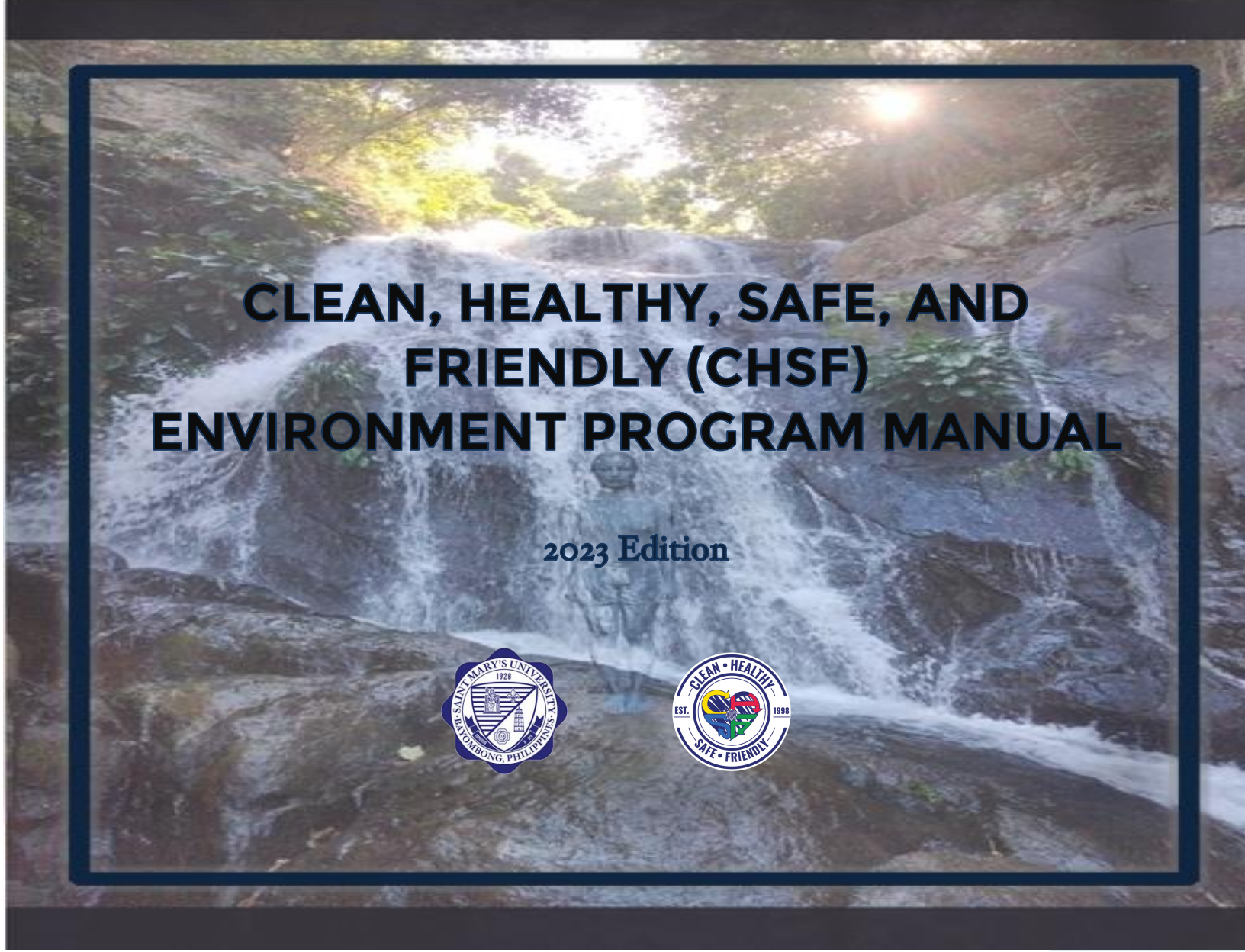


CLEAN, HEALTHY, SAFE, AND FRIENDLY (CHSF) ENVIRONMENT PROGRAM MANUAL

2023 Edition

Front cover design: John Lloyd O. Fontanilla, First Placer, 2021 Camouflage Painting Competition
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I. HISTORICAL BACKGROUND

Conceptualization of the Program

The University Campus in the 1990s is not like what it is now. The buildings were not painted, and graffiti was on the walls, restrooms, and chairs. Wild grasses surround some buildings while some others with banana trees. There was even no perimeter fence.

Then University President, Rev. Fr. Jessie M. Hechanova, CICM, called for a meeting to address this pressing problem on the University campus. The initial activity was a seminar-workshop on Total Quality Control (TQC) conducted for the faculty and staff with Engr. Joe Perez of Texas Instruments. Inc., Baguio City as the resource speaker on June 6, 1998. The Japanese Five S program inspired the administration to apply this in the work and learning environment at the University. These Seire, Saeiton, Sieso, Seikutsu, and Shitsuke were the basis for the conception of the clean, healthy, safe, and friendly environment program.

Rev. Fr. Jessie M. Hechanova, CICM, formed a core group with 17 members and later added eight to conceptualize the program. The core group has the University President as Director, Mrs. Corazon N. Abriam, Dean of Student Affairs and Services as Chairman, and Mr. John Tayaban, Human Resource Director, as Vice- Chairman.

The CHSF Program was an institutional response to the calls for a clean and green environment in the late 1990s when environmental awareness and protection became a global concern. Many countries realized that proper environmental care is necessary for sustainable development. During these years, there were different clean and green movements from the government and private organizations; thus, the search for the cleanest environment was a continuing activity in the public and even in the private sectors.

Institutionalization of the CHSF Program

Developing a new culture of cleanliness associated with protecting the environment is a long process. It requires efforts from all sectors of society, like the family, church, media, government, and schools. Values for environmental protection with their behavioral manifestations do not arise automatically. Programs must be initiated and sustained so that each person will internalize these values. Thus, the core group underwent various training, seminars, workshops, and benchmarking on good housekeeping. On September 18, 1998, the core group visited the Texas Instrument (TI), Inc. in Baguio City to observe the implementation and effects of good housekeeping.

Following the benchmarking at TI were various seminar workshops conducted on CHSF for the basic and tertiary level students. There were also separate training sets conducted for the student leaders, the basic education and tertiary faculty and staff, the working scholars, and security guards. The first launching of the CHSF program took place on November 20, 1998, with the vision of creating and nurturing a safe and healthy learning environment with a positive psychological climate for students, faculty, and staff. This program also provides a clean, healthy, safe, and friendly learning environment to all students, members of the faculty, staff, and outside the community who are expected to act as stewards of the environment for today and future generation.

