

School – Community Support System for Child Protection and Governance of The Select Public Elementary Schools in Coastal Areas

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Abstract

This research evaluated the operational status of school safety governance, adherence to statutory child protection protocols, and the extent of community inter-agency support across select public elementary schools in the coastal District of Dalaguete, Cebu, during School Year 2025–2026 as the empirical basis for developing the Coastal School Safety and Tri-Agency Safeguarding Blueprint. Utilizing an explanatory sequential mixed-methods research design across seventy-eight key informants comprising school heads, guidance advocates, classroom teachers, and tri-agency community partners from Dalaguete Central, Balud, and Casay Elementary Schools, the investigation established that while school safety governance and protocol adherence were generally implemented, critical structural and procedural fissures compromised overall child protection fidelity. Internal governance achieved satisfactory ratings in routine campus supervision and classroom rights advocacy; however, acute deficiencies were documented in physical and coastal risk mitigation, notably deteriorating perimeter fencing along open shorelines and a critical absence of acoustically isolated counseling rooms for confidential disclosures, in direct violation of privacy safeguards. Furthermore, multi-tiered statutory referrals to the municipal police and social welfare desks suffered from documentation backlogs and delays exceeding statutory windows, aggravated by close-knit rural kinship ties, informal dispute settlements, and heavy teaching workloads borne by unspecialized guidance designates. Concurrently, post-incident psychosocial reintegration and domestic welfare home visits emerged as the weakest safeguarding links. The study concluded that isolated institutional compliance is insufficient within vulnerable maritime environments, necessitating the institutionalization of the Coastal School Safety and Tri-Agency Safeguarding Blueprint to synchronize physical perimeter defenses, confidential intake facilities, expedited statutory reporting pipelines, and community-led corridor surveillance into an integrated, child-centered safeguarding sanctuary.

Keywords: Administration and Supervision, School Safety Governance, Child Protection Protocols, Explanatory Sequential Mixed-Methods Design, Coastal Public Elementary Schools, Dalaguete Cebu

1. Introduction

THE PROBLEM AND ITS SCOPE

Rationale of the Study

The physical, psychological, and emotional sanctuary that an educational institution provides serves as the quintessential baseline upon which cognitive, behavioral, and moral development occurs among primary school learners. When the integrity of the school space is compromised by structural deficiencies, ambient vulnerabilities, or interpersonal violence, the foundational charter of modern basic education fractures, transforming what should be an incubator of holistic growth into a locus of vulnerability. Across global educational forums, safe schooling has moved from being merely an administrative prerequisite to being recognized as an unnegotiable fundamental human right. Over the past several decades, global institutional consensus has crystallized around the reality that pedagogical excellence cannot manifest in environments marred by systemic instability, psychological intimidation, or territorial hazards.

The United Nations Educational, Scientific and Cultural Organization, alongside international humanitarian bodies, has systematically maintained that physical infrastructure and socio-emotional safety systems must converge to form resilient educational ecosystems capable of shielding vulnerable primary children from multi-dimensional harms. In early childhood and intermediate elementary education, this imperative becomes significantly more pronounced because elementary learners inherently lack the cognitive maturity, emotional resilience, and developmental autonomy required to mitigate predatory, accidental, or environmental perils independently.

Viewing this dynamic through a global prism reveals a concerted international pivot toward integrated, rights-based school safety paradigms. In contemporary studies, research conducted by the Global Coalition to Protect Education from Attack and cross-national analyses documented by Greene and Turner (2020) emphasize that school environments across both industrialized and developing spheres confront emerging complexities, extending from peer-to-peer bullying and digital harms to institutional negligence and ecological risks. Across various continental contexts, educational researchers such as Morrison and Alvarez (2021) observe that traditional, insular models of school safety, wherein school administrators operated as isolated gatekeepers, have progressively collapsed under the weight of interconnected community risks. Modern global literature strongly argues that safety cannot remain an internal administrative silo; it requires systematic, multi-tiered institutional governance capable of weaving internal monitoring with exterior civic mechanisms.

Moreover, contemporary investigations by Campbell and Mitchell (2022) articulate that primary schools situated in geographically exposed peripheral areas, including coastal and maritime zones, experience compounded risks where institutional vulnerabilities intersect directly with environmental hazards and socioeconomic isolation. This modern global consensus reinforces the principle that school safety governance must transcend symbolic bureaucratic compliance, evolving instead into dynamic, data-driven safeguarding networks that bridge internal school practices with external child welfare institutions.

Navigating from the international sphere to the national topography of the Philippine basic education landscape, the imperative for comprehensive child safeguarding operates within a dense web of legislative enactments, Department of Education mandates, and entrenched socio-structural challenges.

The Department of Education has long recognized the sacred inviolability of learners through historic policy frameworks, most notably DepEd Order No. 40, series of 2012, or the DepEd Child Protection Policy, subsequently invigorated and reinforced by DepEd Order No. 003, series of 2021, which established the National Child Protection Policy Framework. Under this domestic architecture, every public elementary institution is explicitly directed to institutionalize a functional Child Protection Committee tasked with the systematic prevention, documentation, referral, and rehabilitation of child abuse, violence, exploitation, and discrimination cases. Furthermore, subsequent administrative restructuring, culminating in the creation of the Learner Rights and Protection Office through DepEd Order No. 007, series of 2023, signaled a definitive central shift toward standardizing incident management and inter-agency collaboration across all division jurisdictions.

However, empirical literature examining the actual enforcement of these progressive national policies uncovers persistent fissures between codified statutory ambition and daily operational execution. Studies by Del Mundo and Santos (2021) identify structural friction within Philippine public schools, documenting that while Child Protection Committees almost universally exist on paper to satisfy bureaucratic audits, their operational functionality often falters when handling complex case intakes, sensitive disclosures, and confidential referral pipelines. In many public school systems, designated guidance teachers and child protection focal persons shoulder these high-stakes safeguarding mandates while balancing standard full-time classroom instructional loads. Research by Bautista and Ramos (2022) highlights that the absence of dedicated, professionally trained guidance personnel across thousands of public elementary campuses creates systemic bottlenecks, leaving classroom teachers to mediate acute behavioral, familial, and protection incidents without adequate institutional scaffolds or legal backing. When coupled with ambiguous incident tracking workflows, this professional strain frequently breeds administrative hesitation, underreporting, and fragmented documentation, compromising the prompt delivery of protective remedies to afflicted children.

The national safeguarding landscape is further strained when evaluating the mobilization of external community support systems. Under the operational mechanics of Philippine governance, institutional child safeguarding within basic education is legally structured to function in close alignment with grassroots local government instruments, particularly the Barangay Council for the Protection of Children established under Republic Act No. 9344 and Republic Act No. 7610. Concurrently, the Philippine National Police Women and Children Protection Desks and municipal Social Welfare and Development Offices serve as essential external conduits for statutory intervention, immediate protective custody, and formal investigation. Yet, contemporary scholarly assessments conducted by Macaraeg and Villacorta (2023) demonstrate that the formal operational linkages between public elementary schools and these local community bodies often remain ad-hoc, informal, and functionally reactive rather than structured and anticipatory. Instead of a seamless, institutionalized continuum of protective care, school heads and teachers regularly confront communication barriers, jurisdiction ambiguities, and protracted institutional response timelines from local barangay and enforcement units, leaving the child caught in administrative inertia.

When this problem is examined through the specific local reality of Southern Cebu, particularly within the coastal municipality of Dalaguete, these safeguarding and governance challenges encounter distinctive contextual realities. Dalaguete, historically characterized by its coastal topography, vibrant

agricultural uplands, and expanding commercial corridors along the southern littoral highway, features public elementary institutions that mirror the broader structural realities of provincial education in Central Visayas. The three selected research environments, Dalaguete Central Elementary School located in the dense administrative and commercial hub of the Poblacion, Balud Elementary School positioned within an immediately adjacent littoral barangay, and Casay Elementary School situated along the coastal perimeter, collectively represent a microcosm of coastal educational ecology. In these environments, the campus perimeter is not merely an academic boundary; it is an active interface where open coastal shorelines, arterial transport routes, community settlements, and peri-urban economic activities intersect continuously with daily school life.

Recent localized field investigations and academic analyses across rural and coastal municipalities in Region VII, such as those articulated by Abellana and Tan (2021) and complemented by the regional administrative findings of Cañete and Sotto (2023), reveal that coastal public schools confront a dual-hazard operational environment. First, the physical security and perimeter integrity of these schools face unique environmental and geographical vulnerabilities, including seasonal coastal flooding, tropical storm surges, and unmonitored ingress points along open shorefronts or municipal thoroughfares. These geographical factors complicate routine campus surveillance, student safety monitoring, and secure ingress-egress governance. Second, the socio-ecological conditions prevalent in coastal and agricultural transitional communities expose young learners to distinct forms of marginalization, familial displacement due to seasonal livelihoods, and informal domestic pressures that occasionally manifest in neglect, domestic distress, or interpersonal peer friction within the school grounds.

In the Dalaguete district, classroom teachers and school administrators routinely navigate safety incidents that require rapid, multi-agency coordination with the local Barangay Council for the Protection of Children, local barangay tanods, municipal health workers, and the municipal police detachment. However, as noted in recent provincial assessments by Patalinghug and Yap (2022), rural and coastal elementary schools often operate under constrained institutional resources, where school-level Child Protection Committees lack formalized, localized operational protocols to navigate referrals without administrative friction. When an abuse disclosure or a severe safeguarding incident occurs within a coastal barangay, the speed, confidentiality, and procedural accuracy with which the school transitions the case to the Barangay Council for the Protection of Children or the Women and Children Protection Desk can determine whether a young victim receives immediate psychological and legal relief or remains exposed to ongoing trauma. The absence of a standardized, empirically tested operational blueprint customized for this coastal context perpetuates reliance on subjective discretion, personal connections, and inconsistent procedural responses.

This evident operational divergence between statutory child protection policies and localized coastal practice establishes the clear empirical necessity of the present study. By comprehensively assessing the prevailing state of school safety governance, determining the precise degree of adherence to standard child protection protocols, and measuring the active extent of community inter-agency support across Dalaguete Central Elementary School, Balud Elementary School, and Casay Elementary School, this study directly addresses critical gaps in localized educational management literature. The research moves beyond mere descriptive evaluation; it methodically interrogates the empirical relationships linking

institutional governance strength and community partnership depth with the actual effectiveness of safeguarding practices.

Ultimately, the supreme justification of this investigation lies in its applied institutional utility. The data harvested across the three target coastal campuses will not remain trapped in theoretical abstractions; instead, it will serve as the empirical architecture for constructing the Coastal School Safety and Tri-Agency Safeguarding Blueprint. This proposed blueprint will provide educational leaders, frontline elementary educators, municipal child protection desks, and barangay authorities with an actionable, context-sensitive roadmap designed to optimize protective reporting networks, fortify physical and environmental school safety, and solidify multi-agency accountability across coastal Southern Cebu.

Theoretical Background

To construct a rigorous, multidisciplinary foundation capable of capturing the intricate mechanics of school safety governance, internal safeguarding procedures, and external civic collaborations, this study is theoretically anchored on four modern conceptual frameworks from 2020 to the present, synthesized alongside relevant international treaties, domestic statutes, and institutional administrative orders. The multidimensional nature of child protection in basic education requires an analytical matrix that simultaneously accounts for ecological child development, organizational safety culture, community-oriented inter-agency problem solving, and public-sector collaborative network governance.

The primary theoretical anchor of this study rests upon Contemporary Social-Ecological Systems Theory, particularly its contemporary conceptual evolutions formulated by Bronfenbrenner and Ceci, and expanded within recent educational and safeguarding literature by Rosa and Tudge (2020), as well as modern child welfare models advanced by Eriksson, Ghazinour, and Hammarström (2021). While classical ecological theory historically established that human development unfolds within nested environmental systems, contemporary iterations of the socio-ecological model specifically articulate the dynamic, bi-directional, and interactive processes that occur across institutional borders. Within the context of this study, the elementary school child occupies the core center of this ecological model. The microsystem comprises the immediate classroom and school environment, where teachers, guidance advocates, and peers interact daily with the child. The mesosystem represents the critical organizational interfaces and communication bridges between these primary settings, specifically the functional interactions between the school's Child Protection Committee and the child's home and immediate community environment.

Moving outward, the contemporary socio-ecological framework identifies the exosystem as external formal structures that do not directly contain the child but exert profound, systemic influence over their immediate physical and psychological safety. In this investigation, the exosystem is represented by community inter-agency partners, specifically the Barangay Council for the Protection of Children, the Philippine National Police Women and Children Protection Desk, municipal health centers, and community law enforcement auxiliary units. The macrosystem encompasses overarching cultural norms, statutory mandates, and systemic values regarding children's inviolable rights and institutional accountability, embodied in national child protection laws and administrative guidelines. Finally, the chronosystem accounts for temporal and environmental shifts, including modern socio-technological changes, emerging post-pandemic child vulnerabilities, and geographic climate shifts that impact coastal

localities over time. Modern socio-ecological systems theory asserts that child protection fails whenever the institutional lines of communication between the microsystem and the exosystem fracture.

Thus, the theory provides an indispensable explanatory mechanism for understanding why internal school safety protocols remain functionally incomplete unless continually reinforced by responsive, well-coordinated community structures.

To rigorously address the administrative and organizational dimensions of internal school operations, this study is secondly grounded in Modern High Reliability Organizing and Educational Safety Culture Theory, synthesized in recent educational management research by Weick, Sutcliffe, and advanced within contemporary institutional settings by Hopkins and Waring (2020), alongside school-specific safety governance models developed by Macrae (2022). High Reliability Organizing Theory posits that in environments where operational failure, negligence, or institutional lapses carry irreversible, catastrophic consequences, such as environments responsible for safeguarding legally vulnerable children, organizations cannot afford the luxury of learning exclusively from trial and error. Instead, high-reliability institutions maintain systemic mindfulness, an unwavering preoccupation with potential failure modes, reluctance to simplify operational complexities, sensitivity to frontline operations, commitment to operational resilience, and deference to specialized expertise over bureaucratic rank.

Applied directly to the educational administration of public elementary schools, this modern theoretical framework conceptualizes the School Child Protection Committee and school administration not merely as administrative clerks, but as operational custodians of an institutional safety culture. In this framework, school safety governance requires proactive hazard identification, continuous monitoring of physical perimeter vulnerabilities, stringent access control, secure student record management, and an environment where minor irregularities or subtle disclosures of abuse are immediately flagged, systematically recorded, and investigated without administrative denial or delay. Macrae's contemporary contributions to educational safety culture emphasize that procedural protocols are wholly insufficient if the institutional climate encourages concealment, dismisses non-academic risks, or lacks standardized mechanisms for anonymous, secure reporting. High-reliability organizing theory therefore serves as the conceptual metric for evaluating how effectively Dalaguete Central, Balud, and Casay Elementary Schools manage their internal safety governance, structure their confidential incident reporting pipelines, and enforce rigorous compliance with standard safeguarding mandates.

To establish a solid theoretical foundation for the external, inter-agency dimensions of the research, the study thirdly integrates the modern SARA Problem-Solving Model of Community-Oriented Policing and Inter-Agency Public Safety, recently refined and operationalized within public safety contexts by Ratcliffe (2021), side-by-side with contemporary public policing partnerships analyzed by Cordner and Perkins (2022). The SARA model, consisting of Scanning, Analysis, Response, and Assessment, provides an empirical, systematic framework for diagnosing and addressing community safety concerns through structured multi-agency collaboration. Within the parameters of school-community safety governance, the Scanning phase involves the collaborative identification of physical, environmental, and behavioral threats surrounding elementary campuses, such as perimeter intrusion, trafficking risks, coastal vulnerabilities, or child exploitation hazards along school-transit corridors.

The Analysis phase requires deep diagnostic inquiry into the recurring environmental conditions, social factors, and systemic weaknesses that facilitate these safety threats, involving joint deliberations between school heads, Parent-Teacher Association officers, and local barangay safety liaisons. The Response phase entails the operational execution of tailored, inter-agency interventions, such as coordinated police-tanod corridor patrols, strict visitor identification enforcement, joint rights-awareness campaigns, and formalized referral hand-offs to the Women and Children Protection Desk or local social welfare desks. Finally, the Assessment phase demands rigorous, continuous evaluation of whether implemented safety measures successfully reduced incidents, improved reporting fidelity, or elevated child well-being. By embedding this contemporary model into the research framework, the study gains an operational, diagnostic lens to measure how local law enforcement, barangay governance, and school Child Protection Committees synergize to create safe learning spaces within coastal communities.

To synthesize these institutional dimensions into an integrated administrative whole, the study fourthly draws upon Modern Collaborative Governance Theory, prominently developed by Emerson, Nabatchi, and Balogh, and significantly modernized within public welfare and multi-sector service delivery frameworks by Douglas, Ansell, and Parker (2020), as well as contemporary educational partnership models advanced by Torfing and Peters (2021). Collaborative Governance Theory defines a public management paradigm in which non-state stakeholders, local civic bodies, and public government institutions engage in structured, consensus-oriented, and deliberative decision-making processes to achieve public policy objectives that cannot be realized by any single agency operating independently. Modern iterations of this theory emphasize three critical collaborative dynamics: principled engagement, shared institutional motivation, and joint capacity for collective action.

