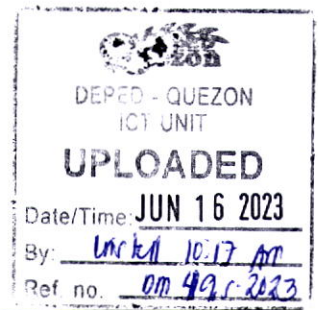




Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE



13 June 2023

DIVISION MEMORANDUM

DM No. 419, s. 2023

**MONITORING OF THE IMPLEMENTATION OF SCHOOL
CHILD PROTECTION POLICY**

TO: Assistant Schools Division Superintendents
Division Chiefs
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. In reference to the **Regional Memorandum No. 262 s. 2023** titled **“Monitoring of the Implementation of School Child Protection Policy”**, the Division of Quezon, through the School Governance and Operations Division - Youth Formation Section, announces the conduct of Central Office (CO) visit to School Child Protection Committees for the School Year 2022-2023.
2. The activity aims to evaluate the functionality of the Child Protection Committees.
3. In relation, all schools are directed to conduct self-assessment and fill up the CPC Functionality tool attached in this memo. Also, school heads must fill up the google form and upload a copy of the scanned accomplished tool to this link: <https://tinyurl.com/CPC-Assessment> on or before June 23, 2023.
4. Immediate dissemination and strict compliance to this Memorandum is desired.


ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent

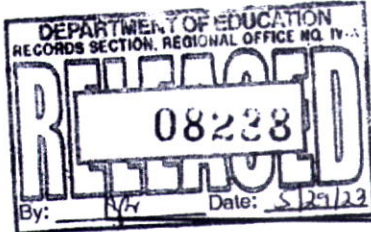
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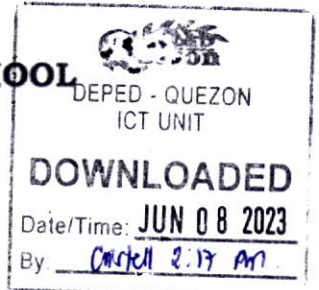


DB NO. DED0923-109361

16 May 2023

Regional Memorandum
No. 262 s. 2023

MONITORING OF THE IMPLEMENTATION OF SCHOOL CHILD PROTECTION POLICY



To: **All Schools Division Superintendents**

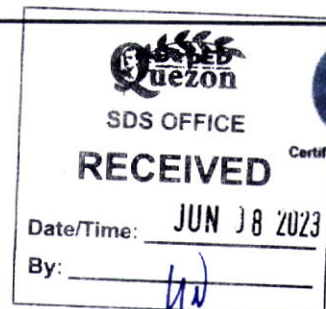
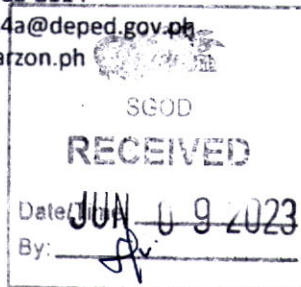
1. In reference to the unnumbered memorandum dated March 14, 2023, this Office through the Education Support Services Division announces the conduct of Central Office (CO) visit to School Child Protection Committees for the School Year 2022-2023.
2. The activity aims to evaluate the functionality of the Child Protection Committees.
3. The schools to be visited will be determined randomly, and the number of schools to be visited per Schools Division Office (SDO) will be proportional to the number of schools in the SDOs. The schedule of CO visits will be announced on a separate issuance.
4. All Schools are directed to conduct self-assessment and submit the consolidated report at cssd.calabarzon@deped.gov.ph on or before June 28, 2023. The draft CPC Functionality Assessment tool and Memorandum are attached herewith for reference.
5. For questions or clarifications, kindly contact Michael Girard R. Alba, Chief of Education Support Services Division at 09178882731.
6. Immediate dissemination of this Memorandum is desired.

ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

03/ROE1



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Proposed Child Protection Committee Functionality Tool Matrix

Work Areas and Indicators	INDICATORS					SCORE
	1	2	3	4	5	
	Not in place/Absent	Planning Stage	In early stages of development	Partially functional	Fully functional	
1. Organization & Coordination						
a) Establishment or Reorganization of the Child Protection Committee (CPC)	<ul style="list-style-type: none"> • None or has not convened the CPC • Has a list of CPC members 	<ul style="list-style-type: none"> • Has scheduled meetings with possible CPC members; • Has scheduled orientations for identified CPC members 	<ul style="list-style-type: none"> • Has organized and convened the CPC; • CPC members are identified and their names posted in school • Turnover of reports and other CPC documents to the new CPC was done • New CPC members oriented on the functions 	<ul style="list-style-type: none"> • CPC has a clear organizational chart • CPC members have reviewed its functions; analyzed the CP situation in school • CPC Holds monthly meetings to discuss appropriate interventions and/or responses to 	<ul style="list-style-type: none"> • CPC has a strategic goal or VMG and plan (3 years; and an annual plan with tasking based on a CP situation analysis) • 90-100% of planned meetings of the CPC are conducted; • 80%-100% of annual objectives and plans 	



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			<p>and work of CPC</p> <ul style="list-style-type: none">• Members have identified and divided the tasks among themselves	<p>school problems on bullying and child abuse cases and other related concerns</p> <ul style="list-style-type: none">• CPC has written orientation material/guidebook for CPC members; each member has a copy	<p>accomplished</p> <ul style="list-style-type: none">• CPC has explicit mechanisms for ensuring protection of Children with disabilities• CPC has integrated the responsibilities of CPC from DO 55 2013 (anti-bullying) and DO 18, 2015 restorative justice panel (RJP re CICL)) and other child protection policies of DepEd	
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					<ul style="list-style-type: none"> Has plans for strengthening the child protection system in school 	
b) Coordination mechanisms	<ul style="list-style-type: none"> No coordination mechanism on child protection 	<ul style="list-style-type: none"> Has mapped out available resources in their community for possible linkages or networking for cases needing referrals etc Has identified specific areas of work for coordination or collaboration with other agencies or service providers 	<ul style="list-style-type: none"> Has informal or initial coordination arrangements for referral system with WCPD, LSWD, LHO, other agencies or non-government organizations Actively coordinates with the District/ Division office 	<ul style="list-style-type: none"> Has MOA or formal coordination mechanism with the local health office, WCPD, LSWD, private practice counselling (Psychiatrist , Psychologist) for the referral services. Actively coordinates with the District/ 	<ul style="list-style-type: none"> Has implemented collaborative work Coordination mechanism for planning, implementation, monitoring and assessments have been formalized and functioning of this mechanism is reviewed and 	



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				Division office	disseminated.	
2. Policies and guidelines						
a) Child Protection policy and operational guidelines	<ul style="list-style-type: none"> No school-based child protection policy drafted 	<ul style="list-style-type: none"> Has identified the policy and program gaps and challenges that need to be addressed Has initiated meetings to review and craft the school-based child protection policy and code of conduct 	<ul style="list-style-type: none"> Has drafted the school-based child protection policy (based on DO 40) Includes code of conduct for learners, school administrators, Non-teaching personnel, Teachers, Visitors, and Off campus activities Code of conduct may have specific provisions to 	<ul style="list-style-type: none"> School has a written school based child protection and anti-bullying policy with a code of conduct School has a conflict resolution mechanism There are written procedures to guide in conducting disciplinary proceedings in cases of 	<ul style="list-style-type: none"> School has a handbook/manual on its school-based child protection and anti-bullying policy with a code of conduct and a plan to ensure child protection and safety, which is reviewed every 3 years School has a clear policy on the use of positive 	



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			<p>address potential risks to students</p> <ul style="list-style-type: none"> • Conflict resolution may be in practice 	<p>offenses committed by pupils, students or learners</p>	<p>and non-violent discipline for children</p> <ul style="list-style-type: none"> • School has specific guidelines that ensure child protection for children with disabilities • Integrates other Child protection policy related orders in the school-based policy. 	
3. Capacities and resources						
a) Orientation and capacity building activities for the members of the CPC	<ul style="list-style-type: none"> • CPC has no annual capacity building activities 	<ul style="list-style-type: none"> • CPC has identified capacity needs of its members 	<ul style="list-style-type: none"> • At least one CPC member participated in training for CPC 	<ul style="list-style-type: none"> • CPC has received training based on their 	<ul style="list-style-type: none"> • Capacity building plan is fully implemented and 	