Visitors, alumni, and other institutions have noticed the remarkable changes and transformations of the campus since the program was launched. Consequently, on July 7, 1999, barely eight months after its launching, the Nueva Vizcaya Provincial Clean and Green Committee had a benchmarking through an ocular inspection of the CHSF Information Center. The Environmental Management Office (EMO) was also created this year. It was later renamed the Center for Environmental Management, Training, and Research (CEMTAR) with the vision/mission of being an excellent resource center dedicated to empowering people to protect their environment and enhance their communities. The Office/Center was headed by Mrs. Lucena Magno, whose headship spanned three University Presidents' administrations.

Implementing and sharing the CHSF Program

Since its inception, there have been many relaunching programs, outreach activities, classroom lectures, organizing and attending seminars and workshops, including song and poem writing and jingle contests. These activities helped institutionalize the CHSF. 2005-2010, under the administration of Rev. Fr. Manny Valencia, CICM, had significant achievements for the CHSF program. There was the intensification of the monitoring and evaluation of the buildings, offices, ground, canteens, laboratories, faculty rooms, and even restrooms compliant with the CHSF Guidelines. It was in SY 2008-2009 that the landscaping competition was done. In 2021, a Home Edition was conducted that paved the way for the selection of the manual's cover page and official song. Among the continuing activities of the program were environmental outreach activities and projects that were implemented, like purchasing waste bins and putting up different signages, and the CHSF Brigade, in which faculty, staff, and students participate. In 2023, the Green Campus project was launched that emphasized the use of no- single plastic to reduce the volume of plastic.

The best features and practices became known to other institutions like the Saint Louis College of Tuguegarao, now the University of Saint Louis. A core group and some university administrators facilitated a CHSF orientation workshop for the college's administration and staff on October 16-17, 2000. On June 23, 2007, Administrators and CHSF advocates of the University facilitated sharing of the SMU CHSF Program with the Administration, Faculty, and Staff of Saint Louis University, Baguio City. CEMTAR also conducted seminars to intensify solid waste management campaigns (RA 9003), forging partnerships with institutions and organizations like the MASIPAG, OISCA-CFP, Bookkeeping Association of the Philippines Incorporated (BAPI), LGUs, DENR, TROCORD, CENRO, and others. Moreover, training of Public School Teachers on the Integration of Environmental Concepts in all subjects (PLT-WET) and the development and utilization of SMU land resources, i.e., tilapia production, rice production, fencing, and protecting the different land properties, were also accomplished.

Being one of the best practices, the CHSF entry of the University to the SEAMEO TROPMED Network won First Place in the Innovation in School Health Initiative Award on September 8, 2021. The University also received Regional Awards for Best Anti-Illegal Drug Implementation during the CHED-PADS Innovative Awards and Campaign on Anti-Illegal Drugs on May 5, 2022. Before the COVID-19 Pandemic, the Saint Mary's University Senior High School together with the Junior High School was adjudged in December 2019 as Champion for Best Private School of the Gawad KALASAG (Kalamidad at Sakuna Labanan, Sariling Galing ang Kaligtasan) in Region 02; and in December 6, 2019, SMU High School was dewclared as the National Champion in the Private High School Category in the 21st National Gawad KALASAG. The Gawad KALASAG is to give "recognition to the efforts and commitment in supporting and initiating activities geared towards building a learning environment by focusing on creating awareness and involvement of students as well as other stakeholders in achieving the country's vision of safer, adaptive and disaster resilient Filipino Communities" (Saint Mary's University official website).

Firming up the program

The CHSF program was monitored by the Dean of Student Affairs and Services Office (DSA) under Dr. Corazon N. Abriam from 1998 to 2011. In 2011, the program was re-aligned under the Physical Plant, Property Development, and Maintenance Office (PPPDMO) under the headship of Engr. Pascual Cabatic. It was, in turn, placed as one of the Land Resources and Environmental Management Unit (LREMU) functions. It was supervised by Mrs. Me Galate, the former CEMTAR head, a licensed agriculturist, and an accredited Pollution Control Officer (PCO) appointed by Rev. Father Renillo H. Sta. Ana, CICM. The CHSF program found a new place when the LREMU was changed into the Campus Facilities and Environmental Management Unit (CFEMU), still a sub-unit of the PPDMO and under the same supervisor. Meanwhile, Engr. Leonido A. Costales Jr. was appointed as the PPDMO Head. In addition to the CFEMU, Landholdings Development and Management (LDM) was created, taking care of the properties outside its campuses.

The Community Extension Services Center (CESC) was merged with the Indigenous Knowledge and Traditions Center (IKAT) in 2019. The merging led to the creation of the Lingkod Maria Community Development and Advocacy Center, which is in charge of carrying out CICM and SMU advocacy programs: Indigenous Peoples Social Development, Environmental Protection and Sustainability, Disaster Risk Reduction, Health and Well-being, Hunger Alleviation, Poverty Alleviation, Socio-Pastoral, and Evangelization, and Education for All. It is noteworthy, therefore, that LMCDAC is at the forefront in advancing justice, peace, and integrity of creation, so much so that the CHSF Program was then turned over in 2021 during the administration of Dr. John S. Palina to LMCDAC, which Dr. Christopher Allen S. Marquez headed as the Director. But with the creation of the Safety and Pollution Control Office (SPCO), whose functions are similar to the objectives of the CHSF Program, the SPCO officer takes the lead in implementing the said program. Mr. Hanson T. Villanueva was then the OIC-SPCO Head.

Sustaining the CHSF Program

On April 8, 2016, Fr. Renillo H. Sta. Ana, CICM, the University President, sent representatives to the Eco-Friendly and Sustainable Seminar-Workshop held at Saint Louis University, Baguio City. As its partner collaborator, Saint Louis University spearheaded the seminar-workshop with WEnergy Global, a renewable energy systems solutions provider. The University representatives were Mrs. Alicia Jubay, CESC Director, Engr. Leonido Costales Jr., PPPDMO Head, Mrs. Me Galate, LDM Supervisor, Mr. Sherwin Marciano, NSTP Coordinator, Mr. Job Pilaspilas, SCC Officer, and Mr. Samuel Damayon, ADSAS for Men. The Seminar-Workshop emphasized the response and responsibility, especially of the academic institutions, on the emerging challenges of climate change and protecting Mother Earth through sustainable, eco-friendly practices and the use of a renewable source of energy.

