

lighting the way, leaving a mark

hagu buhob

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LITTLE FREE MINDS. Muslim children in Virac town read tales from the Qu'ran in observance of the 2017 Eid-al Fitr or the "Feast of Fast Breaking." This three-day religious festival celebrates the end of Ramadan, a month of prayer and of abstinence from eating, drinking and smoking from sunrise to sunset. (ACallos)



NO ONE WILL BE LEFT BEHIND

Catanduanes intensifies campaign for inclusive ed

Alongside its insistent promotion of Special Education (SPED) Program, the Schools Division of Catanduanes also continues to improve the Arabic Language and Values Education (ALIVE) and Indigenous People Education (IPED) Programs in response to the Department of Education's (DepEd) inclusive education advocacy.

Mrs. Erlinda Borbe, Division ALIVE and IPED coordinator stressed that these programs will provide the special needs for Muslim learners and indigenous people.

"We need to give them learning opportunities while helping them to preserve their religions, cultures and traditions," she said.

Reaching Out the Stakeholders

To facilitate the successful implementation of the said programs, Borbe said that they were tapping possible stakeholders such as Local Government Units (LGU),

RICKY V. TID

Muslim communities, Technical-Educational Skills Development Authority (TESDA), Department of Labor and

Employment (DOLE) and Department of Trade and Industry (DTI).

"We have partnership with them para mas malawak ang maabot ng ALIVE at IPED sa Catanduanes lalo na sa DTI, TESDA at DOLE kasi kailangan nila ng trainings, trabaho at livelihood programs lalo na yung displaced Muslims from Marawi," she added.

They also expand their advocacy and awareness campaign thru mapping, home visitation and consultation with Muslim leaders in Catanduanes.

"Pinupuntahan namin 'yung community kung nasaan sila. Pinapaabot namin sa kanila na may ganitong mga programa. Yung iba, natutuwa na mayroon nang Madra-

INCLUSIVE ED PAGE 5

1st SHS Congress mounts students' best outputs

ANJO G. TUGAY

Evaluating learning outcomes of Grade 12 learners, the Schools Division of Catanduanes held the First Division Senior High School Congress on March 19-20 (Academic Track) and March 22-23 (TVL Track) at Bato Rural Development High School and Schools Division Office respectively.

The congress, being first in the region, intends to give students opportunities to demonstrate their knowledge, understanding, and skills in all learning areas.

"Product and performance tasks of learners should be evaluated as long as assessment in the K to 12 Program is concerned. This congress will be an avenue for our students to express their learnings in appropriate and diverse ways," Mr. Romel G. Petajen, EPS I in Mathematics and Division Senior High School Coordinator said, noting that the congress will showcase the best outputs of the students in all learning areas.

"This is also a high time for us to benchmark the best practices in schools so that we can plan for the next school year," he added.

For the Academic Track, outstanding research outputs for each strand were presented in a scholarly environment which were evidently following the

SHS CONGRESS PAGE 9

Division Chorale hailed as Luzon's Best

RUEL C. FERNANDEZ

A pulse in music has made its way to the judges' hearts, thus winning as Luzon's best.

After the three-peat victory in the regional Civil Service Commission (CSC)-sponsored choral competition, the Division of Catanduanes Chorale made history as the Luzon's Best Entry of the said tilt.

Going far in the national level has something to say about how the group has managed to make accords between the elements of music to create the harmony and tune of success.

In an interview, conductor and trainer Myrna A. Aldea bared the secrets behind the consistent victory of the singing group despite the "challenges" it encountered along the way.

Aldea said that the group members' innate talent for music has

CHORALE PAGE 3

"This is high time for us to benchmark the best practices in schools so that we can plan for next year."
-Romel Petajen, Division SHS Coordinator

NOVICE IN PRACTICE.

A senior high TVL student gets PSDS Merly Gonzales as her first client to whom she can demonstrate the skill in nail care. (ATVargas)



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Going Inclusive



17 feature
Heads and Tails



20 sports
Medal Drought No More



Time biometrics to ensure integrity, accountability for public service

RUEL C. FERNANDEZ

The use of biometrics time recorder is seen by the Schools Division of Catanduanes as the perfect way to protect the agency from cases detrimental to public service.

SGOD Chief Education Supervisor Miguel C. Ogalinola believed that with biometrics, all employees can serve with integrity and accountability while observing the prescribed office hours in a given working day.

Ogalinola relayed how DepEd officials become dishonest in rendering service at the prescribed office hours by not recording their daily attendance in the proper form.

"Kung logbook lang, you can make adjustments sa time in and time out, but with the biometrics, accurate 'yan palagi. 'Di ka pwedeng magbubuwa," Ogalinola said.

The Division, through the guidance of the Civil Service Commission, is constantly reminding all schools to encourage all employees to adhere to Memorandum Circular 1, s. 2017 or the Reiteration of the Policy on Government Office Hours; and the Administrative Offenses of Frequent Unauthorized Absences; Tardiness in Reporting for Duty; and Loafing from Duty during Regular Office Hours.

CSC-Catanduanes Field Office Senior Human Resource Specialist Elaine R. Ang highlighted that their agency is encouraging the strict and honest utilization of logbooks and/or biometrics as a protection to the agency (DepEd) and to

the supervisor/head signifying in the Daily Time Record. "Mahirap na kaso ang dishonesty sa DTR. It's falsification of public document and it can be a ground for perpetual disqualification from the service," Ang cautioned.

Ang stated that school heads should make sure each employee is held accountable for this responsibility. Travel orders and pass slips are highly encouraged in case of going out of the school premises.

Ogalinola, however, opposed the idea that the Division is requiring every school to provide biometrics, as it is discretionary on the part of the school heads who might consider budget for its purchase.

In Catanduanes National High School which has the most number of employees in DepEd-Catanduanes, Principal Amelia R. Eusebio said that the admin no longer finds difficulty in monitoring teachers and employees checking in and out since biometrics was first used on Aug. 1, 2016.

A problem, however, occurred in the later months of 2017 where some biometrics failed to record the time when employees checked in and out. The school is planning to update its system in the summer of 2018.

To pacify all apprehensions about the use of biometrics, Schools Division Superintendent Socorro V. Dela Rosa said that honesty is still the best policy.

"Mag-serbisyo nin totoo, nin tama. Mag-serbisyo na kung anu an maninigo na i-deliver, iyo ito ang itatao," Dela Rosa stressed.

AT THE FINGERTIP.
Recording valid and accurate daily attendance of Deped employees has been made easy through the biometrics (JSArcilla)

Teachers honed to address needs of 'differently-abled'

MARIAN CLAIRE V. TULOD

In line with the Department's thrust of providing inclusive and quality basic education for all, the Division of Catanduanes continues to equip teachers in the province with intensive series of trainings to cater the distinct needs of differently-abled learners.

For school year 2017-2018, two trainings were already conducted and before school year 2018-2019 starts, another training is set to be conducted for the said program.

A Division Training of Teachers on Sign Language and Braille Reading and Writing was conducted last November 6 to 10, 2017 at Amenia Beach Resort, Palawig, San Andres.

On February 9-13, 2018, a Regional Mass Training of Teachers on Special Education (SPED) program was also held at Regent Hotel, Naga City.

Moreover, a Division Mass Training of Grade One and grade Seven Teachers on inclusive and Special Education Program is scheduled on May 2-4.

The trainings focused on learning the basics of sign language like finger spelling of alphabet and numbers, signs for places, food, directions, prepositions, common things, people, parts of the body, adjectives and verbs, wh-questions, be-verbs and pronouns.

Teachers were also trained on braille reading and writing, Nemeth code, abacus, and numeracy expressions.

In addition, they were oriented on mobility and taught to interpret songs using the sign language.

Student's victory in national singing tilt takes local foreign language program to center stage

DAVE S. TOLENTINO

Sobresaliente!

The Special Program in Foreign Language (SPFL) here has raised interest among stakeholders after a student enrolled in the program claimed victory during the National Festival of Talents (NFOT) 2018 held in Dumaguete City.

Janine Riza O. Santos, representing the Bicol Region, won second place in the Spanish Singing Idol Competition as she wowed the crowd with her own rendition of Karol Sevilla's La Bikina.

Taking up Spanish subject at Catanduanes National High School (CNHS), the ninth grader is the first ever contender from the division to compete and emerge victorious in NFOT's Foreign Language Skills Showcase.

NFOT is an annual activity staged by Department of Education (DepED) aimed at giving students the opportunity to exhibit their talents in the fields of technical vocation and the arts.

Nervy Bautista, Santos' coach and the sole teacher handling SPFL classes in the division, said Spanish is starting to gain popularity as a special interest subject and attract more enrollees at CNHS.

Implementing the program for eight years now, CNHS is the only high school that offers SPFL in the province as an elective for Technology and Livelihood Educa-

tion (TLE). At present, 32 students are enrolled under the program.

SPFL aims to enhance the ability of learners to engage in meaningful interaction in a linguistically and culturally diverse global workplace.

It also looks to further develop learners' understanding and appreciation of other people's culture.

"It would be better if SPFL will be a self-contained program to better address the needs and interest of these gifted learners who excel in language arts," Bautista said.

Division SPFL Coordinator Dr. Gina B. Pantino said more trained foreign language teachers are needed to open a self-contained SPFL in local high schools.

"A lot of our teachers are willing to undergo series of national trainings as a requisite to teach foreign languages. However training slots are very limited so we could only send few," said Pantino who is also the Division Education Program Supervisor in English.

To ensure foreign language

teachers are well equipped and trained, DepED has partnered with different international organizations like the Spanish Agency for international Development Cooperation (AICED) for Spanish and Confucius Institute - Angeles University Foundation for Chinese-Mandarin.

Despite the lack of foreign language mentors, Pantino said Bato Rural Development High School (BRDHS) is preparing to open SPFL next school year pending the approval of DepED Central Office.

"We have strongly endorsed BRDHS in support to its thrust to offer Mandarin as an elective subject. I hope other schools will also show the same enthusiasm to offer program," Pantino said.

Other language subjects offered under SPFL in other schools all over the country are Japanese (Nihongo), French, German and Korean.



MUY BIEN. Singing in a language just learned in school, Janine Santos' Spanish sounds better in her rendition of La Bikina as she wows the crowd during the 2018 National Festival of Talents. (NFOT Coverage Team)

High school scribes decry EJKs

DAVE S. TOLENTINO

Editors of secondary student publications from all over the province condemned the rampant extra-judicial killings in the country as they convened in 2017 Division Secondary Schools Press Conference (DSSPC) at Juan M. Alberto Memorial Elementary School held on September 14-16, 2017

During the editors' forum on the second day of the conference, campus writers expressed dismay over the widespread impunity driven by the "society's tolerance of vigilantism."

LIGHT AND LIFE. Young-blood journalists light candles to denounce EJKs in the country and to enlighten the public that journalism will keep its light burning amidst threat of oppression. (JKAbundo)

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"While we fail to bring these unknown killers to justice, the safety of Filipino journalists is really at stake as well as their job to report the truth," said Reden Uchi, vice-president of Catanduanes Association of Student Writers.

Several campus journalists also raised concerns about the problems encountered in their respective publications such as fund shortage, censorship and lack of support from school administration.

Reciting the campus writers' chant, student journalists claimed however that "the voice of democracy must be heard no matter what" and vowed to "always articulate, write and stand up for the truth."

Meanwhile, Division Association of Secondary School Paper Adviser (DASSPA) President Ruel Fernandez said the forum gave campus writers a taste of what it feels like to be boundless in their expression.

"It's a perfect way of deviating from the usual presscon activities, concreting press experience and fueling the fire of freedom while maintaining balance on details of ethics and professionalism," he said.

It was also the first time that college editors from the CSU Statesman, the official tertiary student publication of Catanduanes State University, were invited as resource speakers to discuss campus press freedom and student activism.

Dr. Gina B. Pantino, journalism coordinator of the Division of Catanduanes further enthused young journalists to continue the legacy of becoming the mouthpiece not just of their campuses but of their communities.

"As student journalists of Catanduanes, you have a significant part to play in making this province a better place to live in. Keep enhancing your skills so you could serve well," Pantino said.

The theme of this year's DSSPC is focused on the role of campus journalist in keeping a peace zone school, which aims to promote awareness of the sanctity of public schools as neutral grounds in times of armed conflicts.

Viracnon teacher bags second prize in Nat'l Storybook Writing tilt

NAPOLEON I. ARCILLA III

Maria Cecilia M. Tatel of Virac Pilot Elementary School nabbed the second place in Grade 1 Category in the 2017 National Competition for Storybook Writing for Kindergarten to Grade 3 Teachers.

Her winning entry, "Bukas Si Superman na Ako", was the official entry of Region V for the national competition after finishing first in the regional level. She was the only Bicolana winner in the said contest.

Tatel received a plaque of recognition and a cash prize of PhP 35,000.00 during the awarding ceremony which took place at Oasis Hotel and Resort, Tanza, Cavite last January 30, 2018.

