



Republic of the Philippines

**Department of Education**  
REGION XI  
SCHOOLS DIVISION OF PANABO CITY

4301

**Office of the Schools Division Superintendent**

**DIVISION MEMORANDUM**

SGOD-2024-0471

To : Assistant Schools Division Superintendent  
Chief of the Schools Governance and Operations Division  
Chief of the Curriculum Implementation Division  
All Elementary and Secondary School Heads  
All School Health and Nutrition Section  
All Concerned

Subject: **CALL FOR NOMINATIONS FOR THE 2024 REGIONAL SCHOOL-BASED FEEDING PROGRAM AND IT'S COMPLEMENTARY PROGRAM**

Date: September 24, 2024

Attached is Regional Memorandum ESSD 2024-379 re: 2024 Regional School Based Feeding Program and Complimentary Programs Evaluation for S.Y 2023-2024 on October 14,18 and 21-23,2024.

Anent this, all implementing schools are requested to fill out the attached evaluation forms of School Based Feeding Program (SBFP), Gulayan sa Paaralan Program (GPP), Canteen and Integrated School Nutrition Model (ISNM) and be uploaded in the google drive <https://tinyurl.com/sbfpcallfornomination> on or before September 30,2024.

Evaluation and validation of the identified implementing schools from the division level shall take place from October 1-3,2024. Succeeding schedules for the Regional Level validation can be seen on the attached Regional Memorandum.

For your information and guidance.

**JINKY B. FIRMAN Ph.D., CESO VI**  
Assistant Schools Division Superintendent  
Officer In-Charge  
Office of the Schools Division Superintendent

Enclosed.: As stated.SGOD/ABA/memsc

RELEASED

For the SDS  
AILENE B. ANONUEVO, Ph.D. *[Signature]* SEP 25 2024  
Chief Education Supervisor, SGOD  
Incharge of the Division

RECORDS SECTION-SDO PANABO CITY  
BY *[Signature]*

Recd by

78215



Republic of the Philippines  
**Department of Education**  
DAVAO REGION

20 - 10301

**Office of the Regional Director**

**REGIONAL MEMORANDUM**  
ESSD-2024-379

To : Schools Division Superintendents  
Chief Education Supervisor, ESSD

Subject: **2024 REGIONAL SCHOOL-BASED FEEDING PROGRAM (SBFP)  
AND ITS COMPLEMENTARY PROGRAMS EVALUATION**

Date : September 13, 2024

The School-Based Feeding Program (SBFP) and its Complementary Programs (Gulayan sa Paaralan, School Canteen, Integrated School Nutrition Model, Wash in Schools, Adolescent Friendly Facilities, and Child-Minding Center/Learners Rights and Protection Room) are government initiatives aimed at addressing the issue of malnutrition and improving the overall health and well-being of schoolchildren. These programs involve providing nutritious meals to learners in schools, particularly in schools with high rate of undernutrition. They are regarded as excellent investments in education and their implementation demonstrates not only the improvement in nutritional status of undernourished learners, but also best practices and innovations in various schools and divisions, including collaboration and close coordination with stakeholders.

In this regard, this Office, through the Education Support Services Division, announces the conduct of **2024 Regional School-Based Feeding Program (SBFP)  
and its Complementary Programs Evaluation for S.Y. 2023-2024 on October 14-18 and 21-23, 2024.**

The evaluation aims to comprehensively assess the effectiveness, efficiency, and impact of the initiatives in improving the nutritional health status, health outcomes, and overall well-being of learners, while identifying best practices and areas for refinement to inform evidence-based program development and replication. Specifically, it aims to:

1. identify Model School Implementers of SBFP and its Complementary Programs through screening, evaluating and validating the accomplishments of nominated schools from the different Schools Division Offices (SDOs);
2. motivate school heads to perform well and generate enthusiasm and interest of program implementers and stakeholders; and
3. provide actionable insights that can guide policy decisions, resource allocation, and program improvements to ensure the sustained success of the programs.



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The Regional Evaluation Committee is composed of the following:

ROLE	NAME	OFFICE	POSITION
Chairman	Dr. Warlito E. Hua	ESSD	Chief Education Supervisor
Members	Dr. Marra B. Medrano	ESSD	Dentist III
	Reissa T. Silda	ESSD	ND II
	Stephen Mark T. Castres	ESSD	Detailed Nurse II
	Kathrine Denise A. Cariño	ESSD	TA I
	Mary Beth A. Dejacto	ESSD	TA II
External Evaluators		Department of Environment and Natural Resources RO XI	
		Department of Agriculture RO XI	
		Department of Science and Technology	
		Ateneo de Davao University	

Annex A provides details on the guidelines of evaluation and Annex B for evaluation criteria for each program.

Hence, this Office enjoins SDOs to extend full support and schools to participate. Their involvement is crucial in ensuring the continued success of the programs and strengthening the sense of community engagement and support for education initiatives.

For further details, Reissa T. Silda, Regional SBFP Focal Person, may be contacted at (082) 224-0748.

Immediate and wide dissemination of this Memorandum is desired.

DEPARTMENT OF EDUCATION  
 RECORDS SECTION  
**RELEASED**

ALLAN G. FARNAZO  
 Director

IV: *[Signature]* Date: *Sept. 18, 2024*  
 38215

Enclosed: As stated.

ROE7/rts



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**Annex A**

**GUIDELINES ON THE CONDUCT OF THE 2024 REGIONAL SCHOOL-BASED FEEDING PROGRAM (SBFP) AND ITS COMPLEMENTARY PROGRAMS EVALUATION FOR S.Y. 2023-2024**

**I. EVALUATION PROCESS**

**A. District Level**

1. The Public Schools District Supervisor (PSDS) shall form a District Evaluation Committee (DEC) who shall evaluate SBFP and its Complementary Programs (Gulayan sa Paaralan, School Canteen, Integrated School Nutrition Model, Wash in Schools, Adolescent Friendly Facilities, and Child-Minding Center/Learners Rights and Protection Room) of all the schools under its district (if applicable).
2. The DEC shall compose of the following:
  - a. PSDS as the Chairperson
  - b. 2 members of the District SBFP Technical Working Group (TWG)
  - c. 1-2 representative/s from partner agencies or NGOs
3. The DEC shall evaluate the schools and choose one per program (except ISNM) to represent the division.
4. The PSDS shall nominate the entry schools to the Schools Division Superintendent together with the Signed District Level Evaluation Sheet and Printed or Digital Portfolio of each school for division level screening.

