



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OFFICE OF SCIENCE CITY OF MUÑOZ**

22 January 2026

**SCHOOLS DIVISION MEMORANDUM**

No. 30, S. 2026

**SCHOOL MONITORING AND EVALUATION OF CHILD-FRIENDLY SCHOOL SYSTEM (CFSS), CHILD PROTECTION COMMITTEE (CPC) FUNCTIONALITY, AND YOUTH FORMATION PROGRAMS, PROJECTS AND ACTIVITIES**

To: Assistant Schools Division Superintendent  
Chief Education Supervisor - SGOD  
All Public Elementary and Secondary Schoolheads  
All Others Concerned

1. To monitor the midyear accomplishments of schools' Youth Formation Programs, Projects and Activities (PPAs), this Office, through the School Governance and Operations Division – Youth Formation Unit, announces the conduct of on-site monitoring and evaluation of Child-Friendly School System (CFSS) , Child Protection Committee (CPC) Functionality, and Youth Formation related PPAs in schools on January 29-30, and February 2-6 and 9-11, 2026.
2. Attached to this Memorandum are the following:  
Enclosure No 1. List of Scheduled Schools for Monitoring  
Enclosure No. 2. List of YFD Monitoring Team  
Enclosure No. 3. Youth Formation Program Monitoring Tool  
Enclosure No. 4. Child Friendly School System (CFSS) Survey  
Enclosure No. 5. Child Protection Committee (CPC) Functionality Monitoring Tool
3. This issuance shall serve as the official **Authority to Travel** of the monitoring core group.
4. For questions and clarifications, please communicate with Mr. Allen Jhay C. Luquias, PDO I, through his email address [allen.luquias@deped.gov.ph](mailto:allen.luquias@deped.gov.ph).
5. Immediate and widest dissemination of this Memorandum is desired.

  
**JOHANNA N. GERVACIO PhD, CESO V**  
Schools Division Superintendent

Encl: as stated  
Reference: none  
To be indicated in the Perpetua Index  
Under the following subjects:

MONITORING YFD PPAs  
CPC FUNCTIONALITY CFSSs  
PDO I/LFD/ Monitoring and Evaluation YFD PPAs  
001 | January 21, 2026



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 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OFFICE OF SCIENCE CITY OF MUÑOZ**

Enclosure No. 1 to Schools Division Memorandum No. 30, s. 2026

**LIST OF SCHEDULED SCHOOLS FOR MONITORING**

No.	Name of School	Date
1	INDAY MENLENCIO NATIONAL HIGH SCHOOL	January 29, 2026
2	SAN ANTONIO INTEGRATED SCHOOL	
3	NAGLABRAHAN PRIMARY SCHOOL	
4	CURVA INTEGRATED SCHOOL	
5	MALIGAYA INTEGRATED SCHOOL	
6	GABALDON INTEGRATED SCHOOL	January 30, 2026
7	MUÑOZ NATIONAL HIGH SCHOOL ANNEX	
8	MARAGOL INTEGRATED SCHOOL	
9	MAGTANGGOL INTEGRATED SCHOOL	
10	MUÑOZ NATIONAL HIGH SCHOOL MAIN JHS	February 02, 2026
11	SCIENCE CITY OF MUÑOZ SENIOR HIGH SCHOOL	
12	MANGANDINGAY ELEMENTARY SCHOOL	February 03, 2026
13	VILLA ISLA ELEMENTARY SCHOOL	
14	LINGLINGAY ELEMENTARY SCHOOL	
15	FRANZA ELEMENTARY SCHOOL	
16	VILLA CUIZON ELEMENTARY SCHOOL	February 04, 2026
17	VILLA NATI ELEMENTARY SCHOOL	
18	SAPANG CAUAYAN ELEMENTARY SCHOOL	
19	BANTUG ELEMENTARY SCHOOL	
20	DEPED CLSU LAB. SCHOOL	February 05, 2026
21	LICAONG ELEMENTARY SCHOOL	
22	BAGONG SIKAT ELEMENTARY SCHOOL	
23	CABISUCULAN ELEMENTARY SCHOOL	
24	MAPANGPANG ELEMENTARY SCHOOL	February 06, 2026
25	RIZAL ELEMENTARY SCHOOL	
26	SAN ANDRES ELEMENTARY SCHOOL	
27	SAN FELIPE ELEMENTARY SCHOOL	
28	MUÑOZ NORTH CENTRAL SCHOOL	February 09, 2026
29	MUÑOZ CENTRAL SCHOOL	
30	GOV. EDUARDO L. JOSON MEMORIAL SCHOOL	
31	BICAL ELEMENTARY SCHOOL	
32	RANG AYAN ELEMENTARY SCHOOL	February 10, 2026
33	VILLA SANTOS ELEMENTARY SCHOOL	
34	PANDALLA ELEMENTARY SCHOOL	
35	CALISITAN ELEMENTARY SCHOOL	
36	PALUSAPIS INTEGRATED SCHOOL – ELEM	February 11, 2026
37	CATALANACAN ELEMENTARY SCHOOL	
38	TEKILA GRACE DV ALVAREZ ELEMENTARY SCHOOL	
39	CALABALABAAN ELEMENTARY SCHOOL	
40	RV ADRIANO ELEMENTARY SCHOOL	



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REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OFFICE OF SCIENCE CITY OF MUÑOZ**

Enclosure No. 2 to School Memorandum No 30, s. 2026

**YFD Monitoring Team**

<b>Chairperson</b>	Bernardo A. Gargabite, EdD Chief, SGOD
<b>Vice-Chairperson</b>	Winnie W. Poli EPS, SGOD
<b>Members</b>	Allen Jhay C. Luquias PDO I  Princess Mea P. Madayag PDO I  Rizza A. Maninang PDO I  Ronnel Alvin Isip PDO I



Republic of the Philippines

## Department of Education

REGION III – CENTRAL LUZON

SCHOOLS DIVISION OFFICE OF SCIENCE CITY OF MUÑOZ

Enclosure No. 3 to Schools Division Memorandum No. 30, s. 2026

### YOUTH FORMATION PROGRAM MONITORING TOOL

Score Sheet for Outstanding  
SPG/SSG Student Leader

Name of School: Region/Division: III/Science City of Muñoz			
Criteria	MOVs	Maximum Points	Nominee Actual Points
<b>1. Excellence in Student/Pupil Governance – 30 points</b>			
a. Implementation of Mandated/Recommended PPAs: ✓ Implemented <b>1-3 PPAs = 11 points</b> ✓ Implemented <b>4-6 PPAs = 13 points</b> ✓ Implemented <b>7-10 PPAs = 15 points</b>	<ul style="list-style-type: none"> <li>Approved General Plan of Action (GPOA)</li> <li>Approved Resolutions/Project Proposals</li> <li>Signed School SPG/SSG Memorandum (PPA Implementations)</li> <li>Activity Completion Report duly signed by the School Head</li> </ul>	<b>15</b>	
b. Efficiency in the submission of necessary reports ✓ Submitted <b>1-3 reports = 11 points</b> ✓ Submitted <b>4-6 reports = 13 points</b> ✓ Submitted <b>7-10 reports = 15 points</b>	SPG/SSG Reports Based on DO 47, s. 2014 1. Approved General Plan of Action (GPOA) 2. Approved Resolutions 3. Approved Minutes of the Meeting 4. Duly Signed Financial Reports 5. Activity Completion/Evaluation Reports 6. Filing of List of Recognized School Clubs/Organizations 7. Approved Project Proposals 8. School Memorandum duly signed by SH/SP 9. Accomplishment Report 10. Election Reports	<b>15</b>	
<b>2. Networking, Linkages and Collaboration – 5 points</b>			
a. Initiated and implemented community outreach/extension programs/activities for the youth: ✓ One (1) initiated and implemented program/activity = <b>3 points</b>	<ul style="list-style-type: none"> <li>Duly approved project proposal</li> <li>Activity report with pictures</li> <li>Attendance of participants</li> </ul>	<b>3</b>	
b. Participation in outreach/extension programs/activities for the youth: ✓ Participated in <b>1 outreach/extension program/activity for the youth = 1 point</b> ✓ Participated in <b>2 outreach/extension programs/activities for the youth = 2 points</b>	<ul style="list-style-type: none"> <li>Certificate of participation (in the last 2 years)</li> </ul>	<b>2</b>	
<b>3. Experience as Student Leader – 5 points</b>			
a. The nominee has been an SPG/SSG Officer for:	<ul style="list-style-type: none"> <li>Appointment/Election Report where the name of the nominee was reflected as duly appointed/elected.</li> </ul>		



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**Department of Education**  
 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OFFICE OF SCIENCE CITY OF MUÑOZ**

<ul style="list-style-type: none"> <li>✓ 6 months but less than 10 months = <b>1 point</b></li> <li>✓ 10 months but less than 15 months = <b>3 points</b></li> <li>✓ 15 months or more = <b>5 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Certification that the nominee is serving as student leader indicating his/her term of office.</li> </ul>	<b>5</b>	
<b>4. Embodiment of DepEd Core Values – 40 points</b>			
a. Initiated and implemented Maka-Diyos (upholds/respects belief and faith, manifests moral standard, right conduct, honesty, involvement in religious activities) PPAs: <ul style="list-style-type: none"> <li>✓ 1 PPA conducted = <b>3 points</b></li> <li>✓ 2 PPAs conducted = <b>6 points</b></li> <li>✓ 3 PPAs conducted = <b>10 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Approved project proposal/s</li> <li>• School memo on the implementation of the project</li> <li>• Accomplishment Report/s</li> </ul>	<b>10</b>	
b. Initiated and implemented Maka-Tao (charity/kindness, empathy and sympathy, compassion, human dignity, and equality, and multiculturalism) PPAs: <ul style="list-style-type: none"> <li>✓ 1 PPA conducted = <b>3 points</b></li> <li>✓ 2 PPAs conducted = <b>6 points</b></li> <li>✓ 3 PPAs conducted = <b>10 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Approved project proposal/s</li> <li>• School memo on the implementation of the project</li> <li>• Accomplishment Report/s</li> </ul>	<b>10</b>	
c. Initiated and implemented Makakalikasan (cleanliness and orderliness, proper waste management, energy conservation, environmental protection and preservation, and wise use of natural resources) PPAs: <ul style="list-style-type: none"> <li>✓ 1 PPA conducted = <b>3 points</b></li> <li>✓ 2 PPAs conducted = <b>6 points</b></li> <li>✓ 3 PPAs conducted = <b>10 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Approved project proposal/s</li> <li>• School memo on the implementation of the project</li> <li>• Accomplishment Report/s</li> </ul>	<b>10</b>	
d. Initiated and implemented Makabansa (takes pride for being a Filipino, resiliency in times of need/crisis, obedience to existing rules and regulations, community service involvement and promotes and patronizes local products, services and practices) PPAs: <ul style="list-style-type: none"> <li>✓ 1 PPA conducted = <b>3 points</b></li> <li>✓ 2 PPAs conducted = <b>6 points</b></li> <li>✓ 3 PPAs conducted = <b>10 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Approved project proposal/s</li> <li>• School memo on the implementation of the project</li> <li>• Accomplishment Report/s</li> </ul>	<b>10</b>	
<b>5. Leadership Advocacy, Governance and Development – 20 points</b>			
a. The nominee has been invited as a resource speaker to promote/influence other youth through his/her advocacy: <ul style="list-style-type: none"> <li>✓ School Level = <b>1 point</b></li> <li>✓ District Level = <b>2 points</b></li> <li>✓ Division Level = <b>3 points</b></li> <li>✓ Regional Level = <b>4 points</b></li> <li>✓ National Level = <b>5 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Recognition indicating the name of nominee as Resource Speaker</li> <li>• Invitation Letter</li> <li>• Activity Report indicating the salient points of his/her discussion</li> </ul>	<b>5</b>	
b. The nominee has participated in leadership workshops, seminars and webinars: <ul style="list-style-type: none"> <li>✓ School Level = <b>1 point</b></li> <li>✓ District Level = <b>2 points</b></li> <li>✓ Division Level = <b>3 points</b></li> <li>✓ Regional Level = <b>4 points</b></li> <li>✓ National Level = <b>5 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Participation indicating the name of nominee. (in the last 2 years)</li> <li>• Activity report indicating the highlights of the seminar</li> <li>• Plan of action on how he/she will cascade what he/she has learned from the seminar</li> </ul>	<b>5</b>	