The winner was accompanied by her School Principal, Marisol T. Lim, Learning Resources Management and Development System (LRMDS) Education Program Supervisor, Dr. Jesslyn T. Taway, Schools Division Superintendent, Socorro V. Dela Rosa and Regional LRMDS Supervisor, Dr. Grace U. Rabelas. The event was spearheaded by Bureau of Learning Resources (BLR) Officer-in-Charge-Director VI, Dr. Edel B. Carag.

The storybook will also be part of

the Bureau of Learning Resources (BLR) learning materials for reproduction and distribution to all public elementary schools after undergoing quality assurance process.

National Competition for Storybook Writing Competition was established in 2017 to produce and collect the best storybooks for Kindergarten to Grade 3 aligned with K to 12 Curriculum and recognize the talents and creativity of the teachers in developing storybooks which are aligned to the needs of learners.

This also promotes the production of original and locally-developed storybooks which will serve as supplementary reading materials.

These books are later submitted to LRMDS wherein they are assessed, reviewed and quality-checked repeatedly until they become totally polished and ready for sharing through the LRMDS website being the repository of the said reading materials be they in

consonance with the textbooks or just mere supplementary reading books.

It gives opportunity for teacher-writers to share their talent as well as contribute to the production of quality materials for initial stage readers. The competition will be an annual event of the BLR.

In the released Division Advisory dated February 2, 2018, the Schools Division Office encouraged teacher-writers to plan their entries as early as today to have a better chance of winning. Teachers who are willing to join may refer to DepEd memorandum 133 s. 2017, Re: 2017 National Competition in Storybook Writing for Kindergarten to Grade 3 Teachers.

Teacher-writers with three national wins, successive or not, regardless of rank within top five, will be declared "Hall of Famer" and will receive the prestigious Teodora Alonzo Award which is the official emblem of the BLR Storybook competition.

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made it possible for them to come up with brilliant renditions competitive with the rest in the country.

"Yung pulso talaga sa music... yan ang primerong nakapagana samu," Aldea stressed.

"Nasa dugo man baga pan-u an. Namamati mo na dapat arug kaini ang agi ning tono," she added.

Aldea attributed their winning to the unique way they interpreted the song "Mamamayan, Mamamayani" as official entry before being chosen as the Best Luzon Entry.

She said that as the conductor she paid much attention to the dynamics and style of the song. This has made a great impact on its overall interpretation.

The said song was recorded earlier and submitted prior to the show at the Cultural Center of the Philippines (CCP) on Sept. 18-21, 2017

The said video made possible for the Division Chorale to be chosen as one of the two contenders from Luzon to compete with other six groups representing Visayas, Mindanao and National Capital Region (NCR).

At the CCP, they performed "Kaya Ko ang Pagbabago", "Pangarap na Tagumpay" and "Rinconadang Namomot-an". Unfortunately, they did not make it to the top three.

Nevertheless, their showmanship will not end as they were invited to perform at Busan, South Korea in a date yet to be announced.



ALDEA

Teamwork up in 1st SHS Linggo ng Kabataan Camp

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RAINBOW OF EXPERIENCES.

Senior high school students of San Miguel Rural Development High School indulge themselves in fun-filled camp activities, a perfect balance to the seemingly strict shape of classroom contexts. (FJTemplonuevo)

FRANCIS JOHN B. TEMPLONUEVO

With the aim to realize the department's mission and vision on the role of the youth on nation building, the Schools Division Office conducted the first Senior High School Linggo ng Kabataan Camp which highlighted the significance of teamwork through the given Life Skills Training and the performance at the Talents Showdown on December 8 – 10, 2017 at Amenia Beach Resort.

According to Mr. Rommel Petajen, the Education Program Supervisor (Mathematics) and the Senior High School Division Coordinator, the Linggo ng Kabataan Camp is an avenue for the Seniors to recognize their holistic social being through their talents, life skills training and relationship to their co-SH students.

"To be a holistic social being means to have a healthy and balanced physical, emotional, mental, and social state as individuals. We want you to discover further your innate skills and talents as you collaborate and work with your fellow campers from different schools," Mr. Petajen said as he addressed the 250 campers from the 42 secondary schools in the province during the opening program.

The campers were exposed to team building activities

from the first night and the life skills training workshops in the succeeding days. The said life skills training which is used to help every individual to resist illegal drugs were given by the facilitators who were also trained by the Dangerous Drugs Board last June 2017.

"This life skills training is a must for every individual especially to our students. At their young age, they need to learn what to consider in decision making, what to do to have proper communication, how to take good care of themselves through their hygiene and also understanding adolescents. These are just some of those that they will learn in the training. Most of the activities will require teamwork," Ms. Aroline T. Borja, Education Program Specialist and one of the team leaders of the organizing team said

The participants were grouped into three sub camps or tribe namely, 'Werpa,' 'Lodi,' and 'Petmalu.' Each participating school has two participants from each group. Also assigned for each group are the 41 Senior High School Youth Formation Coordinators and Division Senior High Focal Person. Aside from the facilitator-speakers, special discussants from partner agencies were also invited like the Philippine National Police for the topic "The Youth Menace," and Clergy for the "Spiritual Life."

Local short film reaps major awards in PopCom movie fest 'Sil-ip' director sees win as inspiration to fellow SPA studees

DAVE S. TOLENTINO

Students here are now making waves in the field of advanced media arts as Reymart Coronejo's "Sil-ip" clinched 3rd place in the 2017 Regional Adolescent Health and Development (AHD) Film Making Contest sponsored by the Population

Commission (PopCom).

Produced by students of Catanduanes National High School (CNHS) under the Special Program in the Arts (SPA), the 15-minute flick also garnered the best actress and best supporting actress awards for Louise Grace Valeza and Emalyn Baltar respectively.

The film centers on the story of an honor high school student (Valeza) who is lured to engage in an erotic relationship as a result of her early exposure to the concept of sex, which is unconsciously introduced by her prostitute mother (Baltar).

With the theme "Post Millennial Filipinos Renew Hope vs. Risk," this year's competition aims to spread awareness of the latest findings of Young Adult Fertility Study (YAFS).

Exploring the timing of sexual debut and marriage in Region V, the study reveals that engagement in sexual activity in an early age is highly associated to early marriage.

"Upon learning that premarital sex is becoming prevalent among Bicol youth, we have considered producing this film as a good avenue to educate our community about the gravity of this matter," said Baltar, CNHS theatre arts specialist and official coach of

the production team.

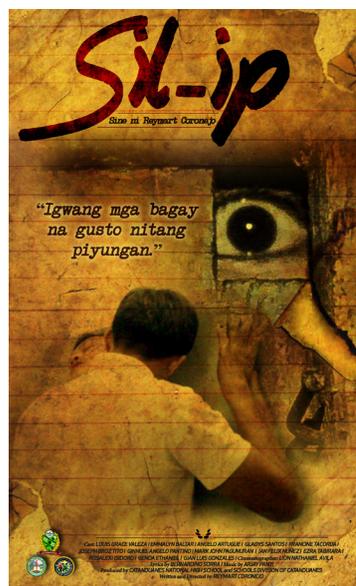
In response to the compliments received by the film, Coronejo, ninth grader and first-time student-director, further said that making the movie is an extraordinary opportunity to showcase the talents and skills of fellow SPA students.

"Our win will serve as an inspiration to other SPA students, not just in CNHS but in other schools offering the program. Our teacher-specialists motivated us to join the competition so we could put into noble use what we learned from them," he said

Specializing in creative writing, Coronejo explained that he wrote the film's script and theme song in Bicol language so that even out-of-school youth in the locality can understand well the complex family issues and social problems presented in the movie.

"Art is a good way to express, and it is a challenge for us, SPA students, to produce art that could open people's eyes so they can finally see the ugly reality they are running away from," he said.

"Sil-ip" was officially screened during the Regional Population Congress on November 29, 2017 in Legazpi City.



FROM PAGE 1 SHS CONGRESS

standards of academic and project-based researches, both qualitative and quantitative types of researches.

For the ABM (Accountancy and Business Management) Strand, researches on the profitability of businesses, financial performance, and inventory management were presented. The group of ABM students from Catanduanes National High School was even financed by a local lending cooperative for their research.

For Humanities and Social Sciences (HUMSS) Strand and General Academic (GAS) Strand, behavioral researches were presented. Public speaking anxiety, smart shaming, academic performance of students and stress management were among the subjects discussed in their studies

On the other hand, the Science, Technology, Engineering, and Mathematics (STEM) Strand submitted research topics like biosorptive capacity of garlic biomass on copper sulfate, antibacterial property of abaca leaf, and other similar topics.

Meanwhile for the TVL Track, researches on organic herbicide, product development, grooming campaign, innovation researches like the portable welding electrode oven were presented.

The Schools Division Superintendent herself, Madam Socorro V. Dela Rosa liked the tuba (fermented coconut wine) ice cream, a product development research of cookery students and the portable welding electrode of the SMAW students.

Aside from research presentations, simulations, debates, documentary film screening, talent showcase, demonstrations, and search for outstanding students were presented.

In all these events, students said they were learning from one another.

"It becomes our training ground as student and do more complex activities and outputs to answer our curiosity," Edal Mirasol Sebastian, GAS student said.

Prior to this activity, Senior High School Exposition was conducted by some schools inviting the community with the parents and students from other schools to showcase the outputs of their senior high students.

Joining DepEd was Governor Joseph C. Cua as the guest speaker for the Academic Track who, speaking in front of 475 crowd, shared his learnings in life.

"Life will constantly pound you of challenges in the same way your teachers will constantly bombard you with school works. Life will throw as many unexpected detours, in the same way you get to experience surprise exams. Life will give tons of deadlines in the same way you are given deadlines in school. Life will not stop pounding you. But it is a matter of strength and perseverance," Gov. Cua shared.

The provincial executive, who operates various establishments in the island, has been a partner to many schools especially in the Work Immersion program of the TVL strand. He even bought one book during the book launching of the HUMSS Strand which is a compilation of original literary works of students.

DepEd is hoping that the congress will be replicated in schools and that the best practices and innovations showcased will be applied.



INSIDE MADRASAH. Students of ALIVE Program at Virac Pilot ES share common table of interest toward learning the rich culture of their own. (A. Callos)

Catanduanes intensifies campaign for inclusive ed

sah Education sa Catanduanes,” she said.

Providing Asatidz’s Professional Development

The ALIVE Program also offers opportunity for asatidz or Muslim teachers to grow by providing them several trainings and seminars.

According to Mr. Arjay Callos, ALIVE teacher at Virac Pilot Elementary School, they have given the chance to learn more about Arabic Language and Islamic Values so they could perform their task effectively.

They regularly attend In-Service Training (INSET), Language Enhancement and Pedagogy (LEaP), and Arabic Emergent Reading (AER) training designed by Refined Elementary Madrasah Curriculum (REMC) since the implementation of ALIVE Program in Catanduanes in 2014.

Going Beyond Excellence

Aiming for continuous development of ALIVE Program in the island, teachers and administrators of the said program benchmark the best practices of some of the Madrasah schools in the

country and in abroad.

Borbe said that they have visited schools like Datu Acad Dalid Elementary Schools in General Santos City and Silangan Elementary School in Metro Manila. They have even visited Dubai to observe Madrasah schools there.

“We observed their classroom situation, teaching strategies and even their values education. Yung natutunan namin dun, ina-adopt namin dito sa Catanduanes,” she added.

Furthermore, they join regularly in the annual competition designed for Muslim learners to enhance their skills such as Musabaqah Skills Competition.

Recently, they were qualified to join the National Musabaqah Skills Exhibition after winning the two major spots in the regional contests.

Al-Jumin E. Tajaal of Gogon Elementary School won 1st place in Logo/Poster Making while Ashare D. Ampaso of Virac Central ES got 3rd place in harf touch.

Bridging the Gap

Four years after its pilot implementation, ALIVE Program has gained posi-

tive impact to its stakeholders and clientele.

Ahmad D. Ampaso, an ustadz or male teacher who teaches Arabic language and Islamic values in Virac Pilot Elementary School said that the program helped them, especially their children to know their language and culture well.

“Nagpapasalamat kaming mayroon nang ALIVE sa Catanduanes. Kung wala nito, maaaring makalimutan na ng mga anak namin ang aming mga kaugalian at paniniwala,” he said.

This program, according to Ampaso, will educate not only the Muslims but also the non-Muslims to appreciate and understand the teachings of Islam.

“Malaki ang maitutulong nito sa amin para mabago yung pagtingin ng iba sa mga Muslim. Pag sinabi kasing Muslim, iniisip nila terorista na,” Ampaso added.

“**Malaki ang maitutulong nito sa amin para mabago yung pagtingin ng iba sa mga Muslim.**”

Catanduanes school papers get spots in NSPC’s top 7 best CNHS’ Synchro clinches places in collaborative publishing tilts

For school paper advisers and campus journalists, getting a spot in the National Schools Press Conference is everybody’s dream, and Catanduanes delegation is living it for real.

Rising in fame in this year’s NSPC, the school papers of Catanduanes National High School (The Synchronizer) and Tinago Elementary School (Ang Pithaya) snatched spots in the Top 7 Best Sections.

The Synchronizer took its first ever win in NSPC’s School Paper Category after it was adjudged 1st place in Edito-

rial Section; while Ang Pithaya brought home two trophies for being chosen 2nd place in Pahinang Editorial and 3rd place in Pahinang Balita.

