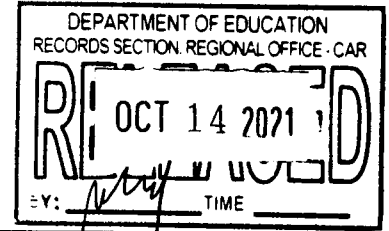




Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
Wangal, La Trinidad, Benguet



October 11, 2021

**REGIONAL MEMORANDUM**

**No.: 474-2021**

**SUBMISSION OF DOCUMENTS ON THE REGIONAL SEARCH FOR  
RADIATING INSTITUTION OPERATING WITH SUSTAINABLE  
AND ENVIRONMENT-FRIENDLY PRACTICES (ROSE)**

To: OIC-Assistant Regional Director  
All Schools Division Superintendents  
All Others Concerned

1. Pursuant to **RM No.: 283 s. 2021** or the **2021 Search for the ROSE School**, please be informed that the submission of entries is on or before November 5, 2021. Documents submitted after the submission schedule will not be evaluated.
2. The documents should be arranged properly following the sequence indicated in the search criteria before submission. The specific documents required for each criterion is **attached in Enclosure 1**.
3. Photocopy of documents duly certified by higher authorities are accepted as MOVs however the participants should be ready with the original documents when required by the evaluators.
4. The schedule of activities for the 2021 Search for the ROSE School is attached in **Enclosure 2**.
5. For any queries, please contact Mr. Asterio C. Madalla at 422-7096.
6. Immediate and widest dissemination of and compliance with this Memorandum is directed.

**ESTELA LEON-CARIÑO EdD, CESO III**  
Director IV/ Regional Director

CLMD/RCA/acm



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Enclosure 1 to RM No.: 474

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

**CRITERIA FOR JUDGING**

(Documents from January 2019 to October 2021)

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

Criteria	Acceptable Modes of Verification	Pointing System
<b>1. The School Improvement Plan (SIP), incorporates, integrates sustainability thrust, to include climate change dimensions. (4pts.)</b>	<ul style="list-style-type: none"> <li>➤ PPAs in the SIP.</li> <li>➤ AIP</li> <li>➤ Accomplishment Report</li> <li>➤ Monitoring tool in the SMEA/Progress report/monitoring report</li> </ul>	4 - It is evident in the PPA of the SIP, AIP and monitored during the SMEA with accomplishment report.  3 - It is evident in the PPA part of the SIP, AIP and monitored during SMEA but no accomplishment report.  2 - It is evident in the PPA part of the SIP and AIP but was not monitored during SMEA and no accomplishment report.  1 - No acceptable evidence.
<b>2. The policy is communicated to the constituents. (3pts)</b>	<ul style="list-style-type: none"> <li>➤ Minutes of meetings highlighting the communication of the policy/program to the constituents.</li> <li>➤ Letter of invitation to other stakeholders highlighting the communication of the policy/program.</li> <li>➤ Attendance</li> <li>➤ Office Order/ Office Memo highlighting the communication of the policy/program.</li> </ul>	3 - All four MOVs are present 2 - Three MOVs are present 1 - 2 MOVs are present
<b>3. A person or a committee was assigned to implement projects and programs. (3pts)</b>	<ul style="list-style-type: none"> <li>➤ Designation</li> </ul>	3 - Presence of designation and was accepted by the conforme. 2 - Presence of designation but was not accepted by the conforme. 1 - No evidence of designation.



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Criteria	Acceptable Modes of Verification	Pointing System
<b>4. Efforts to create awareness on Sustainable Development Goals (SDGs) among students. (5pts)</b>	<ul style="list-style-type: none"> <li>➤ Minutes of meeting</li> <li>➤ Daily Lesson Log (DLL)</li> <li>➤ Weekly Home Learning Plan (WHLP)</li> <li>➤ Attendance</li> </ul>	<p>5 - 90-100% of the learners were oriented about the SDGs as evidenced by DLL/WHLP/minutes of meeting with attached attendance.</p> <p>4 - 80-89% of the learners were oriented about the SDGs as evidenced by DLL/WHLP/minutes of meeting with attached attendance.</p> <p>3 - 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)**