Through the proposals of Mrs. Alicia Jubay, the University President, on April 20, 2016, called for a special Extended Advisory Board (EAB) meeting together with student representatives to review and evaluate the University's environmental program, specifically the CHSF Program. The meeting created a Technical Working

Group (TWG) to start reviewing, revising, and proposing a manual reflecting emerging environmental concerns, new ideas and concepts, and new direction for the University's environmental program as a CICM higher educational institution. The Technical Working Group is under the supervision of the VP for Administration, Dr. John Palina, with the core group composed of Engr. Leonido Costales, Mrs. Alicia Jubay, Mrs. Me Galate, and Mr. Samuel Damayon. The other members of the TWG are Mr. Edil Suarez, Mr. Sherwin Marciano, Sr. Crispina Ng, SIHM, Mrs. Agnes Madamba, Mrs. Evangeline Basilio, Mrs. Myla Dueñas, Mrs. Jennifer Alaman, Miss Chantal Tayaban, and Mr. Job Pilaspilas.

In 2023, the CHSF Committee was revisited. The chairmanship of the committee was turned over to the newly created office – the Safety and Pollution Control Office. Among those that were also revisited were the designation of areas for each school, and the CHSF Manual. Hence, this Manual.

II. RATIONALE

Institutions across the globe have witnessed the devastating effects brought about by the changes in our environment. Studies have shown that the observable effects of global climate change, like sea ice loss, accelerated sea-level rise, and more prolonged and intense heat waves, are already very evident. Overall, these published studies explain that the net damage costs of climate change will be significant and increase over time.

According to the Third National Climate Assessment Report (2014), some of the long-term effects of global change in the US are: the temperature will continue to rise, frost-free season, the growing season will lengthen; intense droughts in the Southwest; heat waves (or periods of abnormally hot weather lasting days to weeks); hurricanes will become stronger and more intense; sea level will rise 1-4 feet by 2100; and the Arctic Ocean is expected to become essentially ice-free in summer before mid-century.

Those events and projected long-term effects have triggered global concerns about how the consequences can be abated. In 1992, world leaders gathering in Rio de Janeiro for the first-ever UN Conference on Sustainability and the Environment led to three documents: The Rio Declaration on Environment and Development, the Statement of Principles for the Sustainable Management of Forests, and Agenda 21.

Agenda 21 is a non-binding, voluntarily-implemented action plan of the United Nations regarding sustainable development. It covers statements of shared values that are expressed in public policies. It also encompasses agreements among international communities along with a sustainable environment.

A historic UN Summit/Conference in 2012 led to the formulation of the Agenda 2030 for Sustainable Development. In 2015, the United Nations chose through a vote the 17 Sustainable Development goals that are universally applicable. This document tackles climate change and calls for poor, rich, and middle-income countries to promote prosperity while protecting the planet. While the sustainable development goals embodied in Agenda 2030 are not legally binding, governments are expected to take ownership and establish national frameworks to achieve these goals.

As indicated in the Department of Environment and Natural Resources Report (2016), the Philippine government has responded to calls for combating the effects of global change by including sustainable development as one of its key strategic formulas in achieving the goal of national socio-economic sufficiency and environmental stability for which national resources, both government and private, have been mobilized and marshaled. More recent laws passed and signed for this purpose include the Climate Change Act, the National Framework Strategy on Climate Change, and the Philippine Strategy on Climate Change Adaptation. These laws give importance to reducing greenhouse gas emissions that go into the atmosphere.

Among the Catholic Schools in the Philippines, calls for actions that aim to care for Mother Earth have been manifested in various conferences, workshops, curriculum review and integration, community outreach, and

research, among other things. The Catholic Educational Association of the Philippines (CEAP) conducts regular educators' and students' congress for Mother Earth's care across regions and national levels. The Association of Catholic Universities in the Philippines (ACUP), on the other hand, made a strong statement. In one of its national conferences, all its member schools should get more actively involved in the local deliberations and actions about exploiting the environment for human use through its research and outreach functions based on the solid principles of Catholic Social Teaching or CST.

In 2016, an ACUP national conference was held in Tagbilaran City to discuss and deliberate concrete actions that must be taken in response to Pope Francis' encyclical on caring for our common home (Laudato Si). As asserted by Pope Francis in this encyclical:

> *Creation is not a property, which we can rule over at will: or even less, is the property of only a few. Creation is a gift; it is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude.*

Given these environmental challenges and the calls for caring for the environment by the global community, the national and local governments, catholic associations, and the Pope, member schools of the *Congregatio Immaculati Cordis Mariae* (CICM) have taken the vital steps that outline concrete actions to address these ecological crises. An excerpt from the CICM RP's Justice, Peace, and Integrity of Creation (JPIC) vision-mission statements indicates that "CICM leads themselves to the mission of having a deep integration with creation to relate, persevere, and nurture God's gift of nature to humankind."

As a Catholic and CICM school, Saint Mary's University is one of the other CICM schools in creating programs and projects that promote its strong commitment to environmental sustainability and integrity of creation. One of these programs is the Clean, Healthy, Safe, and Friendly (CHSF) environment program which aims

to develop more environmentally-literate Marians imbued with a sense of responsibility to care for and protect the environment.

III. GENERAL OBJECTIVE

To continuously build, strengthen, and deepen ecological consciousness to bring about positive actions, social well-being, responsible resource utilization, and environmental sustainability in our Marian Community, partner communities, and the larger society.

IV. FRAMEWORK

The emerging climate change issues have become a crucial factor that led to an urgent call for action to arrest this phenomenon and ensure a sustainable environment. Sustainability in schools and universities suggests that its undertakings promote environmental protection, economic viability, and social development.

Saint Mary's University has formulated actions through its CHSF program to respond to the call. Thus, CHSF, in the context of the University, becomes its strategic program to ensure a sustainable future. The CHSF Program of the University encompasses three dimensions that define its goals for a sustainable environment. The environmental dimension seeks to promote a livable environment through programs and activities that protect and enhance campus ecology. A clean, green, healthy, safe campus supports effective learning and experiences that foster social development. The economic dimension strives to further a livable environment through strategic policies and actions for wisely managing the school's resources, including wise use of ecosystem services, and eventually promoting an eco-friendly environment. Promoting the well-being of communities through the school's environmental education program, health and food services, and non-academic formation programs describe the social dimension of the CHSF, which aims to achieve a socially- inclusive environment.