**B. Division Level**

1. The Schools Division Superintendent (SDS) shall form a Schools Division Evaluation Committee (SDEC) who shall evaluate SBFP and its Complementary Programs.
2. The SDEC shall compose of the following:
  - a. SGOD Chief as the Chairperson
  - b. 2 members of the SBFP Technical Working Group (TWG)
  - c. 1 Medical Officer
  - d. 1-2 representative/s from partner agencies or NGOs
3. The SDEC shall evaluate and validate the school entries/nominees of their districts and choose one per program (except ISNM) to represent the division.
4. The SDS shall nominate the entry schools to the Regional Director together with the Signed Division Level Evaluation Sheet and Digital Portfolio of each school for regional level screening.

**C. Regional Level**

1. The Regional Director shall form a Regional Evaluation Team who shall evaluate and screen the school entries.
2. The REC shall evaluate and screen the school entries and choose the top two to three schools for each program for validation process.



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**Annex A**

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3. The REC will conduct unannounced onsite validation of the top two to three schools to verify their submitted digital portfolios through cross-referencing observations, interviews, and documents to ensure accuracy and consistency.
4. The school with the highest score per program during the onsite validation shall be recognized as Model School implementer.
5. The REC will also identify schools and/or divisions for special awards and recognition such as but not limited to: Best Innovation, Most Innovative Focal Person, Sustainability Champion Award, Service Award, Excellent Partnership Award, etc.
6. The result will be announced through a Regional Memorandum.
7. The decision of the REC shall be final and unappealable.

**II. TIME FRAME**

<b>Phases</b>	<b>Persons Responsible</b>	<b>Date</b>
■ School Preparation	School Head, School Focal Persons & Core Group/TWG of each program	■ July 29 to August 23, 2024
■ District Level Evaluation ■ Submission of District Level Nominees	District Evaluation Committee	■ August 26 to September 13, 2024 ■ September 16, 2024
■ Division Level Screening and Onsite Validation ■ Submission of Division Level Nominees to RO	Division Evaluation Committee	■ September 17 to 26, 2024 ■ October 4, 2024
■ Digital Portfolio Preparation of Nominated Schools ■ Submission of Digital Portfolio to RO	School Program Committee & Division Evaluation Committee	■ September 30 to October 4, 2024 ■ <b>October 14, 2024</b>
■ Regional Desk Evaluation & Screening of SDO Nominees ■ Unannounced Regional Level Onsite Validation	Regional Evaluation Committee	■ October 15 to 16, 2024 ■ October 17-18, 21-23, 2024
■ Regional Awarding		■ December 5-6, 2024



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<b>SDO</b>	
<b>DISTRICT</b>	
<b>SCHOOL</b>	

**CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR SBFP**

	<b>CRITERIA</b>	<b>Sub-points</b>	<b>Points</b>	<b>Score</b>
<b>I PROGRAM MANAGEMENT</b>				
<b>A Percentage of beneficiaries served</b>				
100% of the total number of beneficiaries were served	5			
90-99% of the total number of beneficiaries were served	4			
80-89% of the total number of beneficiaries were served	3			
70-79% of the total number of beneficiaries were served	2			
69% and below of the total number of beneficiaries were served	1			
<b>B Percentage of rehabilitated beneficiaries</b>				
100% rehabilitation	10			
95-99% rehabilitation	8			
90-94% rehabilitation	6			
85-89% rehabilitation	4			
84% and below rehabilitation	2			
<b>C Prompt implementation of the program</b>				
Implemented on time	5			
Implemented 1 day after the scheduled date	4			
Implemented 2 days after the scheduled date	3			
Implemented 3-5 days after the scheduled date	2			
Implemented more than 5 days after the scheduled date	1			
<b>D SBFP Core Group</b>				
All SBFP Core Group Members has signed designation given before the start of implementation.	1			
All SBFP Core Group Members have performed their assigned task/s.	2			
All SBFP Core Group Members worked collaboratively before, during and after the implementation.	2			
<b>E Orientation for implementers, parents/guardians of beneficiaries and other stakeholders</b>				
100% attendance	2			
99% and below attendance	1			
<b>F Advocacy activities</b>				
More than 5 advocacy activities conducted	4			
5 advocacy activities conducted	3			
4 advocacy activities conducted	2			
3 advocacy activities conducted	1			
2 and below advocacy activities conducted	0			
<b>G Resource mobilization activities</b>				
More than 5 resource mobilization activities conducted	4			
5 resource mobilization activities conducted	3			
4 resource mobilization activities conducted	2			
3 resource mobilization activities conducted	1			
2 and below resource mobilization activities conducted	0			
<b>II COMMUNITY ENGAGEMENT AND COLLABORATION</b>				
<b>A Collaborative Partnerships</b>				
More than 4 Quality Collaborative Partnerships	3			
4 Quality Collaborative Partnerships	2			
3 Quality Collaborative Partnerships	1			
2 and below Quality Collaborative Partnerships	0			
<b>B Parent and Guardian Involvement</b>				
100% of parent/guardian-beneficiaries are involved	3			
95-99% of parent/guardian-beneficiaries are involved	2			
90-94% of parent/guardian-beneficiaries are involved	1			
below 90% of parent/guardian-beneficiaries are involved	0			
<b>C Volunteer Engagement</b>				
10% or more of the total number of parent-beneficiaries	3			
8-9% of the total number of parent-beneficiaries	2			
6-7% of the total number of parent-beneficiaries	1			
5% and below of the total number of parent-beneficiaries	0			