Republic of the Philippines  
Department of Education  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OFFICE OF SCIENCE CITY OF MUÑOZ

c. The flagship PPA/s of the nominee has been adopted and implemented in the: <ul style="list-style-type: none"><li>✓ School Level = <b>1 point</b></li><li>✓ District Level = <b>2 points</b></li><li>✓ Division Level = <b>3 points</b></li><li>✓ Regional Level = <b>4 points</b></li><li>✓ National Level = <b>5 points</b></li></ul>	<ul style="list-style-type: none"><li>• Approved project proposal</li><li>• Memorandum stating the implementation of the PPAs</li><li>• Accomplishment Report</li></ul>	<b>5</b>	
d. Awards and Recognition, Outstanding Accomplishment received by the nominee: <ul style="list-style-type: none"><li>✓ School Level = <b>1 point</b></li><li>✓ District Level = <b>2 points</b></li><li>✓ Division Level = <b>3 points</b></li><li>✓ Regional Level = <b>4 points</b></li><li>✓ National Level = <b>5 points</b></li></ul>	<ul style="list-style-type: none"><li>• Certificate or Plaque of Recognition indicating the name of</li></ul>	<b>5</b>	
<b>Total Score</b>			

Signature over Printed Name of the Evaluator

Designation and Date



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REGION III – CENTRAL LUZON  
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Score Sheet for SPG/SSG Best School Implementer	
<b>Criteria</b>	<b>Nominee Actual Points</b>

<b>1. Impact of the Project – 30 points</b>	
<p>a. Addresses the problem/issues of the school/ community <b>(Maximum of 15 points)</b></p> <p>MOVs:</p> <ul style="list-style-type: none"><li>• Approved proposal</li><li>• Workable Action Plan</li><li>• Proofs/Evidence that the problem was addressed</li></ul> <p>b. Frequency of the Project Implementation</p>	<p>The SPG/SSG was able to identify and address a specific problem of the school by providing a solution such as a sustainable and long-term program/ project. – <b>15 points</b></p> <p>Thrice per school quarter: <b>– 10 points</b></p> <p>Once per month – <b>8 points</b></p> <p>Twice per school quarter – <b>4 points</b></p> <p>Once per school quarter. – <b>2 points</b></p>



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REGION III – CENTRAL LUZON

SCHOOLS DIVISION OFFICE OF SCIENCE CITY OF MUÑOZ

<b>(Maximum of 10 points)</b> MOVs: <ul style="list-style-type: none"> <li>• Approved project proposal</li> <li>• School Memo on the implementation</li> <li>• Complete number of accomplishment report needed</li> </ul>	<b>(Maximum of 5 points)</b> MOVs: <ul style="list-style-type: none"> <li>• Approved project proposal</li> <li>• Memorandum on the implementation of the project</li> <li>• Workable Implementation Plan</li> <li>• Accomplishment Report</li> </ul>	Region wide – 5 points	Division wide – 4 points	District wide – 3 points	School wide – 1 point
<b>2. Team Work on the Implementation of the Project – 35 points</b>					
<b>a. Engaged Stakeholders (Maximum of 25 points)</b> MOVs: <ul style="list-style-type: none"> <li>• Signed pledge of commitment</li> </ul>	The SPG/SSG was able to engage 100% Barangay Officials, 100% PTA Officers and parents, and five (5) relevant Civic Society Organizations	The SPG/SSG was able to engage 80% Barangay Officials, 80% PTA Officers and parents, and three (3) relevant Civic Society Organizations	The SPG/SSG was able to engage 60% Barangay Officials, 60% PTA Officers and parents, and two (2) relevant Civic Society Organizations	The SPG/SSG was able to engage 59% & below Barangay Officials, 59% and below PTA Officers and parents, and one (1) relevant Civic Society	



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REGION III – CENTRAL LUZON

SCHOOLS DIVISION OFFICE OF SCIENCE CITY OF MUÑOZ

<ul style="list-style-type: none"> <li>Attendance of the activity</li> <li>Implementation</li> <li>Notarized MOA with CSO</li> </ul>	were involved in the project implementation. – <b>25 points</b>	Organizations were involved in the project implementation. – <b>20 points</b>	were involved in the project implementation. – <b>15 points</b>	Organization was involved in the project implementation. – <b>10 points</b>
b. Involvement of the School <b>(Maximum of 10 points)</b> MOVs: • Attendance with pictures in planning and implementation of the project	The School Head, 100% teachers and personnel, 100% SPG/SSG Officers were involved and engaged in planning and implementation of the project. – <b>10 points</b>	The School Head, 80% teachers and personnel, 100% SPG/SSG Officers were involved and engaged in planning and implementation of the project. – <b>8 points</b>	The School Head, 60% teachers and personnel, 100% SPG/SSG Officers were involved and engaged in planning and implementation of the project. – <b>6 points</b>	The School Head, 59% and below of teachers and personnel, 100% SPG/SSG Officers were involved and engaged in planning and implementation of the project. – <b>4 points</b>
<b>3. Creativity and Innovation of the Project – 25 points</b>				
a. Uniqueness of the approved project <b>(Maximum of 15 points)</b> MOVs: • Approved project proposal – explicitly stating the background of the project in the rationale.	The approved project was new, unique and beyond the mandated PPAs of the SPG/SSG. – <b>15 points</b>	The approved project was patterned but modified on the mandated PPAs of the SPG/SSG. – <b>13 points</b>	The approved project was patterned but modified from the other SPG/SSG Organizations. – <b>9 points</b>	The approved project was totally adopted from the other SPG/SSG organizations and or mandated PPAs of SPG/SSG. – <b>7 points</b>
b. The project provides innovative solutions <b>(Maximum of 10 points)</b> MOVs:	The approved project solved the problem beyond its expectations, introduced highly innovative solution, it	The approved project nearly solved the problem, it promotes the intended core values and 80% of the learners	The approved project nearly solved the problem, it promotes the intended core values and 60% of the learners are	The approved project nearly solved the problem, it promotes the intended core values, and 59% and

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<ul style="list-style-type: none"> <li>Accomplishment Report on how the identified problem was solved.</li> <li>Attendance of the learners who participated in the project.</li> <li>Narrative of the impact of the project on the learners.</li> </ul>	<p>promotes the intended core values and 100% of the learners are aware of or participated in the project. – <b>10 points</b></p>	<p>are aware of or participated in the project. – <b>8 points</b></p>	<p>aware of or participated in the project. – <b>6 points</b></p>	<p>below of the learners are aware of or participated in the project. – <b>4 points</b></p>
<h3>4. Effective Use of Resources – 10 points</h3>				
<p><b>a. Accountability and Transparency (Maximum of 5 points)</b></p> <p>MOVs:</p> <ul style="list-style-type: none"> <li>Signed Disbursement/ Liquidation Report</li> <li>Receiving Copy of the report</li> </ul>	<p>The SPG/SSG provided/ submitted/ posted the signed disbursement and liquidation report: (financial report/in-kind donation) to SPG/SSG Officers, Teacher-Adviser and the School Head and posted in bulletin boards/official FB page of the organization. – <b>5 points</b></p>	<p>The SPG/SSG provided/ submitted the signed disbursement and liquidation report: (financial report/in-kind donation) to SPG/SSG Officers, Teacher-Adviser and the School Head. – <b>4 points</b></p>	<p>The SPG/SSG provided/ submitted the signed disbursement and liquidation report: (financial report/in-kind donation) to SPG/SSG Officers and Teacher-Adviser. – <b>3 points</b></p>	<p>The SPG/SSG provided/ submitted the signed disbursement and liquidation report: (financial report/in-kind donation) to Teacher-Adviser only. – <b>2 points</b></p>
<p><b>b. Collaboration with other school clubs/organization for support in the implementation</b></p>	<p>The SPG/SSG was able to partner and engage the 100% of listed clubs or organizations in school in the organization. – <b>5 points</b></p>	<p>The SPG/SSG was able to partner and engage the 70% of listed clubs or organizations in school in the</p>	<p>The SPG/SSG was able to partner and engage the 50% of listed clubs or organizations in school in the</p>	<p>The SPG/SSG was able to partner and engage the 49% &amp; below of listed clubs or organizations in school in the implementation</p>



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<b>(Maximum of 5 points)</b> MOVs:	the implementation of the project. – <b>5 points</b>	implementation of the project. – <b>4 points</b>	implementation of the project. – <b>3 points</b>	of the project. – <b>2 points</b>
	<ul style="list-style-type: none"><li>Signed pledge of commitment and other clubs and organization in the school.</li><li>List of all clubs/organizations in the school.</li></ul>			

Signature over Printed Name of the Evaluator

Designation and Date

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**Score Sheet for Outstanding  
 YES-O Student Leader**

