



Republic of the Philippines
Department of Education
Cordillera Administrative Region
Schools Division of Benguet
Wangal, La Trinidad, Benguet

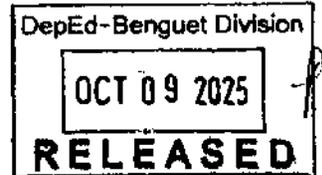
07 October 2025

DIVISION MEMORANDUM

No. 447 s. 2025

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

To: Chief Education Supervisors
Public Schools Division Supervisors /In-Charge
School Heads of Public Elementary and Secondary Schools
All Others Concerned



1. Pursuant to Regional Memorandum No. 730 s. 2025 entitled Regional Search for the Most Outstanding Implementer of the School-Based Feeding Program (SBFP) and Gulayan sa Paaralan Program (GPP) for SY 2025-2026, this office will conduct a **division-level search** among elementary and secondary schools.
2. The search aims to recognize and promote excellence in the implementation of the SBFP and GPP in schools.
3. The division-level search for **Most Outstanding Implementer of the SBFP** is open to all **SBFP implementing elementary schools for SY 2025-2026**, while the **Most Outstanding Implementer of the GPP** is open to **all elementary and secondary schools**.
4. Evaluation tools, criteria, and search guidelines are enclosed for reference and can also be accessed at <https://tinyurl.com/2025SBFPGPP>.
5. All entries must be submitted at the Schools Division Office **on or before October 22, 2025**.
6. Immediate and wide dissemination of this memorandum is desired.


ESTELA P. LEON-CARIÑO EdD, CESO III
Regional Director and Concurrent Officer in Charge
Office of the Schools Division Superintendent

SGOD/lba/sdb/rkdw



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CORDILLERA ADMINISTRATIVE REGION

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

I. RATIONALE

The Department of Education, through the School-Based Feeding Program (SBFP) and the Gulayan sa Paaralan Program (GPP), continues to uphold its mandate of promoting the health and well-being of learners by addressing malnutrition, ensuring food security, and fostering lifelong healthy eating habits.

These programs are anchored on Republic Act No. 11037, otherwise known as the Masustansyang Pagkain para sa Batang Filipino Act, and DepEd Order No. 223, s. 2016, which institutionalize feeding initiatives and school gardening activities as integral components of learner support services.

To sustain momentum and encourage innovation, the Regional Search for the Most Outstanding Implementer of the SBFP and GPP for SY 2025–2026 shall be conducted.

By conducting this search, DepEd-CAR underscores the importance of celebrating outstanding performance while ensuring that effective strategies are shared and scaled, thereby strengthening the overall implementation of SBFP and GPP in support of quality education and learner development.

II. OBJECTIVES

The search aims to recognize and promote excellence in the implementation of the SBFP and GPP. Specifically, the search seeks to:

- recognize schools and SDOs that demonstrate excellence, commitment, and efficiency in program implementation;
- identify and document best practices, success stories, and innovations that can be adapted or replicated across the region;
- promote stronger collaboration among stakeholders, including teachers, parents, local government units, and community partners, in advancing nutrition and food security initiatives in schools; and
- motivate implementers to continuously improve the quality, sustainability, and impact of SBFP and GPP.

III. MECHANICS AND EVALUATION PROCESS

A. School-Based Feeding Program

Mechanics

1. The search is open to all schools implementing the SBFP.



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2. The final score shall be derived from a weighted average of 70% for the SDO entry and 30% for the school entry, for a total of 100%.
3. Each SDO shall submit one (1) entry per category using the prescribed nomination form on or before 30 October 2025 via email to car@deped.gov.ph.
4. All required Means of Verification (MOVs) indicated in the evaluation tool shall be presented during the on-site validation.

Evaluation Process

Schools Division Office

1. The SDO shall constitute a Division Search Committee composed of members of the SBFP Technical Working Group.
2. The SDO shall issue a call for submission of intent from interested schools.
3. The Division Search Committee shall evaluate and select one (1) school to represent the SDO.
4. The Schools Division Superintendent (SDS) shall officially endorse the nominated school to the Regional Director, together with the complete school and SDO documentation, on or before the prescribed deadline.

Regional Level

1. The Regional Office (RO) shall form a Regional Search Committee composed of representatives from the ESSD and other functional divisions.
2. The Regional Search Committee shall conduct a paper screening of all SDO entries and identify the top three (3) for further evaluation.
3. The Regional Search Committee shall conduct an on-site evaluation of the shortlisted SDOs and their nominated schools. Results shall be determined using the prescribed weighted average of 70% for the SDO entry and 30% for the school entry.
4. The SDO entry with the highest score shall be declared the Most Outstanding SBFP Implementer, while the next two (2) shall be named Runners-Up. The remaining entries shall be recognized as Finalists.
5. Similarly, the nominated school entries shall be recognized, with the highest scoring declared as the Most Outstanding SBFP School Implementer, the next two (2) as Runners-Up, and the rest as Finalists.
6. The decision of the Regional Search Committee shall be final and unappealable.
7. Results shall be formally announced through a Regional Memorandum.