<b>D</b>	<b>Coordination with the barangay</b>	
	More than 4 coordination activities conducted	3
	4 coordination activities conducted	2
	3 coordination activities conducted	1
	2 and below coordination activities conducted	0
<b>E</b>	<b>Recognition and Celebrations</b>	
	Conducted recognition of stakeholders, partners and implementers.	1
	100% of stakeholders, partners and implementers were recognized	2
<b>III</b>	<b>REPORTS OR DOCUMENTS (SBFP Forms 1-8)</b>	
<b>A</b>	Completeness (1 pt per form/report)	
<b>B</b>	Accuracy (1 pt per form/report)	
<b>C</b>	Promptness (1 pt per form/report if submitted on time)	
<b>D</b>	Program Monitoring Tool	
	100% score	6
	98-99% score	5
	96-97% score	4
	94-95% score	3
	92-93% score	2
	90-91%	1
	Below 90% score	0
<b>IV</b>	<b>INNOVATIONS</b>	
<b>A</b>	<b>Impact</b>	3
	The innovation should have a significant positive impact on the SBFP. It should address key challenges or opportunities and demonstrate the potential to improve the effectiveness, efficiency, or outcomes of the initiative. The impact can be measured in terms of student engagement, learning outcomes, environmental sustainability, community involvement, or other relevant indicators.	
<b>B</b>	<b>Creativity and Novelty</b>	3
	The best innovation should exhibit creativity and novelty in its approach. It should introduce new ideas, methods, or technologies that go beyond traditional practices and bring fresh perspectives to the SBFP. The innovation should demonstrate originality and uniqueness in its application to the context of SBFP.	
<b>C</b>	<b>Scalability and Replicability</b>	2
	The best innovation should have the potential to be implemented in various schools or educational settings, considering different resources, capacities, and constraints. It should be adaptable and transferrable to ensure widespread adoption and impact.	
<b>D</b>	<b>Sustainability</b>	3
	The innovation should contribute to the long-term sustainability of the SBFP. It should address the program's environmental, social, and economic dimensions and promote practices that are ecologically responsible, socially equitable, and economically viable. The innovation should support the program's continuity and resilience.	
<b>E</b>	<b>Collaboration and Partnership</b>	2
	The best innovation should foster collaboration and partnership among various stakeholders. It should encourage engagement and involvement of students, teachers, parents, local communities, experts, or organizations. The innovation should promote collective action, shared responsibility, and cooperative efforts to achieve its goals.	
<b>F</b>	<b>Practicality and Feasibility</b>	3
	The innovation should be practical and feasible for implementation within the context of SBFP. It should take into account available resources, infrastructure, and capacities. The innovation should be achievable, considering the skills, knowledge, and expertise of those involved in the program.	
<b>G</b>	<b>Evaluation and Evidence</b>	1
	The best innovation should provide a clear framework for evaluation and evidence-based assessment. It should incorporate mechanisms for monitoring, measuring, and documenting its impact on the SBFP. The innovation should demonstrate a commitment to ongoing learning and improvement through data-driven decision-making.	
<b>H</b>	<b>Empowerment and Participation</b>	2
	The innovation should empower and actively involve students, teachers, and communities in the implementation of SBFP. It should promote ownership, agency, and active participation, enabling individuals to take on leadership roles, contribute their ideas, and make informed decisions related to the program.	
<b>I</b>	<b>Alignment with Program Objectives</b>	1
	The best innovation should align with the objectives and principles of SBFP. It should support the program's goals of promoting sustainable agriculture, improving nutrition, fostering environmental awareness, and enhancing students' learning experiences. The innovation should align with the core values and vision of the program.	

**NOTABLE REMARKS:**

**Name and Signature of Evaluator**



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**ON-SITE MONITORING TOOL  
 INTEGRATED SCHOOL NUTRITION MODEL  
 LIGHTHOUSE SCHOOL**

SDO		DATE	
SCHOOL NAME		SCHOOL HEAD	
NAME OF ISNM FOCAL		NO. OF ENROLLMENT	
TYPE OF SCHOOL		CURRICULAR OFFERING	

Direction: Please check (✓) the box that best describes the current state of the Integrated School Nutrition Model (ISNM) Lighthouse School being monitored.

NO.	INDICATORS	EVIDENT	NOT EVIDENT	REMARKS
<b>A. School-Based Feeding Program</b>				
1	The School uses iron-fortified rice and indigenous vegetables from school gardens in feeding the underweight children.			
2	The School develops menus with indigenous vegetables.			
3	The School uses the developed menus in feeding their underweight children.			
4	The School has conducted nutrition assessment to all its learners after feeding (Endline for SY 2021-2022, specify malnutrition rate).			
5	The School has conducted nutrition assessment to all its learners before feeding (Baseline for SY 2022-2023, specify malnutrition rate).			
6	The School has identified SBFP beneficiaries for SY 2022-2023 (specify number of beneficiaries).			
7	The School has conducted NFP feeding for FY 2020.			
8	The School has conducted Milk feeding for FY 2020.			
9	The School has conducted NFP feeding for FY 2021.			
10	The School has conducted Milk feeding for FY 2021.			
11	The School has conducted NFP feeding for FY 2022.			
12	The School has conducted Milk feeding for FY 2022.			
13	The School has rehabilitated to normal status the identified beneficiaries for feeding (specify rehabilitation rate).			
<i>Subtotal</i>				
<b>B. Bio-intensive School Gardens (Gulayan sa Paaralan)</b>				
14	The School has established Bio-intensive School Garden.			
15	A technical working group for nutrition (TWG) consisting of the school administrator, agriculture teacher, feeding center teacher, and other stakeholders is established. This working group identifies and utilizes opportunities for promoting school-level nutrition.			
16	The bio-intensive garden functions as a demonstration of climate and nutrition smart agriculture.			
17	The bio-intensive garden functions as source of nutrient-rich products for feeding program such as			



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	Alugbati, Kulitis, Malunggay, Saluyot, Talong, Upo, etc.			
18	The bio-intensive garden functions as an environmental science learning venue for school children and their parents.			
19	The bio-intensive garden is producing safe and healthy foods.			
20	The bio-intensive garden is laid out in 100 sq. meter blocks to ensure good micro-climates.			
21	Garden plans (cropping pattern and garden lay-out) are prepared on an annual-basis taking into consideration water/ climate and feeding center needs.			
22	Garden size is adequate (200-300 sq. m). Specify % of school area used.			
23	The bio-intensive garden receives direct sunlight for at least 4-6 hours.			
24	The bio-intensive garden has a good water source and drainage system.			
25	Diversity within the garden is maintained taking into consideration season, feeding center and school canteen requirements. Diversity in school gardens means that there are ten to twelve different crops and fruit trees at a given time with 70 % indigenous and 30 % exotic.			
<b>The School practices crop integration:</b>				
26	▪ Fruit vegetables			
27	▪ Leafy vegetables			
28	▪ Root vegetables			
29	▪ Indigenous Plants			
30	▪ Indigenous herbal plants			
31	Drought tolerant and nutritionally dense leafy vegetables (e.g. amaranth, longfruited jute, etc.) are grown for the feeding program and school canteens.			
32	Root crops such as sweet potato, cassava, taro, yams, etc. are grown as energy source.			
33	Legumes such as mungbean, cowpea, rice bean, hyacinth bean, lima bean, winged bean and pigeon pea, etc. are grown to serve as protein and fibre sources.			
34	School garden practices soil and water conservation technique such as:			
35	Deep dug (1 ft deep) and raised bed. These bed store more water, encourage roots to grow deep, and prevents loss of topsoil during rainy season.			
36	Regular use of natural green leaf gliricidia and compost fertilizers to improve soil quality and to keep the soil moist and enriches biological life.			
37	Use of mulch (dried grass/ leaves) to cover garden beds to help reduce evaporation to lower soil temperature and weed growth.			
38	Rain-water is stored and recycled (roof top or pond collection) and used in gardens.			
39	Alternate-day watering is practiced: good heavy watering only 2-3 times a week only in order to encourage roots to penetrate deep relying on soil moisture.			



