



Republic of the Philippines
Department of Education
DIGOS CITY DIVISION

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

SGOD-2026-752

To : School Health and Nutrition
Public Schools District Supervisor
Elementary School Heads
Secondary Administrators
DICNHS School Nurse
Project Development Officer I
And other Concerns

Subject : **2026 REGIONAL SCHOOL-BASED FEEDING PROGRAM (SBFP)
AND ITS COMPLEMENTARY PROGRAMS EVALUATION**

Date : July 15, 2026

1. The School-Based Feeding Program (SBFP) and its Complementary Programs (Gulayan Sa Paaralan, Integrated School Nutrition Model, WASH in Schools, Adolescent Friendly Facilities, and Child-Minding Center/Learners Rights and Protection Room) are government initiatives aimed at addressing the issue of malnutrition and improving the overall health and well-being of school-children.
2. In this connection the field is hereby informed of the conduct of **2026 Regional School-Based Feeding Program (SBFP) and Its Complementary Programs Evaluation** for S.Y. 2025-2026 on July 27 to August 17 2026.
3. This evaluation aims to comprehensively assess the effectiveness, efficiency, and impact of the initiatives in improving the nutritional health status, health outcomes, and overall well-being of learners, while identifying the best practices and areas of refinement to inform evidence-based program development and replication specifically, it aims to the following;
 - a. To identify Model School of SBFP and its Complementary Programs and SBFP Champion of Hope (most inspiring SBFP beneficiary success story).
 - b. To motivate school heads to perform well and generate enthusiasm and interest of program implementers and stakeholders.



📍 Roxas Street corner Lopez Jaena Street, Zone II, Digos City (8002)
☎ (082) 553-8375; (082) 553-8396
📘 DepEd Digos City
🌐 depeddigoscity.org



Republic of the Philippines
Department of Education
DIGOS CITY DIVISION

Office of the Schools Division Superintendent

- c. Provide actionable insights that can guide policy decisions, resource allocation, and program improvements to ensure the sustained success of the programs.
4. The identified list of nominated Schools and its activities are the following;

List of School Nominee For Model School Implementers	Category	Date of Submission of Documents/Time Frame of Activities
Ramon Magsaysay Central Elementary School	School-Based Feeding Program (SBFP) SBFP Champion of Hope Award Model School Canteen implementer elementary level Integrated School Nutrition Model (ISNM)	Digital Portfolio preparation of Nominated School –July 24, 2026 Regional Desk Evaluation and Screening of SDO Nominees
Digos City National High School	Model School Canteen Secondary level	Unannounced Regional level onsite validation July 27-30, 2026
Matti National High School	Gulayan Sa Paaralan (GPP) Model School Secondary level	Final Deliberation for the Evaluation Results August 3-14, 2026
Kibanban Elementary School	Gulayan Sa Paaralan (GPP) Model School Elementary level	Regional Awarding October 23, 2026



Republic of the Philippines
Department of Education
DIGOS CITY DIVISION

Office of the Schools Division Superintendent

		<u>Virtual meeting</u> July 16, 2026 Time 3:00pm July 24, 2026 Time 3:00pm <u>Participants</u> School Heads (RMCES, DICNHS, MATTI NHS, KIBANBAN E/S) PDO1 DICNHS nurse GPP coordinator/Focal School Canteen Focal SBFP Focal SBFP AS II and TA I
--	--	--

5. For information and strict compliance.

For and in the absence of the Schools Division Superintendent:

DepEd Schools Division of Digos City

RECORDS SECTION

MARIA GENEVIEVE T. FRANCISQUETE

Assistant Schools Division Superintendent

Officer-In-Charge

DATE: 16 JUL 2026

BY:



📍 Roxas Street corner Lopez Jaena Street, Zone II, Digos City (8002)

☎ (082) 553-8375; (082) 553-8396

📘 DepEd Digos City

🌐 depeddigoscity.org



Republic of the Philippines
Department of Education
DAVAO REGION

Annex B

**GUIDELINES ON THE SBFP CHAMPION OF
HOPE AWARD FOR S.Y. 2024-2025**

The **School-Based Feeding Program (SBFP) Champion of Hope Award** recognizes the most inspiring success story of an SBFP beneficiary.

I. Guidelines & Mechanics

Objective:

To recognize the most inspiring SBFP beneficiary whose story reflects transformation in health, education, and personal development due to the program.

Eligibility:

- Must be a current or former SBFP beneficiary.
- Must have participated in the program for at least one full cycle (e.g., 120 feeding days).
- Must have demonstrated significant improvement in nutritional status, academic performance, and personal growth.

Submission Requirements:

- A video (3-4 minutes) detailing the beneficiary's journey.
- Supporting documents (e.g., before-and-after health records, school performance reports, testimonials). These will be validated in the school during the surprise onsite validation.
- Endorsement from the school principal or SBFP coordinator.

Deadline:

July 24, 2026

Minimum details to be highlighted in the video:

Purpose: To gather the personal story of the beneficiary that highlights the impact of the School-Based Feeding Program on their life.

