



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

**Office of the Schools
Division Superintendent**

DIVISION MEMORANDUM
No. 170 , s. 2023

April 05, 2023

CONDUCT OF VISIT TO SCHOOL CHILD PROTECTION COMMITTEES

To: Public and Private Elementary and Secondary School Heads
Child Protection Committee (CPC) School Coordinators
All Others Concerned

1. Pursuant to Regional Memorandum No. 0196, s. 2023 dated March 28, 2023, this office disseminates the visit of the Learners Rights and Protection Office (LRPO) to the School Child Protection Committees (CPCs) in both public and private schools across the country starting in 2023.
2. All public and private schools shall establish a Child Protection Committee (CPC) to perform such functions as stated in the attached Memorandum dated March 14, 2023 from Usec. Revsee Escobedo.
3. Kindly refer to the attached memorandum for more details and fill-in the google link below.

For Public Schools:

<https://docs.google.com/spreadsheets/d/1rWtYhFshJ7k6DPMDrnkL7i6hIKdrIK8od-MDbeE3h40/edit#gid=0>

For Private Schools:

<https://docs.google.com/spreadsheets/d/1goqTVkWIavH7SiZ-83agjiR48euNBUyk7albECcSs8o/edit#gid=0>

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


WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent 



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BY *[Signature]* DATE: 3/29/2023

Office of the Regional Director

MAR 28 2023

REGIONAL MEMORANDUM
No. 0195, s. 2023

CONDUCT OF VISIT TO SCHOOL CHILD PROTECTION COMMITTEES

To: Schools Division Superintendents
Division Lawyers
ESSD/Child Protection Unit
SGOD/Child Protection Unit

1. Pursuant to DepEd Order No. 40, s. of 2012, all Public and Private Elementary Schools shall establish a Child Protection Committee (CPC) to perform such functions as stated in the attached Memorandum dated March 14, 2023 from Usec. Revsee Escobedo.
2. Further, by virtue of DepEd Order No. 3, s. 2021, the Learners Rights and Protection Office (LRPO) was created to establish mechanisms to fully operationalize, implement, and coordinate programs, projects, and activities pertaining to child protection. Thus, the LRPO through the CPC Functionality Support Unit, shall conduct visits to school CPCs across the country starting in 2023.
3. For details, refer to the attached Memorandum.
4. Immediate dissemination of and compliance with this Memorandum is desired.

Handwritten signature of Salustiano T. Jimenez

SALUSTIANO T. JIMENEZ JD, EdD, CESO V
Director IV
Regional Director



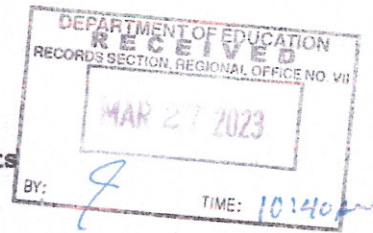
Address: Doña M. Gaisano St., Sudlon, Lahug, Cebu City
Telephone Nos.: (032) 231-1433; (032) 414-7399
Email Address: region7@deped.gov.ph



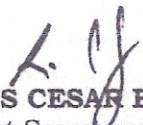
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Department of Education
OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

OUOPS No. 2023-__-____
MEMORANDUM

TO : **All Regional Directors**
All Schools Division Superintendents
All others concerned



FROM : 
ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations


FRANCIS CESAR B. BRINGAS
Assistant Secretary for Operations

SUBJECT : **Conduct of Visit to School Child Protection Committees**

DATE : March 14, 2023

Pursuant to DepEd Order No. 40, series of 2012, all public and private elementary schools shall establish a Child Protection Committee (CPC) to perform the following functions:

1. Draft a school child protection policy with a code of conduct and a plan to ensure child protection and safety, which shall be reviewed every three (3) years;
2. Initiate information dissemination programs and organize activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse;
3. Develop and implement a school-based referral and monitoring system;
4. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs;
5. Identify, refer, and, if appropriate, report to the appropriate offices cases involving child abuse, exploitation, violence, discrimination and bullying;
6. Give assistance to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions;
7. Coordinate closely with the Women and Children Protection Desks of the Philippine National Police (PNP), the Local Social Welfare and Development Office (LSWDO), other government agencies, and non-governmental organizations (NGOs), as may be appropriate;

8. Monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and
9. Ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.

Further, by virtue of DepEd Order No. 3, series of 2021, the Learner Rights and Protection Office (LRPO), formerly the Child Protection Unit, was created to establish mechanisms to fully operationalize, implement, and coordinate programs, projects, and activities pertaining to child protection. Further, the LRPO is mandated to ensure the establishment and functionality of the CPCs in schools.

Thus, the LRPO, through the CPC Functionality Support Unit, shall conduct visits to school CPCs across the country starting in 2023. The visits aim to assess the functionality of the CPCs in the following areas:

1. Organization and Coordination
2. Policies and Guidelines
3. Capacities and Resources
4. Service Delivery
5. Accountability and Performance

The schools to be visited in 2023 shall be determined by random sampling, wherein the number of schools visited per Schools Division Office (SDO) shall be proportional to the number of schools in the SDO against the total number of schools in the country. Further, the school visits shall not be a cause for disruption of classes.

Enclosed is the draft CPC Functionality Assessment tool for your reference.

For concerns, clarifications, and further information, you may contact **Atty. Suzette T. Gannaban-Medina**, OIC-Director III of LRPO, at (+632) 8632-1372 or at suzette.medina@deped.gov.ph.

