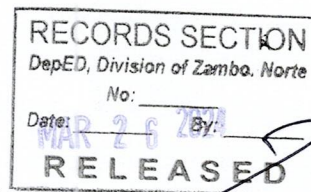




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REGION IX
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

Office of the Schools Division Superintendent



March 26, 2024

Division Memorandum
No. 194, s. 2024

CONDUCT OF CHILD-FRIENDLY SCHOOL SYSTEM ASSESSMENT

- TO: Public Schools District Supervisors
Elementary and Secondary School Heads
All Others Concerned
1. Aligned with the principles of the MATATAG Agenda to “**TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment” and relative to the Division Reform Agenda to increase learner resiliency, all schools are directed to conduct the **Child-Friendly School System (CFSS) Assessment**.
 2. The CFSS aims to identify strengths, areas of improvement, and best practices of schools related to creating a safe, supportive, and inclusive learning environment.
 3. Schools shall submit the accomplished CFSS Assessment Tool in PDF format on or before **May 31, 2024** through: <https://depedzn.net/link/2024CFSSsubmission>.
 4. The tool can be found in the Enclosure and can also be accessed through: <https://depedzn.net/link/2024CFSSstool>.
 5. Moreover, all PSDSs/PICDs, School Heads, School Guidance Counselors/Advocates, and school-based Project Development Officers are enjoined to participate in the **virtual CFSS Orientation** on **April 2, 2024** at **1:00 p.m.** via MS Teams platform: <https://depedzn.net/link/CFSSorientationlink>.
 6. For inquiries, you may contact the Division Learner Formation Coordinators at 09171422344 / 09190915435 / 09776164767 or email yfs.zdn@deped.gov.ph.
 7. For strict compliance and immediate dissemination.

For the Schools Division Superintendent:


ERVIE A. ACAYLAR

Education Program Supervisor, SGOD
Officer-In-Charge

SGOD-LFS/lmmc/Conduct of CFSS
00_/03262024



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Enclosure to Division Memorandum No. _____, s. 2024.

CHILD-FRIENDLY SCHOOL SYSTEM (CFSS) ASSESSMENT TOOL

Name of School: _____ District: _____
 Address: _____ Contact No.: _____
 Name of School Head: _____ Date Conducted: _____
 Applicable School Year: _____

A. Child-Friendly School Compliance Checklist

Please put a ✓ or x for each sub-indicator. Get the corresponding points for the total number of checked sub-indicators. Add all the points earned for all indicators to get the total score.

INDICATOR	SUB-INDICATOR	REQUIREMENTS/ MOV	SCORE	REMARKS
GOAL 1: Encourage children's participation in school and community			Points: _____	5 checks = 3 points 4 checks = 2 points 3 checks = 1 point <3 checks = 0 point
	The school has a working student government	Minutes of Meeting Resolution		
	The school involves students in meetings and planning sessions that concern their well-being	Minutes of Meeting, Resolution		



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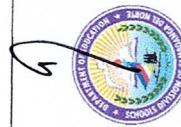
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	<p>The school involves students in the organizing, planning, and execution of disaster preparedness and response plan</p>	<p>Minutes of Meeting, Approved SDRRM Plan, NSED/ Activity Report</p>	
	<p>The school encourages its students to get involved in community work</p>	<p>Activity report</p>	
	<p>The school has a mechanism(s), such as a school publication, student's bulletin board, or opinion box, for pupils to express their opinions about school and community issues</p>	<p>School publication/ social media page/ other physical or online platform for communication</p>	
<p>GOAL 2. Enhance children's health and well-being</p>			<p>Points: _____ 10-11 checks = 3 points 8-9 checks = 2 points 7 checks = 1 point <7 checks = 0 point</p>
	<p>The school maintains and regularly updates a health record of each learner</p>	<p>NSR, PFR</p>	
	<p>The school holds annual weighing and health examination of learners</p>	<p>Activity report</p>	
	<p>The school holds annual dental examination of learners</p>	<p>Activity report</p>	
	<p>The school treats or refers learners with health problems</p>	<p>Referral for Service</p>	
	<p>The school treats learners with decayed teeth</p>	<p>Referral for Service</p>	