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40	Trees that will serve as source of fertilizers are planted within the school garden for easy access of green manure, to improve garden microclimate, and as a windbreak. Fast growing leguminous trees (kakawate 70 % and Calliandra 30 %) are grown all around the boundaries of gardens. Trees are planted 1 meter apart on the boundaries of the garden or within the school vicinity or between every two rows of garden plots			
41	Composting of leaves and plant remains is practiced all year round. (Other locally available materials such as animal manure, eggshells, and wood ash may be incorporated to improve soil quality and fertility.)			
42	Rotation is practiced in every plot every season to reduce over extraction of the same nutrients.			
43	Organic matter is regularly applied to beds to encourage earthworms, nitrogen-fixing bacteria and mychorriza fungi (whitish fungus that helps roots access nutrients in the soil).			
44	Liquid fertilizer (green leaves e.g. kakawate soaked in water-liquid extract is used) is applied on weekly basis (to all seedlings less than a month old) to boost root growth and plant health.			
45	Minimum tillage is practiced to reduced soil erosion and soil moisture loss (so infrequent digging) is always ensuring there is always mulch on the soil/surface.			
46	During long and dry summer, school gardens practice cover cropping (ground cover during school vacation). Drought-tolerant cover crops are planted on garden beds to protect the soil from drying out, rebuild fertility and suppress weed growth. Cowpea, pigeon pea and rice bean are preferred dry season to heat tolerant crop.			
47	School gardens are free of chemical pesticides. Botanical insecticides are used only when needed. Flowering plants such as marigold to attract beneficial insects.			
48	Crop rotation within beds and intercropping is being practiced.			
49	The bio-intensive garden is self-reliant in seeds/ planting materials. Seed saving is practiced.			
50	The school has established a functional nursery/ seed bank for the propagation of vegetable seedlings, fruit-bearing, and forest tree seedlings to sustain the seedling requirements of the school for the whole year.			
51	The School has conducted seed exchanges with other schools in their district.			
52	The School has conducted seed exchanges with other schools in other districts.			
53	The School uses container vegetable and artistry.			
54	60% of the harvested product from the school garden was utilized in the school feeding program.			
55	40% of the harvested product from the school garden was sold in the community/market as part of the income generating project of school.			

The income from the harvested product was utilized for the provision of:



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56	▪ Ingredients for school feeding			
57	▪ Gardening tools			
58	▪ Seeds			
59	▪ Other materials to sustain the bio-intensive garden.			

*Subtotal*

<b>C. Nutrition Education</b>				
60	The School conducted advocacy activities on the integration of bio-intensive gardens, school feeding, and nutrition education. Specify how many activities were conducted successfully for the past three years.			
61	The school reproduce or reprint any nutrition education materials such as pamphlet, booklet, posters, etc.			
62	The school utilizes different media or platforms for nutrition education.			

*Subtotal*

<b>TOTAL NO. OF EVIDENT INDICATORS</b>	
<b>TOTAL NO. OF NOT EVIDENT INDICATORS</b>	
<b>PERCENTAGE</b>	

<b>ISSUES AND CONCERNS</b>
<b>ACTION/S TAKEN</b>
<b>BEST PRACTICES</b>

Monitored by:

Signature over printed name

Conforme:

Signature over printed name of  
School ISNM Focal

Signature over printed name of  
School Head



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SDO	
DISTRICT	
SCHOOL	

### CRITERIA FOR MODEL SCHOOL CANTEEN

NO.	CRITERIA	SUB-POINTS	POINTS	TOTAL
<b>I.</b>	<b>NUTRITIONAL QUALITY</b>			
<b>A</b>	DO 13, s. 2017 compliant		13	
	<b>1</b> Sells only Green and Yellow (TTh only) categories food in the canteen following the cut-off points.	1		
	<b>2</b> Yellow category is less prominent than Green in the canteen menu.	1		
	<b>3</b> No Red Category food is sold/served.	2		
	<b>4</b> Utilizes iodized salt (RA 8172) in canteen-cooked foods.	1		
	<b>5</b> Absence of artificially flavored foods.	1		
	<b>6</b> Availability of potable and free drinking water.	1		
	<b>7</b> Condiments are served only upon request.	1		
	<b>8</b> No unhealthy foods and beverages are brought in school	2		
	<b>9</b> Absence of advertising in any form	1		
	<b>10</b> Absence of sponsorships to fund school activities/projects	1		
	<b>11</b> Absence of any form of promotion	1		
<b>B</b>	<b>Menu variety</b>		12	
	<b>1</b> Includes a variety of fruits, vegetables, whole grains, lean proteins, and low-fat dairy products.	2		
	<b>2</b> Provides a diverse range of food choices to cater to different tastes, preferences, and cultural backgrounds.	2		
	<b>3</b> Incorporates seasonal and locally sourced ingredients in the menu promotes sustainability, supports local farmers, and ensures freshness.	2		
	<b>4</b> Provides alternatives and substitutions for students with specific dietary needs, ensuring inclusivity and accessibility for all	1		
	<b>5</b> Includes dishes that are culturally relevant and representative of different ethnicities and traditions.	1		

	<b>6</b>	Offers age-appropriate portion sizes, textures, and flavors.	1	
	<b>7</b>	Features a variety of cooking methods, such as grilling, steaming, baking, stir-frying, or boiling.	1	
	<b>8</b>	Incorporates regular rotation of dishes and specials to keep the offerings fresh and exciting.	1	
	<b>9</b>	Provides information about the nutritional content of the dishes, highlighting the benefits of different ingredients, and offering nutrition-related activities can help students make informed food choices.	1	
<b>II.</b>	<b>FOOD SAFETY AND HYGIENE</b>			
<b>A</b>	<b>Compliance with Regulations</b>			
	<b>1</b>	Sanitation Clearance/Permit from the Local Health Department	1	
	<b>2</b>	Health Permit of Canteen Personnel/Staff from the City/Municipal Health Office	1	
<b>B</b>	<b>Staff Training and Certification</b>			
	<b>1</b>	Canteen staff have regular proper training in food safety and hygiene practices.	1	
	<b>2</b>	Canteen Personnel/Staff are well-groomed and wearing clean and proper attire at all times	1	
	<b>3</b>	Canteen Personnel / Staff are wearing identification cards with photo when inside the premises of the canteen.	1	
<b>C</b>	<b>Cleaning, Sanitation and Food Handling</b>			
	<b>1</b>	Implement regular and thorough cleaning and sanitation procedures.	1	
	<b>2</b>	Proper use of cleaning agents, sanitizers, and disinfectants are always followed.	1	
	<b>3</b>	Ensured proper and safe handling of foods.	1	
	<b>4</b>	Provided clean plates, glasses, and eating utensils.	1	
	<b>5</b>	Practiced proper waste segregation and disposal.	1	
	<b>6</b>	Provided conducive, well-ventilated, well-lighted, safe, and clean environment for feeding.	1	
	<b>7</b>	Involves proper separation of raw and cooked foods, using separate cutting boards and utensils for different types of foods, and ensuring proper handwashing and glove usage to avoid the transfer of harmful bacteria.	1	
	<b>8</b>	Have measures in place to prevent and control pests	1	

