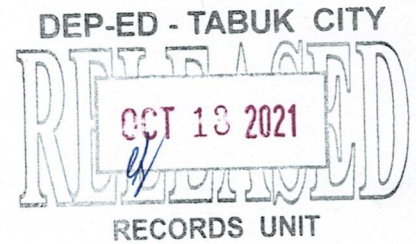




Republic of the Philippines
Department of Education
Cordillera Administrative Region
Schools Division of Tabuk City



Office of the Schools Division Superintendent

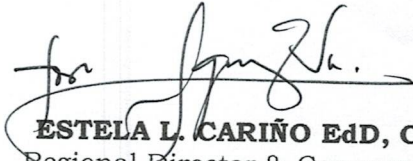
13 October 2021

DIVISION MEMORANDUM
No. 286 s. 2021

TO : **All PSDS**
All Public Secondary and Elementary School Heads
All Concerned

**CORREGINDUM TO DIVISION SEARCH FOR THE RADIATING
INSTITUTIONS OPERATING WITH SUSTAINABLE AND ENVIRONMENT-
FRIENDLY PRACTICES (ROSE) SCHOOL**

1. Attached herewith is the Revised Criteria for 2021 Division Search for ROSE School
2. For your information and guidance.


ESTELA L. CARIÑO EdD, CESO III
Regional Director & Concurrent OIC
Office of the Schools Division Superintendent



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SCORESHEET: DIVISION SEARCH FOR RADIATING INSTITUTIONS OPERATING WITH SUSTAINABLE AND ENVIRONMENT-FRIENDLY PRACTICES (ROSE) SCHOOL

NAME OF SCHOOL:		
DISTRICT:		
CATEGORIES: (Please mark X on the space provided)		
<input type="checkbox"/> Public Elementary School	<input type="checkbox"/> Public Secondary School	
<input type="checkbox"/> Small School Category	<input type="checkbox"/> Small School Category	
<input type="checkbox"/> Big School Category	<input type="checkbox"/> Big School Category	
CRITERIA	POINT SYSTEM	PARTICIPANT'S POINTS
A. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institutions vision, mission, and governance (15 points)		
1. The School Improvement Plan, incorporates, integrates sustainability thrust, to include climate change dimension. Acceptable MOVs: a. PPA part of the SIP; b. AIP; c. Accomplishment Report and Monitoring Tool in the SMEA		
It is evident in the PPA of the SIP, AIP and monitored during the SMEA with accomplishment report.	4	
It is evident in the PPA part of the SIP, AIP and monitored during SMEA but no accomplishment report.	3	
It is evident in the PPA part of the SIP and AIP but was not monitored during SMEA and no accomplishment report.	2	
No acceptable evidence.	1	
2. The policy is communicated to the constituents. Acceptable MOVs: a. Minutes of the communication of the policy; b. Letter of invitation to other stakeholders highlighting the communication of the policy; c. Office Order/ Office Memo highlighting the communication of the policy; d. Attendance		
All four MOVs are present	3	
Three MOVs are present	2	
Two MOVs are present	1	
3. A person or a committee was assigned to implement project and programs. Acceptable MOVs: Designation		
Presence of designation and was accepted by the conforme.	3	
Presence of designation but was not accepted by the conforme.	2	
No evidence of designation.	1	
4. Efforts to create awareness on SDGs (on any of the Sustainable Developmental Goals) among students. Acceptable MOVs: a.Minutes of meeting, Daily Lesson Log; b.Weekly Home Learning Plan (WHLP); b.Attendance		
90- 100% of the learners were oriented about the SDGs as evidenced by DLL/WHLP/minutes of meeting with attached attendance.	5	
80-89% of the learners were oriented about the SDGs as evidenced by DLL/WHLP/minutes of meeting with attached attendance.	4	
70-79% of the learners were oriented about the SDGs as evidenced by DLL/WHLP/minutes of meeting with attached attendance.	3	
60-69% of the learners were oriented about the SDGs as evidenced by DLL/WHLP/minutes of meeting with attached attendance.	2	
50-59% of the learners were oriented about the SDGs as evidenced by DLL/WHLP/minutes of meeting with attached attendance.	1	