The Synchronizer and Ang Pithaya were previously adjudged Best School Papers in secondary (English) and in elementary (Filipino), outshining at least 150 contenders all over Bicol Region.

The said awards are so far the highest recognition that the Division of Catanduanes has received in the School Paper Category Contest.

The previous winners were: The Star (Virac Pilot Elementary School-SS-ES) – 7th place, Science & Technology Section; Ang Hibla (Tubli National High School) – 7th place, Seksiyong Agham at Teknolohiya; and Bote Integrated School – 7th place, Editorial and Opinion Section.

Education Program Supervisor and Campus Journalism Division Coordinator Gina B. Pantino noted how Catanduanes struggled to excel in the school paper contest for eight years.

“The series of trainings and cliquings we had in the past really helped improve the papers. I always challenge

the school paper advisers to produce papers which can be at par with the bests in the national level,” Pantino said.

Ang Pithaya adviser Ricky V. Tid who has been submitting entries in NSPC for six years said that the maturity for school paper production has come to him.

“Natuto na rin naman tayo, eh. Ang dami na ring trials ang pinagdaanan. My frustrations before had pushed me so hard to make it this year,” Tid said.

Meanwhile, the collaborative publishing team of CNHS’ The Synchronizer made another record of winning both Collaborative Desktop Publishing and Online Publishing contests by placing 6th and 3rd place respectively.

The team was composed of Christian Kenneth Tejada, Ma. Kristina Molina, Zaccharine Vargas, Estela Eden San Esteban, Erwin James Gianan, Anjhelica Magbanua and Jethro Jed Turado with their coach Mr. Dave S. Tolentino.

The sole winner in the individual contest was Tristan Mendoza of Taytay Elementary School who won 4th place in Science & Health Writing with Ms.

RUEL C. FERNANDEZ



Mary Anne Gonzales as his coach.

Hoping for the best next year, Pantino believed that with passion, determination and teamwork, Catanduanes will emerge champions in the next NSPCs to come.

“It always starts with a dream. Efforts should be exerted to transform this dream into a reality. Nothing is impossible,” she added.

This year’s NSPC was held at Dumaguete City, Negros Oriental on February 19-23, 2018.

Brigada Eskwela Hall of Famer banks on stakeholders' support

JEFFERSON S. ARCILLA

Strengthening the connection with internal and external stakeholders is one criterion where the Catanduanes' first Brigada Eskwela Hall of Famer took the most upper hand in the national search.

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ELLNP Best Implementers in Cat'nes named

GERMAN T. TEJADA JR.

To sustain the culture of collaboration and continuous improvement in the Kinder to Grade 3 education, the Best Implementers in Catanduanes of the Early Language, Literacy and Numeracy Program (ELLNP) in four award categories were named.

As contained in the Division Bulletin No. 12, released on April 16, 2018, Bugao Central Elementary School was hailed the Best School Implementer; Neiyen Temenia of Cabugao Integrated School as Most Outstanding LAC Facilitator; Marisol Lim, school principal of Virac Pilot Elementary School as Most Outstanding LAC Leader; and Febie Bermejo of Bote Integrated School as Most Outstanding K to 3 Teacher.

They will advance as official contestants of Catanduanes in the Regional Search of ELLNP Best Implementers being the top awardees in the award categories as stipulated in the bulletin.

The contest aims to highlight successful interventions, promote communities of good practice and incentivize effective Learning Action Cells (LACs) with awards and citations.

ELLNP is fastened on its vital component of introducing curriculum contextualization, localization, and indigenization which put forth the relevance of the learning experiences to the student immediate environment. The program featured the 28 LAC sessions of Kinder to Grade 3 teachers which among others focused on introducing explicit teaching strategies and devising of appropriate instructional materials.

The evaluation of ELLNP implementation has been conducted in all school in December 2017.

On the other hand, another 21 LAC sessions await the K to 3 teachers for the Early Language, Literacy and Numeracy-Developmentally Appropriate Practices (ELLN-DAP) which will ensure the sustainability of the ELLNP.

In the entire division, Virac Pilot Elementary School is the first to finish the 21 sessions in the ELLN-DAP.

Generating a total of P3,669,607.30 worth of donations and recording 2,001 volunteers, Juan M. Alberto Memorial Elementary School (JMAMES) completed the historic feat as it was awarded Hall of Famer in the national search for Brigada Eskwela Best Implementing School.

A total of 136 elementary and secondary schools were recognized as best Brigada-Eskwela implementers. Eighteen schools, including JMAMES, received distinction as Hall of Famers during the awarding ceremonies led by Department of Education (DepEd) Secretary Leonor M. Briones at City Coliseum, Puerto Princesa City, Palawan, Philippines on December 15, 2017.

JMAMES School Principal Ruth B.

Sorrera said that aside from the connection with the stakeholders, proper documentation of brigada- eskwela activities and transparency helped their school in winning the award under Big School Category.

"Everyone in the school must be a good team player," Sorrera added, stressing the importance of cooperation among stakeholders.

Brigada Eskwela Coordinator Irene M. Borja also shared that honesty in preparing documents and liquidation reports should be observed.

"Kailangan talaga maging honest ka lang buda odok sa boot ang yagibo mo para sa school," Borja added.

JMAMES' bid for the remarkable accolade this school year also leaned on numerous completed tangible

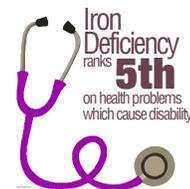
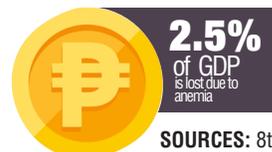
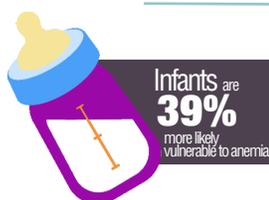
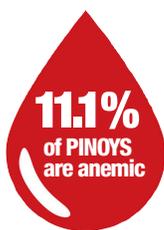
projects including hand washing facilities, chairs, bench tiles, Special Education (SPED) and Kindergarten playground.

Supports also poured in from various stakeholders, registering donations and services such as medicines, free t-shirt and printing, free haircut, Operation Tuli, and repair of classrooms.

Before winning the highest recognition, JMAMES had also been awarded as Regional Best Brigada Eskwela Implementing School on November 17, 2017 at Iriga Plaza Convention Center, Iriga City along with four elementary schools under Small, Big, and Exceptional School Categories.

DOH, DepEd launch WIFA Supplementation Program

ANJO G. TUGAY



SOURCES: 8th National Nutritional Survey
<http://www.worldbank.org>

Department of Health (DOH) partnered with the Department of Education (DepEd) Schools Division of Catanduanes in implementing a school-based Weekly Iron-Folic Acid (WIFA) Supplementation Program among female junior high school students for School Year 2017-2018.

"WIFA supplementation aims to contribute to the reduction of the participants' absenteeism due to ill health and the eventual improvement of their school performance," Ms. Erma Pampang, Division WIFA Coordinator (School Health and Nutrition Office) explained during the meeting with the WIFA coordinators last October 12, 2017. It was reported that dropped out rate of students are linked to absenteeism and health reasons.

The 2013 National Nutrition Survey by the Food and Nutrition Research Institute of the Department of Science and Technology (FNRI-DOST) revealed that one out of 10 females aged 13 to 19 years old suffer from anemia or the deficiency of red blood cells or hemoglobin in the blood.

"Females are prone to folic acid deficiency especially prevalent during pregnancy. With this program, we are responding to the said concerns, and we are preparing them for the stage of pregnancy," Ms. Pampang explained.

"The WIFA Program is a component of the Menstrual Health Management Project of DepEd which aims to

address misconceptions or misinformation and support learners on self-care and other menstrual-related problems, including anemia," she added.

During its implementation, in reference to DepEd Order No. 59, s. 2017, Iron-Folic acid supplement which contains 60 milligrams of iron and 400 micrograms of folic acid will be administered for 12 weeks from October 16 to December 11, 2017, and from February 2 to March 23, 2018. A rest period of supplementation is scheduled on December 18, 2017 to January 31, 2018. Intermittent supplementation, which is the weekly giving of the supplement for two rounds, is observed based on the recommendation of the World Health Organization.

"In case the child is absent, the supplement will be given once the student returns to school," she explained.

"WIFA supplements will not be given to students who were not dewormed in the past six months. Intake of the supplement has also no known adverse side effects except for some gastric discomfort and constipation," she furthered.

Despite some reports of resistance on the part of some parents, it is hoped by the DepEd hopes that the schools will also be more receptive to the advocacy following the launching of the program.

"It is our joint responsibility to save the students, especially the females, from folic acid deficiency. Let us enjoin everyone to promote, advocate, and participate in this initiative for the welfare of our students," she noted.

Project C to nourish character among teachers, students

GERMAN T. TEJADA JR.

Anchoring on the first of the 11-point agenda of the Dela Rosa administration—character building—the Schools Division Office of Catanduanes pushes for Project C to revitalize values among teachers and students.

It was made official after its launching during the 3rd Quarter Management Committee (ManCom) conference in June 2017, introduced by its main proponent Frankie T. Turalde, Education Program Supervisor in ESP.

The symbolic title “Project C” carries the badges of the initials in the province’s name and the word character.

It banks on three objectives: to strengthen the instruction of Edukasyon sa Pagpapakatao (ESP) through integration of monthly values in all the subject areas; to inspire the teachers and other employees of the different values celebrated every month; and to maintain and sustain the high degree of morale attributed to teachers who serve as models of values to children and community.

Morale Recovery

Turalde admitted that at present, it has been a nationwide challenge that ESP is an area taken for granted aside from the prevalent issues on discipline in schools, which includes not only the students but teachers as well.

This is where Project C enters as this also impacts the guidance and counseling in schools, he furthered.

“I take this famous adage for teachers that you cannot teach or give what you do not have, so it must start with us, teachers,” Turalde remarked. Revitalizing values among teachers, according to him is a must by now.

He also underscored that Project C is after the holistic development which will start from school and simultaneously inspire the community.

After its launching, Turalde also widens the advocacy of the project through seminars and trainings where he introduces it to the participants and encourages school heads to also echo the project in schools.

Arming Up the Project C

In addition, Project C stimulates the values formation through education and the power of information. Hence, the project according to Turalde will utilize the IEC approach using information, education and communication as tools.

A brochure of the project, which bears its rationale, project description and identified monthly virtues to be celebrated every month in schools, have been already distributed to schools and offices.

Contained in the brochures are also the suggested activities in schools like reading of a quotation and a brief reflection every week after the flag ceremony; reading of a quotation and a brief reflection during gatherings such as school conferences and PTA meetings; putting up of Weekly/Daily Quotation Board at the principal’s office where teachers log their attendance as well as in the ESP bulletin boards of every classroom; displaying quotations around the school premises; integration of the virtues in the lessons and other parallel activities.

On the other hand, Turalde also proposed that LAC sessions in ESP should include a special topic on morale recovery and revitalizing values among teachers in the next school years.

He also added that at the start of the school year, the project will be memorandized including the list of quotations which can be used by the schools.

Monitoring and technical assistance will also be extended to all schools, he added.



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A CALL FOR CHARACTER. Project C eyes students who are value-laden and involved with deep sense of discipline and dignity (*DStolentino*)

DepEd celebrates Nick Joaquin’s legacy in Nat’l Reading Month ‘17

CHRISTINE MAY P. PITAJEN

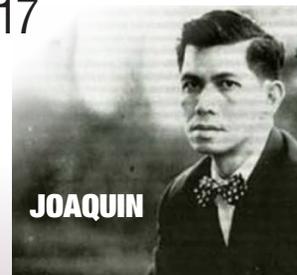
In commemoration of Nick Joaquin’s centennial birth anniversary, the National Artist for Literature was given highlight in the 2017 National Reading Month Celebration on November, 2017.

Different elementary and secondary schools also held different activities during the month-long activity with the theme “A Celebration of Arts and Culture through Reading.”

One of the activities was a reading challenge where learners from elementary and secondary schools were tasked to read one English and one Filipino book and prepare a book report for each.

In addition, Senior High School students were also challenged to write a book report on a Nick Joaquin book and highlight its importance, value and meaning.

In an interview, Jenica A. Quintal,



JOAQUIN

English teacher from Antipolo National High School said that the month-long celebration was a good avenue to introduce the celebrated Filipino writer to the students.

“The students were able to familiarize themselves with the life and works of Nick Joaquin through different activities,” she added.

The said celebration also paved the way for Hardin ng mga Bayani wherein the schools spearheaded planting 100 trees around the community which were named after Filipino Heroes. Schools also showcased students’ outputs in galleries.

Newly-hired teachers told to manage finances ‘wisely’

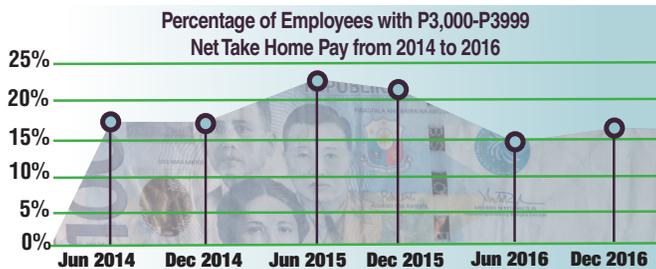
JAN KEITH A. ABUNDO

This year’s Teacher Induction Program (TIP) held from January 5-7, 2018 called attention to the importance of financial literacy among teachers.

