Test (PFT) conducted at the beginning of Q1 and Q3 respectively to monitor progress			
<b>1.5 Implementation of DepEd Order No. 060, s. 2021 or the Guidelines on Galaw Pilipinas: The DepEd National Calisthenics Exercise Program</b>	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.			
<b>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</b>	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			
<b>1.7 Implementation of DepEd Memorandum No. 82, s. 2015 or the Guidelines on the Implementation of School-Based Immunization Program</b>	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			
<b>1.8 Implementation of DepEd Memorandum No. 28, s. 2007 or the Implementation of the Mass Deworming Program in All Public Elementary Schools Nationwide</b>	1.8.1 Coordination with DOH Regional Offices regarding the conduct of the deworming			
	1.8.2 Conduct of the mass deworming activity			
<b>1.9 Implementation of Comprehensive Tobacco Control and Prohibition</b>	1.9.1 Enforcement of no smoking/vaping ban in school			



E-Cigarettes and Other Electronic Nicotine and Non-Nicotine Delivery Systems	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			
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			
<b>TOTAL HEALTHY SCHOOL POLICY</b>			__ / 16	

### 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	Surveyor	MOV <i>For surveyor's use only</i>
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:	<b>DO NOT FILL</b>		
	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:	<b>DO NOT FILL</b>		
	<i>2.6.1 Architectural design</i>			
	<i>2.6.2 Structural design</i>			
	<i>2.6.3 Electrical design</i>			
	<i>2.6.4 Sanitary and plumbing design</i>			
	<i>2.6.5 Mechanical and/or fire protection design</i>			
	<i>2.6.6 Sufficient number of tables and chairs</i>			
	<i>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</i>			



2.7 Presence of early warning systems in the school	Early warning systems include:	<b>DO NOT FILL</b>		
	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):	<b>DO NOT FILL</b>		
	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*			
2.12 Presence of a resource room  <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)			
<b>TOTAL PHYSICAL ENVIRONMENT</b>		<b>— / 12</b>		



### Pillar 3: Social School Environment

**FULLY IN PLACE (1 point):**

Standards are fully met.

**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

**ABSENT (0 pts)**

Indicator	Standard / Description	Applicant	Surveyor	MOV <i>For surveyor's use only</i>
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 school-based learning action cells (SLAC)	3.4.1 LAC sessions are 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	3.5.1 Such services or activities should be available for students and personnel, and may be on:  A. Career exploration/counseling B. Coaching, mentoring, training sessions C. Other forms of consultations  <i>*applicable to ES and HS</i>			
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  <i>Note: Applicable only to schools with LWDs enrollment. If the school has no LWDs, indicate "N/A"</i>	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			
<b>TOTAL SOCIAL SCHOOL ENVIRONMENT</b>			<b>_ / 10</b>	

### 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	Surveyor	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:	<b>DO NOT FILL</b>		
	<i>4.1.1. Breastfeeding and breastfeeding-related concepts</i>			
	<i>4.1.2. Healthy diets, wellness, and physical activity</i>			
	<i>4.1.3. Basic climate change principles and concepts and their effect on health</i>			



	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/ENNDS			
	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, enacted pursuant to RA 9165			
4.2 Conduct of activities that build health-skills are present in the annual implementation plan (AIP)	<p>Conduct of the following activities:</p> <p>4.2.1. Earthquake drills (Conducted every 1st and 3rd week of the month)</p> <p>4.2.2. Fire drills (Conducted every 1st and 3rd week of the month)</p> <p>4.2.3. Handwashing with soap daily</p> <p>4.2.4. Toothbrushing with fluoride toothpaste daily</p> <p>4.2.5. Tree-planting, -growing, -caring of trees</p> <p>4.2.6. Recognition and response to bullying (Deped Order No. 55, s. 2013)</p> <p>4.2.7. Road safety</p>			
4.3 Percentage of school personnel with awareness and competency on breastfeeding	<p>4.3.1. 100% of school personnel</p> <p>*Pursuant to RA 10028 and its IRR</p>			



