



Republic of the Philippines  
**Department of Education**  
**Schools Division of Benguet**

DepEd-Benguet Division  
**MAR 28 2022**  
**RELEASED**

28 March 2022

**DIVISION MEMORANDUM**

No. 104, s. 2022

TO: Public Schools District Supervisors/District-in-Charge/Coordinating Principal  
 School Heads  
 Public Schools

**2022 DIVISION SEARCH FOR RADIATING INSTITUTIONS OPERATING WITH  
 SUSTAINABLE AND ENVIRONMENT-FRIENDLY PRACTICES (ROSE)**

- Pursuant to DepEd-CAR Regional Memorandum No. 146, s. 2022, entitled *2022 Regional Search for Radiating Institutions Operating with Sustainable and Environment-Friendly Practices (ROSE)*, this Office will conduct the **2022 Division Search for the ROSE School** to choose the best schools to represent the Schools Division of Benguet in the Regional Level.
- The search aims to encourage schools to be involved in environmental issues and concerns at their level; and develop skills among stakeholders to initiate active responses, and participations on environmental concerns. This is open to all public elementary and secondary schools in Benguet.
- Participants for the search are the public elementary and secondary schools categorized as follows:

<b>Public Elementary School</b>	SMALL SCHOOL CATEGORY	Schools with enrollment of 249 and below
	BIG SCHOOL CATEGORY	Schools with enrollment of 250 or more
<b>Public Secondary School</b>	SMALL SCHOOL CATEGORY	Schools with enrollment of 249 and below
	BIG SCHOOL CATEGORY	Schools with enrollment of 250 or more

- Deadline of submission at the Division Office will be on **June 15, 2022**. Documents must be arranged properly following the sequence indicated. Specific documents required for each criterion is attached in Enclosure 1. For more information, please contact the Division DRRM Coordinator at 09203446730.
- Immediate and widest dissemination and compliance is hereby enjoined.

**GLORIA B. BUYA-AO**  
 Schools Division Superintendent

Encl.: As stated  
 Reference: Republic Act 9512  
 DepEd-CAR Regional Memorandum No. 143, s. 2022

/SGOD/SMN/DRRM/nib



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**CRITERIA FOR JUDGING**

*(Documents from July 2021 – June 2022)*

**A. Clear articulation and integration of social, ethical, environmental and climate change dimensions in the institution's vision, mission and governance. (15 points)**

<b>Criteria</b>	<b>Acceptable Modes of Verification</b>	<b>Pointing System</b>
<p><b>1. The School Improvement Plan (SIP) incorporates, integrates sustainability thrust, to include <u>climate change dimensions</u> (4 pts.)</b></p>	<ul style="list-style-type: none"> <li>&gt; PPAs in the SIP</li> <li>&gt;AIP</li> <li>&gt;Accomplishment Report</li> <li>&gt; Monitoring tool in the SMEA/Progress report/monitoring report</li> </ul>	<p><b>4</b> – it is evident in the PPA of the SIP, AIP and monitored during the SMEA with accomplishment report  <b>3</b> – It is evident in the PPA part of the SIP, AIP and monitored during SMEA but no accomplishment report  <b>2</b> – It is evident in the PPA part of the SIP and AIP but was not monitored during SMEA and no accomplishment report  <b>1</b> – no acceptable evidence</p>
<p><b>2. The policy is communicated to the constituents. (3 pts)</b></p>	<ul style="list-style-type: none"> <li>&gt; Minutes of meetings highlighting the communication of the policy/program to the constituents.</li> <li>&gt; Letter of invitation to other stakeholders highlighting the communication of the policy/program.</li> <li>&gt; Attendance and photo-documentations</li> <li>&gt; Office Order/Memo highlighting the communication of the policy/program</li> </ul>	<p><b>3</b> – all four MOVs are present  <b>2</b> – Three MOVs are present  <b>1</b> – Two MOVs are present</p>
<p><b>3. A person or a committee was assigned to implement projects and programs. (3 pts)</b></p>	<ul style="list-style-type: none"> <li>&gt; Designation</li> </ul>	<p><b>3</b> – presence of designation and was accepted by the conforme  <b>2</b> – presence of designation but was not accepted by the conforme  <b>1</b> – no evidence of designation</p>
<p><b>4. Efforts to create awareness on any of the Sustainable Development Goals (SDGs) among students. (5 pts)</b></p>	<ul style="list-style-type: none"> <li>&gt; Minutes of meeting</li> <li>&gt; Daily Lesson Log (DLL)</li> <li>&gt; Weekly Home Learning Plan (WHLP)</li> <li>&gt; Attendance</li> </ul>	<p><b>5</b> – 90-100% of the learners were oriented about the SDGs as evidenced by DLL/WHLP/minutes of meeting with attached attendance  <b>4</b> – 80-89% of the learners were oriented about the SDGs as evidenced DLL/WHLP/minutes of meeting with attached attendance  <b>3</b> – 60-69% of the learners were oriented about the SDGs as evidenced by DLL/WHLP/minutes of meeting with attached attendance</p>

