



Republic of the Philippines
Department of Education
SOCCSKSARGEN REGION
SCHOOLS DIVISION OF SARANGANI

08 Jun 2026

DIVISION MEMORANDUM
SGOD-2026-117

**INSTITUTIONALIZED SCHOOL-BASED REWARDS AND RECOGNITION
(R&R) FRAMEWORK**

To: All Personnel Concerned
This Division

1. Pursuant to the Department of Education's commitment to fostering a culture of excellence, accountability, and continuous improvement in public service, this School-Based Rewards and Recognition (R&R) Framework is hereby instituted. It seeks to establish a systematic, equitable, and context-responsive mechanism for the recognition of the exemplary performance, significant contributions, and notable achievements of school personnel.
2. This initiative is anchored on the institutionalized Division-developed Rewards and Recognition (R&R) Framework and is further informed by the findings and recommendations of action research conducted within the Schools Division of Sarangani. The study revealed the absence of a standardized and fully implemented school-based R&R framework, as well as inconsistencies in the prioritization and implementation of recognition practices across schools. The findings underscored the need for a structured, transparent, and equitable system that ensures consistency in recognizing the performance, contributions, innovations, and accomplishments of both teaching and non-teaching personnel. Moreover, the study highlighted the importance of strengthening employee motivation, enhancing engagement, and sustaining a culture of excellence through an effective rewards and recognition program.
3. In view thereof, the Department of Education – Schools Division of Sarangani, through the Human Resource Development Section (HRDS) in coordination with the Division PRAISE Committee, hereby disseminates the enclosed Institutionalized School-Based Rewards and Recognition (R&R) Framework. This Framework shall serve as the basis for schools in adopting the prescribed types of awards and in formulating, institutionalizing, and implementing their respective School-Based Rewards and Recognition Guidelines.





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4. Accordingly, all schools are encouraged to review and utilize the Framework as a guide in developing and implementing their School-Based Rewards and Recognition System. Schools shall adopt the prescribed awards and recognition mechanisms and ensure that their respective guidelines are aligned with the provisions of the Framework. The template for the school-based Rewards and Recognition Guidelines can be accessed via the QR code below.



5. To facilitate monitoring and ensure compliance with the implementation of School-Based Rewards and Recognition (R&R) Programs, an online orientation shall be conducted on June 10, 2026, at 1:00 PM. All School Heads, School LAC/HRD coordinators, and non-teaching personnel are hereby enjoined to attend the said orientation. Furthermore, all schools shall submit their duly approved School-Based Rewards and Recognition (R&R) Guidelines through the QR Code provided below on or before June 30, 2026.



6. For inquiries, contact Ms. Madina P. Loguioman at hrd.sarangani@deped.gov.ph.

RUTH L. ESTACIO PhD, CESO V
Schools Division Superintendent

Encl.: As stated

Reference: As stated

To be indicated in the Perpetual Index
under the following subjects:

PROGRAMS

Adriano A. Daligdig/SGOD/MLA – institutionalized school-based rewards and recognition (r&r) framework
0405/June 8, 2026





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Institutionalized School-Based Rewards and Recognition (R&R) Framework

I. Rationale

In line with the Department of Education's thrust to promote a culture of excellence, accountability, and continuous improvement in public service, this School-Based Rewards and Recognition (R&R) Framework is hereby developed to institutionalize a systematic, fair, and context-responsive recognition system for all school personnel.

This initiative is anchored on the institutionalized Division-developed Rewards and Recognition (R&R) Framework and is further informed by the findings and recommendations of action research conducted within the Schools Division. The said study revealed the absence of a standardized and fully implemented school-based R&R framework, as well as the inconsistent prioritization and implementation of recognition practices across schools.

The findings further emphasized the need for a structured, equitable, and transparent system that ensures consistency in recognizing the performance, contributions, and innovations of both teaching and non-teaching personnel. It also highlighted the importance of strengthening motivation, improving employee engagement, and sustaining a culture of excellence through a well-defined rewards and recognition system.

Hence, this framework serves as a localized operational guide that aligns with DepEd policies, CSC issuances, and Division R&R standards, while allowing schools to contextualize implementation based on their specific needs, resources, and conditions. Through this, the school commits to fostering fairness, transparency, inclusivity, and sustainability in recognizing the invaluable contributions of its personnel.

