Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS – TAGBILARAN CITY

Office of the Schools Division Superintendent

November 9, 2026

DIVISION MEMORANDUM
No. 944 , s. 2026

ORIENTATION ON PASIDUNGOG SA SIETE (PaSS) REWARDS AND RECOGNITION MANUAL

To: Division PRAISE Committee
Education Program Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. To ensure a common understanding of the guidelines, procedures, and criteria governing the implementation of the Region's Rewards and Recognition Program, this Office, through the Program on Awards and Incentives for Service Excellence (PRAISE) Committee, shall conduct an **Orientation on Pasidungog sa Siete (PaSS) Rewards and Recognition Manual** on **November 12, 2026, 8:30 a.m.** at the Division Office Conference Room.

2. The orientation aims to familiarize School Heads and members of the PRAISE Committee with the provisions of the PaSS Manual, particularly its recognition categories, eligibility requirements, nomination procedures, evaluation mechanisms, and other pertinent guidelines.

3. In this regard, all public School Heads and PRAISE Committee Members are directed to attend the said orientation to familiarize themselves with the provisions of the Manual and ensure its proper and consistent implementation in their respective schools. Attached is the PaSS Manual for your reference.

4. Immediate and wide dissemination of this Memorandum is desired.

WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent

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Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS

PASIDUNGOG SA SIETE (PaSS)

DepEd Region VII Rewards and Recognition Manual

Institutionalizing a Culture of Excellence through the Program on Awards and Incentives for Service Excellence (PRAISE)

Program on Awards and Incentives for Service Excellence (PRAISE) Committee
Human Resource Development Division (HRDD)
Department of Education (DepEd)
Regional Office VII – Central Visayas
Sudlon, Lahug, Cebu City

2026

OUR COMMITMENT

The Department of Education Regional Office VII firmly believes that people are the organization's greatest resource and that organizational excellence is achieved through the collective commitment, competence, innovation, and integrity of its workforce. Every accomplishment that advances the delivery of quality basic education begins with dedicated public servants who consistently exemplify professionalism, accountability, collaboration, and service beyond expectations.

Recognizing exemplary performance is more than an act of appreciation. It is a strategic human resource management practice that reinforces organizational values, inspires continuous improvement, strengthens employee engagement, and cultivates a workplace where excellence becomes the standard rather than the exception.

Guided by the principles of the Civil Service Commission's Program on Awards and Incentives for Service Excellence (PRAISE) and the Department of Education's commitment to quality management and organizational development, the Department of Education Regional Office VII institutionalizes PASIDUNGOG SA SIETE (PaSS) as its unified Rewards and Recognition Program.

PaSS recognizes individual and organizational achievements, encourages innovation, promotes outstanding performance, and celebrates meaningful contributions toward the realization of the Department’s mission, vision, and goals.

PaSS brings together the Region’s monthly, quarterly, and annual recognition initiatives under one unified framework, ensuring that recognition is fair, transparent, inclusive, merit-based, evidence-driven, and responsive to organizational priorities.

FOREWORD



The Department of Education Regional Office VII (DepEd RO VII) remains steadfast in its commitment to nurturing an organizational culture founded on excellence, integrity, innovation, and public service. As we continuously pursue quality in the delivery of basic education, we recognize that our greatest strength lies in our people—our teachers, school leaders, supervisors, specialists, non-teaching personnel, and officials whose dedication and commitment make meaningful learning possible for every learner.

The ***PASIDUNGOG SA SIETE*** **(PaSS) Rewards and Recognition Program Manual** is a significant milestone in strengthening our human resource systems for DepEd Region VII. More than a collection of policies and procedures, this Manual provides a unified framework through which the Region recognizes excellence, innovation, integrity, commitment, and meaningful contributions across all governance levels.

PaSS serves as the umbrella program for the Region's rewards and recognition initiatives, bringing together monthly, quarterly, and annual recognition mechanisms into one coherent and institutionalized system under the CSC-PRAISE framework.

This publication reflects our commitment to recognizing excellence as a strategic driver of organizational performance. It also reinforces our belief that acknowledging exemplary service motivates individuals and organizations to pursue even higher standards of performance while cultivating a work environment characterized by trust, accountability, and shared success.

I commend the Regional PRAISE Committees, and all individual who contributed to the development of this Manual. May this serve as an enduring guide for every office, Schools Division Office, district, and school in institutionalizing a culture of excellence throughout Region VII.

Together, let us recognize, inspire, and embody excellence in the service of every learner in Region VII.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director

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CHAPTER I

GENERAL PROVISIONS OF PASIDUNGOG SA SIETE (PaSS)

1.1. Guiding Philosophy

The DepEd RO VII believes that recognizing people is recognizing excellence, and recognizing excellence is strengthening the organization. A meaningful rewards and recognition system does not merely honor past accomplishments; it inspires future performance, nurtures innovation, reinforces organizational values, and develops a workforce committed to continuous improvement and quality public service.

Guided by the principles of fairness, inclusivity, transparency, merit, and accountability, PASIDUNGOG SA SIETE (PaSS) seeks to institutionalize a culture where every employee is encouraged to excel, every meaningful contribution is valued, every innovation is celebrated, and every act of exemplary public service becomes an inspiration for others. Through this Manual, the Regional Office affirms that excellence is not an occasional achievement but a sustained organizational culture that advances the Department's mission of providing quality, equitable, culture-based, and complete basic education for all.

PaSS is the unified Rewards and Recognition Program of DepEd Region VII under the CSC-PRAISE framework. It provides the umbrella through which the Region's monthly, quarterly, and annual recognition initiatives are planned, implemented, monitored, evaluated, and continuously improved.

1.2. Guiding Principles

The PaSS shall be guided by the following principles to ensure that recognition is meaningful, fair, transparent, and aligned with the Department's mission and values. These principles shall serve as the foundation in planning, implementing, monitoring, evaluating, and continuously improving the Program across all governance levels.

A. Merit and Excellence

Recognition shall be given to individuals, teams, schools, and offices that have demonstrated outstanding performance, innovation, dedication, and significant contributions to the Department. Awards shall be based on merit and supported by evidence of accomplishment and results.

B. Fairness and Objectivity

All nominees shall be evaluated using approved criteria and established procedures. Every stage of the selection process shall be conducted fairly, impartially, and without favoritism. Decisions shall be based solely on the merits of the nominee and the evidence presented.

C. Transparency

The policies, guidelines, criteria, timelines, and results of the PaSS shall be clearly communicated to all concerned. The selection process shall be properly documented to promote openness, accountability, and trust.

D. Inclusivity and Equal Opportunity

Every qualified employee, office, school, and program shall be given an equal opportunity to participate in the Rewards and Recognition Program. No individual shall be denied the opportunity to be recognized on the basis of age, sex, gender, disability, ethnicity, religion, or any other protected characteristic.

E. Integrity and Professionalism

All members of the PRAISE Committee, evaluators, validators, and other persons involved in the implementation of the Program shall perform their duties with honesty, confidentiality, professionalism, and accountability. They shall avoid conflicts of interest and always uphold the highest ethical standards.

F. Continuous Improvement

The PaSS shall be regularly monitored and evaluated to ensure that it remains responsive to the changing needs of the organization. Feedback, good practices, and lessons learned shall be used to strengthen policies, improve implementation, and enhance future recognition programs.

G. Innovation and Organizational Learning

The Program shall recognize and encourage creative ideas, innovative practices, collaborative initiatives, and continuous learning that contribute to organizational improvement and better delivery of basic education services.

H. Service Excellence

The PaSS shall promote a culture where every employee is inspired to provide quality, efficient, ethical, and learner-centered public service. Recognition shall encourage all personnel to continuously improve their performance in support of the Department's vision, mission, and goals.

1.3. Policy Statement

The DepEd RO VII shall uphold these guiding principles in all aspects of implementing the Rewards and Recognition Program. These principles shall guide the Regional Office, Schools Division Offices, districts, schools, and all concerned personnel in carrying out their responsibilities under this Manual and in institutionalizing a culture of excellence throughout the Region.

1.4. Legal Bases

The PaSS Manual is anchored on existing laws, rules, policies, and issuances that promote merit, excellence, and recognition in the public service. The following serve as the legal and policy foundations of this Manual:

A. 1987 Philippine Constitution

Article IX-B of the 1987 Philippine Constitution recognizes the importance of maintaining a professional civil service based on merit, fitness, accountability, responsiveness, and integrity.

B. Republic Act No. 6713

Otherwise known as the *Code of Conduct and Ethical Standards for Public Officials and Employees*, this law promotes professionalism, commitment to public service, accountability, and ethical behavior among government employees.

C. Republic Act No. 11466, Section 2 (d)

This law establishes the policy that the government should have a performance based incentive scheme which integrates personnel and organizational performance.

D. Republic Act No. 10173

This law known as the Data Privacy Act of 2012, establishes the legal framework for protecting personal information in both the government and private sector and created the National Privacy Commission (NPC).

E. Republic Act No. 8525

This law titled *Adopt-a-School Act of 1998*, establishes the Adopt-a-School Program to encourage private-sector participation in improving public education. Among the areas where private entities may assist are on Training and further education of teachers and school personnel.

F. Presidential Decree No. 1445

This fundamental law known as the *Government Auditing Code of the Philippines,* governs the accounting, auditing, custody, utilization, and disposition of government funds and property. It establishes the basic principles of fiscal responsibility and the authority of the Commission on Audit (COA).

G. NPC Circular No. 2016-01, dated October 10, 2016

This Circular was issued by the National Privacy Commission (NPC) to guide government agencies in complying with Republic Act No. 10173 (Data Privacy Act of 2012) and its Implementing Rules and Regulation.

H. Civil Service Commission Memorandum Circular No. 01, s. 2001

This issuance establishes the **PRAISE** and directs all government agencies to develop and implement a system that recognizes exemplary performance, innovative ideas, and valuable contributions of government employees and offices.

I. CSC Resolution No. 010112, s. 2001

This resolution stablished the revised policies on the Employee Suggestions and Incentive Awards System (ESIAS), which was subsequently called the Program on Awards and Incentives for Service Excellence (PRAISE). It is a key legal basis for government agencies, including DepEd, in establishing their rewards and recognition systems.

J. 2026 CSC Competency-Based HRM Policy-CSC Resolution No. 2600005

The 2026 CSC competency-based HRM policy is CSC Resolution No. 2600005, "Guidelines on the Development of Agency Competency-Based Human Resource Management System (CBHRMS)," Agencies are directed to develop and institutionalize a Competency-Based Human Resource Management System (CBHRMS) where HR policies and decisions are anchored on clearly defined competencies. Competency-based HRM supports a more objective basis for rewards, recognition, career development, and other HR decisions.

K. CSC Resolution No. 2100501

This CSC Resolution titled *Guidelines on the 2021 Search for Outstanding Government Workers and the Years Thereafter*, governs the Honor Awards Program (HAP). The CSC continues to identify this Resolution as the governing guideline for the annual Search for Outstanding Government Workers. The HAP is administered by the CSC as a nationwide rewards and recognition program intended to recognize government officials and employees who demonstrate outstanding performance, significant contributions, innovation, and exemplary ethical behavior.

L. DBM National Budget Circular No. 579, s. 2020

This Circular provides that the Program on Awards and Incentives for Service Excellence (PRAISE) instituted by the Civil Service Commission pursuant to Executive Order No. 292 (Administrative Code of 1987) is categorized under the Incentives component of the Total Compensation Framework.

M. Department of Education Order No. 9, s. 2002

This Order establishes the PRAISE in the DepEd and provides the policy framework for implementing rewards and recognition programs across all governance levels.

N. DepEd Order No. 78, s. 2007,

This DepEd Order titled "*Strengthening the Program on Awards and Incentives for Service Excellence (PRAISE) of the Department of Education*," strengthens and operationalizes the DepEd PRAISE established under DepEd Order No. 9, s. 2002, consistent with the CSC policies on PRAISE.

O. DepEd Order No. 2, s. 2013

This Department issuance provides the Revised Implementing Rules and Regulations (IRR) of RA 8525, otherwise known as the Adopt-a-School Program Act. It was issued on January 18, 2013.

P. DepEd Order No. 24, s. 2016

This Order entitled *Guidelines on Accepting Donations and on Processing Applications for the Availment of Tax Incentives by Private Donor-Partners Supporting the K to 12 Program*, provides the procedures for accepting donations and for private donor-partners to avail themselves of applicable tax incentives.

Q. Regional Memorandum No. 0273, s. 2020

This Policy *titled Policy of the Department of Education Regional Office VII Pasidungo*g provides the guidelines in the search for Outstanding Employees, Schools, Schools Division Offices, and Program Implementers across Region.

R. Regional Memorandum No. 0141, s. 2021

This policy titled *DepEd RO7 Criteria for Most Outstanding Program Implementers (OPI*) provides the criteria in the search for most outstanding program implementers in SDOs and schools regardless of age, gender or sexual orientation, religious affiliation, ability or disability, and ethnicity or cultural background.

S. Other Relevant Civil Service Commission and Department of Education Issuances

Other applicable laws, Civil Service Commission issuances, Department of Education Orders, Memoranda, and related policies issued after the publication of this Manual shall likewise form part of its implementation whenever applicable.

1.5. Objectives

General Objective

The PASIDUNGOG SA SIETE (PaSS) aims to institutionalize a fair, transparent, inclusive, and sustainable Rewards and Recognition Program that recognizes outstanding performance, promotes innovation, encourages continuous improvement, and strengthens a culture of excellence across the DepEd Region VII.

Specific Objectives

Specifically, this Manual aims to:

1. Establish PaSS as the unified framework for all Rewards and Recognition initiatives of DepEd Region VII.

2. Define the policies, standards, procedures, and responsibilities of offices and personnel involved in the implementation of the Program.
3. Ensure that the selection of awardees is fair, transparent, objective, and based on approved criteria.
4. Recognize individuals, teams, schools, offices, and programs that demonstrate exemplary performance and significant contributions to the achievement of the Department's goals.
5. Encourage innovation, collaboration, integrity, and continuous professional growth among employees.
6. Strengthen the implementation of the PRAISE in the Regional Office (RO) and Schools Division Offices (SDOs).
7. Provide technical guidance to SDOs in developing and implementing localized R&R Programs.
8. Establish a monitoring and evaluation system that measures the implementation and effectiveness of PaSS across the Region.
9. Promote continuous improvement by identifying good practices, recognizing innovations, and encouraging organizational learning.
10. Support the Department's commitment to organizational excellence by cultivating a workplace where outstanding public service is consistently recognized and celebrated.

1.6 Scope and Coverage

This Manual shall serve as the official guide in the implementation of the PaSS under the PRAISE. It shall apply to all offices and personnel under the DepEd RVII – Central Visayas.

Specifically, this Manual shall cover:

1.6.1 Governance Levels

The provisions of this Manual shall apply to the following:
a. DepEd RO VII;
b. All SDOs in Region VII;
c. Public schools districts; and
d. All public elementary, junior high schools, senior high schools, integrated schools, and other learning centers under the jurisdiction of DepEd RVII.

1.6.2 Personnel Covered

This Manual shall apply to the following personnel, subject to the eligibility requirements of the specific award category:

a. Teaching Personnel;
b. School Heads;
c. Teaching-Related Personnel;
d. Non-Teaching Personnel

e. Functional Divisions, Units, and Teams;
f. Public Schools;
g. SDOs; and
h. Program Implementers and other groups recognized under the Regional PaSS.

1.6.3 PaSS Components

This Manual shall govern the planning, implementation, monitoring, evaluation, and continuous improvement of PASIDUNGOG SA SIETE (PaSS), the unified Rewards and Recognition Program of DepEd Region VII, including its various recognition components:

a. AKTIBONG ALAGAD – Monthly Recognition;
b. *KASALIGAN*-Quarterly Recognition;
c. ANI SA SIETE-Annual Service Awards;
d. PaSS Annual Excellence Awards – Annual search and recognition of outstanding individuals, schools, SDOs, and program implementers;
e. Special Recognition and other recognition initiatives approved by the Regional PRAISE Committee; and
f. Other recognition mechanisms that may subsequently be established under PaSS through appropriate issuances.

1.6.4 Exclusions

This Manual shall not supersede existing Civil Service Commission and Department of Education laws, rules, and regulations governing appointments, promotions, compensation, performance management, administrative cases, and other personnel actions. In case of conflict, applicable national laws, Civil Service Commission issuances, and Department of Education policies shall prevail.

1.7 Definition of Terms

For purposes of this Manual, the following terms are defined as follows:

Award
A formal recognition conferred upon an individual, team, school, office, or program for outstanding accomplishments, exemplary performance, innovation, or significant contributions to the DepEd.

Awardee
A nominee who has successfully met all requirements, satisfied the prescribed evaluation criteria, and has been officially declared a recipient of an award under the PaSS.

Best Practice
A strategy, process, initiative, or approach that has demonstrated effective and measurable results and may be adopted or replicated by other offices or schools.

Continuous Improvement
An ongoing effort to enhance policies, systems, procedures, programs, and services through regular monitoring, evaluation, innovation, and feedback.

Innovation
A new or improved idea, program, process, strategy, or practice that results in better efficiency, effectiveness, productivity, or service delivery.

Localized PRAISE Policy
A R&R Policy developed and officially adopted by an SDO, consistent with Civil Service Commission policies, DepEd issuances, and this Manual, to address its local context and organizational needs.

Monitoring
The regular collection and review of information to determine whether the PaSS is being implemented according to approved policies, standards, and procedures.

Nominee
An individual, team, school, office, or program formally endorsed for consideration under any category of the PaSS.

PASIDUNGOG SA SIETE (PaSS)
The unified Rewards and Recognition Program of DepEd Region VII under the CSC-PRAISE framework, established to recognize exemplary performance, innovation, integrity, service excellence, significant contributions, and organizational achievements through integrated monthly, quarterly, annual, and special recognition mechanisms.

PaSS Component
A specific recognition mechanism implemented under PaSS, including monthly, quarterly, annual, and special recognition activities.

PaSS Annual Excellence Awards
The annual search and recognition component of PaSS that recognizes outstanding individuals, schools, SDOs, and program implementers based on approved criteria, evidence, validation, and deliberation.

PRAISE
The **Program on Awards and Incentives for Service Excellence**, established by the Civil Service Commission (CSC) and adopted by the DepEd to recognize exemplary performance, innovation, and outstanding contributions in public service.

Recognition
The formal acknowledgment and appreciation given to individuals, teams, schools, offices, or programs that have demonstrated exemplary performance, outstanding accomplishments, innovation, or significant contributions to the Department.

Regional PRAISE Committee
The committee organized by the DepEd RO VII to oversee the planning, implementation, monitoring, evaluation, and continuous improvement of the Regional PaSS.

Schools Division Office (SDO) PRAISE Committee
The committee established by a SDO to implement and manage the local PaSS in accordance with CSC policies, DepEd issuances, and this Manual.

Service Excellence
The consistent delivery of quality, efficient, ethical, responsive, and learner-centered public service that exceeds expected standards and contributes to organizational excellence.

Validation
The process of verifying the accuracy, authenticity, and completeness of documents, accomplishments, and other evidence submitted by nominees before the final selection of awardees.

Rewards and Recognition (R&R) Program
The organized system of policies, standards, procedures, awards, incentives, and recognition activities established by the DepEd RO VII to promote excellence, motivate employees, recognize outstanding performance, encourage innovation, and strengthen organizational effectiveness.

CHAPTER II

ORGANIZATION AND MANAGEMENT OF PASIDUNGOG SA SIETE (PaSS)

The success of the PASIDUNGOG SA SIETE (PaSS) depends on the active participation and shared responsibility of all governance levels. A well-organized management structure ensures that recognition programs are implemented fairly, consistently, and transparently while promoting excellence throughout the organization.

This Chapter establishes the organizational structure of the PaSS and defines the roles, responsibilities, and accountabilities of the RO, SDOs, schools, and the different PRAISE Committees. It also provides the standards for meetings, decision-making, ethical conduct, technical support, and records management to ensure the effective implementation of the Program across DepEd RVII.

2.1 Organizational Structure

The PaSS shall be implemented through an integrated organizational structure that promotes collaboration among the RO, SDOs, districts, and schools. Each governance level plays an important role in planning, implementing, monitoring, evaluating, and continuously improving the Program.

The organizational structure shall consist of the following:

a. Regional PRAISE Committee;
b. Schools Division Office PRAISE Committee;
c. School PRAISE Committee; and
d. Technical Working Groups (TWGs), as may be organized to support the implementation of specific activities of the Program.

These committees shall work together to ensure that all rewards and recognition activities are implemented in accordance with this Manual and other applicable policies of the CSC and the DepEd.

2.2 Regional PRAISE Committee

The Regional PRAISE Committee remains the governing committee. The current Manual assigns it responsibility for policy shall serve as the primary body responsible for the localized policy formulation, overall management, implementation, monitoring, evaluation, and continuous improvement of the .

The Committee shall ensure that all recognition programs are implemented fairly, objectively, and consistently across the Region.

2.2.1 Composition

Consistent with DepEd Order No. 78, s. 2007, the PRAISE Committee at the regional level shall be composed of the following:

Chairperson	:	Regional Director
Vice Chairperson	:	Assistant Regional Director
Members	:	Chief Administrative Officer, *Finance Division (FinD)*
	:	Chief Administrative Officer, *Administrative Services Division (ASD)*
	:	Chief Education Supervisors, *(HRDD, CLMD, ESSD, FTAD, QAD, PPRD)*
	:	Representative from the Legal Unit
	:	President or Representative of the Regional National Employees Association
	:	Other members as may be designated by the Regional Director
Secretariat	:	The Human Resource Development Division (HRDD) shall serve as the Secretariat headed by the R&R Focal Person of the Regional PRAISE Committee.

2.2.2 Functions of the Regional PRAISE Committee

The Regional PRAISE Committee shall:

1. Serve as the governing body for the overall policy direction, implementation, monitoring, evaluation, and continuous improvement of PaSS and its various recognition components.
2. Formulate, review, and recommend policies on the implementation of the PaSS.
3. Ensure the effective implementation of this Manual throughout the Region.
4. Approve the PaSS and Calendar of Activities.
5. Conduct the regional search, evaluation, validation, and selection of awardees.
6. Recommend recipients of regional awards to the Regional Director for approval.
7. Recommend qualified regional awardees for national and other external recognition programs.
8. Provide technical assistance to SDO in developing localized PRAISE policies.
9. Monitor and evaluate the implementation of PaSS in all SDOs.
10. Maintain the regional database of awardees.
11. Document and share best practices and innovations on R&R.
12. Submit annual accomplishment reports to the Regional Director.

