



Republic of the Philippines  
Department of Education

NATIONAL CAPITAL REGION  
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division  
Superintendent

MAR 25 2025

**MEMORANDUM**

**GULAYAN SA PAARALAN PROGRAM DIVISION TECHNICAL WORKING GROUP**

To: OIC-Assistant Schools Division Superintendent  
Chief Education Supervisor, Curriculum Implementation Division  
OIC-Chief Education Supervisor, School Governance and Operations Division  
Public Elementary and Secondary School Heads/OICs  
All Others Concerned

- Pursuant to OUPS Memorandum No. 2025-08-01749 and to ensure efficient and successful implementation of the Gulayan sa Paaralan Program (GPP), the Division GPP-Technical Working Group is hereby organized and shall constitute the following:

**SDO-MUNTINLUPA GULAYAN SA PAARALAN PROGRAM TWG**

Designation	SGOD In-Charge	CID In-Charge
Focal Person	Maripaz M. Lavin, R.N.	Dr. Leonaida L. Gutierrez
Alternate Focal Person	Ma. Teresa S. Indap, R.N.	Dr. Armida S. Oblinada
Members	Maricel R. Subida, DMD May Anne L. Ayudtud, DMD Amor M. Cascalla, R.N. Analyn P. Mangussad, R.N. Cecilia B. Cipres, R.N.	All Public Schools District Supervisors (PSDS)

- The major functions of the Division GPP TWG are to monitor and evaluate the compliance of the programs and projects of Gulayan sa Paaralan Program and to provide technical assistance to schools on the sustainable implementation of the program.
- Immediate and wide dissemination of this Memorandum is desired.

*Violeta M. Gonzales*  
**VIOLETA M. GONZALES**

Assistant Schools Division Superintendent  
Officer-In-Charge  
Office of the Schools Division Superintendent

Enclosure: As stated  
References: None  
To be indicated in the Perpetual Index  
under the following subjects:

COMMUNICATION HEALTH PROGRAM  
MML / DM –GPP Technical Working Group

134 / March 24, 2025 UN-2025-134



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Republika ng Pilipinas  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

**MEMORANDUM**

**DM-OUOPS-2025-08-61749**

TO : **ALL REGIONAL DIRECTORS  
SCHOOLS DIVISION SUPERINTENDENTS  
SCHOOL HEADS  
ALL OTHERS CONCERNED**

FROM : **MALCOLM S. GARMA**  
Assistant Secretary, Officer In Charge  
Office of the Undersecretary for Operations

SUBJECT : **SUBMISSION OF UPDATED LIST OF SCHOOLS IMPLEMENTING  
GULAYAN SA PAARALAN PROGRAM (GPP) AND LIGHTHOUSE  
SCHOOLS FOR INTEGRATED SCHOOL NUTRITION MODEL (ISNM)  
AND ACCOMPLISHMENT REPORTS**

DATE : March 11, 2025

The Bureau of Learner Support Services - School Health Division (BLSS-SHD), under the Operations Strand, oversees the implementation of the **Gulayan sa Paaralan Program (GPP)** in conjunction with the **Integrated School Nutrition Model (ISNM)** as part of the Nutrition and Hygiene Unit. The GPP and ISNM aim to promote ecological gardening techniques that enhance productivity and sustainability, ultimately increasing food resources in schools and encouraging greater vegetable consumption among learners.

The Regional and Schools Division Offices (ROs and SDOs) are requested to do the following:

1. Create a **Technical Working Group (TWG)** at the Regional Office (RO) and Schools Division Office (SDO), composed of personnel from ESSD and CLMD for ROs, and SGOD and CI for SDOs. Each TWG must designate a focal person and a co-focal person, ensuring that if the focal person comes from ESSD, the co-focal must be from CLMD, and vice versa for ROs. Similarly, for SDOs, if the focal person is from SGOD, the co-focal must be from CI, and vice versa. Please submit the names of the Focal Persons and their contact details (email address and cellphone number) to [sbfp@deped.gov.ph](mailto:sbfp@deped.gov.ph) on or before March 31, 2025.
2. Provide the updated **list of schools implementing the Gulayan sa Paaralan Program (GPP)** and conduct a Rapid Self-Assessment of school vegetable gardens based on the following categories:
  - Punla (Seed)
  - Sibol (Sprout)
  - Usbong (Shoot)
  - Bunga (Fruit)

For reference, please see **Annex A**: Indicators for Rapid Self-Assessment of Vegetable Gardens under the GPP. You may input the corresponding category for each school in the List of GPP Implementing Schools, accessible via this link: <https://tinyurl.com/2025-GPP>.

