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Republic of the Philippines

Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

Office of the Schools Division Superintendent

DIVISION MEMORANDUM
SGOD-2025-0111

To: Assistant Schools Division Superintendent
        Chief, Curriculum Implementation Division
        Public Schools District Supervisors
        Elementary, Secondary and Integrated School Heads
        Elementary and Secondary Nurses
        All Others Concerned

Subject: **SEARCH FOR THE BEST IMPLEMENTER OF SCHOOL-BASED FEEDING PROGRAM (SBFP) AND ITS COMPLIMENTARY PROGRAMS EVALUATION SY 2024-2025**

Date: March 21, 2025

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1. Pursuant to Department of Education Order No. 31, series of 2021, the Division is launching a search for the best implementer of the School-Based Feeding Program (SBFP) and its complementary programs for School Year 2024-2025, FY 2025.

2. Participating schools may choose to join all or some of the SBFP programs and its complementary.

3. For any clarifications or inquiries, please contact Maregine Atabelo, RN through mobile number 09238472377.

4. Everyone is enjoined to continually support and recognize the value of equality and diversity as well as ensure strict adherence to the health and safety protocols in all undertakings relevant to the activity.

5. Immediate and widest dissemination of this Memorandum is desired.

REYNALDO R. MELLORIDA, CESO V
Schools Division Superintendent

DEPED DAVAO DEL NORTE
RECORDS SECTION
RELEASED
DATE 3-24-25
BY

Enclosure: As stated
SGOD-SHS/hsv
FN: SEARCH FOR THE IMPLEMENTER OF SCHOOL-BASED FEEDING PROGRAM (SBFP) AND ITS COMPLIMENTARY PROGRAMS EVALUATION SY 2024-2025

GUIDELINES ON THE SEARCH FOR THE IMPLEMENTER OF SCHOOL-BASED FEEDING PROGRAM (SBFP) AND ITS COMPLIMENTARY PROGRAMS EVALUATION SY 2024-2025

I. RATIONALE

The Department of Education (DepEd) has been running the School-Based Feeding Program (SBFP) since 2010 to combat undernutrition among public school kids. Through the Bureau of Learner Support Services-School Health Division (BLSS-SHD), DepEd has been refining its policies and strategies to ensure SBFP's success.

The program's evaluation shows promising results: participating students have improved their nutritional status, become more engaged in class, developed healthy habits, and attended school more regularly. SBFP works even better when paired with other health programs like deworming, micronutrient supplementation, and the Gulayan sa Paaralan Program (GPP).

The program's success also highlights the importance of collaboration with stakeholders. To keep the momentum going, DepEd is launching a search for the most outstanding SBFP implementers for SY 2024-2025 to recognize their hard work and dedication.

II. OBJECTIVES

The 2025 Search for Most Outstanding Implementers of the School-Based Feeding Program (SBFP) seeks to honor exceptional schools, division offices, regional offices, and their SBFP focal persons for their outstanding execution of the program during the 2024-2025 school year.

III. EVALUATION PROCESS

A. SBFP

1. Schools implementing the School-Based Feeding Program (SBFP) must submit supporting documents, photos, and videos as required by the Schools Division Office (SDO) Evaluation Sheet. They shall provide a portfolio (electronic copy and printed copy) in this arrangement:
   a. Cover Page
      i. Title: "School-Based Feeding Program: [School Name] Implementation"
      ii. School logo and name
      iii. SBFP theme or slogan
   b. Table of Contents
      i. List of sections and page numbers
   c. Section 1: Program Overview
      i. Brief overview of the SBFP
      ii. Objectives and goals
      iii. Target beneficiaries
   d. Section 2: Program Implementation
      i. Menu planning and food preparation
      ii. Logistics and resource management

       iii.   Monitoring and evaluation
       iv.   Photos and videos of program implementation
  e. Section 3: Impact and Achievements
       i.   Testimonials from students, parents, and teachers
       ii.   Data and statistics on program impact (e.g., improved attendance, reduced hunger)
       iii.   Awards and recognition received
  f. Section 4: Challenges and Innovations
       i.   Challenges faced during implementation
       ii.   Innovative strategies and solutions implemented
       iii.   Lessons learned and best practices
  g. Section 5: Sustainability and Community Engagement
       i.   Plans for program sustainability
       ii.   Community engagement and participation
       iii.   Partnerships and collaborations
  h. Section 6: Conclusion
       i.   Summary of key points
       ii.   Final thoughts and recommendations
  i. Section 7: Appendices
       i.   Supporting documents (e.g., menu plans, budget reports)
       ii.   Photos and videos not included in the main portfolio

They must also create a 20–30 minute video showcasing their implementation, including testimonials from parents and learners, and a separate video interview of the School Feeding Coordinator answering provided guide questions:

  a. What strategies did you use to ensure the successful implementation of the SBFP in your school?
  b. How did you engage stakeholders, including teachers, parents, and the community, in the program?
  c. What challenges did you face during implementation, and how did you address them?
  d. How did you plan and prepare menus for the SBFP, ensuring nutritional balance and dietary diversity?
  e. What measures did you take to ensure food safety and hygiene during preparation and serving?
  f. How did you accommodate the dietary needs of students with special requirements?
  g. How did you manage the procurement, storage, and distribution of food supplies and equipment?
  h. What strategies did you use to optimize resource utilization and minimize waste?
  i. How did you ensure the maintenance and upkeep of SBFP facilities and equipment?
  j. What indicators did you use to monitor the effectiveness of the SBFP in your school?
  k. How did you collect and analyze data to assess the program's impact on student health and well-being?
  l. What adjustments did you make to the program based on your monitoring and evaluation findings?
  m. What were some of the most significant challenges you faced in implementing the SBFP, and how did you overcome them?
  n. What best practices or innovative strategies did you develop or adopt to enhance the program's effectiveness?

o. What recommendations would you make to improve the SBFP in your school or at the division/regional level?

2. The District shall pre-select its participants and submit the names of the schools to the Division SBFP Coordinator Alternate, Garry De Veyra, RN. Each district may have multiple entries, with a maximum of three.

3. The SDS shall form a Schools Division Search Committee from among the members of the SBFP Technical Working Group (TWG) with 1-2 representatives from partner agencies or NGOs who shall evaluate the entries from participating schools.

4. The screening and evaluation by the Search Committee may be conducted face-to-face or recorded virtual screening may be adopted.

5. On the scheduled date of screening, the heads of the school entries and school feeding coordinators should be available to answer queries from the members of the Search Committee.

6. The Schools Division Search Committee shall evaluate the schools and shall choose one (1) school to represent the division.

7. The SDS shall nominate the entry school to the Regional Director together with the SDO Level Evaluation Sheet and school documentation of their implementation on or before the set deadline. Also included is a video interview of the SDO Focal Persons (for regular and milk components) for his/her answer to the attached Guide Questions:

   a. What strategies did you employ to ensure the effective implementation of the School-Based Feeding Program (SBFP) in your division?

   b. How did you monitor and evaluate the program's impact on student health and nutrition in your division?

   c. What challenges did you encounter in implementing the SBFP, and how did you address them?

   d. How did you ensure the active participation and engagement of stakeholders, including teachers, parents, and the community?

   e. What innovations or best practices did you introduce to enhance the program's effectiveness in your division?

   f. How did you ensure the timely and efficient distribution of milk supplies to beneficiary schools in your division?

   g. What measures did you take to monitor and evaluate the impact of the milk component on student health and nutrition?

   h. How did you address any challenges or issues related to milk supply, storage, or handling in your division?

   i. How did you promote the importance of milk consumption among students, teachers, and parents in your division?

   j. What strategies did you employ to ensure the sustainability of the milk component in your division?

   k. How did you coordinate with other divisions or offices to ensure the successful implementation of the SBFP in your area?

   l. What lessons learned or best practices would you share with other SDO Focal Persons to improve the implementation of the SBFP?

   m. How did you ensure that the SBFP was aligned with other related programs or initiatives in your division?

   n. What role did you play in promoting the SBFP among stakeholders, including local government units, NGOs, and private sector partners?

   o. How did you document and report on the progress and achievements of the SBFP in your division?

B. School Canteen

1. Schools with School Canteen must submit supporting documents, photos, and videos as required by the Schools Division Office (SDO) Evaluation Sheet. They shall provide a portfolio (electronic copy and printed copy) in this arrangement:

   a. Cover Page
      i. Title: "Healthy Canteen, Healthy Learners: [School Name] Canteen Implementation"
      ii. School logo and name
      iii. Contest theme or slogan
   b. Table of Contents
      i. List of sections and page numbers
   c. Section 1: Canteen Profile
      i. Brief overview of the school canteen
      ii. Mission and vision statements
      iii. Canteen staff profiles
      iv. Photos of the canteen and its facilities
   d. Section 2: Nutritional Quality
      i. Compliance with DO 13, s. 2017 (Nutrition Standards for School Canteens)
      ii. Menu variety and nutritional balance
      iii. Sample menus and nutrition facts
   e. Section 3: Food Safety and Hygiene
      i. Compliance with food safety regulations
      ii. Staff training and certification on food safety and handling
      iii. Cleaning, sanitation, and food handling practices
      iv. Safe food storage and handling procedures
      v. Photos of food handling and storage practices
   f. Section 4: Management of School Canteen
      i. Compliance with DO 8, s. 2007 (Guidelines on the Operation of School Canteens)
      ii. Staff and organizational structure
      iii. Affordability and pricing of food items
      iv. Utilization of the share of the school canteen fund
      v. Impact on the nutritional status of learners
      vi. Financial reports and budget plans
   g. Section 5: Innovations
      i. Impact on health and nutrition
      ii. Sustainability and environmental consciousness
      iii. Technological integration (e.g., online ordering, digital payment)
      iv. Efficient operations and service
      v. Collaborative approach (e.g., partnerships with nutrition experts, parents)
      vi. Cost-effectiveness and affordability
      vii. Promotion of healthy eating habits
      viii. Evaluation and continuous improvement
      ix. Compliance with regulations and standards
      x. Photos and testimonials of innovative practices
   h. Appendices
      i. Supporting documents (e.g., canteen policies, menu planning guidelines)
      ii. Photos and videos not included in the main portfolio

They must also create a 20–30 minute video showcasing their implementation, including testimonials from parents and learners, and a

separate video interview of the School Canteen Coordinator answering provided guide questions:

    a. What strategies did you use to ensure the successful implementation of the school canteen program?
    b. How did you coordinate with teachers, parents, and other stakeholders to ensure the program's success?
    c. What challenges did you encounter during implementation, and how did you address them?
    d. How do you plan and prepare menus for the canteen?
    e. What nutritional standards or guidelines do you follow in menu planning?
    f. How do you ensure food safety and handling practices in the canteen?
    g. What measures do you take to ensure food safety and hygiene in the canteen?
    h. How do you train canteen staff on food handling and preparation procedures?
    i. What protocols do you have in place for handling and storing food supplies?
    j. How do you manage the canteen's finances, including budgeting and procurement?
    k. What systems do you have in place to ensure efficient canteen operations?
    l. How do you monitor and evaluate the canteen's performance?
    m. What innovative strategies or practices have you introduced to improve the canteen's services?
    n. How do you promote sustainability and environmental consciousness in the canteen?
    o. What lessons learned or best practices would you share with other Canteen Coordinators?
    p. What challenges have you faced in managing the canteen, and how have you addressed them?
    q. What are your future plans for the canteen, and how do you envision its growth and development?
    r. What support or resources do you need to further improve the canteen's services?