Guide Questions for SBFP Beneficiary

1. **When did you become a beneficiary of the SBFP?**
Share what year or grade level you started participating in the program.
2. **Did SBFP help you in any way?**
Describe how the program helped you in terms of health, academics, or daily life.
3. **What food did you enjoy the most from the SBFP?**
Tell us which meal was your favorite and why.
4. **What is your message to the government regarding providing sufficient funding for the program?**
Express your thoughts or appeal for continued support for the SBFP.



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

Evaluation Criteria Rubric

Criteria	Description	Points
Impact of SBFP on Health	Demonstrated improvement in nutritional status (e.g., weight gain, BMI)	20
Academic Improvement	Notable progress in grades, attendance, and classroom participation	15
Personal Growth & Resilience	Overcoming challenges, showing leadership, or inspiring peers	15
Storytelling Quality	Clarity, emotional impact, and authenticity of the narrative	10
Supporting Evidence	Quality and relevance of documents and endorsements provided	15
Community Impact	Influence on peers, family, or school community	10
Presentation Quality	Organization, formatting, and visual appeal	10
Technical Accuracy	Correctness and consistency of data presented	5
Total		100



Republic of the Philippines
Department of Education
DAVAO REGION

EVALUATION SHEET FOR CHAMPION OF HOPE AWARDEE

Date of Evaluation	
Name of Learner-Beneficiary	
School	
District	
Division	

Direction: Indicate the corresponding points according to the designated sub-points under each criterion.

CRITERIA		Sub-points	Score
I	Impact of SBFP on Health (20 POINTS)		
	Clear and measurable health improvements with strong supporting evidence (e.g., medical records, testimonials)	20	
	Noticeable health improvements with some supporting documentation	16-19	
	Moderate improvement, mostly anecdotal or partially supported	11-15	
	Minimal improvement, limited evidence	6-10	
	No clear improvement or evidence provided	0-5	
II	Academic Improvement (15 POINTS)		
	Significant academic progress with strong documentation (e.g., report cards, teacher feedback)	15	
	Noticeable improvement in one or more academic areas	14-11	
	Moderate improvement, some evidence provided	6-10	
	Slight improvement, mostly anecdotal	1-5	
	No clear academic progress or evidence provided	0	
III	Personal Growth & Resilience (15 POINTS)		
	Strong story of personal growth, leadership, and resilience; highly inspiring	15	
	Clear signs of growth and positive change; some inspiring elements	14-11	
	Moderate personal development; limited impact on others	6-10	
	Some growth shown; lacks depth or clarity	1-5	
	No clear evidence of personal growth or resilience	0	
IV	Storytelling Quality (10 POINTS)		
	Exceptionally presented; emotionally engaging and authentic	10	
	Clear and heartfelt story with good structure	8-9	
	Understandable but lacks emotional depth or clarity	5-7	
	Basic storytelling; lacks coherence or impact	2-4	
	Poorly written or unclear narrative	0-1	



Republic of the Philippines
Department of Education
DAVAO REGION

V	Supporting Evidence (15 POINTS)		
	Comprehensive and relevant documentation provided (Health records, academic reports, testimonials)	15	
	Adequate supporting materials; mostly relevant	14-11	
	Limited or partially relevant evidence	6-10	
	No or irrelevant supporting documents	1-5	
VI	Community Impact (10 POINTS)		
	Strong influence on others; clear community engagement or leadership	10	
	Some influence or involvement in community/school activities	7-9	
	Limited impact; mostly personal story	4-6	
	No clear community impact shown	0-3	
VII	Presentation Quality (10 POINTS)		
	Professional presentation (Organization, formatting, and visual appeal)	10	
	Clear layout	7-9	
	Basic formatting	4-6	
	Poor layout	0-3	
VIII	Technical Accuracy (5 POINTS)		
	All data accurate	5	
	Minor issues	4	
	Noticeable errors	3	
	Major inaccuracies	0-2	
TOTAL SCORE		100	
DESCRIPTIVE RATING			

Legend:

Rating	Qualitative Description	Interpretation
96-100	Outstanding	Exceptional and innovative implementation of GPP; serves as a model for other schools.
86-95	Very Satisfactory	Highly effective implementation exceeding program standards; strong community engagement and productivity.
76-85	Satisfactory	Meets GPP standards; maintains a functional and productive garden with potential for enhancement.
66-75	Fair	Partially meets standards; shows effort but requires significant improvement in sustainability or productivity.
51-65	Poor	Below acceptable standards; inconsistent maintenance, low productivity, and limited integration.
50 and below	Very Poor	Fails to meet GPP objectives; urgent intervention and strong support needed.