<b>D</b>	<b>Safe Food Storage</b>		<b>4</b>
	<b>1</b> Refrigeration units to store perishable items at the correct temperatures	1	
	<b>2</b> Proper labeling and dating of food products.	1	
	<b>3</b> Regular monitoring of storage conditions	1	
	<b>4</b> Food covers and containers for safekeeping are available.	1	
<b>III.</b>	<b>MANAGEMENT OF SCHOOL CANTEEN</b>		
<b>A</b>	<b>Staff and Organization</b>		<b>3</b>
	<b>1</b> Being managed by the teachers.	1	
	<b>2</b> Serves as laboratory for EPP pupils/ TLE Students.	1	
	<b>3</b> Disallows the sub-leasing of the whole or part of the School Canteen or sub-contracting the operation to concessionaires.	1	
<b>B</b>	<b>Affordability and Pricing</b>		<b>3</b>
	<b>1</b> A reasonable mark-up price for all merchandises in the canteen is being observed	1	
	<b>2</b> Offers affordable meals to ensure accessibility for all students.	1	
	<b>3</b> Transparent pricing and fair practices are implemented	1	
<b>C</b>	<b>Compliance with Requirements</b>		<b>5</b>
	<i>For School-Managed Canteens only</i>		
	<b>1</b> The school head issues a written designation to a Home Economics teacher who shall be the Canteen Teacher.	1	
	<b>2</b> The Canteen Teacher supervises canteen operations for a period not exceeding three (3) hours per day.	1	
	<b>3</b> The Canteen Teacher is assisted by all H.E. Teachers on rotation basis.	1	
	<b>4</b> Indigent pupils/students who wish to work in the canteen is duly and reasonably compensated and with the written consent of their parents.	1	
	<b>5</b> A school-Managed Canteen has bank account "in trust for" the name of the school, whereby the School Head and the Canteen In-Charge are joint signatories.	1	
	<i>For Teachers' Cooperative-Managed Canteens only</i>		
	<b>1</b> It is duly registered with the Cooperative Development Authority (CDA).	0.5	
	<b>2</b> It has Articles of Cooperation and Constitution and By-Laws.	0.5	
	<b>3</b> It has been in existence for at least two (2) years at the time that is signified interest to manage the school canteen.	0.5	
	<b>4</b> Its membership is composed of more than fifty percent (50%) of the teachers and non-teaching personnel of the school.	0.5	

	<b>5</b>	Authorized by school head to operate and manage the School Canteen	0.5	
	<b>6</b>	Signed and Approved Memorandum of Agreement	0.5	
	<b>7</b>	The Teachers' Cooperative-Managed Canteen followed the Standard Chart of Accounts for Consumers' Cooperatives prescribed by CDA.	0.5	
	<b>8</b>	Statement of Receipts and Disbursements indicating the share it received from the Teachers' Cooperative-Managed Canteen is posted by the School Head in the School's Bulletin Board.	0.5	
	<b>9</b>	The teachers' cooperative does not allow any of its officers and members to use his/her/their official time in attending to and supervising the activities, operations and management of the school canteen.	0.5	
	<b>10</b>	The teachers' cooperative has an assigned canteen manager to coordinate with the school.	0.5	
<b>D</b>	<b>Utilization of the Share of the School</b>			<b>12</b>
	<i>For School-Managed Canteens only</i>			
	<b>1</b>	35% for the supplementary feeding program for undernourished pupils/students	5	
	<b>2</b>	5% for school clinic fund	3	
	<b>3</b>	15% for faculty and student development fund	1	
	<b>4</b>	10% for H.E. instructional fund	1	
	<b>5</b>	25% for school operations fund	1	
	<b>6</b>	10% for revolving capital	1	
	<i>For Teachers' Cooperative-Managed Canteens only</i>			
	<b>1</b>	The share of the school from the gross margin of the canteen is not less than twenty percent (20%).	3	
	<b>2</b>	35% for the supplementary feeding program for undernourished pupils/students	4	
	<b>3</b>	5% for school clinic fund	2	
	<b>4</b>	15% for faculty and student development fund	1	
	<b>5</b>	10% for H.E. instructional fund	1	
	<b>6</b>	35% for school operations fund	1	
<b>E</b>	<b>Reports/ Documents</b>			<b>11</b>
	School canteen reports and documents are complete and properly filed; accurate, regularly updated and submitted on time.			
	<b>1</b>	Record of daily food inspection	1	
	<b>2</b>	Record of daily income	1	
	<b>3</b>	Record of expenses and receipts/transactions	1	
	<b>4</b>	SC Form 1: Liquidation Report	1	
	<b>5</b>	SC Form 2: Monthly Statement of Expenditures (Net Income Utilization	1	
	<b>6</b>	SC Form 3: Monthly Report on Canteen Operation	1	
	<b>7</b>	SC Form 4: Quarterly Report on Canteen Operation	1	
	<b>8</b>	SC Form 5: School Year Report on Canteen Operation	1	
	<b>9</b>	Program Monitoring Tool	3	
	<b>10</b>	100% score	3	
	<b>11</b>	95-99% score	2	
	<b>12</b>	90-94% score	1	
	<b>13</b>	Below 90% score	0	