Criteria	Acceptable Modes of Verification	Pointing System
<b>1. Waste management program (waste segregation, recycling, composting, MRF, sale of crafts, composts, and other item from waste recycling). (4pts)</b>	<ul style="list-style-type: none"> <li>➤ Plan of action</li> <li>➤ Pictorials</li> <li>➤ Accomplishment Report</li> </ul>	<p>4 - Implemented at least 4 waste management programs as evidenced by any of the acceptable MOVs.</p> <p>3 - Implemented 3 waste management program as evidenced by any of the acceptable MOVs.</p> <p>2 - Implemented at least 2 waste management programs as evidenced by any of the acceptable MOVs.</p> <p>1 - Implemented 1 waste management program as evidenced by any of the acceptable MOVs.</p>
<b>2. Paper conservation program (efficient consumption of paper, presence of paper conservation trays, etc.) (4pts)</b>	<ul style="list-style-type: none"> <li>➤ Plan of action</li> <li>➤ Pictorials</li> <li>➤ Accomplishment Report</li> </ul>	<p>4 - Implemented at least 4 paper conservation programs as evidenced by any of the acceptable MOVs.</p> <p>3 - Implemented 3 paper conservation programs</p>



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Criteria	Acceptable Modes of Verification	Pointing System
		as evidenced by any of the acceptable MOVs. 2 - Implemented 2 paper conservation programs as evidenced by any of the acceptable MOVs. 1 - Implemented 1 paper conservation program as evidenced by any of the acceptable MOVs.
<b>3. Energy efficiency and conservation program (replacement of incandescent with fluorescent lamps, turning off machines when not in use, etc.) (4pts)</b>	<ul style="list-style-type: none"> <li>➤ Plan of action</li> <li>➤ Pictorials</li> <li>➤ Accomplishment Report</li> </ul>	4 - Implemented at least 4 energy efficiency and conservation programs as evidenced by any of the acceptable MOVs. 3 - Implemented 3 energy efficiency and conservation programs as evidenced by any of the acceptable MOVs. 2 - Implemented 2 energy efficiency and conservation programs as evidenced by any of the acceptable MOVs. 1 - Implemented 1 energy efficiency and conservation program as evidenced by any of the acceptable MOVs.
<b>4. Water conservation program (repair of leaking faucets, water efficient toilet flush, rainwater harvester facility, etc.) (4Pts)</b>	<ul style="list-style-type: none"> <li>➤ Plan of action</li> <li>➤ Pictorials</li> <li>➤ Accomplishment report</li> </ul>	4 - Implemented at least 4 water conservation programs as evidenced by any of the acceptable MOVs. 3 - Implemented 3 water conservation programs as evidenced by any of the acceptable MOVs. 2 - Implemented 2 water conservation programs as evidenced by any of the acceptable MOVs. 1 - Implemented 1 water conservation program as evidenced by any of the acceptable MOVs.
<b>5. Pollution prevention program (air and water pollution program, ban</b>	<ul style="list-style-type: none"> <li>➤ Plan of action</li> <li>➤ Pictorials</li> <li>➤ Accomplishment report</li> </ul>	4 - Implemented at least 4 pollution prevention programs evidenced by



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Criteria	Acceptable Modes of Verification	Pointing System
<b>on entry of smoke belching vehicles inside the school campus, presence of signages, etc.) (4Pts)</b>		any of the acceptable MOVs. 3 - Implemented 3 pollution prevention programs as evidenced by any of the acceptable MOVs. 2 - Implemented 2 pollution prevention programs as evidenced by any of the acceptable MOVs. 1 - Implemented 1 pollution prevention programs as evidenced by any of the acceptable MOVs.
<b>6. Greening program (presence of plants, mini gardens etc.) (4pts)</b>	<ul style="list-style-type: none"> <li>➤ Pictorials</li> <li>➤ To be checked during the actual assessment.</li> </ul>	4 - At least 4 of the following indicators are present in the school: A. Medicinal Plants B. Trees C. Ornamental Plants (For decorative purposes) D. Herbs E. Fruit Bearing Trees 3 - 3 of the indicators are present in the school. 2 - 2 of the indicators are present in the school. 1 - 1 of the indicator is present in the school.
<b>7. Other environment and natural resources management programs not mentioned above (biodiversity conservation program, etc.) (2pts)</b>	<ul style="list-style-type: none"> <li>➤ Pictorials</li> <li>➤ To be checked during the actual assessment.</li> </ul>	2 - With other environmental and natural resources management program. 1 - No other environmental and resource management program.
<b>8. Climate change and Disaster Risk Reduction programs. (5pts)</b>	<ul style="list-style-type: none"> <li>➤ Pictorials</li> <li>➤ Accomplishment reports</li> </ul>	5 - The following 5 indicators are present in the school: A. Regular conduct of earthquake drill. B. Regular Conduct of fire drill. C. Tree planting/ re-greening programs. D. IEC on DRRM and Climate Change