II. Objectives

In support of the Department of Education's thrust to strengthen human resource development and promote a culture of excellence in public service, the school-based Rewards and Recognition (R&R) Program is hereby established to provide a systematic and meaningful framework for acknowledging the contributions of school personnel. Recognize and reward outstanding, innovative, and meaningful contributions of personnel;

The school-based R&R Program aims to:

1. Promote a culture of excellence, professionalism, collaboration, and continuous improvement;
2. Ensure equitable and inclusive recognition opportunities for both teaching and non-teaching personnel;
3. Provide a balanced system of intrinsic and extrinsic motivation; and
4. Strengthen employee engagement, morale, and retention across all levels of service.



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II. Scope of the Policy

This set of guidelines shall apply to all personnel within the school, without distinction as to rank, position, or employment category. It shall cover all teaching personnel, including Teachers I to VII, Master Teachers, and Head Teachers, as well as all non-teaching personnel, such as administrative staff, support staff, and other authorized personnel assigned in the school.

The implementation of this Program ensures that all members of the school workforce are given equal opportunity to be recognized and rewarded for their contributions, performance, and commitment to service, thereby promoting inclusivity, fairness, and a shared culture of excellence within the organization.

III. Policy Statement

In line with the Department of Education's commitment to promoting excellence, accountability, and employee engagement, this Office hereby institutionalizes a School-Based Rewards and Recognition (R&R) Program. This initiative aims to systematically recognize the valuable contributions of both teaching and non-teaching personnel and to foster a culture of motivation, innovation, and high performance within schools.

This policy is anchored on action research findings at the Schools Division level, which underscore the need for a more structured, equitable, and comprehensive Rewards and Recognition system that ensures fairness, transparency, inclusivity, and sustainability in recognizing employee performance and contributions.

Accordingly, all schools within the Division are enjoined to adopt, adapt, and operationalize these frameworks, contextualizing them based on their specific needs, resources, and local conditions, while ensuring alignment with DepEd policies and Civil Service Commission standards.

IV. Legal Bases

The implementation of this School-Based Rewards and Recognition (R&R) Program is guided by the following policies and issuances:

- 1. Civil Service Commission (CSC) Memorandum Circular No. 01, s. 2001**
 - Establishes the Program on Awards and Incentives for Service Excellence (PRAISE) which provides the framework for employee recognition in government service.
- 2. Civil Service Commission Memorandum Circular No. 3, s. 2001**
 - Strengthens the implementation of PRAISE by institutionalizing a system of recognition, incentives, and awards to motivate government employees.
- 3. DepEd Order No. 9, s. 2002**



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- Adopts the CSC PRAISE Program in the Department of Education, mandating all DepEd offices and schools to establish their own PRAISE Committees and recognition systems.
- 4. DepEd Memorandum No. 89, s. 2025**
 - Provides the guidelines on the implementation of the Performance Management and Evaluation System (PMES) for teachers, which establishes a structured performance cycle anchored on the Philippine Professional Standards for Teachers (PPST). The PMES serves as a basis for monitoring, evaluating, rewarding, and developing teacher performance over a defined multi-year cycle.
- 5. Republic Act No. 6713 (Code of Conduct and Ethical Standards for Public Officials and Employees)**
 - Mandates public accountability, professionalism, and commitment to public service excellence.
- 6. DepEd Order No. 2, s. 2015**
 - Provides guidelines on the establishment and implementation of Results-Based Performance Management System (RPMS) in DepEd.

IV. Institutionalized School Based Rewards and Recognition Framework

To support the effective institutionalization of the school-based Rewards and Recognition (R&R) Program, the following guiding principles are established to ensure fairness, transparency, inclusivity, and sustainability, while promoting integrity and a culture of excellence in recognizing the contributions of all school personnel.

- 1. Inclusivity and Equity** – Recognition shall be accessible to all personnel regardless of position, tenure, or employment status, ensuring that both teaching and non-teaching staff are given equal opportunity to be acknowledged for their contributions.
- 2. Transparency** – The criteria, processes, and decisions related to rewards and recognition shall be clearly defined, properly documented, and effectively communicated to all personnel to ensure fairness and accountability.
- 3. Timeliness and Consistency** – Recognition shall be given promptly and regularly, whether on a monthly, quarterly, or annual basis, to reinforce positive behavior and sustain motivation among personnel.
- 4. Merit-Based Recognition** – All awards shall be anchored on measurable performance, outputs, accomplishments, and demonstrated impact on school improvement and learner development.
- 5. Balanced Rewards System** – The Program shall provide a combination of intrinsic rewards (such as certificates, commendations, and public acknowledgment) and extrinsic rewards (such as cash incentives, tokens, and professional development opportunities) to ensure holistic motivation.
- 6. Alignment with Organizational Goals** – Recognition shall be aligned with the school's improvement priorities, learner outcomes, and broader DepEd objectives, thereby reinforcing meaningful and results-based performance.
- 7. School-Based Contextualized Titles of Awards** – Schools may adopt or customize the naming of awards as part of their institutional identity or branding strategy, provided that such customization remains aligned with DepEd policies. This shall





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strengthen ownership, visibility, and sustainability of the R&R Program at the school level.

