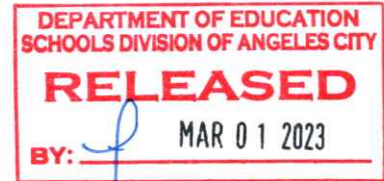




Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY



28 Feb. 2023

DIVISION MEMORANDUM
NO. 74, s. 2023

RECOGNITION OF CHILD-FRIENDLY SCHOOL SYSTEM IMPLEMENTERS

To: Heads of Public Elementary, Integrated, Junior and Senior High Schools

1. In accordance with the Governance of Basic Education Act of 2001 (Republic Act 9155), the Department of Education (DepEd) through School-Based Management promotes the principle of shared governance, where participatory decision-making is driven by active engagement of school stakeholders alongside external stakeholders as partners in providing learners with accessible and quality education, upholding children's rights, and promoting respect and well-being in the learning environment.

2. Relatively, a Child-Friendly School System takes the lead in shaping a "learning environment" that works in the best interest of the children, ensures learners' readiness through timely planning, mobilization, and equitable distribution of sufficient resources, provides safe and protective buildings and facilities, and implements programs and services that ensure the health and well-being of all the learners.

3. In this connection, the Schools Division of Angeles City, through the School Governance and Operations Division, initiates the **Recognition of Child-Friendly School System Implementers on August 25, 2023**. With this, the Division Child-Friendly School System Committee and School Management Monitoring and Evaluation (SMM&E) Unit shall evaluate and validate from **April 3, 2023, to June 16, 2023**, the accomplished Checklist for the Recognition of Division Child-Friendly School System (CFSS) Implementers with corresponding Means of Verification (MOVs) for the different indicators, which must be submitted to Google Drive through this link: <https://bitly/41nB7SV> from **March 13, 2023, to April 2, 2023**.

4. The objectives of the activity:

- to evaluate and validate the level of implementation of child-friendly school system in the public schools;
- to draw on the results of the evaluation and validation to improve the implementation of the CFSS at the school level;
- to sustain program implementation; and
- to recognize all schools of achieving the goals of Child-Friendly School System.



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5. Enclosed is the Checklist for the Recognition of Division Child-Friendly School System (CFSS) Implementers for reference and guidance.
6. It is emphasized that school heads are the ones responsible in preparing the MOVs. No teacher should be disturbed in his/her classes or requested to render overtime services for the preparation of MOVs related to this activity.
7. Immediate dissemination of and strict compliance to this Memorandum is earnestly desired.


MA. IRELYN P. TAMAYO PhD, CESO V *WA*
Schools Division Superintendent

Encls.: As stated.

References: Republic Act 9155, CFSS Survey

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

SCHOOLS

RECOGNITION MONITORING AND EVALUATION

SGOD/SMM&E/GPS
February 28, 2023



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CHECKLIST FOR THE RECOGNITION OF DIVISION CHILD-FRIENDLY SCHOOL SYSTEM (CFSS) IMPLEMENTERS

Name of School:			
Name of School Head:			
GOAL	INDICATOR	SUGGESTED MOVs	ACTUAL MOVs
ACTION ITEMS/GOALS			
1. Encourage children's participation in school and community	1.1. The school has a working student government.	<ul style="list-style-type: none"> • Student Government Organization Chart • List of Student Government Officers • SPG/SSG Action Plan • Activity Completion Report 	
	1.2. The school involves students in meetings and planning sessions that concern their well-being.	<ul style="list-style-type: none"> • School Memorandum on the involvement of the students in planning sessions • Minutes of the Meeting relative to the planning meeting • SPG/SSG Action Plan 	
	1.3. The school involves students in the organizing, planning, and execution of the disaster preparedness and response plan.	<ul style="list-style-type: none"> • Minutes of the Meeting • SPG/SSG Action Plan • Project Proposal • School Memorandum Activity/Accomplishment Reports with Pictures 	
	1.4. The school encourages its students to get involved in community work.	<ul style="list-style-type: none"> • Communication Letters/Correspondences • Project Proposal • School Memorandum • Activity/Accomplishment Reports with Pictures 	