3. Validate the **"FY 2024 List of ISNM Lighthouse Schools"** using the link <https://tinyurl.com/FY-2024-ISNM-LS> by indicating in column F if the school is to be retained or for replacement; if for replacement, indicate in column G the new school recommended as Lighthouse; and in column H, provide the reasons why the original lighthouse school was replaced.
4. This Office also reiterates the submission of the GPP and ISNM **Accomplishment Reports**, as stipulated in OUOPS Memo No. 2023-099-1260, titled **"Guidelines on the Utilization of Downloaded Additional Program Support Funds for CY 2024,"** dated February 14, 2024 (**Annex B**) through this link: <https://tinyurl.com/FY2024-AR>.

The aforementioned documents are expected to be accomplished and submitted on or before **March 31, 2025**.

For further inquiries or clarifications, please contact Dr. Maria Corazon C. Dumlao, Chief Health Program Officer; Ms. Magdalene Portia T. Cariaga, Senior Education Program Specialist; Ms. Christine Isabel B. Buenvenida, Health Education and Promotion Officer II; or Mr. Ferdinand M. Nunez, Technical Assistant II of the BLSS-SHD via telephone at 8632-9935 or email at [sbfp@deped.gov.ph](mailto:sbfp@deped.gov.ph).

For immediate dissemination and compliance.

**Terms of Reference of the *Gulayan sa Paaralan*  
Technical Working Group (TWG) Regional and Schools Division Offices:**

**1. Regional Office (through the Education Support Services Division, ESSD and Curriculum and Learning Management Division) shall:**

- a. Oversee the implementation of the program in the region by providing guidance and technical assistance to the Schools Division Offices (SDOs);
- b. Designate a GPP Regional Coordinator and co-coordinator (Please take note that if the coordinator comes from ESSD, the co-coordinator must be from CLMD, and vice versa for ROs);
- c. Conduct regular meetings to discuss the annual targets and plans and resolve problems and issues on its implementation;
- d. Conduct orientation of field implementers on the program and their roles and responsibilities;
- e. Identify and lead the activities to be conducted by the SDOs;
- f. Prepare a Work and Financial Plan and procurement documents (if applicable);
- g. Ensure timely downloading of funds and its utilization by the SDOs;
- h. Conduct monitoring on the implementation of the program;
- i. Lead advocacy activities in support to the program;
- j. Recommend to the CO issues and concerns for possible policy formulation of the program;
- k. Analyze issues and concerns affecting the implementation of the program and recommend solutions; and
- l. Prepare and submit report to CO.

**2. Division Office (through the School Governance and Operations Division SGOD and Curriculum Implementation Division) shall:**

- a. Oversee the implementation of the program in the SDO by providing guidance and technical assistance to the schools;
- b. Designate a Division GPP Coordinator and co-coordinator (Please take note that if the coordinator is from SGOD, the co-coordinator must be from CI, and vice versa);
- c. Identify and lead the activities to be conducted by the schools;
- d. Prepare a Work and Financial Plan and procurement documents (if applicable);
- e. Orient the school implementers on the program;
- f. Conduct monitoring and evaluation of school implementation in compliance with the guidelines;
- g. Forge partnerships with LGUs and/or NGOs/CSOs in areas where there are LGUs and/or NGOs/CSOs that are willing to partner for the GPP;
- h. Lead advocacy activities in support to the program;
- i. Prepare and submit report to RO; and
- j. Lead in advocacy for support to the program.