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	Activity report	
The school has a feeding program for malnourished children	Physical inspection/ documentation	
The school serves or sells healthy and nutritious food in its premises	Physical inspection/ documentation	
The school practices proper waste disposal	Physical inspection/ documentation	
The school has a steady supply of clean and safe drinking water	Physical inspection/ documentation	
The school has sex-disaggregated toilet facilities consisting of urinals and lavatories that are regularly maintained and kept clean	Physical inspection/ documentation	
The school has a functional clinic	Physical inspection/ documentation	
GOAL 3: Guarantee safe and protective spaces for children		Points: _____
Classrooms have proper ventilation and lighting and enough space for 45-50 pupils	Physical inspection/ documentation, Building Inventory	15-17 checks = 3 points 12-14 checks = 2 points 10-11 checks = 1 point <10 checks = 0 point
Classroom desks and other furniture are sized to the age of the learner. In the case of shared desks, each learner has enough space to do seatwork	Physical inspection/ documentation, Furniture analysis	

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Classrooms' layout and furniture allow learners to interact and do group work	Physical inspection/ documentation	
Classrooms have a bulletin board or corner that displays helpful learning materials	Physical inspection	
Classrooms, facilities, and premises are regularly maintained and kept clean	Physical inspection	
School has safe facilities and premises are regularly maintained and kept clean	Physical inspection	
School has safe facilities in place to address hazards/threats (e.g., fire exits, fire extinguishers, appropriate electrical wiring)	Physical inspection	
School has identified and prepared alternative learning spaces in cases of emergencies	School Site Development Map/ Physical inspection	
School has adequate emergency/first aid kits that are readily available	Physical inspection/ documentation	
School conducts regular evacuation drills for earthquake, fire, flooding, or tsunami	Activity report	Specify drill
School has a library for reading and for study	Physical inspection/ documentation/ LR Inventory	

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School has facilities and equipment for recreation and sports	Documentation/ Asset inventory	
School has sufficient lawn space and vegetation	Documentation/ School Site Dev Plan	
School has a duly assigned personnel in charge of securing its premises, its properties, and those of its learners and teachers	School Staff Inventory	
School coordinates with the barangay and local authorities to ensure the safety and protection of learners	Incident report Documentation of coordination	
School has a policy against discrimination with regards to gender, cultural origin, social status, religious belief, and others	Consolidated report of Incident of Bullying, Child Abuse, CAR, CICL, OSAEC, CSAEM Referral mechanism (flowchart, MOU/ Partnership agreement, Correspondence)	
School has a program for children with special needs	SPED implementing school	
Teachers use non-threatening styles of discipline	Case report	



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GOAL 4: Encourage enrollment and competition			Points: _____	4 checks = 3 points 3 checks = 2 points 2 checks = 1 point <2 checks = 0 point
	School has a master list of all school-age children in the community, whether enrolled or not	School Form 1 (Summary of Learners' Profile [Sex, Age, Ethnicity, CCT, Working Children, with Special Educational Needs, Residents/ Non-Residents])		
	School regularly coordinates with the local barangay council to identify school-age children who are out of school, for the purpose of bringing them to school	Activity report/ documentation		
	School conducts campaigns to encourage parents to enroll their children	Activity report / documentation, Early registration		
	School has a system to regularly check on the attendance of its learners and address problems concerning non-attendance	Activity report/ Documentation		



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GOAL 5: Ensure children's high academic achievement and success		Points: _____	8 checks = 3 points 7 checks = 2 points 6 checks = 1 point <6 checks = 0 point
School has a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel	Documentation		
The principal and teachers are familiar with child-centered and child-friendly principles			
School provides each learner a complete set of textbooks			Check if applicable
Teachers regularly prepare their lesson plans			
School encourages and promotes cooperative and hands-on learning ("Learning by doing")	Documentation		
The principal has data on the school's past three years performance in the division, regional, or national tests for the purpose of improving its current year performance	KPI Monitoring Board/ School Report Card (NAT, RAT, DAT Result, Participation Rate, Net Enrolment Rate, Graduation Rate)		
Teachers regularly monitor and assess their pupils' academic performance,	Documentation/ Learner		