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 provided with appropriate training and capacity building activities on the implementation of contextualized Preventive Drug Education Program (PDEP)	4.7.1. 100% of school personnel *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 health	4.13.1 100% of classroom advisers or designated teachers			
	4.13.2. Workshop is conducted before the opening of school year			
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			
<b>TOTAL HEALTH SKILLS AND EDUCATION</b>			__ / 15	

### 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	Surveyor	MOV <i>For surveyor's use only</i>
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,	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			
	5.4.9. Key parental strategies			
5.5 Consultation or any other activities involving local government actors and/or stakeholders, among others are included in the school plan	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			



	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			
<b>TOTAL Links with the Community</b>			___ / 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	Surveyor	MOVs <i>For surveyors' use only</i>
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)			
	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 ( <i>if no LWDs, indicate N/A</i> )			
6.2 Percentage of students provided with age-appropriate	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)			
	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			
	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)			
<b>TOTAL: Access to Healthcare</b>			<b>/ 10</b>	



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

**FINAL SCORE**

<b>PILLAR</b>	<b>SCORE</b>	<b>Passing Score (65%)</b>	<b>Passed or Not Passed?</b>
Healthy School Policy	___ / 16	10	
Physical School Environment	___ / 12	7.5	
Social School Environment	___ / 10	6.5	
Health Skills and Education	___ / 15	9.5	
Links with Community	___ / 5	3	
Access to Healthcare	___ / 10	6.5	

<b>Raw Score</b> <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>	<b>Percentage</b> <i>(Divide the raw score by 68 and multiply by 100)</i>	<b>Rating</b> <i>(Refer to table below)</i>
___ / 68		

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

**INSTRUCTIONS 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)*



## SELF-APPRAISAL CHECKLIST

### Policy Bases for OKD-HLI 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
- 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
- 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. 2021



**ANNEX C.**  
**Activity Report Template**  
 (Available online through: <https://bit.ly/HLIAwardsPacket>)

Summary of Activities	Objectives	Details <small>(e.g. count - # of workshops done, % of target audience reached)</small>		Outcomes or Impacts Seen	Means of Verification
		Target	Actual Achievement		
<b>Activities for Healthy School Policy</b>					
<b>Project #1: Name</b> <small>(i.e. Printing of IEC, sports musical or art equipment, minor infrastructural improvements, etc.)</small>	<b>Objective 1.1</b> <b>Objective 1.2</b> <b>Objective 1.3</b>	<small>(e.g. % of intended audience targeted)</small>	<small>(e.g. % of audience reached)</small>	<small>(If possible, with quantitative results, such as improved test scores among learners, improved understanding of a topic among parents, etc.)</small>	<small>(e.g. attendance sheets, photos, documentation/narrative report, etc.)</small>  <b>Insert Document/Link. Upload your document to your school's Google Drive and share them as links here. OR Insert screenshots or photos of the documents in the succeeding slides.</b>
<b>Activities for Physical School Environment</b>					
<b>Project #1: Name</b>					
<b>Activities for Social School Environment</b>					
<b>Project #1: Name</b>					
<b>Activities for Links with Community</b>					
<b>Project #1: Name</b>					
<b>Activities for Health Skills and Education</b>					
<b>Project #1: Name</b>					
<b>Activities for Access to Healthcare</b>					



**ANNEX D.**  
DOH and DepEd Regional Offices Scoring Sheet Template

**1. Healthy Schools**

	<b>Self-Appraisal Checklist Average Score in %</b>	<b>Rating (Satisfactory / Very Satisfactory / Outstanding)</b>
School 1		
School 2		
School ...		

**2. Outstanding Last Mile School**

	<b>(40%) Contribution to achievement of HLI goals</b>	<b>(25%) Innovativeness</b>	<b>(25%) Sustainability</b>	<b>(10%) Completeness of activities across 6 pillars</b>	<b>Total</b>
School 1					
School 2					
School ...					

**3. Best HLI Practice**

<b>School</b>	<b>Title</b>	<b>(30%) Innovativeness</b>	<b>(30%) Impact</b>	<b>(20%) Responsiveness</b>	<b>(20%) Sustainability</b>	<b>Total</b>
School 1	Title of submission 1					
	Submission 2					
School 2	Submission 1					
	Submission 2					
	Submission 3					
School 3	Submission 1					
School x						