2.3 Schools Division Office PRAISE Committee

2.3.1 Establishment

Each SDO shall organize and maintain a functional PRAISE Committee, whose members shall be designated by the Schools Division Superintendent through an Office Order, with representation from Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD) to ensure balanced representation consistent with DepEd Order No. 78, s. 2007. The Committee shall implement the PaSS and ensure that recognition initiatives are aligned with national policies, regional guidelines, and the SDO's localized PRAISE Policy.

2.3.2 Composition

- Schools Division Superintendent or his/her duly authorized representative who will act as Chairperson
- Head of the Budget and Finance Unit
- Highest administrative officer in-charge of personnel management
- Any of the chiefs of the Elementary, Secondary, ALS or Health and Nutrition Units (CID and SGOD Chiefs)
- A representative of the teacher's association

2.3.3 Functions

The SDO PRAISE Committee shall:

- Develop and implement the localized PRAISE Policy.
- Conduct annual recognition programs.
- Organize the division search for outstanding personnel.
- Recommend division nominees to the Regional Office.
- Maintain a database of division awardees.
- Monitor implementation in schools.
- Submit annual accomplishment reports to HRDD.
- Conduct program evaluation and improvement activities.

2.4 School PRAISE Committee

Every public school shall organize a School PRAISE Committee to strengthen employee recognition at the school level.

School PRAISE Committee shall:

- recommend school nominees;
- recognize outstanding school personnel;
- document school accomplishments;
- encourage innovation;
- promote a culture of appreciation;
- coordinate with the SDO PRAISE Committee.

2.5 Meetings

The Regional PRAISE Committee shall conduct regular meetings, special meetings, and emergency meetings. Meetings may be conducted face-to-face or through approved online platforms.

A majority of the members shall constitute a quorum. Minutes shall be prepared for every meeting.

2.6 Decision-Making Process

The Committee shall strive to reach decisions through consensus. When consensus cannot be reached, decisions shall be made through majority vote. Members with conflict of interest shall inhibit themselves. All deliberations shall remain confidential.

2.7 Ethics and Conflict of Interest

Every member shall:

- observe confidentiality;
- exercise impartiality;
- avoid conflicts of interest;
- disclose relationships that may influence decisions; and
- maintain professionalism throughout the selection process.

2.8 Technical Working Groups (TWGs)

The Regional PRAISE Committee may organize TWGs to assist in:

- receive nominations;
- evaluation;
- validation;
- documentation;
- logistics;
- communication;
- awards ceremony;
- monitoring.

2.9 Records Management

The HRDD and Human Resource Development Section (HRDS) shall maintain the official records of the Regional/Division R&R Program, including:

- nominations;
- evaluation sheets;
- validation reports;
- committee resolutions;
- minutes of meetings;
- awardees database;
- photographs;
- certificates;
- annual reports.

All records shall be managed in accordance with existing records management and data privacy policies.

2.10 Administrative and Technical Support

The HRDD and HRDS shall serve as the lead offices in providing administrative and technical support for the implementation of this Manual.

Its responsibilities shall include:

- providing secretariat services to the Regional/Division PRAISE Committee;
- preparing memoranda and communications;
- coordinating meetings and deliberations;
- organizing orientation and capacity-building activities;
- providing technical assistance to Schools Division Offices/Schools;
- monitoring compliance with this Manual;
- maintaining the regional awards database;
- preparing consolidated reports; and
- recommending improvements to the Rewards and Recognition Program.

CHAPTER III

PASIDUNGOG SA SIETE (PaSS): THE DEPED REGION VII REWARDS AND RECOGNITION PROGRAM

PASIDUNGOG SA SIETE (PaSS) is the UNIFIED Rewards and Recognition Program of DepEd Region VII under the CSC-PRAISE framework. It serves as the umbrella program for all regional rewards and recognition initiatives designed to recognize exemplary performance, innovation, integrity, service excellence, meaningful contributions, and organizational achievements.

PaSS integrates recognition mechanisms across different timeframes and levels of achievement, ensuring that excellence is recognized not only annually but throughout the year.

3.1 PaSS Recognition Architecture

PaSS Component	Frequency	Primary Purpose
AKTIBONG ALAGAD	Monthly	Recognize consistent exemplary performance and organizational discipline
KASALIGAN	Quarterly	Recognize sustained organizational performance and achievement of targets
ANI SA SIETE	Annual	Recognize milestones, loyalty, and institutional contributions
PaSS Annual Excellence Awards	Annual	Recognize outstanding individuals, schools, SDOs, and program implementers
Special Recognition	As needed	Recognize exceptional contributions or circumstances approved by the PRAISE Committee

I. PaSS - *AKTIBONG ALAGAD*

The ***AKTIBONG ALAGAD*** is the Monthly Recognition Component of PaSS**.** It recognizes individuals and Functional Divisions of the RO and SDOs that demonstrate exemplary performance and organizational discipline on a monthly basis.

The Program encourages consistency, teamwork, professionalism, accountability, and compliance with organizational standards.

The *AKTIBONG ALAGAD* Awards shall include, but shall not be limited to, the following categories:

Individual Awards

- Exemplary Attendance and Punctuality
- Highest recorded attendance in officially sanctioned RO/SDO activities, including assemblies, ceremonies, wellness activities, meetings, capability-building, and other official employee activities

Functional Division/Office Awards

- Exemplary Attendance and Punctuality of personnel
- Complete Uniform Compliance
- Highest Client Satisfaction Rating
- 100% Timely and Accurate Daily Time Record (DTR) Submission

The Regional PRAISE Committee may introduce additional monthly recognition categories as organizational needs arise.

II. PaSS - *KASALIGAN*

The ***KASALIGAN*** is the Quarterly Recognition Component of PaSS. It recognizes Functional Divisions and SDOs that consistently achieve organizational targets and demonstrate excellence in the implementation of programs, projects, and financial management.

Quarterly recognition encourages offices to sustain quality performance, timely delivery of outputs, efficient utilization of resources, and continuous organizational improvement.

The *KASALIGAN* Awards may include the following categories:

- On-time Submission of Annual/Adjusted Quarterly Work and Financial Plan (WFP)
- On-time Submission of Accomplishment Reports in the PMIS
- Highest Functional Division Utilization Rate based on Physical and Financial Targets

III. PaSS - *ANI SA SIETE*

ANI SA SIETE is the annual Recognition Component of **Pasidungog Sa Siete (PaSS)** for **Regional Office (RO) and Schools Division Office (SDO) Proper personnel**. It recognizes employees, offices, and organizational milestones that contribute to **institutional excellence, quality service, and continuous improvement**.

The Program shall include the following awards:

- Personal Milestone Award;
- Loyalty Service Award; and
- Other awards approved by the Regional/Division PRAISE Committee.

IV. PaSS Annual Excellence Awards

The **PaSS Annual Excellence Awards** constitute the flagship annual search and recognition component of PASIDUNGOG SA SIETE. They recognize individuals, schools, SDOs, and program implementers that demonstrate exceptional

performance, leadership, innovation, integrity, and significant contributions to the achievement of the Department's mission and strategic priorities.

The *PaSS* Awards serve as the RO's official mechanism for identifying nominees to national, CSC, and other prestigious recognition programs.

***PASIDUNGOG SA SIETE (PaSS)* Award Categories**

The *PaSS* Awards shall consist of the following categories:

1. Individual Category

1.1. Most Outstanding Teachers

Recognition shall be conferred to outstanding classroom teachers under the following classifications:

- Key Stage 1 (Kindergarten to Grade 3)
- Key Stage 2 (Grades 4 to 6)
- Key Stage 3 (Grades 7 to 10)
- Key Stage 4 (Grades 11 to 12)
- Special Needs Education (SNED) Teacher
- Alternative Learning System (ALS) Teacher
- Multigrade Teacher
- Indigenous Peoples Education (IPED) Teacher

1.2. Most Outstanding School Head

- Elementary School Head
- Secondary School Head

1.3. Most Outstanding Teaching-Related Personnel

District Office

- Public Schools District Supervisor (PSDS)

Schools Division Office

- Education Program Specialist II (EPS II)/Senior Education Program Specialist (SEPS)/ Education Program Supervisor (EPS) / CES

Regional Office

- Education Program Specialist II (EPS II)/Education Program Supervisor (EPS) /SEPS/ CES

1.4. Most Outstanding Non-Teaching Personnel

1.4.1. Schools Division Office

- Level I
- Level II

1.4.2. Regional Office

- Level I
- Level II

2. School Category

2.1. Most Outstanding Elementary School

- Small to Medium School
- Large to Very Large School

2.2. Most Outstanding Secondary School

- Small to Medium School
- Large to Very Large School

2.3. Most Outstanding Schools Division Office

3. Outstanding Program Implementers

To recognize exemplary implementation of priority Department of Education programs, the Regional PRAISE Committee may confer the **Outstanding Program Implementer Award** to schools and SDOs that demonstrate excellence, innovation, measurable impact, and sustainability in implementing priority DepEd programs.

The Outstanding Program Implementer Awards shall include, but shall not be limited to, the following:

3.1. School Category

- Adopt-a-School Program
- Child Protection Program
- Disaster Risk Reduction and Management
- Dropout Reduction Program (DORP)
- *Gulayan sa Paaralan* Program (GPP)
- Inclusive Education Program
- National Drug Education Program (NDEP) (Elementary and Secondary)
- Reading Program/Numeracy Program/ARAL Program
- School-Based Feeding Program (SBFP)

3.2. Schools Division Office Category

- Adopt-a-School Program
- Child Protection Program
- DepEd Computerization Program (DCP)
- Disaster Risk Reduction and Management
- Functional Learning Resource Management Section
- Gender and Development (GAD)
- Inclusive Education Program
- Policy and Research Program
- Rewards and Recognition Program/PRAISE
- School Mental Health Program (SMHP)
- Teacher Induction Program (TIP)/IPBT
- Wash in Schools (WinS)
- Youth Formation Program

The categories for the **Outstanding Program Implementers (OPI) Award** may be modified, added, or discontinued, as necessary, to align with the implementation of priority programs and emerging organizational needs, upon the recommendation of the **PRAISE Committee** and concerned process owners.

Categories previously recognized under the annual OPI search and awarding shall not be deemed discontinued in terms of their intended outcomes. **Relevant performance indicators, practices, and accomplishments from these categories shall, as appropriate, be integrated into the criteria for the Outstanding School and Outstanding Schools Division Office (SDO) awards.** This includes categories that do not constitute stand-alone programs but pertain to institutional systems, organizational mechanisms, management processes, or tools. This approach recognizes that excellence in these areas is best demonstrated through **sustained institutional performance and collective accomplishment**, rather than solely through recognition of individual program implementers.

CHAPTER IV

IMPLEMENTATION OF PASIDUNGOG SA SIETE (PaSS)

The effectiveness of the PaSS depends on a fair, transparent, timely, and well-documented implementation process. Every recognition activity shall follow established standards to ensure that all qualified nominees are given equal opportunity to be recognized based on merit and evidence of accomplishments.

This Chapter prescribes the policies, procedures, and standards governing the implementation of the PaSS. It describes the different stages of the recognition process, from planning and nomination to evaluation, validation, approval, awarding, and post-award monitoring.

4.1. Annual Implementation Cycle

The Regional PRAISE Committee shall prepare an Annual Implementation Plan (AIP) to guide the conduct of all rewards and recognition activities during the year.

The AIP shall include:

a. annual calendar of activities;
b. schedule of nominations;
c. orientation activities;
d. screening and evaluation schedule;
e. validation activities;
f. deliberation schedule;
g. awarding ceremonies;
h. monitoring and evaluation activities; and
i. submission of accomplishment reports.

The RO may issue a Regional Memorandum prescribing the annual implementation schedule whenever necessary.

4.2 General Implementation Principles

The implementation of the Program shall observe the following principles:

a. Merit-based recognition;
b. Transparency;
c. Fairness and impartiality;
d. Equal opportunity;
e. Timeliness;
f. Confidentiality;
g. Accountability; and
h. Continuous improvement.

All offices involved in the implementation of the Program shall ensure that these principles are consistently observed.

4.3 The PaSS Implementation and Recognition Process

The implementation of the Program shall generally follow the following process:

Stage 1 – Planning

The Regional PRAISE Committee shall prepare the AIP and issue the necessary guidelines for the conduct of the awards.

Planning activities shall include:

- review of award categories;
- confirmation of criteria;
- preparation of forms;
- designation of evaluators and validators;
- budget preparation; and
- orientation of concerned personnel.

Stage 2 – Call for Nominations

The Regional PRAISE Committee shall issue the official Call for Nominations specifying:

- award categories;
- qualifications;
- documentary requirements;
- submission procedures;
- evaluation schedule; and
- important deadlines.

The Call for Nominations shall be disseminated through appropriate communication channels to ensure that all eligible personnel are properly informed.

Stage 3 – Nomination

Nomination shall follow a hierarchical selection process. A nominee for the Division Level Search must be a winner of the corresponding District Level Search, while a nominee for the Regional Level Search must be a winner of the corresponding Division Level Search.

Self-nomination shall not be allowed unless specifically authorized by the Regional PRAISE Committee.

Stage 4 – Submission of Documentary Requirements

Each nomination shall include the documents prescribed for the specific award category.

These may include:

- Nomination Forms and Recognition Forms;
- Official Results of the Division Level Search;
- Executive Summary;
- Write-up of accomplishments;
- Means of Verification (MOVs);
- Performance Rating; and
- Omnibus Certification of authenticity of documents submitted.

Stage 5 – Preliminary Evaluation

The Secretariat shall conduct an initial review to determine whether:

- documentary requirements are complete;
- eligibility requirements are satisfied;
- documents are properly signed; and
- submissions comply with prescribed formats.

An incomplete nomination shall not be evaluated unless complied within one to two days from receipt of notice from the Committee.

Stage 6 – Technical Evaluation

Qualified nominations shall be evaluated using the approved criteria and rating instruments for the corresponding award category.
Evaluation shall be conducted by duly designated evaluators who possess the competence and impartiality required for the assigned category.

Stage 7 – Validation

The Regional PRAISE Committee/Evaluation and Validation Team may conduct validation to verify the authenticity of the documents and accomplishments submitted by the nominees.
Validation may be conducted through:

- on-site visits;
- online validation;
- interviews;
- document verification;
- stakeholder interviews; and
- other appropriate validation methods.

The Committee may invite subject matter experts or technical resource persons from the CSC and other offices whenever necessary.

Stage 8 – Deliberation

After validation, the Regional PRAISE Committee shall deliberate on the evaluation results.

Deliberations shall be confidential.

Members who have an actual or perceived conflict of interest shall inhibit themselves from participating in the deliberation involving the concerned nominee.

Stage 9 – Approval of Awardees

The recommendations of the Regional PRAISE Committee shall be submitted to the Regional Director for approval.

Only awardees approved by the Regional Director shall be officially recognized under the PaSS.

Stage 10 – Conferment of Awards

Awards shall be conferred during officially designated recognition ceremonies.

Recognition may include:

- plaque;
- certificate;
- trophy;
- medal;
- cash incentive, when authorized;
- token; and
- other forms of recognition approved by the Regional PRAISE Committee.

Stage 11 – Post-Award Activities

Following the awarding ceremony, the Regional PRAISE Committee shall:

- document best practices;
- maintain the regional database of awardees;
- recommend outstanding awardees for higher levels of recognition;
- prepare accomplishment reports; and
- gather feedback for program improvement.

All PaSS components shall be implemented in accordance with their approved schedules, criteria, documentary requirements, and implementing guidelines. While the frequency and specific procedures may differ among monthly, quarterly, annual, and special recognition components, all PaSS activities shall adhere to the common principles and standards established in this Manual.

4.4 General Responsibilities During Implementation

The successful implementation of the Program requires the coordinated efforts of different offices and committees.

Accordingly, the Regional PRAISE Committee shall oversee the overall implementation of the Program.

The HRDD shall serve as the Secretariat and provide technical and administrative support throughout the implementation process.

The SDO PRAISE Committees shall conduct the division-level search, endorse qualified nominees to the RO, provide technical assistance to schools, and ensure compliance with this Manual.

The School PRAISE Committees, where organized, shall facilitate school-level recognition activities, identify deserving nominees, assist in the preparation of documentary requirements, and coordinate with the SDO PRAISE Committee.

4.5 General Timelines

The Regional PRAISE Committee shall establish the annual implementation schedule.

As a general guide, implementation shall follow the sequence below:

Activity	Responsible Office
Planning	Regional PRAISE Committee
Call for Nominations	HRDD / Secretariat
Submission of Nominations	Schools / SDOs
Preliminary Evaluation	Secretariat
Technical Evaluation	Evaluation Committee
Validation	Validation Team
Deliberation	Regional PRAISE Committee
Approval	Regional Director
Awarding Ceremony	HRDD / PRAISE Committee
Monitoring and Evaluation	HRDD/QAD

4.6 Appeals and Clarifications

Appeals shall only be entertained on matters involving procedural issues. The technical evaluation and judgment of the duly constituted Evaluation Committee, when conducted in accordance with the approved criteria and procedures, shall generally be considered final unless substantial evidence of error or procedural irregularity is established.

Any request for clarification regarding the implementation of the Program shall be submitted in writing to the Regional PRAISE Committee within the period prescribed in the annual guidelines.

4.7 Continuous Improvement of the Implementation Process

The Regional PRAISE Committee shall review the implementation of the Program after every award cycle.

The review shall consider:

- feedback from nominees and participating offices;
- issues encountered during implementation;
- good practices identified during the search;
- recommendations from evaluators and validators; and
- improvements needed for succeeding award cycles.

The results of the review shall be used to strengthen policies, simplify procedures, and improve the overall implementation of the Program.

CHAPTER V

SEARCH, EVALUATION, VALIDATION, AND SELECTION OF PaSS AWARDEES

The credibility of PASIDUNGOG SA SIETE (PaSS) depends on a fair, objective, transparent, and evidence-based selection process. Every nominee shall be evaluated using approved standards to ensure that awards are conferred only upon deserving individuals, teams, schools, and offices.

This Chapter establishes the policies and procedures governing the search, evaluation, validation, deliberation, and selection of awardees under the PaSS.

5.1 General Guiding Principle

The search and selection of awardees shall be conducted in accordance with the principles of merit, fairness, transparency, equal opportunity, accountability, and confidentiality.

All nominees shall be evaluated solely on the basis of their qualifications, accomplishments, supporting evidence, and compliance with the approved criteria for the specific award category.

No nominee shall receive preferential treatment on the basis of position, gender, age, ethnicity, religion, disability, political affiliation, or personal relationship.

5.2 Search Process

The search for awardees shall be conducted annually or as prescribed by the Regional PRAISE Committee.

The search process shall generally include:

a. issuance of the Call for Nominations;
b. submission of nominations;
c. preliminary screening;
d. technical evaluation;
e. validation;
f. committee deliberation;
g. approval of awardees; and
h. conferment of awards.

The Regional PRAISE Committee may modify the implementation schedule through a Regional Memorandum when necessary, provided that the principles of fairness and transparency are observed.

5.3 Eligibility Verification

Before evaluation, the Secretariat shall verify whether each nominee satisfies the eligibility requirements prescribed for the specific award category.

The verification shall include, as applicable:

- winner in the preceding level search
- employment status;
- position classification;
- performance rating;
- length of service;
- completeness of documentary requirements; and
- other qualifications prescribed in the annual guidelines.

Only qualified nominees shall proceed to the evaluation stage.

5.4 Evaluation of Nominees

Evaluation shall be conducted using the approved criteria, rating instruments, and Means of Verification (MOVs) applicable to each award category.

Evaluators shall assess the nominee based on evidence and shall avoid personal bias or subjective judgment.

The evaluation shall consider factors such as:

- quality of accomplishments (KRA-based);
- impact of contributions;
- innovation;
- leadership;
- professionalism;
- integrity;
- sustainability of initiatives; and
- alignment with DepEd goals and priorities.

Detailed criteria and rating instruments shall form part of the Annexes to this Manual and may be updated through subsequent Regional Memoranda.

5.5 Means of Verification (MOVs)

All accomplishments claimed by the nominee shall be supported by appropriate documentary evidence.

Acceptable Means of Verification may include:

- certificates;
- accomplishment reports;

- project documentation;
- photographs;
- publications;
- performance ratings;
- certifications;
- memoranda;
- videos;
- interviews; and
- other documents deemed relevant by the Regional PRAISE Committee.

The Committee reserves the right to require additional supporting evidence whenever necessary.

5.6 Validation Process

Validation is conducted to verify the authenticity, accuracy, and completeness of the information submitted by the nominees.

Validation may include:

- document review;
- interviews;
- virtual validation;
- on-site validation;
- classroom observation (when applicable);
- office visitation;
- stakeholder interviews; and
- other validation activities approved by the Regional PRAISE Committee.

The validation team shall prepare a Validation Report for consideration during the deliberation.

5.7 Deliberation

Following the completion of the evaluation and validation activities, the Regional PRAISE Committee shall deliberate on the results.

During deliberation, the Committee shall:

- review the evaluation results;
- consider validation findings;
- discuss significant issues;
- resolve discrepancies;
- determine the final rankings; and
- recommend awardees for approval.

All deliberations shall remain confidential. Minutes of deliberation shall be prepared by the Secretariat.

5.8 Conflict of Interest

Members of the Regional PRAISE Committee, Evaluation Committee, Validation Team, Technical Working Group, or Secretariat shall disclose any actual or perceived conflict of interest.

A member shall inhibit himself or herself from participating in the evaluation or deliberation involving a nominee when:

- the nominee is an immediate family member;
- the nominee is under his or her direct supervision;
- the member has participated directly in preparing the nominee's submission; or
- any circumstance exists that may reasonably affect impartiality.

The Chairperson shall designate a replacement whenever necessary.

5.9 Approval of Awardees

The recommendations of the Regional PRAISE Committee shall be submitted to the Regional Director for approval.

The decision of the Regional Director shall serve as the official basis for the conferment of awards.

Awardees shall be notified through official communication issued by the HRDD.

5.10 Announcement of Results

The official list of awardees shall be released only after approval by the Regional Director.

The Regional Office may announce the results through:

- Regional Memorandum;
- official website;
- official social media platforms;
- awarding ceremonies; and
- other official communication channels.