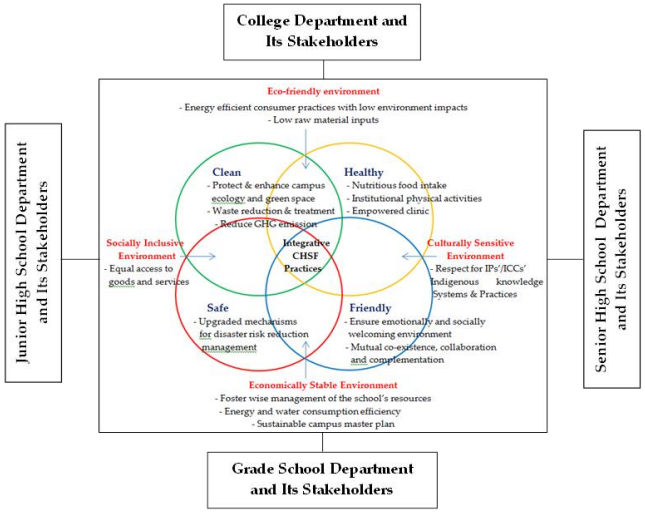


Figure 1. The CHSF Framework

Figure 1 is the new CHSF Framework. It resulted from the study of Dacles, Maslang, and del Rosario (2020) entitled, Securing a Clean, Healthy, Safe and Friendly School Environment, Challenges, and Prospects for Stakeholders: Context of a Private Educational Institution.

CHSF program framework incorporates the four departments of SMU – Grade School, Junior High School, Senior High School, and College. The components of CHSF are also spelled out: Clean, Healthy, Safe, and Friendly.

The *Clean* component reflects the protection and enhancement of campus ecology and accommodates green space for the university buildings and other structures. This also includes provisions on waste reduction and treatment and GHG emission reduction. The *Healthy* component shows nutritious foods to be served in the school canteens and other eating establishments. Institutional physical activities and empowered clinics are also included in this aspect. The *Safe* component relates to the critical consideration of standard disaster risk reduction and management. Lastly, the *Friendly* component assures an emotionally and socially welcoming environment and provisions for mutual co-existence, collaboration, and complementation.

At the core of the four components are the integrative CHSF practices the four departments in SMU, including the basic education department, are practicing. The best practices which fall under any of the four components could be part of the CHSF program. The shepherding program, for instance, of the Guidance and Testing Office (GTO) could be counted as part of the program as it falls under the *Friendly* component. Security measures being performed by the school's security guards could also be integrated as this falls under the *Safe* component.

The CHSF program now encompasses four dimensions: eco-friendly, socially inclusive, culturally sensitive, and economically stable environment. The eco-friendly environment dimension seeks to promote a community with energy-efficient consumer practices with low environmental impacts and low raw material inputs. The socially inclusive dimension relates to the condition where there would be equal access to goods and services. The culturally sensitive dimension reiterates one of the CICM priorities: working for and with the IPs/ICCs. Finally, the economic dimension strives to further a livable environment through strategic policies and actions for wise management of the school's resources, including intelligent use of ecosystem services, which eventually seeks to promote an eco-friendly environment.

V. THE CHSF LOGO

Figure 2. The CHSF Logo

The CHSF logo was enhanced in 2023, but it still bears the emblems of the original logo. The year 1998 was still part of the logo to emphasize the beginning and roots of the said program. The arrows signify the four Rs in waste management: reduce, reuse, recycle, and recover, along with the Clean, Healthy, Safe, and Friendly components of the program. The new University logo was placed at the center to signify that SMU is a steward in the care of our common home.

VI. STRATEGIC DIRECTIONS AND ACTIONS

1. **The environmental/ ecological dimension** of the program refers to the institution's ability to uphold the quality of living and non-living systems that include land, air, water, and ecosystems and how they influence healthy and productive life. In the university context, the environmental dimension covers impacts related to inputs such as energy, water, and air, and outputs such as emissions, effluents, and wastes as indicators of a quality environment, including the adoption of great spaces and beautiful landscapes as stimuli to a healthy and productive life.

    Programs and Projects
    The programs and projects under the dimension aim to promote a livable environment by protecting and enhancing the ecology of the campus. Proposed programs/ projects include:

    a. **Campus Green Spaces** - design, and use of open spaces, including green landscaping, to ensure ecosystem balance on campus and its utilization as a learning resource for students and as a recreational facility.
    b. **Waste Reduction and Treatment Project**- waste management reduction program follows the following flow of action: (1) segregation at source, (2) recycling, (3) composing, and (4) reusing of materials. A septic vault was constructed for the disposal of hazardous and special wastes. Residual waste goes to landfills.
    c. Reducing Greenhouse Gases (GHGs)

2. **The economic dimension** refers to the University's operations and their impacts on the economic conditions of its stakeholders and the natural environment. It describes its ability to shift to low-carbon systems and modify patterns of investment, production and consumption, and consumption in ways that promote a healthy economy and, at the same time, achieve an eco-friendly environment by reducing its carbon footprints. (Respect for indigenous knowledge and technology).

Programs and Projects

The programs and projects under this dimension seek to achieve an eco-friendly environment by reducing carbon footprints through wise management of the ecosystem services and the institution's resources. This can be realized through programs in the following aspects:

a. **Energy Conservation/ Energy Efficiency Program (Green Energy) –** practices and adopting policies to reduce energy costs and eventually reduce our carbon footprint.
b. **Water Conservation and Safety**- practice water-saving tips, regular check-ups of waterlines for leaking water, replacement of damaged faucet and toilet equipment (i.e., urinal, toilet bowl, lavatories, sink), regular water testing for water potability (normal activity), rainwater harvesting program (to be implemented) wastewater discharge to the septic tank in all laboratories.
c. **Low Raw Materials Input -** promotes cost-efficient processes through recycling, reusing, reducing policies on the use of consumables, and adopting procedures to benefit environment-friendly materials (organic), low-carbon emissions, etc.)

3. **The Social Dimension** of the program describes the University's ability to promote the community's well-being through the programs and activities that allow them to learn about the environment, in the environment, and for the environment (environmental education). Providing services and activities that promote a healthy lifestyle, prudent consumerism, and respect for indigenous knowledge, practices on this theme (non-academic formation) among its students, employees, and other stakeholders to further a socially inclusive environment.