During his talk on Personal Finance for Mentors (PerForM), Mr. Romel G. Petajen, Education Program Supervisor in Math urged the newly-hired teachers to manage their finances wisely.

“Public school teachers receive better pay than teachers in the private schools. Raising teacher’s salary is not a comprehensive solution for improving your performance, but spending your money wisely will.”

Petajen emphasized his claim by showing a table comparing the basic salary of a newly hired public school teacher and a teacher holding a



SOURCE: Schools Division Office - Catanduanes

higher rank in one of the most stable private schools in the region.

The supervisor also presented a study which revealed that teachers receiving PHP3,000-3999 net take home pay grew exponentially bigger on June 2014, having 7, 012 employees compared to the previous year only having 735.

The study also showed that teachers’ net take home pay average is 25% which is less than the suppos-

edly percentage intended for savings of every personnel.

It can be recalled that last year, the Department of Education (DepEd) Secretary Leonor M. Briones signed DepEd Order 55 or the “Revised Guidelines on the Implementation of P4, 000 Net Home Pay for the DepEd Personnel.”

Petajen advised the teachers to try their best in increasing their net take home pay by setting financial

goals. He said that teachers must not spend beyond their means, but instead manage to gain financial freedom or independence.

He also encouraged the teachers to inculcate financial literacy in the teaching-learning process to get students started early with good personal financial management practices.

Apart from PerForM, the DepEd Mandate, Magna Carta for Public School Teachers, Code of Ethics for Professional Teachers, The Skills of a Filipino Teacher, Results-Based Performance Management System, Gender and Development, Administrative Proceedings, School & Community Linkages, Getting Along with People at Work, and Spirituality at work were also discussed during the three-day event at Amenia Beach Resort, Palawig, San Andres, Catanduanes.

Virac Pilot ES to offer journalism program

DAVE S. TOLENTINO

TRAILBLAZERS.

SPJ pioneer class listens to NSPC winner Zaccharine Vargas as he points out the importance of publishing feature stories which center on Catandunganon culture. SPJ curriculum encourages teachers to invite the local press and school-based editors who will serve as resource speakers in journalism classes. (DSTolentino)

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Cat'nes schools best presenters in Regional CI forum

ALVIN T. VARGAS

Three schools from the Division of Catanduanes was awarded as best presenters during the Regional Continuous Improvement (CI) Symposium held at Oriental Hotel, Legazpi City on July 14, 2017.

Catanduanes National High School, Bato Rural Development High School, and Cabugao Integrated School were given recognition during the said symposium.

Catanduanes NHS CI team presented the teaching-learning process of teachers handling the remedial reading classes in Grade 7 following the 3A's namely Assess, Analyze, and Act.

In the said CI project, they conducted interviews to teachers and students involved followed by series of observations to their classes focusing on the way of teaching.

"We believe that teaching affects learning, so it is where we should start our assessment to address the problem," CNHS CI team leader Angelee R. Sarmiento said.

Cabugao Integrated School's presentation also focused on reading. Their project aimed to identify difficulties in word recognition and comprehension with the use of varied visual materials necessary in improving their reading ability and the support of parents in monitoring their children who practice truancy.

However, Bato RDHS, focused on problem solving in Mathematics. The team anchored the study on the low National Achievement Test (NAT) results of their school in the said learning area.

Meanwhile, Cabcab ES, topping the Division CI Symposium, represented Catanduanes with their project titled: "Let's Multiply: Multiplying 2-3 digit numbers by one digit number with or without regrouping"

The Schools Division Office, strengthening its campaign in honing campus press, has chosen Virac Pilot Elementary School (VPES) to implement the Special Program in Journalism (SPJ) in the elementary level starting next school year.

SPJ is a nine-year course which aims to strengthen free and responsible journalism in Grades 4 to 12, and develop the learner's skills required in mass communication particularly print and broadcast media.

Dr. Gina B. Pantino, the Division SPJ Coordinator, said Department of Education (DepEd) launched the program to prepare students who will choose journalism as their career pathway in the provision of the K to 12 Program.

VPES will open the program to all incoming Grade 4 pupils in the province who demonstrate interest and potential in the said discipline.

Admission requires passing a qualifying exam and interview, apart from obtaining a proficient rating of 85% in language subjects and a general weighted average of 85% or above in the previous level. However,

only the top 35 passers will be admitted in the program to ensure a conducive and manageable classroom environment.

Early this school year, Catanduanes National High School (CNHS) initially implemented SPJ in secondary level and listed 26 students in its pilot class.

"This journalism program will also boost the performance of Catanduanes in regional and national press conferences. Campus publications will surely earn the immediate benefits of this program," said Pantino, who is also the Division Campus Journalism Coordinator and Education Program Supervisor in English.

Recently, Estela Eden San Esteban, a freshman of CNHS-SPJ pilot class, together with other six teammates, brought the division into the limelight after posting twin wins in group

category during the National Schools Press Conference (NSPC) 2018 in Dumaguete City.

Pantino further expressed optimism that other schools in the division will soon open SPJ upon conforming to the basic standard of instructional facilities for the effective delivery of curricular program.

During the SPJ Planning Conference for School Heads late last year, DepEd said it is continuously building ties with media-based industries as it improves curriculum exit points for students who will pursue SPJ in senior high school.

SPJ supports Republic Act 7079, otherwise known as the Campus Journalism Act of 1991, which mandates DepEd "to conduct and implement programs in various aspects of journalism."

Modules on disaster risk reduction, management rolled out

FRANCIS JOHN B. TEMPLONUEVO

In relation to the conduct of Disaster Risk Reduction and Management (DRRM) Ladderized Capacity Building Program which aims to equip school DRRM Coordinators with knowledge and skills, the Schools Division Office spearheaded a 5-day roll-out of DRRM modules on February 19-23, 2018 at Raddell Inn, Virac, Catanduanes.

At the start of the activity, the legal basis was given emphasis by Maria Audrea L. Vivo, the Division DRRM Coordinator and training director for the participants to understand the whole DRRM Program of the Department of Education (DepEd)

Vivo shared that the implementation of DRRM in basic education is guided by DepEd's three major outcomes - Access, Quality and Governance which set the program and policy development agenda of the agency.

"Importante na maaraman ta ini ta uya kita gabase nin satuyang mga plano at pag-execute ng activities ta sa DRRM," she said.

"We need to learn that DepEd is

committed in implementing this following the thematic areas which are Prevention and Mitigation; Prepar-



Importante na maaraman ta ini ta uya kita gabase nin satuyang mga plano.

AWAY FROM DANGER.

Grade 7 students of CNHS find refuge in the open field as they drill on evacuation in case of an earthquake. (CSanJuan)



Reading Recovery Program in full-swing by June 2018

GERMAN T. TEJADA JR.

No elementary school in Catanduanes will take exemption in zeroing out nonreaders now following the full-swing implementation of the Reading Recovery (RR) Program by June 2018.

Targeting a take-all implementation, the second expansion of the 80 RR teachers' training in two separate batches has been completed in March. The training consists of twice-a-month in-service sessions conducted at Virac Pilot Elementary School (VPES) from June 2017 to March 2018.

Department of Education (DepED) Regional Office V has chosen Catanduanes as one of the divisions in Bicol to fully implement the said program.

The first expansion implementers which consist the 39 trained RR teachers from central schools, according to Michelle Anne B. Ogalinola, have positive results of the program implementation in their respective schools.

As representatives of Catanduanes in the regional training conducted in 2014 to 2016 for RR Tutors from all schools divisions in Region V, Michelle Anne B. Ogalinola and Rona S. Rodriguez, of VPES and Juan M. Alberto Memorial Elementary School (JMAMES) respectively are the early RR implementers and trainers in the



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province.

In VPES, Ogalinola said that all their RR pupils have already discontinued the RR sessions since they have already passed all the 16 leveled books.

The data and reports of the RR teachers are all updated according to Ogalinola when they conducted the program monitoring and evalua-

tion in February in Caramoran and Gigmoto.

"Dai man talaga ninda yapabayaang RR," she furthered.

However, Ogalinola said the RR teachers lamented on a few difficulties in the implementation, among others are the lack of budget for the photocopying of the reading materials, which includes the standardized

16 levelled books used during the RR sessions with pupils. Also, since sessions are contained in schools, absenteeism of target RR pupils affected the schedules of sessions.

On the other hand, the program will also adjudge and recognize the best implementer after the province-wide evaluation.

Teachers urged to conduct action research in Filipino

Encouraged to think outside the box by improving their scholarly writing skills, Filipino teachers in both elementary and secondary are swayed to address the problems in teaching the subject through conducting action researches.

Dr. Ma. Gina M. Templonuevo, Education Program Supervisor in Filipino said that action research would help teachers to innovate teaching the Filipino subject.

"I don't see teachers conducting action research in Filipino in our division. Maybe it is the right time to do such," she said.

She reiterated that like any other

subjects, Filipino must be given priority especially in literature in secondary level.

"Maaari silang gumawa ng template na maaring gamitin sa panitikan para madaling ma-recall ng mga bata yung binasa nila. This is my challenge to every Filipino teacher," she said.

Templonuevo also encouraged

teachers to improve the art of questioning to develop the critical thinking among students. She also reminded the teachers to be product-oriented not process-oriented.

"Huwag nilang titingnan 'yung maganda pero hindi naman gawang bata. Kahit hindi masyadong maganda basta sila ang gumawa, mas

commendable 'yun," said Templonuevo.

Meanwhile, she is planning to hold Filipino teachers convention this coming school year which includes various activities. She said that one of the highlights of the said activity will be the recognition of Natatanging Guro sa Filipino.

RICKY V. TID

DDB holds training programs to step up drive vs illegal drugs in schools

FRANCIS JOHN B. TEMPLONUEVO

The Dangerous Drugs Board (DDB) held a one-day Drug Prevention Seminar in Workplace and two-day Life Skills Training Program for National Drug Education Program (NDEP) Coordinators and Barkada Kontra Droga (BKD) Advisers of the Division of Catanduanes on June 19 - 21, 2017 at Amenia Beach Resort, San Andres.

DDB Executive Director Angelita Matibag said the conduct of the training programs was in compliance with the RA 9165 or the Comprehensive Dangerous Drug Act of 2002 to support the government on its campaign against illegal drugs.

"Keeping our workplace drug-free shows that we are valuing our lives, our colleagues, our clients, the stakeholders, and our work. When we are all united to address this problem, we can also have a drug-free community," Matibag said in her message.

Philippine Drug Enforcement Agency (PDEA) Legal Affairs and

Assistance Division Chief Atty. Francis del Valle, on the other hand, disclosed the latest updates regarding the agency's campaign against illegal drugs.

"Kailangan puksain ang ilegal na droga, at mahikayat na mag-bago lahat ng mga pusher at user sa tulong ng programa ng ating gobyerno," Del Valle said.

Del Valle, a native of Pandan town, also encouraged the participants to support the government's actions in eradicating the illicit drug trade in the country by being vigilant members of the community.

Catanduanes hosts Gabayan 2018

To cater the needs of children with special needs, the province of Catanduanes hosted Gabayan 2018, a 10-day summer camp designed to help children showcase their talents, skills, and abilities, meet new friends and be involved in the community.

The camp which was held on April 13-22, 2018 was spearheaded by Guided and Unified Interaction for the Development of Children Inc. (Guide Inc.), a non-profit organization which seeks to help children with special needs through programs.

More than 100 children participated in the camp which featured various activities including a maskarada parade, tanghalang pambata, puppetry, musikahan, palarong pinoy, pistang pinoy, Santacruzang, siningdakan (folk dancing), and the search for Mr. and Ms. GUIDE 2018.

Dr. Gerry Duwin A. Dela Zerna, founder and President of Guide Inc. said in an interview that the camp is designed to address the needs of the children through play.

They also give orientation and parenting session counseling to the parents to equip them with skills necessary to handle kids at home and how to bridge the gap between school and home.

He also stressed that the children with special needs should also be integrated to communities.

"Everyone should be given equal opportunity and they should also enjoy the resources that we are enjoying," He furthered.

In an interview with Jocelyn C. Reyes, parent of one of the participants said that the camp had a good effect on her son.

"Pagkatapos ng camp, mas naging behave na si Jom-Jom. Proud kami na natapos nya ang camp at nakasalamuha nya ang ibang tao," Mrs. Reyes shared.

CHRISTINE MAY P. PITAJEN

editorial going inclusive

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Recent reports of United Nations Economic and Social Council show that education for all has remained a work in snail-paced progress all over the world, especially in Africa and Southeast Asia. Though somehow disappointing, we should not lose heart as the local education sector seriously undertakes solid measures to at least brisk up the realization of this goal in our island province.

