



Republic of the Philippines
Department of Education
REGION IV- A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

04 September 2024

DIVISION MEMORANDUM
No. 587 s. 2024

**SUBMISSION OF UPDATED CHILD PROTECTION COMMITTEE
FOR SY 2024-2025**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Heads, Public and Private Elementary and Secondary Schools
Heads, Unit/Section
All Others Concerned

1. In reference to **DepEd Order No. 40, s. 2012**, titled **DepEd Child Protection Policy**, this Office informs that all schools are requested to submit the updated Child Protection Committee (CPC) with Term Of Reference (TOR) for SY 2024-2025 through this link :<https://tinyurl.com/CPPSY24-25> **on or before September 10, 2024.**
2. All Schools shall provide the required data which are composed of the following:
 - a. Chairperson – School Head/ Administrator
 - b. Vice Chairperson – Guidance Counselor/ Teacher
 - c. Representative of the Teachers as designated by the Faculty Club
 - d. Representative of the Parents as designated by the Parents-Teachers Association
 - e. Representative of pupils, students and learners as designated by the Supreme Student Council
 - f. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC)
3. All CPCs are also requested to re-assess their Child Protection Committee Functionality Tool and answer the needs assessment tool. Schedule of validation and collection of accomplished tools will be announced in a separate Memorandum.
4. Attached are Enclosure 1: CPC Functionality Tool and Enclosure 2: Needs Assessment Tool for reference.
5. Immediate dissemination and strict compliance of this Memorandum is desired.

For:

CELEDONIO B. BALDERAS JR.
Schools Division Superintendent

By:

HERBERT D. PEREZ
Assistant Schools Division Superintendent
Officer-in-Charge

Encl.: As stated

Reference: DO 40, s. 2012 and DM01-2023-130

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

CHILD PROTECTION COMMITTEE
FUNCTIONALITY TOOL
NEEDS ASSESSMENT TOOL

SGOD - submission of updated child protection committee for sy 2024-2025
SGOSR9DG-001516/September 4, 2024



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CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

Name of School _____
CHILD PROTECTION COMMITTEE FUNCTIONALITY TOOL

Scoring Method:

The CPC will discuss and assess each indicator and sub-indicator and agree on the score ranging from 1 to 5. A score of 1 means the sub-indicator is Not yet in Place (or is absent); 2 means the sub-indicator is still in the planning stage; 3 means the sub-indicator is in the Early Stages of Development; 4 means, partially functional; and 5 means fully functional.

To help guide the committee in assessing and rating their performance, there are verification measures in each score per sub-indicator. The score will be determined if all verification measures have been ticked. A higher score or rate can be obtained if the verification measures at the lower score or rate are complete. For example, a CPC can rate itself 3 if there are verification measures under this score that are present and if all the verification measures under the scores 1 and 2 are present or have been accomplished.

The rating for each main indicator is the average of the scores of the sub-indicators. While the overall rating will be the sum of the scores for each main indicator. The highest rating is 25, where each main indicator will have a rating of 5 while the lowest rating is 5, where each indicator will have a rating of 1.

The scoring system is also designed to help the CPC improve its functionality. For example, while a score is generated for the main indicator, the sub-indicators status will show in which areas the committee is weak and which areas it is strong.

The scores will be based on the verification measures and the accompanying documents that will help describe the status of the sub-indicators. The accompanying documents are required to show proof of accomplishment which provides clear bases of the scores. The functionality tool and the accompanying documents will be reviewed by the Division Office as part of its CPC assessment and monitoring functions.

NOTE: *It is important to remind the CPC members that an increase in the number of reports or cases indicates trust and confidence in the reporting and referral system of the CPC. Schools with high reported cases should not be discriminated against*



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and ostracized. Instead, prevention measures can be strengthened in collaboration with the LGU. Meanwhile, its functional reporting and referral system can be documented as a community of practice and for possible replication in other schools.

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 the school Turnover of reports and other CPC documents to the new CPC was done New CPC members oriented on the functions and work of CPC 	<ul style="list-style-type: none"> CPC has a clear organizational chart CPC members have reviewed its functions; analyzed the CP situation in the school CPC Holds monthly meetings to discuss appropriate interventions and/ or responses to school problems on 	<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 	