2. The District shall pre-select its participants and submit the names of the schools to the Division SBFP Coordinator Alternate, Garry De Veyra, RN. Each district may have multiple entries, with a maximum of three.
3. The SDS shall form a Schools Division Search Committee from among the members of the School Health Section with 1 representative from the COA and 1 representative from Provincial Food Safety.
4. The screening and evaluation by the Search Committee may be conducted face-to-face or recorded virtual screening may be adopted.
5. On the scheduled date of screening, the heads of the school entries and school feeding coordinators should be available to answer queries from the members of the Search Committee.
6. The Schools Division Search Committee shall evaluate the schools and shall choose one (1) school to represent the division.
7. The SDS shall nominate the entry school to the Regional Director together with the SDO Level Evaluation Sheet and school documentation of their implementation on or before the set deadline. Also included is a video interview of the SDO Focal Persons (for regular and milk components) for his/her answer to the attached Guide Questions:

a. What strategies did you employ to ensure the effective implementation of the School Canteen Program in your division?
b. How did you coordinate with school administrators, teachers, and other stakeholders to ensure the program's success?
c. What challenges did you encounter during implementation, and how did you address them?
d. How did you ensure that schools in your division complied with the nutritional standards set by the Department of Education?
e. What measures did you take to ensure food safety and hygiene in school canteens?
f. How did you address any food safety concerns or incidents in school canteens?
g. What indicators did you use to monitor the effectiveness of the School Canteen Program in your division?
h. How did you collect and analyze data to assess the program's impact on student health and nutrition?
i. What adjustments did you make to the program based on your monitoring and evaluation findings?
j. What training and technical assistance programs did you provide to school canteen staff and administrators?
k. How did you ensure that schools in your division had the necessary resources and support to implement the School Canteen Program effectively?
l. What partnerships or collaborations did you establish to support the implementation of the School Canteen Program?
m. What challenges did you face in implementing the School Canteen Program in your division, and how did you address them?
n. What are your future plans for the School Canteen Program in your division, and how do you envision its growth and development?
o. What support or resources do you need to further improve the implementation of the School Canteen Program in your division?

C. Gulayan sa Paaralan

1. Schools implementing the Gulayan sa Paaralan (GPP) must submit supporting documents, photos, and videos as required by the Schools Division Office (SDO) Evaluation Sheet. They shall provide a portfolio (electronic copy and printed copy) in this arrangement:

   a. Cover Page
      i. Title: "School-Based Feeding Program (SBFP) Portfolio: [School Name]"
      ii. School logo and name
      iii. Contest theme or slogan

   b. Table of Contents
      i. List of sections and page numbers

   c. Section 1: Program Overview
      i. Brief overview of the SBFP implementation in the school
      ii. Program objectives and goals
      iii. Key stakeholders involved

   d. Section 2: Educational Relevance
      i. Alignment with learning objectives
      ii. Cross-disciplinary connections
      iii. Development of critical thinking and problem-solving skills
      iv. Hands-on experiences
      v. Promotion of environmental awareness and stewardship of planetary health
      vi. Practical application of concepts and skills
      vii. Nutrition and health education
      viii. Cultivation of life skills
      ix. Assessment and evaluation

   e. Section 3: Involvement of Community
      i. Collaborative partnerships
      ii. Parent and guardian involvement
      iii. Volunteer engagement
      iv. Community workshops and trainings
      v. Sharing resources and expertise
      vi. Community outreach and awareness
      vii. Integration of local culture and practices
      viii. Long-term sustainability planning
      ix. Recognition and celebrations

   f. Section 4: Garden Quality
      i. Well-maintained garden infrastructure
      ii. Soil quality and fertility
      iii. Variety and diversity of plants (with at least 3 samples for each crop)
      iv. Productivity and harvest yield
      v. Organic and sustainable practices
      vi. Integration of permaculture principles
      vii. Maintenance and seasonal planning
      viii. Design and creativity

   g. Sustainability
      i. Resource management
      ii. Organic and chemical-free practices
      iii. Biodiversity conservation
      iv. Waste reduction and recycling
      v. Adoption of seed production technology
      vi. Community involvement and ownership

       vii. Education on sustainable practices
      viii. Integration of environmental education
       ix. Long-term planning and continuity
        x. Monitoring and evaluation
       xi. Functionality for the past three years or more

h. Impact on Nutritional Status of School
   i. Percent contribution to school feeding
   ii. Percent reduction in the number of severely wasted and wasted learners or in the number of improved NS

i. Reports/Documents
   i. Supporting documents (e.g., program reports, meeting minutes, certificates)

j. Innovations
   i. Impact
   ii. Creativity and novelty
   iii. Scalability and replicability
   iv. Sustainability
   v. Collaboration and partnership
   vi. Practicability and feasibility
   vii. Evaluation and evidence
   viii. Empowerment and participation
   ix. Alignment with program objectives

2. They must also create a 20–30 minute video showcasing their implementation, including testimonials from parents and learners, and a separate video interview of the GPP Coordinator answering provided guide questions:

   a. What strategies did you use to ensure the successful implementation of the GPP in your school?
   b. How did you coordinate with teachers, parents, and other stakeholders to ensure the program's success?
   c. What challenges did you encounter during implementation, and how did you address them?
   d. How did you design and develop the school garden?
   e. What types of crops did you plant, and why did you choose them?
   f. How did you ensure the garden's maintenance and sustainability?
   g. How did you integrate nutrition and health education into the GPP?
   h. What topics did you cover, and how did you present them to students?
   i. How did you encourage students to adopt healthy eating habits?
   j. How did you involve the community in the GPP?
   k. What partnerships did you establish to support the program?
   l. How did you ensure the program's sustainability through community involvement?
   m. What innovative strategies or practices did you introduce to improve the GPP?
   n. How did you promote sustainability and environmental consciousness in the program?
   o. What lessons learned or best practices would you share with other GPP Coordinators?
   p. What challenges have you faced in implementing the GPP, and how have you addressed them?
   q. What are your future plans for the GPP, and how do you envision its growth and development?
   r. What support or resources do you need to further improve the program?

3. The District shall pre-select its participants and submit the names of the schools to the Division SBFP Coordinator Alternate, Garry De Veyra, RN. Each district may have multiple entries, with a maximum of three.
4. The SDS shall form a Schools Division Search Committee from among the members of the School Health Section with 1-2 representatives from partner agencies or NGOs who shall evaluate the entries from participating schools.
5. The screening and evaluation by the Search Committee may be conducted face-to-face or recorded virtual screening may be adopted.
6. On the scheduled date of screening, the heads of the school entries and school feeding coordinators should be available to answer queries from the members of the Search Committee.
7. The Schools Division Search Committee shall evaluate the schools and shall choose one (1) school to represent the division whose score shall be given a weighted average of 20%.
8. The SDS shall nominate the entry school to the Regional Director together with the SDO Level Evaluation Sheet and school documentation of their implementation on or before the set deadline. Also included is a video interview of the SDO Focal Persons (for regular and milk components) for his/her answer to the attached Guide Questions:
    a. What strategies did you employ to ensure the effective implementation of the GPP in your division?
    b. How did you coordinate with school administrators, teachers, and other stakeholders to ensure the program's success?
    c. What challenges did you encounter during implementation, and how did you address them?
    d. What indicators did you use to monitor the effectiveness of the GPP in your division?
    e. How did you collect and analyze data to assess the program's impact on student health and nutrition?
    f. What adjustments did you make to the program based on your monitoring and evaluation findings?
    g. What training and technical assistance programs did you provide to school GPP coordinators and teachers?
    h. How did you ensure that schools in your division had the necessary resources and support to implement the GPP effectively?
    i. What partnerships or collaborations did you establish to support the implementation of the GPP?
    j. What innovative strategies or practices have you introduced to improve the GPP in your division?
    k. How did you promote sustainability and environmental consciousness in the program?
    l. What lessons learned or best practices would you share with other SDO GPP Focal Persons?
    m. What challenges have you faced in implementing the GPP in your division, and how have you addressed them?
    n. What are your future plans for the GPP in your division, and how do you envision its growth and development?
    o. What support or resources do you need to further improve the implementation of the GPP in your division?