5.11 Appeals

Any appeal shall be filed in writing within three days from the release of the communication. Appeals shall be limited to procedural concerns and shall not include requests to re-evaluate the merits of a nominee unless there is substantial evidence of fraud, misrepresentation, or a material procedural error.

The decision of the Regional Director, upon the recommendation of the Regional PRAISE Committee, shall be final.

5.12 Disqualification

A nomination shall be disqualified on any of the following grounds:

a. awardee in the same category in the preceding year;
b. submission of falsified documents;
c. material misrepresentation;
d. failure to satisfy eligibility requirements;
e. lone nominee; and
f. violation of the provisions of this Manual

Any award granted based on fraudulent documents may be revoked after due process.

5.13 Confidentiality

All nomination documents, evaluation sheets, validation reports, deliberation records, and other related documents shall be treated as confidential.
Access shall be limited to authorized personnel performing official duties.
All members of the PRAISE Committee, evaluators, validators, and Secretariat shall observe confidentiality throughout the entire selection process.

5.14 Recognition Beyond the Regional Level

Outstanding regional awardees may be endorsed by the Regional PRAISE Committee to national, Civil Service Commission, or other appropriate awards, subject to the qualifications and requirements of the respective awarding bodies.
The HRDD shall provide technical assistance in the preparation and submission of nomination documents for these higher-level awards.

This provision supports your vision of ensuring that RVII awardees are recognized not only within the Region but also at the national level.

The search, evaluation, validation, and selection of awardees are essential components of the PaSS. By following transparent procedures, objective evaluation standards, and evidence-based validation, the Department ensures that recognition is granted only to deserving individuals, teams, schools, and offices. These processes strengthen public trust in the Program and reinforce a culture of excellence throughout the Region.

The succeeding chapter shall present the **Localization of the PRAISE Program in the Schools Division Offices**, including the development of localized PRAISE policies, implementation standards, technical assistance, and compliance monitoring.

CHAPTER VI

LOCALIZATION AND INSTITUTIONALIZATION OF PASIDUNGOG SA SIETE (PaSS)

The success of the PaSS depends not only on the implementation of regional awards but also on the establishment of functional and sustainable PaSS in every SDO.

This Chapter provides the policy framework for the localization and institutionalization of the PRAISE in the SDOs. It prescribes the minimum standards, implementation requirements, technical assistance mechanisms, and monitoring processes to ensure that every SDO develops and implements a localized PRAISE/R&R systems that are aligned with the principles and standards of PaSS, while allowing appropriate adaptation to their local context.

6.1 Intention

The DepEd RO VII recognizes that every SDO has unique needs, priorities, and organizational practices. Accordingly, each SDO is encouraged to develop and implement a localized R&R Program that reflects its local context while remaining consistent with CSC policies, DepEd issuances, and the provisions of this Manual.

The HRDD shall provide technical assistance to ensure that localized PRAISE policies promote fairness, transparency, inclusivity, and organizational excellence throughout the Region.

6.2 Objectives of Localization

The localization of the R&R Program aims to:

a. strengthen the implementation of the PRAISE Program in all SDO;
b. encourage every SDO to establish its own localized Rewards and Recognition Policy;
c. recognize outstanding employees, schools, and offices at the division level;
d. identify potential nominees for regional and national recognition;
e. promote innovation and good practices in the SDO;
f. ensure the sustainability of recognition programs; and
g. strengthen a culture of excellence across all governance levels.

6.3 Minimum Requirements for Localization

To institutionalize the R&R Program, every SDO should establish the following:

a. Localized PRAISE Policy

A written and officially approved policy that governs the implementation of the division's R&R Program.

b. Functional PRAISE Committee

A PRAISE Committee organized through an Office Order with clearly defined roles and responsibilities.

c. Annual Rewards and Recognition Plan

A plan that identifies the activities, timelines, responsibilities, and resources needed to implement the Program during the year.

d. Annual Recognition Calendar

A schedule of recognition activities, searches, awarding ceremonies, and related events.

e. Approved Award Categories

Award categories that recognize the outstanding performance of teaching personnel, school heads, teaching-related personnel, non-teaching personnel, schools, offices, teams, and special accomplishments.

f. Awards Database

An updated database containing information on nominees, awardees, award categories, and recognition activities.

g. Monitoring and Evaluation System

A mechanism for monitoring the implementation of the localized PRAISE Program and evaluating its effectiveness.

h. Annual Accomplishment Report

A report summarizing the implementation of the Program, awardees, accomplishments, issues encountered, and recommendations.

6.4 Responsibilities of the SDO

Each SDO shall:

1. Develop and adopt a localized PRAISE Policy.
2. Maintain a functional PRAISE Committee.
3. Allocate available resources to support recognition activities.
4. Conduct annual recognition programs.
5. Encourage schools to establish school-based recognition activities.
6. Identify and document best practices.
7. Maintain an updated awards database.
8. Submit annual accomplishment reports to the Regional Office.
9. Participate in Regional monitoring activities.
10. Recommend outstanding nominees for regional recognition.

6.5 Technical Assistance from the RO

The HRDD shall provide technical assistance to SDOs through:

- policy orientation;
- coaching and mentoring;
- review of localized policies;
- capacity-building activities;
- technical consultation;
- sharing of best practices;
- monitoring visits;
- validation activities; and
- technical feedback.

6.6 Sharing of Best Practices

The RO shall encourage SDO to document and share successful rewards and recognition initiatives.

Best practices may be shared through:

- conferences;
- learning sessions;
- publications;
- newsletters;
- online platforms;
- regional forums; and
- knowledge-sharing activities.

Outstanding practices may be considered for regional recognition and replication by other Schools Division Offices.

6.7 Regional PaSS Implementation Dashboard

One of the unique features of the PaSS shall be the establishment of a Regional Recognition Dashboard.

The Dashboard shall enable the HRDD to monitor the implementation of localized R&R Programs across all SDOs.

The Dashboard may include the following indicators:

Indicator	Status
Approved Localized PRAISE Policy	✓
Functional PRAISE Committee	✓
Annual Recognition Program Conducted	✓
Number of Awardees	_____
Number of Schools Conducting Recognition Activities	____
Annual Report Submitted	✓
Best Practices Documented	____
Nominees Endorsed to Regional Search	____

6.8 Compliance Monitoring

To ensure the effective implementation of the PaSS, the HRDD shall conduct regular monitoring of all SDO.

Monitoring activities may include:

- document review;
- virtual monitoring;
- on-site validation;
- interviews;
- presentation of accomplishments; and
- technical assistance.

Monitoring results shall be used to strengthen implementation and identify areas requiring further support.

6.9 Recognition of Outstanding SDOs

The Regional PRAISE Committee may recognize SDO that demonstrate exemplary implementation of their localized R&R Programs.

Recognition may consider:

- innovation;
- sustainability;
- employee participation;
- quality of implementation;

- documentation;
- continuous improvement; and
- overall impact on employee motivation and organizational performance.

6.10 Continuous Improvement

PaSS shall be reviewed annually to determine their effectiveness.

The review shall consider:

- employee feedback;
- implementation issues;
- monitoring results;
- organizational needs;
- emerging good practices; and
- recommendations from stakeholders.

Necessary improvements shall be incorporated into succeeding implementation plans.

The localization and institutionalization of the PaSS strengthen the culture of excellence across all governance levels. Through functional PRAISE Committees, localized policies, technical assistance, regular monitoring, and continuous improvement, SDOs become active partners in recognizing outstanding public service. This shared responsibility helps ensure that recognition becomes an integral part of organizational development and employee engagement throughout RVII.

CHAPTER VII

MONITORING, EVALUATION, AND CONTINUOUS IMPROVEMENT OF PaSS

Monitoring and evaluation are important in ensuring that the PaSS is implemented effectively and consistently throughout the Region. Regular monitoring helps determine whether SDO have established and sustained functional R&R programs, while evaluation provides information that can be used to improve policies, systems, and practices.

This Chapter establishes the Regional Monitoring and Evaluation Framework for the PaSS. It identifies the responsibilities of the HRDD, the SDO, and the PRAISE Committees in monitoring implementation, assessing results, documenting good practices, and continuously improving the Program.

7.1 Intention

The DepEd RO VII shall establish and maintain a Monitoring and Evaluation (M&E) System to ensure the effective implementation of the PaSS across all governance levels.

The M&E System shall be used to:

- assess compliance with this Manual;
- determine the effectiveness of localized PRAISE Programs;
- identify strengths and areas for improvement;
- provide technical assistance to SDO; and
- promote continuous improvement throughout the Region.

7.2 Objectives of Monitoring and Evaluation

The Monitoring and Evaluation System aims to:

a. monitor the implementation of the PaSS in all SDOs;
b. assess compliance with national and regional policies;
c. determine the effectiveness of localized PRAISE Programs;
d. identify good practices and innovative approaches;
e. recommend improvements to policies and implementation;
f. provide technical assistance to SDOs; and
g. strengthen a culture of excellence throughout RVII.

7.3 Monitoring Framework

The HRDD shall monitor the implementation of the Program using common standards to ensure consistency throughout the Region.

Monitoring shall focus on the following areas:

A. Policy Implementation

The SDO has:

- an approved Localized PRAISE Policy;
- updated implementing guidelines; and
- an active implementation plan.

B. Organizational Structure

The SDO has:

- a functional PRAISE Committee;
- designated Secretariat;
- active TWGs, when necessary; and
- clearly defined roles and responsibilities.

C. Program Implementation

The SDO has implemented PaSS components:

- Monthly PaSS recognition activities;
- Quarterly PaSS recognition activities;
- Annual PaSS recognition activities;
- PaSS Annual Excellence Awards; and
- other approved recognition initiatives.

D. Documentation

The SDO maintains:

- nomination records;
- evaluation reports;
- committee resolutions;
- photographs;
- awards database; and
- accomplishment reports.

E. Continuous Improvement

The SDO conducts:

- annual program review;
- employee feedback;
- lessons learned sessions;
- policy improvement activities; and
- sharing of best practices.

7.4 Monitoring Indicators

To determine the level of implementation, the following indicators shall be monitored annually.

Indicator	Means of Verification
Approved Localized PRAISE Policy	Office Order/Policy
Functional PRAISE Committee	Office Order
Annual Recognition Program Conducted	Program Documentation
Number of Awardees Recognized	Awards Database
Annual Accomplishment Report Submitted	Annual Report
Monitoring Report	M&E Report
Best Practices Documented	Documentation
Nominees Endorsed to Regional Awards	Endorsement Letter

7.5 Monitoring Activities

Monitoring may be conducted through:

- review of submitted reports;
- online meetings;
- virtual monitoring;
- on-site visits;
- document validation;
- interviews;
- focus group discussions; and
- technical assistance visits.

The HRDD may schedule monitoring activities throughout the year or as may be necessary.

7.6 Evaluation of Program Implementation

Evaluation shall determine whether the R&R Program has achieved its intended objectives.

Evaluation shall consider:

- effectiveness;
- efficiency;
- relevance;
- sustainability;
- employee participation;
- employee satisfaction;
- organizational impact; and
- contribution to organizational excellence.

Evaluation results shall be used in improving the Program.

7.7 Implementation Levels

Level	Description
Level 4 – Institutionalized	The SDO has a localized policy, conducts regular recognition programs, monitors implementation, submits reports, documents best practices, and continuously improves its PRAISE Program.

Level 3 – Established	The SDO has a localized policy and conducts recognition programs with regular monitoring and reporting.
Level 2 – Developing	The SDO has begun implementing the Program but still needs to strengthen several key components.
Level 1 – Beginning	Initial implementation is underway, but major requirements have yet to be completed.

This gives the RO/HRDD a consistent basis for assessing the maturity of each SDO's PRAISE implementation.

7.8 Regional Rewards and Recognition Dashboard

The HRDD shall maintain a Regional Dashboard to monitor the implementation of the Program in all Schools Division Offices.

The Dashboard may include:

Schools Division Office	Localized Policy	Functional PRAISE Committee	Recognition Program Conducted	Annual Report Submitted	Implementation Level

The Dashboard shall be updated annually and used in preparing regional accomplishment reports.

7.9 Technical Assistance

Monitoring shall not be limited to compliance.

The HRDD shall provide technical assistance to SDO that require support in:

- policy development;
- implementation;
- documentation;
- evaluation;
- monitoring; and
- continuous improvement.

Technical assistance may include coaching, mentoring, orientation, workshops, and consultation.

7.10 Annual Regional Monitoring Report

At the end of every implementation cycle, the HRDD shall prepare an Annual Regional Monitoring Report.

The report shall include:

- status of implementation in the 12 SDOs;

- accomplishments;
- strengths;
- areas for improvement;
- good practices;
- innovations;
- recommendations; and
- action plans for the succeeding year.

The report shall be submitted to the Regional Director and may be presented during the Regional Management Committee Meeting, Management Review or other appropriate management meetings.

7.12 Continuous Improvement

The M&E System shall undergo regular review to ensure that it remains relevant, responsive, and aligned with organizational priorities. Recommendations arising from M&E activities shall be used to improve this Manual, strengthen implementation, and enhance the PaSS. M&E are essential in ensuring that the PaSS remains effective, transparent, and responsive to the needs of the organization. Through regular monitoring, objective evaluation, technical assistance, and continuous improvement, the HRDD and the SDO work together to institutionalize a culture of excellence across RVII.

CHAPTER VIII

AWARDS ESCALATION, PROFESSIONAL RECOGNITION, AND PARTNERSHIPS

Recognition is not the end of an employee's journey. It is an opportunity to inspire greater excellence, encourage continuous professional growth, and prepare deserving individuals and organizations for higher levels of recognition. This Chapter establishes the framework for advancing outstanding awardees from the school, SDO, and RO to national, CSC, and other appropriate recognition programs. It also provides guidance on partnerships and support mechanisms that strengthen the PaSS.

8.1 Intention

The DepEd RO VII recognizes that outstanding employees, schools, offices, and teams deserve opportunities for greater recognition beyond the RO.

Accordingly, the HRDD, through the Regional PRAISE Committee, shall establish a systematic process for identifying, preparing, mentoring, and endorsing qualified awardees to higher levels of recognition.

8.2 Objectives

This Chapter aims to:

a. encourage continuous excellence among employees and offices;
b. prepare qualified regional awardees for national and external awards;
c. strengthen partnerships that promote recognition and employee development;
d. increase the visibility of RVII's best practices;
e. encourage innovation and organizational learning; and
f. recognize excellence as a continuing journey rather than a one-time achievement.

8.3 Recognition Pathway

PaSS provides a continuing recognition pathway through which exemplary performance may be identified, developed, recognized, documented, and endorsed for higher levels of recognition.

Employees, schools, offices, and teams may advance through the following levels of recognition, subject to the qualifications and requirements of each awarding body.

School Recognition

↓

Schools Division Office Recognition

↓

DepEd Region VII Recognition

↓

National DepEd Recognition

↓

Civil Service Commission Honor Awards Program

↓

Other National and International Recognition Programs

The Regional PRAISE Committee shall assist qualified awardees in preparing for higher levels of recognition.

8.4 Endorsement to Higher Awards

Outstanding regional awardees may be endorsed to appropriate recognition programs, subject to existing policies and eligibility requirements.

These may include, but are not limited to:

- DepEd National Recognition Programs;
- CSC Honor Awards Program;
- Gawad Kalasag and other government recognition programs, when applicable;
- Professional organization awards;
- Local government recognition programs;
- National education awards; and
- Other awards approved by the Regional PRAISE Committee.

The endorsement of nominees shall be approved by the Regional Director upon the recommendation of the Regional PRAISE Committee.

8.5 Development of Regional Awardees

To prepare awardees for higher recognition, the HRDD may provide:

- coaching and mentoring;
- portfolio development;
- technical writing assistance;
- interview preparation;
- presentation coaching;
- documentation support;
- validation preparation; and
- consultation on award requirements.

The objective is to ensure that deserving nominees are well prepared and properly supported throughout the nomination process.

8.6 Recognition of Best Practices

The RO shall encourage the documentation and sharing of successful initiatives, innovative practices, and exemplary programs implemented by employees, schools, offices, and Schools Division Offices.

Best practices may be recognized through:

- publications;
- learning sessions;
- regional conferences;
- knowledge-sharing forums;
- digital platforms; and
- other appropriate activities.

Documented best practices may also serve as reference materials for replication in other Schools Division Offices.

8.7 Partnerships

The RO may establish partnerships with government agencies, educational institutions, professional organizations, private sector partners, and other stakeholders to strengthen the implementation of the R&R Program.

Partnerships may include:

- sponsorship of awards;
- resource sharing;
- capability-building activities;
- scholarship opportunities;
- technical assistance;
- research collaboration; and
- recognition initiatives that support employee development.

All partnerships shall comply with existing laws, rules, regulations, and Department of Education policies.

8.8 Recognition Beyond Awards

The Department recognizes that appreciation may also be expressed through opportunities for professional growth and career development.

Subject to existing policies and available resources, deserving employees may be considered for:

- leadership development programs;
- learning and development opportunities;
- scholarship programs;
- local and international training;
- conference participation;

- mentoring opportunities; and
- other developmental activities.

Recognition should encourage employees to continue improving their knowledge, skills, and competencies.

8.9 Promotion of a Culture of Excellence

Every office shall promote a workplace where employees feel valued, respected, and appreciated for their contributions.
Leaders at all governance levels are encouraged to recognize both individual and team accomplishments throughout the year.
Recognition should become part of the organization's culture and not be limited to formal awarding ceremonies.

8.10 Sustainability of the Program

The Regional PRAISE Committee shall regularly review the implementation of the R&R Program to ensure that it remains relevant, inclusive, responsive, and sustainable.

The Committee shall recommend improvements based on:

- monitoring results;
- evaluation findings;
- employee feedback;
- emerging organizational needs;
- national policy developments; and
- documented best practices.

Recognition is a continuing process that encourages employees and organizations to strive for higher levels of excellence. Through awards escalation, professional development, knowledge sharing, and strategic partnerships, the DepEd RO VII seeks to build a sustainable culture where outstanding performance is recognized, shared, and continuously developed for the benefit of learners and the organization.

CHAPTER IX

SUSTAINABILITY, POLICY REVIEW, AND GENERAL ADMINISTRATIVE PROVISIONS

The long-term success of the PaSS depends on its ability to remain relevant, responsive, and sustainable. As the Department continues to improve its programs and respond to changing needs, the PaSS must also continue to evolve while remaining faithful to its purpose of recognizing excellence in public service.

This Chapter establishes the general administrative provisions governing the implementation, funding, records management, policy review, amendments, and interpretation of this Manual. It also provides the framework for ensuring that the Program continues to promote excellence, innovation, and continuous improvement throughout DepEd RVII.

9.1 Intention

The DepEd RO VII shall ensure the continuous implementation, review, and improvement of the PaSS to sustain a culture of excellence across all governance levels. The Program shall remain responsive to organizational needs while ensuring compliance with existing CSC and DepEd policies.

9.2 Sustainability of the Program

The PaSS shall be implemented as a continuing human resource management program of the DepEd RO VII.

The Regional PRAISE Committee and the HRDD shall work together to ensure that recognition programs remain relevant, inclusive, and responsive to the changing needs of the organization. The Program shall encourage innovation, organizational learning, collaboration, and employee engagement to sustain a culture of excellence throughout the Region.

9.3 Funding

The Regional Office and Schools Division Offices shall allocate Funds for the implementation of the PRAISE Program and incorporate the same in their respective annual Work and Financial Plans and budgets, consistent with applicable DepEd, DBM, budgeting, accounting, auditing and other government rules and regulations.

Funds for the implementation of the Program shall be used only for authorized and allowable rewards, incentives, activities, and related requirements.

The acceptance of sponsorships, donations, or other forms of assistance shall comply with applicable laws, DepEd policies, and ethical standards.

9.4 Records Management

The HRDD shall maintain the official records of the PaSS.

These records may include:

- Office Orders;
- nominations;
- evaluation sheets;
- validation reports;
- committee resolutions;
- minutes of meetings;
- photographs;
- awards database;
- accomplishment reports;
- monitoring reports; and
- other official records related to the Program.

Records shall be maintained in accordance with existing records management and data privacy policies.

9.5 Data Privacy and Confidentiality

All personal information collected during the implementation of the PaSS shall be processed in accordance with the Data Privacy Act of 2012 and other applicable laws and policies.

Members of the PRAISE Committee, evaluators, validators, TWGs, and Secretariat shall protect the confidentiality of nomination documents, evaluation results, deliberations, and other sensitive information obtained in the performance of their official duties.

9.6 Knowledge Management

The HRDD shall establish a system for documenting and sharing good practices arising from the implementation of the PaSS.
Knowledge management activities may include:

- publication of best practices;
- development of success stories;
- recognition newsletters;
- learning sessions;
- documentation of innovative practices;
- digital knowledge repositories; and
- sharing of exemplary initiatives among SDO.

The objective is to promote organizational learning and encourage the replication of successful practices throughout the Region.

9.7 Policy Review

This Manual shall be reviewed at least once every three (3) years or earlier when necessary.

The review shall consider:

- changes in national policies;
- CSC issuances;
- DepEd Orders;
- monitoring and evaluation results;
- recommendations from SDOs;
- organizational needs; and
- documented best practices.

The HRDD shall lead the review in coordination with the Regional PRAISE Committee.

9.8 Amendments

Amendments to this Manual may be recommended by the Regional PRAISE Committee through the HRDD.

Any amendment shall take effect only upon approval by the Regional Director through the appropriate Regional issuance.

Minor procedural changes that do not alter the policies contained in this Manual may be prescribed through Regional Memoranda or annual implementing guidelines.

9.9 Separability Clause

If any provision of this Manual is declared invalid or unenforceable by competent authority, the remaining provisions shall continue to remain in full force and effect.

9.10 Repealing Clause

All previous Regional issuances, policies, guidelines, and practices that are inconsistent with the provisions of this Manual are hereby amended, modified, or repealed accordingly.

9.11 Effectivity

This Manual shall take effect immediately upon approval by the Regional Director and shall remain in force until amended, revised, or repealed through appropriate Regional issuance. It shall also serve as the official reference document

for the implementation of the Region's Rewards and Recognition System and for its evaluation by the Civil Service Commission (CSC).

