



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

DepED DEPARTMENT OF EDUCATION	
Schools Division of Tabuk City	
RELEASED	
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Office of the Schools Division Superintendent

October 8, 2025

DIVISION MEMORANDUM

No. 455, s 2025

**DIVISION SEARCH FOR THE MOST OUTSTANDING IMPLEMENTER OF THE
SCHOOL-BASED FEEDING PROGRAM AND GULAYAN SA PAARALAN PROGRAM
FOR SY 2025-2026**

TO: Assistant Schools Division Superintendent
Chief Education Program Supervisor, SGOD
Chief Education Program Supervisor, CID
Public Elementary School Heads/OIC's
Administrative Officers/Program Development Officer
School Health and Nutrition Section
All others Concerned

1. The School Division Office through the School Governance and Operations Division shall conduct the Division Search for the most Outstanding Implementer of the School-Based Feeding Program (SBFP) and Gulayan sa Paaralan Program (GPP) for SY 2025-2026.
2. The search aims to recognize and promote excellence in the implementation of the SBFP and GPP. Specifically, the activity seeks to:
 - a. recognize schools that demonstrate excellence, commitment and efficiency in program implementation.
 - b. Identify and document best practices, success stories and innovations that can be adapted or replicated across the division.
 - c. Promote stronger collaboration among stakeholders, including teachers, parents, LGU, and community partners in advancing nutrition and food security initiatives in schools and
 - d. Motivate implementers to continuously improve the quality, sustainability, and impact of SBFP and GPP.
3. The Guidelines on the Conduct of the Division Search for the Most Outstanding Implementer of the School-Based Feeding Program and Gulayan sa Paaralan Program are enclosed for reference. Evaluation Tool can be accessed through <https://bit.ly/RegionalSearchforSBFPandGPPTools>
4. For concerns and clarification, please contact SBFP Focal Shirley C. Sarmiento at cp number 09568190605 and GPP Focal Clair Rose A, Damian at cp number 09281729978
5. Immediate dissemination and compliance with this memorandum is desired

Asst. Schools Division Superintendent
JAN NOWEL E. PENA
SCHOOLS DIVISION SUPERINTENDENT
For the Authority of the

BENEDICTA B. GAMATERO PhD, CESO X
Schools Division Superintendent
For the Authority of the
SCHOOLS DIVISION SUPERINTENDENT

JAN NOWEL E. PENA

Asst. Schools Division Superintendent



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DepEd Tayo Tabuk City



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Enclosure No. 1 to Division Memorandum No. , s. 2025

**GUIDELINES AND MECHANICS ON THE CONDUCT OF DIVISION SEARCH FOR THE
MOST OUTSTANDING IMPLEMENTERS OF THE SCHOOL-BASED FEEDING PROGRAM
AND GULAYAN SA PAARALAN PROGRAM SY 2025-2026**

1. The search for SBFP Outstanding Implementer is open to all Elementary schools,
2. The Gulayan sa Paaralan Program shall have two categories:
 - a. Most Outstanding Elementary School GPP Implementer
 - b. Most Outstanding Secondary School GPP Implementer
3. District level evaluation will be conducted to select their school entry for Most Outstanding SBFP and GPP School Implementer, or they may opt to nominate 1 school as their entry. (One entry per district)
4. School declared as winner or nominated in their district for both SBFP and GPP shall submit the compiled documentary requirements and other MOVs in hard copies properly labelled following the indicators in the Evaluation Form on or before October 15, 2025, at the Schools Division Office.
5. The SHNU personnel, SGOD and PSDS shall comprise the Division Search Committee, tasked to conduct onsite evaluation and validation of entries of participating schools, using the Evaluation Tool.
6. The school with the highest score in the evaluation and validation process shall win as the Most Outstanding SBFP and GPP School Implementer (Elementary and Secondary category) will be declared Division winners and nominated for the Regional Search.
7. Winners will be announced on October 24, 2025.



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Enclosure No. 2 to Division Memorandum No. 4^{cs}s. 2025

TIME FRAME

PHASES	PERSON RESPONSIBLE	DATE
District Evaluation	PSDS/School Nurses	October 9-14, 2025
District Submission of Entry	PSDS/School Head/AO/PDO	October 15, 2025
Schools Division Evaluation and Validation	SDO Search Committee	October 16-23, 2025
Announcement of Division Level Winners	SDO Search Committee	October 24, 2025
Submission of Nomination to Region	Schools Division Superintendent	October 27, 2025



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Evaluation Tool for the Division Search for Outstanding SDO Implementer of the School-Based Feeding Program (SBFP) SY 2025-2026