Name of School: Region/Division: III / Science City of Muñoz			
Criteria	MOVs	Maximum Points	Nominee Actual Points
<b>1. Organizational Leadership – 35 points</b>			
a. Implementation of all Mandated Programs, Projects, and Activities (PPAs): <ul style="list-style-type: none"> <li>✓ Implemented 1-3 PPAs = <b>5 points</b></li> <li>✓ Implemented 4-6 PPAs = <b>10 points</b></li> <li>✓ Implemented 7-9 PPAs = <b>15 points</b></li> <li>✓ Implemented 10 PPAs = <b>20 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Approved Proposal</li> <li>• Implementation Plan</li> <li>• Activity Completion Report</li> </ul>	<b>20</b>	
b. Governance: <ol style="list-style-type: none"> <li>1. Calendar of Annual Proposed Activities (CAPA)</li> <li>2. Certificate of Registration</li> <li>3. Registration Form</li> <li>4. Membership Form</li> <li>5. Biannual Accomplishment Report (BAR) SY 2021-2022 and 2022-2023</li> <li>6. Activity Completion Reports</li> <li>7. Monitoring and Evaluation form by Division YES-O Program Coordinator</li> <li>8. Five-Year Targets from 2022-2027</li> <li>9. Financial Reports</li> </ol> <ul style="list-style-type: none"> <li>✓ 1-2 accomplished documents = <b>5 points</b></li> <li>✓ 3-4 accomplished documents = <b>7 points</b></li> <li>✓ 5-6 accomplished documents = <b>9 points</b></li> <li>✓ 7-8 accomplished documents = <b>13 points</b></li> <li>✓ 9 accomplished documents = <b>15 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• MOVs listed in Governance</li> </ul>	<b>15</b>	
<b>2. Networking, Linkages and Collaboration – 40 points</b>			
a. Involvement and participation in community/civic/organizations/associations and its activities <ul style="list-style-type: none"> <li>✓ 1-2 participations/involvements = <b>6 points</b></li> <li>✓ 3-4 participations/involvements = <b>8 points</b></li> <li>✓ 5 participations/involvements = <b>10 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of membership</li> <li>• Certificate of participation (in the last 2 years)</li> <li>• Re-entry plan on how he/she can share his/her learnings on the activity</li> </ul>	<b>10</b>	
b. Initiated/implemented outreach programs/activities in the community. <ul style="list-style-type: none"> <li>✓ 1-2 initiated and implemented outreach program/activity = <b>5 points</b></li> <li>✓ 3 initiated and implemented outreach program/activity = <b>10 points</b></li> <li>✓ 4 initiated and implemented outreach program/activity = <b>15 points</b></li> <li>✓ 5 initiated and implemented outreach program/activity = <b>20 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Approved outreach program/activity</li> <li>• Accomplishment report explicitly explaining how the community benefited from the activity.</li> <li>• Attendance of the participants.</li> </ul>	<b>20</b>	
c. Outstanding accomplishments as Makakalikasan Advocate. <ul style="list-style-type: none"> <li>✓ Award           <ul style="list-style-type: none"> <li>• School Level – <b>2 points</b></li> <li>• District/Municipal Level – <b>4 points</b></li> <li>• Division/Provincial Level – <b>5 points</b></li> </ul> </li> </ul> <p>If the award is given by National or International giving body, it shall correspond to highest points.</p>	<ul style="list-style-type: none"> <li>• Certificate or Plaque of Recognition (in the last 2 years).</li> </ul>	<b>5</b>	
d. Serve as Resource Speaker in any trainings, webinars and workshops offered by DepEd and	<ul style="list-style-type: none"> <li>• Certificate of Recognition (in the last 2 years).</li> </ul>		



Republic of the Philippines  
**Department of Education**  
 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

private sectors related to Environmental Protection and Awareness ✓ School Level – <b>2 points</b> ✓ District/Municipal Level – <b>4 points</b> ✓ Division/Provincial Level – <b>5 points</b> If the trainings, webinars and workshops were organized by National or International entity, it shall correspond to highest points.	• Highlights of the talk. • Invitation letter.	<b>5</b>	
<b>3. Embodiment of the Core Value Makakalikasan – 25 points</b>			
a. Promoting and practicing 5Rs (Refuse, Reduce, Reuse, Repurpose, Recycle) at <b>school, home and in the community</b> ✓ 1 indicator = <b>1 point</b> ✓ 2 indicators = <b>3 points</b> ✓ 3 indicators = <b>5 points</b>	• Video advocacy or IEC material or picto narrative	<b>5</b>	
b. Promoting and practicing vegetable gardening at <b>school, home and in the community</b> . ✓ 1 indicator = <b>1 point</b> ✓ 2 indicators = <b>3 points</b> ✓ 3 indicators = <b>5 points</b>	• Video advocacy or IEC material or picto narrative	<b>5</b>	
c. Promoting and advocating the practice of not using single-used plastic at <b>school, home and in the community</b> . ✓ 1 indicator = <b>1 point</b> ✓ 2 indicators = <b>3 points</b> ✓ 3 indicators = <b>5 points</b>	• Video advocacy or IEC material or picto narrative	<b>5</b>	
d. Promoting and practicing energy, water and electric supply conservation at <b>school, home and in the community</b> . ✓ 1 indicator = <b>1 point</b> ✓ 2 indicators = <b>3 points</b> ✓ 3 indicators = <b>5 points</b>	• Video advocacy or IEC material or picto narrative	<b>5</b>	
e. Lead the environment protection and preservation at <b>school, home and in the community</b> . ✓ 1 indicator = <b>1 point</b> ✓ 2 indicators = <b>3 points</b> ✓ 3 indicators = <b>5 points</b>	• Video advocacy or IEC material or picto narrative	<b>5</b>	
<b>Total Score</b>			

Signature over Printed Name of the Evaluator

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Republic of the Philippines  
**Department of Education**  
 REGION III – CENTRAL LUZON  
 SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

Score Sheet for YES-O  
 Best School Implementer

Criteria	MOVs	Maximum Points	Actual Score
<b>1. Implementation of School Inside a Garden (SIGA) “Clean and Green Campaign” – 25 points</b>			
a. Seed Bank and Nursery Establishment <ul style="list-style-type: none"> <li>✓ 25 or more variety of seeds and seedlings = <b>5 points</b></li> <li>✓ 20 variety of seeds and seedlings = <b>4 points</b></li> <li>✓ 15 variety of seeds and seedlings = <b>3 points</b></li> <li>✓ 10 variety of seeds and seedlings = <b>2 points</b></li> <li>✓ 5 variety of seeds and seedlings = <b>1 point</b></li> </ul>	• Picture of seed cabinet and nursery with proper label	<b>5</b>	
b. Establishment of flowering Garden <ul style="list-style-type: none"> <li>✓ 25 or more variety of flowering plants = <b>10 points</b></li> <li>✓ 20 variety of flowering plants = <b>8 points</b></li> <li>✓ 15 variety of flowering plants = <b>6 points</b></li> <li>✓ 10 variety of flowering plants = <b>4 points</b></li> <li>✓ 5 variety of flowering plants = <b>2 points</b></li> </ul>	• Picto-narrative signed by the School Head	<b>10</b>	
c. Native Endemic and Indigenous trees planted/tree seedlings For Tree Seedlings: <ul style="list-style-type: none"> <li>✓ 150 pcs or more with 5 variety of endemic and indigenous trees = <b>5 points</b></li> <li>✓ 149-130 pcs with 5 variety of endemic and indigenous trees = <b>4 points</b></li> <li>✓ 129-110 pcs with 5 variety of endemic and indigenous trees = <b>3 points</b></li> <li>✓ 109-90 pcs with 5 variety of endemic and indigenous trees = <b>2 points</b></li> <li>✓ 89 pcs and below with 5 variety of endemic and indigenous trees = <b>1 point</b></li> </ul> For planted trees <ul style="list-style-type: none"> <li>✓ 5 endemic or indigenous trees planted in school = <b>5 points</b></li> <li>✓ 4 endemic or indigenous trees planted in school = <b>4 points</b></li> <li>✓ 3 endemic or indigenous trees planted in school = <b>3 points</b></li> <li>✓ 2 endemic or indigenous trees planted in school = <b>2 points</b></li> <li>✓ 1 endemic or indigenous tree planted in school = <b>1 point</b></li> </ul> Whichever is applicable to school.	• Picto-narrative signed by the School Head	<b>5</b>	
d. Initiated and conducted Arbor Day and Earth Day Celebration. <ul style="list-style-type: none"> <li>✓ 100% of school population attended = <b>5 points</b></li> <li>✓ 99-80% of school population attended = <b>4 points</b></li> <li>✓ 79-60% of school population attended = <b>3 points</b></li> </ul>	• Activity program/matrix • Signed accomplishment Report • Attendance of the participants	<b>5</b>	



**Republic of the Philippines**  
**Department of Education**  
 REGION III – CENTRAL LUZON  
 SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

<ul style="list-style-type: none"> <li>✓ 59-40% of school population attended = <b>2 points</b></li> <li>✓ 39% &amp; below of school population attended = <b>1 point</b></li> </ul>			
<b>2. Awareness and Outreach Programs – 25 points</b>			
a. Environmental Educations, awareness campaigns and symposia on Environmental Issues and call to actions.  Indicators: <ul style="list-style-type: none"> <li>• Video Advocacy or IEC materials</li> <li>• Seminar-workshop, trainings, webinars</li> <li>• Enviro-related contest</li> <li>• One tumbler for every learner campaign</li> <li>• Build Material Recovery Facility</li> </ul> All indicators shall be provided to obtain the highest points, absence of the given indicators correspond to deduction of points.	<ul style="list-style-type: none"> <li>• Video advocacy or IEC material</li> <li>• Approved Project proposal</li> <li>• Program matrix</li> <li>• List of winners</li> <li>• Photo documentation</li> <li>• Activity report</li> </ul>	<b>5</b>	
b. Environmental Youth Camp <ul style="list-style-type: none"> <li>• Conducted one (1) Environmental Youth Camp in collaboration with existing clubs/organization in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Approved Project proposal</li> <li>• Program matrix</li> <li>• Attendance of participants</li> <li>• Activity completion report with proper photo documentation</li> </ul>	<b>5</b>	
c. Watershed Protection and Conservation <ul style="list-style-type: none"> <li>• Initiated and conducted one (1) mangrove planting. Minimum of 500 mangrove seedlings planted.</li> <li>• Manila Bay Conservation Program/Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Request</li> <li>• Photo Documentation</li> <li>• Attendance of participants</li> <li>• Certification of the number of mangrove seedlings planted</li> </ul>	<b>5</b>	
d. Clean-up drives (coastal or community clean-up drives)  Initiated and conducted one (1) mangrove planting. Minimum of 500 mangrove seedlings planted. <ul style="list-style-type: none"> <li>✓ 350 kls. or more collected solid waste = <b>5 points</b></li> <li>✓ 201-250 kls. or more collected solid waste = <b>4 points</b></li> <li>✓ 151-200 kls. or more collected solid waste = <b>3 points</b></li> <li>✓ 101-150 kls. or more collected solid waste = <b>2 points</b></li> <li>✓ 100 kls. &amp; below collected solid waste = <b>1 point</b></li> </ul>	<ul style="list-style-type: none"> <li>• Activity Request</li> <li>• Photo Documentation</li> <li>• Certification of collected solid waste from the concerned Barangay official</li> </ul>	<b>5</b>	
e. Adopt a river/community/forest	<ul style="list-style-type: none"> <li>• Memorandum of Agreement</li> <li>• Implementation Plan</li> <li>• Progress indicators</li> <li>• Activity Report</li> </ul>	<b>5</b>	
<b>3. Solid Waste Management, Entrepreneurship and Energy Conservation – 20 points</b>			
a. Promoting and Practicing 5Rs (Refuse, Reduce, Reuse, Repurpose, Recycle) in School.	<ul style="list-style-type: none"> <li>• Video advocacy or IEC material posted in the conspicuous vicinity of the school.</li> <li>• Narrative from the students about the importance of 5Rs.</li> </ul>	<b>5</b>	
b. Functional Material Recovery Facility (MRF). <ul style="list-style-type: none"> <li>✓ 10 months photo documentation and sale report = <b>5 points</b></li> <li>✓ 8-9 months photo documentation and sale report = <b>4 points</b></li> <li>✓ 6-7 months photo documentation and sale report = <b>3 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Monthly photo documentation of MRF; and</li> <li>• Sales report signed by the School Head.</li> </ul>	<b>5</b>	