Aware that the community itself could morph into infinite classrooms, the Schools Division Office continuously recalibrate flagship programs that will reach out those who could not attend formal schooling. Our people's warm subscription to Alternative Learning System (ALS) and Open High School Program (OHSP) suggests deep understanding that education could be delivered in different shapes and sizes.

Apart from maximizing flexible learning options, the Division also offers Arabic Language and Islamic Values Education (ALIVE) in three of the leading elementary schools in the province namely, Bagamanoc Central Elementary School, Baras Central Elementary School and Virac Pilot Elementary School. These schools serve as standard madaris (plural of madrasah) which generally refer to Muslim schools with core emphasis on Islamic Studies and Arabic literacy. With its full implementation, the program will surely give Muslim learners an equal footing in improving their individual skills and developing their identity in predominantly Christian societies.

Meanwhile, Dariao Elementary School in Caramoran town is soon to cater Indigenous Peoples Education (IPED). Once implemented, the program will strengthen culture-based education which is truly sensitive and relevant to the aspirations of our indigenous people.

Sacrificing the coziness of a grand vacation, a number of teachers will also be sent to different Special Education (SPED) trainings this summer to prepare them in handling learners with exceptionalities like those who are mentally and physically disabled.

DepEd recently mandated all schools to implement the inclusion policy which welcomes learners with special educational needs in regular classroom setting. It indeed poses another challenge to the teachers in an era where they have key roles to play in building a country which will dauntlessly condemn intolerance and firmly remain sympathetic and responsive to the minorities and the marginalized.

We in DepEd, together with the entire community, have to make more significant strides if we really want to turn every school into a learning environment that ushers in equal opportunities.

In next couple of years, the pilot class of ALIVE is expected to pass the ultimate level of the program. Nearby high schools should be gearing up as early as now to guarantee the continuity of Madrasah Education in secondary level. All teachers should likewise be open to learn Braille, sign language and other ways to teach students with special educational needs since they might come across with one in their classrooms.

Aside from these, school officials should put a sharper set of teeth in campus rules and regulations to reinforce the prohibition of bullying in all forms for it is proven to breed hatred and severe prejudice among the bullied and the bullies. We must deplore any hostile attitude toward diversity to foster genuine respect and belongingness.

Our leaders pledge to ensure inclusive and equitable quality education as one of the sustainable development goals (SDGs) they commit to accomplish in 15 years time. The legwork should begin with recognizing that inclusive education best unfolds the road map to inclusive growth. For this reason, our classrooms are the best starting point in our pursuit to collectively reach our target destination – a prosperous nation appreciative of our differences and non-discriminatory.





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Public teachers should learn social media ethics

Queerpelago
Ricky V. Tid

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Teachers should learn social media ethics at all cost.

Every weekend, I am very excited to open my Facebook account to see new notifications, new friend requests and new comments to what I have posted last since I am teaching in a barrio school where no internet accessibility or even cellphone signal.

But sometimes, I am easily upset by the ruthless jokes, harsh comments, offensive verbal attacks and other forms of cyber bullying I have read and seen in Facebook, and alarmingly, it seems to be the trend. What disappoints me even more is that those shameful and malicious words were expressed by our fellow teachers. And to tell you honestly, teachers sometimes, as I observe, are the ones who patronize fake news.

These immature practices are the glaring proofs that we teachers need to review the proper ethics on using the social media. We should be aware of these conducts to avoid legal charges. Sources of malicious e-mail or post in

social media like Facebook or tweet in Twitter can be held liable under Republic Act 10175 also known as Cybercrime Prevention Act.

Though we have the freedom of expressing our thoughts, teachers must think several times before posting or commenting on social media as said, our rights end when the rights of others start.

Moreover, what we posted online mirrors our personality. We are teachers, and we must strictly adhere to, observe, and practice the set of ethical principles, standards and values as reiterated in the Code of Ethics for Professional Teachers.

Undeniably, social media has been a useful tool for teachers especially in communication dissemination. But if we fail to use these responsibly and continue to spread imprudent social media posts and comments, they can threaten teachers' dignity and reputation and drag us into ignominy.

In the end, we are the product of what we do or say. We don't need to memorize legal bases or social media standards. If we know how to respect other's right, then, we are on the right track.

“We are teachers, and we must ‘strictly adhere to, observe, and practice the set of ethical principles, standards and values.”



Don't you fall in love with a high schooler

Pixelshared

Glenn O. Valledor

glenn.valledor@deped.gov

Do away with rationalization “ako’y tao lamang” rather use our rationality to do what must ought to be done.

In a culture where morality is at the tabernacle of norms, whose norms of behavior is purely external, our society is averse to teacher-student love affairs and as it is considered a forbidden act. This phenomenon is now clear and present, though we have laws that forbid such act, still we let it happen in our intuitions and let it become part of the fad that makes us think that it is right though it is not.

Brian Martin, a professor from the University of Wollongong in Australia once said, “Teachers are in a position of authority and trust to foster the intellectual development of their students. When they engage in sexual relations with a student, they violate that trust implicit in a professional teacher-student relationship.”

So using our power as teacher, consciously or not, to further a sexual or romantic relationship with a student is wrong. It preys on students’ vulnerability and trust; thus it makes our school just another place where the young can be used or exploited.

Though it has been proven by most of the psychologists that, “the more you see and interact with a person, the greater the chances that you will be emotionally attached or fall to that person.”

Often our students, male and female, will attempt close physical contact. Sometimes this is done from a sense of affection and care; sometimes it is done from a sense of curiosity and adventure. Certainly, also, some student-initiated physical contact is nothing more than an expression of veiled aggression. Regardless, you as a teacher must insist on maintaining appropriate physical space between yourself and any student.

A student is both innocent and adventurous and therefore vulnerable to abuses and fraud by a teacher who has influence and moral ascendancy over him or her. Thus, even when a minor student voluntarily enters into a love affair with his or her teacher, consent is disregarded by law and the teacher may be deemed to have committed child abuse as a criminal offense.

A child should not be deemed to have validly consented to sexual activity and to surrender herself or himself in the act of ultimate physical intimacy under the law. In other words, a child is presumed by law to be incapable of giving rational consent to any

lascivious act or sexual intercourse. In our country, student is protected by laws against abuses such as RA 7610, or the Special Protection of Children Against Abuse, Exploitation and Discrimination Act; and RA 7877, or the Anti-Sexual Harassment Act of 1995.

The public policy against teacher-student relationships is clearer when the student is a minor, but not when the student is already of majority age. RA 7610 defines child as to persons below 18 years of age or over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition.

But in the DepEd’s Child Protection Policy, or D.O. 40 series of 2012, which also protects students from all forms of child abuse, provides for a different definition of a “child.” Under this DepEd policy, the term



A teacher should not express amorous feelings towards minor students.

“child” includes those who are 18 years of age or older but are in school. This policy expands the definition of a “child” under RA 7610, and RA 6809 which states that majority commences at the age of 18 years. So, this means that under this policy, a basic education student of majority age may also file an administrative complaint for child abuse against the teacher.

In the present Senior High School curriculum implementation, students are now getting older and teachers are getting younger. Both belongs to the same generation called “millennials”, their age difference is irrelevant, and the moral ascendancy or influence can no longer be presumed especially when they interact not as such students and teachers but simply, as persons. Feelings of attraction and admiration among them are almost inevitable but teachers.

This romantic relationship of teacher and student falls under Article 337 of the Philippine Revised Penal Code (RPC) called Qualified Seduction.

The teacher is guilty of qualified seduction. It is because of the fact that he/she is a teacher in the same school provides a sufficient evident of the abused of authority. He/she was able to carry out his/her ill motive because of his/her moral influence as a member of the faculty over the student.

In a Supreme Court case, G.R. No. 115795 March 6, 1998, it ruled that, “It is but stating the obvious to assert that teachers must adhere to the exacting standards of morality and decency. There is no dichotomy of morality. A teacher, both in his official and personal

conduct, must display exemplary behavior.”

The question falls on what will be the DepEd response to this scenario on how a student-teacher relationship will be addressed.

Well, it depends on the school’s consistency in implementing its own policy and standards on morality and appropriate behavior. It is the school’s duty to preserve both its integrity as an educational institution and that of its teachers, and the responsibility to act in accordance with the best interest of the child student, will always be the primary consideration above all else.

Article VIII Section 7 of Code of Ethics for Professional Teachers, in a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher shall exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner.

Immorality is a factual question that should be determined in the circumstances surrounding every case and cannot simply be presumed. But even when such relationships are almost always equated with indecency and attended by immorality, it is also not impossible that true love may still exist in student-teacher relationships. Borrowing the quote from French philosopher Blaise Pascal, saying, “If the two eventually fell in love, despite the disparity in their ages and academic levels, this only lends substance to the truism that the heart has reasons of its own which reason does not know.”

Yet we should not tolerate this kind of relationship to happen in our school. Do away with rationalization “ako’y tao lamang” rather use our rationality to do what must ought to be done.

While our students express their feelings and/or attraction that are mistakenly interpreted as “love”, then, our duty as teachers is to educate them.

Teachers who are supposed to be loco parentis or older sibling figures for the students, should not express amorous feelings towards his/her minor student and should not tolerate teacher-student love affair in schools.

So when people fall in love with the most unexpected person at the most unexpected time, it only reminds us that patience really is a virtue.

If it’s really the one true love that you are waiting for, TEACHER, WAIT for the right time. For real love does not take advantage of the weakness of another. Real love knows how to wait for the right time. True love waits.

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Opinion

More than the awards

RUTH B. SORRERA

School Head, Juan M. Alberto Memorial Elementary School

Juan M. Alberto Elementary School is motivated to work more after passing the National Level Search for Brigada Eskwela Best Implementer for the third time. Having been awarded for three consecutive years is not easy to attain for it requires a lot of effort, time, strong linkages, and energy to achieve such achievement.

However, more than the awards and recognition received is the award of bliss and satisfaction of every person behind the success of JMAMES. Since the DepEd subsidy to each school known as Maintenance and Other Operating Expenses (MOOE) is not enough in making school conducive for learning, it needs financial aid and any form of assistance from its stakeholder which are the alumni, government sectors, non-government organizations, parents, barangay officials, OFWs, religious group and many others. Through the collaborative efforts, the needs of the pupils and teachers were addressed to.

Since the school believed that the new evolution of “bayanihan” has been redefined by this undertaking, the partnership with the stakeholders strengthen its objectives and mission. It also widens its horizon that it will cater not only the learners but as well as the establishment of good social responsibilities in the community involving stakeholders in the community means empowerment that is geared towards the fundamental of nation-building. Teachers cannot actually produce ideal learners without the support from these partners and it’s good thing that

through this program, realization has come up. This advocacy has even reached abroad thus contributing more for the good of the school.

Right after the school year ended, the school has been preparing on its advocacy and marketing campaign for the implementation of Brigada Eskwela. Donations from various sectors utilized for the repair and maintenance of school facilities and other related work making the school ready to serve its clientele as classes begin is the primary goal of Brigada Eskwela.

Pre-planning activity and composition of Brigada Eskwela Working Committees are set early to plan, initiate, and lead the activities geared toward the improvement of school environment specifically on its cleanliness, beautification, and readiness of the classrooms for the school year opening.

The things we accomplished were not made solely for this purpose, not even for fame or recognition neither for reward. We’re doing it for the benefit of our primary beneficiaries, pupils of JMAMES. We will never stop working even without this contest. We will continue what we have started. Our advocacy is unstoppable. One of the best assets of JMAMES is the people who love our school unconditionally. Working beyond what is expected of us is passion. We are happy that we made it to the hall of fame, the school strongly believes on the quotation “Success does not lie in results but in efforts, being the best is important, doing the best is all that matters.”

Learning *Idai from Japan

My JENESYS 2017 Cultural Exchange Experience

SIONNY MAE CRISPINO

Wisdom is acquired not only through schooling but because of one's commitment to lifelong learning, be it inside the four corners of the classroom or outside exploring the world to be bold and great.

This year, I was fortunate to be selected as one of the official delegates of the Philippines to the Japan East Asia Network of Exchange for Students and Youths (JENESYS) 2017 Cultural Exchange in Educational Industry. The exchange program may be short but I learned new things and new ways of looking at things nonetheless. I learned about Japan's education, culture and way of life. I broadened my horizon, forged friendships and strengthen my love for education.

Launched and sponsored by the Japanese government, the JENESYS is a people-to-people exchange program under the umbrella of Japan's Friendship Ties Program. Managed by the Japan International Cooperation Center (JICE) JENESYS offers lectures, institutional visits, home stay, and study tours to students and young professionals to promote mutual trust and understanding, friendship and cooperation among the people of Japan and ASEAN countries.

This year, the focus of the JENESYS Cultural Exchange in Educational Industry is on the theme, "Anti-Drug Education Program" in support of the Philippine national agenda on drug prevention and rehabilitation. The 4th batch of JENESYS participants composed of twenty-two young professionals - teachers, teaching-related and non-teaching personnel - from the Department of Education schools and divisions nationwide. The Philippine delegation team, in the company of JICE Coordinators Ikeda Michiko, Ichikawa Saeko, Namiko Watanabe and Ayumi Okuma, stayed in Tokyo, Japan and Kamogawa City (Chiba Prefecture) for eight days from February 27 to March 6, 2018.