For your guidance.

Thank you very much.



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ENCLOSURE
CPC Functionality Tool

The Child Protection Committee (CPC) Functionality Tool is a set of indicators to measure the level of functionality of CPCs in schools. These indicators were culled from the functions of the CPCs as stipulated in Department Order 40, and from the Child Protection Policy Implementation checklist of the Department of Education (DepEd). The findings and recommendations of the study conducted by Social Watch, including the FGDs with school stakeholders and the children's consultations, also informed the finalization of the indicators.

Functions of the CPC:

1. Draft a school child protection policy with a code of conduct and a plan to ensure child protection and safety, which shall be reviewed every 3 years;
2. Initiate information dissemination programs and organize activities for the protection of children from abuse, exploitation, violence, discrimination, and bullying or peer abuse;
3. Develop and implement a school-based referral and monitoring system;
4. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs;
5. Identify, refer, and report to the appropriate offices cases involving child abuse, exploitation, violence, discrimination and bullying;
6. Give assistance to parents or guardians in securing expert guidance counseling from the appropriate offices or institutions;
7. Coordinate closely with the Women and Children Protection Division of the Philippine National Police (WCPD-PNP), the Local Social Welfare and Development Office (LSWDO), other government agencies, and NGOs;
8. Monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and
9. Ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.



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The Functionality Tool aims to strengthen the child protection committees with the following specific objectives:

- a) Provide concrete indicators to measure the functionality of the CPC in schools.
- b) Capture the specific status of the CPCs in five areas of work
- c) Serve as basis and direction for the assistance from the DepEd Central Office to the Regional and Division offices.

There are five indicators that represent broad work areas of a CPC. Each indicator has specific sub-indicators:

1. Organization & Coordination
 - a) Establishment or Reorganization of CPC
 - b) Coordination Mechanism
2. Policies & Guidelines:
 - a) Child Protection policy & operational guidelines
3. Capacities and Resources
 - a) Orientation/Capacity building activities for the CPC
 - b) Budget allocation for CPC operations and its financial sustainability
4. Service Delivery
 - a) Prevention programs (Information dissemination and other promotional activities on child protection)
 - b) Existence of quick response system for child protection
 - c) Referral system, case management, and monitoring and documentation of cases
 - d) Proactive identification and reporting of VAC cases (Early detection)
5. Accountability and Performance
 - a) Availability and accessibility of statistical report on cases handled
 - b) Child participation in CPC planning, implementation and evaluation (refer to child friendly tool)



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c) CPC Monitoring and evaluation

The CPCs are assessed based on these work areas and are given corresponding scores according to level of functionality:

1. Not yet in place
2. Planning stage
3. Early stages of development
4. Partially functional
5. Fully functional

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.



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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 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.



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Proposed Child Protection Committee Functionality Tool Matrix

Work Areas and Indicators	INDICATORS					SCORE
	1 Not in place/Absent	2 Planning Stage	3 In early stages of development	4 Partially functional	5 Fully functional	
1. Organization & Coordination a) Establishment 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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<p>b) Coordination mechanisms</p>	<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, 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 plans for strengthening the child protection system in school 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	disseminate d.
<p>2. Policies and guidelines</p> <p>a) Child Protection policy and operational guidelines</p>	<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. 	
<p>3. Capacities and resources a) Orientation and capacity building activities for the members of the CPC</p>	<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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	<p>for its members</p>	<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 	<p>conducted by the School District / Division Office/Central Office for roll out to other CPC members</p>	<p>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.</p>	<p>participated in by all CPC members</p> <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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<p>b) Budget allocation for CPC operations and its financial sustainability</p>	<ul style="list-style-type: none"> There is no budget allocation for the CPC from the school or department for its operations 	<p>technical assistance or capacity building activities from DepEd, LGU, or CSOs</p> <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 hired and trained for CPC work or In lieu of guidance counselors, Teacher-guidances (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"> o Establishment of Room or Infrastructure for the CPC and a private interview / counselling room o Partial allocation for: <ul style="list-style-type: none"> o Capability building activities o Information Dissemination o Operations for service delivery 	<p>the Annual work and financial plan</p> <ul style="list-style-type: none"> o The School, PTA, LGU and LSB are coordinating to ensure budget allocation for the strategic and annual investment program of the CPC o 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 programs on 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 disseminated 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 orientations 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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<p>b) Existence of quick response system for child protection</p>	<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 	<p>non-teaching staff</p> <ul style="list-style-type: none"> CPC monitors and evaluates the impact of the trainings and awareness raising activities Quick response system is implemented. Teachers, administrators and non-teaching staff, are able to act as first responders. 	
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<p>c) Referral system, case management and monitoring and documentation of cases</p>	<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>d) Proactive identification and reporting of VAC cases (Early detection)</p>	<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 	
<p>5. Accountability & Performance a) Availability and accessibility of statistical report on cases handled</p>	<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 implementation 	<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>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"> Situational analysis is also made available and accessible to the public 	<ul style="list-style-type: none"> statistical report is regularly submitted and discussed with the division office
				<ul style="list-style-type: none"> Learners actively participate in the planning, including investment programming, implementation, monitoring and 		



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		<p>the planning, implementation, and evaluation of CPC activities</p>	<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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<p>c) CPC Monitoring and evaluation</p>	<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 	<p>CPC functionality booklet</p> <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
<p>Overall Score</p>					