In the context of the present research, Collaborative Governance Theory conceptualizes school-based child protection not as the exclusive statutory duty of the Department of Education, but as a shared public responsibility that mandates deliberate co-ownership across the school administration, the Parent-Teacher Association, the Barangay Council for the Protection of Children, and municipal public service units. Principled engagement demands transparent communication, mutual respect for institutional competencies, and fair conflict-resolution mechanisms among teachers, village leaders, and police officers. Shared motivation reflects mutual trust, shared institutional purpose, and reciprocal commitment to the fundamental welfare of vulnerable children. Capacity for collective action provides the structural instruments, including formal memorandums of understanding, shared incident logging protocols, joint resource pooling, and clear operational pathways that empower these diverse institutions to respond smoothly during complex safeguarding emergencies. This theory supplies the theoretical rationale for designing the Coastal School Safety and Tri-Agency Safeguarding Blueprint as a collaborative public management instrument.

These modern theoretical pillars operate in direct harmony with an extensive hierarchy of international legal conventions, constitutional guarantees, national statutes, and institutional administrative orders that govern child protection, safety governance, and inter-agency welfare operations. At the pinnacle of the international legal framework sits the United Nations Convention on the Rights of the Child, adopted in 1989 and systematically reaffirmed through international monitoring guidelines up to the present. Under Article 3 of the Convention, the best interests of the child must be the primary

consideration in all public actions, establishing an unyielding legal benchmark for school administrators and state agents.

Furthermore, Article 19 explicitly commands state parties to take all appropriate legislative, administrative, social, and educational measures to protect the child from all forms of physical or mental violence, injury, abuse, neglect, maltreatment, or exploitation while in the care of parents, legal guardians, or any other person who has the care of the child. Article 28 further secures the child's fundamental right to education, stipulating that school discipline must be administered in a manner consistent with human dignity, thereby establishing that educational institutions must maintain environments completely devoid of cruelty, intimidation, or physical harm. Complementing these international treaties is the United Nations 2030 Agenda for Sustainable Development, particularly Sustainable Development Goal 4, which explicitly mandates the creation of safe, non-violent, inclusive, and effective learning environments for all children, and Sustainable Development Goal 16, which targets the complete elimination of all forms of violence, abuse, and exploitation against children globally.

Within the domestic legal architecture of the Philippines, the primary legal anchor is firmly grounded in the 1987 Philippine Constitution. Article II, Section 13 explicitly dictates that the State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. This constitutional mandate is reinforced by Article XV, Section 3, Paragraph 2, which explicitly guarantees the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development. These constitutional declarations establish an absolute affirmative obligation for public institutions, specifically state-managed elementary schools, to enforce safeguarding measures that shield developing learners from domestic, institutional, and environmental hazards.

Flowing directly from these constitutional guarantees are key domestic statutes that mandate institutional safeguarding and multi-agency coordination. Foremost among these is Republic Act No. 7610, officially titled the Special Protection of Children Against Abuse, Exploitation, and Discrimination Act. This landmark statute provides comprehensive penal sanctions for child abuse, neglect, and exploitation, while designating educators, school administrators, and healthcare professionals as mandatory reporters and custodians charged with protecting child victims. The statutory requirement for immediate reporting under Republic Act No. 7610 directly informs the referral and intake variables evaluated in this investigation.

Complementing this basic protection statute is Republic Act No. 10627, known as the Anti-Bullying Act of 2013, which mandates that all elementary and secondary schools in the country adopt comprehensive anti-bullying policies, institutionalize internal reporting pipelines, provide counseling interventions, and clear legal sanctions for retaliatory acts. Under this law, schools are legally prohibited from ignoring peer-to-peer bullying, cyberbullying, or social exclusion, requiring educational leaders to establish systematic documentation mechanisms to handle behavioral infractions with procedural fairness and restorative care.

Furthermore, the juvenile welfare framework is deeply anchored on Republic Act No. 9344, or the Juvenile Justice and Welfare Act of 2006, as amended by Republic Act No. 10630. This statute

institutionalizes the mandatory creation and funding of the Barangay Council for the Protection of Children across every local government unit in the Philippines, legally obligating local barangays to dedicate a minimum of one percent of their annual internal revenue allotments to local child protection programs and establishing a direct statutory bridge between community leaders and public schools.

More recently, the domestic legal framework surrounding child protection was substantially upgraded through the enactment of Republic Act No. 11648, signed into law in 2022, which significantly raised the age of statutory sexual consent from twelve to sixteen years old, providing stronger legal shields against predatory sexual exploitation. This legislative reform has direct administrative implications for public elementary school teachers and administrators, elevating institutional legal awareness and reinforcing the necessity of early detection, strict supervision, and immediate reporting of any predatory conduct within or surrounding school zones. Concurrently, public infrastructure and institutional safety compliance within the basic education sector are framed by Republic Act No. 10121, or the Philippine Disaster Risk Reduction and Management Act of 2010. This act requires all government agencies, including public elementary schools, to develop institutional disaster preparedness plans, establish emergency evacuation routes, and implement structural risk mitigation strategies, which are of paramount legal and operational importance for public schools situated along the vulnerable coastal corridors of Southern Cebu.

At the institutional level, the Department of Education has translated these constitutional and statutory mandates into binding administrative orders that directly govern the operational protocols of public elementary campuses. The historic foundation remains DepEd Order No. 40, series of 2012, known as the DepEd Child Protection Policy. This landmark policy established the department's zero-tolerance stance against all forms of child abuse, violence, exploitation, discrimination, and corporal punishment within school environments.

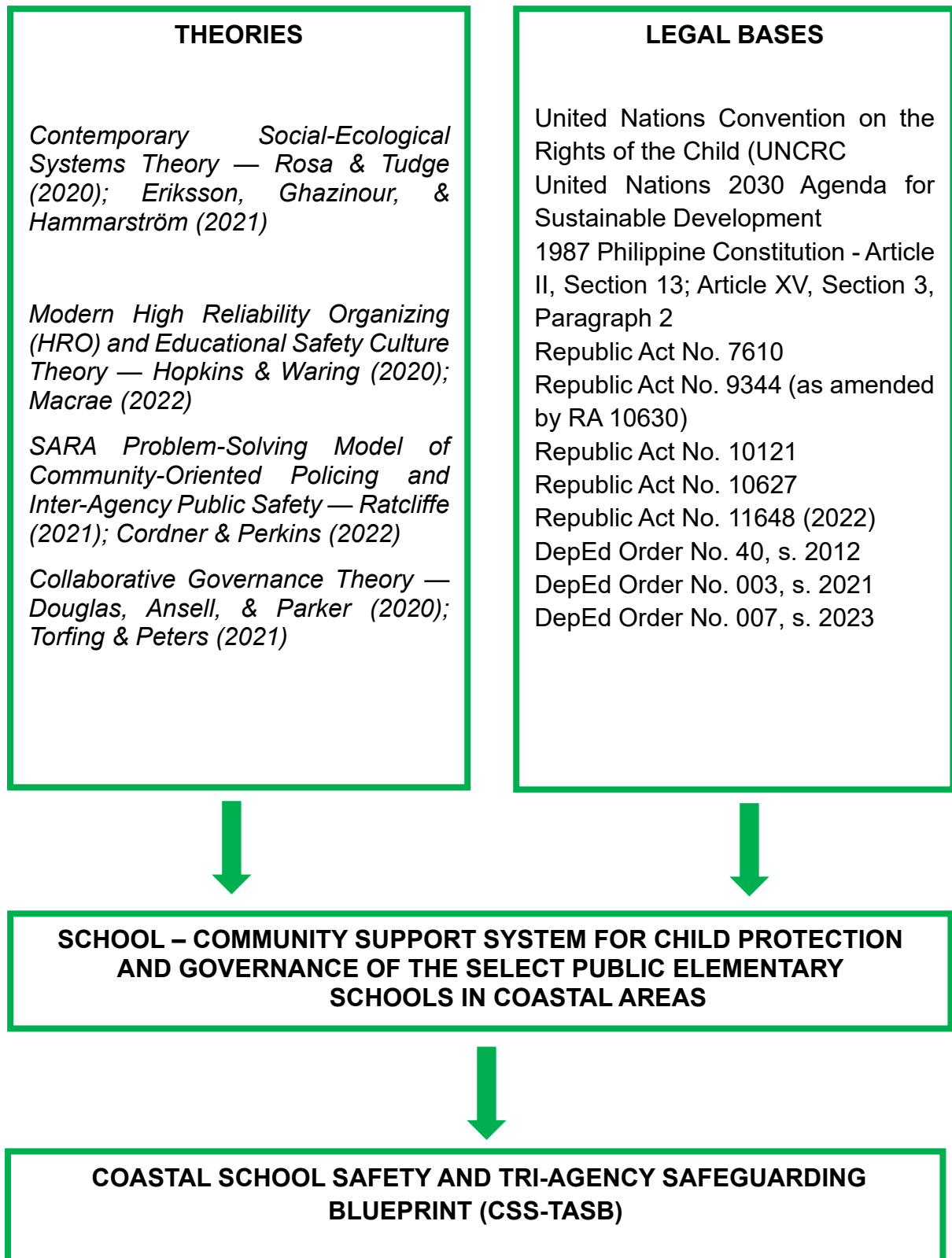


Figure 1
Theoretical Conceptual Framework of the Study

Crucially, DepEd Order No. 40, series of 2012, mandated the creation of a School Child Protection Committee in every educational institution, explicitly defining its multi-sectoral composition: the School Head as Chairperson, the Guidance Counselor or Teacher as Vice-Chairperson, alongside designated representatives from the teaching faculty, the Parent-Teacher Association, the local Barangay Council for the Protection of Children, and the student body.

To adapt to emerging socio-educational complexities, the Department of Education substantially modernized and integrated this institutional framework through DepEd Order No. 003, series of 2021, titled the National Child Protection Policy Framework. This issuance institutionalized a more holistic, systems-based approach to learner safety, emphasizing rights-based education, positive and non-violent discipline practices, capacity-building for school personnel, and standardized case handling mechanisms across basic education schools nationwide. This progressive institutional evolution was further consolidated through DepEd Order No. 007, series of 2023, which established the Learner Rights and Protection Office, formalizing dedicated administrative structures across the national, regional, and division offices to monitor child protection cases, oversee institutional policy compliance, and manage coordinated inter-agency interventions across administrative jurisdictions.

Synthesizing this rich convergence of modern theoretical paradigms and multi-tiered legal doctrines reveals a unified conceptual architecture that underpins this research study. Contemporary Social-Ecological Systems Theory demonstrates that a child's safety is inextricably bound to the fluid interactions between their school microsystem and the surrounding community exosystem. Modern High Reliability Organizing Theory explains that internal school safety governance must operate with high mindfulness, procedural precision, and zero administrative tolerance for procedural drift or unmonitored hazards. The SARA model of Community-Oriented Policing provides the structured, diagnostic stages through which physical and social safety threats can be identified and collaboratively resolved. Finally, Collaborative Governance Theory supplies the managerial mechanisms necessary to align disparate public institutions—the school, the barangay council, the municipal police, and the Parent-Teacher Association, into an accountable, synchronized safeguarding coalition.

When these modern theories are read alongside the binding mandates of international human rights conventions, the 1987 Philippine Constitution, child-welfare statutes including Republic Act No. 7610, Republic Act No. 10627, and Republic Act No. 11648, and the comprehensive regulatory framework of DepEd Order No. 40, s. 2012, DepEd Order No. 003, s. 2021, and DepEd Order No. 007, s. 2023, the empirical and administrative imperative becomes absolute. Public elementary schools cannot operate as isolated islands of safety; their internal governance structures and child protection intake protocols must function in full, continuous alignment with community inter-agency partners. By synthesizing these modern theoretical constructs and legal mandates within the coastal, multi-hazard environment of Dalaguete Central, Balud, and Casay Elementary Schools, this study establishes a comprehensive framework to assess existing operational gaps and provide the empirical foundation for constructing the Coastal School Safety and Tri-Agency Safeguarding Blueprint.

THE PROBLEM

Statement of the Problem

This research evaluated the status of school safety governance, adherence to child protection protocol and community inter-agency support across select public elementary schools in the coastal District of Dalaguete, DepEd Schools Division during School Year 2025–2026 as basis for the Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB).

Specifically, the study answered the following questions:

1. What is the demographic profile of the:

1.1 School Representatives:

1.1.1 age and gender,

1.1.2 highest educational attainment,

1.1.3 position/Designation and years in current role, and

1.1.4 relevant training hours completed in Child Protection Policy;

1.2 Community Representatives:

1.2.1 age and gender,

1.2.2 sectoral affiliation/Agency represented,

1.2.3 position held and years of community/child welfare service, and

1.2.4 relevant seminars attended on statutory child protection?

2. As perceived by the respondents, what is the status of implementation of

school safety governance within the target institutions across:

2.1 enforcement of campus safety rules and supervisory rounds,

2.2 functional operation of the School Child Protection Committee,

2.3 physical and coastal risk mitigation, and

2.4 protection of student records and private reporting mechanisms?

3. What is the level of adherence to standard child safeguarding protocols as

perceived by the respondents in terms of:

3.1 proactive prevention and rights-based learner advocacy,

3.2 case identification and preliminary intake protocols,

3.3 multi-tiered referral execution and case documentation, and

3.4 ongoing psychosocial reintegration for vulnerable or affected learners?

4. What gaps and setback impede the target schools from sustaining robust safety governance and inter-agency hand-offs?

5. Derived from the study's findings, what structured interventions should constitute the Coastal School Safety and Tri-Agency Safeguarding Blueprint?

Significance of the Study

The findings of this study will provide critical empirical evidence and actionable insights regarding the operational realities, institutional safeguards, and multi-sectoral collaborations necessary to uphold learner protection and campus security in vulnerable coastal educational settings. Beyond documenting existing practices, the results directly inform policy refinement, localized operational programming, and inter-agency workflows. Specifically, the outcomes of this investigation will directly benefit the following stakeholders, presented in order of administrative and institutional hierarchy:

Department of Education – Central Office. The outcomes of this research will provide top-level educational policy-makers and the Learner Rights and Protection Office with field-based empirical data detailing the specific implementation bottlenecks of national child protection policies within rural and coastal basic education environments. These insights can serve as an evidence-based foundation for updating administrative issuances, allocating specialized safeguarding resources, and tailoring nationwide school safety guidelines to non-urban school typologies.

Department of Education – Regional Office VII (Central Visayas). The results will supply regional educational leaders and division monitoring teams with evaluative diagnostics concerning the functional status of school safety networks in Southern Cebu. This information can direct the design of regional child protection monitoring schemes, contextualized administrative circulars, and technical assistance programs that address the unique geographic and multi-hazard vulnerabilities common across island and littoral school districts.

Department of Education – Schools Division of Cebu Province. The findings will aid the Schools Division Superintendent, Division Child Protection Focal Persons, and District Supervisors in identifying the specific supervisory and training gaps existing within the Dalaguete school cluster. The division can utilize the empirical data to institute targeted capacity-building programs for school heads and designated guidance advocates, optimize division-wide incident reporting systems, and allocate budget support for campus safety reinforcement.

Municipal Government of Dalaguete. The data generated will grant the municipal mayor, the Sangguniang Bayan, and the Municipal Social Welfare and Development Office a comprehensive assessment of how effectively municipal resources protect elementary learners. This evidence can guide local government legislation, prioritize municipal child welfare investments, and enhance municipal logistics to support public school perimeters and coastal safety routes.

Local Inter-Agency Partners (PNP-WCPD and BCPC). The study will offer the Philippine National Police Women and Children Protection Desk and the Barangay Councils for the Protection of Children of Poblacion, Balud, and Casay explicit operational feedback on their current collaborative

interface with schools. The findings will assist these agencies in standardizing intake hand-offs, establishing rapid incident referral timelines, and structuring proactive, coordinated community-school safety patrols along transit corridors.

School Administrators and Heads of the Participating Elementary Schools. The school heads of Dalaguete Central, Balud, and Casay Elementary Schools will gain direct, campus-specific evaluative metrics to assess their institutional safety governance, campus surveillance, and procedural compliance. The generated output, the Coastal School Safety and Tri-Agency Safeguarding Blueprint, will provide them with a structured, step-by-step administrative manual to eliminate operational friction and lead their Child Protection Committees with high institutional reliability.

Public Elementary School Teachers and Guidance Advocates. The study will benefit classroom teachers and child welfare designates by clarifying formal case-handling pathways, identifying institutional support deficiencies, and reducing the administrative and emotional strain associated with reporting child abuse and handling pupil emergencies. The resulting protocols will offer educators clearer boundaries, standardized legal documentation methods, and dependable inter-agency backing when navigating complex safeguarding disclosures.