CRITERIA	POINT SYSTEM	PARTICIPANT'S POINTS
B. Environment and climate change dimensions in school operations (30 points)		
1. Waste management program (waste segregation, recycling, composting, MRF, sale of crafts, compost and other item from waste recycling etc.). Acceptable MOVs: Plan of Action & Pictorials		
Implemented at least 4 waste management programs as evidenced by any of the acceptable	4	
Implemented 3 waste management program as evidenced by any of the acceptable MOVs.	3	
Implemented 2 waste management programs as evidenced by any of the acceptable MOVs.	2	
Implemented 1 waste management program as evidenced by any of the acceptable MOVs.	1	
2. Paper conservation program (efficient consumption of paper, presence of paper conservation trays, etc.). Acceptable MOVs: Plan of Action & Pictorials		
Implemented at least 3 paper conservation programs as evidenced by any of the acceptable	3	
Implemented 2 paper conservation programs as evidenced by any of the acceptable MOVs.	2	
Implemented 1 paper conservation program as evidenced by any of the acceptable MOVs.	1	
3. Energy efficiency and conservation program (replacement of incandescent with fluorescent lamps, turning off of machine when not in use, etc. Acceptable MOVs: Plan of Action & Pictorials		
Implemented at least 3 energy efficiency and conservation programs as evidenced by any of the acceptable MOVs.	3	
Implemented 2 energy efficiency and conservation programs as evidenced by any of the acceptable MOVs.	2	
Implemented 1 energy efficiency and conservation programs as evidenced by any of the acceptable MOVs.	1	
4. Water conservation program (repair of leaking faucets, water efficient toilet flush, rainwater harvesting facility, etc.). Acceptable MOVs: Plan of Action & Pictorials		
Implemented at least 3 water conservation programs as evidenced by any of the acceptable	3	
Implemented 2 water conservation programs as evidenced by any of the acceptable MOVs.	2	
Implemented 1 water conservation program as evidenced by any of the acceptable MOVs.	1	
5. Pollution prevention program (air and water pollution program, ban on entry of smoke belching vehicles inside the school campus, presence of signages, etc.). Acceptable MOVs: Plan of Action & Pictorials		
Implemented at least 3 pollution prevention programs evidenced by any of the acceptable MOVs.	3	
Implemented 2 pollution prevention programs evidenced by any of the acceptable MOVs.	2	
Implemented 1 pollution prevention program evidenced by any of the acceptable MOVs.	1	
6. Greening program (presence of plants, mini gardens etc.) with the following indicators evident in the school: a.Medicinal Plants; b.Trees; c.Ornamental Plants (for decorative purposes); d.Herbs & Fruit-bearing trees Acceptable MOVs: Pictorials to be checked during actual assessment		
5 of the indicators are present in the school	5	
4 of the indicators are present in the school.	4	
3 of the indicators are present in the school.	3	
2 of the indicators are present in the school.	2	
1 of the indicator are present in the school.	1	
7. Other environment and natural resources management programs not mentioned above (biodiversity conservation program, etc.). Acceptable MOVs: Pictorials & to be checked during the actual assessment		
With other environmental and natural resources management program.	2	
No other environmental and resource management program.	1	

