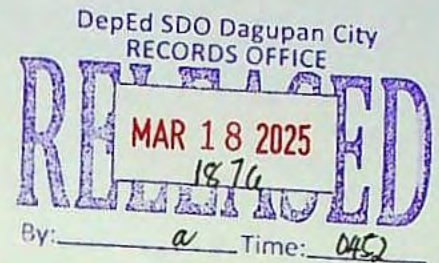




Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY



**Office of the Schools Division
Superintendent**

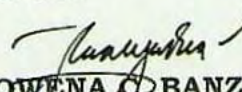

March 18, 2025

DIVISION MEMORANDUM
No.: 137, s. 2025

**SUBMISSION OF GULAYAN SA PAARALAN (GPP) AND INTEGRATED SCHOOL
NUTRITION MODEL (ISNM) ACCOMPLISHMENT REPORT FOR FY 2024**

To: Public Schools District Supervisors
School Heads
School GPP Coordinators
ISNM Lighthouse School Coordinator (Crael ES)

1. In compliance with the Regional Memorandum No. 407, s. 2025, titled "Submission of updated list of Schools implementing Gulayan Sa Paaralan Program (GPP) and Lighthouse Schools for Integrated School Nutrition Model (ISNM) and Accomplishment Reports," you are hereby required to submit your mandatory accomplishment reports for FY 2024. This should include fund utilization, donation/resources generated and others.
2. Reports must be submitted to the School Health and Nutrition Unit **on or before March 25, 2025**.
3. A standardized template is attached for uniformity. Under the category of school garden, please refer to the matrix attached herewith as "Annex C."
3. For information and widest dissemination.


ROWENA C. BANZON EdD, CESO V
Schools Division Superintendent 



Address: Burgos St., Poblacion Oeste, Dagupan City
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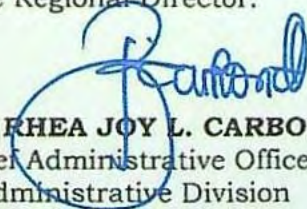
REGIONAL MEMORANDUM
 No. 407 s. 2025

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

To: Schools Division Superintendents

1. This refers to the attached Memorandum OM-OUPS-2025-08-01749 from the Officer-In-Charge, Office of the Undersecretary for Operations, Malcolm S. Garma, Department of Education, Central Office, Meralco Avenue, Pasig City, on the above mentioned subject dated February 11, 2025 for information and guidance.
2. In this regard, submit the following data on or before March 30, 2025, through email at essd.region1@deped.gov.ph for consolidation:
 - a. Establish a Division Technical Working Group (TWG) and provide the names and contact details (email address and cellphone number) of focal person;
 - b. Submit an Updated List of Implementing Schools for GPP and conduct Rapid Self-Assessment of school vegetable gardens categorized as:
 -Punla (seed), Sibol (sprout), Usbong (shoot), bunga (fruit) via link at <https://tinyurl.com/2025-GPP>;
 - c. Validate the FY 2024 List of Integrated School Nutrition Model (ISNM) using the link <https://tinyurl.com/FY-2024-ISNM-LS>;
 - d. Submit of the GPP and ISNM Accomplishment Reports as outlined in OUPS Memo No. 2023-099-1260, "Guidelines on the Utilization of Downloaded Additional Program Support Funds, CY 2024" through the link at <https://tinyurl.com/FY2024-AR>.
3. Immediate compliance of this memorandum is requested.

For the Regional Director:



ATTY. RHEA JOY L. CARBONELL
 Chief Administrative Officer
 Administrative Division

Incls.: As Stated.

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

PROGRAMS REPORTS

ESSD-SQC/mar/Regional Memo 2025
 March 17, 2025



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Doc. Ref. Code	RM-ORD	Rev	00
Effectivity	11.18.2024	Page	1 of 1



SDO DABO CITY



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Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

Office of the Schools Division
Superintendent

Annex A:

**Gulayan sa Paaralan Program (GPP) Accomplishment Report
2024**

School		Period Covered:	FY 2024
School Address:			
School Telephone Number:			

School Garden

Name of School	Type of Garden	Total Number of Vegetable Harvested	Total Number of Vegetable Sold	Total Number of Vegetable Used in Feeding Program
TOTAL				

School Nursery

Name of School	Type of Seedlings	Number of Seedlings Propagated	Number of Seedlings Distributed

Fund Utilization

Name of School	Item Procured	Amount

Donation/Resources Generated

Partner & Type of Donations/Services Provided	Quantity (if applicable)	Amount



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PHOTOS (Before, During and After)

Prepared by:

Noted by:

School GPP Coordinator
Date:

School Head



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Annex B:

School Name	District	LIS School ID	Category of the School Garden	Partners (if any)

Prepared by:

Noted by:

School GPP Coordinator
Date:

School Head

Annex C

INDICATORS FOR RATING THE STATUS LEVEL OF VEGETABLE GARDEN/GULAYAN SA PAARALAN (GFP)				
Criteria	Seedling/Punia (Basic)	Sprout/Sibol (Intermediate)	Budding/Usbong (Advanced)	Fruitful/Bunga (Sustained Excellence)
<p>Available Space for Gardening. 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>Crop Production (Vegetables, Palay, and Other Grain Crops). 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>Yields and Utilization (School-Based Feeding Program - SBFP, Supplementary Feeding, and Income-Generating Projects - IGP) 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>Gardening Methods and Innovations. 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>Garden Sustainability (Maintaining Garden Even During Summer). 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>Stakeholder Collaboration (Engagement with Partners and External Support). 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>Seed Exchange and Distribution. 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>Water Management. 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>Nutrition Education (Awareness Among Students on the Benefits of Vegetables). 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>Advocacy Campaign (Promoting Nutrition and Food Production Awareness). 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>Monitoring and Evaluation (Data Recording and Assessment of GPP Progress). 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>Capability Building (Training for Learners, Teachers, and PTA Involvement). 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 (IRR, OMF-EWSF, SEARCA, or agricultural institutions)	Conducts train-the-trainer programs for long-term capacity building	Recognized as a training hub for other schools
<p>Availability of Garden Tools. 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