Parent-Teacher Associations and Barangay Communities. The empirical insights will empower parent leaders and local community residents by clarifying their formal roles within the School Child Protection Committee and neighborhood child safeguarding networks. It will foster heightened vigilance, improve parent-school transparency regarding campus security, and encourage co-ownership of student safety during daily commutes through coastal barangay roads.

Elementary School Learners. As the ultimate stakeholders of this investigation, the learners of the target coastal schools will directly benefit from fortified physical campus environments, responsive and confidential reporting avenues, and an institutional culture devoid of maltreatment, fear, and neglect. A functionally robust safeguarding ecosystem guarantees their constitutional right to pursue foundational education within a secure, nurturing, and child-centered sanctuary.

Future Researchers. The findings and baseline data established by this investigation will expand the literature on educational governance, child rights protection, and collaborative inter-agency safety models within Philippine coastal settings. Academic scholars and graduate students can utilize this study as a verifiable reference, replication model, or theoretical foundation for investigating public school safety governance across other maritime and provincial school divisions nationwide.

RESEARCH METHODOLOGY

The operationalization of empirical scientific inquiry necessitates a cohesive methodological architecture capable of translating complex social and institutional phenomena into systematic, observable, and verifiable analytical parameters. Grounded in this imperative, this section explicates the philosophical orientation, design mechanisms, procedural flow, and environmental context undergirding the evaluation of school safety governance and tri-agency child protection systems.

Research Design

This study utilized an explanatory sequential mixed-methods research design (*QUAN* → *qual*), an approach that prioritizes initial quantitative measurement followed by focused qualitative inquiry to explain, unpack, and contextualize statistical outputs (Creswell & Creswell, 2022). Quantitative inquiry forms the foundation of the investigation, employing a descriptive-evaluative and correlational survey methodology to assess the status of school safety governance, calculate levels of protocol adherence, establish respondent profile distributions, and identify statistical relationships across institutional categories (Snyder, 2020; Frankfort-Nachmias et al., 2020). The quantitative dimension yields baseline indices that highlight systematic institutional variations, descriptive disparities, and structural gaps across target coastal schools (Babbie, 2021).

To address the limitations of purely numerical measures in examining socio-ecological vulnerabilities, the qualitative phase utilized an interpretive phenomenological approach to explore the lived experiences, institutional friction points, and grassroots adaptations of key actors (Creswell & Poth, 2023). Qualitative data gathered through semi-structured key informant interviews and focus group discussions provide context to the quantitative indices, highlighting systemic realities such as shoreline transit hazards, municipal inter-agency disconnects, and seasonal child labor dynamics (Braun & Clarke, 2021; Saunders et al., 2023). This methodological pairing prevented superficial reporting, ensuring that the empirical foundation of the proposed safeguarding blueprint reflects statistical evidence alongside ground-level administrative and community realities (Fetters & Freshwater, 2020).

Flow of the Study

The conceptual and operational trajectory of this research is structured through the Input-Process-Output (IPO) model, establishing a linear and systemic connection between foundational empirical data, analytical treatments, and institutional policy outputs.

The Input dimension contained the baseline diagnostic parameters derived directly from the Statement of the Problem, encompassing the demographic, professional, and institutional profiles alongside specific operational indicators. Under the profile of school representatives, the input records age and gender, highest educational attainment, current administrative or pedagogical designation, total years of professional service, and verified training hours completed in Child Protection Policy implementation and positive discipline management. Parallel to this, the input tracks community and tri-agency stakeholder profiles, capturing age and gender, specific sectoral or agency affiliation, official designation, cumulative years of child welfare advocacy, attendance records in statutory child safeguarding seminars, and the official functionality rating of the affiliated Barangay Council for the Protection of Children.

The Input dimension also incorporates the operational indicators of school safety governance, comprising the enforcement of campus safety rules and supervisory ground rounds, the functional operation and regular convening of the School Child Protection Committee, physical and coastal risk mitigation encompassing shoreline perimeter integrity, safe transit routes during inclement weather, and high-tide sea-level contingencies, as well as the enforcement of confidentiality controls, student record safeguarding, and private reporting infrastructure.

It further incorporates the core indicators of child protection protocol adherence: proactive rights-based learner advocacy and positive discipline implementation, case identification protocols and initial intake compliance, multi-tiered referral hand-offs across school, barangay, social welfare, and law enforcement agencies, and the provision of ongoing psychosocial reintegration for vulnerable or survivor learners. Finally, the Input dimension integrates documented systemic setbacks, geographic constraints, resource shortfalls, and inter-agency disconnects that impede institutional functionality.

The Process dimension translated these empirical inputs through standardized data gathering, quantitative statistical computation, and qualitative thematic analysis. The diagnostic survey instrumentation undergoes formal content validation by panels of educational management, child welfare, and public safety specialists, followed by internal consistency reliability testing. Once cleared, structured survey data were gathered from the clustered respondents, alongside semi-structured key informant interviews with administrators and community liaisons.

Quantitative processing utilized descriptive statistical treatments, including frequency counts, percentage distributions, weighted means, and standard deviations, alongside inferential tests to identify significant perceptual differences and correlational associations between safety governance implementation and child protection protocol adherence across coastal locales. Qualitative transcripts undergo inductive thematic coding to categorize structural barriers, contextual coastal vulnerabilities, and collaborative bottlenecks, providing explanatory depth to the quantitative findings.

The Output dimension represents the applied culmination of the empirical findings: the Coastal School Safety and Tri-Agency Safeguarding Blueprint. This institutional framework delivers contextualized operational protocols, coastal environmental safety standards, multi-agency referral pathways, shared monitoring systems, and capacity-building agendas, providing public elementary schools, barangay local governments, and municipal welfare agencies in coastal environments with an integrated model for collaborative child protection.

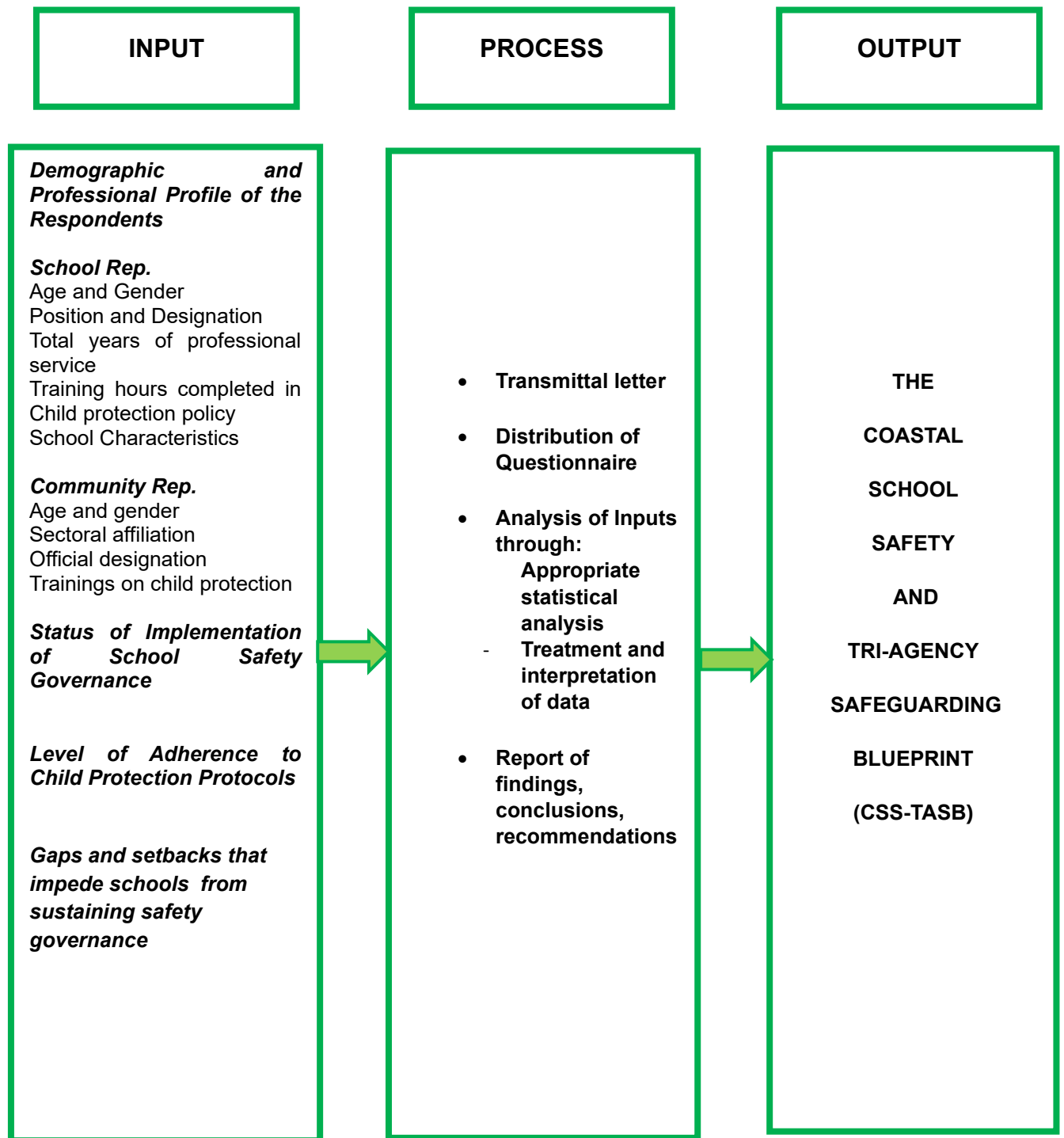


Figure 2

Research Flow of the Study

Environment

The study was situated across selected public elementary schools in the coastal District of Dalaguete, a second-class coastal municipality in the southeastern sector of Cebu Province, Central Visayas, Philippines. Dalaguete is geographically characterized by a narrow coastal fringe that transitions sharply into rugged upland terrain, flanked eastward by the marine waters of the Cebu Strait (Department

of the Interior and Local Government, 2021; Philippine Statistics Authority, 2022). The municipality's low-lying coastal barangays face heightened socio-ecological vulnerability, with communities exposed to recurrent tidal inundation, shoreline erosion, monsoon surges, and tropical cyclonic events that periodically disrupt coastal infrastructure, transit routes, and school operations (Mamon et al., 2020; Nicholls et al., 2021).

These maritime environmental pressures directly intersect with the socio-economic realities of coastal families, where household livelihoods rely heavily on artisanal small-scale fishing, gleaning, and coastal transport activities (Fabinyi et al., 2022; Pomeroy et al., 2020). These economic conditions can contribute to secondary child labor risks, seasonal absenteeism, and safety concerns along shoreline transit corridors (International Labour Organization, 2020).

The target institutions, Dalaguete Central Elementary School, Balud Elementary School, and Casay Elementary School, were situated within this coastal strip, serving communities with varying degrees of shoreline exposure, community poverty incidence, and physical proximity to municipal protection infrastructure.



Figure 3
Location Map of the Research Environment

Dalaguete Central Elementary School serves as the central administrative institution within the coastal plain, accommodating a large student body while managing urbanized maritime traffic, dense residential perimeters, and multi-agency coordination with the Municipal Social Welfare and Development Office, the Rural Health Unit, and the Philippine National Police Women and Children Protection Desk.

Balud Elementary School and Casay Elementary School are situated directly adjacent to coastal transit lines and residential fishing settlements, where learners navigate daily high-tide variations, unprotected shoreline paths, and localized disaster risks to access schooling. Despite their coastal proximity, these schools operate under standard DepEd administrative mandates (DepEd Order No. 40, s. 2012; DepEd Order No. 003, s. 2021) that often assume inland or urban campus configurations. This operational disconnect, combined with resource constraints in perimeter security and inter-agency coordination with local Barangay Councils for the Protection of Children, makes this district a relevant institutional laboratory for examining how coastal geography shapes child protection governance and tri-agency community safeguards.

Respondents

The scientific rigor, internal validity, and generalizability of empirical research depend fundamentally on the systematic selection and proportional representation of its target informants. In examining the operational nexus between institutional safety governance, child safeguarding protocols, and inter-agency community networks, the designated respondents must embody direct administrative authority, instructional contact, or statutory protective oversight.

To achieve this empirical fidelity, this investigation utilizes a multi-stage stratified purposive sampling design across three strategically selected coastal public elementary schools in the District of Dalaguete, Cebu: Dalaguete Central Elementary School, Balud Elementary School, and Casay Elementary School. The selection of these specific coastal institutions is grounded in their shared exposure to maritime socio-ecological dynamics, varying degrees of shoreline transit hazards, and active institutional linkages with their respective Barangay local government units and municipal protection agencies.

The target respondent population was bifurcated into two core sectors: School Representatives (Internal Stakeholders) and Community Representatives and Tri-Agency Partners (External Stakeholders). The internal school sector encompasses school heads, designated guidance advocates, and classroom teachers across Key Stages 1 and 2. School heads exercise primary statutory accountability for institutional policy execution under DepEd Order No. 40, s. 2012, and DepEd Order No. 003, s. 2021. Guidance advocates serve as the technical secretariat for intake documentation and confidential case logging. Classroom teachers operate as frontline observers positioned to detect subtle physical indicators of neglect, domestic trauma, or truancy induced by coastal subsistence activities such as seasonal fishing and gleaning.

Conversely, the external community sector consists of Parent-Teacher Association (PTA) executive officers, Barangay Child Protection Council (BCPC) focal persons, and designated community safety liaisons, including Barangay Public Safety Officers (Tanods) and municipal personnel from the Philippine National Police Women and Children Protection Desk (PNP-WCPD). Their inclusion ensures multi-sectoral triangulation, capturing the external dimensions of child protection: community surveillance

along shoreline routes, family welfare support, statutory reporting hand-offs, and multi-agency referral pathways.

A total sample of seventy-eight ($N = 78$) key respondents was derived from a verified total target population of one hundred two ($N_p = 102$) eligible stakeholders across the three coastal catchment areas. Total enumeration was applied to administrative, guidance, and specialized safety categories due to their limited institutional availability per site, while stratified random sampling was utilized for the classroom teacher and parent cohorts to guarantee proportional representation.

Table 1
Distribution of Respondents Across Select Coastal
Public Elementary Schools ($N = 78$)

Respondent Sector and Category	Dalaguete Central ES	Balud ES	Casay ES	Total (n)	Percentage (%)
A. School Representatives (Internal Stakeholders)					
1. School Heads / School Child Protection Committee (CPC) Chairpersons	2	2	2	6	7.69
2. Guidance Designates / Child Protection Focal Persons	1	1	1	3	3.85
3. Classroom Teachers (Key Stages 1 and 2)	16	16	16	48	61.54
Subtotal (School Representatives)	19	19	19	57	73.08
B. Community Representatives & Tri-Agency Partners (External Stakeholders)					
4. Parent-Teacher Association (PTA) Executive Officers	4	4	4	12	15.38
5. Barangay Child Protection Council (BCPC) Focal Persons & Barangay Officials	2	2	2	6	7.69

Respondent Sector and Category	Dalaguete Central ES	Balud ES	Casay ES	Total (n)	Percentage (%)
6. Community Safety Liaisons / Law Enforcement (Barangay Tanod / PNP-WCPD Desk)	1	1	1	3	3.85
Subtotal (Community Representatives)	7	7	7	21	26.92
Total Allocation per Coastal School Locale	26	26	26	—	—
Total Sample Size (N)	—	—	—	78	100.00

Table 1 presented the structural alignment between the target population parameters ($N_p = 102$) and the final realized sample ($N = 78$), demonstrating an equitable spatial distribution of twenty-six ($n = 26$) respondents per coastal institution. This balanced cross-sectional allocation mitigates institutional bias, ensuring that empirical indices reflect consistent coastal socio-ecological conditions rather than idiosyncrasies unique to a single school campus.

The data revealed that School Representatives comprise the predominant share of the sample at 73.08% ($n = 57$). Within this internal cluster, classroom teachers constitute the largest individual demographic ($n = 48$, 61.54%), followed by school administrators and CPC chairpersons ($n = 6$, 7.69%), and designated guidance personnel ($n = 3$, 3.85%). The pronounced representation of classroom teachers is methodologically deliberate: as frontline pedagogical actors, their daily proximity to learners makes their evaluative ratings foundational for assessing the ground-level execution of positive discipline, incident detection, and classroom-level safety. Conversely, the complete census of school heads ($n = 6$) and guidance designates ($n = 3$) captures administrative oversight, resource mobilization, and the formal custody of confidential disclosure records.

Community Representatives and Tri-Agency Partners constitute 26.92% ($n = 21$) of the total sample. This sector is anchored by PTA Executive Officers ($n = 12$, 15.38%), who provide direct external evaluation of school transparency, campus physical security, and home-school safety coordination. The municipal governance and protective apparatus is represented by BCPC focal persons and barangay officials ($n = 6$, 7.69%), alongside dedicated community safety liaisons and PNP-WCPD officers ($n = 3$, 3.85%). While numerically smaller, their inclusion is statistically and programmatically vital: they represent the exact institutional nodes through which child abuse notifications transition from school-based discovery into formal statutory investigations, legal protective orders, and multi-agency psychosocial interventions.