**Republic of the Philippines**  
**Department of Education**  
**REGION III – CENTRAL LUZON**  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

✓ 4-5 months photo documentation and sale report = <b>2 points</b> ✓ 1-3 months photo documentation and sale report = <b>1 point</b>			
c. Environmental Entrepreneurship. Indicators: <ul style="list-style-type: none"><li>• Conduct environmental entrepreneurship skill development.</li><li>• Recycled product corner.</li><li>• Sales report of recycled product.</li></ul> All indicators shall be provided to obtain the highest points, absence of the given indicators correspond to deduction of point/s.	<ul style="list-style-type: none"><li>• Activity Request</li><li>• Photo documentation of recycled product corner</li><li>• Sales report of recycled product signed by the School Head</li></ul>	<b>3</b>	
d. Promoting and Practicing No to Single-use Plastic Indicator: <b>• One tumbler for every learner and school personnel</b> <ul style="list-style-type: none"><li>✓ 100% of school population has a tumbler = <b>5 points</b></li><li>✓ 99-80% of school population has a tumbler = <b>4 points</b></li><li>✓ 79-60% of school population has a tumbler = <b>3 points</b></li><li>✓ 59-40% of school population has a tumbler = <b>2 points</b></li><li>✓ 39% &amp; below of school population has a tumbler = <b>1 point</b></li></ul>	<ul style="list-style-type: none"><li>• Approved Project Proposal</li><li>• School Memorandum</li><li>• Photo documentation</li><li>• Certification that all learners and school personnel has a tumbler.</li></ul>	<b>5</b>	
e. Energy, Water and Power Supply Conservation.	<ul style="list-style-type: none"><li>• Video advocacy or IEC material posted in the conspicuous vicinity of the school.</li><li>• Narrative from the students about the importance of energy, water, and power supply conservation.</li></ul>	<b>2</b>	
<b>4. Collaboration to Gulayan sa Paaralan Program (GPP) – 20 points</b>			
a. Crop integration (fruit, leafy vegetables, root vegetables, indigenous plants)	<ul style="list-style-type: none"><li>• Narrative report with proper photo documentation</li></ul>	<b>5</b>	
b. Use of organic fertilizer and/or pest control.	<ul style="list-style-type: none"><li>• Narrative report with proper photo documentation</li></ul>	<b>3</b>	
c. Properly maintained compost pit and heap.	<ul style="list-style-type: none"><li>• Narrative report with proper photo documentation</li></ul>	<b>2</b>	
d. Utilization of garden space.	<ul style="list-style-type: none"><li>• Narrative report with proper photo documentation</li></ul>	<b>5</b>	
e. Utilization of garden produce (school feeding).	<ul style="list-style-type: none"><li>• Narrative report with proper photo documentation</li></ul>	<b>5</b>	
<b>5. Partnership and Linkages – 10 points</b>			
a. Forged and engaged the community and local government unit (LGU) in the clean and green program of the school. Indicators: <ul style="list-style-type: none"><li>✓ Forged partnership with the community (Barangay) and LGU (MAO, CENRO, MENRO, PENRO) = <b>5 points</b></li><li>✓ Absence of one (1) indicator = <b>2 points</b></li></ul>	<ul style="list-style-type: none"><li>• MOA/MOU/Letter of Understanding</li><li>• Program implementation as stated in the MOA/MOU/LOU</li><li>• Accomplished activity report with proper documentation</li></ul>	<b>5</b>	
b. Established partnership with Non-Government Organization/s and or Civic Society Organization/s. <ul style="list-style-type: none"><li>✓ Forged partnership with 3 NGOs or CSOs = <b>5 points</b></li><li>✓ Forged partnership with 2 NGOs or CSOs = <b>3 points</b></li></ul>	<ul style="list-style-type: none"><li>• MOA/MOU/Letter of Understanding</li><li>• Program implementation as stated in the MOA/MOU/LOU</li><li>• Accomplished activity report with proper documentation</li></ul>	<b>5</b>	



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

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✓ Forged partnership with 1 NGO or CSO = <b>1 point</b>			
<b>Total Score</b>			

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Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

**Score Sheet for BKD  
Outstanding Student Leader**

Criteria	MOVs	Maximum Points	Actual Score
<b>1. Exemplary Student Leadership – 40 points</b>			
<p>a. Organized and implemented BKD programs, projects and activities (PPAs) on drug prevention</p> <ul style="list-style-type: none"> <li>✓ Implemented 1-3 BKD relevant PPAs = <b>10 points</b></li> <li>✓ Implemented 4-6 BKD relevant PPAs = <b>15 points</b></li> <li>✓ Implemented 7-9 BKD relevant PPAs = <b>25 points</b></li> <li>✓ Implemented 10 BKD relevant PPAs = <b>30 points</b></li> </ul> <p>b. Governance:</p> <ul style="list-style-type: none"> <li>• General Annual BKD Action Plan of PPAs</li> <li>• Contextualized BKD School Charter approved by the School Head</li> <li>• List of BKD Officers</li> <li>• List of Members</li> <li>• Registration Form</li> <li>• Membership Form</li> <li>• Minutes of the Meeting</li> <li>• BKD Resolutions</li> <li>• Communications/Request/Support Letters</li> <li>• Bi-annual BKD Accomplishment Report (BAR) SY 2021-2022 and 2022-2023</li> </ul> <ul style="list-style-type: none"> <li>✓ 1-3 accomplished documents = <b>2 points</b></li> <li>✓ 4-5 accomplished documents = <b>4 points</b></li> <li>✓ 6-7 accomplished documents = <b>6 points</b></li> <li>✓ 8-9 accomplished documents = <b>8 points</b></li> <li>✓ 10 documents provided/submitted = <b>10 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Approved project proposal</li> <li>• Implementation plan</li> <li>• Activity completion report with proper photo documentation</li> </ul> <ul style="list-style-type: none"> <li>• MOVs listed in Governance</li> </ul>	<b>30</b>	
			<b>10</b>
<b>2. Networking, Linkages and Collaboration on Drug Abuse Prevention – 40 points</b>			
<p>a. Involvement or participation in BKD community/civic/organizations/associations and its activities.</p> <ul style="list-style-type: none"> <li>✓ 1-2 participations/involvement = <b>6 points</b></li> <li>✓ 3-4 participations/involvement = <b>8 points</b></li> <li>✓ 5 participations/involvement = <b>10 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Membership</li> <li>• Certificate of participation (in the last 2 years)</li> <li>• Re-entry plan on how he/she can share his/her learnings on the Drug Abuse Prevention</li> </ul>	<b>10</b>	
<p>b. Initiated, organized and implemented BKD outreach programs/activities in the community.</p> <ul style="list-style-type: none"> <li>✓ 1-2 initiated and implemented BKD outreach program/activity = <b>10 points</b></li> <li>✓ 3 initiated and implemented BKD outreach program/activity = <b>15 points</b></li> <li>✓ 4 initiated and implemented BKD outreach program/activity = <b>20 points</b></li> <li>✓ 5 initiated and implemented BKD outreach program/activity = <b>25 points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Approved outreach program/activity</li> <li>• Accomplishment report-explicitly explaining how the community benefited from the activity</li> <li>• Attendance of the participants</li> </ul>	<b>25</b>	
<p>c. Forged partnership with:</p> <ul style="list-style-type: none"> <li>• NGAs (PNP, PDEA, DDB)</li> <li>• LGUs</li> <li>• NGOs</li> <li>• CSOs</li> <li>• Religious Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• MOA/MOU/Letter of Understanding</li> <li>• Approved Program or activity implementation as stated in the MOA/MOU/LOU</li> </ul>	<b>5</b>	



Republic of the Philippines  
**Department of Education**  
 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

At least 5 indicators are provided to obtain the highest point.	<ul style="list-style-type: none"> <li>Activity Report with proper photo documentation</li> </ul>		
<b>3. Outstanding Accomplishments – 20 points</b>			
a. Outstanding accomplishments as BKD Advocate <ul style="list-style-type: none"> <li>Award               <ul style="list-style-type: none"> <li>✓ School Level = <b>6 points</b></li> <li>✓ District/Municipal Level = <b>8 points</b></li> <li>✓ Division/Provincial Level = <b>10 points</b></li> </ul> </li> </ul> <p>If the award is given by National or International giving body, it shall correspond to highest points.</p>	<ul style="list-style-type: none"> <li>Certificate or plaque of recognition (in the last 2 years)</li> </ul>	<b>10</b>	
b. Serve as resource speaker in BKD related trainings, webinars and workshops offered by DepEd and private sectors related to Drug Prevention and Awareness <ul style="list-style-type: none"> <li>✓ School Level = <b>4 points</b></li> <li>✓ District/Municipal Level = <b>8 points</b></li> <li>✓ Division/Provincial Level = <b>10 points</b></li> </ul> <p>If the training, webinars, and workshops were organized by a National or International entity, it shall correspond to the highest points.</p>	<ul style="list-style-type: none"> <li>Invitation letter</li> <li>Certificate of recognition (in the last 2 years)</li> <li>Highlights of the talk</li> </ul>	<b>10</b>	
<b>Total Score</b>			

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Republic of the Philippines  
**Department of Education**  
 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

