



Republic of the Philippines  
**Department of Education**  
DIGOS CITY DIVISION

**Office of the Schools Division Superintendent**

**DIVISION MEMORANDUM**  
SGOD-2023-387

To : **Elementary Public Schools District Supervisors  
School Health and Nutrition Section Personnel  
Elementary and Secondary Schools Administrators  
Senior High School Administrator  
Secondary School Nurse  
All Others Concerned**

Subject : **2023 REGIONAL SCHOOL-BASED FEEDING PROGRAM (SBFP)  
AND ITS COMPLEMENTARY PROGRAMS EVALUATION**

Date : August 24, 2023

The School-Based Feeding Program (SBFP) and its Complementary Programs are government initiatives aimed at addressing the issue of malnutrition and improving the overall health and well-being of school children. 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, the Education Support Services Division announces the conduct of 2023 Regional School-Based Feeding Program (SBFP) and its Complementary Programs Evaluation for School Year 2022-2023 on November 13-29, 2023.

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 of refinement to inform evidence-based program development and replication. Specifically, it aims to:

1. identify Model School Implementers of SBFP and its Complementary Programs screening, evaluating and validating the accomplishments of nominated schools from the different Schools Division Office;
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.

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           |
|          | Maureen Ava B. Acuna    | HRDD   | EPSII                       |
|          |                         |        |                             |



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|                     |                                      |
|---------------------|--------------------------------------|
| External Evaluators | National Nutrition Council RO XI     |
|                     | Department of Health RO XI           |
|                     | Department of Agriculture            |
|                     | Department of Science and Technology |

Annex A provides details on the guidelines of evaluation and Annex B for evaluation criteria for each program (Criteria for Model School Implementer for GPP, Criteria for Model School Implementer for SBFP, Criteria for Model School Canteen).

It is stated in Annex A in the Evaluation Process that the Public Schools District Supervisors (PSDS) shall form a District Evaluation Committee (DEC) who shall evaluate SBFP and its Complementary Programs (GPP, School Canteen, Integrated School Nutrition Model, Wash in Schools, and Adolescent Friendly Health Facility) of all schools under its district. (Please see attachment for further details).

**The Time Frame:**

| <b>Phases</b>                                                                                                                                                         | <b>Persons Responsible</b>                                             | <b>Date</b>                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>School Preparation</li></ul>                                                                                                    | School Head, School Focal Persons, and Core Group/ TWG of each program | <ul style="list-style-type: none"><li>July 24 to Sept. 22, 2023</li></ul>                                               |
| <ul style="list-style-type: none"><li>District Level Evaluation</li><li>Submission of District Level Nominees</li></ul>                                               | District Evaluation Committee                                          | <ul style="list-style-type: none"><li>September 25 – 29, 2023</li><li>Oct. 2, 2023</li></ul>                            |
| <ul style="list-style-type: none"><li>Division Level Screening</li><li>Division Level Onsite Validation</li><li>Submission of Division Level Nominees to RO</li></ul> | Division Evaluation Committee                                          | <ul style="list-style-type: none"><li>October 9-13, 2023</li><li>October 16-19, 2023</li><li>October 20, 2023</li></ul> |
| <ul style="list-style-type: none"><li>Digital Portfolio Preparation of Nominated Schools</li><li><b>Submission of Digital Portfolio to RO XI</b></li></ul>            | School Program Committee and Division Evaluation Committee             | <ul style="list-style-type: none"><li>October 23, to November 10, 2023</li><li><b>November 13, 2023</b></li></ul>       |
| <ul style="list-style-type: none"><li>Regional Desk Eval. &amp; Screening</li><li>Unannounced Regional Onsite Validation</li></ul>                                    | Regional Evaluation Committee                                          | <ul style="list-style-type: none"><li>Nov. 14-17, 2023</li><li>November 20-29, 2023</li></ul>                           |



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**Office of the Schools Division Superintendent**

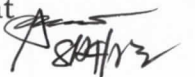
Hence, this Office extends full support to schools who will participate. Involvement is crucial in ensuring the continued success of the programs and strengthening the sense of community engagement and support for education initiatives.

