



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



Office of the Schools Division Superintendent

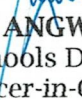
28 September 2021

DIVISION MEMORANDUM
No. 269 s. 2021

TO : All PSDS
All Public Secondary and Elementary School Heads
All Concerned

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

1. In compliance to Regional Memorandum No. 282, s. 2021, the Division Office will be conducting the 2021 Search for the ROSE School.
2. The objectives of the search are as follows:
 - a. To encourage schools/academic institutions to be involved in environmental issues and concerns at their level.
 - b. To develop skills among stakeholders to initiate active responses, and participations on environmental concerns.
3. Interested schools may submit their entries and there are 4 categories as follows:
 - a. Public Elementary School
 - Small School Category with enrollment of 249 learners and below
 - Big School Category with enrollment of 250 and up
 - b. Public Secondary Schools
 - Small School Category with enrollment of 249 learners and below
 - Big School Category with enrollment of 250 and up
4. School entries should be submitted to the Division Office on or before October 15, 2021, 5:00 pm thru SGOD. Validation and judging of entries will start on October 18, 2021. Criteria for judging is attached for your reference.
5. For any questions, please contact Harriet C. Buslig at 09366172027 and Allan R. Galanza at 09265856670.
6. For information and compliance.


IRENE S. ANGWAY, PhD, CESO VI
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Officer-in-Charge



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Criteria for judging

- a. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institutions vision, mission, and governance (15 points)

| | 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 |

- b. Environment and climate change dimensions in school operations (30 points)

| | Points |
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| 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 |

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| 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)

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| 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 instructional materials | 2 |

- d. Eco organizations in campus (8 points)

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| 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)

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| 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)

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| The prevailing values of the school and the curriculum is sensitive to issues of gender equity. -Female students hold leadership roles – good balance. -Presence of GAD focal point | 4 |
| Students are given opportunities to participate in solving community problems | 4 |
| Existing student organizations/school clubs | 4 |

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| The prevailing values of the school adequately prepare students for life as citizens of a global community. -Presence of global awareness program | 3 |
| 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 |
| The staff are skilled in conflict resolution strategies as a support for positive student behavior <ul style="list-style-type: none"> • Guidance counselor w/ counselling cases • Presence of program for conflict resolution • Grievance committee • Child protection policy | 4 |
| Support for cultural diversity - presence of programs for indigenous cultural communities | 2 |

g. Economic sustainability (5 points)

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| 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"> • Young Entrepreneur Cooperative in school or its equivalent. • Environment friendly income generating activities/ programs/projects with financial report | 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"> • Brigada Eskwela • Presence of instructional feedback mechanism for school maintenance | 1 |