## Annex A

INDICATORS FOR RATING THE STATUS LEVEL OF VEGETABLE GARDEN/GULAYAN SA PAARALAN (GPP)				
Criteria	Seedling/Punla (Basic)	Sprout/Sibol (Intermediate)	Budding/Usbong (Advanced)	Fruitful/Bunga (Sustained Excellence)
<p><b>Available Space for Gardening.</b> The size of the garden space determines the potential for crop production and sustainability. Larger areas allow for more diverse plantings and expansion into other agricultural activities such as grain crops and livestock. Urban and container gardening can be added to the size of the garden.</p>	At least 100 sq. meters of garden space	At least 150 sq. meters of garden space	200 sq. meters or more of garden space.	Expanded beyond 200 sq. meters, incorporating additional agricultural areas (e.g., grain crops, livestock).
<p><b>Crop Production (Vegetables, Palay, and Other Grain Crops).</b> A well-maintained school garden should grow a variety of vegetables and, where possible, palay and other grain crops. Increasing the number of crops contributes to food security, learner nutrition, and agricultural learning</p>	At least 5 vegetable crops (100 sq. meters)	10 to 15 vegetable crops (150 sq. meters)	20 or more vegetable crops (200 sq. meters).	Fully integrated crop diversity, including livestock and aquaculture. Expansion of production to include palay, other grain crops, and livestock (e.g., chicken, ducks, goats fish etc.)
<p><b>Yields and Utilization (School-Based Feeding Program - SBFP, Supplementary Feeding, and Income-Generating Projects - IGP).</b> This criterion evaluates how much produce is harvested and how effectively it is used. The goal is to maximize production for school-based feeding programs (SBFP), supplementary feeding, and income-generating projects (IGP) to support school initiatives.</p>	Produces at least 10 kg per crop for feeding programs	Produces 20–30 kg per crop; surplus sold or shared with communities.	Produces 50 kg or more per crop; active in Income Generating Projects (IGP)	High yields with strong financial sustainability of school and community benefits.
<p><b>Gardening Methods and Innovations.</b> The adoption of advanced gardening techniques ensures sustainability and efficiency. Schools can use Bio-Intensive Gardening, composting, seed banking, multiple cropping, container gardening, urban gardening, aquaculture, and vertical gardening to optimize production.</p>	Uses basic Bio-Intensive Gardening techniques (crop rotation, compost pit, organic fertilizer)	Incorporates seed banking, multiple cropping, and container gardening	Utilizes urban gardening, aquaculture, vertical gardening, and crop museums.	Fully innovative approach, integrating excellent agriculture techniques.
<p><b>Garden Sustainability (Maintaining Garden Even During Summer).</b> A sustainable garden continues to thrive even when classes are not in session. This requires long-term planning, community involvement, and maintenance strategies such as summer caretakers (PTA, teachers, or students).</p>	Garden maintained during school months only.	Partial maintenance during summer with some crops sustained	Fully functional year-round with summer caretakers (students, PTA, or community involvement)	Fully self-sustaining with long-term management plans.
<p><b>Stakeholder Collaboration (Engagement with Partners and External Support).</b> Partnerships with government agencies (e.g., Department of Agriculture), NGOs, and local businesses provide technical expertise, funding, and resources to support and enhance the school garden.</p>	Engages with at least one external partner (e.g., DA-LAO, NGOs, LGUs).	Has multiple stakeholders supporting the garden program	Implements formal agreements (MOA/MOU) with various stakeholders for technical and financial support	Strong multi-sector partnerships with continuous funding and technical support.


<p><b>Seed Exchange and Distribution.</b> Schools with productive gardens can promote sustainability by saving seeds, exchanging with other schools, and maintaining a seed bank. This ensures continuous crop production and reduces reliance on external seed sources.</p>	Saves seeds for internal school use	Shares seeds with nearby schools	Establishes a seed bank and formal seed exchange program	Recognized as a model seed hub for sustainable farming.
<p><b>Water Management.</b> A reliable water source is essential for maintaining a productive garden. Schools may utilize different water sources, including rainwater collection, wells, pumps, and cooperative water systems, to ensure year-round irrigation.</p>	Uses rainwater or limited water sources (e.g., river, wells, pumps)	Organized water system with wells, pumps, or irrigation	Water cooperative or waterworks system ensuring sustainable irrigation	Advanced water conservation systems (drip irrigation, water recycling, etc.).
<p><b>Nutrition Education (Awareness Among Students on the Benefits of Vegetables).</b> This criterion assesses how well students understand the nutritional value of vegetables and their role in a healthy diet. Schools should integrate nutrition education into their curriculum and promote awareness campaigns.</p>	50% of students are aware of basic vegetable nutrition	70% of students can identify crops and their nutritional benefits.	90% or more students have in-depth knowledge of nutritional values and food security	Integrated nutrition education with strong community engagement.
<p><b>Advocacy Campaign (Promoting Nutrition and Food Production Awareness).</b> Gardening programs should extend beyond food production to include advocacy efforts, such as nutrition month celebrations, social media campaigns, poster-making contests, and cooking competitions to reinforce the importance of healthy eating.</p>	Conducts basic nutrition education (classroom discussions, posters).	Engages in school-wide advocacy (slogan making, social media, IEC materials, cooking contest at the school level during Nutrition month and supplementary feeding.	Hosts nutrition contests, media campaigns, and community outreach. Supplementary feeding in school.	Recognized as a model for nutrition advocacy in the community.
<p><b>Monitoring and Evaluation (Data Recording and Assessment of GPP Progress).</b> Regular monitoring and documentation help track the garden's progress, assess challenges, and improve future initiatives. Schools should maintain records of production, feeding program utilization, and program impact.</p>	Keeps basic records of gardening activities	Conducts regular documentation and progress assessments	Implements formal evaluation tools and reporting systems to track sustainability and impact	Fully integrated data monitoring system with impact assessment.
<p><b>Capability Building (Training for Learners, Teachers, and PTA Involvement).</b> Training sessions for students, teachers, and parents ensure that they acquire proper gardening knowledge and skills. Schools can invite experts from agricultural organizations to provide technical assistance.</p>	Teachers and students attend local training or orientation ( DA-LAO)	Invites external experts from DA, NGOs (IIRR, OMG-EWSF, SEARCA, or agricultural institutions	Conducts train-the-trainer programs for long-term capacity building	Recognized as a training hub for other schools
<p><b>Availability of Garden Tools.</b> Having sufficient gardening tools and equipment ensures efficiency in maintaining the garden. Schools should provide essential tools like hoes, shovels, watering cans, and compost bins, and upgrade to advanced equipment as needed.</p>	At least 2 sets of garden tools	4 sets of garden tools	6 sets or more, including advanced tools (e.g., drip irrigation, greenhouses)	Equipped with specialized farming tools and modern technology

