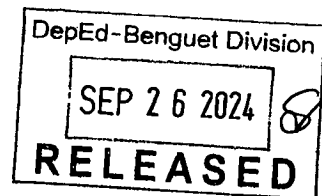




Republic of the Philippines
Department of Education
Schools Division of Benguet



23 September 2024

DIVISION MEMORANDUM

No. 336 s. 2024

2024 DIVISION SEARCH FOR THE RADIATING INSTITUTION OPERATING WITH SUSTAINABLE AND ENVIRONMENT-FRIENDLY PRACTICES (ROSE)

To: Asst. Schools Division Superintendent
Chiefs, CID, and SGOD
Public Schools District Supervisors/ Districts-in-charge
School Heads

1. Pursuant to Republic Act 9512 also known as the National Environmental Awareness and Education Act of 2008 mandating the Department of Education to integrate environmental education in its school curricula at all levels, DepEd – CAR announces its **2024 Regional Search for the Radiating Institution Operating with Sustainable and Environment-Friendly Practices (ROSE) School**.
2. The search aims to encourage academic institutions to be involved in environmental issues and concerns at their level; and develop skills among stakeholders to initiate active response on environmental problems.
3. **Relative to this, a Division-Level ROSE Search will be conducted. Deadline of submission of documents of interested schools will be on October 15, 2024.** Attached is the timeline of activities and criteria for judging, for reference and guidance.
4. Immediate dissemination and compliance of all is desired.


SALLY L. BANAKEN – ULLALIM, CESO V
Schools Division Superintendent

Reference: as stated
DepEd-CAR RM No. 566, s. 2024

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2024 Division Level Search for the ROSE School

I. Timeline:

No.	Activities	Timeline
1	District Level IEC and Advocacy to ensure maximum participation of all schools	September 24-Oct. 4, 2024
2	Preparation of relevant documents by participating schools and short-listing of qualified schools at the District Level	Oct. 7-11, 2024
3	Submission of District entries to the 2024 Division Level ROSE Search <ul style="list-style-type: none"> ▪ Each District may submit maximum of 3 entries for each category, to encourage more participants. ▪ Elementary: Big schools – max. 3 entries Small schools – max 3 entries ▪ Secondary: Big schools – max. 3 entries Small schools – max. 3 entries 	October 15, 2024, through the Records Section
4	Division evaluation of the manuscripts/ documents	Oct. 16-18, 2024
5	On-site validation and technical assistance to Top 3 schools by category	Oct. 21-23, 2024
6	Submission of Division entry to the Regional ROSE Search	Oct. 25, 2024
7	Awarding of Division Winners	November (during the NCCM Celebration)

II. 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 (SIP) 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 (SDGs) among students	5	
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 item 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 DRR themes in the curriculum	3	
In-service environment and climate change training for faculty	2	
Presence of environment and climate change support instructional 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 two 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	
f. Socio-cultural sustainability	25 points	
The prevailing values of the school and the curriculum is sensitive to issues of gender equity. <ul style="list-style-type: none"> • <i>Female students hold leadership roles – good balance</i> • <i>Presence of GAD focal point</i> 	4	
Students are given opportunities to participate in solving community problems	4	
Existing student organizations/school clubs	4	
The prevailing values of the school adequately prepare students for life as citizens of a global community <ul style="list-style-type: none"> • <i>Presence of a global community</i> • <i>Presence of global awareness program</i> 	3	
The special needs of all learners are catered. <ul style="list-style-type: none"> • <i>Special education program</i> • <i>Inclusive education</i> • <i>Presence of accessibility structures for persons with disabilities or learners with special needs</i> 	4	
The staff are skilled in conflict resolution strategies as a support for positive student behavior <ul style="list-style-type: none"> • <i>Guidance counselor with counseling cases</i> • <i>Presence of program for conflict resolution</i> • <i>Grievance committee</i> • <i>Child Protection Policy</i> 	4	
Support for cultural diversity – presence of programs for indigenous cultural communities	2	
g. Economic Sustainability	5 points	
The spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school	2	
Students learn small business skills through opportunities to organize school and community projects <ul style="list-style-type: none"> • <i>Young Entrepreneur Cooperative in school or its equivalents</i> • <i>Environment friendly income generating activities/programs/projects with financial report</i> 	2	
A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintenance <ul style="list-style-type: none"> • <i>Brigada Eskwela, YCAP, repair and maintenance activities</i> • <i>Presence of instructional feedback mechanism for school maintenance</i> 	1	
TOTAL	100 points	