Programs and Projects

The programs and projects under this dimension include the following:

a. **Environmental Education**- inclusion (integration) in the curriculum subjects, topics, or themes that allow the Marian community to learn about the environment (knowledge), in the environment (immersion/experiential), and for the environment (desirable actions/behaviors)
b. **Extension/Outreach Services**- considered as part of the non-academic formation. These consist of activities that allow the Marian community to exhibit one of the University's missionary priorities: rendering services to communities to help them achieve a sustainable environment and promoting justice, peace, and integrity of God's creation. These also encourage the respect of indigenous knowledge, practices, and technology to achieve a livable/sustainable environment.

Carrying out the strategic Directions and Actions

Various departments' units are tapped and mobilized to achieve the four components and dimensions. Actions can be carried out through instruction, research, and extension. All units must prepare their plan based on the framework. Still, certain units may have specialized functions like the *Healthy* component to be done by the University Clinic and the *Friendly* component to be handled by the DSA and GTO. The plan may be cognizant of the institutional development plan of three to five years. Thus, each unit must integrate strategic and tactical activities regarding the components and dimensions of the CHSF program in its annual action plan. With the LMCDAC Director as the Vice Chair, CHSF-related activities will be organized and co-organized by the SPCO, which will then be included or considered an institutional extension/outreach of faculty, staff, and students.

4. STRUCTURE

The implementation of the projects and activities of the CHSF program shall be spearheaded, monitored, and evaluated by a CHSF Committee. The following is the composition of the CHSF Committee:

Chairperson: Safety and Pollution Control Office Head
Vice Chairperson: Lingkod Maria Community Development and Advocacy Center Director

Members:	Physical Plant and Properties Development and Management Office Head
	Student Affairs and Services Dean
	Center for Natural Sciences Director
	Community Development and Advocacy Coordinators
	Disaster Risk, Safety, and Sanitation Coordinators
	National Service Training Program Coordinator
	Non-Academic Personnel President
	General Services Office Head
	Student Central Council President

5. SUSTAINABILITY COMPONENT

The activities set for each component and dimension shall be monitored monthly to ensure that the planned activities are carried out. On the other hand, reporting shall be done on a semestral basis, that is – at the end of the first semester. This allows the unit or person in charge to adjust if a particular activity was not scheduled.

The annual reporting of the plans that were accomplished or not accomplished for a given school year across the four components and dimensions shall be done during annual performance monitoring and action planning. In this way, issues, concerns, and facilitating factors are identified and addressed or strengthened respectively. These mechanisms allow all units and their members in the University to exert continuous or sustained efforts toward creating sustainable communities.

To solve the problem of lack of knowledge about the program and for wider information and dissemination, the NSTP classes can be utilized to discuss the program. One module or chapter of the NSTP course can accommodate the information and dissemination campaign of the program. For SMU employees, seminar-workshops will be performed for the program to become familiar to the implementers and all the members of the

Marian community. Finally, for the basic education departments, class advisers will be requested to facilitate the information and dissemination of CHSF undertakings.

6. APPENDICES

BEHAVIORAL GUIDELINES for the CHSF PROGRAM

School Responsibilities:

1. To develop and implement policies and procedures that assist all staff and administrators in creating a clean, safe, healthy, and friendly learning environment that fairly and consistently addresses every student's needs;
2. To create a caring and nurturing learning environment;
3. To maintain a welcoming and friendly school environment; and,
4. To ensure that all students, faculty, staff, and administrators share a caring relationship, positive behavior, and responsible treatment with each other that reflect the virtues of Mother Mary.

Responsibilities of Faculty, Staff, and Students:

1. To participate in professional activities that address all school community members' health and safety concerns;
2. To develop positive and meaningful relationships with peers, teachers, staff, and students;
3. To ensure that Environment Education is integrated into the instruction;
4. To apply university policies in the classroom rules consistently and fairly;
5. To create a safe and welcoming/caring classroom environment;
6. To follow the laws, rules, policies, and procedures in the classroom, school, and community;
7. To use effective verbal and non-verbal communication skills and talk in a subdued voice to promote a healthy relationship;
8. To take advantage of the teaching and learning opportunities that the University provides;

9. To enter the classroom only after the teacher from the previous class has left;
10. To refrain from staying in the classroom during vacant periods;
11. To refrain from sitting on the table or desk;
12. To turn off lights, electric fans, and air condition unit; and,
13. To arrange chairs and clean the chalkboard and chalk ledges right after the class for the next user.

SPECIFIC GUIDELINES:

1. **Classrooms:**
   - **a.** Smile and be courteous to people around you and respect the property and rights of the individual. Avoid shouting and making unfriendly or insulting remarks.
   - **b.** Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom, disposing of them properly, arranging chairs and tables, cleaning the board, etc., to ensure a well-kept learning environment.
   - **c.** Do not throw trash out of the window, on the floor, or leave them under the table, desk, and chair. Follow proper waste disposal and segregation at the source. Dump only sorted waste in designated garbage bins at designated areas.
   - **d.** Refrain from staying in classrooms during vacant periods, playing, sitting on chairs and tables, and vandalizing school property.
   - **e.** Switch off lights, electric fans, air condition unit when not in use.
   - **f.** Texting during class is not allowed. Deactivate cellular phones or put them in silent mode.
   - **g.** Eating inside the classroom is not permitted.
   - **h.** Refrain from using plastics and styrofoam/polystyrene as food containers to ensure a healthy and litter-free campus.
   - **i.** No smoking (cigarettes, vapes), no chewing of gums and betel nuts in the classroom, and spitting anywhere is not allowed.

j. Always follow emergency and evacuation procedures in emergency cases.
k. Notices and announcements should be written on the board and not on walls and classroom doors.
l. Windows and doors should be closed at the end of the day or after the last class period.
m. Teachers and students are allowed to enter the classrooms only after the teacher of the previous class has already left.
n. Report to the maintenance office any damaged/destroyed fixture and equipment for immediate repair and replacement.

2. Faculty Rooms

a. Refrain from gossiping and speaking in a loud voice.
b. Courteously greet the people inside the faculty room.
c. Refrain from entertaining vendors inside the faculty room,

3. Laboratories

a. Science Laboratories

- Refrain from eating inside the laboratories.
- Be safety conscious inside the laboratories. Use personal protective equipment during experiments.
- Take extra care of equipment/ chemicals/materials/apparatus inside the laboratories.
- Dispose chemical waste in designated containers for chemicals.
- Dump organic/biodegradable residue at windows for bio-degradable wastes, while chemical residues are discarded at the septic vault after proper treatment.
- Dispose toxic/hazardous wastewater at a separate septic tank/vault and not in a toilet septic tank.
- Always wash hands with detergents and water.
- Report to the maintenance office damaged facility for immediate repair and/or replacement.
- Please refrain from engaging in any unnecessary activities or playing while inside the laboratory.