			<ul style="list-style-type: none"> Members have identified and divided the tasks among themselves 	<p>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>and plans accomplished</p> <ul style="list-style-type: none"> CPC has explicit mechanisms for ensuring the protection of Children with disabilities CPC has integrated the responsibilities of CPC from DO 55 2013 (anti-bullying) and DO 18, 2025 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 counseling (Psychiatrist, Psychologist) for the referral services. Actively coordinates with the District/ Division Office 	<ul style="list-style-type: none"> Has implemented collaborative work Coordination mechanisms for planning, implementation, monitoring, and assessment have been formalized and functioning of this mechanism is reviewed and disseminated 	

					ed.	
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 address potential risks to students Conflict resolution may be in 	<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 offenses committed by pupils, students, or learners 	<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 and non-violent discipline for children 	

			practice		<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 for its members 	<ul style="list-style-type: none"> CPC has identified capacity needs of its members Initiated plans for capacity building needs which includes: 	<ul style="list-style-type: none"> At least one CPC member participated in training for CPC conducted by the School District/ Division Office/ Central Office for roll out to 	<ul style="list-style-type: none"> CPC has received training based on their capacity needs which may include: Child's Rights; DepEd child protection 	<ul style="list-style-type: none"> Capacity building plan is fully implemented and participated in by all CPC members Trainer's 	

		<p>Child's Rights; DepEd child protection training module/s; First responder training; Training on 4Rs of VAC (Recognizing, Recording, Reporting & Referring VAC cases); Positives Discipline; Monitoring & Evaluation of policy and plan</p> <ul style="list-style-type: none"> Initiated plans and requests for technical assistance or capacity-building activities form DepEd, LGU, or CSOs 	<p>other CPC members</p>	<p>training modules/s: First responder training; Training on 4Rs of VAC(Recognizing, Recording, Reporting & referring VAC cases); Positive Discipline; Monitoring & Evaluation of policy and plan.</p> <ul style="list-style-type: none"> Capacity building plan is partially implemented 	<p>training conducted for CPC members</p> <ul style="list-style-type: none"> CPC members capable of rolling out the training modules among teachers, administrators and non-teaching personnel 	
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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 counselors are hired and trained for CPC work or In Lieu of guidance counselors, Teacher-guidance (graduate s of psychology) Establishment of Room or Infrastructure for the CPC and a private interview /counseli 	<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 the Annual Work and Financial Plan The school, PTA, LGU, and LSB are 	
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				<ul style="list-style-type: none"> Partial allocation for; <ul style="list-style-type: none"> Capacity-building activities Information Dissemination Operations for service delivery 	<ul style="list-style-type: none"> coordinating to ensure budget allocation for the strategic and annual investment program of the CPC School is able to generate funds from external sources. 	
4. Service delivery						
a) Prevention programs <ul style="list-style-type: none"> Information dissemination programs Organize activities for the protection of children from abuse, exploitation, violence, discrimination and 	<ul style="list-style-type: none"> There is no information dissemination 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 	<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 	<ul style="list-style-type: none"> CPC able to roll out and implement the capacity building program on child protection for learners, teachers, administrators, non-teaching staff 	

bullying or peer abuse			during children's months celebration	training among teachers and non-teaching staff on First Responder system and referral system for VAC incidents within the school	<ul style="list-style-type: none"> CPC has IEC materials (Handbook, Guidebook) on the child protection policy and disseminated these to the learners, teachers, parents, non-teaching staff CPC monitors and evaluates the impact of the training and awareness-raising activities 	
b) Existence of quick response system for child	<ul style="list-style-type: none"> No quick response system 	<ul style="list-style-type: none"> Meetings are conducted to develop the 	<ul style="list-style-type: none"> In practice, witnesses call on the school 	<ul style="list-style-type: none"> There is a written quick- 	<ul style="list-style-type: none"> Quick response system is 	

protection		quick response system	principal or guidance counselor for immediate response to an ongoing case	response system which is substantially implemented	implemented. Teachers, administrators and non-teaching staff, are able to act as first responders.	
			<ul style="list-style-type: none"> All school personnel are oriented on the quick response system 	<ul style="list-style-type: none"> All learners are oriented on the quick 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/ 	<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 	

				<p>cases of bullying 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 feed backing on the status of cases provided to concerned parties 	<ul style="list-style-type: none"> • 100% of cases/com plaints can be tracked and immediate feed backing on status of case provided to concerned parties • Documents are well kept and 0% violation of confidential ity • Assistance provided to parents or guardians, whenever necessary in securing expert guidance counseling from the 	
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					appropriate offices or institutions	
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 reports on cases handled	<ul style="list-style-type: none"> There is no Data or Statistical reports on VAC cases 	<ul style="list-style-type: none"> CPC finalizes intake sheets, other monitoring and 	<ul style="list-style-type: none"> CPC fills up intake sheets, and other monitoring and reporting 	<ul style="list-style-type: none"> Substantial documentation and implementation of 	<ul style="list-style-type: none"> CPC is able to document VAC cases and 	