The 73.08% to 26.92% structural distribution between internal and external stakeholders ensures a robust baseline for comparative inferential analysis. It allows the study to measure perceptual divergence across institutional lines, identify coordination bottlenecks in multi-tiered referral hand-offs, and supply grounded empirical data for the formulation of the proposed Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB).

Instruments

The empirical data required for this study were systematically gathered using a researcher-adapted, dual-sector diagnostic instrument titled the Coastal School Safety and Tri-Agency Safeguarding Survey Questionnaire (CSS-TASSQ), supplemented by an in-depth Key Informant Interview (KII) protocol. The construction of the quantitative survey instrument is systematically patterned after and directly adapted from established national and international institutional evaluation toolkits: the Department of Education Child Protection Policy Implementation Monitoring and Evaluation Framework (DepEd Order No. 40, s. 2012; DepEd Order No. 003, s. 2021), the Department of the Interior and Local Government Barangay Council for the Protection of Children (BCPC) Functionality Assessment Tool (DILG Memorandum Circular No. 2021-039), the Comprehensive School Safety (CSS) Framework 2022–2030 by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES, 2022), and the UNICEF Multi-Sectoral Child Protection Case Management Protocols (UNICEF, 2021).

To ensure measurement accuracy and methodological rigor, the survey instrument was subjected to a validation process. Content and face validity were established using the Content Validity Ratio (CVR) and Content Validity Index (CVI) formulas formulated by Lawshe.

Following content clearance, constructed reliability and internal consistency were evaluated through a pilot administration conducted among thirty ($n = 30$) non-participating respondents possessing identical institutional and geographic profiles from neighboring coastal elementary schools within the adjacent southern coastal districts of Division of Cebu Province. The generated pilot dataset was subjected to Cronbach's alpha (α) coefficient testing to measure the internal consistency of each individual sub-scale. The computed alpha coefficients yielded $\alpha = 0.912$ for the School Safety Governance dimension, $\alpha = 0.934$ for the Child Safeguarding Protocols domain, and $\alpha = 0.887$ for the Inter-Agency Tri-Agency Support dimension. All computed reliability statistics substantially surpassed the widely accepted psychometric threshold of 0.70, confirming that the CSS-TASSQ possesses high internal consistency, construct stability, and measurement precision suitable for formal descriptive-correlational deployment (Babbie, 2021; Hair et al., 2022).

The qualitative instrumentation consisted of a semi-structured interview schedule designed to probe structural bottlenecks, socio-economic friction points, and inter-agency hand-off gaps identified during the quantitative survey phase. Qualitative inquiry protocols were developed using the interpretive framework of Braun and Clarke (2021), focusing on institutional and community perspectives regarding coastal vulnerabilities, resource mobilization constraints, and local cultural norms surrounding discipline and child labor.

Data Gathering Procedures

The operationalization of the data gathering procedure was executed through a structured, multi-stage protocol that prioritized institutional hierarchy, procedural transparency, and strict adherence to human research ethics. Formal administrative clearance was initiated by securing written endorsement from the Schools Division Superintendent (SDS) of the DepEd Schools Division of Cebu Province, transmitted sequentially through the Office of the Public Schools District Supervisor (PSDS) of the District of Dalaguete, and finalized through executive endorsements to the target school administrators of Dalaguete Central Elementary School, Balud Elementary School, and Casay Elementary School. In tandem with DepEd clearances, inter-agency administrative protocols were satisfied by transmitting formal courtesy and authorization letters to the Municipal Mayor of Dalaguete, the Municipal Social Welfare and Development Office (MSWDO), the Chief of Police of the Dalaguete Municipal Police Station (PNP-WCPD Desk), and the respective Punong Barangays heading the Local Councils for the Protection of Children (BCPC) within the target coastal jurisdictions.

Survey instruments were administered in hard-copy format and retrieved directly upon completion, preventing cross-respondent contamination and data degradation. Concurrently, semi-structured key informant interviews (KIIs) and focused group interactions were conducted within private, acoustically isolated school and barangay conference spaces to ensure complete environmental security and audio-recording clarity.

The ethical dimensions of the empirical investigation were anchored in the fundamental principles codified within the Declaration of Helsinki, the Philippine National Health Research Ethics Guidelines, and Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012 (National Privacy Commission, 2020; World Medical Association, 2022). Informed consent procedures were strictly enforced: each respondent was provided with an institutional Informed Consent Form (ICF) detailing the study's scope, voluntary participation terms, the unconditional right to withdraw at any juncture without institutional sanction, and explicit confirmation that no financial remuneration or administrative coercion was involved.

Given the sensitive subject matter surrounding child maltreatment, disclosure protocols, and institutional compliance lapses, absolute anonymity and data confidentiality were preserved through alphanumeric coding conventions, scrubbed institutional identifiers, and encrypted data custody protocols. Digital files, audio transcriptions, and quantitative spreadsheets were stored in encrypted, password-protected cloud repositories accessible solely to the researcher, while hard-copy survey sheets were secured in locked fireproof archival cabinets. In accordance with archival guidelines, all physical and electronic research materials will be maintained for a statutory period of five years following study culmination, after which physical instruments will be processed via industrial cross-cut shredding and digital files permanently eliminated through cryptographic wiping algorithms.

Statistical Treatment of Data

The quantitative data collected were compiled, verified for completeness, coded, and entered into an advanced statistical computing package. The selection and application of statistical tools were directly governed by the analytical requirements of the corresponding Statement of the Problem (SOP) sub-

problems, adopting both parametric and non-parametric statistical metrics based on normality distribution characteristics evaluated through the Shapiro-Wilk and Kolmogorov-Smirnov tests (Field, 2024; Mishra et al., 2021).

To address Statement of the Problem 1 (Demographic and Institutional Profiles of School and Community Informants), descriptive statistical metrics were applied. Frequency distributions (f) and percentage calculations (%) were computed to describe nominal and categorical variables, including sex, position/designation, highest educational attainment, and agency representation. Measures of central tendency and dispersion, specifically the Mean ($\bar{x}$) and Standard Deviation (SD), were used to describe continuous interval variables, specifically respondent age, years of active professional/child welfare service, and verified training hours completed in Child Protection Policy implementation.

To resolve Statement of the Problem 2 (Status of Implementation of School Safety Governance across Coastal Institutions), weighted mean ($\bar{x}_w$) computations alongside corresponding standard deviations were calculated for each operational indicator and clustered thematic dimension: campus perimeter security and supervisory rounds, CPC functionality, coastal/physical risk mitigation, and confidentiality controls. The computed aggregate indices were interpreted using a four-point evaluation matrix to establish the empirical level of governance implementation across the target schools.

To evaluate Statement of the Problem 3 (Level of Adherence to Standard Child Protection Protocols across the Tri-Agency Apparatus), weighted means and standard deviations were similarly calculated across the core parameters: rights-based preventative advocacy, preliminary incident intake, multi-tiered referral hand-offs, and continuing psychosocial reintegration. The composite weighted scores were evaluated against a parallel four-point interpretative scoring scale to categorize the extent of institutional protocol fidelity.

To interpret Statement of the Problem 4 (Qualitative Gaps and Setbacks Impeding Robust Governance and Tri-Agency Coordination), the study utilized inductive Thematic Analysis guided by the six-phase framework of Braun and Clarke (2021). Verbatim transcriptions from key informant interviews and field interactions underwent iterative reading, initial open coding, search and categorization of recurrent themes, conceptual refinement, and contextual narrative synthesizing, triangulating qualitative barriers with the quantitative statistical findings to establish systemic coherence.

To synthesize Statement of the Problem 5 (Design of the Intervention Output), the empirical indices, regression/correlational models, and thematic qualitative findings were integrated to formulate the components, coordination workflows, and capacity-building tracks of the proposed Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB).

Scoring Procedures

The scoring procedures and interpretative metrics used to evaluate the status of school safety governance and the level of adherence to child protection protocols are grounded in psychometric scaling theory and adapted from established administrative monitoring matrices (Babbie, 2021; DepEd Order No. 003, s. 2021; DILG, 2021; Likert, 1932). A four-point Likert-type scaling continuum was employed,

deliberately eliminating a neutral midpoint to compel respondents to provide a definitive evaluative position, thereby mitigating central tendency bias in public safety assessment (Chyung et al., 2020).

The class interval boundaries were mathematically derived through the standard class size formula:

$$i = \frac{\text{Upper Limit} - \text{Lower Limit}}{\text{Number of Scale Levels}} = \frac{4.00 - 1.00}{4} = 0.75$$

The computed interval range of 0.75 establishes symmetrical, statistically reliable category cut-offs. The operational definitions, scale allocations, scoring intervals, qualitative descriptions, and contextual institutional interpretations for the dependent variables are presented in the evaluation matrices below.

Scale Rating	Range of Means	Qualitative Level	Operational Interpretation (School Safety Governance)
4	3.26 – 4.00	Very High (VH)	Governance mechanisms, campus surveillance, coastal hazard mitigation, and CPC operations are institutionalized, systematically executed, fully budgeted, and consistently documented across all school contexts.
3	2.51 – 3.25	High (H)	Governance policies and safety measures are functional, regularly implemented, and coordinated with local stakeholders, but experience occasional minor lapses in documentation, equipment, or continuous monitoring.
2	1.76 – 2.50	Low (L)	Governance measures and safety interventions are partially implemented, reactive rather than proactive, and constrained by noticeable deficits in budget, infrastructure, stakeholder engagement, or administrative oversight.
1	1.00 – 1.75	Very Low (VL)	Safety governance and CPC structures are largely non-functional, non-compliant with standard mandates, severely under-resourced, and lack institutional coordination with community or law enforcement entities.

Scale Rating	Range of Means	Qualitative Level	Operational Interpretation (Child Protection Protocols)
4	3.26 – 4.00	Fully Adherent (FA)	Child safeguarding protocols, rights advocacy, mandatory intake procedures, multi-tiered referrals, and psychosocial support hand-offs are executed with full procedural fidelity and active tri-agency participation.
3	2.51 – 3.25	Adherent (A)	Safeguarding protocols are generally observed and operationalized; basic intake and referral linkages exist, but occasional delays or documentation gaps occur during multi-agency hand-offs.
2	1.76 – 2.50	Partially Adherent (PA)	Safeguarding protocols are implemented inconsistently; reporting mechanisms are unclear to stakeholders, and referral pathways to the BCPC, MSWDO, or PNP-WCPD suffer from structural bottlenecks and delays.
1	1.00 – 1.75	Non-Adherent (NA)	Safeguarding standards are entirely neglected or unobserved; intake protocols are absent, confidentiality is compromised, and no viable multi-agency referral and reintegration network is active.

DEFINITION OF TERMS

To establish conceptual clarity, operational precision, and a unified semantic baseline throughout this investigation, the following terms are defined both conceptually and operationally within the context of the study:

Adherence to Child Protection Protocols. Conceptually, this refers to the systematic compliance, fidelity, and procedural execution of established organizational policies designed to shield vulnerable children from physical, emotional, and social harms. Operationally, it denotes the quantitative rating assigned by the respondents regarding how consistently and accurately the target elementary schools execute preventive advocacy, case identification, standardized intake documentation, multi-tiered referrals, and learner psychosocial reintegration as measured by Part III of the survey questionnaire.

Barangay Council for the Protection of Children (BCPC). Conceptually, this pertains to the statutory grassroots community body organized at the village level pursuant to Republic Act No. 9344, mandated to plan, coordinate, and implement local juvenile welfare and child protection programs.

Operationally, it refers to the local community partners based in Barangays Poblacion, Balud, and Casay that coordinate with the elementary schools in handling community-based child welfare incidents, providing safety liaisons, and allocating barangay resources for student safety.

Case Identification and Intake Protocols. Conceptually, this denotes the institutional procedures and observational competencies utilized by educational personnel to detect physical, behavioral, or psychological markers of maltreatment, neglect, or abuse, followed by preliminary administrative logging. Operationally, it describes the specific sub-dimension under child protection adherence that measures how promptly teachers recognize at-risk learners, utilize official intake recording sheets, and conduct trauma-informed, empathetic initial disclosure interviews without violating pupil dignity.

Child Protection Committee (CPC). Conceptually, this refers to the school-based multi-sectoral body formally mandated by DepEd Order No. 40, s. 2012, and DepEd Order No. 003, s. 2021, to oversee institutional safeguarding, prevent campus violence, and handle incident reporting. Operationally, it represents the primary internal governance unit across Dalaguete Central, Balud, and Casay Elementary Schools responsible for planning safety programs, recording grievance disclosures, coordinating external interventions, and maintaining child-friendly administrative operations.

Child Protection Protocols. Conceptually, this encompasses the codified administrative rules, statutory steps, and safeguarding procedures established by the Department of Education to identify, report, refer, and resolve cases of child abuse, bullying, violence, and exploitation. Operationally, it signifies the core dependent construct evaluated in this study, comprising proactive rights advocacy, preliminary intake, formal multi-agency case referrals, and long-term psychosocial reintegration provided to primary learners across the selected schools.

Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB). Conceptually, this refers to an integrated, evidence-based public administration and institutional safety management framework tailored to address physical, environmental, and interpersonal vulnerabilities in maritime and littoral basic education settings. Operationally, it constitutes the tangible, actionable output of this study, synthesizing the empirical findings into standardized school safety governance procedures, a multi-tiered incident referral and hand-off protocol connecting the school with the BCPC and PNP-WCPD, and a community-led safeguarding scheme for parents and local barangay watchmen.

Community Inter-Agency Support. Conceptually, this pertains to the cooperative alliances, resource sharing, and communicative alignment maintained between educational institutions and external public safety, social welfare, and community groups. Operationally, it designates the independent variable evaluated in Part IV of the research instrument, measuring the extent of active assistance, responsive coordination, and protective presence provided by the BCPC, the Philippine National Police Women and Children Protection Desk, municipal social and health services, and the Parent-Teacher Association.

Institutional Profile. Conceptually, this refers to the professional, administrative, and organizational attributes that characterize the research participants within their institutional context. Operationally, it comprises the demographic and professional variables documented in Part I of the survey instrument, specifically the respondents' age, biological sex, institutional position or committee designation, cumulative years of service in the current school, and the frequency of specialized child protection training attended over the preceding three years.

Multi-Tiered Referral Execution. Conceptually, this denotes the formal administrative and procedural transmission of documented child safeguarding cases from the school level to appropriate higher authorities or specialized external statutory agencies. Operationally, it represents the specific protocol sub-dimension evaluating whether school heads and guidance advocates transmit case profiles within mandatory timelines to division legal offices, the barangay council, the local police protection desk, or municipal social welfare personnel while maintaining strict data confidentiality.

Operational and Environmental Constraints. Conceptually, this encompasses the structural, administrative, human resource, and ecological barriers that impede or diminish an organization's capacity to fulfill its statutory safety responsibilities. Operationally, it refers to the persistent institutional bottlenecks measured in Part V of the study, such as lack of dedicated counseling rooms, teacher workload burdens, weak statutory training, budget shortages, porous campus boundaries exposed to open shorelines, and localized reluctance to report neighborhood child abuse.

Parent-Teacher Association (PTA) Auxiliary Support. Conceptually, this pertains to the organized civic participation and vigilance of parents, legal guardians, and school patrons acting collaboratively to assist the school administration in securing the educational environment. Operationally, it describes the degree to which parent leaders across the target schools actively participate in Child Protection Committee deliberations, assist in corridor or perimeter watch during arrival and dismissal hours, and foster community-wide child welfare awareness.

Philippine National Police Women and Children Protection Desk (PNP-WCPD). Conceptually, this refers to the specialized statutory law enforcement unit organized within the Philippine National Police charged with investigating, managing, and intervening in offenses involving violence against women and children pursuant to Republic Act No. 7610 and related penal statutes. Operationally, it represents the municipal police personnel stationed in Dalaguete who coordinate with the target elementary schools for criminal case intake, formal child safety interventions, and protective perimeter assistance.

Physical and Coastal Risk Mitigation. Conceptually, this denotes the structural safeguards, surveillance routines, and environmental interventions implemented to shield campus occupants from physical infiltration, unauthorized intrusions, and natural coastal hazards. Operationally, it represents a core dimension of school safety governance measuring the structural integrity of school perimeter fences, monitoring of entry gates, availability of unobstructed coastal flood or storm surge evacuation pathways, and the visibility of campus emergency route maps across the target schools.

Psychosocial Reintegration and Support. Conceptually, this refers to the continuum of restorative emotional, behavioral, and academic accommodations provided to child victims or at-risk pupils to facilitate healing, restore well-being, and prevent secondary victimization or stigmatization. Operationally, it indicates the specific safeguarding protocol measuring how effectively guidance advocates and classroom teachers coordinate with social workers, implement sensitive classroom-level adjustments, and shield affected pupils from peer harassment or academic penalties.

