



Republic of the Philippines
 Department of Education
 Cordillera Administrative Region
 DIVISION OF BAGUIO CITY
 #82 Military Cut-off Road, Baguio City



SEP 16 2016

RELEASED

Division Memo No. 282 s. 2016

DIVISION SEARCH FOR 2017 MOST ECO-FRIENDLY SCHOOL

To: Public Schools District Supervisors
 School Heads
 YES-O Advisers

1. This is to announce to the field the conduct of **DIVISION SEARCH FOR 2017 MOST ECO-FRIENDLY SCHOOL**.
2. For the selection of entry per district, each district must create its own selection committee.
3. All schools must submit an entry. Only accomplishments for the calendar year 2016 must be included in the book of compilation.
4. Each district must choose 1 best entry per category.
5. Certificate of recognition must be given to the winning schools in the district level.
6. Please be guided with the criteria set by the Department of Environment and Natural Resources, Environmental Management Bureau. There will be three winners (First, Second, Third) for the elementary and secondary level.
7. The schedule of submission of entries are scheduled on the following dates:

Activity	Date
Submission of School Entries to the District Level	February 22, 2017
Submission of District Entries to the YES-O Coordinator	March 14, 2017
Validation of YES-O Coordinator of District Entries	March 21-March 25, 2017
May 30, 2017	Awarding of Winners (Division Level)
June 5, 2017	Submission by DepEd Division Office to EMB Regional Office
June 15-31, 2017	Regional Judging for School Entries to be convened by EMB Regional Offices

8. Immediate dissemination of this Memorandum is desired.

ATTY. AUGUSTIN P. LABAN III
 OIC-Schools Division Superintendent

asun/socmob/2016

CRITERIA FOR ELEMENTARY AND HIGH SCHOOL CATEGORY

	SCORE
1. Clear articulation and integration of social, ethical and environmental responsibility in the institution's vision, mission, and governance.(10points)	
a. The School Improvement Plan of the school incorporates, integrates and clearly articulates sustainability thrust. (4pts)	
b. The Policy of the school is communicated to constituents in the school (students, academic and non-academic staff, and parent-teachers' association). (3 pts)	
c. A person or a committee is assigned to implement programs and projects for the school. (3 pts.)	
2. Environmental Dimensions of School Operations (40 points)	
a. Waste management program (e.g. waste segregation, recycling, composting, presence of Materials Recovery Facility/System, sale of crafts, compost and other items from waste recycling, etc.) (6pts.)	
b. Paper conservation program (e.g. efficient consumption of paper; presence of paper conservation trays, etc.) (6 pts.)	
c. Energy efficiency and conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps, turning off machine when not in use, etc.) (6pts.)	
d. Water conservation program (e.g. repair of leaking faucets, signages, etc.) (6pts)	
e. Pollution prevention program (e.g. air and water pollution prevention program, ban of entry of smoke belching vehicles on the campus, presence of signages, etc.) (6pts)	
f. Greening program (presence of plants, trees, mini-gardens etc.) (6pts)	
g. Environmental awards received (from 2011-present) (2pts)	
h. Other environmental and natural resources management program/s not mentioned above (e.g. biodiversity conservation program, climate change adaptation and mitigation program, disaster risk reduction and management program, etc.) (2 pts)	
3. Environment-related Features of the School Curriculum (20 points for all categories)	
a. Integration of environmental themes into the curriculum (7pts)	
b. Presence of in-service environmental training for faculty member (7pts)	
c. Presence of environmental support instructional materials for use by teachers and students (6pts.)	
4. Presence of Vibrant Eco Organizations in Campus (10 points in all categories)	

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a. Presence of a functioning eco-club among the students with at least one-eco-project per school year over the past two years. (2pts.)	
b. Presence of support eco-club or committee among the parents, teachers and other non-student sector in campus (3pts).	
c. Allocation of financial and logistical support by the schools to the student eco-club (3pts).	
d. The campus as a "living laboratory" – student involvement in environmental learning to transform to a learning environment (4pts).	
5. Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities (9points for all categories)	
a. Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) (2pts.)	
b. Linkages with International Agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) (3pts)	
c. Outreach and service to wider community, including partnerships with non-government organizations and industries (4pts.)	
6. Socio-Cultural Sustainability – (6 points)	
a. The prevailing values of the school and the curriculum is sensitive of gender quality (1pt.) >Presence of a GAD Office or GAD focal point > Language used in teaching /lesson plans/books (for HS and College only)	
b. Students are given opportunities and skills to participate constructively in helping to solve local community problems (1pt). >Existing Student Organizations/School Clubs	
c. The prevailing values of the school and the curriculum adequately prepares students for life as citizens of a multi-cultural society and global community (1pt.) >Presence of global awareness program in the curriculum and instruction	
d. The special needs of all students, especially those with physical or learning disabilities are catered for (1pt.) > SPED Programs > Inclusive Education > Presence of accessibility structures for PWDs/PDAs or children with special needs	
e. All staff are skilled in conflict resolution strategies as a support for positive students behaviour (1pt.) > Guidance counselor with record of counselling cases > Presence of program for conflict resolution > Grievance committee	
f. Implementation of DepEd Child Protection Policy	

g. The school plays an active role in building support for cultural diversity both within the school and its wider community (1pt.) ➤ Presence of programs for Indigenous People/Muslims/etc.	
7. Economic Sustainability – (5points)	
a. A spirit of cooperation and sharing –not competition-is modelled in the allocation of resources in the school (2 pts) >Presence of Cooperative for Teachers and Staff	
b. Students shall learn small business skills through opportunities to organize school and community projects (2pts.)	
c. YECS-Young Entrepreneur Cooperative in School >Income-generating Activities/Programs/Projects with financial report (at least 3)	
d. A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in good condition (1pt.)	
<ul style="list-style-type: none"> ➤ Presence of report indicating level of involvement of stakeholders in the Brigada Eskwela Program (ES/HS). ➤ Presence of institutionalized feedback mechanism for school maintenance ➤ All staff are skilled in conflict resolution strategies as a support for positive student behaviour <ul style="list-style-type: none"> • Guidance counsellor with record of counselling cases • Presence of program for conflict resolution • Grievance committee ➤ Implementation of Student Protection Policy 	

THE SPECIAL CATEGORY LEADERSHIP AWARDS:

- A. The Nestle Water Leadership Award seeks to recognize and promote solutions, practices and initiatives of schools in water management.

		Points
Plan	Commitments on Water as part of the School's Policy (7 points) Long-term and short-term Objectives (8 points)	
Program	a. Resources, Roles Responsibility and Leadership >Committees, Organizations, Clubs of School administrators, teachers, students and support groups (parents, teachers, and other non-students sector) (5 points)	