	handled by the CPC/ School	reporting forms on VAC <ul style="list-style-type: none"> CPC sets schedules for the submission and consolidation of reports 	forms on VAC <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 	statistical reporting on Vac cases handled; always updated <ul style="list-style-type: none"> Regularly submits updated consolidated reports on bullying and child abuse cases to the division office 	responses, and presents a situational analysis of VAC in school based on a 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 <ul style="list-style-type: none"> Situational analysis with the statistical report is regularly submitted 	
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					and discussed with the division office	
					<ul style="list-style-type: none"> Situational analysis is also made available and accessible to the public 	
b) Child participation in CPC planning, implementation and evaluation - Solicits feedback from learners	<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 the planning, implementation, and evaluation of CPC activities 	<ul style="list-style-type: none"> Plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities are finalized CPC provides information to all learners about how they can participate in the planning, implementation, and 	<ul style="list-style-type: none"> CPC provides regular venue for learners and student bodies in the CPC planning, implementation, and evaluation CPC conducts a survey among learners on child protection in 	<ul style="list-style-type: none"> Learners actively participate in the planning, including, investment programming, implementation, monitoring and evaluation of the CPC plan CPC collects feedback 	

			<p>evaluation of CPC activities</p> <ul style="list-style-type: none"> • CPC creates safe spaces for child participation 	<p>school</p> <ul style="list-style-type: none"> • Learners start using the CPC booklet 	<p>from learners through the child-friendly CPC booklet</p>	
			<ul style="list-style-type: none"> • CPC encourages feedback from learners on the CPC activities informally • CPC orients all learners about the child-friendly CPC functionality booklet 		<ul style="list-style-type: none"> • CPC gives due weight to the learners' feedback 	
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 	<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 	

	anti-bullying policies				and services of the CPC	
					<ul style="list-style-type: none"> 70%-100% of objective of Child protection strategies plan met 	
Overall Score						

Prepared and Assessed by:

Chairperson

Vice-Chairperson

Member/ Teacher Representative

Member/ Parent Representative

Member/ Learner Representative

Member/ Brgy. Official Representative



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CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

**LEARNER RIGHTS AND PROTECTION / CHILD PROTECTION PROGRAM
NEEDS ASSESSMENT TOOL**

I. Personal Information

Name			
Sex	<input type="checkbox"/> Male	<input type="checkbox"/> Female	Age
School			School ID
Position/ Designation in CPC	<input type="checkbox"/> Chairperson <input type="checkbox"/> Vice-Chairperson <input type="checkbox"/> Teacher-Representative <input type="checkbox"/> Parent-Representative <input type="checkbox"/> Student-Representative <input type="checkbox"/> Representative from Community/ BCPC		
Contact #			Email Add

II. Technical Assistance Needs from the Division:
Please rate your needs based on the following.

A. TA NEEDS	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree
Conduct of Advocacy and Capacity Buildings					
Accomplishing the required forms related to Child Rights and Child Protection					
Crafting of MOU/MOA to establish partnership with appropriate government agencies and non-governmental organizations					
Accomplishing CPC Functionality assessment tool					
Crafting of partnership project proposal					
Crafting of Child Protection Program, Prevention and Intervention Programs (ImPlan)					
Composition and Functions of Child Protection Committee					
DepEd policies and programs on Child Protection: <ul style="list-style-type: none"> ➤ Child Protection Policy ➤ Implementing Rules and Regulations (IRR) of RA 					

No. 10627, otherwise known as Anti-Bullying Act of 2013 ➤ Guidelines on Children-At-Risk (CAR) and Children in Conflict with the Law (CICL)					
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Other TA Needs:

1. _____
2. _____
3. _____
4. _____
5. _____

II. Training Needs. Please rate the topics that correspond to the level of your needs.

B. Learner Rights and Protection / Child Protection related topics	5 – Very much needed	4 - Needed	3 – Moderately Needed	2 – Fairly Needed	1 – Not needed at all
Positive and Non-violent approaches in teaching and classroom management (Positive Discipline)					
Case Management Protocol, Referral and Assessment					
Corporal punishment and positive discipline					
Parent-teacher conferences					
Parenting Styles					
Anti-Bullying and Child Abuse Prevention					
Mental Health and Psychosocial Support Services (MHSPSS)					
Crafting of Student Handbook/ manual with code of conduct					
Training on 4Rs of VAC (Recognizing, Recording, Reporting, and Referring)					
Anti-Online Sexual Abuse and Exploitation for Children (OSAEC) and Anti-Child Sexual Abuse or Exploitation Materials (CSAEM)					
Safe and Unsafe Touch					
Cyber Safety Tips					
Gender Sensitivity					
Early Childhood Marriage					

Risky Behaviors in Adolescents					
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Other trainings/seminars that you would like to recommend:

1. _____
2. _____
3. _____
4. _____
5. _____