9.12 Commitment to Excellence

The Department of Education Regional Office VII affirms its commitment to recognizing and developing employees whose dedication, innovation, integrity, and exemplary public service contribute to the achievement of the Department's mission. Through this Manual, the RO seeks to institutionalize a sustainable PaSS that values people, encourages continuous improvement, and inspires every employee to pursue excellence in serving Filipino learners.

The continued success of the PaSS depends on the commitment of every office, SDO, school, and employee to uphold the principles of fairness, integrity, excellence, and continuous improvement. Through regular policy review, sound records management, responsible use of resources, and effective knowledge sharing, the Program shall continue to evolve and respond to the changing needs of the organization while preserving its commitment to recognizing outstanding public service.

APPENDIX A

EVALUATION CRITERIA, INDICATORS, MEANS OF VERIFICATION, AND RATING SYSTEM

PASIDUNGOG SA SIETE (PaSS) AWARDS

Introduction

The PaSS Awards recognize outstanding individuals, schools, Schools Division Offices, and program implementers whose accomplishments demonstrate excellence, integrity, innovation, professionalism, and significant contributions to the delivery of quality basic education.

To ensure fairness, transparency, objectivity, and consistency, all nominees shall be evaluated using the criteria, indicators, and Means of Verification (MOVs) prescribed in this Annex. The evaluation criteria, indicators, Means of Verifications (MOVs), and rating systems in this Appendix shall apply to the appropriate PaSS recognition component and award category, subject to the specific requirements prescribed in the corresponding implementing guidelines.

The Regional PRAISE Committee may update the indicators and documentary requirements through subsequent Regional Memoranda, provided such updates remain consistent with this Manual and existing DepEd and Civil Service Commission policies.

A. AKTIBONG ALAGAD -Monthly Award (Regional Office and SDOs)

1. Exemplary Attendance and Punctuality (Individual)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1.Exemplary Attendance	Percentage of attendance throughout the month with no unauthorized absence.	Daily Time Record (DTR), Bundy clock/biometric attendance logs	50%
2. Punctuality and Observance of Official Working Hours	No record of habitual tardiness or undertime for the entire month, including seminars/trainings, except those covered by approved flexible work arrangement or official duties.	DTR, Biometric logs, Attendance summary report	20%
3. Compliance with Leave and Attendance Policies	Percentage of leave and attendance transactions that are properly documented, timely filed, and compliant with applicable DepEd, CSC, and other relevant rules and procedures.	Approved leave applications, Travel Authority/Orders, DTR	15%
4. Reliability and Work Commitment	Consistently reported for duty as scheduled and demonstrated dependability in fulfilling assigned responsibilities throughout the evaluation period.	Immediate supervisor's certification	10%
5. Good Standing	No pending administrative case involving attendance-related offenses during the evaluation period.	Certification from the Human Resource Management Office (HRMO) or Administrative Office	5%
		Total	**100%**

2. Highest Attendance in Physical Fitness Activities (Individual)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1.Attendance Rate	Achieved the highest percentage of attendance in officially scheduled physical fitness activities during the evaluation period.	Official attendance sheets, QR code/biometric attendance logs (if applicable), Wellness Program attendance database	60%
2. Punctuality	Consistently arrived on time and participated from the start until the official end of the activity.	Attendance log with time-in/time-out, Activity monitoring records	15%
3. Active Participation	Demonstrated active and meaningful participation in the prescribed physical fitness activities rather than merely registering attendance.	Certification from the Wellness/Fitness Coordinator, Activity observation checklist, Photo documentation (if applicable)	15%
4.Proper attire	Consistently wearing of appropriate attire, Using proper sports material or equipment	Picture, Monitoring Report	15%
		Total	**100%**

3.Exemplary Attendance and Punctuality (Functional Division)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1.Exemplary Attendance	Achieved the highest percentage of attendance rate among functional divisions, with minimal or no unauthorized absences during the evaluation period.	Consolidated Division Attendance Report, Monthly Attendance Summary, HRMO-certified attendance records	40%
2. Punctuality and Observance of Official Working Hours	Division personnel consistently observed official working hours, with minimal incidence of habitual tardiness and undertime.	DTRs, Biometric attendance reports, HRMO punctuality reports	20%
3. Compliance with Leave and Attendance Policies	All attendance, leave applications, official business, travel orders, and alternative work arrangements were properly documented and complied with existing DepEd and CSC policies.	Leave Register, Approved Leave Applications, Official Business Orders/Travel Orders, Attendance compliance certification	15%
4. Workforce Reliability and Operational Continuity	The division consistently maintained uninterrupted delivery of services despite staff absences through effective scheduling, coordination, and workload management.	Division accomplishment reports, Office performance reports, Certification from Division Chief/Head, Client service reports (if applicable)	15%
5. Attendance Management System	Maintained accurate, updated, and timely submission of attendance records with no significant discrepancies or delayed submissions.	Attendance monitoring reports, HRMO certification, Internal attendance monitoring tools	10%
		Total	100%

4. Complete Uniform Compliance (Functional Division)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1. Compliance with Prescribed Uniform Policy	All personnel consistently wear the prescribed DepEd uniform or authorized attire on designated uniform days in accordance with existing DepEd and CSC guidelines.	Attendance and uniform monitoring reports, Spot-check/inspection reports, HR/Admin Office certification	40%
2. Consistency of Compliance	The division consistently demonstrates complete or near-complete compliance throughout the entire evaluation period, with minimal or no violations.	Monthly uniform compliance monitoring reports, Consolidated inspection records	25%
3. Professional Appearance and Proper Wearing of Uniform	Personnel wear the prescribed uniform neatly, appropriately, and in a manner that reflects professionalism and the dignity of public service.	Uniform inspection checklist, Spot inspection reports , Photo documentation (if required)	20%
4. Leadership and Internal Compliance Monitoring	The Division Chief or designated coordinator effectively promotes and monitors adherence to the uniform policy and promptly addresses non-compliance.	Division memorandum or internal monitoring records, Certification from the Division Chief, Compliance monitoring log	10%
5. Timely Submission of Compliance Reports	Required uniform compliance reports are complete, accurate, and submitted within prescribed timelines.	Submitted monitoring reports, HR/Admin Office acknowledgment or certification	5%
		Total	**100%**

5. Highest Client Satisfaction Rating (Functional Division)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1.Overall Client Satisfaction Rating	Achieved the highest average client satisfaction rating based on validated client feedback during the evaluation period.	Consolidated Client Satisfaction Survey (CSS) Results, HR/Admin/Planning Office Validation Report, Client Satisfaction Dashboard	50%
2. Service Efficiency and Timeliness	Delivered services within the prescribed processing time and consistently met the standards set in the Citizen's Charter and service commitments.	Service Transaction Logs, Client Feedback Reports, Citizen's Charter Compliance Reports, Processing Time Monitoring Reports	20%
3.Responsiveness to Client Needs	Promptly addressed client inquiries, requests, complaints, and feedback, with documented actions taken and timely resolutions.	Client Assistance Logbook, Complaints and Feedback Registry, Resolution Reports, Action Taken Reports	15%
4. Quality of Customer Service	Demonstrated professionalism, courtesy, competence, and fairness in dealing with clients, as reflected in client feedback.	Client Satisfaction Survey disaggregated results, Commendation letters/emails, Feedback Forms	10%
5.Continuous Service Improvement	Implemented initiatives or corrective actions based on client feedback to improve service delivery and enhance client experience.	Improvement Action Plans, Minutes of Meetings, Quality Improvement Reports, Documentation of implemented improvements	5%
		Total	**100%**

6. 100% Timely and Accurate Daily Time Record (DTR) Submission (Functional Division)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1. Timeliness of DTR Submission	Submitted 100% of all required Daily Time Records (DTRs) of all personnel in a functional division on or before the prescribed deadline and ranked first among all functional divisions.	DTR Submission Log, Receiving Logbook or Electronic Submission Timestamp, HRMO Certification	50%
2. Completeness of Submission	All personnel in the functional division submitted their DTRs with no missing records during the evaluation period.	Consolidated DTR Checklist, FD Personnel Roster, HRMO Validation Report	25%
3. Accuracy and Compliance	Submitted DTRs were complete, duly accomplished, properly signed, and free from major deficiencies or the need for resubmission.	Validated DTRs, HRMO Verification Report, Returned DTR Monitoring Log (if any)	15%
4.Effective Internal Coordination	The Division established effective internal monitoring to ensure timely collection and submission of DTRs from all personnel.	Division Monitoring Log, Certification from the Division Chief, Internal communication or reminder records	10%
		Total	**100%**

B. *KASALIGAN*-Quarterly Awards (Regional Office and SDOs)

1.On-time Submission of Annual/Adjusted Quarterly Work and Financial Plan (WFP) (Functional Division)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1. Timeliness of Submission	Submitted the approved Annual/Adjusted Work and Financial Plan on or before the prescribed deadline without the need for follow-up or extension.	Receiving copy with date and time stamp • Email transmittal with timestamp • Submission logbook or tracker maintained by Budget Section	40%
2. Completeness of Submission	Submitted all required documents, duly signed and in the prescribed format, without missing attachments or supporting schedules.	Complete Work and Financial Plan package • Checklist of documentary requirements • Certification from Budget Section	25%
3. Accuracy and Compliance	Annual/Adjusted Work and Financial Plan is free from significant errors and complies with budget preparation guidelines, prescribed templates, and timelines. No major revisions were required upon review.	Budget Section evaluation checklist • Review comments • Approved WFP • Compliance report	20%
4. Alignment with Division Targets and Budget	Proposed activities, targets, and budget allocations are aligned with the approved Annual Implementation Plan (AIP), Office Performance Commitment and Review (OPCR), and other applicable planning documents.	Approved WFP • AIP • OPCR/IPCR • Budget allocation documents	10%
5. Responsiveness During Validation	Promptly addressed clarifications, corrections, or validation requirements within the prescribed timeline.	Communication records (email/memoranda) • Revised WFP (if applicable) • Certification from Budget Section	5%
		Total	**100%**

2. On-Time Submission of Accomplishment Reports in the PMIS

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1. Timeliness of Submission Consistently submits required accomplishment reports in the PMIS on or before the prescribed deadline.	Percentage of required accomplishment reports submitted in the PMIS on or before the prescribed deadline during the covered reporting period.	Program/Activity Completion Reports uploaded in the PMIS	50%
2. Completeness of Submission Ensures that all required accomplishment reports, fields, attachments, and supporting documents are submitted.	Percentage of required accomplishment reports submitted in the PMIS with all prescribed fields, attachments, and supporting documents completely accomplished and uploaded.	Program/Activity Completion Reports uploaded in the PMIS	20%
3. Accuracy and Reliability of Data Reports contain accurate, consistent, and verifiable accomplishment data supported by appropriate records/MOVs.	Percentage of accomplishment reports with accurate, consistent, and verifiable data that correspond with the prescribed records and supporting MOVs.	Program/Activity Completion Reports uploaded in the PMIS	20%
4. Compliance with PMIS Requirements Properly follows prescribed PMIS procedures, formats, reporting periods, and other system requirements.	Percentage of required PMIS submissions that fully comply with the prescribed procedures, formats, reporting periods, and system requirements.	Program/Activity Completion Reports uploaded in the PMIS	10%
		Total	**100%**

3. Highest Functional Division Utilization Rate based on Physical and Financial Targets (WFP)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1. Budget Utilization Rate	Achieved the highest budget utilization rate against the approved allotment within the prescribed period.	Budget Utilization Report (BUR), Statement of Allotments, Obligations and Balances (SAOB), Budget Accountability Reports (BARs), Certification from Budget Unit	40%
2. Timeliness of Budget Implementation	Implemented planned programs, activities, and projects according to the approved Annual Procurement Plan (APP), Annual Implementation Plan (AIP), and Work and Financial Plan (WFP) without unnecessary delays.	Work and Financial Plan (WFP), Annual Procurement Plan (APP), Accomplishment Reports, Project Completion Reports, Procurement Monitoring Reports	20%
3. Compliance with Budgetary, Procurement, and Financial Regulations	Demonstrated full compliance with budgeting, procurement, accounting, and auditing rules with minimal or no adverse findings.	COA Audit Reports, Internal Audit Reports, BAC Documents, Financial Reports, Compliance Certifications	20%
4. Alignment of Budget Utilization with Division Targets	Budget utilization resulted in the timely delivery of planned outputs and contributed to the achievement of office performance targets.	OPCR Accomplishment Report, Physical Accomplishment Reports, Division Performance Monitoring Reports, Project Completion Reports	10%
5. Financial Management and Resource Optimization	Demonstrated prudent, efficient, and transparent use of government resources by maximizing available funds while avoiding unnecessary expenditures, lapsing of appropriations, or excessive unobligated balances.	Financial Statements, Budget Utilization Analysis, Certification from Budget and Accounting Units, Cost-saving Initiatives Documentation	10%
		Total	**100%**

C. *ANI SA SIETE- Annual Service Awards*

C.1. Regional Office/SDOs Annual Recognition Assembly

C.1.1. Personal Milestone Award

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1. Significance of the Personal Achievement	The employee attained a significant personal milestone during the evaluation period (e.g., completion of a graduate degree, passing a licensure or professional certification examination, passing CESWE or obtained CESE, or other notable accomplishment).	Diploma or Transcript of Records, Professional License/Certification, Award or Certificate of Recognition, Official Results from Recognized Institutions, Other authenticated supporting documents	30%
2. Relevance to Professional Growth and Public Service	The achievement enhances the employee's competencies, leadership, technical expertise, or ability to deliver quality public service in support of DepEd's mission and goals.	Narrative Report, Portfolio of Application of Learning, Supervisor's Certification, Certificates of Professional Development	25%
3. Positive Impact and Inspiration	The accomplishment serves as a source of inspiration to colleagues, promotes lifelong learning, resilience, innovation, or excellence, and contributes positively to the workplace culture.	Testimonial from Supervisor or Head of Office, Recognition during Office Activities, Documentation of Sharing Sessions, Mentoring, or Knowledge Transfer, Certificates of Appreciation	20%
4. Excellence and Level of Achievement	The milestone reflects exceptional effort, perseverance, or distinction and is recognized at the institutional, local, regional, national, or international level, as applicable.	Official Certificates, Plaques or Citations, News Articles, Publications, Official Announcements from Recognized Organizations	15%
5. Alignment with DepEd Core Values and Ethical Standards	The achievement was attained through lawful and ethical means and reflects the DepEd core values of Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa while maintaining professional integrity.	Certification from Immediate Supervisor, Performance Evaluation (IPCRF), Certificate of No Pending Administrative Case (if required), Employee Record	10%
		Total	**100%**

c.1.2. Loyalty Service Award

Criteria	Indicators	Means of Verification (MOV/s)	Weight
1. Length of Continuous Government Service	Rendered continuous and satisfactory government service for at least ten (10) years and every five (5) years thereafter (15, 20, 25, 30, 35, 40, 45, etc.)	Service Record, Certification from Human Resource Management Office (HRMO), Appointment Records	55%
2. Continuity of Service	No break in service except those authorized under Civil Service Commission rules and regulations.	Service Record, Leave Records, HRMO Certification	20%
3. Satisfactory Performance	Obtained at least a Satisfactory performance rating throughout the qualifying period and consistently fulfilled official duties and responsibilities.	Individual Performance Commitment and Review Form (IPCRF), Performance Ratings, Certification from Immediate Supervisor	15%
4. Good Standing and Integrity	Has no final administrative or criminal conviction during the qualifying service period and consistently observed the Code of Conduct and Ethical Standards for Public Officials and Employees.	Certification from HRMO or Legal Unit, Certificate of No Pending Administrative Case (if required), 201 File	10%
		Total	**100%**

2. INDIVIDUAL CATEGORY

A. Most Outstanding Teachers

CRITERIA	Indicators	Means of Verification (MOV/s)	Weight
A. **Performance**			**30%**
➢ Performance Rating	Obtained an Outstanding Rating in the approved Individual Performance Commitment and Review (IPCR for the evaluation period)	Recent IPCRF	20 %
➢ Progress of Performance	➢ Obtained a consistent increase of performance rating every year	IPCRF for the last 3 years	10%
B. Continuous Personal Growth and Professional Development			**20%**
➢ Pursue continuous professional learning	➢ Participated in the Professional Development Programs (Trainings/Seminars/Workshops/ INSET/LAC Sessions) ➢ Enrolled/completed in Scholarship Programs/Masteral/Doctoral/Short Term Courses	Certificate of Participation Certificate of Enrolment/ Certificate of Completion, Diploma	7.5%
➢ Apply learnings gained from trainings	➢ Applied learnings to his/her job	Approved WAP, WAP Accomplishment Report, and other supporting documents (Approved Program/Activity Design/LAC Plan)	7.5%
➢ Engage in coaching and mentoring	➢ Engaged in coaching and mentoring activities either as mentee or mentor	Implementation Plan/Coaching Plan, Performance Monitoring and Coaching Form (PMCF)	5%
B. **Accountability on Assessment and Reporting, Learning Environment (Impact)**			**35%**
For Key Stage 1 Teachers	➢ Percentage of learners who attained or exceeded the grade-level literacy benchmark	CRLA Results	12.5%

CRITERIA	Indicators	Means of Verification (MOV/s)	Weight
➢ Percentage of learners meeting grade-level literacy benchmarks ➢ Percentage of learners meeting the expected numeracy benchmark (CRNA)	in the Comprehensive Rapid Literacy Assessment (CRLA) ➢ Percentage of learners in the teacher's class who attained the Independent Reader level based on the latest Phil-IRI post-test ➢ Percentage of learners who achieved the expected grade-level numeracy benchmark based on the latest CRNA results	Key Stage 1-CRNA Results	12.5%
For Key Stages 2-4 Teachers ➢ Percentage of learners under independent readers (Key Stages 2-4) ➢ Percentage of learners meeting the expected numeracy benchmark (RMA)/proficient	➢ Percentage of learners in the teacher's class who attained the Independent Reader level based on the latest Phil-IRI post-test ➢ Percentage of learners who attained Proficient or Advanced performance levels in the latest NAT/Quarterly Assessment Results, or RMA results.	Phil-IRI Results/ LiNK Results NAT Results/Quarterly Assessment Results, RMA Results, LiNK Results	12.5% 12.5%

CRITERIA	Indicators	Means of Verification (MOV/s)	Weight
and advanced (NAT)/Quarterly Assessment Results			
For all Key Stages ➢ Takes care of the learning resources and physical learning environment	➢ Managed, utilized, and safeguarded learning resources/instructional materials/ICT equipment/classroom facilities to ensure their availability and usability	Inventory of Learning Resources, Property Custodian Certification, Certificate of Recognition in Classroom Readiness, Pictures	5%
For all Key Stages ➢ Accomplish and submit accurate school records of learners (online and offline)	➢ Submitted on time the accurate and complete learners' records ➢ Managed effectively the Learner Information System	Updated LIS/ Certification of the completion and submission of learners' school records	5%
C. **Innovation in Content Knowledge and Pedagogy**			**15%**
➢ Adaptability	➢ Innovation is adopted by other teachers, classes, schools, or divisions using documented procedures and resources	Approved Research, Certificate of Completion, Certificate of Utilization, Letter-Request for adoption of innovation	5
➢ Sustainability	➢ Innovation is continuously implemented, improved, and replicated	Action Plan, Lesson Plan, Learning Resources, Classroom Observation Results, Assessment Results, Implementation Reports	5
➢ Impact	➢ Innovation resulted in improved learning outcomes, teaching practices, or Performance Indicators	Assessment results, Observation Notes, Classroom Observation	5

CRITERIA	Indicators	Means of Verification (MOV/s)	Weight
		Rating, Performance Indicators	
D. Noteworthiness in the Organization & Community Development/Services through Community Linkages and Professional Engagement			**10%**
➢ Demonstrate professionalism	➢ Demonstrated professional behavior and ethical practice in the performance of duties and in interactions with learners, colleagues, parents, and other stakeholders	School Head's Certification on Professional Conduct and Ethical Behavior, Certification of no pending grievance, complaint, or disciplinary action	5%
➢ Unique and original contribution/s in the structure, systems and procedures in the delivery of services	➢ Served as Chairperson/Member/ Adviser/Consultant/ of any Committee/School Organization ➢ Served as Learning Facilitator/Program Management Team (PMT) Member to any Professional Development Programs	Certificate of Recognition as implementer of teaching-related program/Learning Facilitator/Program Management Team Member/Validator/ Coach/etc)	2.5
➢ Contribution to the bigger academic community outside of his/her own school/work assignment	➢ Extended technical assistance to the external stakeholders which significantly improve their structure, system, procedure, tool, or process	Certificate of Recognition, Approved Action Plan, Accomplishment Report	2.5
		Total	**100%**