- Always clean the laboratory before and after using it.

b. HRM Laboratories

- Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom and adequately dispose of it before and after the class to ensure a litter-free learning environment.
- Follow laboratory safety and emergency procedures in all areas of the HTH laboratory to ensure safety and hazard-free activities.
- Ensure that the students come in with proper attire and protective equipment/gear.
- Dispose plastic bags and different residuals in non-biodegradables. Dispose recyclable wastes such as pet bottles, glass bottles, tin cans, papers, etc., in recyclable bins. All accumulated wastes must be regularly disposed of to ensure a healthy and safe laboratory.
- No smoking (cigarettes, vapes) inside the laboratory.
- Follow housekeeping rules and regulations.
- Report to the maintenance office damaged facilities for immediate repair and replacement.

c. Computer Laboratories

- Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter inside the laboratory and adequately dispose of it before and after every activity.
- Follow laboratory rules and regulations in the computer laboratory.
- Put off the units (computer and air condition units) when you have to be out of the room for more than two hours.
- Do not turn on the air-conditioning units before 8:00 A.M. unless the weather is hot.
- Keep the room temperature at an average of 20 degrees centigrade.
- Allow 2-3 minutes before changing the timer.

- Close the computer laboratory door gently after each class. Computer laboratory doors should always be closed to maintain the temperature inside the laboratories.
- Always clean doors, window-sills, and awnings.
- Make use of the energy-saving features of your computer. Most new models are designed to be energy efficient (Take note of the Energy star logo)
- Regulate use of computers. Lessen unnecessary use of computers.
- Turn off printers, scanners, modems, and other peripherals when not in use.

Air conditioners

- Do regular cleaning and maintenance check-ups of air conditioners.
- Minimize heat and air leakages.
- Lower ceiling and lessen dividers that prevent air circulations in rooms.
- Recommended/buy/use CFC-free models.

Appliances and Equipment

- Choose more energy-efficient appliances.
- Do regular cleaning and maintenance check-ups of appliances and equipment.
- Check if the appliance (refrigerator and freezers) is CFC-free.
- Limit the use of electric coffeepots in offices.

4. Canteens

a. Be courteous with people around you; smile, and talk in your most subdued voice.
b. Put back utensils (trays, plates, spoons, forks, bottles, cups, etc.) after use in the designated area: do not leave them on the table.
c. Dispose of wrappers and other trash properly in designated garbage cans. Do not leave them on the table or throw them on the floor.

d. Refrain from making the canteen a study area, lover's rendezvous, and hangouts. The canteen is meant to be an eating area only.
e. Put back chairs under the table after use.
f. Do not leave belongings unattended on the table.
g. Be patient in forming your line and wait for your turn to be saved.
h. Follow entrance and exit signs when ordering and paying and give the exact amount when paying as much as possible.
i. The use of styrofoam/polystyrene and plastic is strictly prohibited. These materials are highly toxic when exposed to heat and they react on food during storage. Use re-usable plates, spoons, and forks instead of plastic utensils.
j. Canteens are open promptly and close at an appropriate time.
k. Vendo machines are cleaned regularly.
l. Adequate drinking fountains and containers are provided.
m. Put off electric fans and lights when not in use.
n. The canteen area and peripherals must be maintained by the canteen owner/manager and their staff.
o. Notify the maintenance office for repair and/or replacement of any damaged/non-functional facilities.

5. Storeroom

a. Cleaning materials should be separated from food items.
b. Empty cases of soft drinks are put in separate storage.
c. Materials should be in their proper and labeled places.
d. Garbage cans are placed away from the dining tables and emptied regularly.
e. Bottles, glasses, plates are gathered after use and are appropriately put in their respective area.

6. Kitchen

a. Kitchen utensils should be neatly arranged for easy use.

b. All utensils should be dried and clean.
c. Enough utensils should be provided to serve the number of clients.
d. All utensils should be labeled.
e. Spoons and forks are soaked in hot water.
f. The water supply is sufficient.
g. Goods should be stocked in an orderly manner.
h. Cracked and chipped drinking glasses are not used.
i. Enough ventilation is provided.
j. Ingredients and uncooked food should be stored in closed cabinets (except for vegetables that need air).
k. Perishable and non-perishable goods are separated.
l. The workplace is always clean and dry.
m. Hands are washed before handling food.
n. The kitchen is separated from the dining area.

7. Dining Area

a. Customers are served one at a time.
b. Price tags are placed on food items.
c. The menu list is updated with corresponding prices.
d. Varied and low-cost nutritious food is prepared for snacks and meals.
e. Plastic bags and straws for soft drinks are not allowed.
f. Spoiled, expired foods are not served.
g. Clean drinking glasses are replenished regularly.
h. Designated areas for used utensils are cleared promptly.
i. Food items are placed in fly-free display cabinets.

8. **School Grounds**
    a. Be gracious and helpful to fellow students, teachers, and visitors you meet on the school grounds.
    b. Always keep right when walking along corridors, pathways, and entrances.
    c. Talk in a subdued voice to avoid disturbing those who are studying or have ongoing classes. Speak in a low voice when passing by classrooms, libraries, and offices.
    d. Give considerations to gardeners and maintenance personnel by not vandalizing properties or destroying plants.
    e. Do not throw your candy wrappers or papers on the school ground.
    f. Refrain from removing and transferring benches.
    g. Do not use the oval as the pathway.
    h. No smoking in all areas of the campus.

9. **Restrooms**
    a. Be courteous to people around you. Smile and talk in your most subdued voice.
    b. No spitting of "momma" in toilet bowls, urinals, sink, and flooring, or any place inside the comfort rooms.
    c. This is a non-smoking campus; therefore, smoking (cigarettes, vapes) in the toilets or in any campus area is not allowed.
    d. Do not urinate on the floor and sink. Use the urinals and toilet bowls. Always keep the floor clean and dry.
    e. Flush the urinals and toilet bowls properly after use. Flush them using your hands and not using your feet.
    f. Do not flush sanitary napkins, toilet papers, and other trash down the toilet bowl. Wrap and dispose of sanitary napkins in receptacles or waste bins provided.
    g. Do not write on walls, doors, mirrors, etc. Destroying toilet fixtures is not allowed.
    h. Return water containers to their proper place after use.

i. Leaking faucets, destroyed bowls, and other defects found inside the restroom should be reported immediately to the maintenance office for repair and replacement.
j. Avoid messing with the toilet bowl. Do not squat or step on the toilet bowl. Please sit properly.
k. Always knock first if the toilet or bathroom appears occupied, and lock the door when you enter.
l. Always close faucets after use to conserve water, and do not forget to wash your hands before leaving the toilet.