<b>F</b>	<b>Impact to the Nutritional Status of Learners</b>		<b>10</b>
	1 Identified Pupils/ Students for supplementary feeding (specify number of beneficiaries identified).	2	
	2 Conducted supplementary feeding to identified beneficiaries (specify number of feeding days and feeding period).	3	
	3 Rehabilitated to normal status the identified beneficiaries for feeding (specify rehabilitation rate).	5	
<b>IV.</b>	<b>INNOVATIONS</b>		<b>14</b>
<b>A</b>	<b>Impact on Health and Nutrition</b>	3	
	How the school canteen's strategies, menu offerings, and initiatives positively influence the health and nutritional habits of students. It recognizes that a well-implemented school canteen program has the potential to contribute significantly to students' overall well-being, academic performance, and long-term health outcomes.		
<b>B</b>	<b>Sustainability and Environmental Consciousness</b>	2	
	The best innovation should consider environmental sustainability by promoting eco-friendly practices such as reducing single-use plastics, implementing waste segregation, and using sustainable packaging materials.		
<b>C</b>	<b>Technological Integration</b>	2	
	It refers to the effective incorporation of technology to enhance the efficiency, transparency, and overall quality of canteen operations. This sub-criterion emphasizes the use of technology to streamline processes, improve communication, and provide innovative solutions that benefit students, parents, and the school community.		
<b>D</b>	<b>Efficient Operations and Service</b>	1	
	It refers to the ability of the school canteen implementer to manage and operate the canteen in a well-organized and effective manner. This sub-criterion recognizes that a canteen's operational efficiency and the quality of its service play a crucial role in providing students with access to nutritious meals in a timely and convenient manner.		
<b>E</b>	<b>Collaborative Approach</b>	2	
	The innovation should involve parents, teachers, and the broader community in the design and implementation of the canteen's offerings. Engaging the community fosters a sense of shared responsibility and support for healthy eating initiatives.		
<b>F</b>	<b>Cost-effectiveness and Affordability</b>	1	
	The innovation should strike a balance between providing nutritious meals and maintaining affordability for students. It should demonstrate that healthier options can be accessible and affordable to all students.		
<b>G</b>	<b>Promotion of Healthy Eating Habits</b>	1	
	It refers to the effectiveness of the school canteen implementer's efforts to encourage and instill healthy eating habits among students. This sub-criterion recognizes the critical role that school canteens play in shaping students' dietary choices and overall well-being. An outstanding school canteen implementer creates an environment that not only offers nutritious food but also actively promotes and supports healthy eating behaviors.		
<b>H</b>	<b>Evaluation and Continuous Improvement</b>	1	
	It refers to the implementer's dedication to regularly assessing the performance of the school canteen and implementing strategies to enhance its operations, menu, and impact on students. This sub-criterion recognizes that a successful canteen is one that is responsive to feedback, measures its effectiveness through data collection, and actively seeks opportunities for refinement.		
<b>I</b>	<b>Compliance with Regulations and Standards</b>	1	
	The innovation should adhere to the guidelines and regulations set by the DepEd and other relevant health authorities. It should ensure food safety, hygiene standards, and other legal requirements.		
	<b>TOTAL</b>		<b>100</b>
			<b>0</b>

**NOTABLE REMARKS:**

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Name and Signature of Evaluator

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Republic of the Philippines

Department of Education

DAVAO REGION

SDO	
DISTRICT	
SCHOOL	

### CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR GPP

	CRITERIA	Sub-points	Points	Score
<b>I EDUCATIONAL RELEVANCE (Integration with the Curriculum)</b>			13	
<b>A Alignment with Learning Objectives</b>		1		
	GPP is aligned with the learning objectives of different subjects. The implementer ensures that the gardening activities and related lessons are directly linked to the curriculum, reinforcing and enhancing the knowledge and skills taught in subjects such as science, biology, environmental studies, mathematics, and health.			
<b>B Cross-Disciplinary Connections</b>		1		
	The program demonstrates connections and collaborations across different subjects. The implementer actively seeks opportunities to incorporate gardening-related content and skills into multiple subject areas, fostering a holistic and interconnected learning experience. For example, students may explore the scientific principles behind plant growth in science class, calculate measurements and ratios related to the garden in mathematics, or learn about nutrition and healthy eating habits in health class.			
<b>C Development of Critical Thinking and Problem-Solving Skills</b>		2		
	GPP fosters the development of critical thinking, problem-solving, and decision-making skills among students. Through garden-related activities, students are encouraged to analyze and solve real-world problems related to plant growth, soil quality, pest management, and resource utilization. They learn to make informed decisions and develop creative solutions.			
<b>D Hands-on Experiences</b>		2		
	GPP provides students with hands-on experiences related to gardening and agriculture. Students actively participate in planting, cultivating, and harvesting vegetables, allowing them to apply theoretical concepts learned in the classroom to practical situations. These hands-on experiences deepen their understanding and create meaningful connections with the curriculum.			
<b>E Promotion of Environmental Awareness and Stewardship</b>		1		
	The program promotes environmental awareness and encourages students to become responsible stewards of the environment. It educates students about sustainable agricultural practices, the importance of biodiversity, conservation of natural resources, and the impact of human activities on the environment. Students develop a sense of environmental responsibility and learn to make informed choices for a more sustainable future.			
<b>F Practical Application of Concepts and Skills</b>		2		
	GPP provides students with opportunities for practical application of concepts and skills learned in the classroom. Students actively engage in planting, tending, and harvesting vegetables, allowing them to apply scientific principles, mathematical calculations, and critical thinking skills to real-life situations. This hands-on experience enhances their understanding and retention of academic knowledge.			
<b>G Nutrition and Health Education</b>		1		
	The program incorporates nutrition and health education components, raising students' awareness about the importance of a balanced diet and healthy eating habits. Students learn about the nutritional value of fruits and vegetables, the benefits of consuming fresh produce, and the impact of food choices on their overall well-being. This knowledge contributes to their personal development and empowers them to make healthier food choices.			
<b>H Cultivation of Life Skills</b>		2		
	GPP cultivates essential life skills among students. Through gardening activities, students develop skills such as teamwork, responsibility, patience, perseverance, and problem-solving. They learn to collaborate, communicate effectively, and take ownership of their tasks. These skills are transferable and benefit students beyond the garden, preparing them for future challenges and opportunities.			
<b>I Assessment and Evaluation</b>		1		
	The implementer implements effective assessment and evaluation strategies to measure students' learning outcomes related to the Gulayan sa Paaralan program. They use a variety of assessment methods, such as observations, student reflections, project presentations, and written assignments, to assess students' knowledge, skills, and attitudes developed through the program. This feedback helps inform future planning and improvements.			
<b>II INVOLVEMENT OF COMMUNITY</b>			10	
<b>A Collaborative Partnerships</b>		2		
	MSI establishes collaborative partnerships with various stakeholders, such as parents, local farmers, community organizations, and government agencies. They actively seek their support and involvement in the Gulayan sa Paaralan program, recognizing that community collaboration is essential for its success.			
<b>B Parent and Guardian Involvement</b>		1		
	MSI encourages active participation of parents and guardians in the program. They organize orientation sessions, workshops, and other events to engage parents and inform them about the benefits and objectives of the Gulayan sa Paaralan initiative. Parents are encouraged to contribute their knowledge, skills, and time to support the program's implementation.			
<b>C Volunteer Engagement</b>		1		
	MSI actively recruits and involves community volunteers in the Gulayan sa Paaralan activities. Volunteers can be local farmers, professionals, retirees, or community members interested in gardening and nutrition. They contribute their expertise, time, and resources to help maintain and expand the school's vegetable garden.			