8. **Contextualized Types of Awards** – The School may, when deemed necessary and appropriate, include additional types of awards aside from those already prescribed in these guidelines, provided that such additions shall not exceed two (2) award categories. These contextualized awards shall be based on the specific needs, priorities, and realities of the school setting and must remain aligned with the principles of fairness, transparency, and the overall objectives of the Rewards and Recognition Program. This provision allows flexibility while ensuring that the integrity and standardization of the Program are maintained.

Organizational Structure

A School PRAISE Committee shall be established to oversee the implementation of the R&R Program.

Composition:

- Chairperson: School Head
- Vice-Chairperson: Assistant School Head / Master Teacher
- Members:
 - Representative from Teaching Personnel
 - Representative from Non-Teaching Personnel
 - HRD Coordinator / Designated Focal Person
 - Records Officer
 - PTA President
 - Student Council President

Functions:

To ensure the effective and systematic implementation of the school-based Rewards and Recognition (R&R) Program, the School PRAISE Committee shall perform the following functions:

- Develop, implement, and periodically review contextualized school-based R&R guidelines to ensure relevance, fairness, and responsiveness to school needs;
- Ensure fair, objective, and transparent selection of awardees based on approved criteria and standardized evaluation processes;
- Facilitate the nomination of qualified personnel to higher-level awards, including district, division, regional, and national recognition programs;
- Monitor and evaluate the implementation of the R&R Program to ensure consistency, effectiveness, and continuous improvement;
- Promote awareness and effective communication of all recognition programs and opportunities among school personnel; and



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- Initiate and organize awarding ceremonies and related recognition platforms, ensuring the provision of appropriate monetary and/or non-monetary incentives in accordance with available resources and applicable policies.

Prescribed Types of Awards

The school shall implement a structured system of awards, categorized by frequency and area of recognition, without prejudice to the annual Division-led Outstanding Teaching and Non-Teaching Employees Awards. The prescribed awards shall be adopted, adapted, or contextualized as necessary and shall form part of the school-based Rewards and Recognition (R&R) Guidelines to ensure systematic, consistent, and meaningful implementation at the school level.

Accordingly, each school shall adopt **at least eight (8) of the prescribed awards**, ensuring alignment with its context and priorities. Schools may opt to adopt all prescribed awards and, in all cases, **may establish up to two (2) additional awards** based on the identified needs of school personnel. The following awards are categorized as follows:

A. Performance-Based Awards

1. Outstanding Midyear Performance Award

This award shall be granted to the Top Three (3) personnel who obtained the highest performance ratings during the Midyear Review, subject to validation of supporting documents such as the approved IPCRF target-setting and accomplished Midyear IPCRF, to ensure the attainment or appropriate addressing of set targets in terms of efficiency and effectiveness. All documents shall be duly signed, verified, and evaluated in accordance with established guidelines. Other documents as means of verification shall be considered.

Criteria:

- The adjectival rating must be Very Satisfactory or Outstanding.
- The basis for ranking shall be the numerical performance rating reflected in the duly accomplished and validated Midyear IPCRF.

Incentives:

Cash incentive: from ₱500 to ₱1,000

Certificate of Recognition

Awarding Platform: To be conferred during the Flag Raising Ceremony/meetings/MPRE Closing Program

2. Outstanding Year-End Performance Award

This award shall be conferred upon the Top Three (3) personnel with the highest overall



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performance ratings at the end of the school year. Awarding shall be conducted during End-of-School-Year Rites.

Criteria:

- Year-end Performance rating (IPCRF/OPCRF) and attached MOVs

Incentives:

- Cash incentive: ₱1,000–₱2,000
- Plaque of Recognition
- Certificate of Recognition

Awarding Platform:

- To be conferred during End-of-School-Year Rites / Recognition Program or Organized School Year-End Awarding Ceremony for Employees.

B. Specialized Awards

1. Efficiency Award

Granted to personnel who consistently demonstrate efficient, timely, and high-quality work outputs, while upholding the highest standards of integrity, honesty, and accountability in the performance of their duties.

Criteria:

Timeliness of Task Completion (30%) – Refers to the ability of the personnel to accomplish assigned tasks, outputs, and responsibilities within the prescribed deadlines, demonstrating efficiency in time management and prompt submission of requirements.