**B. Environment and climate change dimensions in school operations. (30 points)**

<b>Criteria</b>	<b>Acceptable Modes of Verification</b>	<b>Pointing System</b>
<p><b>1. Waste management program</b> (waste segregation, recycling, composting, MRF, sale of crafts, composts, and other item from waste recycling) <b>(4 pts)</b></p>	<p>&gt; Plan of action &gt; Pictorials &gt; Accomplishment Report</p>	<p>4 – implemented at least four (4) waste management programs as evidenced by any of the acceptable MOVs 3 – implemented three (3) waste management programs as evidenced by any of the acceptable MOVs 2 – implemented two (2) waste management programs as evidenced by any of the acceptable MOVs 1 – implemented one (1) waste management programs as evidenced by any of the acceptable MOVs</p>
<p><b>2. Paper conservation program</b> (efficient consumption of paper, presence of paper conservation trays, etc.) <b>(4 pts)</b></p>	<p>&gt; Plan of action &gt; Pictorials &gt; Accomplishment Report</p>	<p>4 – implemented at least four (4) paper conservation programs as evidenced by any of the acceptable MOVs 3 – implemented three (3) paper conservation programs as evidenced by any of the acceptable MOVs 2 – implemented two (2) paper conservation programs as evidenced by any of the acceptable MOVs 1 – implemented one (1) paper conservation programs as evidenced by any of the acceptable MOVs</p>
<p><b>3. Energy efficiency and conservation program</b> (replacement of incandescent with LED lamps or solar lights, turning off of machines/equipment when not in use, etc.) <b>(4 pts)</b></p>	<p>&gt; Plan of action &gt;Pictorials &gt;Accomplishment Report</p>	<p>4 – implemented at least four (4) energy efficiency conservation programs as evidenced by any of the acceptable MOVs 3 – implemented three (3) energy efficiency conservation programs as evidenced by any of the acceptable MOVs 2 – implemented two (2) energy efficiency conservation programs as evidenced by any of the acceptable MOVs 1 – implemented one (1) energy efficiency conservation programs as evidenced by any of the acceptable MOVs</p>
<p><b>4. Water conservation program</b> (repair of leaking faucets, water efficient toilet flush, rainwater harvester facility, etc) <b>(4 pts)</b></p>	<p>&gt; Plan of action &gt;Pictorials &gt;Accomplishment Report</p>	<p>4 – implemented at least four (4) water conservation programs as evidenced by any of the acceptable MOVs 3 – implemented three (3) water conservation programs as evidenced by any of the acceptable MOVs 2 – implemented two (2) water conservation programs as evidenced by any of the acceptable MOVs</p>