ESSD Form for School

Schools Division Office: _____ Number of Beneficiaries: _____

Name of School: _____

No.	Points	Criteria	Means of Verification	Remarks	Actual Point	Weight	Score
A		Presence of measuring equipment					
		Weight (Bar type/platform)	Physical presence of equipment at the school clinic, others			15%	0
		Height (steel tape/microtoise)					
	5	Both measuring equipment are available					
	0	Either weight or height equipment is not available					
B		Basic Food Safety Standards					
	5	All of the following are available: a. Presence of feeding area/room b. Availability of potable water c. Availability of handwashing facilities d. Presence of school Inspectorate Team e. with proper storage area for food commodities	Physical presence of area/room/facility, and other documentation, others			20%	0
	0	One of the items above are not available					
C		School forms are available, properly-filled-up and updated:					
		SBFP Form 1A	SBFP Reporting Forms, others			30%	0
		SBFP Form 1B					
		SBFP Form 2					
		SBFP Form 3					
		SBFP Form 4					
		SBFP Form 5					
		SBFP Form 6					
	5	All SBFP Forms are complete					
	0	SBFP Forms are incomplete					
D		Budget Utilization for Operational Expenses					
	5	80% and above obligation rate	Budget Utilization Reports, others			15%	0
	4	70-79% obligation rate					
	3	60-69% obligation rate					
	2	50-59% obligation rate					
	1	below 50% obligation rate					
E		Validation of nutritional status					
		Randomly select 5 learner beneficiaries to assess and compare with their recent NS report					
		Name of Learner	Weight	Height	BMI	NS	
	1						
	2						
	3						
	4						
	5						
	5	All learners assessed are within the recent NS report	Previous and current NS record of learner			35%	0
	0	One or more learners assessed are with NS discrepancies					
TOTAL:						100%	0
Additional Points for the SDO (direct to the score)							
		Functional Gulayan sa Paaralan	Activity reports, MOA/MOU, and other documentations		1		
		With school initiated supplementary feeding activities			2		
		With partners for the implementation of SBFP			1		
		With atleast one innovation, properly documented			1		
SCORE						0	

Evaluated by:

Name	Position	Office	Signature
_____	_____	_____	_____
_____	_____	_____	_____



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Evaluation Tool for the 2025 Division Search for the Most Outstanding Gulayan sa Paaralan Program (GPP) Implementer

Schools Division Office:
Name of School:
School Head:
GPP Coordinator:

Date of Evaluation:
School Address:

No.	Points	Criteria	Means of Verification	Remarks	Actual Point	Weight	Score
I. Establishment, Maintenance and Sustainability of School Gardens							
A	Total area devoted to school gardens including urban gardening such as container, vertical, or hanging gardens						
	5	more than 250 sq. meter is utilized	Measurement of total area			5%	0
	4	200-250 sq. meter is utilized					
	3	150-199 sq. meter is utilized					
	2	100-149 sq. meter is utilized					
	1	below 100 sq. meter is utilized					
B	Diversity of Planted Vegetables from the three food groups School garden must have a balanced representation of at least one crop per food group to ensure variety and nutritional adequacy						
		Presence of planted vegetables from the 3 food groups: a. sources of protein (legumes such as beans, mongo, peas, etc) b. sources of calorie/energy (root crops such as gabi, cassava, camote, etc) c. sources of vitamins and minerals (leafy vegetables such as tops of gabi, malunggay, sayote, squash, saluyot, alugbati, kangkong, sili, pechay, etc)					
	5	All three food groups are represented with multiple crops in each group	Planted vegetables in the school garden			5%	0
	4	All three food groups are represented with at least one crop in each group					
	3	Two food groups are represented					
	2	Only one food group is represented					
	1	No clear representation of the three food groups					
C	Presence of nursery						
	5	more than 10 sq. meter, well-maintained, with diverse seedlings representing three food groups	Nursery, seedlings			8%	0
	4	10 sq. meter, well-maintained, with diverse seedlings representing only two food groups					
	3	below 10 sq. meter, well-maintained, with diverse seedlings representing three food groups					
	2	below 10 sq. meter, well-maintained, with diverse seedlings representing only two food groups					
	1	below 10 sq. meter, poorly maintained					
D	Use of organic fertilizer and inputs Utilization of organic fertilizers and inputs (e.g., compost, vermicast, fermented plant juice, mulching, indigenous microorganisms, animal wastes, crop residues, food wastes, etc) to maintain soil fertility and improve production yield						
	5	consistent and comprehensive use of organic fertilizers and inputs produced within the school	Documentation reports, presentation of organic fertilizers and inputs			5%	0
	4	regular use of organic fertilizers, partly sourced or produced by the school					
	3	occasional use of organic inputs, mostly sourced outside					
	2	minimal use of organic fertilizers; garden mainly dependent on synthetic inputs					
	1	no use of organic fertilizers or inputs observed					