10. **Buildings**
    a. Report to the maintenance office observed cracks or gaps on walls, ceilings, beams, or columns.
    b. Immediately report any leaks on water faucets, toilet bowls, ceilings, and roofing structures to the maintenance office.
    c. Sit appropriately on benches and chairs.
    d. Refrain from writing on desks, tables, walls, and columns.
    e. Do not gather around fire exits. Make sure they are free from obstructions.

11. **Building Specific Guidelines:**
    a. Ceilings
    - Ceilings are clean, tidy, and free from cobwebs and specks of dust, etc.
    - Unnecessary hanging objects like strings, ropes, and posters, etc., are removed from ceilings.

    b. Walls, Columns, Beams
    - Walls and columns are free from writings and graffiti.
    - Painted walls have no notices, pamphlets posted on them.
    - Graffiti and other marks are removed through regular touch-up paintings. Identified culprits are given a necessary reprimand.

    c. Windows and Doors
    - Garbage is not thrown out of the windows.

- Windows are closed during bad weather conditions.
- Window glasses are cleaned regularly.

d. Staircases/Stairwells/Emergency Exits

- Staircases and stairwells are free of materials (especially explosive and fire hazards) That may obstruct traffic and cause accidents.
- Fire exits are open at all times and are freed from loitering persons and unnecessary materials.
- Sitting on staircases is not allowed. It hinders the exit and entrance of faculty and students, especially during emergencies.

e. Flooring, Corridors, Lobbies, and Entrances

- Corridors, lobbies, and entrances are always open and free from groups of people that may cause obstruction.
- All fixtures on corridors, lobbies, etc., like trash cans and benches, are always in their original places and are not disarranged.
- No spitting of beetle nut on floors, staircases, and other places to assure a stain-free environment.

f. Covered Walk, Catwalks, and Sidewalks

- On corridors, concrete and wooden benches, bulletin boards, etc., are always in their original place and not disarranged.
- Benches are appropriately used for seating and are free from any graffiti, vandalism, and waste.

g. Sanitary Plumbing/Water Supply

- Faucets and water closets are closed when not in use.
- Annual water testing should be done regularly at the start of every semester.

h. Electrical/ Mechanical Systems

- Lights are switched off when not in use.
- Lights are available and functional in all areas (indoor and outdoor).

12. **Offices**
    a. Serve clientele on a "first come, first serve basis", treat them fairly and reasonably.
    b. Give service with a smile.
    c. Observe professional ethics, avoid jealousy, gossip, and maintain a Christian relationship with others.
    d. Always wash your hands after using the restroom.

13. **Library**
    a. Put back chairs under the table after use.
    b. Do not leave belongings /valuables unattended on the table.
    c. In borrowing book/reading materials, be patient in forming your line and wait for your turn to be served.
    d. Follow entrance and exit signs properly.
    e. Be courteous in requesting books.
    f. Silence is a must in all reading areas.
    g. Keep right when passing through passageways.
    h. No eating, smoking and shouting inside the library.
    i. No loitering and littering.
    j. Deactivate cellular phones or put them in silent mode.
    k. Follow/comply with the rules and regulations of the various library sections as stated in the student's handbook in using the library.

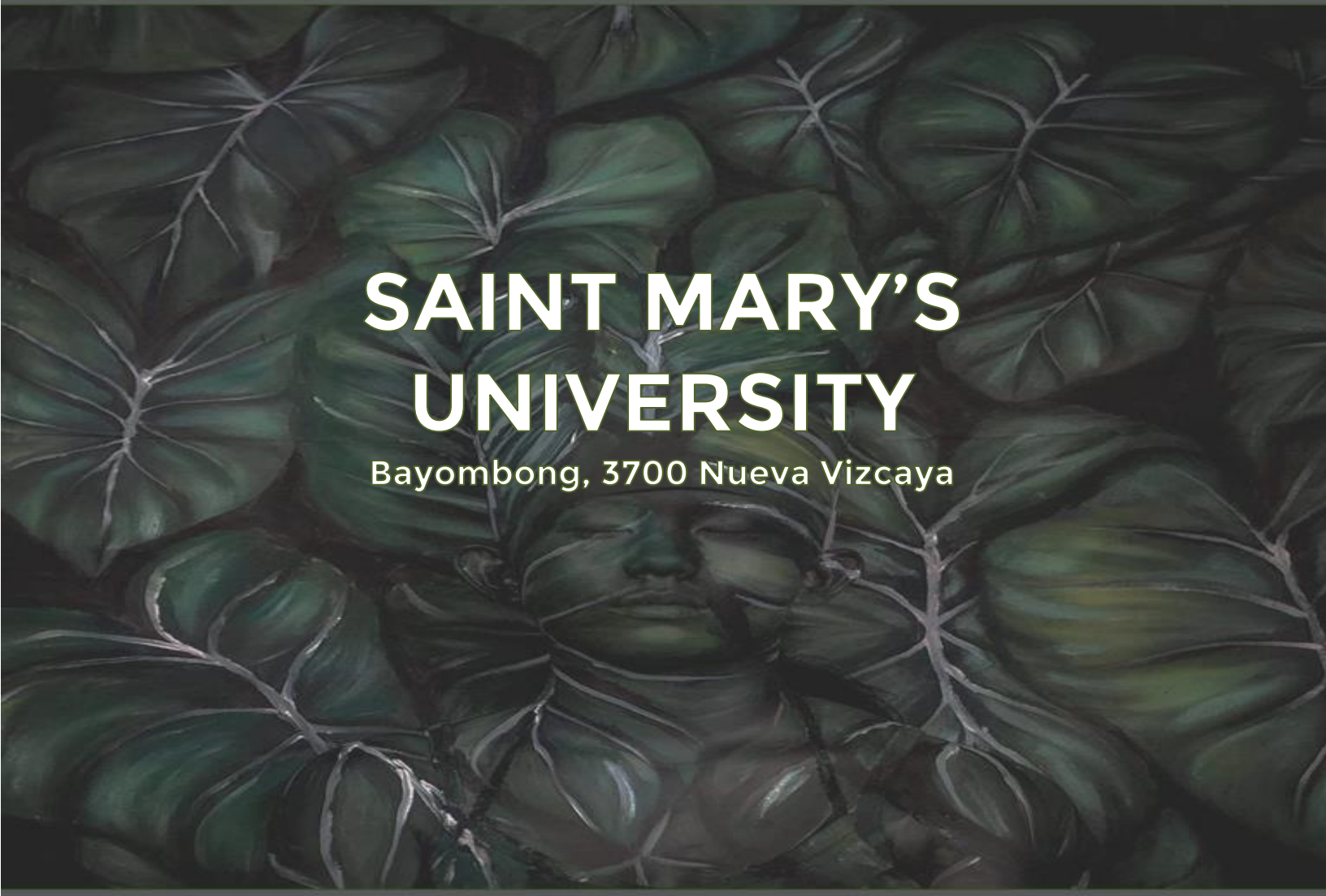
14. **Motor Pool and Carpentry Shop**
    a. Always observe safety in every area of the shop.
    b. Use/wear safety gadgets in doing every job.
    c. Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter.