In the light of the Golden Age of Strategic Partnership between the government of Japan and the Philippines, the exchange program which focuses on fields of mutual importance, this time on anti-drug education, proved to be productive and engaging. The cultural exposures, institutional visits, lectures and homestay with native Japanese families enabled us to benchmark on Japan's anti-drug education, and to immerse ourselves to the Japanese way of life - a rather striking move to boost tourism and promotion of Japan's society, history, culture, politics, economics, technology, worldviews and diplomatic relations.

My brief visit to Japan gave me the impression that the land of the rising sun is fascinatingly beautiful, immaculately clean and minimalist, ultramodern yet remarkably traditional. Japan is characterized by neon-lit skyscrapers, imperial palaces, historic shrines and temples, ancient teahouses, modern museums, cutting-edge technologies, large public gardens, cold walks, hot baths, exotic cuisine, bullet trains and bicycles, vending machines, fancy toilets, Japanese salary men in black suits, anime and manga. What struck me the most and which I consider to be Japan's gem though is the locals - their manners, discipline, punctuality, assiduousness, and mindfulness of others.

Takeaways from the Japan Anti-Drug Education and Plan of Action

In a joint statement on bilateral cooperation for the next five years, Philippines and Japan agreed to cooperate in the field of public safety. To realize respect for law and order, particularly in combatting illegal drug use, three things were given attention: (1) relapse prevention among drug users, (2) prevention of illegal drug use, (3) poverty alleviation in the context of preventing illegal drug use. In an attempt to achieve the president's promise of a drug-free Philippines, the current drug war is characterized by violence, based on instinct and emotion. On the other hand, Japan's drug policies rely heavily on evidence, based on trustworthy statistical data, transparent facts and good reason.

It took three epidemics, in the case of drug-related arrests, before Japan achieved a remarkably low prevalence of illicit drug abuse. Drug policies should be evidence-based. There is a need to look at the profile of drug users



GENESIS. Sionny Mae Crispino, one of the delegates of the country to Japan, sees her experience in JENESYS as a beginning of a more elaborate understanding of the rich and vibrant culture of Japan, thus adopting trends for effective education. (CSanJuan)

to determine the nature and extent of drug use as well as the type of intervention to be implemented. To determine precisely the prevalence and the dangers of drug abuse among age groups, Japan looked into the data on drug-related arrests. Drug-testing is not being implemented in Japanese schools. On the other hand, the Department of Education started the conduct of random drug testing of high school students. The rationale behind is to establish baseline data as to the profile of drug users, types of drugs used and extent of drug use to determine the current Philippine drug situation, intervention and rehabilitation strategies, and which I hope will not be used to expose minors to the dangers of Duterte's bloody drug war where thousands of suspected users and pushers have perished.

In Japanese schools, students are given correct knowledge about the hazards of drug abuse and raise students' normative consciousness to reject invitations to use drugs through guidance and instruction, particularly in physical education, health classes, moral educations and special activities' classes. They have developed specific curriculum guidelines for elementary, junior and high schools. For elementary, the focus is on impact of thinner on physical and mental health and some reference to stimulant drugs. Junior high school students are given instruction on acute effect on physical and psychological health and dependency and guidance on stimulant drugs and cannabis. In high school, comprehensive guidance is given on relationship between drug abuse and disease and impact on society and the range of drugs covered include opium, cannabis, and stimulants.

Albeit the differences, the Japan and the Philippines adhere to relatively similar anti-drug policies widely accepted and practiced across ASEAN member states and worldwide. Instead, the Philippines shall focus on strengthening the implementation of its national drug education program and conducting activities aimed at eradicating the desire to obtain and use illegal drugs.

One reason why Japan has almost zero crime rate and drug abuse case is attributed to moral education which takes the biggest timeslot in a Japanese student's life. Early on, Japanese school-age children are taught self-learning, autonomy and vitality but before they judge a child's knowledge and ability to learn, they make sure to teach good manners and develop character. Unlike Japan whose population is aging, majority of the Filipino people are young. If we bank on the dense characteristic of our country's population, give them education that focuses on the intangibles - the values, skills and knowledge and capacitate them to secure their future; perhaps, the Philippine social card may become better.

In the same manner that the prevention and information dissemination campaigns specifically target the youth in cognizance of their role in nation-building and vulnerability to drug abuse and societal pressures because of immaturity and tender age, the very basic unit of society, the families especially the high risk ones need to be strengthened through parent skills trainings and seminars, parent-teacher conferences because oftentimes, drug-related problems are a result of dysfunctional families. Furthermore, it is necessary to address the relational aspects of the youth to all people around them as youth demand for love, attention, guidance and sense of belongingness. It takes an educated, compassionate and coordinated response from parents, families, peers, teachers, officials to build caring communities for children.

I sincerely hope to nurture the friendship I made with both Filipino and Japanese people along the way, and to promote international relationships through exchange programs like JENESYS. To strengthen the friendly bridge between Japan and the Philippines, I wish to convey information on Japan to the general public of the Philippines and vice versa. I resolve to do my re-entry action plan (please see enclosed file) and do goodwill. In conclusion, I would like to extend my sincere gratitude to my co-delegates and DepEd family, JICE, and all parties concerned for their contribution to the JENESYS 2017: Cultural Exchange in Educational Industry. Truly, it is a wonderful experience in humbly learning greatness the Japanese way.

* "Idai" is the Japanese word for greatness.

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Japan's almost zero crime rate and drug abuse case is attributed to moral education which takes the biggest timeslot in a Japanese student's life.

ABSENCE Makes the Heart Grow Fonder

(The Different Types of Leave Every Employee Should Know)

LORAIN D. TAULE

Whether we like it or not, there are times that we have to file a leave for unavoidable circumstances but what we do not know is that there are many types of leave that we can avail aside from sick leave and vacation leave.

LEAVE OF ABSENCE

a right granted to employees not to report for work with or without pay as may be provided by law and as the rules prescribe in Rule XVI of Executive Order No. 292.

SPECIAL LEAVE BENEFITS FOR WOMEN

- any female employee shall be entitled to special leave of maximum of two (2) months with full pay based on her gross monthly compensation, provided she has rendered at least six (6) months aggregate service in any or various government agencies for the last twelve (12) months prior to undergoing surgery for gynaecological disorder.
- The special leave may be availed for every instance of gynaecological disorder requiring surgery.

Gynaecological Disorder- refers to disorders that would require surgical procedures such as, but not limited to dilatation and curettage and those involving female reproductive organs such as vagina, cervix, uterus, fallopian tubes, ovaries, breast, adnexa and pelvic floor, as certified by a competent physician.

VACATION LEAVE (VL)

- granted to employee for personal reasons, the approval of which is contingent upon the necessities of the service.
- Vacation leave without pay is considered a gap in the service.

REHABILITATION LEAVE

- granted to employees for disability on account of injuries sustained while in the performance of duty.
- The duration, frequency and terms of availing this leave shall be based on the recommendation of the medical authority i.e. may be half day basis, intermittent schedule or less than six (6) months and their absences shall not be deducted from the sick and vacation leave credits.

TERMINAL LEAVE

- refers to the money value of the total accumulated leave credits of an employee based on the highest salary rate received prior to or upon retirement date/voluntary separation.

STUDY LEAVE

- a time-off from work not exceeding six (6) months with pay for the purpose of assisting qualified employees to prepare for their bar or board examinations to complete their master's degree.

PATERNITY LEAVE (PL)

- Every married male employee is entitled to paternity leave of seven (7) working days for each of the first four (4) deliveries of his legitimate spouse.
- It is non-cumulative and non-convertible to cash.

PARENTAL LEAVE (SOLO PARENT ACT)

- seven (7) days leave of absence granted to a parent who has the sole custody and responsibility of the child and who has rendered at least one (1) year of service regardless of employment status.
- In order to avail of the Parental Leave, the solo parent shall submit to the Personnel Division the Solo Parent Identification Card or Certification issued/validated by the DSWD within the month of January every year.

SICK LEAVE (SL)

- granted on account of sickness or disability of the employees or any member of their family (parents, brothers, sisters, children, spouse and even house help who are living with the employees).
- Application for sick leave shall be filed upon return to work.
- Application for sick leave filed in advance, or exceeding five (5) days shall be accompanied by a medical certificate.
- Approved sick leave submitted to the Personnel Division later than the 6th working day after the leave of absence shall be deducted from the employee's salary.

SPECIAL PRIVILEGE LEAVE (SPL)

- leave of absence which may be availed for a maximum of three (3) days annually to mark special milestones and/or attend to filial and domestic emergencies such as birthday, anniversary, mourning, PTA meetings, etc.
- SPL is non-cumulative and non-convertible to cash.
- SPL on emergency cases shall be filed within the day upon return to work, and the supervisor/office should be informed of the reason of availing such leave.

SPECIAL EMERGENCY LEAVE – five-day leave granted to those employees directly affected by natural calamities and disasters.

MATERNITY LEAVE (ML)

– every woman in the government service who has rendered an aggregate of two (2) or more years of service, shall in addition to the vacation and sick leave granted her, be entitled to maternity leave of sixty (60) calendar days with full pay.

TEN (10) DAYS LEAVE (VIOLENCE AGAINST WOMEN AND THEIR CHILDREN ACT OF 2004)

- any woman employee in the government service, regardless of employment status and/or whose child is a victim of violence and whose age is below eighteen (18) or above eighteen (18), but unable to care of oneself, is entitled to avail of the ten (10) days leave.
- It may be on continuous or intermittent manner to cover the days they have to attend to medical and legal concerns.

FIVE (5) DAYS FORCED/MANDATORY LEAVE (FL)

- Employees with ten (10) days or more vacation leave shall be required to go on vacation leave whether continuous or intermittent for a minimum of five (5) working days annually.
- Forced leave shall be forfeited if not taken during the year. However, if the Secretary cancelled the scheduled leave in the exigency of the service, the same shall no longer be deducted from the total accumulated vacation leave.
- Those with accumulated vacation leave of less than ten (10) days shall have the option to go on forced leave or not. However, officials and employees with accumulated vacation leave of fifteen (15) days who availed of monetization for ten (10) days resulting in five (5) days vacation leave, shall still be required to go on forced leave.



BOTTLED UP

Containing Virac's Rubbish Heap

ANJO G. TUGAY

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The modern civilization is now struggling with the problems of high build-up of waste and its impact on the immediate and global environment. The municipality of Virac, as a first class municipality with its booming economy, is not excluded in this environmental woe. The present scenario calls for a smart handling of waste, a collective effort by the local executive and the entire community.

Towards a Picture Perfect Virac Bote ni Sammy Project launched

The municipal government of Virac, through the initiative of Mayor Samuel Laynes, the police station led by Acting Chief of Police, PCINSP Josefino C. Titong Jr., SPO1 Josephine Bergonio, several schools and barangays came up with a project on solid waste management dubbed as "Bote ni Sammy" program in support to the ecological solid waste management campaign of the Municipal Environment and Natural Resources Office (MENRO).

"The program, and the campaign in particular, aims to create greater awareness on proper trash segregation and disposal within the barangays and school premises, and to encourage the practice of solid waste management," Mayor Laynes disclosed.

Sammy's "Bottle Cry"

The campaign was grounded on a research study sponsored by the Department of Environment and Natural Resources in 2015 which revealed that 80% of the school and household trash is recyclable.

Engr. Angel Rumbines of MENRO disclosed that 70 cubic meters (19.68 tons) of garbage are disposed per day in the 2.19 hectare controlled dumpsite in Brgy. Casocan. These are coming from the 61 barangays in the municipality whose garbage are collected by dump trucks and compactors on a scheduled date. Of this magnitude of generated waste, it is estimated that around 90% are collected daily by dump trucks, with the remaining 10% ending up in canals, rivers, or any other space where garbage could possibly be dumped into.

The local government, which received the Seal of Good Local Governance, led by Mayor Laynes recognizes the vital role played by environmental education in the implementation of waste management in schools.

"The program will be extended not only in the community but also in the school. We would like to support school policies and programs that aim to avoid and reduce the generation of garbage," Mayor Laynes said.

Schools, indeed, are cradles of values formation. They are training grounds through which to instill attitudes and mindsets of being "makakalikasan" – one of the core values of DepEd. In Catanduanes National High

School, for example, the Edukasyon sa Pagpapakatao Department spearheaded the "Kalakal Para sa Ekonomiya ng CNHS" program.

"We intend to inculcate to the students the value of having a clean environment, fulfill their mission as stewards of God's creations, and help the less fortunate students of CNHS through gift-giving and feeding program," Ms. Maria Dolor Brequillo, one of the project proponents said.

With the campaign initiated by the local government and with the concerted efforts of schools, roughly 40% of plastic wastes was lessened in Casocan dumpsite. The positive result proves worth of the local government's "bottle cry" on ecological solid waste management. The mayor hopes that this will be heard not only by Viracnons but also by other municipalities for a happier island of Catanduanes.