**Score Sheet for BKD  
 Best School Implementer  
 Secondary Only**

Name of School: Region/Division: III/Science City of Muñoz			
Criteria	MOVs	Maximum Points	Actual Score
<b>1. Functionality of Barkada Kontra Droga (BKD) on Drug Abuse Prevention in Secondary Schools – 20 points</b>			
a. General Annual Action Plan of BKD PPAs • Achievable and responsive BKD activities	• Signed Approved Annual Action Plan for BKD	5	
b. Grand Launching of BKD program in schools • BKD Kick-off Activity	• Approved Activity Request • School Memorandum • Program matrix • Registration list of the participants	5	
c. Organized and Functional BKD School Chapter • Officers and Teacher-Adviser	• List of BKD Officers (elected and appointed) • Designation of Teacher-Adviser as BKD Coordinator	5	
d. Contextualized BKD School Charter • Rationale • Roles and Responsibilities of each officer, teacher-adviser and its members	• Submitted hard copy of BKD School charter approved by the School Head	5	
<b>2. Scope and Coverage of Implementation – 20 points</b>			
a. School wide implementation	• School Memorandum • Advocacy video posted in the official BKD FB account or Official FB account of the school, or • IEC materials posted in the conspicuous vicinity of the school • Photo documentation	10	
b. Community involvement and partnership	• Memorandum of Agreement with the Barangay/s covering the school • Pledge of commitment of the Barangay Officials • Roles of Barangay in the implementation of BKD Program	5	
c. Adopt a school on the BKD program ✓ 5 BKD related activities conducted = 5 points ✓ 4 BKD related activities conducted = 4 points ✓ 3 BKD related activities conducted = 3 points ✓ 2 BKD related activities conducted = 2 points ✓ 1 BKD related activity conducted = 1 point	• Memorandum of Agreement • Implementation plan of the BKD PPAs • Activity report with proper photo documentation	5	



Republic of the Philippines  
**Department of Education**  
 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

**3. Nature of extent of Drug Abuse Prevention activities/ projects initiated/ implemented and organized - 40 points**

<p>a. Information or Advocacy Campaign            Indicators:</p> <ul style="list-style-type: none"> <li>• BKD Advocacy video</li> <li>• Film showing</li> <li>• BKD jingle</li> <li>• Hugot lines related to BKD</li> <li>• EIC materials (posters)</li> </ul> <p>Each indicator is equivalent to <b>2 points</b>.</p>	<ul style="list-style-type: none"> <li>• BKD Advocacy video</li> <li>• Film showing</li> <li>• BKD jingle</li> <li>• Hugot lines related to BKD</li> <li>• EIC materials (posters)</li> <li>• Photo documentation</li> </ul>	<b>10</b>	
<p>b. BKD Education            Indicators:</p> <ul style="list-style-type: none"> <li>• Integration of drug abuse prevention concepts and BKD components in classroom instruction</li> <li>• Organizing seminar-workshops, webinars on Drug Abuse Prevention</li> <li>• Conduct BKD student forum/conference/summit</li> <li>• Capacity Building for BKD Officers</li> <li>• Integrate one (1) session of BKD (Drug Prevention) in Learning Action Cell (LAC)</li> </ul> <p>Each indicator is equivalent to <b>2 points</b>.</p>	<ul style="list-style-type: none"> <li>• Approved project proposal/activity request</li> <li>• School memorandum</li> <li>• Activity report with proper photo documentation</li> </ul>	<b>10</b>	
<p>c. School intervention            Indicators:</p> <ul style="list-style-type: none"> <li>• Provision of guidance and counseling services to learners</li> <li>• Peer coaching</li> <li>• Referral services</li> <li>• Assistance to student surrenders (if any)</li> <li>• Provision of guidance and counseling services to parents/guardians</li> </ul> <p>Each indicator is equivalent to <b>1 point</b>.</p>	<ul style="list-style-type: none"> <li>• Process flow how to conduct each service.</li> <li>• Report relative to illegal drugs if any and action taken.</li> </ul>	<b>5</b>	
<p>d. Alternative intervention            Indicators:</p> <ul style="list-style-type: none"> <li>• Friendly sports/athletics competition</li> <li>• Cultural presentation</li> <li>• BKD Arts and crafts</li> <li>• Religious activities</li> <li>• Civic engagement/activity</li> <li>• Other recreational activities</li> </ul> <p>Each indicator is equivalent to <b>1 point</b>.</p>	<ul style="list-style-type: none"> <li>• Approved activity request</li> <li>• Activity report with proper photo documentation</li> <li>• Registration of the participants</li> <li>• If it is contest, list of winners duly signed by authorized person.</li> </ul>	<b>5</b>	
<p>e. Established and functional BKD Corner/Space            Indicators:</p> <ul style="list-style-type: none"> <li>• Advocacy posters on BKD</li> <li>• Reading materials</li> <li>• Output of learners on BKD activity</li> <li>• BKD school newspaper</li> <li>• BKD accomplishment report</li> <li>• Other materials relevant for BKD Corner/Space</li> </ul> <p>Each indicator is equivalent to <b>2 points</b>.</p>	<ul style="list-style-type: none"> <li>• Approved request on the establishment of BKD Corner</li> <li>• Proper documentation of BKD Corner</li> </ul>	<b>10</b>	
<p><b>4. Extent of Involvement of the following terms of providing Assistance, Leadership and Support (ALS) in the implementation of the BKD Program- 20 points</b></p>			
<p>a. Learners            Indicators:</p> <ul style="list-style-type: none"> <li>• Active participation in the activity/ies</li> <li>• Minimum of four (4) (at least 1 per quarter) BKD related activities conducted           <ul style="list-style-type: none"> <li>✓ 90-100% of the target learners participated in the activity = <b>10 points</b></li> <li>✓ 80-89% of the target learners participated in the activity = <b>8 points</b></li> <li>✓ 60-79% of the target learners participated in the activity = <b>6 points</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Approved Project Proposal</li> <li>• Program matrix</li> <li>• Registration list of the participants per activity</li> <li>• Activity report with proper photo documentation</li> </ul>	<b>10</b>	



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 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

<input checked="" type="checkbox"/> 40-59% of the target learners participated in the activity = <b>4 points</b> <input checked="" type="checkbox"/> 39% & below of the target learners participated in the activity = <b>2 points</b>			
b. Parent Teacher Association (PTA) ALS	<ul style="list-style-type: none"> <li>• Attendance in the activity</li> <li>• Involvement in planning</li> <li>• Photo documentation</li> <li>• Financial support (if applicable)</li> <li>• Pledge of commitment</li> </ul>	<b>3</b>	
c. School Head, Teaching and Non-teaching ALS	<ul style="list-style-type: none"> <li>• Attendance in the activity</li> <li>• Involvement in planning</li> <li>• Photo documentation</li> <li>• Financial support from the school budget or other source</li> <li>• Provision of technical assistance</li> <li>• Pledge of commitment</li> </ul>	<b>2</b>	
d. ALS involvement of: <ul style="list-style-type: none"> <li>✓ NGAs (PNP, PDEA, DBP)</li> <li>✓ LGUs</li> <li>✓ NGOs</li> <li>✓ CSOs</li> <li>✓ Religious Organizations</li> </ul> At least 5 indicators are provided to obtain the highest points.	<ul style="list-style-type: none"> <li>• MOA/MOU/Letter of Understanding</li> <li>• Program matrix indicating the active involvement</li> <li>• Activity report with proper photo documentation</li> </ul>	<b>5</b>	
<b>Total Score</b>			

Signature over Printed Name of the Evaluator

Designation and Date



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**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

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Enclosure No. 4 to School Memorandum No 30, s. 2026

**CHILD-FRIENDLY SCHOOL SYSTEM (CFSS) SURVEY**

Name of School: \_\_\_\_\_ School ID: \_\_\_\_\_  
Name of School Head: \_\_\_\_\_

**CONTENTS**

**I. INTRODUCTION**

- How did you like school?
- What is a school?
- What makes up a school?
- Who provides the learning environment?
- When can a school be called a 'Child-friendly School'?
- What exactly is a Child-friendly School and how can our school become one?
- What should a Child-friendly School aim to achieve?

**II. SELF-ASSESSMENT TOOL**

- How should our school go about achieving the goals of the Child-friendly school?
- Accomplishing specific targets
- How our school scored
- So, is our school Child-friendly?

**How do you like the school?**

---

Many of us look at school as a place for serious learning but rarely as a place for one to enjoy learning activities and have a say in what one needs and wants to learn.

When you were in school, were you ever consulted as to what you wanted to learn and how you wanted to learn them? If you were lucky enough to have been asked, were you able to freely suggest ways and activities by which you could learn more effectively?

Rights and enjoyment are perhaps words often left out of any student handbook or school circular. Now that you are a teacher, principal or parent, are you the type who believes that being 'soft' on children will only make them learn or study less? Or that giving them 'choices' and allowing them to express themselves freely will only diminish discipline – discipline to make them sit up and listen to their lessons?

Each of us probably has his or her own idea or approach to education and how we can make children 'learn'. Regardless of the differences in our opinions,



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REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

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many of us would probably agree that SCHOOL IS FOR CHILDREN. Perhaps, we could further firm up this agreement by coming up with some common definitions...

### **What is a school?**

---

Let us consult our dictionaries. Do you have one in your school? All dictionaries would probably contain any or some of the following definitions: 1) an institution devoted primarily to imparting knowledge or developing certain skills; 2) the building or buildings in which instruction is given; 3) any sphere or means of instruction.

### **What makes up a school?**

---

Since it is safe to agree that 'school' is for those needing or seeking knowledge or instruction, it should be primarily composed of learners or pupils.

Where there are pupils, there should also be teachers who care for children, provide for their learning needs, and nurture their interests.

Then, there is the physical school – the school building and its facilities – classrooms, gymnasium or activity area, grounds for young children to romp and play, toilet facilities, drinking fountains, and the like.

Did we miss anything? Well, yes there's still one more and probably the most important one of all. It's all people and things that we've mentioned combined...and more. It is called the learning environment. The learning environment is more than just the sum total of all these – people (pupils and teachers) and things around them – parents, brothers, sisters, other relatives, and other people and things in the community where the school is located.

When all these INTERACT, and interact FAVORABLY with each other, a lot of wonderful things can happen to the child's learning. Remember that learning does not only occur within the four walls of a classroom. Learning continues when the pupil returns from school to his or her family, mingles with the neighbors and playmates, runs an errand to the sari-sari store, attends with his or her family a religious service at their place of worship, and does tens of other things. A healthy learning environment not only enhances the child's academic achievement but also ensures his or her physical, psychological, social, and emotional growth.

### **Who provides the 'learning environment'?**

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School principals, teachers, parents and families, community institutions such as your local barangay council, other community members and the children themselves support each other in creating and enhancing the 'learning environment'.



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**Department of Education**  
REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

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**When can a school be called a ‘Child-friendly School’?**

---

A Child-friendly School is more than just a place for formal learning. Foremost, it is an institution that recognizes and respects the range of rights of children, and not just their right to be educated. These rights also include their rights to be healthy, to be given opportunities for play and leisure, to be protected from harm and abuse, to express their views freely, and to participate in decision-making according to their evolving capacities.

While upholding children’s rights, a Child-friendly School also instills in children the responsibilities that go with their rights. Among these are to respect the rights of others, respect diversity, practice equality, and resolve differences without resorting to violence.

Just as important, a Child-friendly School takes the lead in shaping a learning environment that enables children to learn as much as their intellectual faculties could take. It is a kind of environment that allows them to grow healthy, equips them with knowledge and skills that they can use throughout life, and enables them to become responsible and productive members of their community and society.