B. Gulayan sa Paaralan Program

Mechanics

1. The search is open to all public elementary and secondary schools in DepEd-CAR.
2. The search shall have two categories:
 - a. Most Outstanding Elementary School GPP Implementer
 - b. Most Outstanding Secondary School GPP Implementer
3. Each SDO shall submit one (1) entry per category using the prescribed nomination form on or before 30 October 2025 via email to car@deped.gov.ph.



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4. All required Means of Verification (MOVs) indicated in the evaluation tool shall be presented during the on-site validation.

Evaluation Process

Schools Division Office

1. The SDO shall constitute a Division Search Committee composed of representatives from the SGOD, CID, and other relevant offices.
2. The SDO shall issue a call for submission of intent from interested elementary and secondary schools.
3. The Division Search Committee shall evaluate the entries and select one (1) school per category to represent the SDO.
4. The Schools Division Superintendent (SDS) shall officially endorse the nominated schools to the Regional Director using the prescribed nomination form, on or before the deadline.

Regional Level

1. The Regional Office (RO) shall form a Regional Search Committee composed of representatives from the ESSD, CLMD, and other functional divisions.
2. The Regional Search Committee shall conduct an on-site validation and evaluation of all school entries submitted by the SDOs.
3. The school with the highest score in each category shall be declared the Most Outstanding GPP Implementer, while the next two (2) shall be named Runners-Up. The remaining entries shall be recognized as Finalists.
4. The decision of the Regional Search Committee shall be final and unappealable.
5. Results shall be officially announced through a Regional Memorandum.

IV. AWARDS AND PRIZES

A total of P92,000 is allocated for cash prizes with the following breakdown charged to the SBFP Support Funds:

Awards	Prizes
Gulayan sa Paaralan Program	
<ul style="list-style-type: none"> • Regional Winner for the Most Outstanding Elementary School GPP Implementer 	P10,000 cash prize, plaque
<ul style="list-style-type: none"> • Regional Winner for the Most Outstanding Elementary School GPP Implementer 	P10,000 cash prize, plaque
<ul style="list-style-type: none"> • 1st Runner up for the Most Outstanding Elementary School GPP Implementer 	P7,000 cash prize, plaque
<ul style="list-style-type: none"> • 1st Runner up for the Most Outstanding Secondary School GPP Implementer 	P7,000 cash prize, plaque



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<ul style="list-style-type: none"> • 2nd Runner up for the Most Outstanding Elementary School GPP Implementer • 2nd Runner up for the Most Outstanding Secondary School GPP Implementer • Finalists (4 Elementary; 4 Secondary) 	<p>P5,000 cash prize, plaque</p> <p>P5,000 cash prize, plaque</p> <p>Certificates</p>
<p>School-Based Feeding Program</p> <ul style="list-style-type: none"> • Regional Winner for the Most Outstanding SBFP SDO Implementer • Regional Winner for the Most Outstanding SBFP School Implementer • 1st Runner Up for the Most Outstanding SBFP SDO Implementer • 1st Runner Up for the Most Outstanding SBFP School Implementer • 2nd Runner Up for the Most Outstanding SBFP SDO Implementer • 2nd Runner Up for the Most Outstanding SBFP School Implementer • Finalist (5 SDO; 5 schools) 	<p>P15, 000 cash prize, plaque</p> <p>P10, 000 cash prize, plaque</p> <p>P10, 000 cash prize, plaque</p> <p>P5, 000 cash prize, plaque</p> <p>P5, 000 cash prize, plaque</p> <p>P3, 000 cash prize, plaque</p> <p>Certificates</p>

VI. TIME FRAME

Activity	Date
SDO selection and submission of entries	On or before October 30, 2025
Regional validation and evaluation	November 5-21, 2025
Awarding during Celebrating Gains	December 5, 2025

VII. EVALUATION TOOL AND NOMINATION TOOL

(see attached file)



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Evaluation Tool for the Regional 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							
		<i>Weight (Bar type/platform)</i>	Physical presence of equipment at the school clinic, others			15%	0	
		<i>Height (steel tape/microtise)</i>						
	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 Regional 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	Mode of Verification	Response	Actual Score	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, mungo, 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, sakoyot, akugbat, kangkong, sili, pechay, etc)	Planted vegetables in the school garden			5%	0
	5	All three food groups are represented with multiple crops in each group					
	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 dependant on synthetic inputs					
	1	no use of organic fertilizers or inputs observed					

No.	Points	Criteria	Means of Verification	Remarks	Actual Points	Weight	Score
E Presence of garden tools							
One set of garden tools not less than 7 kinds may include spade, grab, hoe, shovel, spinkole, 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	Assign 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 submitted					
					TOTAL	90%	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		
					TOTAL	4%	0

Evaluated by:

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