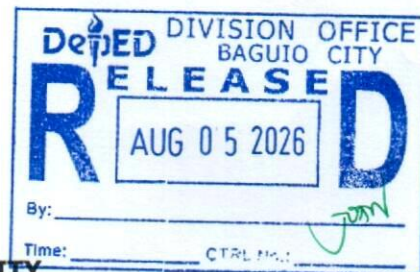




Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION  
**SCHOOLS DIVISION OFFICE OF BAGUIO CITY**



August 4, 2026

**DIVISION MEMORANDUM**

No. **498-2026**

**2026 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 559 s. 2026, Regional Search for the Radiating Institution Operating with Sustainable and Environment-Friendly Practices (ROSE), this office announces the **2026 Division Search for the ROSE School**.
2. The search aims to:
  - a. encourage schools to actively address environmental issues at their level; and
  - b. empower stakeholders to develop practical skills and lead sustainable initiatives within their communities.
3. Each district may submit 1 entry in each category on or before **SEPTEMBER 25, 2026**. Submit documents in hard copy in the records section for proper recording.

|                          |                       |                                          |
|--------------------------|-----------------------|------------------------------------------|
| Public Elementary School | Small School Category | Schools with enrollment of 249 and below |
|                          | Big School Category   | Schools with enrollment of 250 and above |
| Public Secondary School  | Small School Category | Schools with enrollment of 249 and below |
|                          | Big School Category   | Schools with enrollment of 250 and above |

4. Attached is Enclosure No. 1 containing the Criteria for Judging for reference and guidance,
5. For clarification or inquiries, please get in touch with Ms. Juliet C. Sannad, Chief of the CID at (074) 619-3491.
6. Immediate and wide dissemination of this Memorandum is desired.

  
**SORAYA T. FACULO, PhD, CESO V**  
Schools Division Superintendent



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**Enclosure 1. Criteria for Judging**

**2026 Regional Search for the ROSE**  
 Criteria for judging

School \_\_\_\_\_  
 Division \_\_\_\_\_

Date: \_\_\_\_\_

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 (PPAs).          | 5      |

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

|                                                                                                                                                              | Points |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Waste management program (waste segregation, recycling, composting, MRF, sale of crafts, compost and other item from waste recycling etc.)                   | 10     |
| Paper conservation program (efficient consumption of paper, presence of paper conservation trays, etc.)                                                      | 2      |
| Energy efficiency and conservation program (replacement of incandescent with fluorescent lamps, turning off machine when not in use, etc.)                   | 2      |
| Water conservation program (repair of leaking faucets, water efficient toilet flush, rainwater harvesting facility, etc.)                                    | 2      |
| Pollution prevention program (air and water pollution program, ban on entry of smoke belching vehicles inside the school campus, presence of signages, etc.) | 2      |
| Greening program (presence of plants, mini gardens etc.)                                                                                                     | 5      |
| Other environment and natural resources management programs not mentioned above (biodiversity conservation program, etc.)                                    | 1      |
| Climate change and Disaster Risk Reduction programs<br>DRRM Plan - 3<br>Implementation Report/progress report - 1<br>Project Completion Report - 1           | 4      |
| Environmental awards received (last 3 years)<br>District - 1<br>Division level - .5<br>Region - .5                                                           | 2      |

c. Environment and climate change -related features of the school curriculum (10 points)

|                                                                                 |   |
|---------------------------------------------------------------------------------|---|
| Integration of environment themes in the curriculum<br>-Lesson Plan, DLL etc.   | 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 |



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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<br>1 pt. for every partner                                            | 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.<br><br>-Female students hold leadership roles – good balance.<br><br>-Presence of GAD focal point                                                                                                                                       | 4 |  |
| Students are given opportunities to participate in solving community problems<br>-Science investigatory projects, RISE (etc.)                                                                                                                                                                                                           | 4 |  |
| Existing student organizations/school clubs<br>-1 pt for every club organized.                                                                                                                                                                                                                                                          | 4 |  |
| The prevailing values of the school adequately prepare students for life as citizens of a global community.<br>-Presence of global awareness program and activities.<br>- All activities that introduce diverse cultures and traditions, foster empathy, promotes communication and connection, explores global issues and issues, etc. | 3 |  |
| The special needs of all learners are catered. <ul style="list-style-type: none"> <li>• Special education program</li> <li>• Inclusive education</li> <li>• Presence of accessibility structures for persons with disabilities or learners with special needs.</li> </ul>                                                               | 4 |  |
| The staff are skilled in conflict resolution strategies as a support for positive student behavior <ul style="list-style-type: none"> <li>• Guidance counselor w/ counselling cases</li> <li>• Presence of program for conflict resolution</li> <li>• Grievance committee</li> <li>• Child protection policy</li> </ul>                 | 4 |  |
| Support for cultural diversity – presence of programs for indigenous cultural communities. <ul style="list-style-type: none"> <li>• IPEd</li> </ul>                                                                                                                                                                                     | 2 |  |



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G. Economic sustainability (5 points)

|                                                                                                                   |   |  |
|-------------------------------------------------------------------------------------------------------------------|---|--|
| The spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school | 1 |  |
| Students learn small business skills through opportunities to organize school and community projects              | 2 |  |
| • Young Entrepreneur Cooperative in school or its equivalent.                                                     |   |  |



|                                                                                                                   |   |  |
|-------------------------------------------------------------------------------------------------------------------|---|--|
| • Environment friendly income generating activities/ programs/projects with financial report                      |   |  |
| A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintenance. | 2 |  |
| • Brigada Eskwela, YCAP, Repair and maintenance activities.                                                       |   |  |
| • Presence of instructional feedback mechanism for school maintenance                                             |   |  |