**What exactly is a ‘Child-friendly School’ and how can our school become one?**

---

A ‘Child-friendly School’ has the following five traits:

**1. A Child-friendly School is inclusive, gender-sensitive, and non-discriminating.**

It is said to be inclusive, gender-sensitive, and non-discriminating when it...

- does not turn away any child from enrolling and attending classes for whatever reason
- gives boys and girls equal learning opportunities
- treats all children equally, regardless of gender, social status, cultural origin or religious belief.

**2. A Child-friendly School is effective with children.**

It is said to be effective with children when it...

*is child-centered*

- has the best interest of the child in mind in all its learning activities
- has a curriculum that addresses the child’s learning needs as well as those of the community and society
- employs teaching methods that are suited to the child’s age, abilities, and ways of learning
- encourages children to think and decide for themselves, ask questions, and express their opinions

*promotes quality learning*



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**Department of Education**  
REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

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- makes sure that children master the basic skills of writing, reading, speaking (and listening), mathematics, and the necessary skills that they can use through life
- encourages children to learn by doing and by doing things with others
- makes sure that teachers are qualified to teach and continue to become better teachers
- makes sure that teachers and other staff are physically fit, adequately paid, and highly motivated.

*encourages children to participate in school and community activities*

- encourages children to work together to solve problems and achieve what they aim to do
- encourages children to express their feelings through the arts – music, drawing, drama, and other forms

**3. A Child-friendly School is healthy for children.**

It is said to be healthy for children when it...

- promotes children's health
- guarantees that school buildings, grounds, and facilities are safe, clean, healthy, and with adequate water and sanitary facilities
- has written policies and regular practices that promote good health
- integrates health education and life skill development in its curriculum
- hosts regular health services for children, such as immunization

**4. A Child-friendly School is caring and protective of all children**

It is said to be caring and protective of all children when it...

- safeguards and provides security for children
- helps defend and protect children from harm and abuse
- encourages children to care for each other
- does not tolerate physical punishment on children
- has clear guidelines for conduct between students and does not allow bullying

**5. A Child-friendly School involves children's families and the community**

It is said to involve families and the community when it...

*works closely with children's families*

- consults parents and invites their opinions regarding school policies and activities
- holds regular dialogues with parents regarding their children's learning progress
- collaborates with parents to encourage their children to practice at home what they are learning in school
- cares as much as parents that children get enough nutrition and are in good health



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

- cares about the children's safety not only within the school premises but also on their way to and from school

*engages the support and interaction of community institutions and other individuals*

- enlists the support of community institutions and individuals for its projects and activities for children
- acts on behalf of and upholds the interests of children in community assemblies

### **WHAT SHOULD A CHILD-FRIENDLY SCHOOL AIM TO ACHIEVE?**

A Child-friendly School should aspire for these seven (7) goals:

- (1) Encourage children's participation in school and community
- (2) Enhance children's health and well-being
- (3) Guarantee safe and protective spaces for children
- (4) Encourage enrolment and completion
- (5) Ensure children's high academic achievement and success
- (6) Raise teacher's morale and motivation
- (7) Mobilize community support for education

### **How should our school go about achieving these goals?**

The following checklist contains **action items** that will guide you through what you need to have or need to do towards accomplishing the seven goals of the Child-friendly School.

See how many of the action items listed under each goal you have accomplished or are doing on a regular basis. Tick the box before each action item if you have accomplished this. Add up and write your total in the box after each goal. By checking what your school already has and what it is doing regularly, you will be able to track your progress towards becoming a Child-friendly School.

You may already be well along the way to becoming a Child-friendly School! Remember though that you have to be honest with your answers!

Here's one other advice...

**Please accomplish this checklist first before moving on to the next section.**

#### **GOAL #1: Encourage children's participation in school and community**

What your school should have or should be doing:	Evident	Not Evident
Your school has a working student government.		
Your school involves students in meetings and planning sessions that concern their well-being.		



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**Department of Education**  
 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

Your school involves students in the organizing, planning, and execution of the disaster preparedness and response plan.		
Your school encourages its students to get involved in community work.		
Your school has a mechanism or mechanisms – such as a school publication, students' bulletin board, or opinion box – for pupils to express their opinions about school and community issues.		
<b>Total number of action items EVIDENT for this goal</b>		

The Goal has 5 action items.

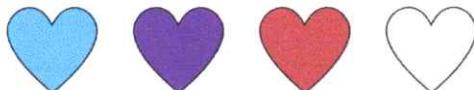
If you scored 3 points, give yourself a blue heart;

If you scored 4 points, give yourself a purple heart;

If you scored 5 points, give yourself a red heart.

If you scored lower than 3 points, don't color the heart. But take heart (pardon the expression), there are still six goals to assess and you might just do better with the next ones.

Circle the heart that corresponds to your score!



**GOAL # 2: Enhance children's health and well-being**

<b>What your school should have or should be doing:</b>	<b>Evident</b>	<b>Not Evident</b>
Your school maintains and regularly updates a health record of each pupil.		
Your school holds annual weighing and health examination of your pupils.		
Your school holds annual dental examination of your pupils.		
Your school treats or refers pupils with health problems.		
Your school treats pupils with decayed teeth.		
Your school has a feeding program for malnourished children.		
Your school serves or sells healthy and nutritious food in your premises.		
Your school practices proper waste disposal.		
Your school has a steady supply of clean and safe drinking water.		
Your school has separate toilet facilities for boys and girls consisting of urinals and lavatories that are regularly maintained and kept clean.		
Your school has a functional clinic.		
<b>Total number of action items EVIDENT for this goal</b>		



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

This Goal has 11 action items.

If you scored 7 points, give yourself a blue heart;

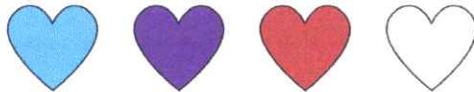
If you scored 8-9 points, give yourself a purple heart;

If you scored 10-11 points, give yourself a red heart.

If you scored lower than 7 points, don't color the heart, if your score is lower than desired, try again with the other goals.

You have five more to go!

Circle the heart that corresponds to your score!



**GOAL # 3: Guarantee safe and protective spaces for children**

What your school should have or should be doing:	Evident	Not Evident
Your classrooms have proper ventilation and lighting and enough space for 45-50 pupils.		
Your classroom desks and other furniture are sized to the age of the pupils. In the case of shared desks, each pupil has enough space to do seatwork.		
Your classrooms' layout and furniture allow pupils to interact and do group work.		
Your classrooms have a bulletin board or a corner that displays helpful learning materials such as posters, illustrations, newspaper and magazine clippings, and your pupils' own works.		
Your classrooms, facilities, and premises are regularly maintained and kept clean.		
Your school has safe facilities in place to address hazard threats (e.g. fire exits, fire extinguishers, appropriate electrical wirings).		
Your school has identified and prepared alternative learning spaces in cases of emergencies.		
Your school has adequate emergency/first aid kits that are readily available.		
Your school conducts regular evacuation drills for earthquake, fire, flooding, or tsunami.		
Your school has a library for reading and for study.		
Your school has facilities and equipment for recreation and sports.		
Your school has sufficient lawn space and vegetation.		
Your school has duly assigned personnel in charge of securing its premises, its properties, and those of its pupils and teachers.		



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

Your school coordinates with the barangay and local authorities to ensure the safety and protection of your pupils.		
Your school has a policy against discrimination with regard to gender, cultural origin, social status, religious belief, and others.		
Your school has a program for children with special needs.		
Your teachers use non-threatening styles of discipline.		
<b>Total number of action items EVIDENT for this goal</b>		

This Goal has 17 action items.

If you scored 10-11 points, give yourself a blue heart;

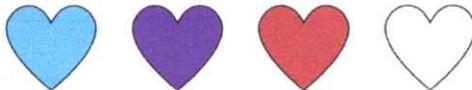
If you scored 12-14 points, give yourself a purple heart;

If you scored 15-17 points, give yourself a red heart.

If you scored lower than 10 points, don't color the heart.

Did you do better this time?

Circle the heart that corresponds to your score!



**GOAL # 4: Encourage enrollment and competition**

What your school should have or should be doing:	Evident	Not Evident
Your school has a master list of all school-age children in the community, whether enrolled or not.		
Your 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.		
Your school conducts campaigns to encourage parents to enroll their children.		
Your school has a system to regularly check on the attendance of its pupils and address problems concerning non-attendance.		
<b>Total number of action items EVIDENT for this goal</b>		

This Goal has 4 action items.

If you scored 2 points, give yourself a blue heart;

If you scored 3 points, give yourself a purple heart;

If you scored 4 points, give yourself a red heart.

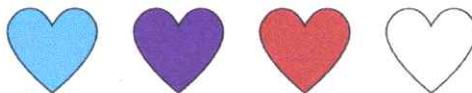
If you scored lower than 2 points, don't color the heart. We're midway through the test.

Let's see how you score with the rest!



Republic of the Philippines  
**Department of Education**  
 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

Circle the heart that corresponds to your score!



**GOAL # 5: Ensure children's high academic achievement and success**

<b>What your school should have or should be doing:</b>	<b>Evident</b>	<b>Not Evident</b>
Your school has a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel.		
The principal and teachers are familiar with child-centered and child-friendly principles.		
Your school provides each student a complete set of textbooks.		
Teachers regularly prepare their lesson plans.		
Your school encourages and promotes cooperative and "hands-on" learning ("learning by doing").		
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.		
Teachers regularly monitor and assess their pupils' academic performance, with the view of improving their performance.		
The school provides students access to ADM, ALS, and/or other learning materials for their use during emergencies.		
<b>Total number of action items EVIDENT for this goal</b>		

This Goal has 8 action items.

If you scored 6 points, give yourself a blue heart;

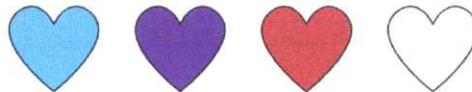
If you scored 7 points, give yourself a purple heart;

If you scored 8 points, give yourself a red heart.

If you scored lower than 6 points, don't color the heart.

Hope you're racking up those points!

Circle the heart that corresponds to your score!



**GOAL # 6: Raise teachers' morale and motivation**

<b>What your school should have or should be doing:</b>	<b>Evident</b>	<b>Not Evident</b>
Teachers undergo continuing and advance professional training at least once a year.		
Teachers are regularly trained in new and effective teaching-learning strategies.		



**Republic of the Philippines**  
**Department of Education**  
 REGION III – CENTRAL LUZON  
 SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

Teachers have their own lounge and/or work area.		
Teachers are given annual medical check-up.		
The principal provides strong direction and leadership guided by a written supervisory plan.		
The principal regularly monitors teachers' performance and provides needed support.		
Teachers support their co-teachers by sharing teaching techniques and experiences.		
Your school provides annual medical examination to your teachers and other staff.		
<b>Total number of action items EVIDENT for this goal</b>		

This Goal has 8 action items.