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	for its members	<ul style="list-style-type: none">• Initiated plans for capacity building needs which includes: Child's Rights; DepEd child protection training module/s; First responder training; Training on 4Rs of VAC (Recognizing, Recording, Reporting & Referring VAC cases); Positive Discipline; Monitoring & Evaluation of policy and plan• Initiated plans and request for	conducted by the School District / Division Office/Central Office for roll out to other CPC members	capacity needs which may include: Child's Rights; DepEd child protection training module/s; First responder training; Training on 4Rs of VAC (Recognizing, Recording, Reporting & Referring VAC cases); Positive Discipline; Monitoring & Evaluation of policy and plan.	participated in by all CPC members	<ul style="list-style-type: none">• Trainer's training conducted for CPC members• CPC members capable of rolling out the training modules among teachers, administrators and non-teaching personnel
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		technical assistance or capacity building activities from DepEd, LGU, or CSOs		<ul style="list-style-type: none"> Capacity building plan is partially implemented 		
b) Budget allocation for CPC operations and its financial sustainability	<ul style="list-style-type: none"> There is no budget allocation for the CPC from the school or department for its operations 	<ul style="list-style-type: none"> Has identified budgetary requirements Has initiated plans or requests for budget from LGU 	<ul style="list-style-type: none"> There is minimal allocation from the school MOOE LGU and/or LSB allocates some amount for the planned activities of the CPC 	<ul style="list-style-type: none"> Budgets allocated and utilized for: <ul style="list-style-type: none"> Guidance counsellors are hired and trained for CPC work or In lieu of guidance counsellors, Teacher-guidance (graduates of 	<ul style="list-style-type: none"> CPC has secured budget allocation for its Strategic and annual plans in implementing the child protection policy based on its Investment programming CPC plan and budget included in the School improvement plan and 	



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				<p>psychology)</p> <ul style="list-style-type: none">○ Establishment of Room or Infrastructure for the CPC and a private interview / counselling room● Partial allocation for:<ul style="list-style-type: none">○ Capability building activities○ Information Dissemination○ Operations for service delivery	<p>the Annual work and financial plan</p> <ul style="list-style-type: none">● The School, PTA, LGU and LSB are coordinating to ensure budget allocation for the strategic and annual investment program of the CPC● School is able to generate funds from external sources.	
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<p>4. Service delivery</p> <p>a) Prevention programs</p> <ul style="list-style-type: none"> ▪ information dissemination on programs ▪ - organize activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse 	<ul style="list-style-type: none"> • There is no information dissemination on program or some information on Child protection or CP policy posted on the bulletin board in school 	<ul style="list-style-type: none"> • Has conducted meetings to flesh out the details and schedules of orientation on CPP and awareness raising activities 	<ul style="list-style-type: none"> • CPC conducts orientation of learners on the school's child protection and anti-bullying policy once during the school-year • CPC organizes activity/ies on child protection during children's month celebration 	<ul style="list-style-type: none"> • CPC conducts orientation sessions on the school's child protection policy for learners, teachers, non-teaching staff • CPC conducts training among teachers and non-teaching staff on First Responder system and referral system for VAC incidents 	<ul style="list-style-type: none"> • CPC able to roll out and implement the capability building program on child protection for learners, teachers, administrators, non-teaching staff • CPC has IEC materials (Handbook, Guidebook) on the child protection policy and disseminated these to the learners, teachers, parents, 	
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				within the school	non-teaching staff	
					<ul style="list-style-type: none"> CPC monitors and evaluates the impact of the trainings and awareness raising activities 	
b) Existence of quick response system for child protection	<ul style="list-style-type: none"> No quick response system 	<ul style="list-style-type: none"> Meetings are conducted to develop the quick response system 	<ul style="list-style-type: none"> In practice, witnesses call on the school principal or guidance counsellor for immediate response to an ongoing case All school personnel are oriented 	<ul style="list-style-type: none"> There is a written quick response system which is substantially implemented All learners are oriented on the quick 	<ul style="list-style-type: none"> Quick response system is implemented. Teachers, administrators and non-teaching staff, are able to act as first responders. 	



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			on the quick response system	response system		
c) Referral system, case management and monitoring and documentation of cases	<ul style="list-style-type: none"> There is no referral system established No case conference conducted 	<ul style="list-style-type: none"> The CPC is drafting a school-based referral and monitoring system to address child abuse and bullying cases. 	<ul style="list-style-type: none"> Informal referral in practice Meetings with other agencies or service providers are conducted to discuss the referral system and case management 	<ul style="list-style-type: none"> CPC has developed and is implementing a school-based referral and monitoring system to address child abuse and bullying cases System is substantially implemented At least 50% of incidents/cases of bullying 	<ul style="list-style-type: none"> 100% of incidents/cases of bullying and child abuse were managed according to quick response and referral system 100% of bullying and VAC cases are documented 100% of cases/complaints can be tracked and immediate 	