Accuracy and Quality of Work (30%) – Refers to the correctness, completeness, and overall quality of outputs produced, ensuring that work is free from errors and meets established standards and expectations.

Resourcefulness and Productivity (20%) – Refers to the ability of the personnel to effectively utilize available resources, demonstrate initiative, and consistently produce quality outputs despite limitations or challenges in the work environment.

Integrity and Accountability (20%) – Refers to the adherence to ethical standards, honesty, and responsibility in the performance of duties, including ownership of actions, transparency in processes, and commitment to professional conduct.

Incentives:



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- *Cash incentive: from ₱1,000–₱2,000*
- *Certificate of Commendation*
- *Token of appreciation*

2. Innovation Award

Conferred upon personnel who develop and implement creative, practical, and evidence-based innovations that significantly enhance teaching, learning, or school operations. Such innovations must demonstrate originality, relevance, measurable impact, and sustainability. Eligible outputs may include, but are not limited to, training applications, action research outputs, coaching and mentoring interventions, needs analysis results, or other context-based initiatives that address identified school needs and improve performance outcomes.

Documentary Requirement:

Approved Concept Paper and Action Plan of Innovation (Signed by School Head)
Accomplishment Report with MOVs (Signed by School Head)

Criteria:

- *Originality and creativity of the idea – 25%*
- *Relevance to school/classroom needs – 25%*
- *Measurable impact (learning outcomes, efficiency, or service delivery) – 30%*
- *Sustainability and replicability – 20%*

Incentives:

- *Cash incentive: from ₱1,000–₱2,000*
- *Certificate of Recognition or Plaque*
- *Token*

3. Best Workplace Application Project Implementer Award

Awarded to personnel who effectively translate learnings from trainings, seminars, or professional development programs into workplace practices or projects that result in measurable improvements in school performance or service delivery.

Documentary Requirements

Approved Workplace Application Plan
Approved Workplace Application Project

Criteria:

- *Relevance of applied learning – 25%*
- *Effectiveness of implementation – 30%*
- *Impact on school performance or operations – 25%*



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- *Documentation and sustainability – 20%*

Incentives:

- *Cash incentive: ₱1,000–₱2,000*
- *Certificate of Recognition*
- *Token of appreciation*

C. Behavioral and Professional Excellence Awards

1. Most Punctual Employee Award

Recognizes personnel with exemplary attendance and punctuality records.

Criteria:

- *Attendance record (no tardiness/ absences) – 60%*
- *Compliance with official working hours – 20%*
- *Professional discipline and reliability – 20%*

Incentives:

- *Cash incentive: ₱1,000 - ₱2,000*
- *Certificate of Recognition*

2. Best in Grooming Award

Awarded to personnel who consistently exhibit professionalism in appearance and adherence to prescribed dress standards.

Criteria:

- *Personal grooming and neatness – 40%*
- *Compliance with dress code – 30%*
- *Professional image and bearing – 30%*

Incentives:

Cash incentive: Cash incentive: ₱1,000.00 – ₱2,000.00

- *Certificate of Recognition*
- *Token*

3. Best in Health Award

Given to personnel who actively demonstrate and promote physical and mental well-being through participation in wellness initiatives.



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Criteria:

- *Participation in wellness programs – 40%*
- *Demonstration of healthy practices – 30%*
- *Advocacy for health and well-being – 30%*

Incentives:

Cash incentive: ₱1,000 – P 2,000
Certificate of Recognition

4. Best in Professional Conduct Award

Granted to personnel who consistently exhibit proper decorum, respect, courtesy, and adherence to ethical standards in all workplace interactions with colleagues, learners, and stakeholders.

Criteria

- *Ethical Behavior and Compliance with DepEd Policies – 30%*
- *Respect and Courtesy in Workplace Interactions – 25%*
- *Proper Decorum and Professional Appearance – 25%*
- *Consistency of Professional Conduct Throughout the Rating Period – 20%*

Incentives:

Cash incentive: Cash incentive: ₱1,000.00 – P 2,000.00
Certificate of Recognition

5. Best in Work Attitude Award

Conferred upon personnel who consistently demonstrate positivity, dedication, initiative, and a strong sense of responsibility in the workplace, even under pressure or challenging conditions.

Criteria

- *Positivity and Dedication to Work – 30%*
- *Initiative and Proactiveness in Task Performance – 25%*
- *Responsibility and Accountability – 25%*
- *Performance Under Pressure and Adaptability – 20%*

Incentive

Cash incentive: Cash incentive: ₱1,000.00 – P 2,000.00



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Certificate of Recognition

6. Best in Collaboration and Teamwork Award

Given to personnel who actively promote teamwork, cooperation, and harmonious working relationships, contributing to a supportive and productive school environment.