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

Attached herein is the Schools Division Office Evaluation Committee.

For information and strict compliance.

  
**MELANIE P. ESTACIO, PhD, CESO VI**  
OIC – Schools Division Superintendent



DepEd Schools Division of Digos City  
RECORDS SECTION  
**RELEASED** 23-106767  
DATE: AUG 29 2023 TIME: 9:15 AM  
BY: 

Enclosed: As stated.  
SGOD/HNU/hmle



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Republic of the Philippines  
**Department of Education**  
DIGOS CITY DIVISION

**Office of the Schools Division Superintendent**

**SCHOOLS DIVISION EVALUATION COMMITTEE**

| ROLE                | NAME                          | OFFICE | POSITION                                        |
|---------------------|-------------------------------|--------|-------------------------------------------------|
| Chairperson         | Sollie B. Oliver, JD, MATE    | SGOD   | Chief Education Supervisor                      |
| Members             | Hazel Marie L. Escabillas, RN | HNU    | Nurse II, SBFP Focal                            |
|                     | Joel B. Gomito, RN            | HNU    | Nurse II, SBFP-Alternate                        |
|                     | Jasmine A. Asarak, DMD        | HNU    | Dentist II, Head, HNU                           |
| External Evaluators |                               |        | Department of Agriculture                       |
|                     |                               |        | City Health Office – Health and Sanitation Unit |

**Roles and Responsibilities**

- The SDEC shall evaluate the school entries/ nominees of their districts and choose one per program except for the ISNM to represent the division.
- 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.



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**Department of Education**  
DAVAO REGION

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Schools Division of Digos City  
RECORDS SECTION

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TIME: 1:38

Office of the Regional Director

REGIONAL MEMORANDUM  
ESSD-2023-326

To : Schools Division Superintendents

Subject: 2023 REGIONAL SCHOOL-BASED FEEDING PROGRAM (SBFP)  
AND ITS COMPLEMENTARY PROGRAMS EVALUATION

Date : August 14, 2023

The School-Based Feeding Program (SBFP) and its Complementary Programs 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 **2023 Regional School-Based Feeding Program (SBFP) and its Complementary Programs Evaluation for S.Y. 2022-2023 on November 13-29, 2023.**

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

**Office of the Regional Director**

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                    |
|                     | To be identified        | FD     | Accountant                           |
|                     | Maureen Ava B. Acuña    | HRDD   | EPS II                               |
| External Evaluators |                         |        | National Nutrition Council RO XI     |
|                     |                         |        | Department of Health RO XI           |
|                     |                         |        | Department of Agriculture RO XI      |
|                     |                         |        | Department of Science and Technology |

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.** Your involvement is crucial in ensuring the continued success of our programs and strengthening the sense of community engagement and support for education initiatives.

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

Immediate and wide dissemination of this memorandum is desired.

DEPARTMENT OF EDUCATION RUA  
RECORDS SECTION  
**RELEASED**

ALLAN G. BARNAZO  
Director IV

Ry:

15, 2023  
22695

Enclosed: As stated.

ROB7/rts



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DAVAO REGION

Office of the Regional Director  
Annex A

**GUIDELINES ON THE CONDUCT OF THE 2023 REGIONAL SCHOOL-BASED FEEDING PROGRAM (SBFP) AND ITS COMPLEMENTARY PROGRAMS EVALUATION FOR S.Y. 2022-2023**