School Safety Governance. Conceptually, this pertains to the organizational leadership, policy enforcement, structural surveillance, and risk-management systems enacted by school authorities to establish and sustain a secure, hazard-free physical and socio-emotional learning space. Operationally, it

represents the primary institutional variable evaluated in Part II of the research instrument, capturing the enforcement of campus safety rules, the functional

viability of the Child Protection Committee, physical and coastal environmental mitigation, and the security of confidential student records and reporting channels.

2. PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

This chapter presents the empirical results, systematic analysis, and substantive interpretation of the data gathered to determine the status of school safety governance, adherence to child protection protocols, and the extent of community inter-agency support across select public elementary schools in the coastal District of Dalaguete, Cebu Province. The findings were sequentially organized according to the sub-problems articulated in the Statement of the Problem.

Demographic and professional profiles of the school representatives and community stakeholders.

Age Distribution of School Representatives

Age serves as an empirical indicator of professional maturity, classroom management confidence, and institutional resilience in identifying child abuse. Table 2 details the age distribution of the school personnel.

Table 2
Age Distribution of School Representatives

Age Bracket	Frequency (f)	Percentage (%)
<i>21 – 30 years old</i>	9	15.79
<i>31 – 40 years old</i>	21	36.84
<i>41 – 50 years old</i>	16	28.07
<i>51 – 60 years old</i>	9	15.79
<i>61 years old and above</i>	2	3.51
Total	57	100.00

Table 2 demonstrated that the largest concentration of school personnel was within the 31 to 40 age bracket (n = 21, 36.84%), followed by personnel aged 41 to 50 years (n = 16, 28.07%). Combined, educators between 31 and 50 years of age accounted for nearly two-thirds (64.91%) of the school cohort. Educators aged 21 to 30 years and those aged 51 to 60 years held identical shares of 15.79% (n = 9 each), while respondents aged 61 years and above comprised the smallest proportion (n = 2, 3.51%).

These results indicated that the participating coastal schools were staffed by a mid-career teaching force. According to Bautista and Ramos (2022), mid-career educators possess the requisite instructional stability and emotional maturity to navigate delicate student disclosures and enforce positive discipline

without resorting to punitive classroom measures. However, as observed by Del Mundo and Santos (2021), institutional safeguarding demands continuous capacity-building across both novice teachers, who may lack technical familiarity with formal intake protocols, and veteran educators, who may harbor traditional attitudes regarding domestic discipline.

Gender Distribution of School Representatives

Gender representation within basic education reflects systemic employment patterns across the educational landscape. Table 3 illustrates the biological sex distribution of the participating school personnel.

Table 3
Gender Distribution of School Representatives (n = 57)

Gender	Frequency (f)	Percentage (%)
<i>Female</i>	46	80.70
<i>Male</i>	11	19.30
Total	57	100.00

Table 3 showed a pronounced female majority, with 46 female respondents representing 80.70% of the school cohort, compared to 11 male respondents representing 19.30%.

This gender distribution mirrored national basic education demographics documented by the Department of Education, where female educators predominate in elementary instruction (DepEd, 2021; PSA, 2022). In child protection operations, female teachers frequently serve as primary confidantes for young children experiencing domestic distress or sexual abuse (Macrae, 2022). Nonetheless, Morrison and Alvarez (2021) observed that heavily skewed gender profiles can create operational gaps during campus physical security rounds and perimeter monitoring, reinforcing the necessity of active male community tanod partnerships to secure porous perimeters along coastal shores.

Highest Educational Attainment of School Representatives

Advanced academic credentials reflect professional development, research-oriented problem solving, and capacity to interpret child welfare mandates. Table 4 presents the educational attainment of the school respondents.

Table 4
Highest Educational Attainment of School Representatives (n = 57)

Highest Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	18	31.58
Bachelor's Degree with Master's Units	24	42.11

Master's Degree Graduate	11	19.30
Master's Degree with Doctoral Units / Doctorate Degree	4	7.01
Total	57	100.00

As outlined in Table 4, the largest segment of school personnel held a Bachelor's Degree with earned graduate units at the master's level ($n = 24$, 42.11%). Respondents holding only a Bachelor's Degree comprised 31.58% ($n = 18$), full Master's degree holders accounted for 19.30% ($n = 11$), and those possessing post-master's doctoral units or completed doctorates represented 7.01% ($n = 4$).

These findings showed that a substantial majority (68.42%) of the school personnel pursued or completed postgraduate studies. Bush (2020) and Mertler (2021) noted that educators engaged in post-baccalaureate coursework demonstrate higher administrative competence, clearer statutory comprehension, and greater adherence to institutional compliance directives such as DepEd Order No. 40, s. 2012. Nevertheless, as Alinsunurin and Mendoza (2020) pointed out, general graduate education does not automatically confer specialized clinical skills in trauma-informed intake or emergency coastal crisis management, necessitating localized safeguarding training.

Position and Professional Designation of School Representatives

Institutional responsibilities dictate how educators operationalize child protection mandates. Table 5 details the professional designations of the school personnel cohort.

Table 5
Position and Professional Designation of School Representatives (n = 57)

Position / Professional Designation	Frequency (f)	Percentage (%)
School Head / Principal / Head Teacher	6	10.53
Guidance Designate / Child Welfare Advocate	3	5.26
Classroom Teacher – Key Stage 1 (Kindergarten to Grade 3)	24	42.11
Classroom Teacher – Key Stage 2 (Grades 4 to 6)	24	42.11
Total	57	100.00

Table 5 indicated that classroom teachers were equally distributed between Key Stage 1 ($n = 24$, 42.11%) and Key Stage 2 ($n = 24$, 42.11%), together constituting 84.22% of the internal school sample.

School heads accounted for 10.53% (n = 6), while designated guidance teachers represented 5.26% (n = 3).

This structural balance captured experiences across foundational developmental stages. Key Stage 1 teachers supervise young learners vulnerable to physical neglect and domestic maltreatment, while Key Stage 2 teachers oversee older elementary learners facing emerging peer conflict, bullying, and truancy linked to coastal labor (e.g., artisanal fishing or shell gleaning) (Abellana & Tan, 2021; Fabinyi et al., 2022).

The low proportion of designated guidance personnel (5.26%) highlighted a systemic vulnerability: public elementary schools continue to suffer from an absence of plantilla-funded Registered Guidance Counselors (RGCs). As Bautista and Ramos (2022) documented, designated guidance teachers in rural schools handle complex child abuse intakes and psychosocial crises while carrying full teaching loads, creating administrative bottlenecks in case management.

Total Length of Service in Current School Station

Tenure within a specific school station influenced an educator's understanding of neighborhood dynamics, family structures, and local child welfare challenges. Table 6 outlines the length of service of the school respondents.

Table 6
Length of Service in Current School Station among
School Representatives (n = 57)

Length of Service Bracket	Frequency (f)	Percentage (%)
<i>Less than 3 years</i>	8	14.04
<i>3 – 5 years</i>	14	24.56
<i>6 – 10 years</i>	19	33.33
<i>11 – 15 years</i>	11	19.30
<i>16 years and above</i>	5	8.77
Total	57	100.00

As presented in Table 6, one-third of the school personnel (n = 19, 33.33%) had served at their current school station for 6 to 10 years. Those with 3 to 5 years of tenure comprised 24.56% (n = 14), while respondents with 11 to 15 years accounted for 19.30% (n = 11). Personnel with less than 3 years represented 14.04% (n = 8), and senior faculty with 16 years or more constituted 8.77% (n = 5).

These findings showed that over sixty percent (61.40%) of the school personnel had served at their current stations for more than six years. Extended tenure within a coastal community allows educators to develop localized knowledge regarding at-risk households, seasonal fishing migrations, and hazardous shoreline access corridors (Patalinghug & Yap, 2022).

However, long tenure can also present risks. As warned by Hopkins and Waring (2020) within High Reliability Organizing Theory, prolonged exposure to localized hazards can foster administrative complacency, where chronic absenteeism or physical boundary vulnerabilities become accepted as normal rather than treated as actionable safeguarding concerns.

Frequency of Specialized Training in Child Protection Policy

Professional capacity to interpret child welfare laws, execute intake protocols, and coordinate external referrals depends on specialized training. Table 7 summarizes the training completed by school personnel over the preceding three years.

Table 7
Training Completed in Child Protection Policy and School Safety
(Past 3 Years) by School Representatives (n = 57)

Frequency of Specialized Training Attended	Frequency (f)	Percentage (%)
None (0 training attended)	6	10.53
1 – 2 trainings / seminars / LAC sessions	28	49.12
3 – 4 trainings / seminars / LAC sessions	17	29.82
5 or more trainings / seminars / LAC sessions	6	10.53
Total	57	100.00

Table 7 indicated that nearly half of the school respondents (n = 28, 49.12%) attended only 1 to 2 specialized training sessions, seminars, or Learning Action Cell (LAC) sessions on child protection over the past three years. While 29.82% (n = 17) participated in 3 to 4 sessions and 10.53% (n = 6) completed 5 or more sessions, a notable 10.53% (n = 6) had attended no specialized child protection training during this period.

These empirical metrics reveal an institutional vulnerability: approximately sixty percent (59.65%) of the school personnel possessed low to zero formal training in contemporary child safeguarding procedures.

As Del Mundo and Santos (2021) and Cañete and Sotto (2023) observed, statutory changes, such as the enactment of Republic Act No. 11648 (raising the statutory age of consent) and DepEd Order No. 003, s. 2021, require continuous professional updates. When training is limited to occasional lectures, frontline teachers struggle to handle legal reporting requirements, document evidence objectively, and avoid revictimization during initial disclosures.

STANDALONE PROFILE TABLES: COMMUNITY REPRESENTATIVES AND TRI-AGENCY PARTNERS

The following standalone tables present the empirical frequency distributions, percentage weights, and interpretive analyses for each demographic, sectoral, and training indicator of the community stakeholders and Tri-Agency partners (n = 21).

Age Distribution of Community Representatives

Community stakeholders possessed the civic standing and maturity needed to mediate neighborhood disputes and manage protective interventions. Table 8 details the age distribution of the community respondents.

Table 8
Age Distribution of Community Representatives (n = 21)

Age Bracket	Frequency (f)	Percentage (%)
21 – 30 years old	1	4.76
31 – 40 years old	5	23.81
41 – 50 years old	8	38.10
51 – 60 years old	5	23.81
61 years old and above	2	9.52
Total	21	100.00

Table 8 showed that the largest group of community representatives fell within the 41 to 50 age bracket (n = 8, 38.10%), followed equally by those aged 31 to 40 years (n = 5, 23.81%) and 51 to 60 years (n = 5, 23.81%). Respondents aged 61 years and above accounted for 9.52% (n = 2), while only one respondent was within the 21 to 30 age range (4.76%).

These results indicated that the community safeguarding cohort was dominated by mature adults, with over seventy percent (71.43%) aged 41 years or older. Corder and Perkins (2022) observed that community-based child protection and neighborhood safety patrols benefit from mature leadership, as older leaders command community respect and possess familiarity with local families. At the same time, Ratcliffe (2021) noted that older community cadres can hold traditional attitudes regarding corporal punishment and domestic privacy, which may slow the formal referral of domestic abuse cases to municipal authorities.

Gender Distribution of Community Representatives

Table 9 presented the biological sex distribution of the participating community stakeholders and Tri-Agency partners.

Table 9
Gender Distribution of Community Representatives (n = 21)

Gender	Frequency (f)	Percentage (%)
Female	13	61.90
Male	8	38.10
Total	21	100.00

Table 9 demonstrated that females accounted for 61.90% (n = 13) of the community cohort, while males represented 38.10% (n = 8).

While females maintained a majority, the proportion of male participants (38.10%) was notably higher among community partners than among school personnel (19.30%). This demographic composition reflected the presence of male Barangay Tanods and police officers charged with perimeter security and street patrols.

Conversely, female community representatives predominated among PTA executive officers and barangay health and welfare committees. Macaraeg and Villacorta (2023) highlighted that a balanced gender profile across community safety desks supports both investigative neutrality and empathetic engagement during sensitive juvenile disclosures.

Sectoral Affiliation and Official Designation of Community Stakeholders

Effective community safeguarding requires multi-agency coordination among schools, village authorities, and law enforcement. Table 10 details the sectoral affiliations and official designations of the community respondents.

Table 10
Sectoral Affiliation and Official Designation of
Community Representatives (n = 21)

Sectoral Affiliation / Designation	Frequency (f)	Percentage (%)
Parent-Teacher Association (PTA) Executive Officers	12	57.14
Barangay Council for the Protection of Children (BCPC) Focal Persons / Officials	6	28.57
Law Enforcement & Community Safety Liaisons (Barangay Tanod / PNP-WCPD)	3	14.29
Total	21	100.00

As outlined in Table 10, PTA executive officers formed the largest community subgroup (n = 12, 57.14%). Barangay-level child welfare governance was represented by BCPC focal persons and elected barangay councilors (n = 6, 28.57%), while frontline security and law enforcement were represented by Barangay Tanods and PNP-WCPD personnel (n = 3, 14.29%).

This composition mirrors the multi-sectoral structure mandated by Republic Act No. 9344 and DepEd Order No. 40, s. 2012. PTA officers represent the primary parent constituency, BCPC leaders hold statutory authority over barangay-level child programs and budget allocations, and police and tanod liaisons manage the formal transition of child abuse cases into statutory investigations.

However, Douglas, Ansell, and Parker (2020) cautioned that multi-sectoral networks often falter when operational roles remain ill-defined, pointing to the need for clear protocols governing inter-agency referrals.

Relevant Seminars Attended on Statutory Child Protection

Statutory enforcement of child welfare mandates requires clear knowledge of national legislation. Table 11 summarizes the specialized training exposure of community representatives over the preceding three years.

Table 11
Seminars Attended on Statutory Child Protection (Past 3 Years)
by Community Representatives (n = 21)

Seminars / Orientations Attended	Frequency (f)	Percentage (%)
None (0 seminar attended)	5	23.81
1 – 2 seminars / orientations	10	47.62
3 – 4 seminars / orientations	4	19.05
5 or more seminars / orientations	2	9.52
Total	21	100.00

Table 11 revealed that nearly half of the community representatives (n = 10, 47.62%) attended only 1 to 2 child protection seminars over the past three years. A significant 23.81% (n = 5) had attended no formal seminars, while 19.05% (n = 4) completed 3 to 4 sessions, and only 9.52% (n = 2) attended 5 or more orientations.

Combined, over seventy percent (71.43%) of the community stakeholders had little to no formal training in statutory child protection procedures (e.g., RA 7610, RA 10627, RA 11648).

As Mendoza and Alinsunurin (2023) observed, lack of statutory knowledge among barangay officials and parent leaders often leads to procedural errors, breaches of victim confidentiality, and delays in reporting cases to the municipal police or social welfare authorities.

STATUS OF IMPLEMENTATION OF SCHOOL SAFETY GOVERNANCE

The second sub-problem evaluated the status of school safety governance across the target coastal elementary schools across four key dimensions:

Items were evaluated using a 4-point scale: 3.26–4.00 (Highly Implemented / Very High), 2.51–3.25 (Implemented / High), 1.76–2.50 (Moderately Implemented / Low), and 1.00–1.75 (Not Implemented / Very Low).

Table 12
Status of Implementation of School Safety Governance (N = 78)

Governance Dimensions and Indicator Statements	Weighted Mean	Standard Deviation (SD)	Descriptive Rating	Interpretation
2.1 Campus Safety Rules and Supervisory Rounds				
1. High-visibility faculty patrols during recess, lunch breaks, and peak hours	3.15	0.53	Implemented	High
2. Strict campus access control, visitor ID checks, and visitor badge issuance	3.08	0.62	Implemented	High
3. Regulated student ingress and dismissal routines to prevent unmonitored exits	3.24	0.54	Implemented	High
4. Daily physical inspection of classroom doors, perimeter gates, and common areas	3.01	0.60	Implemented	High
5. Periodic unannounced institutional safety rounds conducted by school heads	3.10	0.59	Implemented	High
<i>Subtotal Mean (Campus Safety Rules & Rounds)</i>	3.12	0.58	Implemented	High
2.2 Functional Operation of the School CPC				
1. Full multi-sectoral constitution of the CPC with active stakeholder seats	3.18	0.55	Implemented	High

2. Learner safety goals officially embedded in the SIP and AIP	3.05	0.61	Implemented	High
3. Mandatory quarterly review meetings systematically conducted with minutes	2.54	0.72	Implemented	High
4. Active dissemination of codes of conduct and non-violent discipline policies	2.96	0.63	Implemented	High
5. Submission of annual internal safety and child protection readiness audits	2.47	0.69	Moderately Implemented	Low
<i>Subtotal Mean (Functional Operation of CPC)</i>	2.84	0.64	Implemented	High
2.3 Physical and Coastal Risk Mitigation				
1. Conspicuous posting of coastal storm surge, flood, and tsunami route maps	2.62	0.68	Implemented	High
2. Reinforced, intact perimeter fencing preventing coastal and road trespass	1.86	0.79	Moderately Implemented	Low
3. Regular clearing of drainage channels to prevent localized rainfall inundation	2.51	0.71	Implemented	High
4. Dedicated, illuminated emergency assembly areas safe from coastal erosion	2.41	0.70	Moderately Implemented	Low

5. Execution of drills simulating coastal weather hazards and typhoon surges	2.14	0.73	Moderately Implemented	Low
<i>Subtotal Mean (Physical & Coastal Risk Mitigation)</i>	2.31	0.72	Moderately Implemented	Low
2.4 Protection of Student Records & Private Reporting				
1. Secured, fireproof, double-locked cabinets and encrypted digital files	2.65	0.66	Implemented	High
2. Dedicated, fully partitioned, and private counseling room for disclosures	1.68	0.75	Not Implemented	Very Low
3. Secure drop-boxes positioned across school grounds for anonymous reporting	2.55	0.69	Implemented	High
4. Strict administrative restrictions prohibiting unauthorized document access	2.82	0.64	Implemented	High
5. Standardized incident logging protocols preserving victim anonymity	2.60	0.70	Implemented	High
<i>Subtotal Mean (Protection of Records & Reporting)</i>	2.46	0.69	Moderately Implemented	Low
Overall Governance Composite Index	2.68	0.66	Implemented	High

Table 12 indicated that the overall status of school safety governance achieved a composite weighted mean of 2.68 (SD = 0.66), corresponding to a descriptive rating of **Implemented (High)**.