		1 – implemented one (1) water conservation programs as evidenced by any of the acceptable MOVs
<b>5. Pollution prevention program</b> (air and water pollution program, ban on entry of smoke belching vehicles inside the school campus, presence of signages, etc.) (4 pts)	> Plan of action >Pictorials >Accomplishment Report	4 – implemented at least four (4) pollution prevention programs as evidenced by any of the acceptable MOVs 3 – implemented three (3) pollution prevention programs as evidenced by any of the acceptable MOVs 2 – implemented two (2) pollution prevention programs as evidenced by any of the acceptable MOVs 1 – implemented one (1) pollution prevention programs as evidenced by any of the acceptable MOVs
<b>6. Greening program</b> (presence of plants, mini-gardens, herbary, etc. in strategic areas not compromising safety standards) (4 pts)	> Pictorials > To be checked during the actual assessment	4 – at least four (4) of the following indicators are present in the school: A. Medicinal plants B. Trees C. Ornamental plants D. Herbs E. Fruit-bearing trees 3 – Three (3) of the indicators are present in the school 2 – two (2) of the indicators are present in the school 1 – one (1) of the indicator is present in the school
<b>7. Other environment and natural resources management programs not mentioned above</b> (biodiversity programs, etc.) (2 pts)	> Pictorials > To be checked during the actual assessment	2 – with other environmental and natural resource management programs 1 – no other environmental and resource management program
<b>8. Climate Change and Disaster Risk Reduction Programs (5 pts)</b>	> Pictorials >Accomplishment report	5 – Presence of 5 of indicators in the school: A. Regular conduct of EQ drill B. Regular conduct of fire drill C. Tree planting/regreening programs D. IEC on DRRM and climate change adaptation and mitigation E. Solid waste management program 4 – presence of 4 indicators 3 – presence of 3 indicators 2 – presence of 2 indicators 1 – presence of 1 indicator
<b>9. Environmental awards received for the last 3 years (2 pts)</b>	> Certificate of Recognition > Plaque of Recognition	2 – the school received an environmental award in the last three years 1 – the school did not receive any environmental award in the last three years

**C. Environment and climate change-related features of the school curriculum (10 points)**

<b>Criteria</b>	<b>Acceptable Modes of Verification</b>	<b>Pointing System</b>
<b>1. Integration of environmental themes in the curriculum (3 pts)</b>	> DLL > WHLP	3 – environmental themes are integrated in 3 or more learning areas as evidenced by any of the acceptable MOVs 2 – environmental themes are integrated in 2 learning areas as evidenced by any of the acceptable MOVs 1 – environmental themes are integrated in one (1) learning areas as evidenced by any of the acceptable MOVs
<b>2. Presence of climate change and DRR themes in the curriculum (3 pts)</b>	> DLL > WHLP	3 – Climate Change and DRR themes are integrated in 3 or more learning areas as evidenced by any of the acceptable MOVs 2 – Climate Change and DRR themes are integrated in 2 learning areas as evidenced by any of the acceptable MOVs 1 – Climate Change and DRR themes are integrated in one (1) learning areas as evidenced by any of the acceptable MOVs
<b>3. In-service environment and climate change training for faculty (2 pts)</b>	> Plan of Action/Proposal > Terminal Report	2 – at least one (1) In-service environment and climate change training for faculty backed up with conceptualization to implement 1 – No in-service environmental and climate change training for faculty.
<b>4. Presence of environment and climate change support instructional materials. (2 pts)</b>	> instructional materials	2 – two (2) instructional materials on environment and climate change support 1 – one (1) instructional material on environment and climate change support

**D. Eco organization in campus (8 pts)**

<b>Criteria</b>	<b>Acceptable Modes of Verification</b>	<b>Pointing System</b>
<b>1. Functional eco-club among students with at least one eco project per school year for the last two years (4 pts)</b>	> Conceptualization/Plan of Action/Proposal > Implementation/Terminal/Accomplishment Report >Organizational Chart of the Eco-club/s	4 – the eco-club in school was able to conceptualize and implement eco project for the last two years 3 – the eco-club in school was able to conceptualize and implement eco project in 1 school year within the last two years 2 – the eco-club in school was able to conceptualize eco project but was not implemented 1 – the school has eco-club
<b>2. Allocation of financial and logistic support by the school to the student eco-club (2 pts)</b>	> Financial Report	2 – 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 1 – the school did not allocate financial and logistic support to student eco-club

<b>3. The campus as a living laboratory- student involvement in environment learning to transforms to a learning environment (2 pts)</b>	> DLL > Pictorials	2 – the school was used as a living laboratory in the last two school years as evidenced by any of the acceptable MOVs. 1 – the school was not used as a living laboratory in the last 2 SYs
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**E. Environmental partners and linkages (7 pts)**