**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, and Adolescent Friendly Health Facility) 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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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**

| Phases                                                                                                            | Persons Responsible                                                | Date                                                                               |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------|
| ▪ School Preparation                                                                                              | School Head, School Focal Persons & Core Group/TWG of each program | ▪ July 24 to September 8, 2022                                                     |
| ▪ District Level Evaluation<br>▪ Submission of District Level Nominees                                            | District Evaluation Committee                                      | ▪ September 11 to 22, 2023<br>▪ September 27, 2023                                 |
| ▪ Division Level Screening<br>▪ Division Level Onsite Validation<br>▪ Submission of Division Level Nominees to RO | Division Evaluation Committee                                      | ▪ September 28 to October 6, 2023<br>▪ October 9 to 19, 2023<br>▪ October 20, 2023 |
| ▪ Digital Portfolio Preparation of Nominated Schools<br>▪ Submission of Digital Portfolio to RO                   | School Program Committee & Division Evaluation Committee           | ▪ October 23 to November 10, 2023<br>▪ November 13, 2023                           |
| ▪ Regional Desk Evaluation & Screening of SDO Nominees<br>▪ Unannounced Regional Level Onsite Validation          | Regional Evaluation Committee                                      | ▪ November 14 to 17, 2023<br>▪ November 20 to 29, 2023                             |



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## CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR GPP

|           | CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sub-points | Points    |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| <b>I</b>  | <b>EDUCATIONAL RELEVANCE (Integration with the Curriculum)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>13</b> |
|           | <b>A Alignment with Learning Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>1</b>   |           |
|           | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>1</b>   |           |
|           | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>2</b>   |           |
|           | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>2</b>   |           |
|           | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>1</b>   |           |
|           | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>2</b>   |           |
|           | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>1</b>   |           |
|           | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>2</b>   |           |
|           | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>1</b>   |           |
|           | 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</b> | <b>INVOLVEMENT OF COMMUNITY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>10</b> |
|           | <b>A Collaborative Partnerships</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>2</b>   |           |
|           | A Model School Implementer (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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1</b>   |           |
|           | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>1</b>   |           |
|           | 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 Community Workshops and Trainings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>1</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 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 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 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 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 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</b> | <b>GARDEN QUALITY</b>                                                                                                                                                                                                                                                                                                                                                                                               | 20 |
|            | <b>A 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 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 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.                                                                                             |    |
|            | <b>D Productivity and Harvest Yield (Quarterly)</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.                                                                                              |    |
|            | <b>E 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 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 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 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</b>  | <b>SUSTAINABILITY</b>                                                                                                                                                                                                                                                                                                                                                                                               | 15 |
|            | <b>A 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 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 Biodiversity Conservation</b>                                                                                                                                                                                                                                                                                                                                                                              | 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 Waste Reduction and Recycling</b>                                                                                                                                                                                                                                                                                                                                                                          | 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 Adoption of Seed Production Technology</b>                                                                                                                                                                                                                                                                                                                                                                 | 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 Community Involvement and Ownership</b>                                                                                                                                                                                                                                                                                                                                                                    | 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 Education on Sustainable Practices</b>                                                                                                                                                                                                                                                                                                                                                                     | 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 Integration of Environmental Education</b>                                                                                                                                                                                                                                                                                                                                                                 | 1 |    |
|  | 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 Long-Term Planning and Continuity</b>                                                                                                                                                                                                                                                                                                                                                                      | 1 |    |
|  | 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 Monitoring and Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                              | 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 Functionality for the past three years or more</b>                                                                                                                                                                                                                                                                                                                                                         | 5 |    |
|  | MSI is functional, user-friendly, and optimized for educational and cultivation activities for the past three years or more.                                                                                                                                                                                                                                                                                    |   |    |
|  | <b>V IMPACT ON NUTRITIONAL STATUS OF SCHOOL</b>                                                                                                                                                                                                                                                                                                                                                                 |   | 18 |
|  | <b>A Percent contribution to school feeding (Total Cost of Vegetable Donated to Feeding/ Total Budget for School Feeding x 100)</b>                                                                                                                                                                                                                                                                             | 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 Percent Reduction in the number of severely wasted and wasted learners or in the number of improved NS</b>                                                                                                                                                                                                                                                                                                 | 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>  | <b>REPORTS/DOCUMENTS</b>                                                                                                                                                                                                                                                                                                                                                                       |     | 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</b> | <b>INNOVATIONS</b>                                                                                                                                                                                                                                                                                                                                                                             |     | 12  |
|            | <b>A</b> Impact                                                                                                                                                                                                                                                                                                                                                                                | 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</b> Creativity and Novelty                                                                                                                                                                                                                                                                                                                                                                | 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</b> Scalability and Replicability                                                                                                                                                                                                                                                                                                                                                         | 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</b> Sustainability                                                                                                                                                                                                                                                                                                                                                                        | 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</b> Collaboration and Partnership                                                                                                                                                                                                                                                                                                                                                         | 1   |     |
|            | The 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> Practicality and Feasibility                                                                                                                                                                                                                                                                                                                                                          | 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</b> Evaluation and Evidence                                                                                                                                                                                                                                                                                                                                                               | 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</b> Empowerment and Participation                                                                                                                                                                                                                                                                                                                                                         | 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</b> Alignment with Program Objectives                                                                                                                                                                                                                                                                                                                                                     | 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.                                                      |     |     |
|            |                                                                                                                                                                                                                                                                                                                                                                                                | 100 | 100 |