<b>D</b>	<b>Community Workshops and Trainings</b>	
	MSI organizes workshops and trainings related to gardening, sustainable agriculture, nutrition, and food preparation for the local community. These activities provide valuable knowledge and skills to community members, empowering them to implement similar initiatives at home or in their communities.	
<b>E</b>	<b>Sharing Resources and Expertise</b>	1
	MSI encourages the sharing of resources and expertise between the school and the community. They collaborate with local farmers or agricultural experts to provide guidance and support in gardening techniques, organic pest control, and soil management. Community members, in turn, can share their traditional knowledge and practices related to agriculture and local crops.	
<b>F</b>	<b>Community Outreach and Awareness</b>	1
	MSI actively promotes the Gulayan sa Paaralan program within the community, raising awareness about its objectives, benefits, and progress. They engage in outreach activities such as community meetings, local fairs, or agricultural expos to showcase the program's achievements and encourage broader community participation.	
<b>G</b>	<b>Integration of Local Culture and Practices</b>	1
	MSI recognizes and integrates local culture and practices into the Gulayan sa Paaralan program. They involve community members in identifying locally adapted crops, traditional agricultural techniques, or indigenous knowledge related to gardening and nutrition.	
<b>H</b>	<b>Long-Term Sustainability Planning</b>	1
	MSI works with the community to develop long-term sustainability plans for the Gulayan sa Paaralan program. They involve community members in decision-making processes, ensuring that the program aligns with the community's needs and priorities.	
<b>I</b>	<b>Recognition and Celebrations</b>	1
	MSI recognizes and celebrates the contributions of community members to the Gulayan sa Paaralan program. They organize events, certificates of appreciation, or awards ceremonies to acknowledge the efforts of volunteers, parents, and community partners.	
<b>III GARDEN QUALITY</b>		20
<b>A</b>	<b>Well-Maintained Garden Infrastructure</b>	2
	An outstanding garden exhibits well-maintained infrastructure, including raised beds, trellises, fences, composting areas, irrigation systems, and signage. The garden should be organized, clean, and visually appealing, creating an inviting and conducive environment for learning and gardening activities.	
<b>B</b>	<b>Soil Quality and Fertility</b>	2
	The garden's soil quality is crucial for plant growth and productivity. An outstanding garden implementation ensures that the soil is healthy and fertile. This involves proper soil preparation, regular testing, and appropriate amendments to maintain optimal nutrient levels, soil structure, and drainage.	
<b>C</b>	<b>Variety and Diversity of Plants (at least 3 samples for each crop: fruit, leafy, root vegetables, indigenous plants &amp; indigenous herbal plants)</b>	3
	An outstanding garden implementation showcases a variety of plants, including different types of vegetables, herbs, fruits, and indigenous crops. The garden should prioritize diverse plant selections to promote biodiversity, enhance nutrition, and provide opportunities for learning about various plant species. A diverse garden may have 10-15 types of crops grown simultaneously.	
<b>D</b>	<b>Productivity and Harvest Yield</b>	3
	The garden's productivity is a key indicator of its quality. An outstanding garden implementation demonstrates high productivity and regular harvest yields. The implementer employs proper planting techniques, timely maintenance, and effective pest and disease management strategies to maximize crop production. An outstanding garden might yield 2-3 kg/m <sup>2</sup> for vegetables like tomatoes or leafy greens; 3-5 kg/m <sup>2</sup> for root crops (e.g., Sweet Potatoes, Carrots); 1.5-2.5 kg/m <sup>2</sup> for legumes (e.g., String Beans, Peas); 2-4 kg/m <sup>2</sup> for fruiting vegetables (e.g., Eggplant, Peppers); 3-6 kg/m <sup>2</sup> for squashes and gourds (e.g., Squash, Bottle Gourd); and 1-2 kg/m <sup>2</sup> for Herbs (e.g., Basil, Oregano).	
<b>E</b>	<b>Organic and Sustainable Practices</b>	3
	An outstanding garden implementation prioritizes organic and sustainable gardening practices. This includes the use of organic fertilizers, composting, companion planting, natural pest control methods, and water conservation techniques. The garden should serve as a model for sustainable agriculture, promoting environmentally friendly practices.	
<b>F</b>	<b>Integration of Permaculture Principles</b>	2
	An outstanding garden implementation incorporates permaculture principles, such as utilizing companion planting, designing for efficiency, recycling organic materials, and creating ecological balance.	
<b>G</b>	<b>Maintenance and Seasonal Planning</b>	3
	The garden is regularly maintained and cared for throughout the year. An outstanding implementation includes a seasonal planning approach, ensuring that the garden is utilized and productive throughout different seasons. The implementer maintains a gardening calendar, considering crop rotation, succession planting, and timing of activities to optimize garden productivity.	
<b>H</b>	<b>Design and Creativity</b>	2
	MSI has thoughtful design and creative elements incorporated into the garden space. This sub-criterion recognizes that a well-designed garden not only serves practical purposes but also engages students, enhances the learning experience, and contributes to the overall appeal of the program.	
<b>IV SUSTAINABILITY</b>		15
<b>A</b>	<b>Resource Management</b>	1
	An outstanding implementation focuses on efficient resource management. This includes sustainable water usage, such as employing rainwater harvesting techniques or efficient irrigation systems, and reducing water wastage. The implementer promotes the responsible use of other resources, such as composting organic waste, utilizing natural pest control methods, and minimizing the use of chemical inputs.	
<b>B</b>	<b>Organic and Chemical-Free Practices</b>	1
	An outstanding implementation prioritizes organic and chemical-free gardening practices. This involves using organic fertilizers, compost, and natural pest management techniques to minimize the use of synthetic chemicals that can harm the environment and human health. The garden serves as a model for sustainable and eco-friendly gardening methods.	