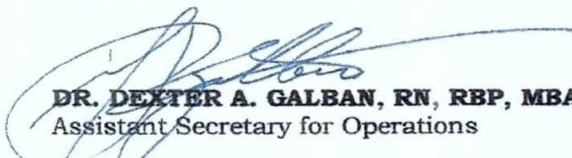


Republic of the Philippines  
**Department of Education**  
OPERATIONS

OUOPS No. 2023-09- 1267  
**MEMORANDUM**

TO : **ALL REGIONAL DIRECTORS  
SCHOOLS DIVISION SUPERINTENDENTS  
SCHOOL HEADS  
ALL OTHERS CONCERNED**

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

  
**DR. DEXTER A. GALBAN, RN, RBP, MBA, MPH**  
Assistant Secretary for Operations

SUBJECT : **GUIDELINES ON THE UTILIZATION OF DOWNLOADED  
ADDITIONAL PROGRAM SUPPORT FUNDS FOR THE HIRING  
OF CONTRACT OF SERVICE (CoS) AND OPERATIONAL  
EXPENSES FOR THE CENTRAL KITCHEN TRAINING  
CENTERS, PROCUREMENT OF DEWORMING MEDICINES  
AND/OR SOAPS, AND IMPLEMENTATION OF GULAYAN SA  
PAARALAN PROGRAM (GPP) AND INTEGRATED SCHOOL  
NUTRITION MODEL (ISNM) FOR CALENDAR YEAR (CY) 2024**

DATE : February 14, 2024

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The Bureau of Learner Support Services-School Health Division (BLSS-SHD) under the Operations Strand oversees and manages the implementation of the School-Based Feeding Program (SBFP), Water, Sanitation and Hygiene (WASH) in Schools (WinS) Program, and the Gulayan sa Paaralan Program (GPP) together with the Integrated School Nutrition Model (ISNM) clustered to form the Nutrition and Hygiene Unit.

SBFP aims to improve the classroom attendance and nutritional status of the target beneficiaries. The provision of Hot Meals (HM) or Nutritious Food Products (NFP) and Milk to severely wasted and wasted learners are expected to contribute to the participate and benefit in the education process, complete their elementary education, and also to improve their nutritional status. Concurrently, the WinS Program emphasizes the promotion of good hygiene and safe food preparation practices across all program components, particularly within meal preparation areas. Meanwhile, the Gulayan sa Paaralan Program (GPP) focuses on advancing ecological gardening techniques to bolster productivity and sustainability to augment the food resources in schools.

In this regard, the BLSS-SHD hereby issues the following guidelines for the utilization of the downloaded additional program support funds for the: (1) Hiring of CoS and Operational Funds for selected Central Kitchen Training Centers (CKTC), (2) Procurement of Deworming Medicines and/or Soaps, and the (3) Implementation of Gulayan sa Paaralan Program (GPP) and Integrated School Nutrition Model (ISNM) for Calendar Year (CY) 2024 subject to the usual accounting and auditing rules and regulations. Breakdown of Fund Allocation is attached as (Annex 1) for ready reference.