Criteria

- *Active Participation in Team Activities* – 30%
- *Cooperation and Support to Colleagues* – 25%
- *Contribution to Positive Working Relationships* – 25%
- *Effectiveness in Team-Based Tasks* – 20%

Incentives

Cash incentive: P1,000.00 – P 2,000.00

Certificate of Recognition

7. Best in Service Orientation Award

Conferred upon personnel who demonstrate exceptional commitment to serving learners, colleagues, and stakeholders with responsiveness, respect, and professionalism.

Criteria

- *Responsiveness to Stakeholder Needs* – 30%
- *Quality and Timeliness of Service Delivery* – 25%
- *Respect and Professionalism in Service* – 25%
- *Consistency of Service-Oriented Behavior* – 20%

Incentive

Cash incentive: P1,000.00 – P 2,000.00

Certificate of Recognition

D. Developmental and Support Awards

1. Best in Coaching and Mentoring Award

Recognizes personnel who demonstrate excellence in guiding, supporting, and developing colleagues or learners.

Criteria:

- *Effectiveness of mentoring/coaching* – 30%
- *Impact on mentee performance* – 30%



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- *Commitment and consistency – 20%*
- *Feedback from mentees/peers – 20%*

Incentives:

Cash incentive: ₱1,000.00 – P 2,000.00
Certificate of Recognition
Plaque or token

2. Best in Document Management Award

Awarded to personnel who exemplify efficiency, accuracy, and organization in managing records and documents in compliance with standards.

Criteria:

- *Organization and accessibility of records – 30%*
- *Accuracy and completeness – 30%*
- *Compliance with standards and timelines – 20%*
- *Innovation in record-keeping systems – 20%*

Incentives:

Cash incentive: ₱1,000.00 – P 2,000.00
Certificate of Recognition
Token

General Criteria for Selection

To qualify for any School-Based Rewards and Recognition (R&R) award, the personnel must meet the following minimum requirements:

- Must be in the service of at least 1 school year.
- Must have obtained at least a Very Satisfactory (VS) performance rating for the past three (3) consecutive rating periods, or its equivalent for non-teaching personnel;
- Must have no pending administrative case or disciplinary action at the time of nomination and evaluation;
- Must have no pending complaint of a serious or unresolved nature that may affect the integrity of the award;
- Must be an active and regular personnel in service during the rating period;
- Must possess good moral character, as evidenced by consistent compliance with ethical standards and DepEd Code of Conduct;
- Must demonstrate consistent attendance and punctuality, with minimal or no record of habitual absenteeism or tardiness;



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- Must have a satisfactory record of performance and behavior, with no major violations of school policies;
- Must actively participate in school programs, activities, and institutional initiatives;
- Must show commitment to professional growth and continuous improvement; and
- Must be endorsed by the immediate supervisor and validated by the School PRAISE Committee.

Forms of Rewards and Incentives

To ensure a balanced, meaningful, and sustainable implementation of the school-based Rewards and Recognition (R&R) Program, various forms of rewards and incentives shall be provided. These are designed to recognize employee contributions through both intrinsic and extrinsic motivation, as well as non-monetary benefits that support professional growth and well-being.

A. Intrinsic Rewards

Intrinsic rewards refer to non-material forms of recognition that provide psychological satisfaction, motivation, and a sense of accomplishment. These include:

- Certificates of Recognition or Commendation
- Public acknowledgment during official ceremonies, meetings, and school activities
- Letters of commendation from the School Head or authorized officials
- Social media recognition through official school platforms

B. Extrinsic Rewards

Extrinsic rewards refer to tangible incentives provided to recognize outstanding performance and contributions. These include:

- Cash incentives ranging from ₱500 to ₱2,000, subject to the availability of funds and applicable policies
- Plaques, trophies, or tokens of recognition
- Sponsorship for relevant training, seminars, or professional development activities
- Opportunities for leadership roles or career advancement
- Endorsement of awardees to higher-level recognition bodies (district, division, regional, or national level).