Evaluated by:

(Signature Over Printed Name)



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedoxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

Annex C

DIVISION SBFP IMPLEMENTATION SCORECARD

Region	
Division	
School Year	
Date of Assessment	

A. PROGRAM IMPLEMENTATION INDICATORS (Weight: 45%)

No.	Indicator	Target	Actual	% Accomplishment	Score (1-5)	MOVs	Remarks
1	Number of Beneficiaries Served (cumulative)	100% of identified				Signed SBFP Form 7 or PTR Monthly Status of NFP & Milk Implementation Monthly Progress Report	
2	Number of Feeding Days Conducted (actual vs scheduled)	100%				Signed SBFP Form 7 or PTR Monthly Status of NFP & Milk Implementation Monthly Progress Report	
3	Feeding Attendance Rate (%)	≥95%				Random Schools: Daily attendance sheets, Monthly attendance summary report Division monitoring report Validation checklist	
4	Pre-feeding BMI Completed (%)	100%				Signed Nutritional Status Report: Baseline	



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

5	Mid-term BMI Completed (%) (if applicable)	100%				Signed Nutritional Status Report: Midline	
6	Post-feeding BMI Completed (%)	100%				Signed Nutritional Status Report: Endline	
7	Nutritional Improvement Rate (from wasted/SW to normal)	$\geq 70\%$				Signed SBFP Form 7 or PTR NS Comparison Before and After Feeding	
8	Wasting Percentage (elementary only)	$< 5\%$				Signed Nutritional Status Report: Baseline	
9	Stunting Percentage (elementary only)	$< 10\%$				Signed Nutritional Status Report: Baseline	
10	Overweight Percentage (elementary only)	$< 5\%$				Signed Nutritional Status Report: Baseline	
11	Malnutrition Rate Trend	decreasing				Comparative 3-Year NS Report Baseline (2023, 2024, 2025)	
12	Parent/Community Participation Rate (%)	$\geq 80\%$				Random Schools: Volunteer sign-up sheets Parent meeting attendance PTA resolution of support	
13	Schools with Complete Daily Feeding Logs (%)	100%				Random sample of school feeding logs Division monitoring report Validation checklist	
14	Schools with Posted Menu and Feeding Schedule (%)	100%				Random Schools: Monitoring Checklist	



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedoxi.ph





Republic of the Philippines
Department of Education
 DAVAO REGION

15	Client Satisfaction Score (average rating from stakeholders)	≥4.0/5				Clients' satisfaction survey results	
16	Attendance to Monthly Regional Meetings (%)	100%				Attendance sheets Zoom/Teams attendance logs	
17	Attendance to Regional Activities (e.g., trainings, workshops, orientations, monitoring visits) (%)	100%				Regional Memorandum Attendance sheet;	
				TOTAL SCORE AVERAGE			

Scoring Rubrics for Program Implementation Indicators

Indicator No.	Score 5	Score 4	Score 3	Score 2	Score 1
1. Beneficiaries Served	100% served	98-99% served	95-97% served	90-94% served	<90% served
2. Feeding Days	100% completed	99% completed	97-98% completed	95-96% completed	<95% completed
3. Attendance Rate	≥98%	95-97%	90-94%	85-89%	<85%
4,5,6. BMI Completion	100%	98-99%	95-97%	90-94%	<90%



Address: F. Torres St., Davao City (8000)
 Telephone Nos.: (082) 291-0051
 Email Address: region11@depd.gov.ph
 Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

Indicator No.	Score 5	Score 4	Score 3	Score 2	Score 1
7. Nutritional Improvement	≥80%	75-79%	70-74%	65-69%	<65%
8. Wasting	<3%	3-3.9%	4-4.9%	5-5.9%	≥6%
9. Stunting	<7%	7-7.9%	8-8.9%	9-9.9%	≥10%
10. Overweight	<3%	3-3.9%	4-4.9%	5-5.9%	≥6%
11. Mainutrition Trend	Decreased ≥5% points	Decreased 3-4.9% points	Decreased 2-2.9% points	Decreased 0.1-1.9% points	No change
12. Parent Participation	≥90%	85-89%	80-84%	75-79%	<75%
13. Complete Logs	100%	98-99%	95-97%	90-94%	<90%
14. Posted Menu	100%	98-99%	95-97%	90-94%	<90%
15. Client Satisfaction	5.0	4.5-4.9	4.0-4.4	3.5-3.9	<3.5
16. Regional Meetings	100% attendance	95-99%	90-94%	80-89%	<80%



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

Indicator No.	Score 5	Score 4	Score 3	Score 2	Score 1
17. Regional Activities	100% attendance	95-99%	90-94%	80-89%	<80%

B. FINANCIAL MANAGEMENT INDICATORS (Weight: 15%)

No.	Indicator	Target	Actual	% Accomplishment	Score (1-5)	MOVs	Remarks
18	Obligation Rate (% of total funds obligated)	100%				Monthly Obligation Rate Report	
19	Disbursement Rate (% of total funds disbursed)	100%				Monthly Disbursement Rate Report	
20	Utilization Rate (% of funds utilized)	100%				Monthly Utilization Rate Report	
21	Audit Findings Related to SBFP (number of findings)	0				Audit observation memorandum (AOM), Commission on Audit (COA) annual report, Internal audit report	
				TOTAL SCORE			
				AVERAGE			



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@depd.gov.ph
Website: www.depdroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

Scoring Rubrics for Financial Management Indicators

Indicator No.	Score 5	Score 4	Score 3	Score 2	Score 1
18. Obligation Rate	100%	98-99%	95-97%	90-94%	<90%
19. Disbursement Rate	100%	98-99%	95-97%	90-94%	<90%
20. Utilization Rate	100%	98-99%	95-97%	90-94%	<90%
21. Audit Findings	0 findings	1 minor finding	2 minor findings	1 major or 3+ minor	Multiple major findings