However, an examination of the individual dimensions reveals marked disparities between policy compliance and physical infrastructure:

Administrative Enforcement: *Enforcement of Campus Safety Rules and Supervisory Rounds* scored highest (3.12, SD = 0.58), followed by *Functional Operation of the School Child Protection Committee* (2.84, SD = 0.64). Regulated student ingress and dismissal registered the highest individual item mean (3.24, SD = 0.54), reflecting daily routine management by faculty. The formal constitution of the CPC was also widely observed (3.18, SD = 0.55), satisfying standard DepEd requirements (Greene & Turner, 2020; Del Mundo & Santos, 2021).

Physical and Coastal Vulnerability: Conversely, *Physical and Coastal Risk Mitigation* recorded the lowest dimension mean (2.31, SD = 0.72, Moderately Implemented / Low). The structural integrity of perimeter fencing recorded an alarming mean of 1.86 (SD = 0.79, Low). Qualitative field notes revealed that coastal fences were frequently compromised, rusted by marine salt air, or entirely absent along beachfront borders. This allowed unmonitored public access and exposed pupils to high-tide surges during storms. These findings corroborate Campbell and Mitchell (2022) and Cañete and Sotto (2023), who documented that coastal schools in the Visayas face compounded disaster and security risks due to insufficient capital investment in resilient perimeter barriers.

Confidentiality Infrastructure Deficits: Under *Protection of Student Records and Private Reporting Mechanisms* (2.46, SD = 0.69, Low), the presence of a dedicated, soundproof counseling space for confidential intake interviews recorded the lowest individual mean across the entire survey (1.68, SD = 0.75, Not Implemented / Very Low). Guidance designates were forced to conduct sensitive abuse disclosures in shared faculty rooms, health clinics, or vacant classrooms. This infrastructure deficit violates the privacy safeguards mandated by Republic Act No. 10173 (Data Privacy Act of 2012) and discourages pupil disclosures (Bautista & Ramos, 2022).

LEVEL OF ADHERENCE TO STANDARD CHILD PROTECTION PROTOCOLS

The third sub-problem examined the extent to which target schools complied with standard child protection protocols across four operational parameters; Proactive prevention and rights-based learner advocacy; Case identification and preliminary intake protocols; Multi-tiered referral execution and case documentation; and Ongoing psychosocial reintegration for vulnerable or affected learners.

Evaluation criteria: 3.26–4.00 (Fully Adherent / Highly Compliant), 2.51–3.25 (Adherent / Compliant), 1.76–2.50 (Partially Adherent / Partially Compliant), and 1.00–1.75 (Non-Adherent / Non-Compliant).

Table 13
Level of Adherence to Standard Child
Protection Protocols (N = 78)

Safeguarding Protocol Dimensions and Indicator Statements	Weighted Mean	Standard Deviation (SD)	Descriptive Rating	Interpretation
3.1 Proactive Prevention & Rights-Based Advocacy				
1. Child rights, bodily safety, and anti-bullying integrated into classroom lessons	3.32	0.47	Highly Compliant	Fully Adherent
2. Comprehensive learner-friendly abuse orientations conducted at school opening	3.12	0.51	Compliant	Adherent
3. Prominent display of IEC materials featuring national child protection helplines	2.85	0.58	Compliant	Adherent
4. Targeted seminars on positive discipline administered to parents during PTA	3.01	0.54	Compliant	Adherent
5. Peer-support and anti-violence student advocate groups actively mentored	3.10	0.49	Compliant	Adherent
<i>Subtotal Mean (Proactive Prevention & Advocacy)</i>	3.08	0.52	Compliant	Adherent
3.2 Case Identification & Preliminary Intake Protocols				

1. Prompt identification of physical and behavioral markers of neglect/abuse	2.92	0.57	Compliant	Adherent
2. Standardized DepEd Learner Intake Sheets utilized immediately upon disclosure	2.81	0.62	Compliant	Adherent
3. Exploratory interviews conducted adhering strictly to child-sensitive standards	2.74	0.65	Compliant	Adherent
4. Immediate protective measures enacted to shield disclosing child from threats	2.70	0.61	Compliant	Adherent
5. Objective, chronological documentation executed without personal bias	2.63	0.60	Compliant	Adherent
<i>Subtotal Mean (Case Identification & Intake)</i>	2.76	0.61	Compliant	Adherent
3.3 Multi-Tiered Referral Execution & Documentation				
1. Formal transmission of severe abuse cases to PNP-WCPD/MSWDO within 48 hours	2.18	0.76	Partially Compliant	Partially Adherent
2. Official case transmittal dockets properly routed through division channels	2.38	0.70	Partially Compliant	Partially Adherent
3. Clear jurisdictional division distinguishing	2.45	0.72	Partially Compliant	Partially Adherent

minor peer issues from statutory crimes				
4. Systematic case-tracking logs kept up to date to monitor referral progression	2.12	0.75	Partially Compliant	Partially Adherent
5. Formal written feedback and inter-agency coordination notes cataloged in case file	2.07	0.77	Partially Compliant	Partially Adherent
<i>Subtotal Mean (Multi-Tiered Referral Execution)</i>	2.24	0.74	Partially Compliant	Partially Adherent
3.4 Psychosocial Reintegration & Learner Support				
1. Dedicated counseling interventions provided in coordination with social workers	2.10	0.69	Partially Compliant	Partially Adherent
2. Sensitive academic accommodations provided during recovery or legal trials	2.42	0.65	Partially Compliant	Partially Adherent
3. Protective anti-stigma measures strictly enforced to prevent peer teasing	2.25	0.67	Partially Compliant	Partially Adherent
4. Periodic collaborative welfare checks and home visits to assess safety	1.95	0.71	Partially Compliant	Partially Adherent
5. Continuous emotional assessment sustained until full classroom stabilization	2.03	0.68	Partially Compliant	Partially Adherent

<i>Subtotal</i> (<i>Psychosocial</i> <i>Reintegration</i>)	<i>Mean</i>	2.15	0.68	Partially Compliant	Partially Adherent
Overall Adherence Index	Protocol Composite	2.56	0.64	Compliant	Adherent

Table 13 showed that the overall level of adherence to child protection protocols registered an aggregate weighted mean of 2.56 (SD = 0.64), indicating a general status of **Compliant (Adherent)**.

However, protocol execution diverged sharply between internal pedagogical advocacy and external inter-agency case management:

Classroom Advocacy and Incident Intake: Adherence was highest under *Proactive Prevention and Rights-Based Advocacy* (3.08, SD = 0.52, Compliant / Adherent) and *Case Identification and Preliminary Intake Protocols* (2.76, SD = 0.61, Compliant / Adherent). Classroom integration of child rights and bodily boundary concepts scored highest (3.32, SD = 0.47, Highly Compliant), demonstrating that teachers consistently introduced safety awareness into regular learning modules. Prompt identification of maltreatment indicators likewise functioned satisfactorily (2.92, SD = 0.57).

External Case Transmittal and Referral Delays: Adherence dropped noticeably under *Multi-Tiered Referral Execution and Case Documentation* (2.24, SD = 0.74, Partially Compliant / Partially Adherent). Transmitting severe statutory abuse cases to the PNP-WCPD or MSWDO within the mandatory 48-hour window scored 2.18 (SD = 0.76, Low), while logging formal inter-agency coordination notes scored 2.07 (SD = 0.77, Low). Interviews indicated that school heads and teachers hesitated to transmit formal dockets due to fear of local retaliation, kinship ties in small coastal barangays, and administrative uncertainty regarding legal jurisdiction (Macaraeg & Villacorta, 2023).

Psychosocial Reintegration Deficits: *Psychosocial Reintegration and Learner Support* recorded the lowest overall protocol mean (2.15, SD = 0.68, Partially Compliant / Partially Adherent). Home visitation and domestic safety monitoring registered an alarming 1.95 (SD = 0.71, Low), while sustained emotional recovery follow-ups averaged 2.03 (SD = 0.68, Low). In coastal environments where vulnerable pupils often face seasonal economic disruption or domestic dislocation, the lack of structured social-worker home visits left victimized learners vulnerable to secondary trauma and unmonitored dropouts (Eriksson et al., 2021; Fabinyi et al., 2022).

IMPLEMENTATION GAPS, SETBACKS, AND SYSTEMIC CONSTRAINTS

The fourth sub-problem examined the operational, logistical, and environmental constraints that impede schools and community stakeholders from sustaining effective safety governance and seamless referral hand-offs.

Survey items from Part V of the CSS-TASSQ were tabulated using multiple-response frequency analysis and triangulated with qualitative Key Informant Interview (KII) transcripts. Table 18 presents the documented constraints ranked by frequency.

Table 18
Operational, Logistical, and Environmental Constraints Impeding Coastal Safety Governance and Child Protection (N = 78)

Constraint Statement / Operational Barrier	Category	Frequency (f)	Percentage (%)	Rank
Absence of a dedicated, soundproof, and private counseling room for disclosures	Logistical	68	87.18	1
Heavy instructional and clerical workloads of teachers serving as guidance designates	Administrative	63	80.77	2
Porous school boundaries adjoining open public shorelines and littoral roads	Environmental	59	75.64	3
Inadequate specialized, continuous legal and psychosocial case-handling training	Administrative	54	69.23	4
Reluctance of community witnesses and families to report abuse due to close kinship ties	Community	51	65.38	5
High exposure of school grounds to coastal flooding, seasonal waves, and storm surges	Environmental	48	61.54	6
Socioeconomic vulnerabilities and seasonal child labor in artisanal coastal fishing	Socioeconomic	44	56.41	7
Lengthy processing and delayed case management by external government agencies	Inter-Agency	41	52.56	8
Insufficient School MOOE allocations specifically dedicated to child protection operations	Financial	38	48.72	9

Inadequate perimeter security lighting and lack of permanent campus security guards	Logistical	35	44.87	10
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Note: Multiple responses permitted; percentages calculated against total sample N = 78.

As outlined in Table 18, the most prevalent operational constraints identified by respondents spanned three primary areas:

Logistical and Physical Deficits (Rank 1, 87.18%): The lack of a dedicated, soundproof counseling room for confidential intake emerged as the most critical barrier. During interviews, guidance designates described conducting sensitive interviews in shared faculty rooms or quiet corners of the campus library, compromising pupil privacy and discouraging learners from reporting sensitive abuse incidents.

Workload and Training Bottlenecks (Ranks 2 and 4, 80.77% and 69.23%): Classroom teachers designated as guidance coordinators reported carrying standard 6-hour instructional loads alongside large administrative responsibilities. This workload left limited time for maintaining case logs, conducting home visits, or coordinating multi-agency case conferences. These challenges were compounded by a lack of advanced training in legal intake procedures and trauma-informed care (Bautista & Ramos, 2022).

Environmental and Geographic Vulnerabilities (Ranks 3 and 6, 75.64% and 61.54%): Over three-quarters of respondents cited porous, unfenced perimeters adjoining public coastal beaches as an ongoing security concern. In Balud and Casay Elementary Schools, broken perimeter fences allowed unauthorized community transit across school grounds during instructional hours, while high tides and coastal surges periodically flooded school access routes (Abellana & Tan, 2021; Campbell & Mitchell, 2022).

Socio-Cultural and Inter-Agency Friction Points (Ranks 5, 7, and 8, 65.38%, 56.41%, and 52.56%): In close-knit coastal fishing communities, strong kinship networks frequently led to the informal settlement of child welfare cases. Families and neighbors often mediated domestic and sexual offenses through local elders or barangay officials rather than filing statutory reports under Republic Act No. 7610. These local practices, combined with administrative delays at municipal social welfare desks, created an environment where child abuse cases were underreported or settled informally, leaving victims without legal or psychological support (Macaraeg & Villacorta, 2023).

3. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the synthesis of empirical findings, the logically deduced conclusions, and the actionable recommendations derived from the data gathered across the select public elementary schools in the coastal District of Dalaguete, Cebu. Grounded in the conceptual convergence of Contemporary Social-Ecological Systems Theory, High Reliability Organizing Theory, the SARA Problem-Solving Model, and Collaborative Governance Theory, this study evaluated the status of school safety governance, adherence to statutory child protection protocols, and the operational extent of tri-agency community partnerships. The overarching goal of this empirical endeavor was to establish an evidence-based foundation for the development of the Coastal School Safety and Tri-Agency

Safeguarding Blueprint (CSS-TASB), addressing systemic vulnerabilities within maritime basic education environments.

Summary of Findings

The demographic and professional profiling of the seventy-eight ($N = 78$) respondents established distinct structural dynamics across internal school personnel ($n = 57$, 73.08%) and external community tri-agency partners ($n = 21$, 26.92%). The school personnel cohort was characterized by a mature, mid-career teaching force, wherein 64.91% were concentrated between the ages of 31 and 50 years, with the single largest bracket situated at 31 to 40 years (36.84%). Females comprised the overwhelming majority of school personnel at 80.70%, while males accounted for 19.30%. Academically, the school sector demonstrated high professional engagement, as 68.42% had attained postgraduate credentials, with 42.11% having completed master's coursework, 19.30% holding full master's degrees, and 7.01% possessing post-master's doctoral units. In terms of organizational designation, frontline classroom teachers constituted the vast majority of the internal sample (84.22%), equally divided between Key Stage 1 (42.11%) and Key Stage 2 (42.11%), whereas school heads/principals represented 10.53% and designated guidance advocates comprised 5.26%.

Institutional tenure data indicated substantial stability within the assigned stations, as 61.40% of educators had served at their respective schools for over six years, with the 6 to 10-year service bracket predominating at 33.33%. However, professional capability in statutory child protection revealed significant institutional fragility: 49.12% of school personnel had attended only 1 to 2 specialized training sessions or Learning Action Cell (LAC) modules over the preceding three years, while an alarming 10.53% had attended zero training, demonstrating that nearly sixty percent (59.65%) of frontline educators lacked sufficient professional development in child protection policies.

In parallel, the external community and tri-agency cohort exhibited a predominantly mature demographic, with 71.43% of respondents aged 41 years and above, led by the 41 to 50 age bracket (38.10%). The gender distribution among community partners was more balanced than that of the school sector, with females representing 61.90% and males comprising 38.10%, reflecting the active operational involvement of male barangay tanods and law enforcement personnel. Sectoral representation was led by Parent-Teacher Association (PTA) executive officers (57.14%), followed by Barangay Council for the Protection of Children (BCPC) focal persons and barangay officials (28.57%), and community safety liaisons from the Barangay Tanod and Philippine National Police Women and Children Protection Desk (14.29%). Mirroring the training deficiencies found in the schools, 47.62% of community stakeholders had attended only 1 to 2 child protection seminars within the preceding three years, while 23.81% had never participated in any statutory child welfare training, meaning that 71.43% of community partners operated with minimal formal legal and procedural orientation.

The assessment of school safety governance yielded an overall composite weighted mean of 2.68 ($SD = 0.66$), which fell within the qualitative level of High (Implemented). Despite this broad compliance, sharp institutional fissures emerged across the four evaluated dimensions. The enforcement of campus safety rules and supervisory rounds achieved the highest dimensional mean of 3.12 ($SD = 0.58$, High), led by regulated student ingress and dismissal routines (3.24, $SD = 0.54$) and high-visibility faculty patrols during recess and transit hours (3.15, $SD = 0.53$). The functional operation of the School Child

Protection Committee (CPC) was likewise rated High, with a subtotal mean of 2.84 ($SD = 0.64$), anchored by the multi-sectoral constitution of the committee (3.18, $SD = 0.55$) and the integration of learner safety goals into the School Improvement Plan and Annual Implementation Plan (3.05, $SD = 0.61$). However, regular mandatory quarterly CPC reviews (2.54, $SD = 0.72$) and the execution of annual child protection readiness audits (2.47, $SD = 0.69$, Low) revealed administrative slippage.