Criteria	Acceptable Modes of Verification	Pointing System
<b>1. Linkage with local and national agencies (3 pts)</b>	> Communication letter/s > Invitation letters > MOU/MOA	3 – the school linked with any local or national agency/ies and the agency/ies responded and conducted or implemented an environmental activity or program; an agency linked to the school and the school responded and conducted or implemented an environmental activity or program 2 - the school linked with any local or national agency/ies and the agency/ies responded; an agency linked to the school and the school responded 1 – the school linked with any local or national agency/ies. Or a local or national agency/ies linked with the school
<b>2. Linkages with international agencies (1 pt)</b>	> Communication letter/s > Invitation letters > MOA/MOU	1 – the school linked with an international agency. Or an international agency linked with the school
<b>3. Outreach and service to wider community, including partnership with NGOs and industries (3 pts)</b>	> Communication letter/s > Invitation letters > Pictorials	3 – the school conducted or joined an outreach program as evidenced by the acceptable MOVs. 2 – the school initiated or was invited in an outreach program as evidenced by the acceptable MOVs and with proof of response. 1 – the school was not invited or did not initiate any outreach or community program.

**F. Socio-cultural sustainability (25 pts)**

Criteria	Acceptable Modes of Verification	Pointing System
<b>1. The prevailing values of the school and the curriculum are sensitive to issues of gender equity.</b> - Female students hold leadership roles - good balance -presence of GAD focal point system (GFPS) (4 pts)	> related documents on GAD activities/programs conducted/implemented by the school > designation of GAD focal person	4 – Presence of 4 or more activities/programs that demonstrates gender sensitivity. 3 – Presence of 3 or more activities/programs that demonstrates gender sensitivity. 2 – Presence of 2 or more activities/programs that demonstrates gender sensitivity. 1 – Presence of 1 activity/program that demonstrates gender sensitivity.

<p><b>2. Students are given opportunities to participate in solving community problems. (4 pts)</b></p>	<p>&gt; Plan of action &gt; Communication Letters &gt; Accomplishment/Terminal Reports &gt; Pictorials</p>	<p>4 – Two (2) community activities are participated by the students/school either voluntarily or invitational as supported by the accepted MOVs. 3 – One (1) community activity participated in by the students/school either voluntarily or invitational as supported by the accepted MOVs. 2 – the school planned 2 community activities 1 – the school planned 1 community activity.</p>
<p><b>3. Existing student organizations/school clubs. (4 pts)</b></p>	<p>&gt; Organizational Chart &gt; Sample Organizational Report/Accomplishment report of the organization</p>	<p>4 – There are at least 4 students' organization 3 – There are 3 students' organizations 2 – There are 2 students' organizations 1 – There is 1 students' organization</p>
<p><b>4. The prevailing values of the school adequately prepare students for life as citizens of a global community.</b> <b>-Presence of global awareness program. (3 pts)</b></p>	<p>&gt; Posted DepEd Vision, Mission and Goals &gt; Reports on Bullying &gt; DLL/WHLP</p>	<p>3 – The school achieved the following indicators: A. DepEd's vision, mission, goals and objectives was posted in a visible area of the school B. No reported case of bullying C. Integration of DepEd's core values in the lesson as seen in the DLL/WHLP 2 – The school achieved 2 of the indicators 1 – the school achieved 1 indicator.</p>
<p><b>5. The special needs of all learners are catered.</b> • special education program • inclusive education • presence of accessibility structures for persons with disabilities or learners with special needs (3 pts)</p>	<p>&gt; related documents on educational programs related to the special needs of the learners</p>	<p>3 – The following indicators are met by the school. A. Special education program (such as, but not limited to, special program for the arts, science, journalism, ALS, home studies, EASE, DORP, etc.) B. Inclusive education C. Presence of structures (such as, but not limited to, railings) for persons with disability or learners with special needs D. Presence of non-infrastructure programs for persons with disability or with special needs (such as, but not limited to, remedial classes, reading programs and other programs that caters to the special needs of learners. 2 – 3 of the indicators are met by the school 1 – at least 1 indicator was met by the school</p>
<p><b>6. The staff are skilled in conflict resolution strategies as a support for positive student behavior (4 pts)</b> • Guidance counselor or guidance-designate handles cases in the school</p>	<p>&gt; Related documents on the identified indicators</p>	<p>4 – The following indicators are met by the school: A. Guidance counselor/designate handling counseling cases B. Presence of program/s for conflict resolution C. Grievance Committee D. Child Protection Policy 3 – The has met 3 indicators 2 – The school met 2 indicators 1 – The school met 1 indicator</p>