C. Non-Monetary Incentives

Non-monetary incentives refer to supportive arrangements that enhance employee well-being, work-life balance, and professional efficiency. These include:

- Flexible work arrangements, where applicable and subject to school operations
- Additional leave privileges, subject to existing DepEd policies and approval of authorities



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- Temporary workload adjustments, upon recommendation and approval by the School Head or higher office

IX. Nomination and Selection Process

The selection of awardees shall follow a systematic and transparent process to ensure fairness, objectivity, and credibility of the school-based Rewards and Recognition (R&R) Program:

1. *Call for Nominations* – A school memorandum shall be issued to formally open the nomination process. Nominations may be submitted through peer nomination or self-nomination, as specified in the guidelines.
2. *Submission of Supporting Documents* – Nominees shall submit complete supporting documents, either in hard copy or electronically compiled and made accessible to the Evaluation Committee. These shall include performance reports, accomplishment records, and other relevant evidence.
3. *Screening and Evaluation* – The School PRAISE Committee shall conduct an initial screening and evaluation of all nominations using the prescribed criteria and approved rubrics.
4. *Deliberation and Approval* – The School PRAISE Committee shall deliberate on the results of the evaluation and finalize the list of awardees, subject to validation and approval of the School Head.
5. *Announcement and Awarding* – The final list of awardees shall be officially announced through a school memorandum and conferred during appropriate recognition platforms, such as awarding ceremonies or school events, subject to approval from the higher authorities.

Platforms for Recognition

To ensure timely, meaningful, and inclusive acknowledgment of personnel contributions, recognition under the school-based Rewards and Recognition (R&R) Program shall be conducted through various platforms, categorized as follows:

Formal Platforms

- Awarding ceremonies and recognition programs
- Flag ceremony acknowledgments
- Annual recognition events and institutional celebrations

Informal Platforms

- Staff meetings and school gatherings
- Peer-to-peer recognition activities
- One-on-one acknowledgment from school leaders or supervisors

Digital Platforms



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- Official school social media pages
- Internal communication channels such as group chats, email, and other approved digital platforms

School Based Monitoring and Evaluation

The school shall implement a monitoring and evaluation mechanism that includes:

- Annual review of award distribution (teaching and non-teaching);
- Employee satisfaction and feedback surveys;
- Tracking of nominations to higher-level recognition programs; and
- Assessment of impact on employee performance, motivation, and morale.

Capacity Building

The school shall conduct regular capability-building activities for school leaders and members of the PRAISE Committee to strengthen the effective implementation of the Rewards and Recognition (R&R) Program. These activities shall focus on objective and fair evaluation processes, the design of meaningful and inclusive recognition programs, and the enhancement of transparency and accountability mechanisms.

In addition, the PRAISE Committee shall hold regular meetings to review program implementation, address concerns, and ensure timely and consistent execution of all R&R-related activities. These meetings shall serve as a venue for coordination, monitoring, and continuous improvement of the recognition system within the school.

Sustainability Measures

To ensure continuity and effectiveness, the school shall:

- Integrate the R&R Program into the School Improvement Plan (SIP);
- Allocate budget from MOOE or other authorized sources;
- Align with Division, Regional, and National recognition programs; and
- Establish continuous feedback and improvement mechanisms.

Budgetary Requirements

The implementation of the school-based Rewards and Recognition (R&R) Program shall be funded through available school resources, subject to existing budgeting, accounting, and auditing rules and regulations. Funds may be sourced from the Maintenance and Other Operating Expenses (MOOE) and other lawful school funds, subject to the approval of the School Head and in accordance with applicable DepEd policies and government accounting guidelines.



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The budget for the R&R Program shall be reflected in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP). In cases where program requirements arise during the implementation period, the necessary budgetary provisions may be integrated through appropriate planning and review mechanisms.

Funds may be utilized for the following authorized expenses:

- a. Conduct of awarding ceremonies and recognition activities, including venue preparation, program materials, certificates, plaques, trophies, tokens, meals and snacks, and other related logistical requirements;
- b. Conduct of PRAISE Committee meetings and related activities, including documentation, office supplies, meals and snacks, monitoring, evaluation, and other necessary incidental expenses;
- c. Provision of monetary incentives and other forms of rewards to qualified awardees, subject to the availability of funds and existing government rules and regulations; and
- d. Other expenses directly related to the effective implementation, sustainability, monitoring, and continuous improvement of the R&R Program.

The school shall ensure that all expenditures are properly planned, justified, authorized, and documented to uphold transparency, accountability, and the prudent utilization of public funds.

Outline for School Based Contextualized Rewards and Recognition Guidelines

I. Rationale

This School-Based Rewards and Recognition (R&R) Guidelines is hereby developed to operationalize a more structured, equitable, and context-responsive recognition system for school personnel. This is anchored on the institutionalized Division-developed R&R institutionalized framework, as well as the findings and recommendations of action research conducted within the Schools Division, which revealed the need to strengthen and standardize school-level implementation of rewards and recognition practices.