## Annex B

## CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR SBFP

|                                                  | CRITERIA                                                                                        | Sub-points | Points | Total     |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------|------------|--------|-----------|
| <b>I PROGRAM MANAGEMENT</b>                      |                                                                                                 |            |        | <b>35</b> |
| <b>A</b>                                         | <b>Percentage of beneficiaries served</b>                                                       |            | 5      |           |
|                                                  | 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</b>                                         | <b>Percentage of rehabilitated beneficiaries</b>                                                |            | 10     |           |
|                                                  | 100% rehabilitation                                                                             | 10         |        |           |
|                                                  | 95-99% rehabilitation                                                                           | 8          |        |           |
|                                                  | 90-94% rehabilitation                                                                           | 6          |        |           |
|                                                  | 85-89% rehabilitation                                                                           | 4          |        |           |
|                                                  | 84% and below rehabilitation                                                                    | 2          |        |           |
| <b>C</b>                                         | <b>Prompt implementation of the program</b>                                                     |            | 5      |           |
|                                                  | 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</b>                                         | <b>SBFP Core Group</b>                                                                          |            | 5      |           |
|                                                  | 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</b>                                         | <b>Orientation for implementers, parents/guardians of beneficiaries and other stakeholders</b>  |            | 2      |           |
|                                                  | 100% attendance                                                                                 | 2          |        |           |
|                                                  | 99% and below attendance                                                                        | 1          |        |           |
| <b>F</b>                                         | <b>Advocacy activities</b>                                                                      |            | 4      |           |
|                                                  | 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</b>                                         | <b>Resource mobilization activities</b>                                                         |            | 4      |           |
|                                                  | 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>15</b> |
| <b>A</b>                                         | <b>Collaborative Partnerships</b>                                                               |            | 3      |           |
|                                                  | 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</b>                                         | <b>Parent and Guardian Involvement</b>                                                          |            | 3      |           |
|                                                  | 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</b>                                         | <b>Volunteer Engagement</b>                                                                                                                                                                                                                                                                                                                                                                     |     | 3          |
|  |                                                  | 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>                                                                                                                                                                                                                                                                                                                                                           |     | 3          |
|  |                                                  | 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>                                                                                                                                                                                                                                                                                                                                                             |     | 3          |
|  |                                                  | Conducted recognition of stakeholders, partners and implementers.                                                                                                                                                                                                                                                                                                                               | 1   |            |
|  |                                                  | 100% of stakeholders, partners and implementers were recognized                                                                                                                                                                                                                                                                                                                                 | 2   |            |
|  |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                 |     |            |
|  | <b>III REPORTS OR DOCUMENTS (SBFP Forms 1-8)</b> |                                                                                                                                                                                                                                                                                                                                                                                                 |     | <b>30</b>  |
|  | <b>A</b>                                         | Completeness (1 pt per form/report)                                                                                                                                                                                                                                                                                                                                                             |     | 8          |
|  | <b>B</b>                                         | Accuracy (1 pt per form/report)                                                                                                                                                                                                                                                                                                                                                                 |     | 8          |
|  | <b>C</b>                                         | Promptness (1 pt per form/report if submitted on time)                                                                                                                                                                                                                                                                                                                                          |     | 8          |
|  | <b>D</b>                                         | Program Monitoring Tool                                                                                                                                                                                                                                                                                                                                                                         |     | 6          |
|  |                                                  | 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 INNOVATIONS</b>                            |                                                                                                                                                                                                                                                                                                                                                                                                 |     | <b>20</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 transferable 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.                                                      |     |            |
|  |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                 |     |            |
|  |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                 | 100 | <b>100</b> |



