



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
SCHOOLS DIVISION OFFICE OF BAGUIO CITY



September 3, 2024

DIVISION MEMORANDUM

No. **485-2024**

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

To: All Chief Education Supervisors
Education Program Supervisors
Public School District Supervisors
Public and Private Elementary School Heads
Others Concerned

1. Relative to Regional Memorandum 566 s. 2024, 2024 Regional Search for the Radiating Institution Operating with Sustainable and Environment-Friendly Practices (ROSE), this office announces the **2024 Division Search for the 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 responses to environmental problems.
3. Schools are encouraged to mobilize eco organizations and conduct additional activities supportive of Project ROSE this month of September such as awareness campaign on SDGs, paper conservation, greening program, climate change and disaster risk program, environment and climate change training for faculty, integration of environment themes in the curriculum, and others (see criteria for judging).
4. Participants are public elementary and secondary schools. Each district shall submit 1 entry in each category on or before October 4, 2024. Submit documents in hard copy in the records section for proper recording.
5. Attached are the criteria for judging and the timeline of activities.
6. For clarification or inquiries, please get in touch with Ms. Juliet C. Sannad, Chief of the CID at (074) 619-3491.
7. Immediate and wide dissemination of this Memorandum is desired.


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2024 Division Search for the ROSE School

I. Timeline

No.	Activities	Timeline
1.	Conduct of additional activities supportive of Project ROSE	Sept. 3-25
2	Preparation of manuscript in the school level	Sept. 3-25
3	District Search for the Best Implementer of Project ROSE	Sept. 26-Oct. 3
4	Submission of district entry to the 2024 Division Search for the ROSE School (1 entry per category): <ul style="list-style-type: none"> • Elementary = Big School (enrolment of 250 and above) – 1 Small School (enrolment of 249 and below)- 1 • Secondary = Big School (enrolment of 250 and above) - 1 Small School (enrolment of 249 and below)-1 	October 4, 2024
5	Division Search for the Best Implementer of Project ROSE	Oct. 4-10, 2024
6	Onsite validation of the finalist	October 11&14
7	Announcement of winners	October 18,
8	Submission of entry to the Regional Level	October 24

II. 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	
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	
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 Disaster Risk Reduction themes in the curriculum	3	



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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)		
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. -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	
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)		
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, YCAP, Repair and maintenance activities. • Presence of instructional feedback mechanism for school maintenance 	1	