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				<p>and child abuse were managed according to quick response and referral system</p> <ul style="list-style-type: none">• At least 50% of bullying and VAC cases are documented• At least 50% of cases/complaints can be tracked and immediate feedback on status of case provided to concerned parties	<p>feedback on status of case provided to concerned parties</p> <ul style="list-style-type: none">• Documents are well kept and 0% violation of confidentiality• Assistance provided to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions	
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d) Proactive identification and reporting of VAC cases (Early detection)	<ul style="list-style-type: none"> There is no system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs 	<ul style="list-style-type: none"> The CPC is drafting a system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs 	<ul style="list-style-type: none"> Teachers, administrators, guidance counselors and non-teaching staff are trained 	<ul style="list-style-type: none"> Teachers, administrators, guidance counselors and non-teaching staff are able to recognize and identify signs of abuse Identified cases are referred for appropriate action 	<ul style="list-style-type: none"> 90%-100% of unreported cases of child abuse among learners are being identified and addressed or referred to appropriate offices All identified cases are provided with appropriate intervention 	
5. Accountability & Performance						
a) Availability and accessibility of statistical report on cases handled	<ul style="list-style-type: none"> There is no Data or Statistical reports on 	<ul style="list-style-type: none"> CPC finalizes intake sheets, other monitoring 	<ul style="list-style-type: none"> CPC fills up intake sheets, and other 	<ul style="list-style-type: none"> Substantial documentation and implementa 	<ul style="list-style-type: none"> CPC is able to document VAC cases 	



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	<p>VAC cases handled by the CPC /School</p>	<p>and reporting forms on VAC</p> <ul style="list-style-type: none"> • CPC sets schedules for the submission and consolidation of reports 	<p>monitoring and reporting forms on VAC</p> <ul style="list-style-type: none"> • Submits consolidated reports on bullying and child abuse cases to the division office • Data may be incomplete; Partial implementation of statistical reporting on VAC cases 	<p>tion of statistical reporting on VAC cases handled; always updated</p> <ul style="list-style-type: none"> • Regularly submits updated consolidated reports on bullying and child abuse cases to the division office 	<p>and responses, and presents a situational analysis of VAC in school based on statistical report on VAC cases handled by the CPC. Situation on VAC is discussed among teachers, guidance, administrators and non-teaching staff and parents of learners</p> <ul style="list-style-type: none"> • Situational analysis with 	
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					<p>statistical report is regularly submitted and discussed with the division office</p> <ul style="list-style-type: none"> Situational analysis is also made available and accessible to the public 	
<p>b) Child participation in CPC planning, implementation and evaluation - Solicits feedback from learners</p>	<ul style="list-style-type: none"> There is no student participation in CPC activities 	<ul style="list-style-type: none"> Orientation on child participation is conducted for all CPC members There are initial plans on how children can meaningfully participate in 	<ul style="list-style-type: none"> Plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities are finalized 	<ul style="list-style-type: none"> CPC provides regular venue for learners and student bodies in the CPC planning, implementation and evaluation 	<ul style="list-style-type: none"> Learners actively participate in the planning, including investment programming, implementation, monitoring and 	



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		the planning, implementation, and evaluation of CPC activities	<ul style="list-style-type: none">• CPC provides information to all learners about how they can participate in the planning, implementation, and evaluation of CPC activities• CPC creates safe spaces for child participation• CPC encourages feedback from learners on the CPC activities informally• CPC orients all learners about the child-friendly	<ul style="list-style-type: none">• CPC conducts survey among learners on child protection in school• Learners start using the CPC booklet	<p>evaluation of the CPC plan</p> <ul style="list-style-type: none">• CPC collects feedback from learners through the child-friendly CPC booklet• CPC gives due weight to the learners' feedback	
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			CPC functionality booklet			
c) CPC Monitoring and evaluation	<ul style="list-style-type: none"> CPC does not monitor and evaluate the implementation of the child protection and/or anti-bullying policies 	<ul style="list-style-type: none"> CPC is drafting the monitoring and evaluation design and tools it will use 	<ul style="list-style-type: none"> All CPC members are oriented on the tools and their tasks relative to monitoring and evaluation 	<ul style="list-style-type: none"> CPC is using the tools CPC conducts assessment exercises 	<ul style="list-style-type: none"> 100% of learners affected by bullying and VAC are reporting and availing of the programs and services of the CPC 70%-100% of objective of Child protection strategic plan met 	
Overall Score						