C. PROCUREMENT INDICATORS (Weight: 15%)

No.	Indicator	Target	Actual	% Accomplishment	Score (1-5)	MOVs	Remarks
22	Procurement Completion Rate (% of planned items procured)	100%				Approved APP/PPMP, Purchase orders, Contracts, Delivery receipts	
23	Timeliness of Procurement (actual vs. approved timeline)	Per timeline				Gantt chart of procurement, BAC resolution on schedule, Procurement monitoring report	



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedoxi.ph





Republic of the Philippines
Department of Education
 DAVAO REGION

24	Quality Compliance of Commodities (% passed inspection)	100%				Inspection and Acceptance Report (IAR), Receiving report, Quality control checklist, Photos of delivered goods	
25	Supplier Performance Rating (average rating of all suppliers)	≥4.0/5				Supplier performance evaluation form (monthly/quarterly), Delivery performance log	
26	Price Reasonableness (within regional price reference)	≤5% variance				Canvass sheets, Abstract of bids, Regional price monitoring report, PhilGEPS price reference	
					TOTAL SCORE		
					AVERAGE		

Scoring Rubrics for Procurement Indicators

Indicator No.	Score 5	Score 4	Score 3	Score 2	Score 1
22. Completion Rate	100%	98-99%	95-97%	90-94%	<90%
23. Timeliness	On or before timeline	Within 1 week delay	Within 2 weeks delay	Within 1 month delay	>1 month delay
24. Quality Compliance	100%	98-99%	95-97%	90-94%	<90%



Address: F. Torres St., Davao City (8000)
 Telephone Nos.: (082) 291-0051
 Email Address: region11@depd.gov.ph
 Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

Indicator No.	Score 5	Score 4	Score 3	Score 2	Score 1
25. Supplier Rating	≥4.5	4.0-4.4	3.5-3.9	3.0-3.4	<3.0
26. Price Reasonableness	≤2% variance	3-5% variance	6-10% variance	11-15% variance	>15% variance

D. REPORTING AND COMPLIANCE INDICATORS (Weight: 10%)

No.	Indicator	Target	Actual	% Accomplishment	Score (1-5)	MOVs	Remarks
27	Report Submission Timeliness (% of reports submitted on or before due date)	100%				Submission log, Email timestamps, Received copy of reports with date stamp	
28	Data Accuracy Rate (% of verified data points correct)	≥95%				Data validation report, Cross-check with school records, Spot check results	
29	Compliance with National/Regional Guidelines (% of schools compliant)	100%				Division monitoring checklist, Regional validation report	
30	Corrective Action Implementation Rate (% of issues resolved within deadline)	100%				Corrective Action Plan (CAP), Status of action	



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

						log, Follow-up inspection report	
				TOTAL SCORE			
				AVERAGE			

Scoring Rubrics for Reporting & Compliance Indicators

Indicator No.	Score 5	Score 4	Score 3	Score 2	Score 1
27. Timeliness	100% on time	95-99% on time	90-94% on time	80-89% on time	<80% on time
28. Data Accuracy	≥98%	95-97%	90-94%	85-89%	<85%
29. Guidelines Compliance	100%	98-99%	95-97%	90-94%	<90%
30. Corrective Action	100%	95-99%	90-94%	80-89%	<80%

E. MILK FEEDING COMPONENT (Weight: 10%)

No.	Indicator	Target	Actual	% Accomplishment	Score (1-5)	MOVs	Remarks
31	Milk Feeding Days Conducted (% of 30 days)	100%				Milk feeding log, Daily attendance for milk, Delivery schedule vs actual	



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
 DAVAO REGION

32	Milk Distribution Efficiency (% of schools received on time)	100%				Distribution plan, Delivery receipts per school, Acknowledgment receipt	
33	Milk Quality Compliance (no spoilage/expiry incidents)	100%				Inspection report upon delivery, Temperature log, Incident report (if any)	
34	Coordination with NDA/PCC (meetings attended, reports submitted)	100%				Attendance sheets, Meeting minutes, Correspondence, Joint monitoring report	
				TOTAL SCORE			
				AVERAGE			

Scoring Rubrics for Milk Feeding Indicators

Indicator No.	Score 5	Score 4	Score 3	Score 2	Score 1
31. Milk Days	100%	97-99%	95-96%	90-94%	<90%
32. Distribution Efficiency	100%	98-99%	95-97%	90-94%	<90%
33. Quality Compliance	100% no incident	1 minor incident resolved	2 minor incidents	1 major incident	>1 major incident
34. Coordination	100%	90-99%	80-89%	70-79%	<70%



Address: F. Torres St., Davao City (8000)
 Telephone Nos.: (082) 291-0051
 Email Address: region11@depd.gov.ph
 Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

F. OVERALL RATING SUMMARY

Category	No. of Indicators	Raw Score (Sum of Scores)	Raw Average (Sum ÷ No.)	Weight	Weighted Score (Raw Avg × Weight)
A. Program Implementation	17			45%	
B. Financial Management	4			15%	
C. Procurement	5			15%	
D. Reporting & Compliance	4			10%	
E. Milk Component	4			10%	
TOTAL	34			100%	_____ / 100