### CRITERIA FOR MODEL SCHOOL CANTEEN

| NO.        | CRITERIA                                                                                                                                                                                                               | SUB-POINTS | POINTS    | TOTAL     |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------|
| <b>I.</b>  | <b>NUTRITIONAL QUALITY</b>                                                                                                                                                                                             |            |           | <b>25</b> |
| <b>A</b>   | <b>DO 13, s. 2017 compliant</b>                                                                                                                                                                                        |            | <b>13</b> |           |
|            | <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>                                                                                                                                                                                                    |            | <b>12</b> |           |
|            | <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>17</b> |
| <b>A</b>   | <b>Compliance with Regulations</b>                                                                                                                                                                                     |            | <b>2</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 Staff Training and Certification</b>       |                                                                                                                                                                                                                         |   | 3  |
| 1                                               | Canteen staff have regular proper training in food safety and hygiene practices.                                                                                                                                        | 1 |    |
| 2                                               | Canteen Personnel/Staff are well-groomed and wearing clean and proper attire at all times                                                                                                                               | 1 |    |
| 3                                               | Canteen Personnel / Staff are wearing identification cards with photo when inside the premises of the canteen.                                                                                                          | 1 |    |
| <b>C Cleaning, Sanitation and Food Handling</b> |                                                                                                                                                                                                                         |   | 8  |
| 1                                               | Implement regular and thorough cleaning and sanitation procedures.                                                                                                                                                      | 1 |    |
| 2                                               | Proper use of cleaning agents, sanitizers, and disinfectants are always followed.                                                                                                                                       | 1 |    |
| 3                                               | Ensured proper and safe handling of foods.                                                                                                                                                                              | 1 |    |
| 4                                               | Provided clean plates, glasses, and eating utensils.                                                                                                                                                                    | 1 |    |
| 5                                               | Practiced proper waste segregation and disposal.                                                                                                                                                                        | 1 |    |
| 6                                               | Provided conducive, well-ventilated, well-lighted, safe, and clean environment for feeding.                                                                                                                             | 1 |    |
| 7                                               | 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 |    |
| 8                                               | Have measures in place to prevent and control pests                                                                                                                                                                     | 1 |    |
| <b>D Safe Food Storage</b>                      |                                                                                                                                                                                                                         |   | 4  |
| 1                                               | Refrigeration units to store perishable items at the correct temperatures                                                                                                                                               | 1 |    |
| 2                                               | Proper labeling and dating of food products.                                                                                                                                                                            | 1 |    |
| 3                                               | Regular monitoring of storage conditions                                                                                                                                                                                | 1 |    |
| 4                                               | Food covers and containers for safekeeping are available.                                                                                                                                                               | 1 |    |
| <b>III. MANAGEMENT OF SCHOOL CANTEEN</b>        |                                                                                                                                                                                                                         |   | 44 |
| <b>A Staff and Organization</b>                 |                                                                                                                                                                                                                         |   | 3  |
| 1                                               | Being managed by the teachers.                                                                                                                                                                                          | 1 |    |
| 2                                               | Serves as laboratory for EPP pupils/ TLE Students.                                                                                                                                                                      | 1 |    |
| 3                                               | Disallows the sub-leasing of the whole or part of the School Canteen or sub-contracting the operation to concessionaires.                                                                                               | 1 |    |
| <b>B Affordability and Pricing</b>              |                                                                                                                                                                                                                         |   | 3  |
| 1                                               | A reasonable mark-up price for all merchandises in the canteen is being observed                                                                                                                                        | 1 |    |
| 2                                               | Offers affordable meals to ensure accessibility for all students.                                                                                                                                                       | 1 |    |
| 3                                               | Transparent pricing and fair practices are implemented                                                                                                                                                                  | 1 |    |
| <b>C Compliance with Requirements</b>           |                                                                                                                                                                                                                         |   | 5  |
| <i>For School-Managed Canteens only</i>         |                                                                                                                                                                                                                         |   |    |
| 1                                               | The school head issues a written designation to a Home Economics teacher who shall be the Canteen Teacher.                                                                                                              | 1 |    |
| 2                                               | The Canteen Teacher supervises canteen operations for a period not exceeding three (3) hours per day.                                                                                                                   | 1 |    |