B. Most Outstanding School Head

Criteria	Indicators	Means of Verification (MOV/s)	Weight
A. Performance			**30%**
Performance Rating	Obtained an Outstanding Performance Rating in the approved Office Performance Commitment and Review (OPCR for the evaluation period)	Recent OPCRF	20 %
Progress of Performance	Obtained consistent increase of performance rating every year	OPCRF for the last 3 years	10%
B. Strategic Leadership (Leading Strategically, Managing School Operations)			**35%**
➢ Set the direction of the school through collaborative and evidence-based planning aligned with DepEd priorities	Led the development of the School Improvement Plan (SIP), Annual Implementation Plan (AIP), and other school plans through a collaborative, evidence-based process aligned with DepEd priorities.	Minutes of SPT Planning, Minutes of Project Teams' Meetings, Approved SIP and AIP	7%
➢ Develop, implement, and monitor and evaluate school PPAs based on evidence, identified needs, DepEd priorities, and emerging challenges	Implemented and monitored the planned PPAs in the AIP	AIP, Quarterly M&E Reports, Annual Accomplishment Report	6%
➢ Manage curriculum implementation effectively	Led the effective and responsive implementation of the curriculum through instructional support, data-driven monitoring	School Report Card (Performance Indicators, SBM level of practice),	15%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
	and continuous improvement resulting in improved learning outcomes.	NAT Results/Quarterly Assessment Results (Achieved or exceeded the school's NAT MPS target, with significant improvement over the previous assessment cycle or performance above the division/regional average), CRLA Results (Percentage of learners meeting grade-level literacy), Phil-IRI Results/LiNK Test Results (Percentage of learners classified as Independent Readers, meeting or exceeding the school's annual target), RMA Results (Percentage of numerate-learners)	
Institutionalize innovative strategies, programs, or systems that address identified school needs and demonstrate sustainable and measurable improvements in school performance	Demonstrated innovative leadership by developing, adapting, and institutionalizing effective PPAs that address school needs	Approved Research/Approved Project Proposal, Innovation/Project Documentation, Accomplishment Report, M&E Report, Stakeholder's Feedback	7%
C. **Integrity in Managing School Operations and Resources**			**15%**
➢ Demonstrate exemplary stewardship of human, financial, material, and other school resources	➢ Consistently implemented relevant laws, policies, guidelines, and issuances, and ensuring that resources are managed efficiently, effectively, transparently, equitably, and accountably for the best	Minutes Faculty and PTA Meetings discussing financial matters, Picture of posting CDRs on the Transparency Board, Testimony from internal & external stakeholders, Certification of No Unliquidated Cash Advances,	8%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
	interest of learners and the school community	Inventory of physical facilities, and Proof of conducting SOSA	
➢ Foster a culture of fairness, trust, accountability, safety, and shared responsibility	➢ Managed ethically the school personnel and established effective systems and processes, and proactive measures for school safety, disaster preparedness, mitigation, and resilience.	School Operations Manual, SF7, DRRM Plan and Accomplishment Report	7%
D. **Building Connections**			**10%**
➢ Establish partnerships	Established strong partnerships with LGU, community organizations, NGO, Alumni, and private sector	Memorandum of Agreement (MOA) on Adopt-A-School Program, Pledge of Support, Accomplishment Report	5%
➢ Mobilize Support	Mobilized community support resulting in tangible benefits for learners and the school	Memorandum of Understanding/ Agreement (MOU/MOA), Records of Donations, Pictures	5%
E. **Noteworthiness in the Organization & Community Development/Services**			**10%**
➢ Extend services beyond his/her mandated functions	Number services rendered across governance levels	Certificate of Recognition as program/project implementer/Learning Facilitator/Program Management Team Member/Validator/Coach, etc)	6%
➢ Contribute to the bigger academic community outside of his/her own school/work assignment	Extended technical assistance to the external stakeholders which significantly improve their structure, system, procedure, tool, or process	Certificate of Recognition, Approved Action Plan, Accomplishment Report	4%
Total			**100%**

1. Most Outstanding Teaching-Related Personnel

1.1. District Office
Public Schools District Supervisor (PSDS)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
A. Performance			**30%**
Performance Rating	Obtained an Outstanding Rating in the approved Individual Performance Commitment and Review (IPCRF) for the evaluation period.	Recent IPCRF	20%
Progress of Performance	Obtained a consistent increase of performance rating every year.	IPCRF for the last 3 years	10%
B. **Exemplary Public Servant**			**40%**
1. **Supporting Curriculum Management and Implementation**			15%
➢ Develops and implements programs/Projects/Activities supporting curriculum implementation	Developed and implemented evidence-based PPAs that directly address identified curriculum implementation needs and are aligned with DepEd priorities and regional directions	Approved Program/Activity Design, Program/Activity Completion Report	8%
➢ Develops and implements innovative PPAs related to/supporting curriculum implementation	Developed and implemented innovative PPAs that directly address identified curriculum implementation needs and are aligned with DepEd priorities and regional directions	Approved Project Proposal, Implementation Plan, Accomplishment Report	7%
2. **Strengthening Shared Accountability**			**15%**
➢ Produces approved planning documents	Produced approved IPCRF, Work Financial Plan, and Implementation Plan	Approved IPCRF, Approved WFP, Approved Implementation Plan	3.5%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
➢ Provides instructional supervision, coaching, and technical assistance	Provided quality and effective instructional supervision, coaching, and technical assistance to teachers and school leaders	Supervisory Plan, Accomplished PMCF, Monitoring Report, Activity Completion Report	4%
➢ Facilitates policy review	Facilitated policy review and consolidated policy recommendations	Approved Activity Design, Activity Completion Report, Policy Recommendations	3.5%
➢ Organizes communities of practice to support the improvement of the delivery of basic education services	Established and facilitated functional Communities of Practice (CoPs) that contributed to the improvement of the delivery of basic education services	Approved Program/Activity Design, Activity Completion Report	4%
3. **Developing Self and Others**			**10%**
➢ Model exemplary practices in the delivery of different learning and development interventions to support schools and/or learning centers	Designed and delivered high quality-learning and development interventions that are responsive to identified competency and performance gaps	Approved Program/Activity Design, Activity Completion Report	4%
➢ Support colleagues to engage in advanced activities of various professional networks in enhancing practice	Facilitated colleagues' participation in professional networks, learning communities, and technical working groups at the division, regional, national, or international levels	PMCF, Monitoring Report, Certificate of Participation/Recognition	3%
➢ Provide enhanced support in the implementation of rewards and recognition mechanisms to acknowledge the outstanding performance of personnel in region/divisions/districts/schools recognition programs	➢ Facilitated/assisted in enhancing rewards and recognition mechanisms, guidelines, or tools that promote transparency, fairness, and merit-based recognition of personnel ➢ Provided technical assistance and capacity-building to districts, or schools in	Regional Memorandum/Division Memorandum/District or School Memorandum	3%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
	implementing rewards and recognition policies and programs aligned with the DepEd Region VII and Civil Service Commission (CSC) guidelines		
C. Innovation (Fostering a Culture of Continuous Improvement)			**20%**
Adaptability	Innovation is adopted by other schools districts, or divisions using documented procedures and resources	Approved Research, Certificate of Completion, Certificate of Utilization, Letter-Request for adoption of innovation	5%
Sustainability	Innovation is continuously implemented, improved, and replicated	Action Plan, Supervisory Plan, Learning Resources, Assessment Results, Implementation Reports	5%
Impact	Innovation resulted in improved learning outcomes, supervisory practices, or Performance Indicators	Assessment Results, M&E Reports, Performance Indicators	10%
D. **Integrity**			**10%**
➢ Demonstrate trustworthiness	Demonstrated integrity, fairness, transparency, and ethical conduct in performing supervisory functions.	Certification from the immediate superior, Monthly Supervisory Report	5%
➢ Demonstrate professionalism	Demonstrated professional behavior and ethical practice in the performance of duties and in interactions with learners, colleagues, parents, and other stakeholders	Certification of No Pending complaints/administrative cases	5%
Total			**100%**

C. 1. Most Outstanding Teaching-Related Personnel

Schools Division Office and Regional Office

Education Program Specialist (EPS) II/ Senior Education Program Specialist (SEPS)/Education Program Supervisor (EPS) /Chief Education Supervisor (CES)

Criteria	Indicators	Means of Verification (MOV/s)	Weight
A. Performance			**30%**
Performance Rating	Obtained an Outstanding Rating in the approved Individual Performance Commitment and Review Form (IPCR)/Office Performance Commitment and Review Form (OPCR) for the evaluation period	Recent IPCRF/OPCRF	20%
Progress of Performance	Obtained a consistent increase of performance rating every year	IPCRF for the last 3 years	10%
B. **Key Result Areas (KRAs) Based Outstanding Accomplishments**			**40%**
For EPS-II/SEPS			
➢ Assist in the development and implementing Programs/ Projects/Activities supporting curriculum implementation	Assisted successfully in the development and implementation of assigned programs, projects, and activities supporting curriculum implementation.	Monthly Accomplishment Report, Activity Completion Report Regional/Office Memorandum	10%
➢ Conduct relevant research studies	Completed relevant research studies that contribute to program improvement, policy development, or evidence-based decision-making.	Approved Research Proposal, Regional/Office Memorandum/Completed Research Manuscript, Certificate of Recognition	10%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
➢ Create relevant data-gathering tools/monitoring tools	Developed and secured approval for relevant data-gathering and/or monitoring tools that support program implementation, monitoring, and evaluation.	Approved Data-Gathering Tools/Monitoring Tools	10%
➢ Assist in the policy review processes and outputs	Assisted in the conduct of assigned policy review activities and the development of policy review outputs within the prescribed timeline.	Data Gathered, Data Analysis, Consolidated Policy Review Findings and Recommendations	10%
For EPS/CES			
➢ Develop and implement evidence-based PPAs that directly address identified needs aligned with the Office mandates	Developed and implemented evidence-based PPAs that directly address identified needs aligned with the Office mandates	Program/Activity Design, Regional/Office Memorandum, Program/Activity Completion Report	10%
➢ Produce localized policies/ Facilitate policy review processes and submitted corresponding policy recommendations	Produced localized policies/ Facilitated policy review processes and submitted corresponding policy recommendations.	Regional Memorandum/Office Memorandum, Policy Recommendations, Policy Manual,	10%
➢ Conduct quality assurance of the localized policies/Tools/Project Proposals/Program Accreditation/Professional Development (PD) Programs from the Units/Sections/Functional Division in the RO/SDOs	Conducted quality assurance of the localized policies/Tools/Project Proposals/Program Accreditation/Professional Development (PD) Programs from the Units/Sections/Functional Division in the RO/SDOs	Approved Localized Policies/Tools/Project Proposals/PD Programs issued with Certificate of Quality Assurance/Approved Program Accreditation	10%
➢ Conduct Monitoring Activities and provided technical assistance to SDOs	Conducted Monitoring Activities and provided technical assistance to SDOs	M&E Report, WFP, Monitoring Report, PMCF	10%
E. **Innovation**			**20%**

Criteria	Indicators	Means of Verification (MOV/s)	Weight
Adaptability	Number of KRA-based research or innovative PPA adapted by colleagues or counterparts	Approved Program/project Proposal, Letter-Request for Adaption, Documentation of Implementation	10%
Sustainability	Sustainability of the innovative project is ensured with the approved sustainability plan and identified resources and support mechanisms	Sustainability plan/Action Plan/MOA/MOU	5%
Impact	Resulted in measurable and documented improvement in processes, learning outcomes, teaching practices, or school performance	Accomplishment Report, M&E Report	5%
F. **Integrity**			**10%**
➢ Trustworthiness	Performed supervisory functions with truthfulness, fairness, and ethical conduct, free from fraud, misrepresentation, or conflict of interest	Certification from the immediate superior, Monitoring Reports, M&E Reports	5%
➢ Professionalism	Consistently demonstrates ethical leadership by adhering to the Code of Conduct and Ethical Standards for Public Officials and Employees (RA 6713), DepEd policies, and the Philippine Professional Standards for Supervisors	Certification of No Pending complaints/administrative cases	5%
Total			**100%**

Most Outstanding Non-Teaching Personnel

Level 1:

Criteria	Indicators	Means of Verification (MOV/s)	Weight
A. Performance			**25%**
Performance Rating	Obtained an Outstanding Rating in the approved Individual Performance Commitment and Review (IPCRF) for the evaluation period.	Recent IPCRF	15%
Progress of Performance	Obtained a consistent increase of performance rating every year	IPCRF for the last 3 years	10%
B. **Integrity**			**25%**
➢ Transparency in Clerical (Record Management), Logistical and Financial Support	Percentage of clerical, logistical, and financial transactions that are accurately documented, transparently processed, and compliant with existing policies and procedures.	Client Satisfaction Survey Results, M&E Reports, Certificate of Commendation, Monthly Accomplishment Reports	5%
➢ Trustworthiness -Fulfilled commitments and delivered assigned tasks accurately, on time, and with minimal supervision. -Exercised sound judgment and impartiality in decision-making, avoiding conflicts of interest and treating all clients fairly and equitably.	➢ Percentage of assigned tasks completed accurately and within the prescribed timeline ➢ Percentage of decisions and client transactions handled objectively, fairly, and impartially in accordance with applicable policies and procedures, with no substantiated cases of conflict of	Monthly Accomplishment Reports, Immediate Supervisor's evaluation, Client Satisfaction Survey results, Certificates of commendation or recognition	7%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
	interest or preferential treatment.		
➢ Accountability Ensured the accuracy, completeness, and timeliness of reports, records, and official documents submitted to management and other stakeholders	Percentage of reports, records, and official documents submitted accurately and completely within the prescribed timeline	Records management and document tracking logs, Client Satisfaction Survey results, Certificate of Commendation or Recognition	8%
➢ Professionalism Maintained professional behavior and positive working relationships by treating clients, stakeholders, and colleagues with courtesy, respect, and fairness.	Achieved Outstanding Rating or positive feedback from clients, stakeholders, and colleagues on professionalism, courtesy, fairness, and responsiveness, with no substantiated complaints of disrespectful or discriminatory behavior.	Client Satisfaction Survey Results, Commendation Letter, Peer Evaluation Results	5%
C. **Innovation**			**25%**
➢ Adaptability Produced outputs, tools, or systems that are adopted, replicated, or institutionalized by other units, schools, divisions, or regional offices.	Percentage of developed outputs, tools, or systems adopted, replicated, or institutionalized by identified target units, schools, SDOs, or Regional Offices	Project Proposal, Documentation of Process Improvements, Innovation Reports, Committee Reports	7%
➢ Sustainability Ensured that developed systems, records, and databases are properly maintained, regularly updated, and accessible to support continuous operations.	100% of developed systems, records, and databases properly maintained, regularly updated, accurate, complete, and accessible to authorized users to ensure uninterrupted and efficient operations	Records Management Report	8%
➢ Impact Contributed to the achievement of office, division, or regional targets through exemplary performance and	Percentage of office/division/regional targets contributed to or supported through assigned functions.	M&E Report, Performance Reports	10%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
effective execution of assigned responsibilities.			
D. **Team Support and Influence**			**25%**
➢ Teamwork Willingly provided assistance and assumes shared responsibilities to ensure the timely completion of team deliverables and organizational priorities	Percentage of team deliverables and organizational priorities successfully completed on time through active collaboration, voluntary assistance, and shared accountability.	Committee Reports, Accomplishment Reports	10%
➢ Cooperation Shared information, resources, and best practices that contributed to improved team performance and organizational effectiveness.	Number of improved processes, tools, or outputs resulting from shared information or best practices.	Minutes of Meeting, Committee Reports, Accomplishment Reports	7%
➢ Camaraderie and Cohesiveness Consistently demonstrated behaviors that strengthen organizational cohesion, resulting in improved collaboration, employee engagement, or team effectiveness.	Number of initiatives or activities supported that promote teamwork, employee engagement, and organizational cohesion.	Team Performance Report	8%
		Total	**100%**

Level 2

Criteria	Indicators	Means of Verification (MOV/s)	Weight
A. Performance			**25%**
Performance Rating	Obtained an Outstanding Rating in the approved Individual Performance Commitment and Review (IPCRF) for the evaluation period.	Recent IPCRF	15%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
Progress of Performance	Obtained a consistent increase of performance rating every year	IPCRF for the last 3 years	10%
B. KRA-Based Outstanding Accomplishments			**40%**
Prepared draft of localized policy/ies aligned with the National Policies for strengthen implementation of the relevant PPAs	Number of approved localized policies	Approved Localized Policy/ies/Regional/Office Memorandum	10%
Developed and implemented relevant PPAs/initiatives/Developed and submitted concept papers and program/project designs and proposals for funding, partnerships undertakings/Prepare procurement requirements for construction to be done in the region	Number of relevant PPAs developed and implemented/Number of approved Concept Papers, projects designs, or proposals/Annual Procurement Plan	Program/Activity Design/Project Proposal/Program Completion Report/Activity Completion Report/Project Completion Report	10%
Conducted monitoring and evaluation on the status and progress of special programs and projects and provide feedback to management and stakeholders	Percentage of programs and projects monitored and evaluated, with documented findings, feedback, and recommended actions communicated to management and concerned stakeholders within the prescribed period.	Monitoring Reports/Program/Project Monitoring Reports	10%
Provided technical assistance to SDOs and other concerned Offices	Number of programs or issues and concerns addressed through the technical assistance provided	Accomplishment Reports, Technical Assistance Report/PMCF	**10%**
C. **Integrity**			**10%**
Trustworthiness	Performed relevant functions with truthfulness, fairness, and ethical	Certification from the immediate superior,	5%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
	conduct, free from fraud, misrepresentation, or conflict of interest	Monitoring Reports, M&E Reports	
Professionalism	Consistently demonstrates ethical leadership by adhering to the Code of Conduct and Ethical Standards for Public Officials and Employees (RA 6713), DepEd policies, and the Philippine Professional Standards for Supervisors	Certification of No Pending complaints/administrative cases	5%
D. **Innovation**			**15%**
Adaptability	Number of KRA-based research or innovative PPA adapted by colleagues or counterparts	Approved Program/project Proposal, Letter-Request for Adaption, Documentation of Implementation	5%
Sustainability	Sustainability of the innovative project is ensured with the approved sustainability plan and identified resources and support mechanisms	Sustainability plan/Action Plan/MOA/MOU	5%
Impact	Resulted in measurable and documented improvement in processes and outputs	Accomplishment Report, M&E Report	5%
E. **Team Support and Influence**			**10%**
➢ Teamwork Willingly provided assistance and assumes shared responsibilities to ensure the timely completion of team deliverables and organizational priorities	Percentage of team deliverables and organizational priorities successfully completed on time through active collaboration, voluntary assistance, and shared accountability.	Committee Reports, Accomplishment Reports	4%
➢ Cooperation Shared information, resources, and best practices that contributed to improved team	Number of improved processes, tools, or outputs resulting from shared information or best practices.	Minutes of Meeting, Committee Reports, Accomplishment Reports	3%

Criteria	Indicators	Means of Verification (MOV/s)	Weight
performance and organizational effectiveness.			
➢ Camaraderie and Cohesiveness Consistently demonstrated behaviors that strengthen organizational cohesion, resulting in improved collaboration, employee engagement, or team effectiveness.	Number of initiatives or activities supported that promote teamwork, employee engagement, and organizational cohesion.	Team Performance Report	3%
		Total	**100%**

MOST OUTSTANDING SCHOOL (ELEMENTARY&SECONDARY)

Criteria	Indicators	Means of Verification	Weight
A. Curriculum and Teaching			**20%**
1. Exemplary Implementation of the K to 12 Basic Education Program	100% of teachers completed training/orientation on the Revised K to 12 Curriculum and applied their learnings.	SF7, Certificate of Participation, WAP, WAP Accomplishment Report (WAAR)	3%
	Improved learning outcomes: NAT/Quarterly Assessment Results, proficiency in foundational language, literacy, and numeracy based on standardized assessment results	Elementary: NAT/Quarterly Assessment Results, CRLA, Phil-IRI, ELLNA and RMA Results Secondary: NAT/Quarterly Assessment Results, Phil-IRI Results, LiNK Results	4%

Criteria	Indicators	Means of Verification	Weight
	Produced and utilized quality contextualized/localized learning resources aligned with curriculum standards	Sample of developed LR/, Pictures of localized instructional materials/manipulatives	3%
	Implemented effectively the ARAL Program with documented learner progress.	Implementation Plan, Accomplishment Report, Pre and Post Assessment Results	3%
	Implemented Innovative teaching and learning process/Continuous Improvement Project (CIP) based on the test results analysis/needs	Action Plan, Accomplishment Report, Approved CI Project	4%
	Implemented inclusive education program	MFAT Results, LIS-generated SFI, Individualized Education Plan (IEP)	3%
B. Learning Environment			**20%**
	Has complete, adequate, safe, accessible, and functional physical facilities that meet the school's instructional, administrative, and learner-support needs and comply with applicable DepEd standards.	National School Building Inventory (NSBI), E-BEIS	4%
	Zero unresolved bullying and child abuse cases, with 100% of reported incidents properly documented, acted upon, referred when necessary, and managed	Bullying Incident Report/Intake Sheet/CPC Certification	4%

Criteria	Indicators	Means of Verification	Weight
	in accordance with DepEd policies and child protection procedures.		
	Achieved zero or reduced dropout rate through effective learner tracking, early intervention, and targeted learner support mechanisms.	Dropout Rate, Project Proposal, Accomplishment Report	3%
	Provided adequate and sustained assistance to the ALS program to support effective implementation, learner participation, and program completion.	Child Mapping Report, Referral Letter to ALS Mobile/District ALS Coordinator	3%
	Institutionalized Homeroom Guidance Program and has a functional and responsive mental wellness mechanism that ensures timely psychosocial support, referral, and follow-up for learners and personnel.	Homeroom Guidance Learners' Development Assessment, Activity Accomplishment Report, Accomplished Learner Referral Form	3%
	Recognized as an outstanding implementer of DRRM, Waste Management, and WinS.	Certificate of Recognition	3%
C. Leadership			**15%**
	Developed, approved, and implemented a responsive and evidence-based School Improvement Plan (SIP) aligned with identified school needs, priorities, and targets	SIP Certificate of Acceptance, AIP, Accomplishment Report	8%
	Established and sustained a functional Supreme Secondary Learner Government	Approved SSLG/SELG Constitution and By-Laws,	7%

Criteria	Indicators	Means of Verification	Weight
	(SSLG)/Supreme Elementary Learner Government (SELG) that actively engages learners in school governance, leadership, decision-making, and the implementation of learner-centered programs and activities.	Minutes of Regular Meetings, Accomplishment Reports	
D. Governance and Accountability			**20%**
	100% functionality of the SGC, SPTA, and other organized stakeholder groups, demonstrated through regular meetings, documented · participation, implementation of agreed actions, and submission of required reports/documentation.	Updated SGC and SPTA organizational structure, SGC, SPTA resolutions and minutes of meetings, SGC & SPTA Accomplishment Reports	10%
	Achieved an Outstanding rating from its internal and external stakeholders	Client Satisfaction Survey	5%
	Sustained high/increased Cohort Survival Rate	Cohort Survival Rate	5%
E. Human Resource and Team Development			**15%**
	Percentage of School Personnel achieved an Outstanding Performance Rating in the IPCRF	IPCRF of School Personnel	4%
	Achieved an Outstanding Performance Rating in the OPCRF	OPCRF	4%
	Conducted needs-based Learning Action Cells and Learning & Development activities	LAC Plan, Program Design, Program Completion Report,	4%

Criteria	Indicators	Means of Verification	Weight
	Facilitated the promotion and continuous professional development of its personnel	Personnel Profile, Certificate of Enrolment	3%
F. Finance and Resource Management and Mobilization			**10%**
	Achieved 100% MOOE utilization rate, Liquidated 100% of MOOE allocation	Cash Disbursement Receipt (CDR), Certification of MOOE Utilization	4%
	Recognized as Best Implementer of DepEd Computerization Project (DCP)	Certificate of Recognition	3%
	Maintained a functional and accessible library with updated and relevant learning resources, organized and properly managed through established systems for resource utilization, borrowing, inventory, and maintenance.	Inventory of updated and relevant learning resources, Pictures, Library Utilization Record/logbook, Implementation Plan, Accomplishment Report	3%
		Total	**100%**