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Criteria	Acceptable Modes of Verification	Pointing System
		E. Solid Waste Management Program 4 - 4 indicators are present in school. 3 - 3 indicators are present in school. 2 - 2 indicators are present in school 1 - 1 indicator is present in school.
<b>9. Environmental awards received (last 3 years) (2pts)</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)**

Criteria	Acceptable Modes of Verification	Pointing System
<b>1. Integration of environmental themes in the curriculum. (3pts)</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 learning area as evidenced by any of the acceptable MOVs.
<b>2. Presence of climate change and Disaster Risk Reduction (DRRR) themes in the curriculum. (3pts)</b>	> DLL > WHLP	3 - Climate change and DRRR themes are integrated in 3 or more learning areas as evidenced by any of the acceptable MOVs. 2 - Climate change and DRRR themes are integrated in 2 learning areas as evidenced by any of the acceptable MOVs.



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Criteria	Acceptable Modes of Verification	Pointing System
		1 - Climate change and DRRR themes are integrated in one learning area as evidenced by any of the acceptable MOVs.
<b>3. In-service environment and climate change training for faculty. (2pts)</b>	<ul style="list-style-type: none"> <li>➤ Plan of Action/ Proposal</li> <li>➤ Terminal Report</li> </ul>	2 - At least one In-service environment and climate change training for faculty back with conceptualization to implementation. 1 - No In service environmental and climate change training for faculty.
<b>4. Presence of environment and climate change support instructional materials. (2pts)</b>	<ul style="list-style-type: none"> <li>➤ Instructional Materials</li> </ul>	2 - 2 instructional materials on environment and climate change support. 1 - 1 instructional material on environment and climate change support.

**D. Eco organizations in campus. (8 points)**

Criteria	Acceptable Modes of Verification	Pointing System
<b>1. Functional eco-club among students with at least one eco project per school year for the last two years. (4pts)</b>	<ul style="list-style-type: none"> <li>➤ Conceptualization/ Plan of Action/ Proposal</li> <li>➤ Implementation/ Terminal/Accomplishment Report</li> <li>➤ Organizational Chart of the Eco-club/s</li> </ul>	4 - The eco-club in school was able to conceptualize and implement eco project for the last two school years. 3 - The eco-club in school was able to conceptualize and implement eco project in one school year within the last two school 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</b>	<ul style="list-style-type: none"> <li>➤ Financial Report</li> </ul>	2 - The school allocated financial and logistic support to student



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Criteria	Acceptable Modes of Verification	Pointing System
<b>student eco-club. (2pts)</b>		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 environmental learning to transform to a learning environment. (2pts)</b>	<ul style="list-style-type: none"> <li>➤ DLL</li> <li>➤ Pictorials</li> </ul>	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 two school years.

**E. Environmental partners and linkages. (7 points)**

Criteria	Acceptable Modes of Verification	Pointing System
<b>1. Linkages with local and national agencies. (3pts)</b>	<ul style="list-style-type: none"> <li>➤ Communication letter/s</li> <li>➤ Invitation letters</li> <li>➤ MOU/MOA</li> </ul>	3 - The school linked with any local or national agency/ies and the agency/ies responded and conducted/implemented an environmental activity/program. Or an agency/ies linked to the school and the school responded and conducted/implemented an environmental activity or program. 2 - The school linked with any local or national agency/ies and the agency/ies responded. Or a local or national agency/ies linked with the school and the school responded.





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		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. (1pt)</b>	<ul style="list-style-type: none"> <li>➤ Communication letter/s</li> <li>➤ Invitation letters</li> <li>➤ MOU/MOA</li> </ul>	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 non-government organization and industries. (3pts)</b>	<ul style="list-style-type: none"> <li>➤ Communication letter/s</li> <li>➤ Invitation letter/s</li> <li>➤ Pictorials</li> </ul>	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 points)**

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. (4pts)	<ul style="list-style-type: none"> <li>➤ Related documents on GAD activities/ programs conducted/implemented by the school.</li> <li>➤ Designation of GAD focal person</li> </ul>	4 - Presence of 4 or more activities/programs that demonstrates gender sensitivity. 3 - Presence of 3 activities/programs that demonstrates gender sensitivity. 2 - Presence of 2 activities/programs that demonstrates gender sensitivity. 1 - Presence of 1 activity/program that demonstrates gender sensitivity.
<b>2. Students are given opportunities to participate in solving community problems. (4pts)</b>	<ul style="list-style-type: none"> <li>➤ Plan of Action</li> <li>➤ Communication Letters</li> <li>➤ Accomplishment/Terminal Reports</li> <li>➤ Pictorials</li> </ul>	4 - 2 community activities are participated by the students/school either voluntary or invitational as supported by the accepted MOVs.