Score Range	Rating	Description
95 – 100	Excellent	Fully compliant; exceeds expectations; exemplary implementation
88 – 94	Very Satisfactory	Fully compliant; minor areas for improvement
80 – 87	Satisfactory	Mostly compliant; some gaps that need attention
75 – 79	Needs Improvement	Partial compliance; significant gaps requiring corrective action
Below 75	Poor	Major non-compliance; requires immediate intervention



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

Overall Performance Level:

☐ Excellent (95-100%)

☐ Very Satisfactory (88-94%)

☐ Satisfactory (80-87%)

☐ Needs Improvement (75-79%)

☐ Poor (Below 75%)

Key Accomplishments:	Recommendations/Action Points:
1.	1.
2.	2.
3.	3.
Major Challenges/Concerns:	
1.	
2.	
3.	

Evaluated by:

Signature over printed name

Date

Conforme:

Signature over printed name
Division SBFP Focal Person

Signature over printed name
SGOD Chief

Signature over printed name
Schools Division Superintendent



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@depd.gov.ph
Website: www.depedoxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

SDO	
DISTRICT	
SCHOOL	

EVALUATION FOR SBFP MODEL SCHOOL IMPLEMENTER

INSTRUCTIONS: Review each section and check if the school meets the listed criteria. Assign the points indicated for each item that is fully complied with, then add up the scores to get the total out of 100. Make sure to verify the required documents and reports before finalizing the evaluation.

		CRITERIA	Sub-points	Possible MOVs	Actual MOVs presented	Points	Score
I	PROGRAM MANAGEMENT						
A	Percentage of beneficiaries served					35	
	100% of the total number of beneficiaries were served		4	SBFP Form 1 (Masterlist); SBFP Form 3 (Record of Daily Feeding); other feeding reports; photos of meal distribution			
	90-99% of the total number of beneficiaries were served		3				
	80-89% of the total number of beneficiaries were served		2				
	70-79% of the total number of beneficiaries were served		1				
	69% and below of the total number of beneficiaries were served		0				
B	Percentage of rehabilitated beneficiaries						
	100% rehabilitation		6	Pre-/post-nutritional assessment records (weight, height, BMI); SBFP Form 2; comparison chart; SBFP Form 7			
	95-99% rehabilitation		4				
	90-94% rehabilitation		3				
	85-89% rehabilitation		2				
	84% and below rehabilitation		1				
C	Malnutrition rate trend (past 3 yrs)						
	Consistent decline (≥5% reduction each year)		5	NS Reports for last 3 years; trend graph; analysis narrative			
	Consistent decline (<5% reduction each year)		3				
	Decline but not consistent (≥3% overall average)		2				
	Stable (no improvement)		1				
	Increasing malnutrition rate		0				
D	Prompt implementation of the program						
	Implemented on time		4	Schedule vs actual implementation dates; daily logbook; submission log with timestamps			
	Implemented 1 day after the scheduled date		3				
	Implemented 2 days after the scheduled date		2				
	Implemented 3-5 days after the scheduled date		1				
	Implemented more than 5 days after the scheduled date		0				