CRITERIA	POINT SYSTEM	PARTICIPANT'S POINTS
8. Climate change and Disaster Risk Reduction programs with the following 5 indicators evident in the school: a.Regular conduct of Earthquake drill; b.Regular Conduct of fire drill; c.Tree planting/ re greening programs; d.IEC on DRRM and Climate Change; e.Solid Waste Management Program. Acceptable MOVs: Pictorials		
5 indicators are present in the school	5	
4 indicators are present in school.	4	
3 indicators are present in school.	3	
2 indicators are present in school.	2	
1 indicator are present in school.	1	
9. Environmental awards received (last 3 years). Acceptable MOVs: Certificate of Recognition/Plaque of Recognition		
The school received an environmental award in the last three years	2	
The school did not receive any environmental award in the last three years.	1	
C. Environment and climate change-related features of the school curriculum (10 points)		
1. Integration of environment themes in the curriculum. Acceptable MOVs: DLL & WHLP		
Environmental themes are integrated in 3 or more learning areas as evidenced by any of the acceptable MOVs.	3	
Environmental themes are integrated in 2 learning areas as evidenced by any of the acceptable MOVs.	2	
Environmental themes are integrated in one (1) learning area as evidenced by any of the acceptable MOVs.	1	
2. Presence of climate change and Disaster Risk Reduction themes in the curriculum. Acceptable MOVs: DLL & WHLP		
Climate change and DRRR themes are integrated in 3 or more learning areas as evidenced by any of the acceptable MOVs	3	
Climate change and DRRR themes are integrated in 2 learning areas as evidenced by any of the acceptable MOVs	2	
Climate change and DRRR themes are integrated in one learning area as evidenced by any of the acceptable MOVs.	1	
3. In-service environment and climate change training for faculty. Acceptable MOVs: Plan of Action/Proposal & Terminal Report		
At least one (1) In-service environment and climate change training for faculty back with conceptualization to implementation.	2	
No In service environmental and climate change training for faculty.	1	
4. Presence of environment and climate change support instructional materials. Acceptable MOVs: Instructional Materials		
2 instructional materials on environment and climate change support.	2	
1 instructional material on environment and climate change support.	1	
D. Eco organizations in campus (8 points)		
1. Functional eco-club among students with at least one eco project per school year for the past two years. Acceptable MOVs: a.Conceptualization/ Plan of Action/ Proposal, b.Implementation/ Terminal/Accomplishment Report, c.Organizational Chart of the Eco-club/s		
The eco-club in school was able to conceptualize and implement eco project for the last two school years	4	
The eco-club in school was able to conceptualize and implement eco project in one school year within the last two school years.	3	

CRITERIA	POINT SYSTEM	PARTICIPANT'S POINTS
The eco-club in school was able to conceptualize eco project but was not implemented.	2	
The school has eco-club.	1	
2. Allocation of financial and logistic support by the school to the student eco-club. Acceptable MOVs: <i>Financial Report</i>		
The school allocated financial and logistic support to student eco club from the MOOE or any other school funds such as but not limited to canteen and PTA funds	2	
The school did not allocate financial and logistic support to student eco-club.	1	
3. The campus as a living laboratory-student involvement in environmental to transform to a learning environment. Acceptable MOVs: DLL & Pictorials		
The school was used as a living laboratory in the last two school years as evidenced by any of the acceptable MOVs.	2	
The school was not used as a living laboratory in the last two school years.	1	
E. Environmental partners and linkages (7 points)		
1. Linkages with local and national agencies. Acceptable MOVs: a.Communication letter/s, b.Invitation letters, c.MOU/MOA		
The school linked with any local or national agency/ies and the agency/ies responded and conducted/ implemented an environmental activity/program. Or an agency/ies linked to the school	3	
The school linked with any local or national agency/ies and the agency/ies responded. Or a local or national agency/ies linked with the school and the school responded.	2	
The school linked with any local or national agency/ies. Or a local or national agency/ies linked with the school.	1	
2. Linkages with international agencies. Acceptable MOVs: a.Communication letter/s; b.Invitation letters; c.MOU/MOA		
The school linked with an international agency. Or an international agency linked with the school.	1	
3. Outreach and service to wider community, including partnership with non-government organizations and industries. Acceptable MOVs: a.Communication letter/s, b.Invitation letters, c.Pictorials		
The school conducted or joined an outreach program as evidenced by the acceptable MOVs.	3	
The school initiated or was invited in an outreach program as evidenced by the acceptable MOVs	2	
The school was not invited or did not initiate any outreach or community program.	1	
F. Socio-cultural sustainability (25 points)		
1. The prevailing values of the school and the curriculum is sensitive to issues of gender equity. Female students hold leadership roles-good balance, and presence of GAD focal point. Acceptable MOVs: Related documents on GAD activities/ programs conducted/implemented by the school & Designation of GAD focal person		
Presence of 4 or more activities/programs that demonstrates gender sensitivity.	4	
Presence of 3 activities/programs that demonstrates gender sensitivity.	3	
Presence of 2 activities/programs that demonstrates gender sensitivity.	2	
Presence of 1 activity/program that demonstrates gender sensitivity	1	
2. Students are given opportunities to participate in solving community problems. Acceptable MOVs: a.Plan of Action; b.Communication Letters; c.Accomplishment/Terminal Reports; d.Pictorials		
2 community activities are participated by the students/school either voluntary or invitational as supported by the accepted MOVs.	4	