|                                                        |    |                                                                                                                                                                                                              |     |    |  |
|--------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|--|
|                                                        | 3  | The Canteen Teacher is assisted by all H.E. Teachers on rotation basis.                                                                                                                                      | 1   |    |  |
|                                                        | 4  | Indigent pupils/ students who wish to work in the canteen is duly and reasonably compensated and with the written consent of their parents.                                                                  | 1   |    |  |
|                                                        | 5  | 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> |    |                                                                                                                                                                                                              |     |    |  |
|                                                        | 1  | It is duly registered with the Cooperative Development Authority (CDA).                                                                                                                                      | 0.5 |    |  |
|                                                        | 2  | It has Articles of Cooperation and Constitution and By-Laws.                                                                                                                                                 | 0.5 |    |  |
|                                                        | 3  | 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 |    |  |
|                                                        | 4  | Its membership is composed of more than fifty percent (50%) of the teachers and non-teaching personnel of the school.                                                                                        | 0.5 |    |  |
|                                                        | 5  | Authorized by school head to operate and manage the School Canteen                                                                                                                                           | 0.5 |    |  |
|                                                        | 6  | Signed and Approved Memorandum of Agreement                                                                                                                                                                  | 0.5 |    |  |
|                                                        | 7  | The Teachers' Cooperative-Managed Canteen followed the Standard Chart of Accounts for Consumers' Cooperatives prescribed by CDA.                                                                             | 0.5 |    |  |
|                                                        | 8  | 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 |    |  |
|                                                        | 9  | 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 |    |  |
|                                                        | 10 | The teachers' cooperative has an assigned canteen manager to coordinate with the school.                                                                                                                     | 0.5 |    |  |
| <b>D Utilization of the Share of the School</b>        |    |                                                                                                                                                                                                              |     | 12 |  |
| <i>For School-Managed Canteens only</i>                |    |                                                                                                                                                                                                              |     |    |  |
|                                                        | 1  | 35% for the supplementary feeding program for undernourished pupils/ students                                                                                                                                | 5   |    |  |
|                                                        | 2  | 5% for school clinic fund                                                                                                                                                                                    | 3   |    |  |
|                                                        | 3  | 15% for faculty and student development fund                                                                                                                                                                 | 1   |    |  |
|                                                        | 4  | 10% for H.E. instructional fund                                                                                                                                                                              | 1   |    |  |
|                                                        | 5  | 25% for school operations fund                                                                                                                                                                               | 1   |    |  |
|                                                        | 6  | 10% for revolving capital                                                                                                                                                                                    | 1   |    |  |
| <i>For Teachers' Cooperative-Managed Canteens only</i> |    |                                                                                                                                                                                                              |     |    |  |
|                                                        | 1  | The share of the school from the gross margin of the canteen is not less than twenty percent (20%).                                                                                                          | 3   |    |  |
|                                                        | 2  | 35% for the supplementary feeding program for undernourished pupils/ students                                                                                                                                | 4   |    |  |
|                                                        | 3  | 5% for school clinic fund                                                                                                                                                                                    | 2   |    |  |
|                                                        | 4  | 15% for faculty and student development fund                                                                                                                                                                 | 1   |    |  |
|                                                        | 5  | 10% for H.E. instructional fund                                                                                                                                                                              | 1   |    |  |
|                                                        | 6  | 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                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>1</b> |            |            |