E	SBFP Core Group						
	All SBFP Core Group Members has signed designation given before the start of implementation.	1	Signed designations; meeting minutes; attendance sheets; photos of collaborative tasks				
	All SBFP Core Group Members have performed their assigned task/s.	1					
	All SBFP Core Group Members worked collaboratively before, during and after the implementation.	1					
	F	Orientation for implementers, parents/guardians of beneficiaries and other stakeholders			Attendance sheets; orientation agenda/materials; photos; signed parent acknowledgment		
		100% attendance	2				
		99% and below attendance	1				
	G	Advocacy activities			Activity proposals, accomplishment reports, photos, press releases, social media posts, attendance sheets		
		More than 5 advocacy activities conducted	4				
		5 advocacy activities conducted	3				
4 advocacy activities conducted		2					
3 advocacy activities conducted		1					
H	Resource mobilization activities			Solicitation letters; donation records; MOA/MOU; inventory; activity reports			
	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					
I	Client satisfaction rating			Survey questionnaires (students, parents, teachers); summary of ratings; analysis report; action plan			
	Average rating ≥90% (very satisfied)	3					
	80-89% satisfied	2					
	70-79% moderately satisfied	1					
	<70% dissatisfied	0					
II COMMUNITY ENGAGEMENT AND COLLABORATION							
A	Collaborative Partnerships			MOA/MOU with LGUs/NGOs; joint activity plans; list of partners; partnership certificates		15	
	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			Parent volunteer sign-in sheets; photos of help; parent committee minutes			
	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	Volunteer roster (% computed); volunteer work logs; recognition certificates		
	8-9% of the total number of parent-beneficiaries	2			
	6-7% of the total number of parent-beneficiaries	1			
	5% and below of the total number of parent-beneficiaries	0			
D	Coordination with the barangay				
	More than 4 coordination activities conducted	3	Barangay resolution of support; minutes of coordination meetings; attendance sheets with barangay officials		
	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	Program for recognition event; photos; list of awardees; certificates of appreciation		
	100% of stakeholders, partners and implementers were recognized	2			
III REPORTS OR DOCUMENTS (NS Reports (Baseline, Midline & Endline, SBFP Forms 1-8)					
A	Completeness				30
	Nutritional Status Report Baseline	1	Complete set of SBFP Forms 1-8 (signed, dated, per month/cycle)		
	Nutritional Status Report Midline	0.5			
	Nutritional Status Report Endline	1			
	SBFP Form 1: Master List Beneficiaries	1			
	SBFP Form 2: SBFP Summary of Beneficiaries	1			
	SBFP Form 3: Record of Daily Feeding	0.5			
	SBFP Form 4: List of Authorized Consignees & School Inspection Team	0.5			
	SBFP Form 5: SBFP Milk Intolerance Checklist	0.5			
	SBFP Form 6: NFP & Milk Deliveries	0.5			
	SBFP Form 7: Program Terminal Report	1			
	SBFP Form 8: Prent's Consent Form for SBFP	0.5			
B	Accuracy				
	Nutritional Status Report Baseline	1	Spot-checked forms vs source documents; validation report or any validation documents from the division		
	Nutritional Status Report Midline	0.5			
	Nutritional Status Report Endline	1			
	SBFP Form 1: Master List Beneficiaries	1			
	SBFP Form 2: SBFP Summary of Beneficiaries	1			
	SBFP Form 3: Record of Daily Feeding	0.5			
	SBFP Form 4: List of Authorized Consignees & School Inspection Team	0.5			
	SBFP Form 5: SBFP Milk Intolerance Checklist	0.5			
	SBFP Form 6: NFP & Milk Deliveries	0.5			
SBFP Form 7: Program Terminal Report	1				

C	SBFP Form 8: Prent's Consent Form for SBFP	0.5	Submission log with date received; email or stamped date; acknowledgment receipt		
	Promptness				
	Nutritional Status Report Baseline	1			
	Nutritional Status Report Midline	0.5			
	Nutritional Status Report Endline	1			
	SBFP Form 1: Master List Beneficiaries	1			
	SBFP Form 2: SBFP Summary of Beneficiaries	1			
	SBFP Form 3: Record of Daily Feeding	0.5			
	SBFP Form 4: List of Authorized Consignees & School Inspection	0.5			
	SBFP Form 5: SBFP Milk Intolerance Checklist	0.5			
D	SBFP Form 6: NFP & Milk Deliveries	0.5	Accomplished monitoring tool with computed score; monitoring visit report; action plan		
	SBFP Form 7: Program Terminal Report	1			
	SBFP Form 8: Prent's Consent Form for SBFP	0.5			
	Program Monitoring Tool				
E	100% score	4	Supplier rating report; delivery inspection reports; Division Suppliers Evaluation Summary; Corrective Action Correspondence if any		
	95-99% score	2			
	90-94% score	1			
	Below 90% score	0			
E	Suppliers rating report & analysis				
	Rating Report with full analysis and recommendations	2			
	Rating Report with full analysis but without recommendations	1			
	Rating Report with partial or no analysis	0			

IV INNOVATIONS

Important: The school shall present only one (1) innovation for evaluation under Section IV. The nine sub-criteria (A-I) are used to score that single innovation – not nine separate innovations. *Innovation proposal; documentation (photos, video, logbook); evidence for each sub-criterion (Impact, Creativity, etc.); M&E results; replication guide; recognition

A	Impact	3	Pre-/post-test results; student engagement data; outcome indicators		
	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	Explanation of originality; comparison to traditional practices; evidence of new method/technology		
	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	Replication guide; pilot test in another school/context; adaptation plan		
	The best innovation should have the potential to be implemented in various schools or educational settings, considering different resources, capacities, and constraints. It should be adaptable and transferrable to ensure widespread adoption and impact.				
D	Sustainability	3	Long-term plan; integration into school budget; environmental/social/economic practices		
	The innovation should contribute to the long-term sustainability of the SBFP. It should address the program's environmental, social, and economic dimensions and promote practices that are ecologically responsible, socially equitable, and economically viable. The innovation should support the program's continuity and resilience.				

E	Collaboration and Partnership	2	Letters of support; joint implementation with stakeholders; shared responsibility records			
	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	Resource assessment; skills inventory; timeline; cost analysis			
	The innovation should be practical and feasible for implementation within the context of SBFP. It should take into account available resources, infrastructure, and capacities. The innovation should be achievable, considering the skills, knowledge, and expertise of those involved in the program.					
G	Evaluation and Evidence	1	Monitoring framework; data collection tools; impact documentation; improvement log			
	The best innovation should provide a clear framework for evaluation and evidence-based assessment. It should incorporate mechanisms for monitoring, measuring, and documenting its impact on the SBFP. The innovation should demonstrate a commitment to ongoing learning and improvement through data-driven decision-making.					
H	Empowerment and Participation	2	Evidence of student/teacher/community leadership roles; decision-making involvement; ownership actions			
	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	Narrative of how innovation supports sustainable agriculture, nutrition, environment, learning			
	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				100		

NOTABLE REMARKS:

Name and Signature of Evaluator



Address: F. Torres St., Davao City (8000)
 Telephone Nos.: (082) 291-1665; (082) 221-6147
 Email Address: region11@deped.gov.ph
 Website: www.depedoxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

SDO	
DISTRICT	
SCHOOL	

EVALUATION FOR GPP MODEL SCHOOL IMPLEMENTER

INSTRUCTIONS: Review each section and check if the school meets the listed criteria. Assign the points indicated for each item that is fully complied with, then add up the scores to get the total out of 100. Make sure to verify the required documents and reports before finalizing the evaluation.