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	with the view of improving their performance	Performance & Progress Report	
GOAL 6: Raise teachers' morale and motivation	School provides students access to ADM, ALS, and/or other learning materials for use during emergencies	Activity report/ documentation	8 checks = 3 points 6-7 checks = 2 points 4-5 checks = 1 point <4 checks = 0 point
	Teachers undergo continuing and advance professional training at least once a year	L&D/ CPD activities attended by teachers	
	Teachers are regularly trained in new and effective teaching-learning strategies	L&D/ CPD activities attended by teachers	
	Teachers have their own lounge and/or work area	School Site Dev Plan/ Building inventory	
	The principal regularly monitors teachers' performance and provides needed support	Activity report	
	Teachers support their co-teachers by sharing teaching techniques and experiences		
	School provides annual medical examination to teachers and other staff	SOB	



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GOAL 7: Mobilize community support for education		Points: _____	9 checks = 3 points 8 checks = 2 points 7 checks = 1 point <7 checks = 0 point
School has a Parent-Teacher Association (PTA) that has elected leaders, meets regularly, and has a written plan of action	Minutes of Meeting, Resolution, PTA Action Plan (adopted by the school), Activity reports		
School coordinates with barangay institutions to identify children who are physically or sexually abused or are made to do hard physical labor, for the purpose of identifying their special needs	Documentation, Minutes of meeting with BCPC, School Governance Council, other concerned institution or agencies		
School coordinates with the barangay and local institutions to enroll illiterate parents in literacy programs	Donation/Partnership Records, MOA		
School enlists the support of community organizations to help raise funds and resources for learning	Activity report / documentation		
School invites parents to discuss with teachers the learning experiences and progress of their children			





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	School consults parents in the drafting of its policies, and in the planning and implementation of school activities	Minutes of meeting (highlight the calendar of school activities present in PTA assemblies	
	School has organized and capacitate the School Disaster Risk Reduction and Management Committee (SDRRMC)	Activity report/ SDRRMC structure/terms of reference	
	School has strong partnerships with external stakeholders in order to address disaster risk reduction and the CCA-related needs of the school (i.e. data and statistics, capacity building, resources, etc.)	Activity reports, donation/partnership record related/intended for DRRM-CCA purpose	
Enrollment and academic achievement targets for school year (SY)	All school-age children in the community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS)	School Form 1 Participation/ Net Enrollment rate for last 3 SYs	Enrollment: 99-100% = 3 points 97-98% = 2 points 95-96% = 1 point <95% = 0 point
	All children in school who enrolled in K six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10 / enrolled in Grade 11 finish Grade 12	Net enrollment rate	91-100% = 3 points 80-90% = 2 points 77-79% = 1 point <77% = 0 point



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	All Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments	NAT, RAT, DAT Results	Points: _____	91-100% = 3 points 75-90% = 2 points 50-74% = 1 point <50% = 0 point
Health and nutrition targets	All learners are well nourished	NS Report	Points: _____	91-100% = 3 points 81-90% = 2 points 70-80% = 1 point <70% = 0 point
	All learners are healthy	PMF Report / Health Card	Points: _____	91-100% = 3 points 81-90% = 2 points 75-80% = 1 point <75% = 0 point
	All learners have good dental health	Dental Health Report	Points: _____	91-100% = 3 points 81-90% = 2 points 75-80% = 1 point <75% = 0 point
	TOTAL			

Reference: DO 44, s. 2015 Annex 2A Child-Friendly School Survey



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B. Child Protection Committee Functionality Assessment Tool

The rating for each main indicator is the average of the scores of the sub-indicators. 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.

Work Areas and Indicators	Rating Scale				SCORE	
	1 Not in Place	2 Planning Stage	3 In Early Stages of Development	4 Partially Functional		5 Fully Functional
1. Organization & Coordination						
a) Establishment or Reorganization of Child Protection Committee	<ul style="list-style-type: none"> None or has not convened the CPC Has a list of possible 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 	<ul style="list-style-type: none"> CPC has a clear organizational chart CPC members have reviewed its functions and analyzed the CP situation in the school CPC holds monthly meetings to discuss appropriate interventions 	<ul style="list-style-type: none"> CPC has a strategic goal or MGC 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 	Average:



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		<ul style="list-style-type: none"> • New CPC members oriented on the functions and work of CPC • Members have identified and divided the tasks among themselves 	<p>and/or responses to school problems on bullying and child abuse cases and other related concerns</p> <ul style="list-style-type: none"> • CPC has written orientation materials/guidebook for CPC members and each member has a copy 	<p>and plans 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, s. 2013 (anti-bullying) and DO 18, s. 2015 (restorative justice panel re: CICL) and other child protection policies of DepEd • Has plans for strengthening the child protection system in the school
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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, 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 LHO, WCPD, LSWD, or private practice counselling (Psychiatrist, Psychologist) for referral services • Actively coordinates with the District/Division office 	<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 disseminated 	<p>Average:</p>
<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 	<ul style="list-style-type: none"> • Has drafted the school-based child protection policy (based on DO 40, s. 2012) • Includes code of conduct for 	<ul style="list-style-type: none"> • School has a written school-based child protection and anti-bullying policy with a code of conduct 	<ul style="list-style-type: none"> • School has a handbook/manual on its school-based child protection and anti-bullying policy with a 	<p>Average:</p>



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		<ul style="list-style-type: none"> Has initiated meetings to review and craft the school-based child protection policy and code of conduct 	<p>learners, school administrators, non-teaching personnel, teachers, visitors, and off-campus activities</p> <ul style="list-style-type: none"> Code of conduct may have specific provisions to address potential risks to learners Conflict resolution may be in practice 	<ul style="list-style-type: none"> School has a conflict resolution mechanism There are written procedures to guide in conducting disciplinary proceedings in cases of offenses committed by learners 	<p>code of conduct and plan to ensure child protection and safety, which is reviewed every 3 years</p> <ul style="list-style-type: none"> School has a clear policy on the use of positive discipline and non-violent discipline for children School has specific guidelines that ensure child protection for children with disabilities Integrates other child protection policy related orders in the
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3. Capacities and Resources		school-based policy	Average:
<p>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 for its members • CPC has identified capacity needs of its members • 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 	<ul style="list-style-type: none"> • At least one CPC member participated in the training for CPC conducted by the School/District/Division Office/Central Office for roll out to other CPC members 	<ul style="list-style-type: none"> • CPC has received training based on their 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 & 	<ul style="list-style-type: none"> • Capacity building plan is fully implemented and participated by all CPC members • 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>cases); Positive Discipline; Monitoring & Evaluation of policy and plan</p> <ul style="list-style-type: none"> • Initiated plans and request for technical assistance or capacity-building activities from DepEd, LGU, or CSOs 	<ul style="list-style-type: none"> • There is minimal allocation from the school MOOE • LGU and/or LSB allocates some amount for planned activities of the CPC 	<p>Evaluation of policy and plan</p> <ul style="list-style-type: none"> • Capacity building plan is partially implemented 	<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
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				<ul style="list-style-type: none"> Establishment of room or infrastructure for the CPC and a private interview/counseling room Partial allocation for: <ul style="list-style-type: none"> Capacity building activities Information Dissemination Operations for service delivery 	<p>in the school improvement plan and 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 	Average:
4. Service Delivery						
a) Prevention program	<ul style="list-style-type: none"> There is no information dissemination on program or 	<ul style="list-style-type: none"> Has conducted meetings to flesh out the details and schedules of 	<ul style="list-style-type: none"> CPC conducts orientation for learners on the school's child 	<ul style="list-style-type: none"> CPC conducts orientation sessions on the school's child 	<ul style="list-style-type: none"> CPC is able to roll out and implement the capacity-building 	