**I. Hiring of CoS and Operational Funds for selected Central Kitchen training centers.  
(Charge against SBFP 2024 Continuing Funds)**

One of the component of SBFP is the Central Kitchen (CK). CK is a school or LGU supervised facility that centralizes the procurement and food preparation or cooking of a school or group of schools. The food preparation is done in the CK and the prepared food is delivered to or picked up by the satellite schools for distribution among its feeding program beneficiaries. As of this day, there were 97 existing central kitchens.

In partnership with the Jollibee Group Foundation (JGF), 15 DepEd-JGF BLT CK will be selected as training centers for Calendar Years 2023-2025. These CKs will undergo training in order to become learning centers for benchmarking and training facilities for LGUs that are willing to support the establishment of the central kitchen in their district or municipality. The first 5 CKs underwent training last October 16-20, 2023 in Antipolo City. While the other 10 will be trained this year and in 2025.

**List of CKs that were trained for the 1<sup>st</sup> Batch – CY 2023**

- Region 1 - SDO La Union - Bacnotan Central School
- Region 4A - SDO Antipolo City - Juan Sumulong Elementary School
- Region 6 - SDO Sagay City - Maria Lopez Elementary School
- Region 10 - SDO Iligan City - Francisco Laya Elementary School
- Region 11- SDO Davao del Norte - Maniki Central Elementary School SPED Center

**List of CKs that will be trained for the 2<sup>nd</sup> Batch – CY 2024**

- Tuguegarao, Cagayan
- Sta. Magdalena, Sorsogon
- Sipalay City, Negros Occidental
- Mandaue, Cebu
- Tupi, South Cotabato

**List of CKs that will be trained for the 3<sup>rd</sup> Batch – CY 2025**

- To be determined

**1. Approved Budget Breakdown**

BLSS-SHD will download a sum of fifty thousand pesos (Php 50,000.00) for each CK Training Center, enabling ten (10) sessions/visits with a maximum capacity of 15 participants per session. Breakdown per budget item are summarized on the table below.



DETAILS	AMOUNT
Operation Expenses (Gasul, Dishwashing Soap etc.)	Php 1,300.00
Ingredients for the 2 menus (Php 22 x 50 pax x 2)	Php 2,200.00
Snacks of Visitors (Php100 x 15 pax)	Php 1,500.00
<b>Total</b>	<b>Php 5,000.00</b>

**2. Guidelines for Re-Allocation of Budget: (When allocation has not been used and there is no request for visits)**

At the end of the year, all unexpended funds shall be used by the CKTC for the improvement of the facility subject to the approval of the Schools Division Superintendent and the usual accounting and auditing rules and regulations.

**3. Guidelines for Requesting Additional Budget: (When allocation has been used and still receiving requests for visits)**

When the funds from the DepEd Central Office is fully utilized, the SDOs may provide funds to Central Kitchen Training Center using the SBFP PSF. The CO and ROs may also provide additional funds using their SBFP PSF.

**4. Liquidation Process**

The schools shall liquidate the downloaded funds to the SDO.

**5. Guidelines for the Hiring of COS for the CKTC**

The Terms of Reference and the process of Hiring of COS for the CKTC are stipulated in the Memorandum titled *“Guidelines on the Hiring of the SBFP Feeding Coordinators under Contract of Service (COS) for the School-Based Feeding Program (SBFP).”*

**II. Procurement of Deworming Medicines and Soaps (Charge against SBFP 2024 Current and Continuing Funds)**

Deworming, being one of the five (5) elements of the WinS program, is not only a prerequisite to comply to WinS Three-Star Approach (TSA) which is designed to support monitoring, quality assurance, and performance recognition, as stipulated in DepEd Memorandum No. 194, s. 2018 or the Implementing Guidelines to DepEd Order No. 10, s. 2016 (Policy and Guidelines for Comprehensive Water, Sanitation and Hygiene in Schools Program) but is also a complementary activity of the School-Based Feeding Program (SBFP). Studies have shown that nutritional status of children is greatly affected by the Soil-Transmitted Helminthiasis (STH) or worm infestation. The *Oplan Kalusugan sa DepEd* (OK sa DepEd) which aims to improve the state of health and nutritional well-being of the school populace is a convergence of the six (6) flagship programs, two of which include WinS Program and SBFP.

1. The allocated funds for the procurement of deworming medicines and/or soaps will be downloaded to Regional Offices (ROs).