D. Adolescent Reproductive Health

1. Schools implementing the Adolescent Reproductive Health (ARH) must submit supporting documents, photos, and videos as required by the Schools Division Office (SDO) Evaluation Sheet. They shall provide a portfolio (electronic copy and printed copy) in this arrangement for **elementary school**:

    a. Cover Page
        i. Title: "Adolescent Reproductive Health (ARH) Program Portfolio: [School Name]"
        ii. School logo and name
        iii. Contest theme or slogan
    b. Table of Contents
        i. List of sections and page numbers
        ii. Section 1: Program Overview
            1. Brief overview of the ARH program implementation in the school
            2. Program objectives and goals
            3. Key stakeholders involved
    c. Section 2: Basic Requirements
        i. Welcome Signage: photo and description
        ii. Schedule of Teen Clinic/Center Hours: copy of schedule and description
        iii. Health Services Provided: list and description of services
        iv. Clinical Guidelines: copy of guidelines and description
        v. Registration Logbook: photo and description
        vi. List of Services: list and description of services
        vii. Designated Person and Room: photo and description
        viii. Customer Satisfaction Survey (CSS): copy of survey and description
    d. Section 3: Reporting System
        i. Description of the reporting system used
        ii. Examples of reports generated
        iii. How the reporting system helps in monitoring and evaluation
    e. Section 4: Preventive Measures
        i. HEEADSSS: description and implementation
        ii. Health Talks: topics, frequency, and target audience
        iii. Curriculum Integration: how ARH topics are integrated into the curriculum
    f. Section 5: Collaboration and Partnership
        i. Description of partnerships established
        ii. Roles and responsibilities of partners
        iii. Benefits of collaboration and partnership
    g. Section 6: Impact and Achievements
        i. Description of the impact of the ARH program on students and the community
        ii. Achievements and successes of the program
        iii. Testimonials from students, parents, and partners
    h. Section 7: Challenges and Innovations
        i. Description of challenges faced during implementation
        ii. Innovative solutions and strategies used to address challenges
        iii. Lessons learned and best practices
    i. Section 8: Sustainability and Community Engagement
        i. Description of efforts to ensure sustainability of the program
        ii. Community engagement strategies and activities
        iii. Plans for future expansion and growth

j. Section 9: Conclusion
        i.   Summary of the ARH program implementation and its impact
        ii. Reflections on the experience and lessons learned
        iii. Recommendations for future improvements
    k. Section 10: Appendices
        i.   Supporting documents, such as:
            1. Photos and videos
            2. News articles and media coverage
            3. Certificates and awards
            4. Letters of support and endorsement

2. Schools implementing the Adolescent Reproductive Health (ARH) must submit supporting documents, photos, and videos as required by the Schools Division Office (SDO) Evaluation Sheet. They shall provide a portfolio (electronic copy and printed copy) in this arrangement for *secondary school:*
    a. Cover Page
        i.   Title: "Adolescent Reproductive Health (ARH) Program Portfolio: [School Name]"
        ii. School logo and name
        iii. Contest theme or slogan
    b. Table of Contents
        i.   List of sections and page numbers
    c. Section 1: Program Overview
        i.   Brief overview of the ARH program implementation in the school
        ii. Program objectives and goals
        iii. Key stakeholders involved
    d. Section 2: Basic Requirements
        i.   Welcome Signage: photo and description
        ii.   Schedule of Teen Clinic/Center Hours: copy of schedule and description
        iii. Health Services Provided: list and description of services
        iv.   Clinical Guidelines: copy of guidelines and description
        v.   Registration Logbook: photo and description
        vi.   List of Services: list and description of services
        vii. Designated Person and Room: photo and description
        viii. Customer Satisfaction Survey (CSS): copy of survey and description
        ix.   National Standards for Adolescent Service Package: copy of standards and description
        x.   Action Plan for Information Dissemination: copy of plan and description
        xi.   Policy regarding Flexible Time Schedule: copy of policy and description
        xii. Policies for Provision of Services: copy of policies and description
        xiii. Policies for Payment Schemes: copy of policies and description
        xiv. Plan for School Outreach Program/Advocacy Campaign: copy of plan and description
        xv.   IEC Materials on Programs/Services: samples of materials
        xvi. IEC Materials for Directory of Agencies/Organizations: samples of materials
        xvii. Separate Rooms for Consultation, Treatment, and Counseling: photos and description
        xviii. Certificates of Training for Adolescent Focal Person and Providers: copies of certificates

       xix. Protocols and Guidelines for Client-Service Provider Interaction: copy of protocols and guidelines

       xx. Policies and Procedures for Ensuring Privacy and Confidentiality: copy of policies and procedures

       xxi. Record-Keeping System: description of system and photos of records

       xxii. Intake Form/Sheet: sample of form

       xxiii. Directory of Organizations: sample of directory

       xxiv. Referral Logbook: sample of logbook

       xxv. Referral Forms: samples of forms

       xxvi. Accomplishment Report: copy of report

  e. Section 3: Reporting System

       i. Description of the reporting system used

       ii. Examples of reports generated

       iii. How the reporting system helps in monitoring and evaluation

  f. Section 4: Preventive Measures

       i. HEEADSSS: description and implementation

       ii. Health Talks: topics, frequency, and target audience

       iii. Curriculum Integration: how ARH topics are integrated into the curriculum

  g. Section 5: Collaboration and Partnership

       i. Description of partnerships established

       ii. Roles and responsibilities of partners

       iii. Benefits of collaboration and partnership

  h. Section 6: Impact and Achievements

       i. Description of the impact of the ARH program on students and the community

       ii. Achievements and successes of the program

       iii. Testimonials from students, parents, and partners

  i. Section 7: Challenges and Innovations

       i. Description of challenges faced during implementation

       ii. Innovative solutions and strategies used to address challenges

       iii. Lessons learned and best practices

  j. Section 8: Sustainability and Community Engagement

       i. Description of efforts to ensure sustainability of the program

       ii. Community engagement strategies and activities

       iii. Plans for future expansion and growth

  k. Section 9: Conclusion

       i. Summary of the ARH program implementation and its impact

       ii. Reflections on the experience and lessons learned

       iii. Recommendations for future improvements

  l. Section 10: Appendices

       i. Supporting documents, such as:

           1. Photos and videos

           2. News articles and media coverage

           3. Certificates and awards

           4. Letters of support and endorsement

3. They must also create a 20–30 minute video showcasing their implementation, including testimonials from parents and learners, and a separate video interview of the ARH Coordinator answering provided guide questions:

  a. What strategies did you use to ensure the successful implementation of the ARH program in your school?

b. How did you coordinate with teachers, parents, and other stakeholders to ensure the program's success?
c. What challenges did you encounter during implementation, and how did you address them?
d. What health services did you provide to adolescents, and how did you ensure their accessibility and quality?
e. How did you ensure confidentiality and privacy for adolescents seeking health services?
f. What mechanisms did you establish for referrals and follow-up services?
g. What health education topics did you cover, and how did you deliver them to adolescents?
h. How did you ensure that health education was age-appropriate and culturally sensitive?
i. What strategies did you use to promote healthy behaviors and lifestyle choices among adolescents?
j. What partnerships did you establish to support the ARH program, and what were their roles and responsibilities?
k. How did you collaborate with other school programs and services to ensure a comprehensive approach to adolescent health?
l. What benefits did you derive from partnerships and collaborations, and how did they enhance the program's impact?
m. What indicators did you use to monitor the ARH program's effectiveness, and how did you collect and analyze data?
n. What challenges did you encounter in monitoring and evaluating the program, and how did you address them?
o. What lessons learned and best practices would you share with other ARH coordinators?
p. What challenges have you faced in implementing the ARH program, and how have you addressed them?
q. What are your future plans for the ARH program, and how do you envision its growth and development?
r. What support or resources do you need to further improve the program?

4. The district shall pre-select its participants and submit the names of the schools to the Division SBFP Coordinator Alternate, Garry De Veyra, RN. Each district may have multiple entries, with a maximum of three.
5. The SDS shall form a Schools Division Search Committee from among the members of the School Health Section with 1-2 representatives from Provincial Teen Tambayan/ARH Program/other NGOs who shall evaluate the entries from participating schools.
6. The screening and evaluation by the Search Committee may be conducted face-to-face or recorded virtual screening may be adopted.
7. On the scheduled date of screening, the heads of the school entries and school feeding coordinators should be available to answer queries from the members of the Search Committee.
8. The Schools Division Search Committee shall evaluate the schools and shall choose one (1) school to represent the division whose score shall be given a weighted average of 20%.
9. The SDS shall nominate the entry school to the Regional Director together with the SDO Level Evaluation Sheet and school documentation of their implementation on or before the set deadline. Also included is a video interview of the SDO Focal Persons (for regular and milk components) for his/her answer to the attached Guide Questions:

a. What strategies did you use to ensure the successful implementation of the ARH program in your division?
b. How did you coordinate with school administrators, teachers, and other stakeholders to ensure the program's success?
c. What challenges did you encounter during implementation, and how did you address them?
d. What indicators did you use to monitor the ARH program's effectiveness in your division?
e. How did you collect and analyze data to assess the program's impact on adolescent health?
f. What adjustments did you make to the program based on your monitoring and evaluation findings?
g. What training and technical assistance programs did you provide to school ARH coordinators and teachers?
h. How did you ensure that schools in your division had the necessary resources and support to implement the ARH program effectively?
i. What partnerships or collaborations did you establish to support the implementation of the ARH program?
j. How did you collaborate with other divisions, regional offices, or national agencies to support the ARH program?
k. What partnerships did you establish with local government units, NGOs, or private organizations to support the program?
l. What benefits did you derive from collaborations and partnerships, and how did they enhance the program's impact?
m. What challenges have you faced in implementing the ARH program in your division, and how have you addressed them?
n. What are your future plans for the ARH program in your division, and how do you envision its growth and development?
o. What support or resources do you need to further improve the implementation of the ARH program in your division?

E. NDEP

1. Schools implementing the National Drug Education Program (NDEP) must submit supporting documents, photos, and videos as required by the Schools Division Office (SDO) Evaluation Sheet. They shall provide a portfolio (electronic copy and printed copy) in this arrangement:
    a. Cover Page
        i. Title: "Nurturing a Drug-Free Generation: [School Name]'s NDEP Initiative"
        ii. School logo and name
        iii. Theme or slogan: "Empowering Youth, Building a Brighter Future"
    b. Table of Contents
        i. Program Overview
        ii. Functionality of the BKD on Drug Abuse Prevention
        iii. BKD Laban sa Ilegal na Droga
        iv. Innovations
    c. Section 1: Program Overview
        i. Brief overview of the NDEP program
        ii. Objectives and goals of the NDEP initiative
        iii. Target beneficiaries of the NDEP program
    d. Section 2: Functionality of the BKD on Drug Abuse Prevention
        i. Inclusion of Strong Families Program Activities
        ii. Presentation of Signed Manifesto of Commitment of Support to Strong Families Program
        iii. School-wide implementation of NDEP (Grade 7-12)
    e. Section 3: BKD Laban sa Ilegal na Droga
        i. Prevention and Health strategies
        ii. Law Enforcement efforts
        iii. Reintegration programs for students
    f. Section 4: Innovations
        i. Engagement with CSO, faith-based organizations, private sector, and communities for NDEP
        ii. Physical Facility/Corner for NDEP-related activities

2. They must also create a 20–30 minute video showcasing their implementation, including testimonials from parents and learners, and a separate video interview of the NDEP Coordinator answering provided guide questions:
    a. What are the key components of the NDEP program in our school/institution?
    b. How will you ensure the effective implementation of the NDEP program?
    c. What strategies will you use to engage students, teachers, and parents in the program?
    d. What are the most common drug-related issues affecting our school/institution?
    e. How will you address these issues through the NDEP program?
    f. What evidence-based drug education and prevention strategies will you use?
    g. How will you establish and maintain partnerships with local government, law enforcement, and community organizations?
    h. What role will parents and guardians play in the NDEP program?
    i. How will you collaborate with other school departments to integrate drug education into the curriculum?
    j. How will you monitor the effectiveness of the NDEP program?
    k. What indicators will you use to measure the program's success?

l. How will you evaluate the program's impact on student behavior and attitudes towards drugs?

m. What challenges do you anticipate facing in implementing the NDEP program?

n. How will you address these challenges?

o. What contingency plans do you have in place in case of unexpected issues or setbacks?

p. How will you manage the program's budget and resources?

q. What strategies will you use to allocate resources effectively?

r. How will you ensure transparency and accountability in program finances?