Significant governance deficiencies were concentrated within the physical and confidentiality infrastructure domains. Physical and coastal risk mitigation registered a Low implementation subtotal mean of 2.31 ($SD = 0.72$). Most critically, the structural integrity of school perimeter fencing recorded an alarming mean of 1.86 ($SD = 0.79$, Low), indicating compromised, rusted, or absent barriers along open shorelines and road boundaries. Coastal emergency simulations and typhoon surge drills also registered low implementation (2.14, $SD = 0.73$), alongside deficits in dedicated, illuminated evacuation assembly areas (2.41, $SD = 0.70$). Under the protection of student records and private reporting mechanisms (2.46, $SD = 0.69$, Low), the presence of a dedicated, soundproof, and private counseling room for conducting confidential disclosures recorded the lowest single indicator score across the entire survey (1.68, $SD = 0.75$, Very Low / Not Implemented). Although strict administrative restrictions against unauthorized document access (2.82, $SD = 0.64$) and secure storage cabinets (2.65, $SD = 0.66$) were maintained, the absence of acoustic privacy compromised the procedural safeguards mandated by data privacy legislation.

With respect to adherence to standard child protection protocols, the target schools registered an overall composite index of 2.56 ($SD = 0.64$), interpreted as Adherent (Compliant). Nevertheless, procedural execution diverged significantly between internal classroom advocacy and external case handling. Adherence was strongest in proactive prevention and rights-based advocacy (3.08, $SD = 0.52$, High), driven by the systematic integration of child rights, bodily boundary education, and anti-bullying concepts into classroom instructional deliveries (3.32, $SD = 0.47$, Fully Adherent) and learner-friendly abuse orientations (3.12, $SD = 0.51$). Case identification and preliminary intake protocols were similarly rated High (2.76, $SD = 0.61$), with educators demonstrating proficiency in recognizing physical and behavioral markers of neglect (2.92, $SD = 0.57$) and deploying standard DepEd intake sheets (2.81, $SD = 0.62$).

Conversely, external protocol operationalization experienced marked friction. Multi-tiered referral execution and case documentation dropped into the Partially Adherent level (2.24, $SD = 0.74$). Frontline transmission of severe statutory abuse dockets to the PNP-WCPD or MSWDO within the mandatory 48-hour statutory window registered a deficient mean of 2.18 ($SD = 0.76$, Low), while formal case-tracking logs (2.12, $SD = 0.75$) and inter-agency coordination logging (2.07, $SD = 0.77$) suffered from documentation backlogs.

Psychosocial reintegration and learner support recorded the lowest overall protocol sub-scale mean at 2.15 ($SD = 0.68$, Partially Adherent). Structured post-incident counseling coordinated with licensed social workers averaged 2.10 ($SD = 0.69$), continuous emotional stabilization follow-ups registered 2.03 ($SD = 0.68$), and collaborative home visitation to evaluate domestic safety scored the lowest within this domain at 1.95 ($SD = 0.71$, Low). These gaps left victimized learners vulnerable to secondary trauma, peer stigmatization, and unmonitored dropouts.

The investigation into operational, logistical, and environmental constraints identified pervasive structural barriers. Leading the ranked constraints was the absence of a dedicated, soundproof counseling room for confidential disclosures (87.18%, Rank 1), followed closely by the overwhelming instructional and clerical workloads borne by classroom teachers designated as guidance coordinators (80.77%, Rank 2). Environmental exposure ranked third, with 75.64% of respondents identifying porous campus boundaries adjoining open shorelines and littoral roads as a primary security hazard, compounded by campus vulnerability to coastal flooding and storm surges (61.54%, Rank 6). Administrative gaps included inadequate specialized and continuous case-handling training (69.23%, Rank 4) and delayed case processing by external statutory agencies (52.56%, Rank 8). Sociocultural and economic barriers included the reluctance of community witnesses and families to disclose abuse due to tight rural kinship networks (65.38%, Rank 5) and learner exposure to seasonal child labor in artisanal fishing (56.41%, Rank 7).

Conclusions

Based on the empirical findings, the following conclusions are deduced:

Administrative Dedication Amid Structural Guidance Deficits: The target coastal elementary schools were staffed by experienced, academically advanced, and professionally stable educators who exhibited commendable commitment to child rights education. However, their operational capacity was severely compromised by institutional under-resourcing, particularly the complete absence of plantilla-funded Registered Guidance Counselors. Tasking full-time classroom teachers with clinical child protection intakes created severe administrative overextension, reinforcing the critique by Bautista and Ramos (2022) that rural public schools operate with structural guidance deficits that compromise child welfare delivery.

Asymmetry Between Policy Compliance and Infrastructure Resiliency: A stark divergence existed between formal administrative compliance and physical campus safety. While internal rules, gate access controls, and committee constitutions were maintained at high levels, the physical infrastructure of coastal schools remained alarmingly fragile. The deterioration of marine perimeter fencing, porous shoreline borders, and the total absence of acoustically isolated counseling rooms violated the fundamental tenets of High Reliability Organizing Theory (Macrae, 2022) and the privacy mandates of Republic Act No. 10173. This structural vulnerability left elementary campuses exposed to external intrusions, high-tide hazards, and compromised victim confidentiality.

Inter-Agency Referral Paralysis and Kinship Bottlenecks: Although school personnel effectively identified child abuse indicators and conducted preliminary intakes, formal multi-tiered referral mechanisms connecting schools to municipal and law enforcement authorities suffered from operational paralysis. The systemic failure to meet the statutory 48-hour case transmittal window to the PNP-WCPD or MSWDO, combined with the lack of inter-agency tracking logs, highlighted a breakdown in the exosystemic bridge conceptualized in Contemporary Social-Ecological Systems Theory (Eriksson et al., 2021). As documented by Macaraeg and Villacorta (2023), this referral friction was further exacerbated

by tight rural kinship ties, localized fear of retaliation, and administrative uncertainty regarding legal jurisdiction in coastal communities.

Neglect of the Psychosocial Reintegration Continuum: Post-incident victim rehabilitation, home visitation, and sustained psychosocial reintegration represented the weakest link in the safeguarding continuum. The current child protection system in coastal elementary schools functioned reactively rather than restoratively, focusing primarily on initial detection while neglecting long-term trauma recovery and home-environment monitoring. Without structured inter-agency casework and dedicated social worker follow-ups, vulnerable children exposed to domestic distress or coastal labor exploitation remained at high risk of academic regression, peer stigma, and secondary victimization (Del Mundo & Santos, 2021; Fabinyi et al., 2022).

Imperative for an Integrated Safeguarding Model: The fragmented coordination observed among the school Child Protection Committees, the Barangay Councils for the Protection of Children, and the Philippine National Police affirmed that insular institutional governance is inadequate for coastal school environments. Sustainable child protection requires a shift toward Collaborative Governance Theory (Douglas et al., 2020; Torfing & Peters, 2021) and the structured diagnostic workflows of the SARA Problem-Solving Model (Cordner & Perkins, 2022; Ratcliffe, 2021).

General Conclusion

The public elementary schools in the coastal District of Dalaguete maintained satisfactory internal instructional awareness and formal committee structures, but their safeguarding ecosystem was fractured by acute infrastructure vulnerabilities, unshielded shoreline boundaries, confidential space deficits, and systemic delays during external inter-agency referral hand-offs. Consequently, the development and institutionalization of the Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB) is an imperative necessity to harmonize physical risk mitigation, legal case routing, and community-wide co-governance into a unified, legally compliant, and child-centered protective sanctuary.

Recommendations

To address the empirical findings and structural vulnerabilities identified in this study, the following actionable recommendations are addressed to key institutional stakeholders:

To the Department of Education – Central Office and Learner Rights and Protection Office (LRPO).

Contextualize Policy Frameworks for Maritime and Coastal Typologies: Formulate supplemental administrative guidelines to DepEd Order No. 003, s. 2021 and DepEd Order No. 007, s. 2023 that explicitly incorporate maritime and coastal hazard parameters. Policy issuances should formally integrate shoreline perimeter standards, seasonal fishing labor dynamics, and coastal disaster mitigation into standard basic education school safety rubrics.

Create Specialized Guidance Associate Plantilla Positions: Prioritize the creation and funding of sub-professional or non-teaching Guidance Associate items at the elementary level. This administrative measure will relieve classroom educators of clinical intake and reporting loads, directly mitigating the administrative strain documented across rural divisions.

To the Department of Education – Regional Office VII and Schools Division of Cebu Province.

Mandate Confidential Counseling Facilities in Infrastructure Audits: Issue a division memorandum directing school heads to utilize specialized infrastructure or capital outlay allocations to construct or partition dedicated, soundproof, and private counseling cubicles within every school health or administrative hub, ensuring strict adherence to the Data Privacy Act of 2012 (RA 10173).

Institutionalize Standardized Division-Wide Digital Case Tracking: Deploy a secured, encrypted cloud-based Learner Protection Referral System (LPRS) that standardizes the intake, transmittal, and 48-hour compliance tracking of statutory abuse reports to the Division Legal Unit, MSWDO, and PNP-WCPD, eliminating paper-based transmittal stagnation.

Conduct Comprehensive Legal Capacity-Building: Design intensive, cluster-based training programs through the Human Resource Development Section (HRDS) in partnership with the Department of Social Welfare and Development (DSWD) and the Department of Justice. These programs must focus on statutory case documentation, trauma-informed interview techniques, and mandatory reporting under Republic Act No. 7610 and Republic Act No. 11648.

To the Municipal Government and Sangguniang Bayan of Dalaguete

Enact a Municipal Coastal School Safety Ordinance: Pass local legislation requiring the mandatory allocation of local government resources to build and maintain reinforced, non-corrosive concrete-and-chain-link perimeter fences along coastal elementary schools fronting open shorelines, shielding campuses from both marine erosion and unauthorized public ingress.

Establish Dedicated Inter-Agency Social Work Support: Mandate the Municipal Social Welfare and Development Office (MSWDO) to designate a specific licensed social worker to serve as the permanent liaison to coastal elementary school Child Protection Committees, guaranteeing prompt execution of Social Case Study Reports and collaborative home-visitation schedules.

To the Philippine National Police – Women and Children Protection Desk (PNP-WCPD)

Institute Standardized Multi-Agency Rapid-Response Timelines: Establish an institutionalized Tri-Agency Standard Operating Procedure (SOP) guaranteeing that all formal school notifications of child abuse and exploitation are formally logged, assigned to specialized female investigators, and acted upon within a maximum of 24 to 48 hours.

Execute Coordinated Perimeter and Shoreline Patrols: Coordinate with the local police station patrol division and barangay officials to schedule high-visibility mobile and foot patrols along vulnerable coastal paths and terminal corridors during peak school ingress (6:30 AM – 7:30 AM) and egress hours (11:30 AM – 1:30 PM and 4:00 PM – 5:00 PM).

To the Punong Barangays and Barangay Councils for the Protection of Children (BCPC)

Enforce Statutory Budget Allocation for School Perimeters: In strict compliance with Republic Act No. 9344 and RA 10630, fully obligate the statutory one percent (1%) BCPC internal revenue allotment toward localized school-safety initiatives, prioritizing perimeter repairs, solar corridor lighting along beachfront trails, and child rights advocacy campaigns.

Deploy Deputized Barangay Tanod School Gate and Coastal Watches: Formally assign trained Barangay Tanods to maintain permanent auxiliary watch posts at coastal school access corridors during daily instructional hours to control trespassing and deter unauthorized community intrusion.

Establish Confidential Barangay Case Notification Protocols: Eliminate informal village amicable settlements (areglo) for statutory offenses involving minor pupils. Barangay officials must direct all reported child abuse cases immediately into the formal statutory pipeline established under Republic Act No. 7610 and RA 11648.

To the School Heads and Administrators of Participating Coastal Elementary Schools

Adopt and Institutionalize the CSS-TASB Framework: Formally adopt the Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB) through an executive school memorandum and embed its operational components directly into the annual School Improvement Plan (SIP) and Annual Implementation Plan (AIP).

Restructure Physical Space for Confidential Intakes: Immediately partition a private, soundproof corner within the administrative office or school clinic using heavy privacy drapery, acoustic baffling, or solid dividers to establish a temporary, strictly confidential counseling and intake space pending capital construction.

Revitalize CPC Functionality and Community Convenings: Ensure the strict enforcement of mandatory quarterly CPC review meetings with written minutes, resolutions, and quarterly incident tracking audits submitted systematically to the Public Schools District Supervisor.

To Frontline Classroom Teachers and Guidance Advocates

Sustain Rights-Based Pedagogy and Trauma-Informed Intake: Continue integrating bodily safety, anti-bullying, and child rights concepts across daily curriculum deliveries. Teachers must maintain strict adherence to standardized DepEd intake sheets, recording factual observations chronologically while avoiding personal speculation or investigative interrogation during initial disclosures.

Implement Restorative Classroom Accommodations: Ensure that learners undergoing child welfare investigations or legal proceedings receive tailored, non-stigmatizing academic adjustments, shielding them from peer ostracization, intrusive questioning, or punitive academic consequences.

To Parent-Teacher Associations (PTA) and Coastal Barangay Communities

Mobilize Parent Safety and Gate Auxiliary Committees: Organize organized parent volunteer squads (Bantay Paaralan) to assist faculty in managing school gate traffic, monitoring shoreline footpaths during student dismissals, and reporting suspicious characters loitering near school premises.

Promote Community-Wide Reporting and Reject Informal Settlements: Foster a community safeguarding culture that prioritizes the best interests of the child over family kinship ties, actively reporting domestic violence, physical neglect, and seasonal child labor exploitation to school authorities and legal desks.

To Future Researchers

Expand Evaluative Inquiries Across Island and Maritime Districts: Replicate and expand this research design across other island, rural, and coastal school divisions in Central Visayas to establish cross-provincial comparative databases regarding maritime basic education safety governance.

Conduct Longitudinal Impact Assessments: Perform longitudinal studies tracking the multi-year implementation of the Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB) to assess its measurable impact on case-intake timelines, student retention rates, trauma recovery metrics, and campus security resilience.

General Recommendation

It is emphatically recommended that the Department of Education Schools Division of Cebu Province, in formal executive partnership with the Municipal Government of Dalaguete, the Dalaguete Municipal Police Station, and the coastal Barangay Councils for the Protection of Children, officially adopt, ratify, and institutionalize the Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB). Through the execution of formal Tri-Agency Memorandums of Agreement (MOA), dedicated capital investments in coastal perimeter reinforcement and confidential counseling facilities, and the deployment of synchronized incident referral protocols, the participating coastal elementary schools can transcend isolated administrative compliance and establish an integrated, high-reliability safeguarding sanctuary for every coastal learner

4. OUTPUT OF THE STUDY

This chapter articulates the design, operational structure, and strategic deployment of the study's culminating output: the Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB). Preceded by an evidence-grounded prefatory foundation, the chapter translates the quantitative metrics, qualitative barriers, and institutional gaps established in the preceding chapters into an applied administrative architecture. The output bridges internal public elementary school governance with external child welfare and public safety machinery, providing a context-responsive model designed to eliminate operational silos, secure physical perimeters along open shorelines, safeguard victim confidentiality, and ensure procedural fidelity during child abuse intake, statutory reporting, and psychosocial reintegration.

Rationale

The constitutional mandate to protect the fundamental rights of children requires an educational environment that functions as a secure sanctuary devoid of fear, exploitation, and structural danger. Within the maritime topography of the coastal District of Dalaguete, Cebu, public elementary institutions operate under a dual-hazard exposure where complex socioeconomic realities and open coastal shorelines directly interface with daily academic operations. Recent scholarly literature affirms that educational environments situated along peripheral, littoral corridors confront compounded vulnerabilities that standard, urban-centric school management policies fail to resolve (Campbell & Mitchell, 2022). Studies conducted across coastal basic education settings in the Philippines demonstrate that geographic exposure exacerbates

institutional fragility, leaving campus perimeters susceptible to community trespassing, seasonal marine surges, and external disruptions (Abellana & Tan, 2021; Cañete & Sotto, 2023). The empirical findings of this investigation demonstrated a pronounced structural asymmetry between administrative intent and ground-level infrastructure resiliency. While target schools registered commendable compliance in instructional rights advocacy ($M = 3.08$, $SD = 0.52$) and campus routine supervision ($M = 3.12$, $SD = 0.58$), their physical and environmental safeguards faltered significantly ($M = 2.31$, $SD = 0.72$), underscored by deteriorating perimeter fences ($M = 1.86$, $SD = 0.79$) that left shorelines completely porous. Furthermore, eighty-seven percent of respondents identified the absolute absence of dedicated, soundproof counseling spaces ($M = 1.68$, $SD = 0.75$) as a critical institutional deficit, directly contravening the privacy requirements codified under the Data Privacy Act of 2012 (Republic Act No. 10173) and discouraging vulnerable children from disclosing abuse.