2. ROs have the option to download the funds to Schools Division Offices (SDOs) or they may undertake the procurement of the deworming medicines and/or soaps.
3. The unit cost per child is set at Ten Pesos (P10.00). However, the ROs/SDOs may use the funds to procure deworming medicines only if that is their priority, or to they may buy both deworming medicines and soap per beneficiary.
4. The target number of beneficiaries per region is based on 30-40% of SBFP 2024 identified target. For details, please referb to Annex 1.
5. The total financial allocation is Eight Million Nine Hundred Fifty-seven Thousand Three Hundred Eighty Pesos (**Php8,957,380.00**). The ROs/SDOs may provide additional funds for this purpose using their Program Support Funds (PSF).

### **III. Implementation of Gulayan sa Paaralan (GPP) and Integrated School Nutrition Model and RO (Regional Office) PSF (Charge against LSP 2024 Continuing Funds)**

#### **A. Gulayan sa Paaralan (GPP)**

Gulayan sa Paaralan (GPP) that aims to promote production of food that are rich in protein, carbohydrates, vitamin A, and iron as major components in school feeding. It covers the creation of vegetable gardens, vegetable and tree nurseries, tree planting, propagation of medicinal plants, composting, school landscape aesthetic vegetable development, crop museum, and related livelihood activities.

1. DM NO. 223, s. 2016 titled “Strengthening the Implementation of the *Gulayan sa Paaralan* Program in Public Elementary and Secondary Schools Nationwide” shall be used as reference in the disbursement of funds.
2. The RO PSF in the amount of One Hundred Five Thousand Pesos (Php105,000.00) shall be used in the conduct of orientation activities and conferences for updating of program directions.
3. The RO shall download an amount of Sixty Thousand Pesos (Php60,000.00) per SDO for the eligible activities enumerated in DM No. 223, s. 2016.

#### **B. Integrated School Nutrition Model (ISNM)**

The established network of Lighthouse Schools adapted the ISNM and school-based Crop Museums that serve as repositories of traditional and indigenous vegetables.

The Crop Museums, located within the network of the Lighthouse Schools, serve as seed banks fostering the multiplication and exchange of crop types and varieties across schools and with local communities to promote food diversity for food and nutrition of schoolchildren, and resilience of school gardens mitigating effects of climate change.

Lighthouse Schools serve as learning hubs for other schools to learn about ISNM. They implement the integrated model of regular school feeding program with a well sustained bio-intensive garden, and school-based nutrition education activities.

For SY 2024-2025, the established lighthouse schools will be provided with Twenty Thousand Pesos (Php20,000.00) program support funds to be used for the following activities. Attached as (Annex 2) is the list of the Lighthouse Schools for ready reference.

1. Purchase of garden inputs for the improvement/maintenance of crop museum and nurseries of indigenous vegetables.
2. Putting-up of signage that the school is an ISNM Lighthouse for advocacy purposes.
3. Development of information materials such as leaflets and videos for advocacy activities.
4. Reproduction of appropriate nutrition education materials.
6. Conduct of advocacy activities on the integration of bio-intensive gardens, school feeding, and nutrition education.
7. Implementation of ISNM related activities as deemed necessary.

The Lighthouse Schools shall prepare an Accomplishment Report (Annex 3) to be submitted on or before December 31, 2024, through email address [sbfp@deped.gov.ph](mailto:sbfp@deped.gov.ph).

For more information, please contact **Dr. Maria Corazon C. Dumlao**, Chief, BLSS-SHD, **Ms. Magdalene Portia T. Cariaga**, SEPS, **Mr. Vonerich B. Berba**, EPS II, **Ms. Christine Isabel B. Buenvenida**, HEPO II, and **Ms. Gail Hariette C. dela Rosa**, TA II, under the Nutrition and Hygiene Team through email at [sbfp@deped.gov.ph](mailto:sbfp@deped.gov.ph) or at telephone number (02) 8632 9935.

For immediate and appropriate action.



Republic of the Philippines  
**Department of Education**

09-01749

### ROUTING SLIP

This document has been encoded in the DepEd - Document Management System and routed to the appropriate office/s with the following information:

Sender: **BLSS J.Liquigan**  
 Subject: **Submissions of Updated List of Schools Implementing Gulayan sa Palaran Program (GPP) and Lighthouse Schools for integrated Schools Nutrition Model (ISNM) and Accomplishment Report.**  
 Document Code: **CO-BLSS1-2025-03-1749**  
 Date and Time Added: **2025-MAR-05 11:57:23 AM**  
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