3. The District shall pre-select its participants and submit the names of the schools to the Division SBFP Coordinator Alternate, Garry De Veyra, RN. Each district may have multiple entries, with a maximum of three.

4. The SDS shall form a Schools Division Search Committee from among the members of the NDEP Technical Working Group (TWG) with 1-2 representatives from the PADAC who shall evaluate the entries from participating schools.

5. The screening and evaluation by the Search Committee may be conducted face-to-face or recorded virtual screening may be adopted.

6. On the scheduled date of screening, the heads of the school entries and school feeding coordinators should be available to answer queries from the members of the Search Committee.

7. The Schools Division Search Committee shall evaluate the schools and shall choose one (1) school to represent the division.

8. The SDS shall nominate the entry school to the Regional Director together with the SDO Level Evaluation Sheet and school documentation of their implementation on or before the set deadline. Also included is a video interview of the SDO Focal Persons to the attached Guide Questions:

    a. What is your role as an NDEP Focal Person in the Schools Division Office?

    b. How will you coordinate with schools and stakeholders to implement the NDEP program?

    c. What strategies will you use to monitor and evaluate the program's effectiveness?

    d. What training programs will you provide for school NDEP coordinators and teachers?

    e. How will you ensure that school personnel have the necessary knowledge and skills to implement the NDEP program?

    f. What resources will you provide to support the capacity building of school personnel?

    g. How will you allocate resources (e.g., budget, personnel, materials) to support the NDEP program?

    h. What strategies will you use to manage and monitor the use of resources?

    i. How will you ensure transparency and accountability in resource management?

    j. How will you establish and maintain partnerships with local government units, law enforcement agencies, and community organizations?

    k. What role will these partners play in supporting the NDEP program?

    l. How will you coordinate with other government agencies and stakeholders to ensure a unified approach to drug education and prevention?

    m. What indicators will you use to measure the effectiveness of the NDEP program?

    n. How will you collect and analyze data to evaluate program impact?

o. What strategies will you use to address challenges and areas for improvement identified through monitoring and evaluation?
p. What challenges do you anticipate facing in implementing and managing the NDEP program?
q. How will you address these challenges?
r. What contingency plans do you have in place in case of unexpected issues or setbacks?

F. School Mental Health Program

1. Schools implementing the School Mental Health Program (SMHP) must submit supporting documents, photos, and videos as required by the Schools Division Office (SDO) Evaluation Sheet. They shall provide a portfolio (electronic copy and printed copy) in this arrangement:

 a. Cover Page
  i. School logo and name
  ii. Theme or slogan: "Empowering Mental Health and Well-being in Our School Community"

 b. Table of Contents
  i. Program Overview
  ii. Technical Working Group (TWG)
  iii. Meetings
  iv. Training and Capacity Building
  v. Referral System and Referral Pathway
  vi. Preventive Assessment of Mental Health Problems
  vii. Educational Lectures or Curriculum Integration of Mental Health
  viii. Contingency Plan During Suicide Attempt or Ideation
  ix. Logbooks

 c. Section 1: Program Overview
  i. Brief overview of the program
  ii. Objectives and goals
  iii. Target beneficiaries

 d. Section 2: Technical Working Group (TWG)
  i. Composition
  ii. Roles and responsibilities

 e. Section 3: Meetings
  i. Meeting schedule
  ii. Meeting minutes
  iii. Attendance record

 f. Section 4: Training and Capacity Building
  i. Training programs
  ii. Capacity-building activities
  iii. Participant feedback

 g. Section 5: Referral System and Referral Pathway
  i. Referral process
  ii. Referral criteria
  iii. Referral pathway
  iv. Follow-up and feedback

 h. Section 6: Preventive Assessment of Mental Health Problems
  i. Universal screening
  ii. Risk assessment
  iii. Early detection
  iv. Early identification
  v. Data analysis and interpretation

 i. Section 7: Educational Lectures or Curriculum Integration of Mental Health
  i. Curriculum integration
  ii. Educational lectures
  iii. Parent involvement
  iv. Student engagement

 j. Section 8: Contingency Plan During Suicide Attempt or Ideation
  i. Crisis response plan
  ii. Emergency procedures

  iii. Post-incident response
  iv. Review and revision
 k. Section 9: Logbooks
  i. Incident logbook
  ii. Referral logbook
  iii. Training logbook
  iv. Review and evaluation

2. They must also create a 20–30 minute video showcasing their implementation, including testimonials from parents and learners, and a separate video interview of the School Mental Health Program Coordinator answering provided guide questions:
 a. What are the goals and objectives of the school mental health program?
 b. How will you coordinate with school administrators, teachers, and other staff to implement the program?
 c. What strategies will you use to engage students, parents, and the community in the program?
 d. What mental health services will be provided through the program (e.g., counseling, therapy, referrals)?
 e. How will you identify students who may benefit from mental health services?
 f. What is the process for referring students to mental health services, and how will you ensure follow-up and support?
 g. What training programs will be provided for school staff on mental health issues and how to support students?
 h. How will you ensure that school staff have the necessary knowledge and skills to implement the program?
 i. What opportunities will be provided for ongoing professional development and support for school staff?
 j. How will you engage parents and the community in the school mental health program?
 k. What strategies will you use to educate parents and the community about mental health issues and the program?
 l. How will you involve parents and the community in program planning and implementation?
 m. How will you evaluate the effectiveness of the school mental health program?
 n. What indicators will you use to measure program success?
 o. How will you use data and feedback to inform program improvements and modifications?
 p. What is the protocol for responding to mental health crises or emergencies in the school?
 q. How will you ensure that school staff are trained in crisis response and emergency procedures?
 r. What support systems are in place for students and staff after a crisis or emergency?

3. The District shall pre-select its participants and submit the names of the schools to the Division SBFP Coordinator Alternate, Garry De Veyra, RN. Each district may have multiple entries, with a maximum of three.

4. The SDS shall form a Schools Division Search Committee from among the members of the Division School Mental Health with 1-2 representatives from partner agencies or NGOs who shall evaluate the entries from participating schools.

5. The screening and evaluation by the Search Committee may be conducted face-to-face or recorded virtual screening may be adopted.
6. On the scheduled date of screening, the heads of the school entries and school feeding coordinators should be available to answer queries from the members of the Search Committee.
7. The Schools Division Search Committee shall evaluate the schools and shall choose one (1) school to represent the division.
8. The SDS shall nominate the entry school to the Regional Director together with the SDO Level Evaluation Sheet and school documentation of their implementation on or before the set deadline. Also included is a video interview of the SDO Focal Persons to the attached Guide Questions:
    a. What is your role as a School Mental Health Focal Person in the Schools Division Office?
    b. How will you coordinate with schools and stakeholders to implement the School Mental Health program?
    c. What strategies will you use to monitor and evaluate the program's effectiveness?
    d. What training programs will you provide for school mental health coordinators and teachers?
    e. How will you ensure that school personnel have the necessary knowledge and skills to implement the School Mental Health program?
    f. What resources will you provide to support the capacity building of school personnel?
    g. How will you allocate resources (e.g., budget, personnel, materials) to support the School Mental Health program?
    h. What strategies will you use to manage and monitor the use of resources?
    i. How will you ensure transparency and accountability in resource management?
    j. How will you establish and maintain partnerships with local government units, health organizations, and community groups to support the School Mental Health program?
    k. What role will these partners play in supporting the program?
    l. How will you coordinate with other government agencies and stakeholders to ensure a unified approach to school mental health?
    m. What indicators will you use to measure the effectiveness of the School Mental Health program?
    n. How will you collect and analyze data to evaluate program impact?
    o. What strategies will you use to address challenges and areas for improvement identified through monitoring and evaluation?
    p. What challenges do you anticipate facing in implementing and managing the School Mental Health program?
    q. How will you address these challenges?
    r. What contingency plans do you have in place in case of unexpected issues or setbacks?

G. Medical, Dental and Nursing Services

1. Schools implementing the School Mental Health Program (SMHP) must submit supporting documents, photos, and videos as required by the Schools Division Office (SDO) Evaluation Sheet. They shall provide a portfolio (electronic copy and printed copy) in this arrangement:
    a. Cover Page
        i. School logo and name
        ii. Theme or slogan: "Healthy Minds, Healthy Bodies: Comprehensive Medical, Dental, and Nursing Services"
    b. Table of Contents
    c. Section 1: Program Overview
        i. Brief overview of the medical, dental, and nursing services program
        ii. Objectives and goals
        iii. Target beneficiaries
    d. Section 2: Technical Working Group
        i. Composition of the technical working group
        ii. Roles and responsibilities of members
        iii. Meeting schedule and minutes
    e. Section 3: Roles and Responsibilities
        i. Roles and responsibilities of school administrators, teachers, and health personnel
        ii. Job descriptions and accountability
    f. Section 4: Clinic Compliance
        i. Compliance with health and safety standards
        ii. Maintenance of clinic facilities and equipment
        iii. Inventory management
    g. Section 5: Dental Programs
        i. Overview of dental services offered
        ii. Dental health education and promotion
        iii. Dental treatment and referral protocols
    h. Section 6: Medical and Nursing Programs
        i. Overview of medical and nursing services offered
        ii. Health education and promotion
        iii. Medical and nursing treatment and referral protocols
    i. Section 7: Innovations
        i. Innovative programs and services offered
        ii. Technology integration in healthcare services
        iii. Partnerships and collaborations
    j. Section 8: Referral System
        i. Referral protocols for medical, dental, and nursing services
        ii. Coordination with external healthcare providers
        iii. Follow-up and feedback mechanisms
    k. Section 9: Logbooks
        i. Maintenance of logbooks for medical, dental, and nursing services
        ii. Recording of patient data and treatment outcomes
        iii. Confidentiality and security protocols