	CRITERIA	Sub-points	Points	Actual MOVs presented	Score
I	EDUCATIONAL RELEVANCE (Integration with the Curriculum)		13		
A	Alignment with Learning Objectives 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.	1			
B	Cross-Disciplinary Connections 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.	1			
C	Development of Critical Thinking and Problem-Solving Skills 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.	2			
D	Hands-on Experiences 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.	2			
E	Promotion of Environmental Awareness and Stewardship 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.	1			

	F	Practical Application of Concepts and Skills 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.	2	
	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.	1	
	H	Cultivation of Life Skills 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.	2	
	I	Assessment and Evaluation 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.	1	
II INVOLVEMENT OF COMMUNITY				10
	A	Collaborative Partnerships 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.	2	
	B	Parent and Guardian Involvement 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.	1	
	C	Volunteer Engagement 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.	1	
	D	Community Workshops and Trainings MSI organizes workshops and trainings related to gardening, sustainable agriculture, nutrition, and food preparation for the local community. These activities provide valuable knowledge and skills to community members, empowering them to implement similar initiatives at home or in their communities.	1	
	E	Sharing Resources and Expertise 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.	1	
	F	Community Outreach and Awareness 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.	1	
	G	Integration of Local Culture and Practices 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.	1	

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/m ² for vegetables like tomatoes or leafy greens; 3-5 kg/m ² for root crops (e.g., Sweet Potatoes, Carrots); 1.5-2.5 kg/m ² for legumes (e.g., String Beans, Peas); 2-4 kg/m ² for fruiting vegetables (e.g., Eggplant, Peppers); 3-6 kg/m ² for squashes and gourds (e.g., Squash, Bottle Gourd); and 1-2 kg/m ² 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.		
	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.		
	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.		
	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.		
	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.		
	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 on Sustainable Practices	1	
	The implementation educates students, teachers, and community members about sustainable gardening practices. This includes providing information on organic farming, permaculture principles, water conservation, and environmental stewardship. The knowledge and skills acquired through the program empower individuals to adopt sustainable practices in their daily lives.		
	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.		
	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.		
	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.		
	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		A
	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		B
	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	3		
	GPP Form 1	0.5		
	GPP Form 2	0.5		
	GPP Form 3	0.5		
	GPP Accomplishment Report	1		
	GPP Action Plan	0.5		

B	Accuracy	3	
	GPP Form 1	0.5	
	GPP Form 2	0.5	
	GPP Form 3	0.5	
	GPP Accomplishment Report	1	
	GPP Action Plan	0.5	
C	Promptness	3	
	GPP Form 1	0.5	
	GPP Form 2	0.5	
	GPP Form 3	0.5	
	GPP Accomplishment Report	1	
	GPP Action Plan	0.5	
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 transferrable 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 The innovation should be practical and feasible for implementation within the context of GPP. It should take into account available resources, infrastructure, and capacities. The innovation should be achievable, considering the skills, knowledge, and expertise of those involved in the program.	2	
G	Evaluation and Evidence 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.	1	
H	Empowerment and Participation The innovation should empower and actively involve students, teachers, and communities in the implementation of GPP. It should promote ownership, agency, and active participation, enabling individuals to take on leadership roles, contribute their ideas, and make informed decisions related to the program.	1.5	
I	Alignment with Program Objectives The best innovation should align with the objectives and principles of GPP. It should support the program's goals of promoting sustainable agriculture, improving nutrition, fostering environmental awareness, and enhancing students' learning experiences. The innovation should align with the core values and vision of the program.	0.5	
TOTAL SCORE		100	

NOTABLE REMARKS:

Name and Signature of Evaluator



Address: F. Torres St., Davao City (8000)
 Telephone Nos.: (082) 291-1665; (082) 221-6147
 Email Address: region11@depd.gov.ph
 Website: www.depedoxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

SDO	
DISTRICT	
SCHOOL	

EVALUATION FOR MODEL SCHOOL CANTEEN

INSTRUCTIONS: Review each section and check if the school canteen meets the listed criteria. Assign the points indicated for each item that is fully complied with, then add up the scores to get the total out of 100. Make sure to verify the required documents and reports before finalizing the evaluation.