MOST OUTSTANDING SCHOOLS DIVISION OFFICE

Criteria	Indicators	Means of Verification	Weight
A. Strategic Leadership and Governance			**25%**
	Developed and effectively implemented policies, research agenda, and Division Education Development Plan (DEDP), Annual Implementation Plan for the entire schools division	DEDP, AIP, Quarterly Monitoring Reports, Accomplishment Report	4%
	Established and maintained a functional Management Information System (MIS) supporting planning and decision-making	MIS Report, System Dashboard/PMIS, NBIS	3%
	Approved, effectively implemented and monitored the Division and School Disaster Risk Management Plans	DRRM Plans, Monitoring Reports	4%
	Effectively implemented the Oplan sa Kalusugan sa DepEd (OKD Program and (5S/Waste Management)	Program Design, Program Completion Report	4%
	Provided quality technical assistance to at least 90% of schools and learning centers through the Division Field Technical Assistance Team (DFTAT) based on identified needs	TA Plans, Monitoring Reports	3%
	Demonstrated improvements in governance outcomes based on Division performance indicators.	SDO Performance Report	7%
B. Curriculum and Instruction Management			**25%**

Criteria	Indicators	Means of Verification	Weight
	Achieved high compliance with curriculum standards and effective implementation of the Revised K to 12 Basic Education Curriculum.	Validation Reports, Monitoring Reports	5%
	Improved learner performance in literacy, numeracy, and national/regional assessments.	Assessment Reports, NAT, CRLA, Phil-IRI Results	10%
	Facilitated timely evaluation of applications for new schools, separation of annexes, integration of schools, permit/recognition to operate	Evaluation Report, Recommendations, Approved Applications	5%
	Effectively managed the Library hub and ensured availability and utilization of contextualized learning resources and recognized	Learning Resource Inventory, Monitoring Reports	5%
C. Human Resource Development and Management			**15%**
	Filled 100% of authorized vacant positions following CSC and DepEd recruitment, selection, and appointment policies within prescribed timelines	List of Vacant/Unfilled Positions, Appointment Records, Recruitment Reports	4%
	Effectively implemented Learning and Development (L&D) Programs based on competency gaps and organizational needs	Training Needs Report, L&D Plan, Program/Activity Completion Reports	4%
	Implemented PRIME-HRM systems and other HR innovations	PRIME-HRM documents, Rewards & Recognition Policy and Accomplishment Report, Program Design and PCR	3.5%

Criteria	Indicators	Means of Verification	Weight
		on Employee Welfare Programs, PMT Reports	
	Facilitated/Acted on all complaints or administrative cases, either filed by any client/stakeholder or motu proprio, against teaching or non-teaching personnel	Division Grievance Committee Report, Endorsements	3.5%
D. Resource Management			**15%**
	Prepared timely and compliant Annual Procurement Plan (APP), Work and Financial Plan (WFP), and PPMPs.	Annual Procurement Plan, WFP, PPMP	3%
	Achieved 100% budget utilization and fund obligation rates	PMIS report, Financial Report	3%
	➢ Obtained zero Audit Observation Memorandum (AOM) ➢ Addressed/responded to AOMs	COA Certification AOM/s, Letter-Response of AOMs	3%
	Maintained updated inventory and proper management of government assets	Inventory Report	3%
	Practiced Transparency and accountability in financial management	Report on compliance to Procurement process, Transparency practices	3%
E. Partnership and Linkages			**10%**
	Mobilized resources through partnerships with LGUs, NGOs, private organizations, and development partners.	MOU/MOA, Partnership Reports	2.5%

Criteria	Indicators	Means of Verification	Weight
	Secured support from the Local School Board through approved SEF-funded PPAs	Approved SEF Budget	2.5%
	Established sustainable partnerships supporting learner outcomes and school improvement	Partnership Accomplishment Reports	2.5%
	Achieved high stakeholder satisfaction	Stakeholder satisfaction survey	2.5%
F. Innovation and Continuous Improvement			**5%**
	Developed and institutionalized innovative systems, programs, or technologies that improved organizational performance and service delivery	Program Design, Program Completion Report, Action Research, Research Reports	2.5%
	Shared innovations such as but not limited to Continuous Improvement Projects (CIP) through conferences, publications, or benchmarking activities	Certificates, Publications	2.5%
G. Awards and Recognition			**5%**
	Recognized Best Program Implementer of the DepEd Programs and Projects; and received international, national, regional, or local awards recognizing excellence in governance, education, innovation, finance, HR, or other organizational achievements during the rating period	Certificates, Plaques, Official Recognition	
Total			**100%**

D. 2.4. Most Outstanding Program Implementers

2.4.1. School Category

A. Adopt-a-School Program (School & Division Criteria)

Criteria	Indicators	MOVs	Weight
A. Compliance to Program/Project Standards and Implementation Accomplishments			**25%**
A.1. Program/Project Standards Compliance			10%
A.1.1. Partnership linkage plan	• Presence of Partnership networking plan • Presence of communication and action plan	Approved Plans	5%
A.1.2. Resource Management and Mobilization Plan	School clustering or sharing for mobilization and management plan	Approved Plans and list of school clustering	5%
A.2. Program/Project Implementation Accomplishment			15%
A.2.1. Executed MOA/MOU/DOD and DOA	Numbers of executed MOA/MOU/DOD with DOA	List of donations with corresponding copy of the MOA/MOU/DOD and DOA	
B. Impact			**25%**
B.1. Significance of the ASP package/donation to school needs for learners and teachers	Achievement of project/donation objective/target in complement with school needs	Partner's project plan and SIP/DEDP if it is complementary to the identified school	10%

Criteria	Indicators	MOVs	Weight
		needs/Division-wide needs. Narrative rationale of the project donation	
B.2. Effectiveness: extent to the target beneficiaries vs. entire school populace	Percentage of target beneficiaries vs. school populace	Report on the number and percent of beneficiaries and feedback, Copy of self-assessment feedback of beneficiaries	10%
B.3. Acknowledgement of the project donation by the school community or division	Recognized/acknowledged by the division or school community as to its importance for school improvement	Documentation on the recognition rites and certificates of recognition	5%
C. Sustainability/Adaptability/Replicability			**20%**
C.1. Project span/term	Project/donation duration vs. actual implementation/utilization of the beneficiaries	Project Plan, Narrative Report of the implementation/ utilization	10%
C.2. Establish an allocation mechanism	Established efficient and equitable allocation mechanism	Allocation mechanism and list of beneficiaries with signatures	5%
C.3. Total equivalent amount of all donations	Highest generated resources	Summary of donations received with total amount	5%
D. Innovation			**15%**
D.1. Special events/activities conducted in support to the achievement and sustainability of the project/donation	Number of special events/activities conducted	List and number of events/activities	10%

Criteria	Indicators	MOVs	Weight
D.2. Strategize efficient mechanism on the utilization of partner donations	Strategic plan on the utilization of donations	Strategic plan and narrative of implementation	5%
E. Stakeholders' Support			**15%**
E.1. Establish inventory mechanism of partner donations, pledges and commitments	Number of stakeholders pledging and committing support and with actual received donations	Inventory/list of stakeholders	8%
E.2. Stakeholders' forum	Number of stakeholder conferences/communications for updating project status, Number of conducted stakeholders awareness/acquaintance summit/forum	Number/Frequency of stakeholders' conferences, communications, summit/forum	7%
		Total	**100%**

B. Child Protection Program (School & Division Criteria)

Criteria	Indicators	MOVs	Weight
I. Compliance to Program/Project Standard and Implementation Accomplishment			
A. Program/Project Standards Compliance			**15%**
Child Protection Governance and Leadership	Established and maintained a functional Child Protection Committee (CPC) with clearly defined roles and responsibilities.	Office Order/Designation of CPC Members, Approved CPC Composition, Minutes of CPC Meetings, Attendance Sheets, Annual Accomplishment Report	5%
	Developed, reviewed, and implemented a School/Division Child Protection Policy aligned with DepEd Order No. 40, s. 2012.	Approved School/Division Child Protection Policy, School Code of Conduct, Policy Dissemination Reports	5%
	Integrated Child Protection Programs into the DEDP/School Improvement Plan (SIP),	DEDP/SIP/AIP, OPCRF/Work and Financial Plan, School Calendar of Activities	5%

Criteria	Indicators	MOVs	Weight
	Annual Implementation Plan (AIP), and other school plans.		
B. Program/Project Implementation Accomplishment			**15%**
B.1. Program Implementation and Advocacy	Implemented child protection activities that promote children's rights, positive discipline, anti-bullying, online safety, mental health, gender sensitivity, and violence prevention.	Annual CPP Implementation Plan, Activity Designs, Completion Reports, Attendance Sheets, Photographs, IEC Materials	3%
	Conducted capacity-building activities for CPC members, Orientation and advocacy activities for learners, parents, and stakeholders	Program/Activity Design, Activity Completion Reports, Certificates of Participation, Learning Action Cell (LAC), Documentation	2%
B.2. Child Protection Systems and Case Management			
	Ensured timely appropriate action, effective referral, reporting, and monitoring system for child protection cases.	Referral Flowchart, Referral Letters/Forms, Directory of Referral Agencies, Incident Reports, Case Conference Minutes, Case Monitoring Report	3%
	Maintained strong coordination with partner agencies (LSWDO, PNP-WCPD, Barangay Council for the Protection of Children, DOH, NGOs, etc	MOA/MOU, Partnership Agreements, Referral Records, Joint Activity Reports	2%
B.3. Learner Welfare, Safe School Environment	Implemented programs that promote a safe, inclusive, gender-responsive, and child-friendly learning environment.	School Safety Plan, Child-Friendly School Assessment Results, School Safety Inspection Reports, Photos of Child-Friendly Facilities	3%
	Established mechanisms for learner participation and child feedback.	Learner Consultation Reports, Student Council Initiatives, Suggestion Box Reports, Survey Results	2%
C. Innovation			**15%**

Criteria	Indicators	MOVs	Weight
	Developed innovative child protection programs or practices that improved learner safety and well-being.	Project Proposal, Innovation Documentation, Research Report ,Videos, Before-and-After Documentation	
D. Impact			**25%**
	Demonstrated measurable impact of the Child Protection Program	Annual Accomplishment Report, Comparative Data, Monitoring and Evaluation Reports, Recognition/Awards, Best Practices Documentation	
E. Sustainability, Replicability, Adaptability			**15%**
	Sustained implementation through continuous improvement.	Project Proposal/Sustainability Plan, M&E Report, Accomplishment Report	
F. Stakeholder's Support/Engagement			**15%**
	Demonstrated active engagement of parents, learners, and community stakeholders in child protection initiatives.	PTA Minutes, Stakeholder Meeting Documentation, Volunteer Records, Partnership Report	
		Total	**100%**

C. Disaster Risk Reduction and Management (School & Division Criteria)

Criteria	Indicators	MOVs	Weight
I. Compliance to Program/Project Standard and Implementation Accomplishment			**30%**
A. Leadership, Governance, and DRRM Systems	Established and maintained a functional DRRM Team/Committee with clearly defined roles and responsibilities.	Office Order/Designation of DRRM Coordinator and Team, Organizational Structure, Committee Meeting Minutes ,Attendance Sheets	2.5%
	Developed, implemented, monitored, and regularly updated the School DRRM Plan aligned with national and local DRRM policies.	School DRRM Plan, Annual Implementation Plan (AIP), School Improvement Plan (SIP), Monitoring Reports	2.5%

Criteria	Indicators	MOVs	Weight
	Mobilized and efficiently utilized resources to support DRRM implementation.	Annual Procurement Plan (APP), Budget Utilization Report , Resource Inventory	2.5%
B. Disaster Prevention and Mitigation			
	Conducted regular risk assessments, hazard mapping, and school safety inspections to identify and reduce disaster risks.	School Watching and Hazard Mapping Reports, Risk Assessment Reports, School Safety Inspection Checklists, Hazard Maps	2.5%
	Implemented structural and non-structural mitigation measures to ensure a safe and resilient learning environment.	Infrastructure Improvement Reports, Repair and Maintenance Records, Safety Signages, Inspection Reports	2.5%
	Integrated climate change adaptation, environmental protection, and risk reduction measures into school programs.	Environmental Programs Documentation, Waste Management Reports, Tree Planting Activities, Climate Change Activities	2.5%
C. Disaster Preparedness and Capacity Building			
	Conducted regular disaster preparedness activities, including earthquake, fire, and other emergency drills, in accordance with DepEd and national standards	Drill Reports, Evaluation Reports, Attendance Sheets, Photos/Videos	2.5%
	Strengthened the DRRM competencies of personnel, learners, and stakeholders through training, orientation, and simulation exercises.	Training Designs, Certificates, LAC Documentation, Capacity-Building Reports	2.5%
	Established functional early warning, emergency communication, evacuation, and contingency systems.	Early Warning System Documentation, Evacuation Plan, Communication Protocols, Contingency Plan	2.5%
D. Disaster Response and Recovery			
	Implemented effective emergency response mechanisms that ensured the safety and welfare of learners and personnel during disasters.	Incident Reports, Situation Reports (SITREPs), Emergency Response Documentation, Coordination Reports	4%

Criteria	Indicators	MOVs	Weight
	Ensured continuity of learning and timely rehabilitation and recovery following emergencies and disasters.	Learning Continuity Plan, Alternative Delivery Documentation, Rehabilitation Reports, Psychosocial Support Reports	3.5%
II. Innovation			**15%**
	Developed innovative or research-based DRRM initiatives that enhanced school safety, preparedness, or resilience.	Innovation Proposal, Research Report, Best Practice Documentation, Project Documentation	
III. Impact			**25%**
	Demonstrated measurable improvements in disaster preparedness, school safety, and institutional resilience through sustained implementation and continuous improvement.	Comparative Assessment Results, Monitoring and Evaluation Reports, Awards and Recognition, Client Satisfaction Survey Results	
IV. Sustainability, Adaptability, Replicability			**15%**
	Institutionalized DRRM through policies, continuous improvement, regular monitoring, and integration into school governance and development planning.	Division/School Memoranda, DEDP/SIP; AIP; Continuous Improvement (CI) Projects; Annual Accomplishment Reports; Monitoring Reports	5%
	Sustained DRRM initiatives through regular capacity-building, budget allocation, maintenance of emergency equipment, and periodic review of plans and protocols.	Annual Budget Allocation; Equipment Inventory; Maintenance Records; Training Plans; Updated DRRM Plan	5%
	Demonstrated continuous implementation of DRRM initiatives with strong stakeholder ownership and long-term commitment.	Sustainability Plan; Partnership Renewal Agreements; Recognition; Best Practice Documentation	5%
V. Stakeholder's Support/Engagement			**15%**
	Established strong partnerships with LGUs, LDRRMO/MDRRMO/CDRRMO, BFP, PNP, DOH, NGOs, private	MOAs/MOUs; Partnership Agreements; Joint Activity Reports; Stakeholder Meeting Minutes	5%

Criteria	Indicators	MOVs	Weight
	organizations, and community partners to strengthen DRRM implementation.		
	Actively engaged parents, learners, School Governing Council (SGC), PTA, and community volunteers in DRRM planning, implementation, and evaluation.	PTA Minutes; SGC Minutes; Community Consultation Reports; Volunteer Records; Attendance Sheets	5%
	Mobilized external resources and technical assistance to support DRRM initiatives.	Donation Records; Resource Mobilization Reports; Acknowledgment Receipts	5%
		Total	**100%**

D. Dropout Reduction Program (DORP)

Criteria	Indicators	MOVs	Weight
A. Compliance to Program/Project Standards and Implementation Accomplishment			**25%**
1. Planning	Has an approved data-driven Dropout Reduction Implementation Plan with clear targets, interventions, timelines, and monitoring mechanisms to reduce learner dropout	DORP Plan	5%
2. Identification of LARDOs	Conducted systematic identification, and risk assessment of learners vulnerable to dropping out	Profiling of LARDOs	5%
3. Provision of appropriate interventions aligned to DORP Manual	Provided appropriate interventions to LARDOs	Program/Activity Design	10%

Criteria	Indicators	MOVs	Weight
3. Monitoring and Evaluation	Conducted periodic monitoring of the interventions	M&E Report	5%
B. Impact			**25%**
A. Decreased LARDOs	Percentage of decreased LARDOs	School report Card	10%
B. Decreased dropout rate	Achieved zero dropout/decreased dropout rate	School Report Card	15%
C. Innovation			**15%**
A. Unique strategies to improve LARDOs	Applicability and effectiveness of the strategy/ies	Program/Activity Design/Proposal, Accomplishment Report	15%
D. Sustainability, Adaptability, Replicability			**20%**
A. Sustained provision of intervention	Percentage of LARDOs who continuously receive intervention	Attendance sheets, accomplishment report	5%
B. Sustained implementation of innovative strategy	Percentage of LARDOs who continuously attend/receive innovative strategy	Attendance sheet, accomplishment report	5%
C. Adaptability/ Replicability of the intervention/ Innovative strategy	Intervention/strategy is within the control of the school to implement, regular budget allocation	Program Design/Activity Proposal indicating sustainability measures, mechanism, and budget allocation	10%

Criteria	Indicators	MOVs	Weight
V. **Stakeholder Support**			**15%**
4. Internal, External (NGOs and Private) Stakeholders	Number of stakeholders supporting the programs	MOA/MOU, Commitment of Support from Stakeholders	5%
5. Resources generated for the program	Amount/quantity of donations (cash/in kind)	Deed of Donation, MOU/MOA, Summary Records of Donations signed by the immediate supervisor	10%
		Total	**100%**

E. *Gulayan sa Paaralan* Program

Criteria	Indicators	MOVs	Weight
A. Compliance to Program/Project Standards			**25%**
A.1 Program/Project standards compliance	Name of program/project standards complied	Photos, evaluation checklist result	
A.1 Program/Project implementation accomplished	Number of program/project implementation accomplished	Plan, accomplishment report, photos, records	
B. Impact			**25%**
B.1 Received awards/recognition from international/ national/regional/ division/district/schools	Number of awards/recognition received from international/ national/regional/ division/district/schools	Certificates, photos	

Criteria	Indicators	MOVs	Weight
B.2 Visited/bench marked by the other school/institution for the best practice in effectiveness in achieving its objectives & replicability in other school setting	Number of schools/institution conducted bench marking	Logbook, communication letter	
B.3 High production of vegetables, poultry & livestock	Number of kgs produced used as ingredients for school based feeding program	Records with matching photos during harvest	
B.4 High survival rate of grown trees	Percentage of survival rate	Physical evaluation on the planting site, photos, records	
B.5 Decreased severely wasted & wasted learners	Percentage of decreased severely wasted & wasted learners	Nutritional status (beginning and ending)	
C. Sustainability/Adaptability/Replicability			**20%**
C.1 Inclusion of GPP budget into SIP for the production of vegetables	Percentage of allocation in the school improvement plan (SIP)	SIP	
C.2 Articulation of GPP integration into the basic education curriculum	Number of learning areas with GPP integration per week	IP, DLP	
C.3 Whole your round production	Number of months sustained		
D. Innovation			**15%**
D.1 Unique practices to increase production, economically viable, environmentally sound and socially acceptable practices in implementing the Gulayan sa Paaralan Program	Number of unique practices implemented	Physical evaluation, photos, records of production	

Criteria	Indicators	MOVs	Weight
E. Stakeholder's Support			**15%**
E.1. Gained support from parents, alumni, communities in promoting Gulayan sa Paaralan Program (GPP)	Number of individuals supported in promoting Gulayan sa Paaralan Program (GPP) in the school	Attendants, list of contributions, photos	
E.2. Established linkage with LGU, NGO's, CSO, NGA's etc. to support Gulayan sa Paaralan Program	Amount of donated goods/funds donated to support GPP	MOA, MOU	
TOTAL			**100%**

F. Inclusive Education Program (School & Division Criteria)

Criteria	Indicators	MOVs	Weight
A. Compliance to Program/Project Standard and Implementation Accomplishment			
A.1. Program/Project Standards Compliance			**15%**
1.1. Leadership, Governance, and Policy Implementation	Developed and implemented an Inclusive Education Program(SNED/IPED/MEP/FLO/)aligned with DepEd policies and national priorities.	School/Division Inclusive Education Plan, SIP/AIP, Office Orders, Annual Accomplishment Report, Monitoring Reports	5%
	Established effective governance mechanisms for planning, implementation, monitoring, and evaluation of the Inclusive Education Program.	Designation Orders, Minutes of Meeting, Technical Assistance Reports, Monitoring and Evaluation Reports	5%
	Mobilized and utilized financial, human, and material resources to support Inclusive Education.	APP, Budget Utilization Reports, Resource Inventory, Procurement Documents	5%
A.2. Program/Project Implementation Accomplishment			**30%**

Criteria	Indicators	MOVs	Weight
2.1. Access, Participation, and Learner Support	Improved access, enrollment, participation, retention, and completion of learners with disabilities and other learners requiring additional support	LIS Reports; Enrollment Reports; Promotion and Completion Reports; Comparative Statistics	5%
	Conducted timely identification, assessment, placement, and referral of learners requiring specialized support.	Screening Tools; Assessment Reports; Referral Records; Parent Consent Forms	3%
2.2. Quality Teaching and Learning	Implemented individualized educational interventions, accommodations, and learner support services	Individualized Education Plans (IEPs), where applicable; Accommodation Plans; Progress Monitoring Reports; Assistive Device Records	5%
	Developed or adapted accessible, contextualized, and learner-responsive instructional materials and Strengthened teachers' competencies through continuous professional development, coaching, mentoring, and Learning Action Cells (LACs).	Adapted Learning Materials; Teacher-Made Resources; Digital Learning Resources, Program/Activity Design; Program/Activity Completion Report, Certificate of Participation; LAC Documentation; Coaching Records	2%
B. Innovation			**15%**
Adaptability	Innovation is adopted by other schools, districts, or divisions using documented procedures and resources	Innovation Proposal; Research Report; Project Documentation; Best Practice Write-up; Videos; Photo Documentation	5%
Sustainability	Innovation is continuously implemented, improved, and replicated	Action Plan, Accomplishment Report, M&E Report, MOA/MOU	5%
Impact	Resulted in measurable and documented improvement in processes and outputs	Accomplishment Report, M&E Report	5%
C. Impact			**25%**