While the Division has established general R&R framework, variability in implementation at the school level necessitates the contextualization of these provisions to ensure relevance, consistency, and fairness across all schools. Thus, this guideline serves as a localized framework that aligns with DepEd policies and standards while addressing the actual needs, practices, and conditions of the school.

Through this initiative, the school aims to institutionalize a fair, transparent, and performance-based recognition system that enhances motivation, promotes professional excellence, and values the contributions of both teaching and non-teaching personnel.

II. Purpose



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This School-Based Rewards and Recognition (R&R) Guidelines is established to provide a systematic, fair, and performance-based framework for recognizing the contributions of both teaching and non-teaching personnel. It aims to promote excellence, motivation, and professionalism by acknowledging exemplary performance, positive behavior, innovation, and commitment to service. Specifically, this guideline seeks to strengthen employee engagement, enhance job satisfaction, and support continuous improvement in school performance through timely and meaningful recognition aligned with DepEd policies and standards.

III. Scope

This School-Based Rewards and Recognition (R&R) Guidelines shall apply to all employees of the school, including both teaching and non-teaching personnel, regardless of position, tenure, or employment status. All personnel shall be given equal opportunity to participate in, be nominated for, and receive recognition under the program, subject to compliance with the established criteria and guidelines.

IV. Type of Awards

State the Types of awards to be considered based on the Division R&R Framework with corresponding criteria in reference to

V. Budgetary Requirements

No	Type of Award	No. of Awardees	Type of Incentives	Amount	Total
1	Best Midyear Performance Award	3	Cash	1,000	3,000.00
2-8					
9-10					

VI. Selection Process

The selection process for the school-based Rewards and Recognition (R&R) Program shall follow a systematic and transparent procedure to ensure fairness, objectivity, and credibility. The process shall consist of the following steps:

1. Call for Nominations

A school memorandum shall be issued to officially open the nomination process. Nominations may be submitted through peer nomination or self-nomination, in accordance with the prescribed guidelines.

2. Submission of Supporting Documents

Nominees shall submit the required documents, including accomplishment reports, IPCRF, and other relevant supporting evidence, either in hard copy or compiled electronic format accessible to the evaluation committee.

3. Screening and Evaluation

The School PRAISE Committee shall conduct a thorough screening and evaluation of all submitted nominations using the approved criteria and rubrics to ensure consistency and objectivity.





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4. **Deliberation and Validation**

The PRAISE Committee shall deliberate on the evaluation results, validate submitted documents, and consolidate findings to determine the most qualified awardees.

5. **Approval**

The final list of recommended awardees shall be submitted to the School Head for review and official approval.

6. **Announcement and Awarding**

The approved awardees shall be formally announced through an official school communication and recognized through appropriate platforms such as awarding ceremonies, flag ceremonies, or other school-based recognition activities.

VIII. School PRAISE Committee

Composition of School PRAISE Committee

- Chairperson: School Head
- Vice-Chairperson: Assistant School Head / Master Teacher
- Members:
 - Representative from Teaching Personnel
 - Representative from Non-Teaching Personnel
 - HRD Coordinator / Designated Focal Person
 - Records Officer
 - PTA President
 - Student Council President

Functions:

To ensure the effective and systematic implementation of the school-based Rewards and Recognition (R&R) Program, the School PRAISE Committee shall perform the following functions:

- Develop, implement, and periodically review contextualized school-based R&R guidelines to ensure relevance, fairness, and responsiveness to school needs;
- Ensure fair, objective, and transparent selection of awardees based on approved criteria and standardized evaluation processes;
- Facilitate the nomination of qualified personnel to higher-level awards, including district, division, regional, and national recognition programs;
- Monitor and evaluate the implementation of the R&R Program to ensure consistency, effectiveness, and continuous improvement;
- Promote awareness and effective communication of all recognition programs and opportunities among school personnel; and
- Initiate and organize awarding ceremonies and related recognition platforms, ensuring the provision of appropriate monetary and/or non-monetary incentives in accordance with available resources and applicable policies.