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	1.5. The 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.	<ul style="list-style-type: none"> • Student’s Bulletin Board / Student Government Corner • School DepEd Tayo – Youth Formation Facebook Page • School Publication • Opinion Box 	
2. Enhance children’s health and well-being	2.1. The school maintains and regularly updates a health record of each pupil.	<ul style="list-style-type: none"> • Medical & Dental Health Cards For SY 22-23 • All Kinder (Yellow-hard bound) • All G7 (Yellow-hard bound) - G11-12 (White Special Paper) <p style="text-align: center;">For the following SY</p> <ul style="list-style-type: none"> • All Kinder to Grade 3 (Yellow-hard bound) • All G7 to G10 (Yellow-hard bound) • G11-12 (White Special Paper) 	
	2.2. The school holds annual weighing and health examination of your pupils.	<ul style="list-style-type: none"> • Nutritional Status of learner from K-G12 (Baseline & Endline) – • At least 95% of learners were weighed 	



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	2.3. The school holds annual dental examination of your pupils.	<ul style="list-style-type: none"> • Dental Health Card • Consolidated Dental Status Form 	
	2.4. The school treats or refers pupils with health problems.	<ul style="list-style-type: none"> • Medical Health Card • Nurses' Assessment Form 	
	2.5. The school treats pupils with decayed teeth.	<ul style="list-style-type: none"> • Dental Health Card • Summary list of learners undergone dental extraction 	
	2.6. The school has a feeding program for malnourished children.	<ul style="list-style-type: none"> • List of beneficiaries, duration and menu of the ffg: <ul style="list-style-type: none"> - DepEd Funded - School-funded - NGO-funded For the following SY: <ul style="list-style-type: none"> • Project Proposal for School Funded • MOU or MOA for NGO-funded 	



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	2.7. The school serves or sells healthy and nutritious food in your premises.	<ul style="list-style-type: none">• IEC on Healthy School Canteen Color Food Category• Pictures For the following SY <ul style="list-style-type: none">• Food-safety Monitoring Tool	
	2.8. The school practices proper waste disposal.	<ul style="list-style-type: none">• Printed 3-star approach Wins Monitoring tool• Picture	
	2.9. The school has a steady supply of clean and safe drinking water.	<ul style="list-style-type: none">• Updated Water potability test *At least once a year *Twice a year to get 3 Stars *Quarterly for LGU and with Canteen	
	2.10. The school has separate toilet facilities for boys and girls consisting of urinals and lavatories that are regularly maintained and kept clean.	<ul style="list-style-type: none">• Updated 3-star approach Wins Monitoring tool• Picture	



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	2.11. The school has a functional clinic.	<ul style="list-style-type: none"> • With bed • With log book • With required paraphernalia (mask, alcohol, gloves, thermal scanner, pulse oximeter, BP apparatus and recommended medicines) 	
3. Guarantee safe and protective spaces for children	3.1. The classrooms have proper ventilation and lighting and enough space for 45-50 pupils.	-School Preventive Maintenance Plan -School Preventive Maintenance Report -Picture (Before and After)	
	3.2. The 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.	-Picture / Observation	
	3.3. The classrooms' layout and furniture allow pupils to interact and do group work.	-Picture	
	3.4. The 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.	-Picture	



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	3.5. The classrooms, facilities, and premises are regularly maintained and kept clean.	<ul style="list-style-type: none"> -School Preventive Maintenance Plan -School Preventive Maintenance Report -Picture (Before and After) 	
	3.6. The school has safe facilities in place to address hazard threats (e.g. fire exits, fire extinguishers, appropriate electrical wirings).	-Picture	
	3.7. The school has identified and prepared alternative learning spaces in cases of emergencies.	- Picture	
	3.8. The school has adequate emergency/first aid kits that are readily available.	<ul style="list-style-type: none"> -Picture -Project Proposal/Concept Paper -Liquidation Report 	
	3.9. The school conducts regular evacuation drills for earthquake, fire, flooding, or tsunami.	<ul style="list-style-type: none"> -Activity Completion Report -School Memo -Letter of Request 	
	3.10. The school has a library for reading and for study.	<ul style="list-style-type: none"> - Picture - Log book on the utilization of the library -Utilization report 	
	3.11. The school has facilities and equipment for recreation and sports.	- Picture	