2. They must also create a 20–30 minute video showcasing their implementation, including testimonials from parents and learners, and a separate video interview of the Clinic in-charge answering provided guide questions:
    a. What is the vision and mission of the medical, dental, and nursing services program?
    b. What are the goals and objectives of the program?

c. How does the program align with the school's overall health and wellness strategy?
d. What medical, dental, and nursing services are offered to students and staff?
e. How are services delivered, and what are the protocols for referrals and follow-up care?
f. What is the process for handling medical emergencies and urgent care situations?
g. How is the clinic staffed, and what are the roles and responsibilities of each staff member?
h. What are the clinic's hours of operation, and how are services scheduled?
i. How is patient confidentiality and privacy maintained?
j. What health education and promotion programs are offered to students and staff?
k. How are health education programs developed and implemented?
l. What strategies are used to promote healthy behaviors and lifestyles?
m. What partnerships and collaborations exist with external healthcare providers and organizations?
n. How are these partnerships used to support student and staff health and wellness?
o. What opportunities exist for professional development and continuing education?
p. How is the medical, dental, and nursing services program evaluated and improved?
q. What metrics and indicators are used to measure program effectiveness?
r. How are program findings and recommendations used to inform future planning and development?
s. How is the program budget developed and managed?
t. What resources (e.g., personnel, equipment, supplies) are needed to support program operations?
u. How are resources allocated and prioritized?
v. What policies and procedures govern medical, dental, and nursing services program operations?
w. How are policies and procedures developed, reviewed, and updated?
x. What mechanisms exist for ensuring policy compliance and accountability?
y. What emergency preparedness and response plans exist for medical emergencies and disasters?
z. How are staff trained to respond to emergencies and disasters?
aa. What protocols exist for communicating with parents and guardians during emergencies?
bb. What processes exist for continuous quality improvement and performance measurement?
cc. How are data and feedback used to inform program improvements?
dd. What strategies exist for recognizing and rewarding staff contributions to quality improvement?

3. The District shall pre-select its participants and submit the names of the schools to the Division SBFP Coordinator Alternate, Garry De Veyra, RN. Each district may have multiple entries, with a maximum of three.

H. The SDS shall form a Schools Division Search Committee from among the members of the Division Medical, Dental and Nursing Services with 1-2 representatives from partner agencies or NGOs who shall evaluate the entries from participating schools.

4. The screening and evaluation by the Search Committee may be conducted face-to-face or recorded virtual screening may be adopted.
5. On the scheduled date of screening, the heads of the school entries and school feeding coordinators should be available to answer queries from the members of the Search Committee.
6. The Schools Division Search Committee shall evaluate the schools and shall choose one (1) school to represent the division.
7. The SDS shall nominate the entry school to the Regional Director together with the SDO Level Evaluation Sheet and school documentation of their implementation on or before the set deadline. Also included is a video interview of the SDO Focal Persons to the attached Guide Questions:
   a. What is your role as an SDO Medical, Dental, and Nursing Services Focal Person?
   b. How will you coordinate with schools and stakeholders to implement the medical, dental, and nursing services program?
   c. What strategies will you use to monitor and evaluate program effectiveness?
   d. What medical, dental, and nursing services will be provided in schools?
   e. How will clinic operations be managed, including staffing, scheduling, and patient flow?
   f. What protocols will be established for handling medical emergencies and referrals?
   g. What health education and promotion programs will be implemented in schools?
   h. How will health education programs be developed and implemented?
   i. What strategies will be used to promote healthy behaviors and lifestyles?
   j. What partnerships and collaborations will be established with external healthcare providers and organizations?
   k. How will these partnerships support student and staff health and wellness?
   l. What opportunities will exist for professional development and continuing education?
   m. How will program effectiveness be evaluated and improved?
   n. What metrics and indicators will be used to measure program success?
   o. How will program findings and recommendations inform future planning and development?
   p. How will program resources be managed, including budgeting, personnel, and equipment?
   q. What strategies will be used to allocate and prioritize resources?
   r. How will resource management support program effectiveness?
   s. What policies and procedures will govern medical, dental, and nursing services program operations?
   t. How will policies and procedures be developed, reviewed, and updated?
   u. What mechanisms will ensure policy compliance and accountability?
   v. What emergency preparedness and response plans will be established for medical emergencies and disasters?
   w. How will staff be trained to respond to emergencies and disasters?
   x. What protocols will exist for communicating with parents and guardians during emergencies?
   y. What processes will exist for continuous quality improvement and performance measurement?
   z. How will data and feedback inform program improvements?
   aa. What strategies will recognize and reward staff contributions to quality improvement?

DISTRICT	
SCHOOL	

CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR SBFP

		CRITERIA	Sub-points	Points	Score
I		**PROGRAM MANAGEMENT**			
	A	**Percentage of beneficiaries served**			
		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 the total number of beneficiaries were served	1		
	B	**Percentage of rehabilitated beneficiaries**			
		100% rehabilitation	10		
		95-99% rehabilitation	8		
		90-94% rehabilitation	6		
		85-89% rehabilitation	4		
		84% and below rehabilitation	2		
	C	**Prompt implementation of the program**			
		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		
	D	**SBFP Core Group**			
		All SBFP Core Group Members have 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		
	E	**Orientation for implementers, parents/guardians of beneficiaries and other stakeholders**			
		100% attendance	2		
		99% and below attendance	1		
	F	**Advocacy activities**			
		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		
	G	**Resource mobilization activities**			
		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		
II		**COMMUNITY ENGAGEMENT AND COLLABORATION**			
	A	**Collaborative Partnerships**			
		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	**Parent and Guardian Involvement**			
		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		
	C	**Volunteer Engagement**			
		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 the total number of parent-beneficiaries	0		
	D	**Coordination with the barangay**			
		More than 4 coordination activities conducted	3		
		4 coordination activities conducted	2		
		3 coordination activities conducted	1		
		2 and below coordination activities conducted	0		
	E	**Recognition and Celebrations**			
		Conducted recognition of stakeholders, partners and implementers.	1		
		100% of stakeholders, partners and implementers were recognized	2		
III	**REPORTS OR DOCUMENTS (SBFP Forms 1-8)**				
	A	Completeness (1 pt per form/report)			
	B	Accuracy (1 pt per form/report)			
	C	Promptness (1 pt per form/report if submitted on time)			
	D	Program Monitoring Tool			
		100% score	6		
		98-99% score	5		
		96-97% score	4		
		94-95% score	3		
		92-93% score	2		
		90-91%	1		
		Below 90% score	0		
IV	**INNOVATIONS**				
	A	Impact	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	Creativity and Novelty	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.			
	C	Scalability and Replicability	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.			
	D	Sustainability	3		
		The innovation should contribute to the long-term sustainability of 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.			
	E	Collaboration and Partnership	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.			
	F	Practicality and Feasibility	3		
		The innovation should be practical and feasible for implementation within the context of SBFP. It should consider available resources, infrastructure, and capacities. The innovation should be achievable, considering the skills, knowledge, and expertise of those involved in the program.			
	G	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 SBFP. The innovation should demonstrate a commitment to ongoing learning and improvement through data-driven decision-making.			
	H	Empowerment and Participation	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.			
	I	Alignment with Program Objectives	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.			
	TOTAL SCORE				

Notable remarks:

_____

Name and signature of evaluator:

_____

Date of evaluation: _ _ / _ _ / _ _

DISTRICT	
SCHOOL	

CRITERIA FOR MODEL SCHOOL CANTEEN

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

	9	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		
II.	**FOOD SAFETY AND HYGIENE**				
A	Compliance with Regulations			2	
	1	Sanitation Clearance/Permit from the Local Health Department	1		
	2	Health Permit of Canteen Personnel/Staff from the City/Municipal Health Office	1		
B	Staff Training and Certification			3	
	1	Canteen staff have regular proper training in food safety and hygiene practices.	1		
	2	Canteen Personnel/Staff are well-groomed and always wearing clean and proper attire	1		
	3	Canteen Personnel / Staff are wearing identification cards with photos when inside the premises of the canteen.	1		
C	Cleaning, Sanitation and Food Handling			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		
D	Safe Food Storage			4	
	1	Refrigeration units to store perishable items at the correct temperatures	1		
	2	Proper labeling and dating food products.	1		
	3	Regular monitoring of storage conditions	1		
	4	Food covers and containers for safekeeping are available.	1		
III.	**MANAGEMENT OF SCHOOL CANTEEN**				
A	Staff and Organization			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	Affordability and Pricing			3	
	1	A reasonable mark-up price for all merchandise 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		
C		**Compliance with Requirements**		5	
	For School-Managed Canteens only				
	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 a 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		
	For Teachers' Cooperative-Managed Canteens only				
	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		
D		**Utilization of the Share of the School**		12	
	For School-Managed Canteens only				
	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% on school operations fund	1		
	6	10% for revolving capital	1		
	For Teachers' Cooperative-Managed Canteens only				