Criteria	Indicators	MOVs	Weight
	Demonstrated measurable improvements in learner access, participation, learning outcomes, and well-being resulting from the implementation of Inclusive Education interventions.	Comparative Enrollment Data; Retention and Completion Rates; Learner Performance Data; Monitoring and Evaluation Reports	
D. Stakeholder's Support/Engagement			**15%**
	Established and sustained partnerships with parents, LGUs, health professionals, NGOs, and other stakeholders to support Inclusive Education.	MOAs/MOUs; Partnership Reports; Referral Agreements; Stakeholder Meeting Minutes	
	Mobilized resources and services from stakeholders	MOAs/MOUs	
		Total	**100%**

G. National Drug Education Program (NDEP)

Criteria	Indicators	MOVs	Weight
A. Compliance to Program/Project Standards & Implementation Accomplishment			25%
A.1. Program/Project Standards Compliance	Integration of drug concepts in relevant subject areas	Summary of subjects with NDEP-related topics, pictures	2
	IEC Materials	Brochures, leaflets, tarpaulins, exhibits, slide shows, etc	1
	Bulletin boards/NDEP corners	Pictures of classrooms with bulletin boards/NDEP corners	1
	Peer Counseling Program	Roster of peer counsellors, logbook of catered learners	1
	Teen drop center/Kiosk for teens	Pictures of teen drop center/Kiosk for teens	Q
	Drug-related guidance office/school clinic referral services	Accomplishment report of the guidance office/school clinic	1

Criteria	Indicators	MOVs	Weight
	Barkada Kontra Droga (or equivalent clubs)	Roster of officers, pictures of programs, activities or porjects	3
A.2. Program/Project Implementation Accomplishment	NDEP Action Plan	Action plan duly signed by the SDS	5
	Time-line of activities with actual accomplishments	Calendar of activities, accomplishment reports, MOBV's of programs, activities, projects	10
B. Impact			**25%**
B.1. Recognition & Awards	Drug-free school status/Other NDEP-related awards	Certificate from LGU or other credible organization	10
B.2. Scope of Implementation	School-wide implementation	Accomplishment report, pictures	5
	Community extension/coverage	Accomplishment report, pictures	10
C. Sustainability/Adaptability/Replicability			**20%**
C.1. Teaching/Non-teaching Personnel Organization	Functional NDEP Committee	SDO memoranda, issuances, minutes of meetings, MOV's of activities	10
	Knowledge management for NDEP coordinators/guidance/ counselors/nurses	SDO memoranda, program % pictures of seminars or trainings	5
C.2. Monitoring	Evaluation & reporting protocol	Evaluation forms, consolidated reports	5
D. Innovation			**15%**
D.1. Research	Action research or case study	Copy of research paper or case study	5
D.2. Program/Activity/ Project	Unique strategies/approaches in implementing the program	Memoranda, videos or pictures	10
E. Stakeholder Support			**15%**
E.1. Internal Stakeholders	School Administrators	Relevant Documents	3

Criteria	Indicators	MOVs	Weight
	Parent-Teacher Association (PTA)	Relevant Documents	3
E.2. External Stakeholders	Socio-civic/religious organizations	MOA's, MOU's, other relevant documents	3
	Government officials/agencies	MOA's, MOU's, other relevant documents	3
	Non-government officials/agencies	MOA's, MOU's, other relevant documents	3
Total			**100%**

H. Reading Program

Criteria	Indicators	MOVs	Weight
I. Compliance to Program/Project Standard and Implementation Accomplishment			
A. Program/Project Standards Compliance			**15%**
A.1. Leadership and Governance	Developed and implemented a comprehensive Division Reading Program aligned with DepEd policies and responsive to division literacy needs.	Approved Division Reading Program/Framework, Annual Implementation Plan, Division Memoranda	5%
	Established functional governance and monitoring mechanisms for reading program implementation.	Designation Orders, TWG/Governance Structure, Monitoring Plan, Meeting Minutes	5%
	Formulated evidence-based policies, guidelines, or innovations to strengthen reading interventions.	Division Memoranda, Guidelines, Policy Issuances	5%
B. Program/Project Implementation Accomplishment (15%)			25%
	Implemented systematic reading assessments and utilized results for learner profiling and intervention planning.	CRLA/Phil-IRI reports, Consolidated Reading Assessment Reports	7%

Criteria	Indicators	MOVs	Weight
	Ensured timely implementation of differentiated reading interventions across schools.	Intervention Plans, School Reading Program Reports, Monitoring Reports	6%
	Conducted sustained professional development programs for reading coordinators, school heads, and teachers.	Training Designs, Attendance Sheets, Certificates, Completion Reports, Technical Assistance Reports, Coaching Logs, Activity Reports	6%
	Developed or contextualized quality reading materials and intervention resources.	Reading Modules, Big Books, Digital Resources, Localized Materials	6%
C. Innovation			**15%**
	Introduced innovative, scalable, and evidence-based reading strategies or projects.	Project Documentation, Innovation Briefs, Research Papers	5%
	Maximized ICT and digital platforms to support reading instruction, assessment, and monitoring.	LMS Reports, Digital Reading Resources, Online Reading Programs	5%
	Institutionalized innovative practices adopted by schools within the division	Replication Reports, Recognition, Adoption Documents	5%
D. Impact			**25%**
	Demonstrated significant improvement in learners' reading proficiency based on division data.	Comparative CRLA/Phil-IRI Results, Division Reading Reports	15%
	Improved learner participation, retention, and completion through reading interventions.	LIS Reports, Enrollment and Attendance Data, School Reports	10%
E. Sustainability, Adaptability, Replicability			**10%**
	Institutionalized successful reading initiatives through policies, budget allocation, and integration into division plans.	Annual Investment Plan, Budget Allocation, DEDP, Division Policies	5%

Criteria	Indicators	MOVs	Weight
	Established mechanisms for continuous monitoring, evaluation, and continuous improvement of the reading program.	M&E Framework, Annual Accomplishment Reports, Improvement Plans	5%
F. Stakeholder's Support/Engagement			10%
	Forged partnerships with LGUs, NGOs, private organizations, and community volunteers to support reading initiative	MOAs/MOUs, Partnership Reports, Donation Records	5%
	Mobilized financial, material, and volunteer resources to sustain reading programs.	Resource Mobilization Reports, Inventory, Financial Reports	5%
		Total	**100%**

Numeracy Program

Criteria	Indicators	MOVs	Weight
I. Compliance to Program/Project Standard and Implementation Accomplishment			
A. Program/Project Standards Compliance			15%
1.Leadership, Governance, and Program Management			
1.1. Numeracy Program	Developed and implemented a comprehensive Division Numeracy Program aligned with DepEd policies, the Revised K to 12 Curriculum, and ARAL Program	Division Numeracy Framework, Annual Implementation Plan, Division Memoranda, DEDP/AIP	5%
1.2. Governance mechanism	Established functional governance mechanisms, including a Division Numeracy Team and monitoring system.	Designation Orders, Organizational Structure, Meeting Minutes, Monitoring Plan	5%
1.3. Localized Policy	Formulated evidence-based policies, guidelines, or strategic directions to	Division Issuances, Policy Guidelines, Technical Advisories	5%

Criteria	Indicators	MOVs	Weight
	strengthen numeracy instruction and interventions.		
B. Program/Project Implementation Accomplishment			30%
B.1. Numeracy assessment	Conducted systematic numeracy assessments and utilized results to identify learners requiring intervention	ELLNA/RMA Results, Division Assessment Reports, Learner Profiling Reports	5%
B.2. Numeracy intervention	Implemented differentiated numeracy interventions based on learner needs across schools.	Intervention Plans, School Implementation Reports, Accomplishment Reports	5%
B.3. Capacity-building	Conducted sustained capacity-building programs on numeracy instruction, assessment, and intervention.	Training Designs, Attendance Sheets, Certificates, Completion Reports	5%
B.4. Technical assistance	Provided quality technical assistance, mentoring, and coaching to schools and teachers on numeracy instruction and intervention.	TA Reports, Coaching Logs, Monitoring Reports	5%
B.5. Instructional materials	Developed, localized, or contextualized numeracy instructional materials and intervention resources.	Numeracy Modules, Activity Sheets, Manipulatives, Digital Learning Resources	5%
B.6. Monitoring and Evaluation	Established an effective monitoring and feedback mechanism to improve program implementation.	Monitoring Tools, Validation Reports, Progress Monitoring Reports	5%
II. **Innovation**			15%
A. Innovative project	Developed or implemented innovative, evidence-based numeracy projects that improved learner outcomes.	Innovation Documentation, Project Portfolio, Research Papers	5%
B. Utilization of ICT	Integrated ICT, digital platforms, and educational technologies to enhance numeracy instruction and learner engagement.	LMS Reports, Digital Learning Resources, ICT Integration Documentation	5%

Criteria	Indicators	MOVs	Weight
C. Replicability	Demonstrated scalability and replication of innovative practices across schools.	Replication Reports, Adoption Documents, Recognition Certificates	5%
III. I**mpact**			**20%**
	Demonstrated measurable improvement in learners' numeracy proficiency based on assessment results.	Comparative ELLNA/RMA Results, Division Mathematics Performance Reports	10%
	Reduced the number of learners identified as numeracy-at-risk through sustained intervention.	Intervention Tracking Reports, Comparative Learner Profiles	10%
IV. Sustainability, Adaptability, Replicability			**10%**
	Institutionalized successful numeracy initiatives through policy support, budget allocation, and integration into division plans.	Annual Investment Plan, DEDP, Budget Documents, Division Policies	5%
	Implemented continuous monitoring, evaluation, and improvement mechanisms to ensure sustainability of the numeracy program.	M&E Framework, Annual Accomplishment Reports, Continuous Improvement Plans	5%
V. Stakeholder's Support/Engagement			10%
	Established partnerships with LGUs, HEIs, NGOs, professional organizations, and private partners to support numeracy initiatives.	MOAs/MOUs, Partnership Reports, Activity Documentation	5%
	Mobilized financial, material, and volunteer resources to support numeracy interventions.	Resource Mobilization Reports, Inventory Reports, Financial Reports	5%
Total			**100%**

ARAL Program (School & Division Criteria)

Criteria	Indicators	MOVs	Weight
I. Compliance to Program/Project Standard and Implementation Accomplishment (30%)			
A. Program/Project Standards Compliance			15%
A.1. Program Leadership and Management	Developed a comprehensive ARAL Program Implementation Plan aligned with learner assessment results, School Improvement Plan (SIP), and Division/Regional directions.	Approved ARAL Implementation Plan, DEDP/SIP/AIP, School/Division Learning Recovery Plan	4%
	Established a functional ARAL Program Management Team with clearly defined roles and responsibilities	Designation Orders, Committee Composition, Meeting Minutes	3%
	Ensured efficient organization, scheduling, monitoring, and evaluation of ARAL activities.	Monitoring Reports, Accomplishment Reports, Monitoring Tools	4%
	Submitted complete, accurate, and timely ARAL reports to higher offices.	Submission Receipts, Consolidated Reports, Acknowledgment Slips	4%
B. Program/Project Implementation Accomplishment			15%
	Conducted learner identification and profiling using validated assessment data and established eligibility criteria	Learner Masterlist, Assessment Results, Learner Profiles	3%
	Implemented structured literacy and numeracy interventions based on learners' identified needs	Session Plans, Intervention Plans, Daily Lesson Logs, Learning Activity Sheets	3%
	Ensured regular attendance, learner participation, and appropriate learning support throughout program implementation.	Attendance Sheets, Progress Monitoring Records, Parent Communication Logs	3%
	Utilized learner-centered, inclusive, and differentiated instructional strategies appropriate to learners' needs.	Classroom Observation Reports, Session Documentation, Learning Materials	3%
	Regularly monitored learner progress and adjusted interventions based on assessment results.	Pre-test/Post-test Results, Progress Monitoring Reports, Learner Portfolios	3%

Criteria	Indicators	MOVs	Weight
C. **Innovation**			15%
	Developed innovative strategy in implementing ARAL Program	Program/Activity Program	5%
	Demonstrated measurable impact of innovations	Accomplishment Report, M&E Report	5%
	Innovation has been institutionalized, replicated, or adopted by other schools/divisions	Letter-request, Certificate of Appreciation	5%
D. **Impact**			25%
	Demonstrated significant improvement in learners' literacy and/or numeracy competencies following program implementation.	Comparative Assessment Results (CRLA, Phil-IRI), Reading/Numeracy Assessment Reports	10%
	Achieved high learner completion and retention rates throughout the ARAL Program.	Completion Reports, Attendance Summary, Learner Tracking Reports	5%
	Reduced the number of learners requiring intensive intervention through effective remediation	Comparative Learner Performance Data, Intervention Summary Report	5%
	Demonstrated positive impact on learner confidence, participation, and classroom engagement.	Learner Feedback, Teacher Observations, Case Documentation	5%
E. **Sustainability, Adaptability, Replicability**			15%
	Institutionalized sustainable ARAL practices integrated into the school's learning recovery initiatives	Sustainability Plan, School/Division Policies, School Improvement Plan/DEDP	
F. **Stakeholder Support**			15%
	Strengthened collaboration with parents, community partners, volunteers, LGUs, and other stakeholders to support ARAL implementation	MOA/MOU, Pledge of Support	8%
	Mobilized resources to support program implementation and learner participation	List of Donations signed by immediate Superior	7%

Criteria	Indicators	MOVs	Weight
		Total	**100%**

I. School-Based Feeding Program (SBFP)

Criteria	Indicators	MOVs	Weight
A. Compliance to Project Standards	Program Management	Presentation/Submission of Documents	**40%**
1	Social Preparation % Operation	Photos, video, reports	10
2	Presence & Completeness of the following forms:	Relevant documents	10
3	Vegetable Garden	Records of harvest crops and utilization	10
4	Health & Nutrition Value Practices	IEC Materials. Photo or video	10
B. Impact	Percentage of beneficiaries rehabilitated to normal status	List of beneficiaries improvement of NS	**15%**
C. Sustainability	Schools & communities partnership focus on income generating	Present photos % financial report	**15%**
	Activities (agricultural, commercial or industrial)		
D. Innovation	Program Related Needs Practices (Storage, Temperature & Distribution)	Relevant documents	**15%**
E Stakeholder Support	Program Related Grants	Relevant documents	**15%**
	TOTAL		**100%**

2.4.2**. Division Category**

A. DepEd Computerization Project (DCP)

Criteria	Indicators	MOVs	Weight
A. Compliance to Project Implementation (25%)			
A.1. Participation of school	No. of schools attending Division initiated trainings and conferences in relation to CDP Packages	Activity Design, Division Memorandum, Activity Completion Report with Attendance Sheet	8%
A.2. Activation and utilization of DepEd Systems	No. of personnel that have activated and actively use the DepEd Systems and accounts (MS 0365, LMS, Canva)	Activation and Utilization Report per DepEd Systems	8%
A.3. Monitoring and technical assistance provided to schools that received and to receive DCP packages	No. of schools monitored within the year	DCP Monitoring Report	9%
B. Impact			**15%**
B.1. Recognitions received	No. of ICT-related recognitions received by any students or schools within the division	Certificate of Recognition/Awards, Pictures	
C. Sustainability			**30%**
C.1. Functional DCP Packages	No. of functional DCP packages	DCP Inventory and Monitoring Report	15%
C.2. Funding inclusion in SIP	No. of schools that have included budget for DCP maintenance	Summarized Division Report with copies of SIP	15%
D. Innovation			**20%**
D.1. Innovations implemented in the schools and division	No. of ICT-related innovations using DCP packages in Governance	Video narrative of the innovation with interviews of users (testimonials), (governance)	10%
D.2. Promoting usage of DCP packages	No. of schools that have implemented projects integrating the use of DCP packages in T&L	Video narrative of the innovation with interviews of users (testimonials, teaching and learning)	10%

Criteria	Indicators	MOVs	Weight
E. Stakeholder's Support			**10%**
E.1. Support of the division and school communities	No. of schools that have established internal and external partnership to support DCP implementation	External Partnership Report (DPDS)	5%
E.2. Accomplishment of Social Mobilization Plan	No. of schools that achieved 100% of the SocMob plan target	Accomplishment Report on Social Mobilization Plan	5%
Total			100%

B. Functional Learning Resource Management Section

Criteria	Indicators	MOVs	Weight
I.Compliance to Program/Project Standard and Implementation Accomplishment			
A. Program/Project Standards Compliance			15%
A.1.Leadership, Governance, and Program Management	Developed a Division Learning Resources Management Plan aligned with DepEd priorities and responsive to schools' needs.	Approved LRMS Annual Implementation Plan, Division Education Development Plan (DEDP), Work and Financial Plan	
	Established a functional LRMS with clearly defined roles, responsibilities, and operational procedures.	Designation Orders, Organizational Structure, Office Manual, Process Flow	
	Implemented an effective monitoring and evaluation system for learning resource development, distribution, utilization, and quality assurance.	Monitoring Tools, Accomplishment Reports, M&E Reports	
B. Program/Project Implementation Accomplishment			40%
1.Capacity Building and Technical Assistance	Conducted sustained capacity-building activities for LR Coordinators, school heads, teachers, and resource developers on learning resource development and management.	Training Designs, Attendance Sheets, Certificates, Completion Reports	5%

Criteria	Indicators	MOVs	Weight
	Provided timely technical assistance, coaching, and mentoring to schools on LR development, quality assurance, and utilization.	Technical Assistance Reports, Coaching Logs, Monitoring Reports	5%
2.Learning Resource Development and Quality Assurance	Facilitated the development, localization, contextualization, and indigenization of quality-assured learning resources aligned with the curriculum	Developed Learning Resources, Contextualized Materials, Quality Assurance Reports	5%
	Ensured timely quality assurance and evaluation of learning resources following DepEd and BLR standards.	Quality Assurance Checklists, Evaluation Reports, Certification Documents	5%
	Maintained an updated repository of approved print and digital learning resources.	LR Inventory, Repository Database, LR Catalog	5%
C. Learning Resource Distribution, Utilization, and Monitoring	Ensured timely distribution of learning resources to schools based on identified requirements.	Distribution Plans, Delivery Reports, Acknowledgment Receipts	5%
	Established an efficient inventory, tracking, retrieval, and disposal system for learning resources.	Inventory Reports, Asset Registry, Disposal Reports	5%
	Monitored and evaluated utilization and effectiveness of learning resources across schools.	School Monitoring Reports, Utilization Reports, Feedback Survey Results	5%
V. Innovation			**10%**
	Developed innovative and technology-enabled systems for managing, accessing, and sharing learning resources.	Innovation Portfolio, System Documentation, User Manuals	5%
	Implemented innovative practices that were replicated or adopted by other divisions or schools.	Replication Reports, Recognition Certificates, Adoption Documents	5%
VI. Impact			**15%**

Criteria	Indicators	MOVs	Weight
	Demonstrated measurable improvements in the availability, quality, accessibility, and utilization of learning resources over time.	Comparative Performance Reports, Client Satisfaction Results, Accomplishment Reports	
VII. Sustainability, Adaptability, Replicability			**10%**
	Institutionalized effective LRMS practices through policies, budget allocation, integration into division plans, and continuous quality improvement mechanisms.	Division Policies, Budget Allocation, DEDP, Annual Investment Plan (AIP), Continuous Improvement Plan	
VIII. Stakeholder's Support/Engagement			**10%**
	Established partnerships with LGUs, HEIs, NGOs, private organizations, and other stakeholders to support learning resource development and management.	MOAs/MOUs, Partnership Reports, Activity Documentation	5%
	Mobilized financial, technological, and material resources to enhance LRMS operations.	Resource Mobilization Reports, Donation Records, Inventory Reports	5%
		Total	**100%**

C. Gender and Development (GAD)

Criteria	Indicators	MOVs	Weight
I. Compliance to Program/Project Standard and Implementation Accomplishment			**30%**
A. Program/Project Standards Compliance			15%
A.1. GAD leadership and governance	Established and effectively led the Division GAD Focal Point System (GFPS) and ensured compliance with DO 32, s. 2017.	Office Orders; GFPS Composition; Minutes of Meetings	5%
	Developed and implemented policies, guidelines, or initiatives that	Division Memoranda; Policy Issuances; Approved Guidelines	5%

Criteria	Indicators	MOVs	Weight
	institutionalized gender-responsive governance.		
	Integrated GAD in Division plans, programs, and decision-making processes.	DEDP/AIP/APP/Annual Implementation Plan with GAD integration	5%
B. Program/Project Implementation Accomplishment			30%
B.1. GAD-responsive Programs, Projects, Activities (PPAs)	Submitted GAD plans and Budget	Approved Annual GAD Plans and Budget	5%
	Successfully implemented planned gender-responsive programs, projects, and activities (PPAs)	Annual GAD Plan and Budget (AGPB), Annual GAD Accomplishment Report (AGAR), Activity Reports	5%
	Achieved or exceeded planned outputs and outcomes of GAD PPAs utilizing the GAD budget of at least 5% of the Office total budget	AGPB, AGAR, Quarterly GAR	5%
	Conducted GAD orientations, seminars, coaching, or technical assistance for schools and personnel.	Program/Activity Design, Program/Activity Completion Report, Attendance Sheets, Pictures	5%
	Developed advocacy materials promoting gender equality, inclusivity, and prevention of gender-based violence.	IEC Materials, Videos, Social Media Posts, Publications	5%
	Increased awareness and participation of personnel and stakeholders in GAD-related initiatives.	Survey Results, Certificate of participation, Attendance Sheets, Pictures	5%
II. Innovation			**10%**
	Developed innovative approaches, digital tools, systems, or best	Innovation Proposal, System Documentation, User Feedback	5%

Criteria	Indicators	MOVs	Weight
	practices that improved GAD implementation.		
	Innovation is replicable, cost-efficient, and adopted by schools or other offices.	Adoption Reports, Replication Documents, Testimonials	5%
III. Impact			**20%**
	Demonstrated measurable improvements in gender responsiveness, participation, inclusion, or protection resulting from GAD interventions.	Comparative sex-disaggregated data on enrolment rate, drop-out rate, retention rate, cohort survival, and completion rate; Comparative Data on gender-based bullying cases	15%
	Contributed to safer, more inclusive, and gender-responsive schools and workplaces.	Survey Results; Client Satisfaction Reports;	5%
IV. **Sustainability, Adaptability, Replicability**			**15%**
E.1. GFPS Functionality Assessment	Obtained significant score in the GFAST assessment	GFAST assessment results	7%
E.2. Gender Mainstreaming Evaluation Framework (GMEF) Assessment	Obtained a significant score in the GMEF assessment	GMEF assessment results	8%
V. Stakeholder's Support/Engagement			**10%**
	Established strong partnerships with LGUs, NGOs, government agencies, civil society organizations, and other stakeholders to support GAD programs.	MOA/MOU; Partnership Agreements; Activity Reports; Certificates of Partnership	
		Total	**100%**