Pasalinggaya sa mga Viracnon

Still in connection to the campaign, a grand event was held on February 23, 2018 – the "Pasalinggaya sa mga Viracnon – Arangkada sa Basura Promo" hosted by LGU Casiguran Mayor Edwin "Boboy" Hamor with the pasalinggaya performers highlighting the "Go Shine Virac" composition. Raffle winners received 25 motorcycles, hundreds of rice cookers, refrigerators, televisions, sala set and many consolation prizes. One raffle ticket could be availed in exchange of three big softdrink bottles with plastic waste inside; or six mineral water or juice bottles. The promo was tagged as SAM which means "Solid-waste Areglado = Motorsiklo," and was part of the preparation for the upcoming Town-Twinning or Sisterhood Ceremony of the two municipalities.

Prior to this event, in a meeting with the Virac Council Members and officials, Mayor Hamor (the donor of the raffle prizes) shared valuable insights and best practices of the LGU Casiguran that were well-applauded by the SB officials giving the LGU Virac ideas regarding programs and projects that can be implemented in Virac.

Message in a Bottle

Faced with the fact that the youth make up majority of the town's population, greater is the need to immerse these junior members of the society in an intensive solid waste management practice in schools.

According to the "Guide to Zero Waste Schools" published by the EcoWaste Coalition and the Global Alliance for Incinerator Alternatives, a school-based Zero Waste program should aspire to promote and inculcate ecological awareness, action and commitment among community members particularly the young generations.

It is indeed our responsibility to closely adhere each and every rule of government to control the waste and exercise waste management in an efficient way. It is time that we stop covering our nose from the rubbish and start making impacts of conserving environment by managing solid wastes at source.

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We intend to inculcate to the students the value of having a clean environment.



CLEAN-UP TRIKE.

The Local Government of Virac turns eco-carts over to barangays to strengthen its Solid waste Alternative Management Program. (LGU-Virac)



TURNING POINT. Governor Joseph Cua and Schools Division Superintendent Socorro V. dela Rosa lead the symbolic ribbon-cutting during the turnover of new school buildings donated by PhilAm Paaralan Foundation to Bote Integrated School (JSArcilla).

Rebuilding Hopes after Storm

JEFFERSON S. ARCILLA

The day that was supposed to be filled with celebration turned out to be one of the darkest days in barangay Bote after the residents traveled the beatings of typhoon Nina in December, 2016. It only took several hours for the typhoon to shatter houses, properties, and even the learners' second home — Bote Integrated School.

As the hardest-hit public school in Catanduanes, Bote IS could hardly manage to go back to its normal set-up due to numerous damaged classrooms and school facilities. Recovery was uncertain with the staggering amount of damage, but not until humanitarian groups started to pour assistance and donations to the school and community.

To The Rescue

Two of the country's leading local non-profit organizations — Philam Paaralan and ABS-CBN Lingkod Kapamilya — came to help Bote IS in its rehabilitation efforts. Both foundations, along with their partners, donated classrooms as assistance to the school and to the province of Catanduanes.

Philam Paaralan Foundation with LBC Foundation and Vice-President Leni G. Robredo's Angat Buhay Foundation donated two typhoon-proof classrooms which boast poured-concrete wall with complete classroom facilities such as restrooms, teacher's table, chairs, ceiling fans, and floor tiles. The 2.6 million peso worth classrooms were also built using steel frames, improving the quality of the structure that can withstand strong typhoons. Since the official turnover of the classrooms, the building has aided almost 70 grade 7 students of Bote IS for the entire school year. Classes have also gone to regular schedule as sections were not combined to stay in one classroom.

ABS-CBN Lingkod Kapamilya Foundation also reached Bote IS and Cabugao Integrated School to advocate its cause in helping schools and communities in the Philippines. In Bote IS, Kapamilya Foundation's three classrooms will benefit two grade levels in high school for the next school year. Grade 10 students who used temporary classroom for the entire school year will finally stay in a more conducive learning environment with restrooms and complete facilities.

Stakeholders' Role

During the turnover ceremony of the Philam Paaralan building on July 28, 2017, Philam Paaralan President Max G. Ventura said that the realization of the project became possible because of the cooperation of all the stakeholders.



REHABILITATION EFFORTS. Donated school buildings help Bote Integrated School recover from the devastation brought by natural calamities as various groups and individuals extend their assistance. (JSArcilla)

"If not because of the support of everybody from the school principal, teachers, parents, barangay captain, LGU, and police officials this ceremony will not be possible," Ventura added.

Days before the turnover ceremony, parents and community members, led by the PTA President Charles T. Teope, worked collectively to prepare for one of the biggest events of the school. They had to prepare the venue despite not having a covered court. Some parents were busy making temporary tents while others were busy cleaning the campus despite the stormy weather.

"Kaipuhan mi talagang magtalabang-tabang para sa kagayunan ning programa. Bilang president ning PTA, talagang sinigurado nimi na gabos matuwang bilang pasalamat sa tuwang na tinao samo," Teope added.

Parents and community support were not only evident during the preparation for the turnover ceremony. Even during the trying times after the devastation of typhoon, the parents and community responded actively. They helped in fixing broken doors and windows, retrieving books, and in building temporary classrooms even they had to endure watching their own houses damaged also by the typhoon.

Sparking New Hopes

It was the learners, the heart of the school, who benefited much from the assistance and donations given by Philam Foundation and ABS-CBN. With more than 200 students in high school, the donated classrooms were a huge help in educating the students of Bote IS without having to sacrifice the quality of education and the learning environment.

One of the performing students of Bote IS, Jhonas P Tito Jr. shared his sentiments after witnessing how typhoon Nina destroyed not only the school but also his learning opportunities.

"Baha, walang kuryente, at delikado para sa mga mag-aaral. Kasama ang aming mga guro, ganyan namin hinarap ang pagsubok. Mahirap maka-pag-focus dahil sira ang mga gamit at basa ang mga aklat," the senior high school student shared.

But Philam Paaralan Foundation and ABS-CBN Foundation revitalized his enthusiasm to study.

"Ngunit dahil sa tulong ng mga mababait na mga indibidwal at grupo, mas naging dedikado akong mag-aral nang mabuti para makatulong din sa iba," Tito added.

After the nature's wrath, Bote IS was a picture of desolation. Yet during the most forlorn moment, the teachers, parents, and stakeholders found their strongest ally in revamping the once shattered second home of the learners.

There was silence in a moment. The spectators' eyes were all set as the performers held their instruments – waiting. After a moment, the slender hands of the conductor seemed to form waves. But instead of hearing the sound of the sea rushing to the shore, you would hear the harmony of the sounds coming from the instruments they play.

This synchronization of sounds came from the instruments played by the selected students of Catanduanes National High School (CNHS) who were trained by their band master Mr. Ricky T. Borja, Teacher III of the school's MAPEH Department.

However, these students do not only play for their interest, but also earn and help the school as well as part of CNHS's Income Generating Project (IGP).

Ian Paul Balmadrid, a grade 12 student playing the trombone in the band, once jokingly remarked, referring to their services on funerals: "May pera sa patay."

"Naka ogma ta su mga aki ta batid na magtugtog at the same time gakita pa," said Mr. Borja in an interview.

With a noble cause of helping student-musicians to earn money while honing their skills at the same time, CNHS Marching Band also strives in supporting CNHS to become self-sufficient.

Thus, its operations have appropriate rates for any organization or person who will avail of the services of the band. For government events, the rate is Php. 1,000.00 rental fee, Php. 300.00 will be for the school share and Php. 700.00 for the whole band plus free snacks as well as free service vehicle. Likewise, a fee per band player amounting to Php. 100.00 will be charged to compensate the services of each band member who will perform during the event.

Meanwhile, the rate per band player for private events is Php 350.00. The number of band members who will be playing during a specified event will be



SHOWTIME. The passion for music has brought students together to serenade weary hearts as they juggle. (RTBorja)

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**The CNHS
Marching Band
also strives in
supporting the
school to be-
come self-
sufficient.**

determined by the person or organization requesting the services of the band. However, the members to be hired should not be less than five headcount. With this, ten percent (10%) of the rate shall be turned over and deposited to the account of CNHS Marching Band. This percentage is what the band used for the performers' uniform and for the repair and maintenance of instruments.

Included in the performers are John Michael Abad, John Pastor Bagadiong, Mark Florence Calderon, Laurence Balmadrid, Jayson Dela Rosa, Vince Joseph Isidoro, Raffy Talan, Izra Benavidez, Andrew Traqueña, Goldwin Alejandro, Jojie Delantar, Jericho Delantar, Ivan Delantar, Ico Arcilla, Mae Angela Rodriguez, Dexter Pongan, and Pboy Bagadiong.

Services of the band, however, shall be conducted, as much as possible during Saturdays and Sundays so as not to interfere with the members' class schedule as well as the officers' official time. In case a request will fall in a working day, the rendering of the services shall depend on the approval of the School Administrator.

The plan to form CNHS Band came into mind in September 2009 which was initiated by Mr. Borja and was supported by the MAPEH teachers. From their vision of seeing this band perform, they solicited the needed expenses from former congressman Joseph Aldea Santiago where they got 65 items of instruments amounting to 800,000 pesos including bass drums, saxophones, trumpets, clarinet, flute, piccolo, trombones, brass, triple drums, snare drums, and cymbals.

Complete with all the necessary instruments to play, CNHS Band started performing in 2010 in parades, variety shows, town fiestas, and funerals.

On June 10, 2016, the Schools Division Superintendent Socorro V. Dela Rosa approved Mr. Borja's project proposal on the "Operation of CNHS Marching Band as Income Generating Project and the Upgrading of the Band's Instrument" which aims to earn income to sustain its operations, purchase additional musical instruments (brass and wire) to upgrade its resources, regularly conduct repair and maintenance of musical instruments, conduct regular trainings, invite and train new members to upgrade and develop the skills in playing musical instruments of the Special Program in the Arts (SPA) students.

A SOUND FOR A PENNY

The CNHS Marching Band in Promoting Self-Sufficiency

GISELLE P. TRAPAGO





through the coin's heads and tails

Dissecting School's Financial Operations System



NAPOLEON I. ARCILLA III

Maintenance and Operating Expenses (MOOE) has been the most common source among the schools, be it a procuring entity that has fiscal autonomy or not. This fund source is generally used in school operations which include but are not limited to the purchase of equipment and materials used by teachers and pupils in their learning activities, registration fees for trainings, travel allowances, utility expenses and repair and renovation expenses for the school's physical facilities. Other sources are the Special Education Funds (SEF), donations and special funds from canteen and/or Gulayan sa Paaralan Program.

With these pigeonholes of sources, school heads and their teams should have the proper managerial astuteness to maximize the funds. Inversely, should these school managers fail to be financially skilled, disastrous results are bound to happen. Less projects and programs will be established and implemented. Teachers and pupils will be hungry of learning materials. Community linkages will be in a snafu status. To sum up, epic failure in school.

Bank and Balance

To equip knowledge on DepEd Financial System with emphasis on procurement, budget, accounting, disbursing anchored on DepEd Order No. 60, s. 2016, the Schools Division Office had conducted a five-day Roll-Out of Financial Management Operations

Manual last November 27 to December 1 for School Heads, Property Custodian, Senior Bookkeepers and Disbursing officers; and a three-day orientation-seminar of the similar training last January 11-13, 2018 for BAC Chairmen at Amenia Beach Resort, Palawig, San Andres, Catanduanes.

Teresa Arcayera, Chief Administrative Officer of DepEd-Region V, led the gang of speakers from the region and the schools division office.

"The changes in the process should be applied in all schools as they are what the law prescribes," Arcayera stressed in the training.

"Cases have been filed against school heads because of financial management," she added, "and these could be avoided if we have the knowledge and the kind of management necessary to run our school funds properly."

School funds are public funds hence, every school's financial team should be careful and wise enough to plan, budget, and purchase what is only needed by the school.

Focus of Interest

"The very purpose of the roll-out is to implement uniform policies and practices in all levels," Schools Division Accountant Angelo James O. Aguinalde shared.

"The Central Office made sure that these policies be disseminated and applied across all levels," Aguinalde said.

What is notable in the seminar is the roster of changes or rather, clarifications such as the increase of number of Bids and Awards Committee (BAC) members from 5 to 7 and the role of PTA and community as spectators.

"These things are made to minimize issues and concerns which have long been creating problems in the procurement procedures," Aguinalde explained

Money breathes life in every organization. Without funds, meeting the goals of an organization is impossible as one of the secrets of every successful organization is the maximization of its funds.

pertaining to the changes made.

Brains and Gains

Fiscal management is one of school operations which fuel life to the school functions, effectiveness, and quality. As a small-scale financial unit, the school with its Head of Procurement Entity and the entire team of purchasing individuals, bids and awards group and inspecting officers which, is capable of making (or breaking) a school. Operational fiscal resources aid schools in inching closer to their goals as identified in the School Implementation Plan that serves as a blueprint of what the school sees in itself in the six years that would follow.

With the knowledge and skills instilled and will be further honed, the participants are sure to generate and make use of their best versions of flowcharts and styles in the procurement process which will aid them in maximizing the school funds. The experience in the roll-out rectifies the procurement myths that should now be buried to make way for the right course to take place.