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	3.12. The school has sufficient lawn space and vegetation.	- Picture	
	3.13. The school has duly assigned personnel in charge of securing its premises, its properties, and those of its pupils and teachers.	-Security Guard	
	3.14. The school coordinates with the barangay and local authorities to ensure the safety and protection of your pupils.	- Communication letters	
	3.15. The school has a policy against discrimination with regard to gender, cultural origin, social status, religious belief, and others.	-CPP Manual (Incorporated at Student Handbook) -School Memo	
	3.16. The school has a program for children with special needs.	-Project Proposal - Activity Completion Report	
	3.17. The teachers use non-threatening styles of discipline.	-Forms of Discipline aligned with the student handbook	
	4.1. The school has a master list of all school-age children in	Masterlist of all school-age children in the community/barangay	



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4. Encourage enrollment and competition	the community, whether enrolled or not.		
	4.2. The 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.	<ul style="list-style-type: none"> • Communication letters 	
	4.3. The school conducts campaigns to encourage parents to enroll their children.	-Advocacy Campaign and Materials	
	4.4. The school has a system to regularly check on the attendance of its pupils and address problems concerning non-attendance.	SF 2 (Strategies in addressing the problems concerning non-attendance)	
5. Ensure children's high academic achievement and success	5.1. The school has a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel.	<ul style="list-style-type: none"> • Meetings/FGD/Conferences on strategic planning and all the school personnel are involved • ESIP Presentation to all school personnel during meetings or conferences • Displays of DepEd Vision, Mission, and Core Values (e.g. in the offices or classrooms) • Approved ESIP • Manual/Handbook/ CPP Handbook 	



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	<p>5.2. The principal and teachers are familiar with child-centered and child-friendly principles.</p>	<ul style="list-style-type: none"> • Meetings/Orientation/Training of Principals and Teachers on child-friendly school policies including those that are gender-sensitive, non-discriminating, and child-centered • Meetings/Orientation/Seminar on Bullying • Meetings/Orientation/Seminar on CCP • Meetings/Orientation/Seminar on Inclusive Education • Meetings/Orientation/Seminar on Child Rights' Policy: Adopting Rights-Based Education Framework in the Philippine Basic Education System 	
	<p>5.3. The school provides each student a complete set of textbooks.</p>	<ul style="list-style-type: none"> • School Inventory of textbooks/ List of textbooks available • Issuances of textbooks/ List of learners per grade level and section who received a complete set of textbooks • Accomplished SF3 Books Issued and Returned 	
	<p>5.4. Teachers regularly prepare their lesson plans.</p>	<ul style="list-style-type: none"> • Checklist/Monitoring Form on the regular checking of DLL • Sample DLL per Learning Area • Reflection Part of the DLL has been properly accomplished 	
	<p>5.5. The school encourages and promotes cooperative and “hands-on” learning (“learning by doing”).</p>	<ul style="list-style-type: none"> • Narrative/Pictorial reports on cooperative teaching strategies per learning area • Narrative/Pictorial reports on culminating activities or group projects/activities that promote collaboration, “hands-on” or experiential learning” per learning area 	



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	5.6. 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.	<ul style="list-style-type: none"> • Results of the school GPA in the past three years • Narrative/Pictorial report on the school-related project/program to improve the current year's performance 	
	5.7. Teachers regularly monitor and assess their pupils' academic performance, with the view of improving their performance.	<ul style="list-style-type: none"> • SMEA Reports and ways forward on MPS and GPA results per quarter for SY 2022-2023 • Narrative/Pictorial report on school project/program on improving pupils/learners' academic performance • PTA conferences for the current school year 	
	5.8. The school provides students access to ADM, ALS, and/or other learning materials for their use during emergencies.	<ul style="list-style-type: none"> • Availability of the Digital Learning Materials on Google Drive/ or any free cloud-based storage/or any school learning resource system • List of learners with accounts to access the learning materials in the School LRC or the DepEd LRC portal • any other evidence where the school provides students access to ADM, ALS, and/or other learning materials for their use during emergencies. 	
6. Raise teachers' morale and motivation	6.1. Teachers undergo continuing and advance professional training at least once a year.	<ul style="list-style-type: none"> • List of teachers that have been: trained and pursued higher studies • List of Teaching personnel with scholarship grants 	