NO.	CRITERIA	SUB-POINTS	POINTS	Actual MOVs presented	TOTAL
I.	NUTRITIONAL QUALITY				
	DO 13, s. 2017 compliant		13		
A	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 in 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 is evident	1			
	6 Potable and free drinking water is available.	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 is observed.	1			
	10 Absence of sponsorships to fund school activities/projects is maintained.	1			
	11 Absence of any form of promotion is observed.	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 the different tastes, preferences, and cultural backgrounds of learners.	2		
	3	Incorporates seasonal and locally sourced ingredients in the menu that promote sustainability, support 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 can represent 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 that can help students make informed food choices.	1		
II. FOOD SAFETY AND HYGIENE					
A	Compliance with Regulations			2	
	1	Has sanitation Clearance/Permit from the Local Health Department	1		
	2	Has 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 wearing clean and proper attire at all times	1			
	3	Canteen Personnel / Staff wear identification cards with photo when inside the premises of the canteen.	1			
	Cleaning, Sanitation and Food Handling			8		
	1	Implements regular and thorough cleaning and sanitation procedures.	1			
	2	Proper use of cleaning agents, sanitizers, and disinfectants are always followed.	1			
	3	Ensures proper and safe handling of foods.	1			
	4	Provides clean plates, glasses, and eating utensils.	1			
	5	Practices proper waste segregation and disposal.	1			
	6	Provides 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	Implements effective measures to prevent and control pests.	1			
	Safe Food Storage			4		
	1	Refrigeration units to store perishable items at the correct temperatures	1			
	2	Proper labeling and dating of food products.	1			
	3	Regular monitoring of storage conditions	1			
	4	Food covers and containers for safekeeping are available.	1			
III. MANAGEMENT OF SCHOOL CANTEEN						
	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 merchandises in the canteen is being observed	1		
	2	Offers affordable meals to ensure accessibility for all students.	1		
	3	Transparent pricing and fair practices are implemented	1		
C	Compliance with Requirements			5	
	<i>For School-Managed Canteens only</i>				
	1	The school head issues a written designation to a Home Economics teacher who shall be the Canteen Teacher.	1		
	2	The Canteen Teacher supervises canteen operations for a period not exceeding three (3) hours per day.	1		
	3	The Canteen Teacher is assisted by all H.E. Teachers on rotation basis.	1		
	4	Indigent pupils/students who wish to work in the canteen are duly and reasonably compensated and with the written consent of their parents.	1		
	5	A school-Managed Canteen has bank account "in trust for" the name of the school, whereby the School Head and the Canteen In-Charge are joint signatories.	1		
	<i>For Teachers' Cooperative-Managed Canteens only</i>				
	1	It is duly registered with the Cooperative Development Authority (CDA).	0.5		
	2	It has Articles of Cooperation and Constitution and By-Laws.	0.5		
	3	It has been in existence for at least two (2) years at the time that is signified interest to manage the school canteen.	0.5		

	4	Its membership is composed of more than fifty percent (50%) of the teachers and non-teaching personnel of the school.	0.5		
	5	Is authorized by school head to operate and manage the School Canteen	0.5		
	6	Has signed and Approved Memorandum of Agreement	0.5		
	7	The Teachers' Cooperative-Managed Canteen follows the Standard Chart of Accounts for Consumers' Cooperatives prescribed by CDA.	0.5		
	8	Statement of Receipts and Disbursements indicating the share it receives 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	
<i>For School-Managed Canteens only (Income Allocation)</i>					
	1	35% for the supplementary feeding program for undernourished pupils/students	5		
	2	5% for school clinic fund	3		
	3	15% for faculty and student development fund	1		
	4	10% for H.E. instructional fund	1		
	5	25% for school operations fund	1		
	6	10% for revolving capital	1		
<i>For Teachers' Cooperative-Managed Canteens only</i>					
	1	The share of the school from the gross margin of the canteen is not less than twenty percent (20%).	3		
	2	35% for the supplementary feeding program for undernourished pupils/students	4		

	3	5% for school clinic fund	2		
	4	15% for faculty and student development fund	1		
	5	10% for H.E. instructional fund	1		
	6	35% for school operations fund	1		
		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		
		Program Monitoring Tool (<i>Based on the score of the division monitoring</i>)	3		
	9	100% score	3		
		95-99% score	2		
		90-94% score	1		
		Below 90% score	0		
		Impact to 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		
		This focuses on 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 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.	2	
C	Technological Integration 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.	2	
D	Efficient Operations and Service 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.	1	
E	Collaborative Approach 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.	2	
F	Cost-effectiveness and Affordability 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.	1	
G	Promotion of Healthy Eating Habits It refers to the effectiveness of the school canteen implementer's efforts to encourage and instill healthy eating habits among students. This sub-criterion recognizes the critical role that school canteens play in shaping students' dietary choices and overall well-being. An outstanding school canteen implementer creates an environment that not only offers nutritious food but also actively promotes and supports healthy eating behaviors.	1	
H	Evaluation and Continuous Improvement 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.	1	
I	Compliance with Regulations and Standards 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.	1	
TOTAL		100	

NOTABLE REMARKS:

Name and Signature of Evaluator



Address: F. Torres St., Davao City (8000)
 Telephone Nos.: (082) 291-1665; (082) 221-6147
 Email Address: region11@deped.gov.ph
 Website: www.depedroxi.ph