|            | <b>2</b> Record of daily income                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>1</b> |            |            |
|            | <b>3</b> Record of expenses and receipts/transactions                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1</b> |            |            |
|            | <b>4</b> SC Form 1: Liquidation Report                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>1</b> |            |            |
|            | <b>5</b> SC Form 2: Monthly Statement of Expenditures (Net Income Utilization)                                                                                                                                                                                                                                                                                                                                                                           | <b>1</b> |            |            |
|            | <b>6</b> SC Form 3: Monthly Report on Canteen Operation                                                                                                                                                                                                                                                                                                                                                                                                  | <b>1</b> |            |            |
|            | <b>7</b> SC Form 4: Quarterly Report on Canteen Operation                                                                                                                                                                                                                                                                                                                                                                                                | <b>1</b> |            |            |
|            | <b>8</b> SC Form 5: School Year Report on Canteen Operation                                                                                                                                                                                                                                                                                                                                                                                              | <b>1</b> |            |            |
|            | <b>9</b> Program Monitoring Tool                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>3</b> |            |            |
|            | <b>10</b> 100% score                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>3</b> |            |            |
|            | <b>11</b> 95-99% score                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>2</b> |            |            |
|            | <b>12</b> 90-94% score                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>1</b> |            |            |
|            | <b>13</b> Below 90% score                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>0</b> |            |            |
| <b>F</b>   | <b>Impact to the Nutritional Status of Learners</b>                                                                                                                                                                                                                                                                                                                                                                                                      |          |            | <b>10</b>  |
|            | <b>1</b> Identified Pupils/ Students for supplementary feeding (specify number of beneficiaries identified).                                                                                                                                                                                                                                                                                                                                             | <b>2</b> |            |            |
|            | <b>2</b> Conducted supplementary feeding to identified beneficiaries (specify number of feeding days and feeding period).                                                                                                                                                                                                                                                                                                                                | <b>3</b> |            |            |
|            | <b>3</b> Rehabilitated to normal status the identified beneficiaries for feeding (specify rehabilitation rate).                                                                                                                                                                                                                                                                                                                                          | <b>5</b> |            |            |
| <b>IV.</b> | <b>INNOVATIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |          | <b>14</b>  | <b>14</b>  |
| <b>A</b>   | <b>Impact on Health and Nutrition</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>3</b> |            |            |
|            | 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>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>2</b> |            |            |
|            | 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>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>2</b> |            |            |
|            | 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>                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>1</b> |            |            |
|            | 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>                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>2</b> |            |            |
|            | 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>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>1</b> |            |            |
|            | 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>                                                                                                                                                                                                                                                                                                                                                                                                                | <b>1</b> |            |            |
|            | 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>                                                                                                                                                                                                                                                                                                                                                                                                             | <b>1</b> |            |            |
|            | 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>                                                                                                                                                                                                                                                                                                                                                                                                         | <b>1</b> |            |            |
|            | 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>100</b> |