D. Policy, Planning and Research Program (PPRP)

Criteria	Indicators	MOVs	Weight
I. Compliance to Program/Project Standard and Implementation Accomplishment			**25%**
A.1. Program/Project Standard Compliance	Frequency of streamlined PRP initiatives that are compliant with the Research Management Guidelines (RMG)	PRP Implementation Plan *(with streamlined initiatives and support mechanisms on RM Cycle)*	10%
A.2. Program/Project Implementation Accomplishment	Percentage of PRP initiatives accomplished per approved implementation plan	Accomplishment Report *(with Documented Information)*	15%
5. IMPACT			**25%**
B.1. Achievement of PRP objectives/ goals	Number of completed research studies with disseminated results and utilized findings for plan, program, and policy development	Completed Research Studies *(with Dissemination Activities and Utilization Advocacies on PAPs and policy development)*	10%
B.2. Impact/ outcome of the program to people and organization	Percentage of enhanced/ improved intermediate outcomes or performance due to the initiated research-based innovation, intervention, and strategies	Program Accomplishment Report *(with reflected data on enhanced/ improved intermediate outcomes and learning or work performance*	15%
6. SUSTAINABILITY, ADAPATABILITY, REPLICABILITY			**20%**
C.1. Functional Management Structure	Number of PRP initiatives facilitated and organized by the Research Committee	Activity Completion Report/ Program Completion Report	5%
C.2. Operational M&E Mechanism	Frequency of monitoring and evaluation activities conducted in schools/ CLCs	M&E Plan and Report	5%
C.3. Replicable PRP initiatives	Number of PRP initiatives replicated/ adopted by relevant interested parties	Approved Request/ Signed MOA/ MOU between involved parties	10%
7. INNOVATION			**15%**
D.1 Unique PRP Implementation Strategies	Frequency of unique strategies employed that streamline workflows and promote efficiency in operations	Streamlined PRP Workflows, Mechanisms, and Processes *that result in enhanced and sustained client satisfaction*	15%

Criteria	Indicators	MOVs	Weight
	leading to a successful project completion		
8. STAKEHOLDERS' SUPPORT			**15%**
E.1. Forged research partnerships	Number of individuals/ organizations/ academic research institutions supporting the program through various areas of partnerships	Signed MOA/ MOU on research partnerships *between involved parties in the areas of resource sharing, capacity building, funding, etc.*	15%
TOTAL			**100%**

J. Rewards and Recognition (R&R) Program

Criteria	Indicators	MOVs	Weight
I. Compliance to Program/Project Standard and Implementation Accomplishment			**40%**
A.1. Program/Project Standard Compliance			20%
Developed Localized R&R Policy	Approved R&R Policy has been communicated to the Districts and Schools	Approved R&R Policy, Division Memorandum,	8%
	Number of Advocacy Activities conducted on the Approved R&R Policy	Activity Design on Orientation on the Approved R&R Policy, Activity Completion Report	7%
	Conducted policy review/submitted policy recommendations	Activity Design, Activity Completion Report, Policy Recommendation	5%
A.2. Program/Project Implementation Accomplishment			20%
	Implemented 100% of planned Rewards and Recognition activities based on the approved R&R program and implementation plan.	Approved Implementation Plan, Accomplishment Report	5%

	Conducted a systematic and inclusive nomination process that provided qualified personnel with opportunities to be recognized.	Division Memorandum, List of Selection Committees, List of nominees	5%
	Conducted fair, transparent, and evidence-based evaluation and selection of awardees using approved criteria and procedures.	Accomplishment Report, Pictures, List of Finalists, Validation Records	5%
	Conducted recognition/awarding activities as scheduled and provided appropriate forms of recognition to qualified awardees.	Division Memorandum, Program Invitation, Pictures, Activity Design, Activity Completion Report	5%
II. IMPACT			**15%**
Achievement of R&R objectives/ goals and . Impact/ outcome of the program to people and organization	Percentage of awardees nominated/endorsed to national/international award-giving bodies	Endorsement Letter, Proof of submission	3%
	Percentage of awardees recognized as winner in the national or international award-giving bodies	Letter of Invitation, Certificate/Plaque of Recognition, Pictures	4%
	Percentage of awardees promoted to the next higher position	Appointment	4%
	Percentage of awardees enrolled in Scholarship Programs	Certificate of Enrolment	4%
III. SUSTAINABILITY, ADAPTABILITY, REPLICABITY			**15%**
Functional Management Structure and Operational M&E Mechanism	Conducted PRAISE Meetings	Division Memorandum on the PRAISE Committee Composition, Minutes of Meetings	5%
	Inclusion of the R&R Program in the Division Educational Development Plan	DEDP, AIP	5%

	Inclusion of the R&R budget requirements in the Office annual budget	APP, WFP	5%
IV. INNOVATION			**15%**
Systematic and Unique R&R Implementation Strategies	Number of innovative mechanism, strategies, tools implemented to streamline workflows and enhance operational efficiency for successful project completion.	Innovative mechanism/strategies/tools/ platforms	15%
V**.STAKEHOLDERS' SUPPORT**			**15%**
Stakeholders Involvement and sustainability Participation of stakeholders on the following: Planning, implementation, etc.	Formal agreements (MOU), detailed commitments (MOA), and proof of financial and non-financial support.	MOU, MOA, Proof of Monetary/Non-Monetary Support	15%
TOTAL			**100%**

K. School Mental Health Program (SMHP)

CRITERIA	INDICATORS	MOVs	Weight
A.1. Program/Project Standards Compliance			**50%**
	Presence of a localized school mental health related policy	Copy of localized SMH related policy	5
	Integration of drug concepts in relevant subject areas	Summary of subjects with mental Health-related topics, pictures	3

CRITERIA	INDICATORS	MOVs	Weight
	IEC Materials	Brochures, leaflets, tarpaulins, exhibits, slide shows, etc.	2
	Mental Health Bulletin boards/corners/social media page	Pictures of classrooms with bulletin boards/corners or social media page	1
	Mental Health Helpline/Helpdesk	Helpline contact numbers or pictures of the helpdesk	1
	Presence of guidance office/mental health referral system	Accomplishment report of the guidance office/referral system	5
A.1. Program/Project Implementation Accomplishment	School Mental Health Action Plan	Action plan duly signed by the school head	3
	Inclusion of the SMHP in the AIP/SIP	AIP/SIP duly signed by the school head	2
	Time-line of activities with actual accomplishments	Calendar of activities, accomplishment reports, MOV's of programs (national suicide prevention month, mental health awareness month)	15
	Timely submission of SMHP reports	Accomplishment reports, quarterly reports, utilization report	3
	Utilization of the SMHP Program Support Fund	Budget Utilization Report	5

CRITERIA	INDICATORS	MOVs	Weight
	Conduct of Psychological First Aid Services	Division Memorandum and Pictures of the Actual Implementation	5
B. Impact			**15%**
B.1. Recognition & Awards	Recipient of a SMHP Recognition/Award in the district/division level	Pictures of the Actual Awarding Activity, Certificates	5
B.2. Scope of Implementation	School-wide implementation	Accomplishment report, pictures	5
	Community extension/coverage	Accomplishment report, pictures	5
C. Sustainabilty/ Adaptability/Replicability			**10%**
C.1. Teaching/Non-teaching Personnel Organization	Regular Coordinative Meeting of SMHP Focal Persons	SDO memoranda, issuances, minutes of meetings, MOV's of activities	3
	Knowledge management for SMHP coordinators/guidance counselors/nurses	SDO memoranda, program & pictures of seminars or trainings	4
C.2. Monitoring	Evaluation & reporting protocol	Evaluation forms, consolidated reports	3
D. Innovation			**15%**

CRITERIA	INDICATORS	MOVs	Weight
D.1. Research	Action research or case study	Copy of research paper or case study	5
D.2. Program/Activity/Project	Unique strategies/approaches in implementing the program	Memoranda, videos or pictures	10
E. Stakeholder Support			**10%**
E.1. Internal Stakeholders	School Administrators	Relevant documents	2
	Parent-Teacher Association (PTA)	Relevant documents	2
E.2. External Stakeholders	Socio-civic/religious organizations	MOA's, MOU's, other relevant documents	2
	Government officials/agencies	MOA's, MOU's, other relevant documents	2
	Non-government officials/agencies	MOA's, MOU's, other relevant documents	2
Total			**100%**

L. Teacher Induction Program (TIP)/Induction Program for Beginning Teachers (IPBT)

Criteria	Indicators	MOVs	Weight
A. Compliance to Program/Project Standard and Implementation Accomplishment			**25%**
A.1. Program/Project Standard Compliance	Adherence to the standards set in the Teacher Induction Program (TIP)/Induction Program for Beginning Teachers (IPBT)	Copy of Division TIP Management with roles and responsibilities/Memo signed by SDS	5%
A.2. TIP/IPBT integration in DEDP/SIP	Adherence to the standards set in the TIP/IPBT for inclusion in the DEDP/SIP	Copy of approved DEDP; Copy of list of Schools with SIP/TIP integration/Professional Development integration	5%
A.3. TIP/IPBT Implementation Plan Accomplishment	Accomplishment of the TIP/IPBT	Copy of approved TIP/IPBT Plan and accomplishment report	15%
B. Impact			**25%**
B.1. Inductees Knowledge, Skills, Attitudes, and Values (KSAVs) improvement	Improvement of competencies and KSAVs of newly hired teachers	Evaluation Report/Portfolio Assessment Results	15%
B.2. Teacher inductees commitment and retention enhancement	Enhancement of Teacher Inductees commitment	List of teachers inductees completers	10%
C. Sustainability/Adaptability/Replicability			**20%**
C.1. TIP Sustainability Plan Operational	Functional TIP/IPBT Sustainability Plan	TIP Sustainability Plan	10%
C.2. Monitoring and Evaluation (M&E) Mechanism established	Operational M&E Mechanism	M&E Process/Mechanism	10%
D. Innovation			**15%**
D.1. Diverse strategy/ies used in TIP implementation	Diverse TIP implementation strategy/ies adapted	List or enumeration of varied strategy/ies used	15%
E. Stakeholders' Support			**15%**
E.1. Internal and external stakeholders support	Support generated from the internal and/or external stakeholder	Copy of MOA, MOU, donations	15%
TOTAL			**100%**

M. WASH in School (WinS)

CRITERIA	INDICATORS	MOVs	Weight
A. Compliance to program/ project standards and Implementation Accomplishment			**25%**
A.1. Program/ Project Compliance			
A.1.1. Creation of Organizational Structure (Steering/ Technical Working Group)	Functional SD WinS TWG working together and providing directions on WinS for planning on the improvement of the program	Any form that constitutes the WinS TWG	
A.1.2. Establishment of WinS Facilities in Schools	Project plan on the construction of WinS facilities as alignment to the key indicators	Presence of Toothbrush and Handwashing trough with enough water supply, gender segregated toilets	10%
A.1.3. Availability of approved WinS implementation plan	Project and budget proposals as approved by the SDS	Signed document by SDS of the approved implementation plan on WinS	
A.2. Program/ Project Implementation Accomplishment			15%
A.2.1. Compliance to the Three-Star Approach measuring level	Number of schools implemented and achieved the desired WinS implementation using the Three-Star Approach of the ff: Sanitation facilities, Hygiene (Menstrual Hygiene Management MHM), Water Supply, Deworming & Health Education)	Document that shows the measuring level, One-Star, Two-Stars, and Three-Stars approach	
A.2.2. Accurate and timely submission of WinS Report	Number of schools that were able to enter the online portal every November of each year	Hard or soft copy of the report submitted to the portal	
B. Impact			25%
B.1. Levelling up of performance as measured using the Three-Star Approach	Schools' achievement according to the national standards	Document that constitute the steering committee and attendance sheet for regular meetings	15%

CRITERIA	INDICATORS	MOVs	Weight
B.2. Increased awareness and practice on sanitation and hygiene among learners	Number of schools that have regular daily practice on the use of WinS facilities, i.g., handwashing and tooth brushing drills, proper use of gender segregated toilets.	Monitoring document	
B.3. Improved WinS	Functional WinS Facilities regularly in use by learners	TWG program of work that address the important issues and enhance WinS program	
C. Sustainability/ Adaptability/ Replicability			20%
C.1. Inclusion of WinS Program in the DEPD/ SIP/ AIP	WinS program included as learning topic in the SDO Professional Development Plan on SDO staff and supervisors for cascading of advocacy to the field especially for the learners	Allocated resources for WinS activities as reflected in SIP/ AIP	12%
C.2. Integrated the WinS program in the co/extra-curricular activities of the learners	Daily practice and monitoring of the WinS activities in schools and be part of the SDO M&E System	WinS activities found in AIP/ SIP and one of the improvement areas of DEDP	
C.3. Established Continuous Human Capacity Development	WinS as learning topic included in the SDO Professional Development Plan for SDO staff and supervisors	Training design and reports with WinS as one of the learning topics	8%
D. Innovation			**15%**
D.1. Designed strategies/ mechanisms to ensure accuracy and timelines of WinS Implementation Report	SDO-led WinS project and utilization of WinS data to design and make improvements	Project design and documentation of WinS implementation and innovation	8&
D.2. Conducted a research-based implementation plan adjustment	At least one research study on WinS improvement plan	Research study on plan adjustments based on each school's WinS data	7%
E. Stakeholders' Support			**15%**

CRITERIA	INDICATORS	MOVs	Weight
E.1. Communicated WinS Advocacy Plan to Parents/ Stakeholders for support	SDO Learning Resource Development and Management System is developing, distributing and assuring the quality of WinS materials to support the health education of learners with parents	Attendance sheet for parents and stakeholders forum on WinS activities and improvement	8%
E.2. Established commitment of stakeholders support for the WinS Program	Active involvement of partners i.e., NGO, LGU and private sector in the planning and programming with resource allocation for WinS activities and services also included in the SDO's AIP/APP	Documentation of involvement of at least 2 partners with MOA and MOU and list of support obtained from resulting resource mobilization.	
Total:			**100%**

N. Youth Formation Program

Criteria	Indicators	MOVs	Weight
I.Compliance to Program Standard and Implementation Accomplishment			**55%**
A. 1. Program/Project Standards Compliance			25%
A.1.Leadership, Governance, and Program Management	Developed a Program Implementation Plan aligned with DepEd guidelines	Approved Program Implementation Plan	10%
A.2. Learner Government Program	Elected Learner Government Officers following existing guidelines and oriented on their roles and responsibilities	Organizational Structure, Division Memorandum, Oath of Office	10%
	Implemented an effective monitoring and evaluation system	Monitoring Tools, Accomplishment Reports, M&E Reports	5%
A.2 Program/Project Implementation Accomplishment			30%

Criteria	Indicators	MOVs	Weight
2.1.Capacity Building and Technical Assistance	Conducted sustained capacity-building activities Program Coordinators/TWGs/Learner-Officers/School Heads, and others involved	Training Designs, Attendance Sheets, Certificates, Completion Reports	10%
	Conducted Needs-based Youth-led PPAs	Program/Activity Design, Program/Activity Completion Report	10%
	Provided timely technical assistance, coaching, and mentoring to schools on Program Implementation	Technical Assistance Reports, Coaching Logs, Monitoring Reports	10%
VI. **Innovation**			**10%**
Adaptability	Developed and implemented a relevant, learner-centered, and innovative Youth Formation Program, Project, or Activity (PPA) that addresses an identified learner or youth development need.	Project Proposal/program Design, Documentation of Implementation, Accomplishment Report	4%
Replicability	Implemented innovative practices that were replicated or adopted by other divisions or schools.	Replication Reports, Recognition Certificates, Adoption Documents	3%
Sustainability	Sustainability is ensured through regular budget allocation or gained stakeholders' support.	Sustainability Plan, Approved Budget, Pledge of Support	3%
VII. Impact			**15%**
	Increased meaningful participation of learners in school governance, planning, decision-making, and implementation of school and community initiatives.	SPT Minutes of Meeting/SGC Minutes of Meeting	**4%**
	Demonstrated improvement in the practice of DepEd Core Values—Maka-Diyos, Maka-Tao, Maka-Kalikasan, and	Program/Activity Design, Attendance Sheets, Certification from Guidance Counselor/Designate on the	**3%**

Criteria	Indicators	MOVs	Weight
	Maka-Bansa—as reflected in learners' behavior and participation.	Zero Gender-Based Bullying Cases, Zero case of harass ment, Pictures of environmental-related activities	**4%**
	Increased number and quality of sustainable learner-led initiatives that address identified school or community needs.	Program/Activity Design, Program/Activity Completion Report, Attendance Sheets, Pictures	**4%**
VIII. **Sustainability, Adaptability, Replicability**			**10%**
	Institutionalized the Youth Formation Program by integrating it into the SDO's regular plans, programs, and activities.	DEDP, AIP, M&E Reports	
IX. **Stakeholder's Support/Engagement**			**10%**
	Engaged parents, community members, LGUs, government agencies, private organizations, NGOs, and other stakeholders in the planning, implementation, monitoring, and evaluation of Youth Formation PPAs.		4%
	Established and sustained strategic partnerships that provide technical, financial, material, or other forms of support to Youth Formation initiatives.		3%
	Mobilized stakeholder resources and expertise to enhance the implementation, reach, and sustainability of Youth Formation programs and learner-led initiatives.		3%
		Total	**100%**

APPENDIX B

PaSS FORM - 1

PaSS Nomination Form

PASIDUNGOG SA SIETE (PaSS)	Attach recent Passport size Photo

AWARD CATEGORIES:

Please check (✓) the appropriate award category and specify the award in the space provided.

☐ AKTIBONG ALAGAD-Monthly Award _____

☐ KASALIGAN-Quarterly Award _____

☐ PaSS Individual Category _____

☐ PaSS School Category _____

☐ PaSS Division Category _____

☐ PaSS Most Outstanding Program Implementer _____

A. Individual Category	
Nominee *(First Name, Middle Initial, Last Name):*	Signature:
Classification of Position: ☐ Teaching ☐ Non-Teaching ☐ Related Teaching	Gender: Age: Date of Birth: _____ Place of Birth:_____
Level of Position *(for Non-Teaching)* ☐ 1st Level ☐ 2nd Level	Telephone/Cellphone Nos *(Active Contact Details)*
Status of Appointment *(per Service Record):*	Residence Address:
Email address:	Are you a person with disability? ☐ Yes ☐ No Are you a member of an Indigenous People's Group? ☐ Yes ☐ No
B. Group Category	
Nominee *(Name of School/ SDO):*	Size *(small, medium, large, very-large, mega)*
SCHOOL HEAD	
Name:	Position:
Office:	Office Address:

Telephone/Cellphone Nos. *(Active Contact Details):*	Email Address:
DIVISION/AGENCY HEAD	
Name:	Position:
Office:	Office Adress:
Telephone/Cellphone Nos. *(Active Contact Details):*	Email Address:
NOMINATOR	
Name:	Position:
Office:	Office Adress:
Telephone/Cellphone Nos. *(Active Contact Details):*	Email Address:
Additional Information about the Nominee:	
Has the nominee previously received a PASIDUNGOG/PASIDUNGOG SA SIETE Award? ☐ Yes ☐ No If yes, please provide the following information: Year Received:_____ Award Category:_____	

APPENDIX B

PaSS FORM – 2

Omnibus Certification of Authenticity and Veracity of Documents

I, _____, Filipino, of legal age, with permanent address at _____, being the nominee or duly authorized representative of the school, Schools Division Office (SDO), or other entity nominated for the _____ Award/Category of the *Pasidungog Sa Siete* (PaSS), after having been duly sworn in accordance with law, hereby depose and state that:

I have submitted the following documents in support of the nomination:

1. Duly accomplished PaSS nomination and prescribed forms;
2. Updated Personal Data Sheet (PDS), with a recent passport-size photograph taken within six (6) months prior to the date of nomination, where applicable;
3. Official endorsement or certification from the Schools Division Superintendent, Chairperson of the Division PRAISE Committee, or authorized equivalent, certifying the nominee's qualification and/or recognition at the Division level, where applicable;
4. Certificate of No Unliquidated Cash Advances duly issued or certified by the authorized Financial Officer/Accountant and Certification of No Disallowances issued by the appropriate Commission on Audit (COA) office, or certification of the status of any existing financial accountability, where applicable;
5. Updated Service Record duly certified by the authorized Human Resource Management Officer (HRMO), where applicable;
6. Performance ratings for the three (3) most recent applicable performance rating periods prior to the nomination, where applicable; and
7. Means of Verification (MOVs) and other supporting documents substantiating the accomplishments, qualifications, and claims presented in the nomination.

I hereby certify that all documents, information, statements, accomplishments, and claims submitted in support of the nomination are true, correct, complete, and authentic to the best of my knowledge and belief, and that no material information has been intentionally omitted, altered, or misrepresented.

I understand that the Department of Education Regional Office VII, through the appropriate PaSS committees and authorized personnel, may verify the authenticity, accuracy, and validity of any document, information, or claim submitted as part of the nomination.

I further understand that submission of falsified, fabricated, altered, misleading, or otherwise invalid documents or information may result in the disqualification of the nomination, withdrawal or forfeiture of the award, and/or appropriate administrative action, without prejudice to other remedies available under existing laws, rules, and regulations.

I am executing this Omnibus Certification of Authenticity and Veracity of Documents to attest to the truthfulness and authenticity of all documents and information submitted in connection with the PaSS nomination.

IN WITNESS WHEREOF, I have hereunto affixed my signature this _____ day of _____, 202___, at _____, Philippines.

_____
Signature Over Printed Name of Nominee/Representative

Date: _____

SUBSCRIBED AND SWORN TO before me this _____ day of _____, 20 , at _____, Philippines, affiant exhibiting to me his/her competent proof of identity:

Type of ID: _____
ID No.: _____
Date/Place Issued: _____

_____
Notary Public

Doc. No. _____;
Page No. _____;
Book No. ___;
Series of 20 .