d. Put off lights or other electronic gadgets when not in use.
e. No smoking and drinking alcoholic beverage inside the shop.
f. Always follow safety rules and regulations at the start of each job.
g. Motor vehicles should be in good running condition. Regular maintenance, repair, and replacement should be observed.
h. Report immediately to the maintenance office equipment and types of machinery that are defective for immediate repair and replacement.
i. For university vehicles, only a licensed driver and approved by the VP Administration can drive/operate the university vehicles for official trips.

15. Transportation and Fuel

a. Promote car-pooling
b. Find ways to solve the traffic problem in schools.
c. Plan trips.
d. Walk whenever possible.
e. Keep speed down. Wind resistance increases as car speed increases and more fuel are required to move the car at a higher rate.
f. Avoid "Jack Rabbit" starts. Gradual acceleration can save as much as one km./liter compared to rapid acceleration.
g. Keep speed constant.
h. Anticipate stops.
i. Avoid engine idling. As a guide, drivers should not idle engines for more than three minutes.
j. Warm engine by driving.
k. Do regular engine cleaning, maintenance, and check-up.
l. Minimize the use of air conditioners.
m. Maintain correct tire pressure.

n. Keep transmission in high gear.
o. Minimize vehicle loads.
p. Avoid fuel spillage.
q. Conduct emission testing.


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WASTE MANAGEMENT PRACTICES UNDER THE CHSF PROGRAM OF SMU







CONTROLLED COPY

Signature: Date: 12/10/24

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Revision No.	Effectivity Date	Author	Description of change
00	Dec. 8, 2024	Hanson T. Villanueva	Initial Issue

WORK INSTRUCTION

Title	Waste Storage, Treatment and Disposal
Scope	This covers proper storage, treatment, and disposal of waste and properly handled in a manner that minimizes environmental and human health risks
Person/s Responsible	Safety and Pollution Control Officer and SPC staff
Instructions	Waste storage, treatment, and disposal are governed by various regulations to ensure environmental protection, public health, and safety.

Office Head

1. Supervise and monitor reports on waste storage, treatment, and disposal of hazardous waste.
2. Monitor and inspect the waste storage, treatment & disposal of hazardous waste at the material recovery facility/area with the GSO Head.
3. Review the solid waste logbook at the material recovery facility.

Staff in-charge

1. Assist in the monitoring and inspection of the waste storage, treatment, and disposal of hazardous waste.
2. Gather needed data from the logbook at the material recovery facility for the quarterly self-monitoring report
3. Accomplish online forms from the site *https://client.emb.gov.ph/smr/login* for the quarterly self-monitoring report before the 15th of the month on the 1st, 2nd,3rd and 4th quarter of the year.
4. Attach pictures as proof of evidence and other supporting documents
5. Submit accomplished quarterly reports to the SPC head for review and suggestions.
6. Integrate comments/suggestions (if any) for the finalization of the quarterly self-monitoring report.
7. Submit the accomplished quarterly self-monitoring report to the Managing head/VP for Administration and to the President for review & signature.
8. Submit (3) three copies of the signed SMR to the College of Law Dean's Office for notarization.
9. Submit Notarized SMR to *https://client.emb.gov.ph/smr/login*.

Prepared by:	
HANSON T. VILLANUEVA	12.08.24
Process Owner	Date Signed

Reviewed by:	
PEARL VIA S. COBALLES	12-10-24
Quality Management Representative	Date Signed

Approved by:	
DR. JOHN G. TAYABAN	12-10-24
Supervising Head	Date Signed:

Revision No.	Effectivity Date	Author	Description of change
00	Dec. 8, 2024	Hanson T. Villanueva	Initial Issue

WORK INSTRUCTION

Title	Hazardous Waste Generated
Scope	This covers sustainable waste management strategies, environmental protection, and public health safety. Hazardous waste includes materials that are toxic, flammable, corrosive, reactive, or otherwise dangerous to human health, ecosystems, and the environment.
Person/s Responsible	Safety and Pollution Control Officer, SPC staff, and Center for Natural Sciences Department
Instructions	Handling hazardous waste requires strict adherence to regulations to ensure safety and environmental protection.

Office Head

1. Inform & explain to the Director/Head of the Center for Natural Sciences the collection of information/data needed on hazardous waste generated for the quarterly self-monitoring report.
2. Monitor and collect reports on the hazardous waste generated from the CNS (laboratory assistants).
3. Remind the director/head/laboratory assistants of the proper storage, labelling & disposal of hazardous waste.
4. Set the date of submission of reports from CNS Department to the SPC Office for the completion of the quarterly self-monitoring report to be submitted at https://client.emb.gov.ph/smr/login.
5. Review the hazardous waste generated and the accomplished quarterly self-monitoring report.

Staff in-charge

1. Gather needed data from CNS (Laboratory assistants) & other sources/offices.
2. Accomplish online forms from the site https://client.emb.gov.ph/smr/login for the quarterly self-monitoring report before the 15th of the month on the 1st, 2nd,3rd and 4th quarter of the year.
3. Attach pictures as proof of evidence and other supporting documents
4. Submit accomplished quarterly reports to the SPC head for review/comments/suggestions.
6. Integrate comments/suggestions (if any) for the finalization of the quarterly self-monitoring report.
7. Submit the accomplished quarterly self-monitoring report to the Managing head/VP for Administration and to the President for review & signature.
8. Submit (3) three copies of the signed SMR to the College of Law Dean's Office for notarization.
9. Submit Notarized SMR to https://client.emb.gov.ph/smr/login.

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HANSON T. VILLANUEVA	12.08.24
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