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<ul style="list-style-type: none"> Information dissemination program Organize activities for the protection of children from abuse, exploitation, violence, discrimination, and bullying or peer abuse 	<p>some information on Child Protection or CP policy posted on the bulletin board of the school</p>	<p>orientation on CPP and awareness-raising activities</p>	<p>protection and anti-bullying policy once every school year</p> <ul style="list-style-type: none"> CPC organizes activity/ies on child protection during children's month celebration 	<p>protection policy for learners, teachers, and non-teaching staff</p> <ul style="list-style-type: none"> CPC conducts trainings among teachers and non-teaching staff on first responder system and referral system for VAC incidents within the school 	<p>program on child protection for learners, teachers, administrators, and non-teaching staff</p> <ul style="list-style-type: none"> CPC has IEC materials (Handbook, Guidebook) on the child protection policy and disseminate these to learners, teachers, parents, and non-teaching staff CPC monitors and evaluates the impact of the trainings and awareness-raising activities
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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 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 on the quick response system 	<ul style="list-style-type: none"> • There is a written quick response system that is substantially implemented • All learners are oriented on the quick response system 	<ul style="list-style-type: none"> • Quick response system is implemented. Teachers, administrators, and non-teaching staff are able to act as first responders
<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 has drafted 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 services 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 	<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



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				<ul style="list-style-type: none"> • System is substantially implemented • At least 50% of incidents/cases of bullying and child abuse were managed according to quick response and referral system • At least 50% of bullying and VAC cases were documented • At least 50% of cases/complaints can be tracked and immediate feedbacking on status of case provided to concerned parties 	<p>were documented</p> <ul style="list-style-type: none"> • 100% of cases/complaints can be tracked and immediate feedbacking on status of case provided to concerned parties • Documents are well kept and 0% violations of confidentiality • Assistance provided to parents or guardians, whenever necessary, in securing expert guidance counselling from the appropriate
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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 has drafted 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 	<p>offices or institutions</p> <ul style="list-style-type: none"> 90–100% of unreported cases of child abuse among learners are identified and addressed or referred to appropriate offices All identified cases are provided with appropriate intervention 	Average:
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 VAC cases handled by the CPC/school 	<ul style="list-style-type: none"> CPC finalizes intake sheets and other monitoring and reporting forms on VAC 	<ul style="list-style-type: none"> CPC fills up intake sheets and other monitoring and reporting forms on VAC 	<ul style="list-style-type: none"> Substantial documentation and implementation of statistical reporting on VAC 	<ul style="list-style-type: none"> CPC is able to document VAC cases and responses and presents a situational analysis of VAC 	Average:



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	<ul style="list-style-type: none"> • CPC sets schedules for the submission and consolidation of reports 	<ul style="list-style-type: none"> • CPC submits consolidated report on bullying and child abuse cases to the Division Office • Data may be incomplete; partial implementation of statistical reporting of VAC cases 	<p>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>in the school based on statistical report on VAC cases handled by the CPC. Situation on VAC is discussed among teachers, guidance counsellor, administrators, non-teaching staff, and parents of learners</p> <ul style="list-style-type: none"> • Situational analysis with statistical report is regularly submitted and discussed with the Division Office • Situational analysis is also
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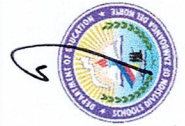
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<p>b) Child participation in CPC planning, implementation, and evaluation (solicits feedback from learners)</p>	<ul style="list-style-type: none"> • There is no student participation in CPC activities 	<ul style="list-style-type: none"> • Orientation on child participation is conducted for all CPC members • There are initial plans on how children can meaningfully participate in 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 evaluation of CPC activities • CPC creates safe spaces for child participation • CPC encourages feedback from 	<ul style="list-style-type: none"> • CPC provides regular venue for learners and student bodies in the CPC planning, implementation, and evaluation • CPC conducts survey among learners on child protection in the school • Learners start using the CPC booklet 	<p>made available and accessible to the public</p> <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 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>learners on the CPC activities informally</p> <ul style="list-style-type: none"> • CPC orients all learners about the child-friendly functionality booklet • 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 reported and availing of the programs and services of the CPC • 70-100% of the objective of the child protection strategic plan is met 	<p>Total</p>
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Reference: OUOPS Memorandum d. March 14, 2023 re: Conduct of Visit to School Child Protection Committee



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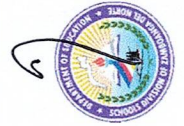
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CFSS Assessment	Score	Weight	Points	Remarks
A. Child-Friendly School Compliance Checklist		70%		30 points or higher = Most Child-Friendly School
B. Child Protection Committee Functionality Assessment		30%		25-29 points = Child-Friendly School 20-24 points = Developing <20 points = Needs Intervention
TOTAL				

Assessed and Submitted by:

_____ School Head



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