If you scored 4-5 points, give yourself a blue heart;

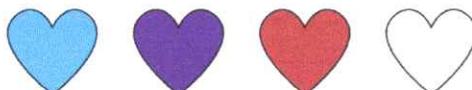
If you scored 6-7 points, give yourself a purple heart;

If you scored 8 points, give yourself a red heart.

If you scored lower than 4 points, don't color the heart.

Do you think you'll be a Child-friendly School by the end of this test?

Circle the heart that corresponds to your score!



**GOAL # 7: Mobilize community support for education**

<b>What your school should have or should be doing:</b>	<b>Evident</b>	<b>Not Evident</b>
Your school has a Parent-Teacher Association (PTA) that has elected leaders, meets regularly, and has a written plan of action.		
Your 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.		
Your school coordinates with the barangay and local institutions to enroll illiterate parents in literacy programs.		
Your school takes the lead in conducting literacy programs for illiterate parents.		
Your school enlists the support of community organizations to help raise funds and resources for learning.		
Your school invites parents to discuss with your teachers the learning experiences and progress of their children.		
Your school consults parents in the drafting of its policies, and in the planning and implementation of school activities.		



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

Your school has organized and capacitated the School Disaster Risk Reduction and Management Committee (SDRRMC).		
Your 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).		
<b>Total number of action items EVIDENT for this goal</b>		

This Goal has 9 action items.

If you scored 7 points, give yourself a blue heart;

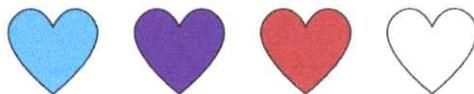
If you scored 8 points, give yourself a purple heart;

If you scored 9 points, give yourself a red heart.

If you scored lower than 7 points, don't color the heart.

That's it! Hope you did well!

Circle the heart that corresponds to your score!



### Accomplishing Specific Targets

The preceding sections outlined the actions that we need to take towards establishing a Child-friendly School. However, this is just the first step. We must also ensure that our actions are effective enough to help us realize desired outcomes for children in the context of the Child-friendly School System.

We may also call these desired outcomes 'targets.' The following are the targets set for itself by the Department of Education (DepEd). The ideal, of course, is to aim for universal coverage or 100% attainment of these targets.

- All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).
- All children in your school who enrolled in Kinder six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.
- All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.

In addition are targets relating to the promotion of proper health and nutrition among schoolchildren and school personnel. This follows the principle that a healthy and well-nourished child is more ready for learning than a sickly one.

The additional targets are as follows:

- All schoolchildren are well nourished.
- All schoolchildren are healthy.



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

- All schoolchildren have good dental health.

**How much of these targets has your school accomplished?**

The following are the standards by which you are asked to rate your school:

**Enrollment and academic achievement targets for school year (SY) \_\_\_\_\_:**

1. All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).

(Please check)

	Less than 95%	POOR	0 point
	95-96%	FAIR	1 point
	97-98%	GOOD	2 points
	99-100%	OUTSTANDING	3 points

2. All children in your school who enrolled in Kinder six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.

(Please check)

	Less than 77%	POOR	0 point
	77-79%	FAIR	1 point
	80-90%	GOOD	2 points
	91-100%	OUTSTANDING	3 points

3. All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.

(Please check)

	Less than 50%	POOR	0 point
	50-74%	FAIR	1 point
	75-90%	GOOD	2 points
	91-100%	OUTSTANDING	3 points

**Health and nutrition targets:**

4. All your pupils/students are well nourished.

(Please check)

	Less than 70%	POOR	0 point
	70-80%	FAIR	1 point
	81-90%	GOOD	2 points
	91-100%	OUTSTANDING	3 points

5. All your pupils/students are healthy.

(Please check)

	Less than 75%	POOR	0 point
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Republic of the Philippines  
**Department of Education**  
 REGION III – CENTRAL LUZON  
 SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

75-80%	FAIR	1 point
81-90%	GOOD	2 points
91-100%	OUTSTANDING	3 points

**6. All your pupils/students have good dental health.**  
*(Please check)*

Less than 75%	POOR	0 point
75-80%	FAIR	1 point
81-90%	GOOD	2 points
91-100%	OUTSTANDING	3 points

**How our school scored**

On these pages, you will tally your scores in the two assessment categories. To rate yourself for Action Items done, assign the following points to your colored hearts:

Blue heart	-	one (1) point
Purple heart	-	two (2) points
Red heart	-	three (3) points
Uncolored heart	-	no (0) point

Now add up those points.

Action Items / Goals	Colored Hearts	Points
1. Encourage children's participation in school and community		
2. Enhance children's health and well-being		
3. Guarantee safe and protective spaces for children		
4. Encourage enrollment and completion		
5. Ensure children's high academic achievement and success		
6. Raise teacher's morale and motivation		
7. Mobilize community support for education		
<b>SCORE</b>		

Enter and add up your scores for Accomplishing Specific Targets here.

Progress toward specific targets	Points
1. All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).	
2. All children in your school who enrolled in Kinder six years ago finish Grade 6 / enrolled in Grade 7 three years ago finish Grade 10 / enrolled in Grade 11 finish Grade 12.	
3. All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.	
4. All your pupils are well nourished.	



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

5. All your pupils are healthy.	
6. All your pupils have good dental health.	
<b>SCORE</b>	

Now, tally your scores in the two categories.

<b>Action Items / Goals</b>	
<b>Progress toward Targets</b>	
<b>TOTAL SCORE</b>	

**So, is your school Child-friendly?**

If you got a total of at least 25 points but lower than 30 points, you are a CHILD-FRIENDLY SCHOOL!

If you got at least 30 points but lower than 35 points, you are an OUTSTANDING CHILD-FRIENDLY SCHOOL!!

If you got 35 points or higher, you are indeed a VERY OUTSTANDING CHILD-FRIENDLY SCHOOL!!!

To all of you who made it, CONGRATULATIONS!!! To those who didn't, you can try to do better next school year.

Now make sure that you do this every school year to see if you are keeping with or improving your performance.

Thank you for answering this little test. Until next time when we include other action items and targets in our list! Becoming a Child-friendly School is easy, don't you agree?

\_\_\_\_\_  
(name of your school)  
is a  
**CHILD-FRIENDLY SCHOOL!!!**

**Prepared by:**

\_\_\_\_\_  
Schoolhead



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**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

Enclosure No. 5 to School Memorandum No 30, s. 2026

No. \_\_\_\_\_

School-Based Child Protection Committee Functionality Indicators Monitoring Tool

Name of School: \_\_\_\_\_  
Address: (Barangay, Municipality/City, Province) \_\_\_\_\_

School ID: \_\_\_\_\_ Contact Number: \_\_\_\_\_  
District: \_\_\_\_\_ Division: \_\_\_\_\_ Region: \_\_\_\_\_  
Designation/Position: \_\_\_\_\_ Length of Service as CPC member: \_\_\_\_\_

This is a self-assessment tool designed to monitor and help strengthen the child protection committee in the school/s in accordance with the Department of Education's Child protection and Anti-Bullying policy.

To answer the tool, put a check mark (✓) on the appropriate box/space: **Yes**, if the Indicator is met; **No**, if the indicator is not met; **Not Sure** if status of indicator is not known or is neither Yes nor No.

Findings will be based on the scores and their corresponding functionality level. These will also be the basis for the plan of action by the school and the assistance from the different levels of DepEd.

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
<b>1. ORGANIZATION AND COORDINATION</b>			
<b>a) Establishment/Reorganization of the Child Protection Committee (CPC)</b>			
1. Immediate assistance on how to convene the CPC was sought.			
2. There is a list of CPC members			
3. Meeting with possible CPC members had been scheduled			
4. The orientation for identified CPC members had been scheduled.			
5. The CPC was organized and convened.			
6. CPC members were identified and their names posted in school			
7. Turnover of reports and other CPC documents to the new CPC was done			
8. New CPC members oriented on the functions and work of CPC			
9. CPC Members have identified and divided the tasks among themselves			
10. CPC has a clear organizational chart			



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 REGION III – CENTRAL LUZON  
 SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
11. CPC members have reviewed its functions			
12. CPC members have analyzed the Child protection situation in the school			
13. CPC Holds quarterly meetings to discuss appropriate interventions/responses to school problems on bullying and child abuse cases, as well as updating on status of the CPC plan			
14. CPC has written orientation material/ guidebook for CPC members (printed/ digital)			
15. Each CPC member has a copy of the orientation material/guidebook (printed/ digital)			
16. CPC has a strategic goal or VMG and plan (3 years; and an annual plan with tasking based on a Child Protection situation analysis)			
17. 90-100% of planned meetings of the CPC are conducted			
18. 80%-100% of annual objectives/targets in plans accomplished			
19. CPC has clear mechanisms for ensuring protection of Children with disabilities			
20. 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			
21. Has clear plans for strengthening the child protection system in school			
<b>1.a TOTAL COUNT</b>			
<b>b) Coordination mechanisms</b>			
1. Immediate assistance on how to develop coordination mechanism on child protection was sought.			
2. Has mapped out available resources in their community for possible linkages/networking for cases needing referrals			
3. Has identified specific areas of work for coordination/collaboration with other agencies or service providers			
4. Has informal or initial coordination arrangements for referral system with WCPD, LSWD, LHO, other agencies or non-government organizations			
5. Actively coordinates with the Schools District/ Division office			



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REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
6. Has formal coordination mechanism (e.g. MOA), with the LHO, WCPD, LSWD, private practice counselling (Psychiatrist, Psychologist) for the referral services.			
7. Actively coordinates with the Schools District/ Division office			
8. Has implemented cooperative/collaborative work			
9. Coordination mechanism for planning, implementation, monitoring and assessments have been formalized and functioning of this mechanism is reviewed and disseminated.			
<b>1.b TOTAL COUNT</b>			
<b>2. POLICIES AND GUIDELINES</b>			
<b>a) Child Protection policy and operational guidelines</b>			
1. Immediate assistance on how to draft the school-based child protection policy was sought			
2. Has identified the policy and program gaps and challenges that need to be addressed			
3. Has initiated meetings to review and craft the school-based child protection policy and code of conduct			
4. Has drafted the school-based child protection policy based on Department Order No. 40 series of 2012			
5. Draft Child Protection policy includes code of conduct for Learners, School administrators, non-teaching personnel, Teachers, Visitors, and Off campus activities			
6. Draft code of conduct may have specific provisions to address potential risks to students			
7. Conflict resolution may be in practice			
8. School has a written school-based child protection and anti-bullying policy with a code of conduct for Learners, School administrators, Non-teaching personnel, Teachers, Visitors, and Off campus activities			
9. School has a conflict resolution mechanism that respects children's rights			
10. There are written procedures to guide the conduct of disciplinary proceedings in cases of offenses committed by pupils, students or learners			
11. 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			