	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% on school operations fund	1		
E	**Reports/ Documents**			11	
	School canteen reports and documents are complete and properly filed. accurate, regularly updated and submitted on time.				
	1	Record of daily food inspection	1		
	2	Record of daily income	1		
	3	Record of expenses and receipts/transactions	1		
	4	SC Form 1: Liquidation Report	1		
	5	SC Form 2: Monthly Statement of Expenditures (Net Income Utilization	1		
	6	SC Form 3: Monthly Report on Canteen Operation	1		
	7	SC Form 4: Quarterly Report on Canteen Operation	1		
	8	SC Form 5: School Year Report on Canteen Operation	1		
	9	Program Monitoring Tool	3		
	10	100% score	3		
	11	95-99% score	2		
	12	90-94% score	1		
	13	Below 90% score	0		
F	**Impact on the Nutritional Status of Learners**			10	
	1	Identified Pupils/ Students for supplementary feeding (specify number of beneficiaries identified).	2		
	2	Conducted supplementary feeding to identified beneficiaries (specify number of feeding days and feeding period).	3		
	3	Rehabilitated to normal status the identified beneficiaries for feeding (specify rehabilitation rate).	5		
IV.	**INNOVATIONS**			14	
A		**Impact on Health and Nutrition**	3		
		How the school canteen's strategies, menu offerings, and initiatives positively influence the health and nutritional habits of students. It recognizes that a well-implemented school canteen program has the potential to contribute significantly to students' overall well-being, academic performance, and long-term health outcomes.			
B		**Sustainability and Environmental Consciousness**	2		
		The best innovation should consider environmental sustainability by promoting eco-friendly practices such as reducing single-use plastics, implementing waste segregation, and using sustainable packaging materials.			
C		**Technological Integration**	2		
		It refers to the effective incorporation of technology to enhance the efficiency, transparency, and overall quality of canteen operations. This sub-criterion emphasizes the use of technology to streamline processes, improve communication, and provide innovative solutions that benefit students, parents, and the school community.			
D		**Efficient Operations and Service**	1		
		It refers to the ability of the school canteen implementer to manage and operate the canteen in a well-organized and effective manner. This sub-criterion recognizes that a canteen's operational efficiency and the quality of its service play a crucial role in providing students with access to nutritious meals in a timely and convenient manner.			
E		**Collaborative Approach**	2		
		The innovation should involve parents, teachers, and the broader community in the design and implementation of the canteen's offerings. Engaging the community fosters a sense of shared responsibility and support for healthy eating initiatives.			
F		**Cost-effectiveness and Affordability**	1		
		The innovation should strike a balance between providing nutritious meals and maintaining affordability for students. It should demonstrate that healthier options can be accessible and affordable to all students.			
G		**Promotion of Healthy Eating Habits**	1		
		It refers to the effectiveness of the school canteen implementers' 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.			
H		**Evaluation and Continuous Improvement**	1		
		It refers to the implementer's dedication to regularly assessing the performance of the school canteen and implementing strategies to enhance its operations, menu, and impact on students. This sub-criterion recognizes that a successful canteen is one that is responsive to feedback, measures its effectiveness through data collection, and actively seeks opportunities for refinement.			
I		**Compliance with Regulations and Standards**	1		
		The innovation should adhere to the guidelines and regulations set by the DepEd and other relevant health authorities. It should ensure food safety, hygiene standards, and other legal requirements.			
	TOTAL			100	0

Notable remarks:

_____

Name and signature of evaluator:
_____

Date of evaluation: _ _ / _ _ / _ _

DISTRICT	
SCHOOL	

CRITERIA FOR MODEL SCHOOL IMPLEMENTOR FOR GULAYAN SA PAARALAN

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

		gardening and nutrition. They contribute their expertise, time, and resources to help maintain and expand the school's vegetable garden.		
	D	Community Workshops and Trainings	1	
		MSI organizes workshops and training 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.		
	E	Sharing Resources and Expertise	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.		
	F	Community Outreach and Awareness	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.		
	G	Integration of Local Culture and Practices	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.		
	H	Long-Term Sustainability Planning	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.		
	I	Recognition and Celebrations	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.		
III	**GARDEN QUALITY**			20
	A	Well-Maintained Garden Infrastructure	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	Soil Quality and Fertility	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.		
	C	Variety and Diversity of Plants (at least 3 samples for each crop: fruit, leafy, root vegetables, indigenous plants & indigenous herbal plants)	3	
		An outstanding garden implementation showcases a variety of plants, including different types of vegetables, herbs, fruits, and indigenous crops. The garden should prioritize diverse plant selections to promote biodiversity, enhance nutrition, and provide opportunities for learning about various plant species. A diverse garden may have 10–15 types of crops grown simultaneously.		
	D	Productivity and Harvest Yield	3	
		The garden's productivity is a key indicator of its quality. An outstanding garden implementation demonstrates high productivity and regular harvest yields. The implementer employs proper planting techniques, timely maintenance, and effective pest and disease management strategies to maximize crop production. An outstanding garden might yield 2–3 kg/m² for vegetables like tomatoes or leafy greens; 3–5 kg/m² for root crops (e.g., Sweet Potatoes, Carrots); 1.5–2.5 kg/m² for legumes (e.g., String Beans, Peas); 2–4 kg/m² for fruiting vegetables (e.g., Eggplant, Peppers); 3–6 kg/m² for squashes and gourds (e.g., Squash, Bottle Gourd); and 1–2 kg/m² for Herbs (e.g., Basil, Oregano).		
	E	Organic and Sustainable Practices	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.		
	F	Integration of Permaculture Principles	2	
		An outstanding garden implementation incorporates permaculture principles, such as utilizing companion planting, designing for efficiency, recycling organic materials, and creating ecological balance.		
	G	Maintenance and Seasonal Planning	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.		
	H	Design and Creativity	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.		
IV	**SUSTAINABILITY**			15
	A	Resource Management	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	Organic and Chemical-Free Practices	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.		

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

		100% score = 3		
		95-99% score = 2		
		90-94% score = 1		
		Below 90% score = 0		
VII	**INNOVATIONS**			12
	A	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	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.		
	C	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.		
	D	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.		
	E	Collaboration and Partnership	1	
		The best innovation should foster collaboration and partnership among various stakeholders. It should encourage engagement and involvement of students, teachers, parents, local communities, experts, or organizations. The innovation should promote collective action, shared responsibility, and cooperative efforts to achieve its goals.		
	F	Practicality and Feasibility	2	
		The innovation should be practical and feasible for implementation within the context of GPP. It should consider available resources, infrastructure, and capacities. The innovation should be achievable, considering the skills, knowledge, and expertise of those involved in the program.		
	G	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.		
	H	Empowerment and Participation	1.5	
		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.		
	I	Alignment with Program Objectives	0.5	
		The best innovation should be aligned 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.		
		TOTAL SCORE	100	100

Notable remarks:

_____

Name and signature of evaluator:

_____

Date of evaluation: _ _ / _ _ / _ _

DISTRICT	
SCHOOL	

CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR ADOLESCENT REPRODUCTIVE HEALTH OF ELEMENTARY SCHOOLS

		CRITERIA	Sub-points	Points	Score
I		**BASIC REQUIREMENTS**			
	A	**Welcome signage**			
		Photo and description of welcome signage	3		
		Signage is visible and accessible	1		
		Signage is well-maintained	1		
	B	**Schedule of Teen Clinic/Center Hours**			
		Copy of schedule and description	3		
		Schedule is up-to-date and accurate	1		
		Schedule is easily accessible	1		
	C	**Health Services Provided**			
		List and description of services	5		
		Services are relevant and comprehensive	2		
		Services are easily accessible	1		
	D	**Clinical Guidelines**			
		Copy of guidelines and description	5		
		Guidelines are up-to-date and accurate	2		
		Guidelines are easily accessible	1		
	E	**Registration Logbook**			
		Photo and description of logbook	3		
		Logbook is well-maintained and up to date	1		
		Logbook is easily accessible	1		
	F	**List of Services**			
		List and description of services	3		
		Services are relevant and comprehensive	1		
		Services are easily accessible	1		
	G	**Designated Person and Room**			
		Photo and description of designated person and room	5		
		Designated person is qualified and trained	2		
		Designated room is safe and accessible	1		
	H	**Customer Satisfaction Survey (CSS)**			
		Copy of survey and description	3		

		Survey is administered regularly	1		
		Survey results are used for improvement	1		
II	**REPORTING SYSTEM**				
	A	**Description of the reporting system used**			
		Is the reporting system clearly described?	1		
		Are the reporting mechanisms (e.g. forms, templates) well-defined?	1		
		Are the reporting frequencies (e.g. monthly, quarterly) specified?	1		
		Are the roles and responsibilities of report generators and users clearly defined?	1		
		Is the reporting system aligned with the program's goals and objectives?	1		
	B	**Examples of reports generated**			
		Are examples of reports (e.g. progress reports, evaluation reports) provided?	1		
		Do the reports demonstrate a clear and concise presentation of data?	1		
		Are the reports relevant to the program's goals and objectives?	1		
		Do the reports provide actionable recommendations for improvement?	1		
		Are the reports well organized and easy to understand?	1		
	C	**How the reporting system helps with monitoring and evaluation**			
		Does the reporting system provide timely and accurate data for monitoring?	2		
		Does the reporting system facilitate evaluation of program effectiveness?	2		
		Are data from the reporting system used to inform program decisions?	2		
		Does the reporting system identify areas for program improvement?	2		
		Are lessons learned from the reporting system documented and shared?	2		
III	**PREVENTIVE MEASURES**				
	A	**HEEADSSS**			
		Description and implementation	5		
		Effectiveness in promoting healthy behaviors	3		
		Sustainability of the program	2		
	B	**Health Talks**			
		Topics, frequency, and target audience	5		
		Effectiveness in promoting healthy behaviors	3		

		Sustainability of the program	2		
	C	**Curriculum Integration**			
		How ARH topics are integrated into the curriculum	5		
		Effectiveness in promoting healthy behaviors	3		
		Sustainability of the program	2		
IV	**Collaboration and Partnership**				
	A	**Description of partnerships established**			
		Types of partners: Are partnerships established with various stakeholders, such as government agencies, NGOs, community groups, and private sector organizations?	1		
		Partner diversity: Are partnerships diverse, representing different sectors, interests, and expertise?	1		
		Partnership goals: Are the goals and objectives of the partnerships clearly defined and aligned with the program's goals?	1		
		Partnership duration: Are the partnerships long-term, with a clear plan for sustainability and continuity?	1		
		Partnership documentation: Are the partnerships formally documented, with clear agreements and memoranda of understanding?	1		
	B	**Roles and responsibilities of partners**			
		Clear roles: Are the roles and responsibilities of each partner clearly defined and communicated?	1		
		Complementary skills: Do the partners bring complementary skills, expertise, and resources to the partnership?	1		
		Decision-making: Are decision-making processes and protocols clearly established among partners?	1		
		Communication: Are communication channels and protocols clearly established among partners?	1		
		Conflict resolution: Are mechanisms for conflict resolution and dispute management established among partners?	1		
	C	**Benefits of collaboration and partnership**			
		Resource sharing: Are resources, including financial, human, and technical resources, shared among partners	2		
		Expertise sharing: Is expertise and knowledge shared among partners	2		

		leading to improved program quality and effectiveness?			
		Increased reach: Does the partnership increase the program's reach and impact, serving more beneficiaries and communities?	2		
		Improved sustainability: Does the partnership enhance the program's sustainability, with a clear plan for long-term continuity and funding?	2		
		Enhanced credibility: Does the partnership enhance the program's credibility and reputation, with improved recognition and respect from stakeholders	2		
V	**IMPACT AND ACHIEVEMENTS**				
	A	**Description of the impact of the ARH program on students and the community**			
		Knowledge and awareness: Has the program increased students' knowledge and awareness of adolescent reproductive health?	2		
		Behavioral change: Has the program led to positive behavioral changes among students, such as improved hygiene or delayed sexual debut?	2		
		Community engagement: Has the program engaged the community, including parents and stakeholders, in promoting adolescent reproductive health?	2		
		Health outcomes: Has the program improved health outcomes among students, such as reduced STIs or improved mental health?	2		
		Sustainability: Is the program's impact sustainable, with plans for continued implementation and evaluation?	2		
	B	**Achievements and successes of the program**			
		Program reach: Has the program reached a significant number of students and community members?	2		
		Program quality: Is the program of high quality, with well-trained staff and adequate resources?	2		
		Innovation: Has the program introduced innovative approaches or strategies to promote adolescent reproductive health?	2		
		Partnerships: Has the program established partnerships with other organizations or stakeholders to leverage resources and expertise?	2		