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	6.2. Teachers are regularly trained in new and effective teaching-learning strategies.	<ul style="list-style-type: none">• School-based Teacher Needs Assessment and E-SAT• List of Prioritized INSET /LAC -Based on Developmental Plan of Teachers	
	6.3. Teachers have their own lounge and/or work area.	<ul style="list-style-type: none">• Functional and well-ventilated Faculty Room / makeshift room with furniture	
	6.4. Teachers are given annual medical check-up.	<ul style="list-style-type: none">• List of teachers who were given medical check-ups	
	6.5. The principal provides strong direction and leadership guided by a written supervisory plan.	<ul style="list-style-type: none">• Copy of Instructional Supervisory Plan and Accomplishment Report• Monthly Observation Schedule• Monthly Observation Reports and COT	
	6.6. The principal regularly monitors teachers' performance and provides needed support.	<ul style="list-style-type: none">• Performance Monitoring and Coaching Evidences• Performance Rewarding and Development Planning Supervisory Plan and Accomplishment• School Head's School Technical Assistance Plan and Accomplishment	



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		<ul style="list-style-type: none"> • Master Teachers' Coaching and Mentoring Accomplish Forms • Schedule of Graded and Non- Graded Teaching and Learning Observation • Copy of Pre and Post conferencing 	
	6.7. Teachers support their co-teachers by sharing teaching techniques and experiences.	<ul style="list-style-type: none"> • Master Teachers' Coaching and Mentoring • INSET / LAC (Action Plan and Activity Report) 	
	6.8. The school provides annual medical examination to your teachers and other staff.	List of teachers and other staff who were given medical check-ups	
7. Mobilize community support for education	7.1. The school has a Parent-Teacher Association (PTA) that has elected leaders, meets regularly, and has a written plan of action.	<ul style="list-style-type: none"> • Certificate of Recognition of PTA certified by School Head • Action Plan • Minutes of the Meeting 	
	7.2. The school coordinates with barangay institutions to identify children who are physically or sexually abused or are made to do hard physical	<ul style="list-style-type: none"> • Communication letters 	



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	labor, for the purpose of identifying their special needs.		
	7.3. The school coordinates with the barangay and local institutions to enroll illiterate parents in literacy programs.	<ul style="list-style-type: none"> • Communication letters • Literacy program for parents 	
	7.4. The school takes the lead in conducting literacy programs for illiterate parents.		
	7.5. The school enlists the support of community organizations to help raise funds and resources for learning.	<ul style="list-style-type: none"> • List of Stakeholders/Donors • Generated resources/donations 	
	7.6. The school invites parents to discuss with your teachers the learning experiences and progress of their children.	<ul style="list-style-type: none"> • Conduct of PTC • Minutes of the meetings with parents • Activity Completion Report 	
	7.7. The school consults parents in the drafting of its policies, and in the planning and implementation of school activities.	<ul style="list-style-type: none"> • PTA Meeting/General Meeting • Activity Completion Report 	
	7.8. The school has organized and capacitated the School	<ul style="list-style-type: none"> • SDRRM Committee with designation letter and Memo • School capacity building on DRRM 	



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	Disaster Risk Reduction and Management Committee (SDRRMC).		
	7.9. The 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).	<ul style="list-style-type: none"> Partnership Proposal Narrative/Accomplishment Reports on DRRM 	
PROGRESS TOWARDS SPECIFIC TARGETS			
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).	Masterlist	
	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.	Completion Report	
	3. All your Grade 6 pupils/Grade 10/Grade 12	GPA	



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	students pass the school GPA.		
Health and Nutrition Targets	4. All your pupils are well nourished (Essentially Normal)	BMI	
	5. All your pupils are healthy.	Medical Health Card	
	6. All your pupils have good dental health	Dental Health Card	

Prepared:

SCHOOL HEAD

Noted:

PSDS