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		3 - 1 Community activity was participated by the students/school either voluntary or invitational as supported by the accepted MOVs. 2 - The school planned 2 community activities. 1 - The school planned 1 community activity.
<b>3. Existing student organizations/school clubs. (4pts)</b>	<ul style="list-style-type: none"> <li>➤ Organizational Chart</li> <li>➤ Sample Organizational Report/accomplishment report of the organization.</li> </ul>	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.
<b>4. The prevailing values of the school adequately prepare students for life as citizens of a global community.</b> -Presence of global awareness program. (3Pts)	<ul style="list-style-type: none"> <li>➤ Posted DepEd Vision, Mission and Goals</li> <li>➤ Reports on Bullying</li> <li>➤ DLL/WHLP</li> </ul>	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.
<b>5. The special needs of all learners are catered.</b> <ul style="list-style-type: none"> <li>➤ <b>Special education program</b></li> <li>➤ <b>Inclusive education</b></li> <li>➤ <b>Presence of accessibility structures for persons with disabilities or learners with</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Related documents on educational programs related to the special needs of the learners.</li> </ul>	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.)



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<p><b>special needs. (3pts)</b></p>		<p>B. Inclusive education          C. Presence of structures (such as but not limited to railings) for persons with disability or learners with special need (Such as but not limited to remedial classes, reading programs and other programs that caters to the special needs of learners.          2 - 2 of the indicators are met by the school.          1 - 1 indicator was met by the school.</p>
<p><b>6. The staffs are skilled in conflict resolution strategies as a support for positive student behavior. (4pts)</b></p> <ul style="list-style-type: none"> <li>➤ <b>Guidance counselor w/ guidance cases.</b></li> <li>➤ <b>Presence of program for conflict resolution.</b></li> <li>➤ <b>Grievance committee</b></li> <li>➤ <b>Child Protection policy</b></li> </ul>	<p>➤ Related documents on the identified indicators.</p>	<p>4 - The following indicators are met by the school:          A. Guidance counselor with counseling cases          B. Presence of program/s for conflict resolution.          C. Grievance Committee.          D. Child Protection Policy          3 - The school met 3 indicators          2 - The school met 2 indicators          1 - The school met 1 indicator</p>
<p><b>7. Support for cultural diversity- presence of programs for indigenous cultural communities. (2pts)</b></p>	<p>➤ Related documents on cultural diversity programs implemented by the school.</p>	<p>2 - The school has cultural diversity programs such as but not limited to cultural organizations as evidenced by the MOV presented.</p>



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		1 - The school do not have any cultural diversity program.
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**G. Economic Sustainability**

Criteria	Acceptable Modes of Verification	Pointing System
<b>1. The spirit of cooperation and sharing- not competition- is modeled in the allocation of resources in the school. (2pts)</b>	➤ Financial Documents	2 - With document showing equity in resource distribution. 1 - No document showing equity in resource distribution.
<b>2. Students learn small business skills through opportunities to organize school and community projects. (2pts)</b> <ul style="list-style-type: none"> <li>➤ Young Entrepreneur Cooperative in school or its equivalent.</li> <li>➤ Environment friendly income generating activities/programs/projects with financial report</li> </ul>	➤ Any documents showing students having the opportunity to learn small business.	2 - With proof of opportunity as evidenced by the presented MOV. 1 - No proof of opportunity.
<b>3. A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintenance. (1pt)</b> <ul style="list-style-type: none"> <li>➤ Brigada Eskwela</li> <li>➤ Presence of instructional feedback mechanism for school maintenance.</li> </ul>	➤ Brigada Eskwela (BE) report on school maintenance.	1 -With BE report on school maintenance. 0 - No BE report on school maintenance.



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**Enclosure 2 of RM No.:** \_\_\_\_\_

Schedule of Activities for the  
**2021 Search for the ROSE School**

<b>Activities</b>	<b>Schedule</b>
Deadline of Submission of entries duly assessed by the Division Committee through the Regional Office records Section	November 5, 2021
Preliminary Assessment of Documents	November 8 to 9, 2021
Judging/ Evaluation/ Validation of Documents of Entries	November 11 to 12, 2021
Finalization of Results	November 15, 2021
Awarding Ceremonies	November 18, 2021