		Awards or recognition: Has the program received awards or recognition for its achievements and successes?	2		
	C	**Testimonials from students, parents, and partners**			
		Student testimonials: Are testimonials from students provided demonstrating the program's positive impact on their lives?	2		
		Parent testimonials: Are testimonials from parents provided, demonstrating their support for the program and its impact on their children?	2		
		Partner testimonials: Are testimonials from partners provided, demonstrating their support for the program and its impact on the community?	2		
		Testimonial quality: Are the testimonials specific, sincere, and credible, providing evidence of the program's impact?	2		
		Testimonial diversity: Are the testimonials diverse, representing different perspectives and experiences?	2		
VI	**CHALLENGES AND INNOVATIONS**				
	A	**Description of challenges faced during implementation**			
		Description of specific obstacles encountered during implementation	1		
		Analysis of the impact of challenges on the program	1		
		Clarity and concision of challenge description	1		
		Depth of understanding of challenges	1		
		Relevance of challenges to the program	1		
	B	**Innovative solutions and strategies used to address challenges**			
		Effectiveness of strategies and solutions used to address challenges	3		
		Originality and creativity of innovative solutions	3		
		Clarity and concision of solution description	2		
		Feasibility of solution implementation	2		
	C	**Lessons learned and best practices**			
		Relevance and applicability of lessons learned	1		
		Clarity and concision of lesson description	1		

		Evidence of reflection and growth from experience	1			
		Depth of understanding of lessons learned	1			
VII	**SUSTAINABILITY AND COMMUNITY ENGAGEMENT**					
	A	**Description of efforts to ensure sustainability of the program**				
		Clarity and comprehensiveness of sustainability plan	2			
		Effectiveness of initiatives to ensure program continuity	1			
		Realism and feasibility of sustainability plan	1			
		Alignment with program goals and objectives	1			
	B	**Community engagement strategies and activities**				
		Effectiveness of strategies to involve and benefit the community	4			
		Depth and breadth of community engagement activities	3			
		Clarity and concision of community engagement description	2			
		Evidence of community impact and benefit	1			
	C	**Plans for future expansion and growth**				
		Clarity and comprehensiveness of plans for future growth	2			
		Realism and feasibility of expansion plans	1			
		Alignment of expansion plans with program goals and objectives	1			
		Potential for scalability and replicability	1			
		TOTAL SCORE				

Notable remarks:

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Name and signature of evaluator:

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Date of evaluation: _ _ / _ _ / _ _

DISTRICT	
SCHOOL	

CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR ADOLESCENT REPRODUCTIVE HEALTH OF SECONDARY SCHOOLS

			CRITERIA	Sub-points	Points	Score
I			**BASIC REQUIREMENTS**			
	A		**Welcome signage**			
			Photo and description of welcome signage	3		
			Signage is visible and accessible	1		
			Signage is well-maintained	1		
	B		**Schedule of Teen Clinic/Center Hours**			
			Copy of schedule and description	3		
			Schedule is up-to-date and accurate	1		
			Schedule is easily accessible	1		
	C		**Health Services Provided**			
			List and description of services	5		
			Services are relevant and comprehensive	2		
			Services are easily accessible	1		
	D		**Clinical Guidelines**			
			Copy of guidelines and description	5		
			Guidelines are up-to-date and accurate	2		
			Guidelines are easily accessible	1		
	E		**Registration Logbook**			
			Photo and description of logbook	3		
			Logbook is well-maintained and up to date	1		
			Logbook is easily accessible	1		
	F		**List of Services**			
			List and description of services	3		
			Services are relevant and comprehensive	1		
			Services are easily accessible	1		
	G		**Designated Person and Room**			
			Photo and description of designated person and room	5		
			Designated person is qualified and trained	2		

		Designated room is safe and accessible	1		
	H	**Customer Satisfaction Survey (CSS)**			
		Copy of survey and description	3		
		Survey is administered regularly	1		
		Survey results are used for improvement	1		
	I	**National Standards for Adolescent Service Package**			
		Copy of standards	2		
		Description of standards	3		
	J	**Action Plan for Information Dissemination**			
		Copy of plan	2		
		Description of plan	3		
	K	**Policy regarding Flexible Time Schedule**			
		Copy of policy	1		
		Description of policy	2		
	L	**Policies for Provision of Services**			
		Copy of policies	2		
		Description of policies	3		
	M	**Policies for Payment Schemes**			
		Copy of policies	1		
		Description of policies	2		
	N	**Plan for School Outreach Program/Advocacy Campaign**			
		Copy of plan	2		
		Description of plan	3		
	O	**IEC Materials on Programs/Services**			
		Samples of materials: (relevance, clarity, and effectiveness)	2		
		Description of materials: (clarity, accuracy, and thoroughness)	2		
	P	**IEC Materials for Directory of Agencies/Organizations**			
		Samples of materials: 2 points (relevance, clarity, and effectiveness)	2		
		Description of materials: 2 points (clarity, accuracy, and thoroughness)	2		
	Q	**Separate Rooms for Consultation, Treatment, and Counseling**			
		Photos of rooms	2		
		Description of rooms	2		
	R	**Certificates of Training for Adolescent Focal Person and Providers**			
		Copies of certificates	2		
		Description of training	2		
	S	**Protocols and Guidelines for Client-Service Provider Interaction**			
		Copy of protocols and guidelines	2		
		Description of protocols and guidelines	2		
	T	**Policies and Procedures for Ensuring Privacy and Confidentiality**			
		Copy of policies and procedures	2		
		Description of policies and procedures	2		
	U	**Record-Keeping System**			

		Description of system	2		
		Photos of records	2		
	V	**Intake Form/Sheet**			
		Sample of form	1		
		Description of form	2		
	W	**Directory of Organizations**			
		Sample of directory	1		
		Description of directory	2		
	X	**Referral Logbook**			
		Sample of logbook	1		
		Description of logbook	2		
	Y	**Referral Forms**			
		Samples of forms	1		
		Description of forms	2		
	Z	**Accomplishment Report**			
		Copy of report	2		
		Description of report	2		
II		**REPORTING SYSTEM**			
	A	**Description of the reporting system used**			
		Is the reporting system clearly described?	1		
		Are the reporting mechanisms (e.g. forms, templates) well-defined?	1		
		Are the reporting frequencies (e.g. monthly, quarterly) specified?	1		
		Are the roles and responsibilities of report generators and users clearly defined?	1		
		Is the reporting system aligned with the program's goals and objectives?	1		
	B	**Examples of reports generated**			
		Are examples of reports (e.g. progress reports, evaluation reports) provided?	1		
		Do the reports demonstrate a clear and concise presentation of data?	1		
		Are the reports relevant to the program's goals and objectives?	1		
		Do the reports provide actionable recommendations for improvement?	1		
		Are the reports well organized and easy to understand?	1		
	C	**How the reporting system helps with monitoring and evaluation**			
		Does the reporting system provide timely and accurate data for monitoring?	2		
		Does the reporting system facilitate evaluation of program effectiveness?	2		

		Are data from the reporting system used to inform program decisions?	2		
		Does the reporting system identify areas for program improvement?	2		
		Are lessons learned from the reporting system documented and shared?	2		
III	**PREVENTIVE MEASURES**				
	A	**HEEADSSS**			
		Description and implementation	5		
		Effectiveness in promoting healthy behaviors	3		
		Sustainability of the program	2		
	B	**Health Talks**			
		Topics, frequency, and target audience	5		
		Effectiveness in promoting healthy behaviors	3		
		Sustainability of the program	2		
	C	**Curriculum Integration**			
		How ARH topics are integrated into the curriculum	5		
		Effectiveness in promoting healthy behaviors	3		
		Sustainability of the program	2		
IV	**Collaboration and Partnership**				
	A	**Description of partnerships established**			
		Types of partners: Are partnerships established with various stakeholders, such as government agencies, NGOs, community groups, and private sector organizations?	1		
		Partner diversity: Are partnerships diverse, representing different sectors, interests, and expertise?	1		
		Partnership goals: Are the goals and objectives of the partnerships clearly defined and aligned with the program's goals?	1		
		Partnership duration: Are the partnerships long-term, with a clear plan for sustainability and continuity?	1		
		Partnership documentation: Are the partnerships formally documented, with clear agreements and memoranda of understanding?	1		
	B	**Roles and responsibilities of partners**			
		Clear roles: Are the roles and responsibilities of each partner	1		

			clearly defined and communicated?		
			Complementary skills: Do the partners bring complementary skills, expertise, and resources to the partnership?	1	
			Decision-making: Are decision-making processes and protocols clearly established among partners?	1	
			Communication: Are communication channels and protocols clearly established among partners?	1	
			Conflict resolution: Are mechanisms for conflict resolution and dispute management established among partners?	1	
	C		**Benefits of collaboration and partnership**		
			Resource sharing: Are resources, including financial, human, and technical resources, shared among partners	2	
			Expertise sharing: Is expertise and knowledge shared among partners leading to improved program quality and effectiveness?	2	
			Increased reach: Does the partnership increase the program's reach and impact, serving more beneficiaries and communities?	2	
			Improved sustainability: Does the partnership enhance the program's sustainability, with a clear plan for long-term continuity and funding?	2	
			Enhanced credibility: Does the partnership enhance the program's credibility and reputation, with improved recognition and respect from stakeholders	2	
V			**IMPACT AND ACHIEVEMENTS**		
	A		**Description of the impact of the ARH program on students and the community**		
			Knowledge and awareness: Has the program increased students' knowledge and awareness of adolescent reproductive health?	2	
			Behavioral change: Has the program led to positive behavioral changes among students, such as improved hygiene or delayed sexual debut?	2	