No.	Points	Criteria	Means of Verification	Remarks	Actual Point	Weight	Score
E Presence of garden tools							
One set of garden tools not less than 7 kinds may include spade, grab, hoe, shovel, spinkie, trowels, digging bar, rake, bolo, etc							
	5	More than one complete set of garden tools is available, well-maintained and accessible for learners and coordinators	Documentation reports, presence of garden tools, others			5%	0
	4	One complete set of functional tools is available and properly maintained					
	3	One set of tools is present but incomplete or with some items not functional					
	2	Only a few garden tools are available					
	1	No garden tool is available					
F Involvement of PTA and stakeholders							
	5	Active PTA involvement with 2 or more stakeholders providing significant support (technical, financial, or material) in all stages of the GPP	Documentation reports, MOA/MOU, others			5%	0
	4	Active PTA involvement with at least one external stakeholder contributing regularly to the program					
	3	PTA provides occasional support and limited participation from other stakeholders					
	2	Minimal PTA involvement, no external stakeholder participation					
	1	No PTA or stakeholder involvement					
G Garden Protection from Stray Animals							
	5	Garden is fully fenced/secured with durable materials; no signs of animal intrusion	School garden			2%	0
	3	Garden has partial fencing/barriers					
	1	Garden has minimal or temporary protection					
H Designation and Capacity of GPP Coordinator							
	5	School has a formally designated and properly trained GPP Coordinator who actively leads planning, implementation, and reporting with strong evidence of outputs	Proof of designation order and training certificate, GPP accomplishment/ activity reports, Planting calendars, school food production/feeding plan			10%	0
	4	School has a formally designated coordinator with training, actively engaged in GPP activities, but documentation of outputs is partial					
	3	Coordinator is formally designated but has not undergone training; limited engagement in GPP functions					
	2	Coordinator is informally identified or assigned without training and has minimal involvement in GPP activities					
	1	No GPP Coordinator designated in the school					
I Institutionalization and Fund Utilization							
	5	GPP is explicitly included in the School Improvement Plan (SIP), with clear budget allocation and full utilization for eligible expense items, supported by complete documentation	Liquidation reports, receipts, SIP, others			10%	0
	4	GPP is included in the SIP; budget mostly utilized for eligible items with minor documentation					
	3	GPP is included in the SIP; majority of funds not aligned with eligible items					
	2	GPP is partially mentioned in SIP; majority of funds not aligned with eligible items					
	1	GPP not included in SIP					
II. UTILIZATION OF GARDEN YIELDS/PROCEEDS							
Garden produce primarily utilized for feeding							
	5	Majority of harvest is consistently used for the SBFP	Documentation reports, others			25%	0
	4	Significant portion of harvest is used for the SBFP; excess is utilized for other nutrition-related school activities					
	3	Some harvest is used for the SBFP, but most is utilized for other activities					
	2	Minimal use of produce for the SBFP; majority is utilized to non-feeding purposes					
	1	No evidence that garden produce is used for the SBFP or school feeding activities					

No.	Points	Criteria	Means of Verification	Remarks	Actual Point	Weight	Score
III. ADVOCACY CAMPAIGN							
	5	Nutrition messages are integrated into appropriate subject areas, disseminated through quad media (social media, print, broadcast, TV), and reinforced during awareness campaigns (e.g., slogan writing, poster making, cooking contests, exhibits)	Documentation reports, others			10%	0
	4	Nutrition messages are taught in subject areas and reinforced through at least two forms of media or school-based campaigns					
	3	Nutrition messages are integrated occasionally in lessons and activities but not sustained or multi-platform					
	2	Minimal advocacy; nutrition concepts are rarely linked to food production or garden activities					
	1	No advocacy activities or integration of nutrition messages observed					
IV. DOCUMENTATION AND REPORTING							
	5	All required GPP reports/forms are completely prepared, accurate, submitted on time with supporting documentation	GPP Form 1, GPP Form 2, Accomplishment Reports, others			10%	0
	4	All reports/forms are submitted but some are incomplete, delayed, or missing attachments					
	3	Majority of required reports/forms submitted, submitted on time with supporting documentation					
	2	Few of required reports/forms submitted, submitted on time with supporting documentation					
	1	No GPP reports/forms submittedNo GPP reports/forms submitted					
TOTAL:						100%	0%
Additional Points for the SDO (direct to the score)							
Presence and maintenance of seedbank			Presence of facility, Performance rating, documentation reports		1		
Presence and maintenance of crop museum					1		
GPP is included in the performance rating of the school head					1		
With best practices/innovation properly documented such as as bio intensive gardening, multiple cropping system, organic farming, composting, etc					1		
SCORE							0

Evaluated by:

Name	Position	Office	Signature
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____