	<b>C</b> Biodiversity Conservation	1
	The implementation actively promotes biodiversity conservation. This includes incorporating native or heirloom plant varieties, providing habitats for beneficial insects and wildlife, and practicing companion planting techniques. The garden serves as a haven for diverse plant and animal species, contributing to the preservation of local ecosystems.	
	<b>D</b> Waste Reduction and Recycling	1
	An outstanding implementation emphasizes waste reduction and recycling practices. The implementer encourages students and the community to reduce waste by composting organic materials, recycling plant residues, and utilizing recycled materials for garden infrastructure.	
	<b>E</b> Adoption of Seed Production Technology	1
	MSI utilizes modern seed production techniques to optimize the growth, diversity, and sustainability of the garden. This sub-criterion recognizes that the ability to produce and save seeds from various plants empowers the program to become self-sufficient and resilient, while also enhancing students' understanding of the plant life cycle and agricultural practices.	
	<b>F</b> Community Involvement and Ownership	1
	An outstanding implementation fosters community involvement and ownership of the Gulayan sa Paaralan program. The implementer actively engages community members in planning, decision-making, and maintaining the garden.	
	<b>G</b> Education on Sustainable Practices	1
	The implementation educates students, teachers, and community members about sustainable gardening practices. This includes providing information on organic farming, permaculture principles, water conservation, and environmental stewardship. The knowledge and skills acquired through the program empower individuals to adopt sustainable practices in their daily lives.	
	<b>H</b> Integration of Environmental Education	
	An outstanding implementation integrates environmental education into the Gulayan sa Paaralan program. Students learn about environmental issues, such as climate change, biodiversity loss, and food security, and explore the interconnectedness between agriculture and the environment. They develop an understanding of the importance of sustainable practices for a more resilient and equitable future.	
	<b>I</b> Long-Term Planning and Continuity	
	An outstanding implementation incorporates long-term planning and continuity into the Gulayan sa Paaralan program. The implementer develops a sustainability plan that outlines strategies for the continued management, maintenance, and expansion of the garden. This includes succession planning, training of new implementers, and ongoing community engagement.	
	<b>J</b> Monitoring and Evaluation	1
	MSI regularly monitors and evaluates the sustainability of the Gulayan sa Paaralan program. They assess the program's environmental impact, resource efficiency, community engagement, and student learning outcomes. Monitoring and evaluation data provide insights for continuous improvement and ensure the program's alignment with sustainable goals.	
	<b>K</b> Functionality for the past three years or more	5
	MSI is functional, user-friendly, and optimized for educational and cultivation activities for the past three years or more.	
	<b>V</b> IMPACT ON NUTRITIONAL STATUS OF SCHOOL	18
	<b>A</b> Percent contribution to school feeding (Total Cost of Vegetable Donated to Feeding/ Total Budget for School Feeding x 100)	9
	100% score = 9	
	98-99% score = 8	
	96-97% score = 7	
	94-95% score = 6	
	92-93% score = 5	
	90-91% score = 4	
	85-89% score = 3	
	80-84% score = 2	
	75-79% score = 1	
	Below 75% score = 0	
	<b>B</b> Percent Reduction in the number of severely wasted and wasted learners or in the number of improved NS	9
	100% score = 9	
	98-99% score = 8	
	96-97% score = 7	
	94-95% score = 6	
	92-93% score = 5	
	90-91% score = 4	
	85-89% score = 3	
	80-84% score = 2	
	75-79% score = 1	
	Below 75% score = 0	
	<b>VI</b> REPORTS/DOCUMENTS	12
	<b>A</b> Completeness (0.5 pt each for Form 1 & 2; 2 pts for Form 3)	3
	<b>B</b> Accuracy (0.5 pt each for Form 1 & 2; 2 pts for Form 3)	3
	<b>C</b> Promptness (0.5 pt each for Form 1 & 2; 2 pts for Form 3)	3
	<b>D</b> Program Monitoring Tool	3
	100% score = 3	
	95-99% score = 2	
	90-94% score = 1	
	Below 90% score = 0	

<b>VII INNOVATIONS</b>		12	
	<b>A Impact</b>	2	
	The innovation should have a significant positive impact on the GPP. It should address key challenges or opportunities and demonstrate the potential to improve the effectiveness, efficiency, or outcomes of the initiative. The impact can be measured in terms of student engagement, learning outcomes, environmental sustainability, community involvement, or other relevant indicators.		
	<b>B Creativity and Novelty</b>	2	
	The best innovation should exhibit creativity and novelty in its approach. It should introduce new ideas, methods, or technologies that go beyond traditional practices and bring fresh perspectives to the GPP. The innovation should demonstrate originality and uniqueness in its application to the context of GPP.		
	<b>C Scalability and Replicability</b>	1	
	The best innovation should have the potential to be implemented in various schools or educational settings, considering different resources, capacities, and constraints. It should be adaptable and transferable to ensure widespread adoption and impact.		
	<b>D Sustainability</b>	1	
	The innovation should contribute to the long-term sustainability of the GPP. It should address the program's environmental, social, and economic dimensions and promote practices that are ecologically responsible, socially equitable, and economically viable. The innovation should support the program's continuity and resilience.		
	<b>E Collaboration and Partnership</b>	1	
	The best innovation should foster collaboration and partnership among various stakeholders. It should encourage engagement and involvement of students, teachers, parents, local communities, experts, or organizations. The innovation should promote collective action, shared responsibility, and cooperative efforts to achieve its goals.		
	<b>F Practicality and Feasibility</b>	2	
	The innovation should be practical and feasible for implementation within the context of GPP. It should take into account available resources, infrastructure, and capacities. The innovation should be achievable, considering the skills, knowledge, and expertise of those involved in the program.		
	<b>G Evaluation and Evidence</b>	1	
	The best innovation should provide a clear framework for evaluation and evidence-based assessment. It should incorporate mechanisms for monitoring, measuring, and documenting its impact on the GPP. The innovation should demonstrate a commitment to ongoing learning and improvement through data-driven decision-making.		
	<b>H Empowerment and Participation</b>	1.5	
	The innovation should empower and actively involve students, teachers, and communities in the implementation of GPP. It should promote ownership, agency, and active participation, enabling individuals to take on leadership roles, contribute their ideas, and make informed decisions related to the program.		
	<b>I Alignment with Program Objectives</b>	0.5	
	The best innovation should align with the objectives and principles of GPP. It should support the program's goals of promoting sustainable agriculture, improving nutrition, fostering environmental awareness, and enhancing students' learning experiences. The innovation should align with the core values and vision of the program.		
	<b>TOTAL SCORE</b>	100	100

**NOTABLE REMARKS:**

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Name and Signature of Evaluator

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