		Community engagement: Has the program engaged the community, including parents and stakeholders, in promoting adolescent reproductive health?	2		
		Health outcomes: Has the program improved health outcomes among students, such as reduced STIs or improved mental health?	2		
		Sustainability: Is the program's impact sustainable, with plans for continued implementation and evaluation?	2		
	B	**Achievements and successes of the program**			
		Program reach: Has the program reached a significant number of students and community members?	2		
		Program quality: Is the program of high quality, with well-trained staff and adequate resources?	2		
		Innovation: Has the program introduced innovative approaches or strategies to promote adolescent reproductive health?	2		
		Partnerships: Has the program established partnerships with other organizations or stakeholders to leverage resources and expertise?	2		
		Awards or recognition: Has the program received awards or recognition for its achievements and successes?	2		
	C	**Testimonials from students, parents, and partners**			
		Student testimonials: Are testimonials from students provided demonstrating the program's positive impact on their lives?	2		
		Parent testimonials: Are testimonials from parents provided, demonstrating their support for the program and its impact on their children?	2		
		Partner testimonials: Are testimonials from partners provided, demonstrating their support for the program and its impact on the community?	2		
		Testimonial quality: Are the testimonials specific, sincere, and credible, providing evidence of the program's impact?	2		

		Testimonial diversity: Are the testimonials diverse, representing different perspectives and experiences?	2		
VI		**CHALLENGES AND INNOVATIONS**			
	A	**Description of challenges faced during implementation**			
		Description of specific obstacles encountered during implementation	1		
		Analysis of the impact of challenges on the program	1		
		Clarity and concision of challenge description	1		
		Depth of understanding of challenges	1		
		Relevance of challenges to the program	1		
	B	**Innovative solutions and strategies used to address challenges**			
		Effectiveness of strategies and solutions used to address challenges	3		
		Originality and creativity of innovative solutions	3		
		Clarity and concision of solution description	2		
		Feasibility of solution implementation	2		
	C	**Lessons learned and best practices**			
		Relevance and applicability of lessons learned	1		
		Clarity and concision of lesson description	1		
		Evidence of reflection and growth from experience	1		
		Depth of understanding of lessons learned	1		
VII		**SUSTAINABILITY AND COMMUNITY ENGAGEMENT**			
	A	**Description of efforts to ensure sustainability of the program**			
		Clarity and comprehensiveness of sustainability plan	2		
		Effectiveness of initiatives to ensure program continuity	1		
		Realism and feasibility of sustainability plan	1		
		Alignment with program goals and objectives	1		
	B	**Community engagement strategies and activities**			
		Effectiveness of strategies to involve and benefit the community	4		
		Depth and breadth of community engagement activities	3		

		Clarity and concision of community engagement description	2			
		Evidence of community impact and benefit	1			
	C	**Plans for future expansion and growth**				
		Clarity and comprehensiveness of plans for future growth	2			
		Realism and feasibility of expansion plans	1			
		Alignment of expansion plans with program goals and objectives	1			
		Potential for scalability and replicability	1			
		TOTAL SCORE				

Notable remarks:

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Name and signature of evaluator:

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Date of evaluation: _ _ / _ _ / _ _

Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

DISTRICT	
SCHOOL	

CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR NDEP

		CRITERIA	Sub-points	Points	Score
I		**FUNCTIONALITY OF THE BKD ON DRUG ABUSE PREVENTION IN SECONDARY SCHOOLS**			
	A	**Inclusion of Strong Families Program Activities for SY 2023-2024**			
		Annual Implementation Plan SY 2023-2024 signed by SDS. 2.Approved Annual Action Plan signed by School Principal/Schedule of Activities for SY 2023-2024 Signed by SDS	5		
		Condition Documents: Activity Design stating the implementation of BKD mainstreaming Strong Families Program.	5		
	B	**Presentation of Signed Manifesto of Commitment of Support to Strong Families Program.**			
		3 MOA/U Memorandum, and any other equivalent issuances endorsing manifesto of commitment of SFP to various stakeholders such as BKD and NDEP Coordinators and Parent Teacher Association.	10		
	C	**School- wide implementation (Grade 7-12)**			
		Certification from school principal stating the number and percentage of actual SFP implementation vs annual target for SY 2023-2024.	13		
		Report/Post activity Report with Photo Documentary.	12		
II		**BKD LABAN SA ILEGAL NA DROGA (CONVEYING THE BIDA (Buhay Ingatan Droga'y Ayawan) FRAMEWORK)**			
	A	**Prevention and Health**			
		Provision of Information Mass/Media- Print/ TV/Broadcast/Films /Slide Presentation	5		
		Education Symposium and other similar activities	5		

	B		**Law Enforcement**			
			Certification stating the number and percentage of students involve in smoking, alcohol and substance used for SY 2023-2024, signed by guidance counselor and approved by School Principal.	10		
	C		**Reintegration**			
			Certification stating the number and percentage of students provided with intervention vs students involve in substance abuse for the SY 2023-2024 signed by the guidance counselor and School Principal.	4		
			Process flow	3		
			Progress Report	2		
III	INNOVATIONS					
	A		**Program should have engagement with CSO, faith-Based Organization, Private Sector and Communities.**			
			4 Pledge of Support, MOA/U and other similar issuances	10		
	B		**Physical Facility/Corner**			
			Best actual facility or corner.	15		
			TOTAL SCORE			

Notable remarks:

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Name and signature of evaluator:

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Date of evaluation: _ _ / _ _ / _ _

DISTRICT	
SCHOOL	

CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR SMHP

		CRITERIA	Sub-points	Points	Score
I		**TECHNICAL WORKING GROUP**			
	A	**Composition**			
		Multidisciplinary team with school administrators, teachers, school counselors, mental health professionals, and parents.	5		
	B	**Roles and responsibilities**			
		Clearly defined roles and responsibilities for each member.	5		
	C	**Meeting frequency**			
		Regular meetings (at least quarterly).	5		
	D	**Training and capacity building**			
		Opportunities for professional development and training on mental health issues.	5		
II		**REFERRAL SYSTEM AND REFERRAL PATHWAY**			
	A	**Clear referral process**			
		Established procedures for identifying and referring students with mental health concerns.	5		
	B	**Referral criteria**			
		Specific criteria for referral, including signs and symptoms of mental health problems.	5		
	C	**Referral pathway**			
		Defined pathway for referral, including who to refer to and how to access services.	5		
	D	**Follow-up and feedback**			
		Mechanisms for follow-up and feedback on referrals.	5		
III		**PREVENTIVE ASSESSMENT OF MENTAL HEALTH PROBLEMS**			
	A	**Universal screening**			
		Regular, universal screening for mental health problems.	5		
	B	**Risk assessment**			
		Procedures for assessing risk factors for mental health problems.	5		

	C	**Early identification**			
		Mechanisms for early identification of mental health problems.	5		
	D	**Data analysis and interpretation**			
		Procedures for analyzing and interpreting data from preventive assessments.	5		
IV	**EDUCATIONAL LECTURES OR CURRICULUM INTEGRATION OF MENTAL HEALTH**				
	A	Curriculum integration			
		Mental health education is integrated into the curriculum.	5		
	B	Educational lectures			
		Regular educational lectures on mental health topics.	5		
	C	Parent involvement			
		Opportunities for parent involvement in mental health education.	5		
	D	Student engagement			
		Strategies for engaging students in mental health education.	5		
V	**CONTINGENCY PLAN DURING SUICIDE ATTEMPT OR IDEATION INSIDE AND OUTSIDE THE SCHOOL GROUNDS**				
	A	**Crisis response plan**			
		Established plan for responding to mental health crises.	5		
	B	**Emergency procedures**			
		Clear emergency procedures, including notification of parents, emergency services, and mental health professionals.	5		
	C	**Post-incident response**			
		Procedures for responding after a mental health crisis, including support for students, parents, and staff.	5		
	D	**Review and revision**			
		Regular review and revision of the contingency plan, including updates and revisions based on lessons learned.	5		
VI	**LOGBOOKS**				
	A	**Incident logbook**			
		Maintained logbook of mental health incidents, including dates, times, locations, and responses.	5		
	B	**Referral logbook**			
		Logbook of referrals, including dates, times, and outcomes.	5		
	C	**Training logbook**			
		Logbook of training and professional development	5		

		activities, including dates, topics, and participants.			
	D	**Review and evaluation**			
		Regular review and evaluation of logbooks, including analysis of trends and patterns.	5		
		TOTAL SCORE			

Notable remarks:

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Name and signature of evaluator:

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Date of evaluation: _ _ / _ _ / _ _

DISTRICT	
SCHOOL	

CRITERIA FOR MODEL SCHOOL IMPLEMENTER FOR MEDICAL, DENTAL, AND NURSING SERVICES

		CRITERIA	Sub-points	Points	Score
I		**TECHNICAL WORKING GROUP**			
	A	**Composition of the technical working group**			
		Clear and comprehensive membership	5		
	B	**Roles and responsibilities of members**			
		Well-defined and comprehensive roles	5		
	C	**Meeting schedule and minutes**			
		Regular meetings with clear minutes	5		
II		**ROLES AND RESPONSIBILITIES**			
	A	**Roles and responsibilities of school administrators, teachers, and health personnel**			
		Clear and comprehensive roles and responsibilities	10		
	B	**Job descriptions and accountability**			
		Well-defined job descriptions with clear accountability	5		
III		**CLINIC COMPLIANCE**			
	A	**Compliance with health and safety standards**			
		Clear evidence of compliance	10		
	B	**Maintenance of clinic facilities and equipment**			
		Well-maintained facilities and equipment	3		
	C	**Inventory management**			
		Effective inventory management	2		
IV		**DENTAL, MEDICAL, AND NURSING PROGRAMS**			
	A	Dental Programs	10		
	B	Medical and Nursing Programs	10		
	C	Overview of services offered	10		
	D	Health education and promotion	5		
	E	Treatment and referral protocols	5		
V		**REFERRAL SYSTEM, INNOVATIONS, AND LOGBOOKS**			
	A	Referral protocols and coordination	10		
	B	Innovations and technology integration	10		
	C	Logbook maintenance and confidentiality	10		
VI		**RECORDING OF PATIENT DATA AND TREATMENT OUTCOMES**			

	A	Accurate and comprehensive recording	5		
		TOTAL SCORE			

Notable remarks:

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Name and signature of evaluator:

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Date of evaluation: _ _ / _ _ / _ _