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
12. School has a clear policy on the use of positive and non-violent discipline for children			
13. School has specific guidelines that ensure child protection for children with disabilities			
14. CPC integrates other Child protection policy related orders in this school-based CP policy.			
<b>2.a TOTAL COUNT</b>			
<b>3. CAPACITIES AND RESOURCES</b>			
<b>a) Orientation and capacity building activities for the members of the CPC</b>			
1. Seeks immediate assistance on how the CPC can develop an annual capacity building activities for its members			
2. CPC has identified capacity building needs of its members			
3. 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			
4. Initiated plans and request for technical assistance or capacity building activities from DepEd, LGU, or CSO			
5. At least one CPC member participated in training for CPC conducted by the School District / Division Office/Central Office for roll out to other CPC members			
6. 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 & Evaluation of policy and plan.			
7. Capacity building plan is partially implemented			
8. Capacity building plan is fully implemented and participated in by all CPC members			
9. Trainor's training conducted for CPC members			
10. CPC members capable of rolling out the training modules among teachers, administrators and non-teaching personnel			
<b>3.a TOTAL COUNT</b>			



Republic of the Philippines  
**Department of Education**  
 REGION III – CENTRAL LUZON  
**SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ**

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
<b>b) Budget allocation for CPC operations and its financial sustainability</b>			
1. Seeks immediate assistance on how to craft a budget for the CPC			
2. Has identified budgetary requirements for CPC operations			
3. Has initiated plans or requests for budget from LGU/LSB			
4. There is minimal allocation from the school MOOE			
5. LGU and/or LSB allocates some amount for the planned activities of the CPC			
6. Budgets allocated and utilized for hiring and training of Guidance counsellors for CPC work or In lieu of guidance counsellors, Teacher-guidance (graduates of psychology)			
7. Budgets allocated and utilized for the establishment of Room or Infrastructure for the CPC and a private interview/ counselling room			
8. Partial allocation for Capability building activities			
9. Partial allocation for Information Dissemination			
10. Partial allocation for Operations for service delivery			
11. CPC has secured budget allocation for its Strategic and annual plans in implementing the child protection policy based on its investment programming			
12. CPC plan and budget included in the school improvement plan and the Annual work and financial plan			
13. The School, PTA, LGU and LSB are coordinating to ensure budget allocation for the strategic and annual investment program of the CPC			
14. School is able to generate funds from external sources.			
<b>3.b TOTAL COUNT</b>			
<b>4. SERVICE DELIVERY</b>			
<b>a) Prevention programs: Information dissemination program; and, Organizing activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse</b>			
1. Immediate assistance on how to develop an information dissemination program was sought.			
2. There is some information on Child protection policy posted on the bulletin board in school			



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
3. Has conducted meetings to flesh out the details and schedules of orientation on CP policy and other awareness raising activities on the policy			
4. CPC conducts orientation of learners on the school's child protection and anti-bullying policy once during the school-year			
5. CPC organizes activity/ies on child protection during children's month celebration			
6. CPC conducts orientation sessions on the school's child protection policy for learners, school administrators, teachers, non-teaching staff			
7. CPC conducts training among teachers and non-teaching staff on First Responder system and referral system for VAC incidents within the school			
8. CPC able to roll out and implement the capability building program on child protection for learners, teachers, administrators, non-teaching staff			
9. CPC has IEC materials (Handbook, Guidebook) on the child protection policy and disseminated these to the learners, teachers, parents, non-teaching staff			
10. CPC monitors and evaluates the impact of the trainings and awareness raising activities			
<b>4.a TOTAL COUNT</b>			
<b>b) Existence of quick response system for child protection</b>			
1. Seeks immediate assistance on how to develop a quick response system for CP			
2. Meetings are conducted to develop the quick response system			
3. In practice, witnesses call on the school principal or guidance counsellor for immediate response to an ongoing case			
4. All school personnel are oriented on the quick response system			
5. There is a written quick response system which is substantially implemented			
6. All learners are oriented on the quick response system			
7. Quick response system is implemented where teachers, administrators and non-teaching staff, are able to act as first responders.			
<b>4.b TOTAL COUNT</b>			



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
<b>c) Referral system, case management and monitoring and documentation of cases</b>			
1. Seeks immediate assistance on how to establish a referral system			
2. Seeks immediate assistance on how to conduct a case conference			
3. The CPC is drafting a school-based referral and monitoring system to address child abuse and bullying cases.			
4. Informal referral system in practice			
5. Meetings with other agencies or service providers are conducted to discuss the referral system and case management			
6. CPC has developed and is implementing a school-based referral and monitoring system to address child abuse and bullying cases			
7. System is substantially implemented			
8. At least 50% of incidents/cases of bullying and child abuse were managed according to quick response and referral system			
9. At least 50% of bullying and VAC cases are documented			
10. At least 50% of cases/complaints can be tracked and immediate feed back on status of case provided to concerned parties			
11. 100% of incidents/cases of bullying and child abuse were managed according to quick response and referral system			
12. 100% of bullying and VAC cases are documented			
13. 100% of cases/complaints can be tracked and immediate feed back on status of case provided to concerned parties			
14. Documents are well kept and 0% violation of confidentiality			
15. Assistance provided to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions			
<b>4.c TOTAL COUNT</b>			
<b>d) Proactive identification and reporting of VAC cases (Early detection)</b>			



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
1. Seeks immediate assistance on how to develop a system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs			
2. The CPC is drafting a system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs			
3. Teachers, administrators, guidance counselors and non-teaching staff are trained on this system			
4. Teachers, administrators, guidance counselors and non-teaching staff are able to recognize and identify signs of abuse			
5. Identified cases are referred for appropriate action			
6. 90%-100% of recognized and reported possible cases of abuse are investigated.			
7. All identified cases are provided with appropriate intervention			
<b>4.d TOTAL COUNT</b>			
<b>5. ACCOUNTABILITY AND PERFORMANCE</b>			
<b>a) Availability and accessibility of statistical report on cases handled</b>			
1. Seeks immediate assistance on how to generate Data or Statistical reports on VAC cases handled by the CPC /School			
2. CPC finalizes intake sheets, other monitoring and reporting forms on VAC			
3. CPC sets schedules for the submission and consolidation of reports			
4. CPC fills up intake sheets, and other monitoring and reporting forms on VAC			
5. Submits consolidated reports on bullying and child abuse cases to the division office			
6. Data may be incomplete; Partial implementation of statistical reporting on VAC cases			
7. Substantial documentation and implementation of statistical reporting on VAC cases handled is done and is always updated			
8. Regularly submits updated consolidated reports on bullying and child abuse cases to the division office			
9. CPC is able to document VAC cases and responses and presents a situational analysis of VAC in school based on statistical report on VAC cases handled by the CPC.			



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
10. CPC Situation on VAC is discussed among teachers, guidance, administrators and non-teaching staff and parents of learners			
11. Situational analysis with statistical report is regularly submitted and discussed with the division office			
12. Situational analysis is also made available and accessible to the public			
<b>5.a TOTAL COUNT</b>			
<b>b) Child participation in CPC planning, implementation and evaluation - Solicits feedback from learners</b>			
1. Seeks immediate assistance on how to facilitate student participation in CPC activities			
2. Orientation on child participation is conducted for all CPC members			
3. There are initial plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities			
4. Plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities are finalized			
5. CPC provides information to all learners about how they can participate in the planning, implementation, and evaluation of CPC activities			
6. CPC creates safe spaces for child participation			
7. CPC encourages feedback from learners on the CPC activities informally			
8. CPC orients all learners about the child-friendly CPC functionality booklet			
9. CPC provides regular venue for learners and student bodies in the CPC planning, implementation and evaluation			
10. CPC conducts survey among learners on child protection in school			
11. Learners start using the CPC booklet			
12. Learners actively participate in the planning, including investment programming, implementation, monitoring and evaluation of the CPC plan			
13. CPC collects feedback from learners through the child-friendly CPC booklet			
14. CPC gives due weight to the learners' feedback (CPC considers and analyses the feedback)			
<b>5.b TOTAL COUNT</b>			



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
<b>c) CPC Monitoring and evaluation</b>			
1. Seeks assistance on how to monitor and evaluate the implementation of the child protection and/or anti-bullying policies			
2. CPC is drafting the monitoring and evaluation design and tools it will use			
3. All CPC members are oriented on the tools and their tasks relative to monitoring and evaluation			
4. CPC is using the tools			
5. CPC conducts assessment exercises			
6. 100% of learners affected by bullying and VAC are reporting and availing of the programs and services of the CPC			
7. 70%-100% of objective of Child protection strategic plan met			
<b>5.c TOTAL COUNT</b>			
<b>GRAND TOTAL COUNT</b>			
Comments			
Recommendations			



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REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

**Guide to scoring based on number of YES responses Summary Sheet**

	Number of yes responses	Equivalent score based on count of YES responses	Reference guide for equivalent score				
			1	2	3	4	5
<b>1. Organization &amp; Coordination</b>							
a) Establishment or Reorganization of CPC			1-3	4-8	9-14	15-19	20-21
b) Coordination Mechanism			1-2	3-4	5-6	7-8	9
<b>2. Policies &amp; Guidelines:</b>							
a) Child Protection policy & operational guidelines			1-2	3-6	7-9	10-13	14
<b>3. Capacities and Resources</b>							
a) Orientation/Capacity building activities for the CPC			1-2	3-4	5-6	7-9	10
b) Budget allocation for CPC operations and its financial sustainability			1-2	3-4	5-9	10-13	14
<b>4. Service Delivery</b>							
a) Prevention programs			1-2	3-4	5-6	7-9	10
b) Existence of quick response system for child protection			1	2-3	4-5	6	7
c) Referral system, case management, monitoring and documentation			1-2	3-4	5-9	10-13	14-15
d) Proactive identification and reporting of VAC cases (Early detection)			1	2-3	4-5	6	7





Republic of the Philippines

## Department of Education

REGION III – CENTRAL LUZON

SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

5. Accountability and Performance											
a) Availability and accessibility of statistical report on cases handled			1-2	3-5	6-7	8-11	12				
b) Child participation in CPC planning, implementation and evaluation			1-2	3-7	8-10	11-13	14				
c) CPC Monitoring and evaluation			1	2	3	4	5-6	7			
Overall Score:											

To generate the scores for each indicator, copy the corresponding total count of the indicator from the tool and plot them in the column on Number of YES responses. Then in the next column write the equivalent score for the number/count of YES responses using the reference guide in the succeeding columns. The equivalent score reflects the corresponding stage of development of the child protection committee ranging from Stage 1 to 5.

To generate the Overall Score add the equivalent score and divide by 12.

Level of Functionality	Verbal Interpretation
1	Not yet in Place / Absence
2	Planning Stage
3	In Early Stages of Development
4	Partially Functional
5	Fully Functional



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