Beyond infrastructure shortfalls, the study revealed critical operational bottlenecks in external child protection protocol execution, particularly regarding multi-tiered referral hand-offs ($M = 2.24$, $SD = 0.74$) and continuous psychosocial reintegration ($M = 2.15$, $SD = 0.68$). Under the principles of High Reliability Organizing (HRO) and contemporary safety culture theory, high-consequence public institutions must operate with systemic mindfulness and zero administrative tolerance for procedural drift (Hopkins & Waring, 2020; Macrae, 2022). However, the reality within the target coastal schools was characterized by delays in transmitting statutory abuse reports within the mandatory 48-hour window ($M = 2.18$, $SD = 0.76$) and an absence of formal case-tracking registries ($M = 2.12$, $SD = 0.75$). In rural and coastal fishing communities, these systemic delays are further entrenched by tight kinship structures, where close family relationships and informal community mediation often suppress statutory disclosures under Republic Act No. 7610 and Republic Act No. 11648 (Del Mundo & Santos, 2021; Macaraeg & Villacorta, 2023). Moreover, classroom teachers serving as designated guidance advocates carried heavy instructional loads (80.77%) while lacking specialized legal and intake training (69.23%), forcing frontline educators to manage sensitive trauma disclosures without professional scaffolds (Bautista & Ramos, 2022).

Contemporary Social-Ecological Systems Theory dictates that child protection cannot function as an isolated microsystem within the four walls of a school; it requires continuous, synchronous linkages with exosystemic and macrosystemic actors (Eriksson et al., 2021; Rosa & Tudge, 2020). In parallel, Collaborative Governance Theory and the SARA Problem-Solving Model demonstrate that multi-agency public safety can only be achieved when institutional actors share mutual motivation, formal communication channels, and clear operational protocols (Cordner & Perkins, 2022; Douglas et al., 2020; Ratcliffe, 2021; Torfing & Peters, 2021). In the coastal District of Dalaguete, collaboration among the School Child Protection Committees (CPCs), the Barangay Councils for the Protection of Children (BCPCs), and the Philippine National Police Women and Children Protection Desk (PNP-WCPD) has historically remained ad-hoc, informal, and reactive (Mendoza & Alinsunurin, 2023; Patalinghug & Yap, 2022). The Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB) directly resolves these institutional fractures by establishing an operational mechanism that formalizes multi-agency intake pipelines, enforces infrastructure standards, mandates rapid-response timelines, and mobilizes community vigilance to guarantee a safe educational environment for every coastal learner.

Objectives

The general objective of the Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB) is to institutionalize a multi-sectoral, rights-based, and disaster-resilient child protection and school safety framework that strengthens internal school safety governance, fortifies physical coastal boundaries, and harmonizes multi-tiered reporting and psychosocial reintegration hand-offs across public elementary schools, barangay local governments, and municipal child welfare desks in coastal Southern Cebu.

Specific Objectives

To operationalize this comprehensive mandate, the blueprint pursues the following specific objectives:

Infrastructure and Confidentiality Scaffolding: Establish structurally reinforced, non-corrosive physical perimeters along coastal borders and construct dedicated, soundproof, and private counseling cubicles within elementary schools to ensure pupil privacy during abuse disclosures in strict compliance with Republic Act No. 10173.

Administrative Capacity Building: Enhance the competencies of school heads, classroom teachers, and designated guidance advocates in trauma-informed interview protocols, standardized DepEd intake logging, and statutory reporting through specialized training modules.

Tri-Agency Referral Synchronization: Institutionalize a standardized, multi-tiered incident reporting and referral protocol that guarantees the secure transmittal of statutory abuse cases to the PNP-WCPD, MSWDO, and Division Legal Office within the mandatory 48-hour timeline.

Community Co-Governance and Corridor Surveillance: Mobilize parent volunteer squads (Bantay Paaralan) and deputized Barangay Tanods to execute daily high-visibility safety watches along coastal footpaths, shoreline access corridors, and campus transit gates during peak arrival and dismissal periods.

Continuous Restorative Reintegration: Institute a structured case-management mechanism coordinated with licensed municipal social workers to provide continuous academic accommodations, mental health follow-ups, anti-stigma protection, and domestic welfare assessments for affected learners.

Coastal Hazard Preparedness: Develop localized coastal disaster evacuation plans, conspicuously post surge and tsunami route maps, and conduct bi-annual evacuation simulations tailored to littoral basic education environments.

Scheme of Implementation

The operationalization of the Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB) follows a four-phase cyclical implementation scheme grounded in the Input-Process-Output (IPO) framework and the SARA problem-solving cycle (Scanning, Analysis, Response, and Assessment). This systematic process ensures institutional alignment across Department of Education administrative levels, municipal executive departments, and grassroots barangay councils.

Phase I: Preparatory and Institutional Alignment Phase (Months 1 – 2)

The blueprint initiates with executive coordination and legal formalization. The Schools Division Superintendent (SDS) of Cebu Province, together with the Public Schools District Supervisor (PSDS) of Dalaguete, enters into a formal Tri-Agency Memorandum of Agreement (MOA) with the Municipal Mayor of Dalaguete, the Dalaguete Municipal Police Station (PNP-WCPD), and the Association of Barangay Captains (ABC) representing the coastal barangays of Poblacion, Balud, and Casay. Concurrently, school heads reconstitute their School Child Protection Committees (CPCs) in full accordance with DepEd Order No. 003, s. 2021, formally seating the BCPC focal person, the PTA president, and a student advocate representative. Comprehensive baseline safety and infrastructure audits are conducted using the standardized CSS-TASB School Safety Diagnostic Checklist to map physical boundary deficits and confidentiality gaps.

Phase II: Capacity-Building and Infrastructure Mobilization Phase (Months 3 – 5)

During this phase, physical and human capital investments are deployed across target institutions. School administrators reallocate allowable School Maintenance and Other Operating Expenses (MOOE) and tap PTA special projects to partition and furnish dedicated, private, and acoustically isolated child protection counseling nooks within school health clinics or administrative spaces. Simultaneously, the Municipal Government, utilizing its Special Education Fund (SEF) and Disaster Risk Reduction and Management (DRRM) allocations, partners with the coastal barangays to begin construction and rehabilitation of reinforced perimeter fencing and security gates along exposed beach and road frontages. Frontline actors undergo intensive, specialized capacity-building through the Dalaguete Tri-Agency Safeguarding Training Institute, delivering specialized training on statutory mandates (RA 7610, RA 10627, RA 11648), non-punitive positive discipline, trauma-informed child intake, and digital record encryption.

Phase III: Operationalization and Community Deployment Phase (Months 6 – 10)

This phase represents the ground-level execution of the blueprint's coordinated workflows. The school-level digital Learner Protection Referral System (LPRS) is fully activated, establishing an encrypted incident registry that logs disclosures, generates standardized DepEd intake sheets, and tracks transmittal dockets to the PNP-WCPD and MSWDO. In the community, the Bantay Paaralan auxiliary patrol squads, composed of parent volunteers and deputized Barangay Tanods, are deployed along designated coastal school corridors and shoreline entry gates during peak morning (6:30 AM – 7:30 AM) and afternoon dismissals (11:30 AM – 1:30 PM; 4:00 PM – 5:00 PM). The BCPC establishes a strict policy abolishing informal amicable settlements (areglo) for child abuse and statutory sexual offenses, enforcing immediate notification to law enforcement. Routine coastal disaster evacuation simulations are executed bi-annually in collaboration with the Municipal Disaster Risk Reduction and Management Office (MDRRMO).

Phase IV: Institutional Monitoring, Evaluation, and Sustainability Phase (Months 11 – 12)

The final phase institutionalizes continuous accountability, compliance auditing, and long-term sustainability. School CPCs convene mandatory quarterly review meetings to evaluate referral progression, monitor active psychosocial cases, and track pupil retention. An annual inter-agency evaluation summit is

held with the Municipal Council for the Protection of Children (MCPC) to present audit findings, assess response timelines, review incident reduction metrics, and refine operational protocols. Successful strategies, high-performing barangay safety desks, and model school initiatives are recognized, while identified implementation bottlenecks are directly fed into the subsequent Annual Implementation Plan (AIP) and Barangay Annual Investment Program (AIP) for ongoing budgetary prioritization.

The 10-Point Action Matrix of Implementation

The matrix below delineates the ten operational components of the Coastal School Safety and Tri-Agency Safeguarding Blueprint (CSS-TASB). Each parameter outlines specific, verifiable, and empirically anchored targets designed to systematically eliminate the vulnerabilities identified across the coastal schools of Dalaguete, Cebu.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. Physical Perimeter and Coastal Boundary Defense	Fortify porous campus boundaries adjoining open public shorelines and littoral roads against unauthorized community entry, high tides, and wave action.	Construction and rehabilitation of heavy-gauge, non-corrosive concrete-and-chain-link boundary fencing; installation of heavy steel pedestrian gates and solar perimeter floodlights.	School Heads, Municipal Engineer, LGU Dalaguete, Punong Barangays, BCPC, PTA Officers.	₱450,000 (₱150,000 per school site)	Municipal LGU Capital Outlay, Special Education Fund (SEF), BCPC 1% IRA Allocation, PTA Special Projects.	Months 3 – 8	Complete elimination of unauthorized public access; fortified coastal barriers protecting campus from marine surges and trespassing.	100% perimeter perimeter enclosure completed across target schools with solar floodlighting operational.	
2. Confidential Intake and Privacy Infrastructure	Establish dedicated, soundproof, private intake and counseling facilities to ensure pupil confidentiality during abuse disclosures in compliance with RA 10173.	Architectural partitioning of an enclosed counseling nook within the school clinic or administration block using acoustic drywalls, heavy privacy curtains, and dual-lock file cabinets.	School Heads, Guidance Designates, School Property Custodians, PTA Project Committee	₱75,000 (₱25,000 per school site)	School MOOE (Repairs and Maintenance), PTA Financial Support, Local Child Protection Subsidy.	Months 2 – 4	Functional, fully private, acoustically isolated intake rooms operational in all target schools; heightened learner willingness to disclose incidents.	Three (3) private counseling cubicles fully constructed, furnished, and certified under data privacy protocols.	
3. Specialized Legal and Psychosocial Capacity Building	Equip school personnel and community partners with advanced competencies in trauma-	Conduct of the intensive 3-day Dalaguete Tri-Agency Safeguarding Seminar and Practicum;	PSDS, Division Legal Officer, MSWDO Social Workers,	₱60,000 (₱20,000 per cluster seminar)	DepEd HRD Training Funds, Division INSET Fund, BCPC Child	Months 3, 6, 9	100% of teachers and community safety representatives trained and certified	Fifty-seven (57) school personnel and twenty-one (21) community leaders	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	informed interview techniques, DepEd intake logging, and statutory child laws (RA 7610, RA 11648).	execution of monthly school-level Learning Action Cell (LAC) sessions on positive discipline.	PNP-WCPD Investigators, School Heads, All Teachers, BCPC Focal Persons.		Welfare Training Fund.		in standardized intake and trauma-sensitive reporting.	completed certification modules.	
4. Multi-Tiered Statutory Referral Execution	Institutionalize a multi-agency referral protocol guaranteeing the formal transmission of severe abuse cases to the PNP-WCPD and MSWDO within the mandatory 48-hour statutory window.	Promulgation of the Dalaguete Tri-Agency Fast-Track Referral Workflow; deployment of standardized digital intake dockets and secured inter-agency communication hotlines.	School Heads, Guidance Designates, PNP-WCPD Chief, MSWDO Child Welfare Officer, Division Legal Counsel.	₱15,000	School MOOE (Office Supplies and Communication), Municipal Police Administrative Support.	Immediate / Continuous	Zero procedural delays; 100% of statutory abuse cases formally transmitted and docketed within 24-48 hours.	Standard Operating Procedure signed; inter-agency digital notification pipeline operational.	
5. Tri-Agency Digital Case Tracking and Record Security	Safeguard sensitive student child protection records and establish a transparent tracking mechanism to monitor referral progression and prevent procedural stagnation.	Installation of the encrypted, offline/online digital Learner Protection Referral System (LPRS); provision of heavy-duty, fireproof, double-locked archival steel vaults for physical dockets.	School Heads, Guidance Designates, School ICT Coordinators, Division Legal Unit.	₱45,000 (₱15,000 per school site)	School MOOE, Division Information Technology Fund, PTA Donation.	Months 2 – 5	Secure custody of 100% of student protection dockets; real-time inter-agency monitoring of case progression without data compromise.	Fireproof record vaults procured and LPRS software operationalized on encrypted administrative terminals.	
6. Continuous Psychosocial Reintegration and Follow-up	Provide affected or traumatized elementary learners with continuous therapeutic counseling, classroom accommodation	Formalization of the School-Community Reintegration Protocol; execution of joint bi-monthly domestic welfare checks	Licensed Social Workers (MSWDO), Guidance Designates, Classroom Advisers, Barangay	₱30,000	MSWDO Case Management Allocation, LGU Child Assistance Fund, School Guidance Fund.	Continuous Throughout School Year	Sustained emotional stabilization of all vulnerable pupils; zero post-incident dropouts; elimination	Multi-disciplinary reintegration case conferences instituted for all active safeguarding files.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	ns, and domestic safety monitoring.	by MSWDO and guidance advocates; tailored academic non-stigmatizing plans. DOCX	Health Workers.				of classroom peer stigmatization.		
7. Community Corridor Surveillance and "Bantay Paaralan"	Eliminate student vulnerabilities, coastal loitering, and perimeter trespassing along public shorelines and school transit corridors during peak hours.	Organization and mobilization of the Bantay Paaralan Auxiliary Patrol Corps; deployment of deputized Barangay Tanods and parent volunteers at shoreline paths and school gates.	Punong Barangays, Chief of Tanods, PNP-WCPD Patrol Division, PTA Executive Officers, School Safety Officers.	₱35,000 (Patrol vests, whistles, rain gear, flashlights)	Barangay Peace and Order Fund, BCPC Logistics Allocation, PTA Co-Sponsorship.	Month 3 and Ongoing	Safe, protected transit corridors along beaches and highways; zero unauthorized intrusions during instructional hours.	Daily auxiliary patrol rosters executed across Dalaguete Central, Balud, and Casay Elementary Schools.	
8. Anti-Areglo Statutory Campaign and Kinship Neutralization	Dismantle community reliance on informal amicable settlements (areglo) in child abuse and statutory sexual offenses in close-knit coastal fishing communities. DOCX	Launch of the district-wide "Hustisya Alang sa Kabataan" advocacy campaign; conduct of mandatory barangay assemblies on RA 7610 and RA 11648; signing of Barangay Council Anti-Areglo Resolutions.	Municipal Mayor, ABC President, Sangguniang Bayan Committee on Women and Children, PNP-WCPD, Public Attorneys Office (PAO), School CPCs.	₱25,000 (IEC materials, community fora logistics)	Municipal Gender and Development (GAD) Fund, Barangay GAD Fund, BCPC IEC Fund.	Months 4 – 10	Complete cessation of informal community settlements; 100% statutory referral compliance by barangay officials and family elders.	Formal barangay resolutions enacted prohibiting areglo in child abuse; community hotlines publicized.	
9. Coastal Disaster Resilience and Safe Evacuation Routines	Prepare elementary campuses for coastal inundation, tropical cyclones, and storm surges through localized risk	Conspicuous installation of waterproof, reflective coastal storm surge and tsunami evacuation route maps; regular	School SDRRM Coordinators, MDRRMO Dalaguete, School Heads, Barangay Disaster	₱20,000	School Disaster Risk Reduction and Management (SDRRM) Program Fund, Municipal DRRM Fund.	Months 2, 5, 8	100% of pupils and staff proficient in coastal emergency evacuation; zero campus inundation during	Evacuation signages erected; localized coastal drill executed in coordination with MDRRMO.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	mitigation and emergency evacuation planning.	declogging of campus runoff channels; execution of bi-annual coastal emergency simulations.	Committee				monsoonal high tides.		
10. Institutional Governance, Audit, and Sustainability	Ensure continuous administrative compliance, regular quarterly reviews, and institutional co-governance across school and community leadership.	Institutionalization of mandatory quarterly CPC performance reviews; administration of the annual Child Protection Readiness Audit; embedding safety targets into the SIP, AIP, and Barangay AIP.	Public Schools District Supervisor, School Heads, CPC Members, BCPC Chairpersons, PTA Presidents.	₱10,000 (Audit forms, documentation, review conferences)	School MOOE (Administrative and Quality Assurance), District Supervisory Fund.	Quarterly (Months 3, 6, 9, 12)	Systemic accountability; 100% timely submission of annual readiness audits to division offices; sustained institutional co-ownership.	Four (4) quarterly CPC review conferences completed with documented minutes and audit dockets submitted.	

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