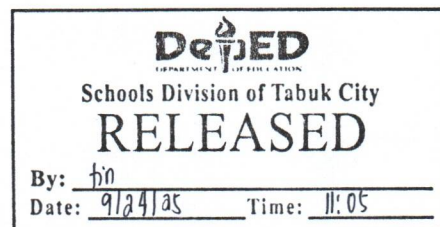




Republic of the Philippines
Department of Education
Cordillera Administrative Region
Schools Division of Tabuk City



Office of the Schools Division Superintendent

23 September 2025

Division Memorandum
No. 413 s. 2025

TO: Public Schools District Supervisors
Public Elementary and Secondary School Heads
All others concerned

**REGIONAL SEARCH FOR THE RADIATING INSTITUTION OPERATING WITH
SUSTAINABLE AND ENVIRONMENT-FRIENDLY PRACTICES (ROSE)**

1. Relative to RM 691, s.2025 on the submission of entries for the **2025 Regional Search for the Radiating Institution Operating with Sustainable and Environment-Friendly Practices (ROSE)**. This office through the Curriculum Implementation Division (CID) in collaboration with the Schools Governance Operating Division (SGOD) announces the schedule of the submission of entries. The project is in support of RA 9512 or the National Environmental Awareness and Education Act of 2008.
2. Submission of District entries shall be on October 15, 2025 with the following: (1 entry/category)
 - a. Elementary-Big School-----1
Small School---1
 - b. Secondary- Big School-----1
Small School---1
3. Attached is **Enclosure 1** which contains the Timeline (Division and Regional level) and Criteria for Judging.
4. Immediate and wide dissemination of this memorandum is desired.

BENEDICTA B. GAMATERO PhD, CESO V
Schools Division Superintendent



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2025 Division and Regional Search for Project ROSE

I. TIMELINE- Division Level

#	Actions	Timeline
1	Division Search for the Best Implementer of the Project ROSE	September-October 2025
2	Submission of District entries	October 17, 2025
3	Evaluation of Entries (Physical Validation)	October 20-21, 2025
4	Awarding and Recognition	TBA

II. TIMELINE- Regional Level

No.	Actions	Timeline
1	Division Search for the Best Implementer of the Project ROSE	September-October
2	Submission of division entry to the 2024 Project ROSE Search (1 entry per category) <ul style="list-style-type: none">• Elementary- Big School - 1 Small School- 1• Secondary - Big School - 1 Small School- 1	October
3	Evaluation of entries	October 27-30
4	Onsite Validation of the finalist	November
5	Awarding and Recognition	December

III. CRITERIA FOR JUDGING

A. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institution's vision, mission and governance 15 Points

• The School Improvement Plan incorporates, integrates sustainability thrust, to include climate change dimensions	4	
• The policy is communicated to the constituents	3	
• A person or a committee was assigned to implement project and programs	3	
• Efforts to create awareness on SDGs (on any of the Sustainable Development Goals) among students	5	



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B. Environment and Climate Change dimensions in school operations 30 Points

• Waste management program (waste segregation, recycling, composting, MRF, sale of crafts, compost and other items from waste recycling, etc)	4	
• Paper conservation program (efficient consumption of paper, presence of paper conservation trays, etc)	3	
• Energy efficiency and conservation program (replacement of incandescent with fluorescent lamps, turning off of machine when not in use, etc)	3	
• Water conservation program (repair of leaking faucets, water efficient toilet flush, rainwater harvesting facility, etc)	3	
• Pollution prevention program (air and water pollution program, ban on entry of smoke belching vehicles inside the school campus, presence of signages, etc.)	3	
• Greening program (presence of plants, mini gardens etc.)	5	
• Other environment and natural resources management programs not mentioned above (biodiversity conservation program, etc)	2	
• Climate change and Disaster Risk Reduction Programs	5	
• Environmental awards received (last 3 years)	2	

C. Environment and climate change-related features of the school curriculum 10 Points

• Integration of environment themes in the curriculum	3	
• Presence of climate change and Disaster Risk Reduction themes in the curriculum	3	
• In-service environment and climate change training for faculty	2	
• Presence of environment and climate change support instruction materials	2	

D. ECO Organization in Campus 8 Points

• Functional Eco-club among students with at least one eco project per school year for the past 2 years	4	
• Allocation of financial and logistic support by the school to the student eco-club	2	
• The campus as a living laboratory-student involvement in environmental learning to transform to a learning environment	2	

E. Environmental Partners and Linkages 7 Points

• Linkages with local and national agencies	3	
• Linkages with international agencies	1	
• Outreach and service to wider community, including partnership with non-government organizations and industries	3	



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F. Socio-Cultural Sustainability

25 Points

<ul style="list-style-type: none"> • The prevailing values of the school and the curriculum is sensitive to issues of gender equality <ul style="list-style-type: none"> ▪ Female students hold leadership roles- good balance ▪ Presence of GAD focal point 	4	
<ul style="list-style-type: none"> • Students are given opportunities to participate in solving community problems 	4	
<ul style="list-style-type: none"> • Existing student organizations/school clubs 	4	
<ul style="list-style-type: none"> • The prevailing values of the school adequately prepare students for life as citizens of a global community <ul style="list-style-type: none"> ▪ Presence of global awareness program 	3	
<ul style="list-style-type: none"> • The special needs of all learners are catered <ul style="list-style-type: none"> ▪ Special education program ▪ Inclusive education ▪ Presence of accessibility structures for persons with disabilities or learners with special needs 	4	
<ul style="list-style-type: none"> • The staff are skilled in conflict resolution strategies as a support for positive student behavior <ul style="list-style-type: none"> ▪ Guidance counselor with counseling cases ▪ Presence of program for conflict resolutions ▪ Grievance committee ▪ Child Protection policy 	4	
<ul style="list-style-type: none"> • Support for cultural diversity-presence of programs for indigenous cultural communities 	2	

G. Economic Sustainability

5 Points

<ul style="list-style-type: none"> • The spirit of cooperation and sharing-not competition- is modeled in the allocation of resources in the school 		
<ul style="list-style-type: none"> • Students learn small business skills through opportunities to organize school and community projects <ul style="list-style-type: none"> ▪ Young Entrepreneur Cooperative in school or its equivalent ▪ Environment friendly income generating activities/programs/projects with financial report 		
<ul style="list-style-type: none"> • A culture of maintenance ensures that all school buildings and equipment are kept in good repair and <ul style="list-style-type: none"> ▪ Brigada Eskwela, YCAP, Repair and maintenance activities ▪ Presence of instructional feedback mechanism for school maintenance 		