VI. Monitoring and Evaluation

VII. Effectivity





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Signatories: School Praise Committee

The editable outline can be downloaded through the QR Code below



XVI. Monitoring and Evaluation

To ensure the effective, consistent, and sustainable implementation of the school-based Rewards and Recognition (R&R) Framework, the Division PRAISE Committee and assigned personnel shall adopt a structured Monitoring and Evaluation (M&E) mechanism focusing on compliance, quality, and impact

A. Monitoring Strategies

1. Submission of Approved School-Based R&R Guidelines
Schools shall submit their duly approved and contextualized School-Based R&R Guidelines to the Division PRAISE Committee to ensure alignment with Division standards and existing DepEd policies.
2. Onsite and Virtual Monitoring
The Division PRAISE Committee or designated personnel shall conduct onsite and/or virtual monitoring activities to assess the actual implementation of the R&R Program, validate processes, and provide technical assistance where necessary.
3. Compliance Tracking System
A standardized monitoring tool or checklist shall be utilized to track school compliance with key R&R components, including policy implementation, conduct of recognition activities, functionality of the PRAISE Committee, and documentation practices.
4. Submission of Program Completion Report
Schools shall submit a Program Completion Report at the end of each implementation cycle, detailing accomplishments, list of awardees, utilization of resources, challenges encountered, and recommendations for program improvement.

B. Evaluation Strategies

1. Performance and Outcome Assessment
Evaluate the effectiveness of the R&R Program based on:
 - Distribution of awards (teaching vs. non-teaching)
 - Frequency and timeliness of recognition
 - Alignment of awards with performance outcomes
2. Employee Feedback Mechanism
Conduct surveys, focus group discussions (FGDs), or interviews to gather feedback from school personnel regarding:



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- Fairness and transparency of the process
- Relevance and value of awards
- Impact on motivation and morale

3. Impact Assessment

Assess the contribution of the R&R Program to:

- Improved employee performance (based on RPMS results)
- Increased participation in school programs
- Enhanced workplace climate and engagement

XVII. Conclusion

The institutionalization of a School-Based Rewards and Recognition Program is essential in fostering a culture of excellence, inclusivity, and continuous improvement. Moving beyond purely ceremonial practices, the program shall adopt a holistic and impact-driven approach that values both teaching and non-teaching personnel. When effectively implemented, it serves as a vital mechanism for sustaining motivation, enhancing performance, and achieving organizational excellence.

XVII. Action Plan

Action Plan for the Implementation of the Institutionalized School-Based Rewards and Recognition (R&R) Framework.

Key Activity	Specific Tasks	Persons Involved	Timeline	Expected Output
Formulation of Institutionalized School-Based R&R Framework	The researcher drafts the Institutionalized R&R policy based on action research findings and recommendations, ensuring alignment with DepEd and Division R&R guidelines	Researcher, School Head (for guidance), PRAISE Committee (for consultation)	Post-data analysis / Start of implementation phase	Draft Institutionalized School-Based R&R Framework
Stakeholder Review and Validation	Conduct review, consultation, and validation of the drafted framework; incorporate feedback and	Researcher, School Head, PRAISE Committee, Teaching and Non-Teaching Representatives	1–2 weeks after draft completion	Validated and refined R&R Guidelines





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	necessary revisions			
Approval of Framework	Submission of the final R&R framework for approval and endorsement by the School Head	Researcher (endorsement), School Head (approval authority)	After validation phase	Approved School-Based R&R Policy Framework
Issuance of Memorandum	Preparation and issuance of school memorandum adopting the approved R&R framework	School Head, Administrative Office	Upon approval of the framework	Official issuance of R&R implementation memorandum
Orientation and Dissemination	Conduct orientation on the approved R&R framework and guidelines for all school personnel	School Head, PRAISE Committee, Researcher	Upon approval / Start of implementation	Fully oriented school personnel
Establishment of PRAISE Committee Operations	Organize committee composition, assign roles and responsibilities, and schedule regular meetings	School Head, PRAISE Committee	Start of implementation	Functional PRAISE Committee
Formulation of Contextualized School-Based R&R Guidelines	Finalize and contextualize detailed school-based R&R guidelines based on the approved framework	Researcher, PRAISE Committee, School Head	After framework approval	Approved contextualized School-Based R&R Guidelines
Conduct of Search and Selection Process	Conduct nomination, screening, evaluation, and selection of awardees based on approved guidelines	PRAISE Committee, School Head	Quarterly, Midyear, Year-End	Official list of qualified awardees
Conduct of Awarding Ceremony	Organize formal recognition activities to confer awards and	School Head, PRAISE Committee	Quarterly, Midyear, Year-End	Recognized awardees through formal ceremonies





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	incentives to selected personnel			
Monitoring and Evaluation	Monitor implementation, gather feedback, and assess effectiveness of the R&R system	Researcher, School Head, PRAISE Committee	Quarterly and Year-End	Monitoring and evaluation reports
Policy Review and Enhancement	Lead review and refinement of the R&R framework based on findings, feedback, and implementation results	Researcher, PRAISE Committee, School Head	Annual	Revised and improved R&R policy