CRITERIA	POINT SYSTEM	PARTICIPANT'S POINTS
1 Community activity was participated by the students/school either voluntary or invitational as supported by the accepted MOVs.	3	
The school planned 2 community activities.	2	
The school planned 1 community activity.	1	
3. Existing student organizations/school clubs. Acceptable MOVs: Organizational Chart & Sample Organizational Report		
There are at least 4 students' organization	4	
There are 3 students' organizations.	3	
There are 2 students' organizations.	2	
There are 1 students' organization.	1	
4. The prevailing values of the school adequately prepare students for life as citizens of a global community - Presence of Global awareness program. The indicators are the following: a. DepEd's VGMO was posted in a visible area of the school; c.No reported case of bullying; c.Integration of DepEd's core values in the lesson as seen in the DLL/WHLP. Acceptable MOVs: Posted DepEd VGMO, Reports on		
The school achieved 3 of the indicators	3	
The school achieved 2 of the indicators.	2	
The school achieved 1 of the indicator.	1	
5. The special needs of all learners are catered with the following indicators: a. Special education program (Such as but not limited to Special program for the arts, science journalism; ALS, Home Studies, EASE, DORP ;b. Inclusive education ; c.Presence of structures (such as but not limited to railings) for persons with disability or learners with special need (Such as but not limited to remedial classes, reading programs and other programs that caters to the special needs of learners . Acceptable MOVs: Related documents on educational programs related to the special needs of the learners .		
All of the three indicators were met by the school	4	
2 of the indicators were met by the school.	3	
1 indicator was met by the school.	2	
None of the indicators are catered by the school	1	
6. The staff are skilled in conflict resolution strategies as a support for positive student behavior. Acceptable MOVs: Related documents on the following identified indicators: A. Guidance counselor w/ counseling case; B. Presence of program/s for conflict resolution; C. Grievance Committee; D. Child Protection policy		
The school met the 4 indicators	4	
The school met the 3 indicators	3	
The school met the 2 indicators	2	
The school met 1 indicator	1	
7. Support for cultural diversity-presence of programs for indigenous cultural communities. Acceptable MOVs: Related documents on cultural diversity programs implemented by the school		
The school has cultural diversity programs such as but not limited to cultural organizations as evidenced by the MOV presented.	2	
The school do not have any cultural diversity program.	1	
G. Economic sustainability (5 points)		
1. The spirit of cooperation and sharing - not competition - is modeled in the resources in the school. Acceptable MOVs: Financial Documents		
With document showing equity in resource distribution.	2	
No document showing equity in resource distribution.	1	

CRITERIA	POINT SYSTEM	PARTICIPANT'S POINTS
2. Students learn small business skills through opportunities to organize school and community projects with the following indicators: A.Young Entrepreneur Cooperative in school or its equivalent ; B.Environment friendly income generating activities/programs/projects with financial report. Acceptable MOVs: Related documents showing students having the opportunity to learn small business.		
With proof of opportunity as evidenced by the presented MOV.	2	
No proof of opportunity.	1	
3. A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintenance. Indicators are the following: A.Brigada Eskwela; B. Presence of instructional feedback mechanism for school maintenance. Acceptable MOVs: Brigada Eskwela (BE) report on school maintenance		
With BE report on school maintenance.	1	
No BE report on school maintenance.	0	
TOTAL		

Evaluated by:

 SIGNATURE OVER PRINTED NAME

 Designation

CRITERIA	POINT SYSTEM	PARTICIPANT'S POINTS
2. Students learn small business skills through opportunities to organize school and community projects with the following indicators: A.Young Entrepreneur Cooperative in school or its equivalent ; B.Environment friendly income generating activities/programs/projects with financial report t. Acceptable MOVs: Related documents showing students having the opportunity to learn small business.		
With proof of opportunity as evidenced by the presented MOV.	2	
No proof of opportunity.	1	
3. A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintenance. Indicators are the following: A.Brigada Eskwela; B. Presence of instructional feedback mechanism for school maintenance. Acceptable MOVs: Brigada Eskwela (BE) report on school maintenance		
With BE report on school maintenance.	1	
No BE report on school maintenance.	0	
TOTAL		

Evaluated by:

 SIGNATURE OVER PRINTED NAME

 Designation