"Nalinawan na akong grabe na dapat sun'don talaga ang proseso," a teacher-participant from San Andres expressed.

"Masakit sa poon ta mala may kinasanayan na pero susundon ta ito ang tama."

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features

Raising the Bar of Innovation:

Integrating ICT in Teaching, Learning and Governance

CHRISTINE MAY P. PETAJEN

In the 21st century education, we cannot do away with ICT integration in classroom teaching and learning process as well as in our school operation. Because of this, teachers and ICT Coordinators from the Division of Catanduanes have designed projects that will help ease the current situation.

Francis T. Tomes of San Jose (Oco) Elementary School designed an ICT innovation dubbed Error 404 Not Found. The said project uses the Computer Networking Concept as a tool for teaching and learning process. A certain website related to a day's lesson is being downloaded using an application which will later be copied to the server to be seen by all users in the network.

Through this, teachers can have a web-based teaching tool even without internet access during the class session. This can be helpful to learners in far-flung areas with poor internet access. This project gives learners the opportunity to know how a website looks and works giving them the chance to experience 21st century teaching-learning process.

This would also maximize the use of the DepEd Computerization Program (DCP) Packages which were given to schools to aid instruction. In addition, Project 404 Not Found also uses "Thin Chat" a computer application installed in DCP Packages which allows the users to communicate with each other through group chats, forum and instant messaging.

In an interview, Mr. Tomes disclosed that at first, he had a trial and error in conceptualizing this project but after a few years of work, it has now materialized. Initially, Project 404 Not Found was only used in his EPP-ICT subject but now, he has been using this innovation in other subjects as well. Other teachers in their school are now also using this project in their daily lesson.

The teacher-proponent said that he is also open to help teachers from other schools who would like to use the project in teaching. "Pwedeng pwede po syang gamitin in other schools especially those who are DCP recipients," the teacher assured.

The project won 2nd runner-up in ICT Innovation-Teaching and Learning

Category during the 1st DepEd Regional ICT Summit held on November 8-9, 2017 at Casablanca Hotel, Legazpi City.

On the other hand, school finance officers will now spend lesser time in liquidating the school's monthly Maintenance and Other Operating Expenses (MOOE) with the creation of the Simplified Liquidation E-Template. The said template uses Microsoft Excel and is designed to create monthly liquidation reports faster and more convenient since users are allowed to do away with the manual computation which was formerly done by many.

According to Mr. Efren T. Gurrobat, ICT Coordinator of Antipolo National High School and proponent of the said template, he devised it because he has noticed that many school finance officers and school heads are burdened with the preparation of the said report which is very essential to a school's operation. He then submitted his proposal to the Schools Division Office of Catanduanes for approval.

Fortunately, the administration supported the use of the e-template and has called for a training of school finance officers on its use. Now, finance officers of different elementary and secondary schools in the Division of Catanduanes are now using the template in preparing their liquidation report. A few months after its implementation, Mr. Gurrobat has received positive feedbacks about the template.

However, there are still some who are confused in some parts of the application but the proponent assured that he would welcome any queries from the users.

Mr. Luis Karlo T. Avila, finance officer of Cobo Integrated School, said in an interview that he is now able to liquidate the school's MOOE faster upon the use of the said template.

"The input of data is easier since basic information are linked with all the documents unlike the previous template where we had to manually input all the data," he asserted. He also added that his classes are not affected anymore by his duties as a finance officer.

Truly, ICT integration in the teaching and learning process, as well as in school governance could help us. Because of this, we should continue to innovate more and promote awareness of and support to these ICT initiatives.

PSC to support Division of Cat'nes sports dev't plan

FRANCIS JOHN B. TEMPLONUEVO



ON POINT. Catanduanes baseball team ace pitcher is all focused against the plucky Legaspi City during the Palarong Bicol 2018, Naga City Sports Complex. (JSArcilla)

The Philippine Sports Commission expressed its full support to the sports development plan of the Division of Catanduanes which aims to strengthen the campaign of sports awareness and exposure of students especially the athletes.

According to Dr. Mary Jean S. Romero, Education Program Supervisor and the Division Schools Sports Officer (DSSO), the expression of support of PSC during their initial meeting together with LGU representatives at the Provincial Capitol is going to be instrumental in attaining the sports' goal of the Division.

"Malaking tulong ang PSC sa ating sports development plan dahil sila ang magbibigay sa atin ng mga resource persons who will guide us to the right approach, using scientific ways in our approach sa sports. We are happy that Mr. Edwin Gianan of PSC Virac assured their help to us," DSSO Romero said.

Jumpstart Activities

The DSSO recognized that a year round plan is important for direction and better execution. Several trainings, clinics, and tournaments are also lined up

PSC TO SUPPORT PAGE 19

No paper works, just sports

First Sports Olympics brings 'smile' to DepEd employees

FRANCIS JOHN B. TEMPLONUEVO

For the first time in the history of DepEd Catanduanes, the Division launched a Sports Olympics for both teaching and non-teaching, and it brought smile to the sporty employees.

The activity, which was conceptualized in line with the World Teacher's Month celebration and the promotion of unity and teamwork in the workplace, started last September 9, 2018 and participated by five zones.

The sporting events in the Olympics are basketball, volleyball, table tennis, badminton and chess. Larong Lahi such as Patintero, Siato, Batuhang Bola, Modified Sackrace and Going to Market with Japanese walk are also included.

"This is the first time that we are having this sports Olympics. Lingawan na muna ang paperworks. For four (4) Saturdays, everyone should enjoy the games," Mr. Miguel C. Ogalinola, School Governance Operations Division Chief said.

The Schools Division Superintendent, Socorro V. Dela Rosa also reminded teachers of the importance of balance lifestyle.

"It is good that we are promoting

sports not just to our students, but also to you who are their mentors. Magayon na maski an trabaho ta mag-tukdo magka-ikan man kita



It is good that we are promoting sports not just to our students, but also to you who are their mentors.

nin oras sa sports. Balansehon sana para man sa health goals ini. More importantly, always carry with you the spirit of camaraderie and sportsmanship," Dela Rosa said.

The sports fest earned praises from the employees who participated.

"Ito ay good sign na may sporting events na din tayo lalo na ang mga agency may kanya-kanya din silang sports fest. Aside from that, DepEd promotes sports for the students, so dapat din magkaroon ng event ang mga employees. Healthy lifestyle promotion na din," Mr. Edbryan T.

Tresvalles, Teacher II of SMRDHS and Volleyball player said.

Everyone also shared the same thoughts on the hope that the event would be part of the program in the Division.

"Since napuunan mana ang sports Olympics, sana tuloy-tuloy na to in relation to the World Teachers Day. Para to sa ating mga teachers at non-teaching," Mr. Robert Tablate shared.

"As tournament manager and playing coach, maogma na mahiling na maski isakit na magdalagan ang mga teachers husay pa man syempre ang kaogmahan. Iwas highblood pa," Mr. Fidel Vegim, School Principal II of Bato RDHS said.

According to Dr. Mary Jean S. Romero, the Division Schools Sports Coordinator, the appreciation from the employees only showed that the activity should be continued.

"Isasama natin yan sa priority program ng sports na hindi lang para sa mga students kundi meron din para sa mga teacher at non-teaching. We could plan it earlier para makahanda ang mga schools to participate," Romero said.

PAGE 20 SWIMMING

Jean Romero said that the team's chess players are already expected to perform knowing that some of them have participated in Batang Pinoy Tournament but was quick to admit that swimming came in as a surprise.

"Yung swimming talaga hindi natin inexpect kowing that naging operational pa lang yung swimming pool natin na late na," said Romero.

"We have to invest on swimming on individual events including also gymnastics and athletics para makarami tayo ng medals," Romero furthered.

PAGE 20 TEAM CATANDUANES

The home team managed to dodge Catanduanes' run, taking home the gold and giving team Catanduanes its first silver medal after years of medal dearth.

Coach Hipolito S. Del Barrio IV said that this year's Palarong Bicol showed an improved Catanduanes sepak takraw team.

"Yung mga players ta daeng errors, daeng kaba kasi ang sabi ko sa kanila kayang-kaya nila ang kalaban," said Del Barrio. According to Del Barrio Catanduanes sepak takraw team's motivation is to contribute a medal to the province.

"Ang sabi ko kasi sa kanila, kailangan nating maka contribute ng medals sa delegation," Del Barrio furthered.

Del Barrio also said that he sees brighter future ahead of Catanduanes in the next Palarong Bicol.



PALARONG BICOL 2018 INFOGRAPHICS

 <p>424 athletes</p>	<p>9 VICTORIOUS IN EVENTS 3 team events 6 individual events</p> 	 <p>3rd runner up SPECIAL EVENTS</p>	<p>169 gold silver bronze MEDALS</p> 
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retired but not yet TIRED

RICKY V. TID



Maski ako retired na, pirmi ako dyan na matabang sa school sa pag-train ning mga athlete.

19 sports

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He should have settled for good five years after his retirement, but Tata Ado did not stop from supporting school sports.

"Active na active pa ako ninto. Urawang makusog pa ako, nakahiwas pa ako, pirmi sana akong matabang," he said.

Humble Achievements

Illuminado Torres, 70, a retired Master Teacher of Tambongon Central Elementary School and a division trainer in athletics, proved that serving Catandunganon athletes is never-ending.

He is known for his dedication and zest in honing Viga East athletes' skills and attitudes for 35 years, still committed to keep the fire burning despite of his age. His drive and passion to sports brought him to success.

For years, Viga East District has been a champion in athletics in Palarong Panlalawigan during his reign. This success continued to Palarong Bicol to Palarong Pambansa.

He coached the following Palarong Pambansa medalists: Vilma Tupig, (1988); Ramil Romero (1993); Calixto Solsona (1997) and Jerome Vicente (2006).

"Maski ako retired na, pirmi ako jan na matabang sa school sa pag-train ning mga athlete," Torres said.

Coach's Winning Attitude

He admitted that the job as a trainer is not easy at all. He needed to wake up before the break of dawn to prepare food for the trainees, give them strenuous physical activities and motivate them mentally and emotionally. But at the end of the day, he remains tireless and spirited.

"Basta mahar mo ang sadong bagay, maogma ka sana. Mii ko ya intindi yung mga pagar. Basta maogma ako."

Enthusiasm must be contagious. As a trainer, your energy must radiate to your apprentices. That's why Tata Ado includes his euphoric aura to his everyday routine. He used to show his dedication, drive and drollness because he believes that these invite positive result.

He admits that he is a strict trainer. He easily got irritated by the stubborn trainees. But he sees to it that his firmness will turn into valuable outcomes.

"Maski istrikto ako yung mga bata ga-enjoy. Ipamati

mo sa kila na ang yagibo mo para sa kila," he added.

Extended Service

Entering the politics is one of his reasons to stay on the track. Presently, he is serving as barangay captain of Tambongon. Being the head of the barangay, he regularly extends his help to school sports by giving financial assistance. His doors are always open to support in order to maintain his winning legacy in track and field.

"Kung ano ang mga kaipo nila (present district administration), magtaram sana kamo saamo (barangay council). Maski dagi makatabang man kami."

"Maski buko na akong kapitan, basta nakahiwas pa, matabang ako," he said.

Initially, he plans to scout potential athletes in his barangay and conduct trainings in athletics early this school year. He appeals to the present administration to conduct longer trainings and teacher's financial support to improve the sports in the district or even in our division.

Priceless Compensation

There is no additional stipend for training the young athletes but he does the job with a heart. He even sacrifices his own personal money for the sake of the training but it doesn't bother him. Sometimes he felt disappointments from his 'indifferent and complacent' co-trainers but he doesn't let them overrule his patience and commitment.

"Kaipuhan committed ka. Kung ang trabaho mo dyan for promotion sana, mai ning mangyayari sa imo," he advised.

Happiness is not measured by tangible things in life. Indeed, no money can buy true happiness. For Tata Ado, he already received his compensation after the days of hardwork and diligence. When asked what he can get in return, he smilingly uttered:

"Kaogmahan. Balewala saako yung gastos lalo na kung nakikita mo yung mga bata maogma man."

His name, Tata Ado, implies the strong institution of dedication and commitment and reminds us that in everything we do, we must put our hearts in it. Work honestly and well, though tiring, the real compensation is out of this world.

PAGE 18 PSC TO SUPPORT

starting this summer.

Based on the work and financial plan of the DSSO, the activities are: Training and Seminar Workshop on Talent and Skills Identification Program which expects 300 participants as coaches/ trainers and MAPEH teachers (Elem/Sec); Sports Clinic and Tournament for Swimming, Athletics, Taekwondo, Boxing and Gymnastics which are both set by April, 2018.

"Isa sa pinaka-challenging na part ay ang maghanap ng talent na ating idedvelop. Coaches and trainers should know what the right approach," Romero said.

Long Term Goals

Romero acknowledged that the steps could also help in producing winners for the higher stage such as Palarong Bicol and Palarong Pambansa.

According to Romero, the result of Palarong Bicol is humbling and challenging and it only means that there are rooms for improvement.

"Madami pang gagawin, and dapat gawin. If we do it religiously and we work as a team, we can expect start to expect higher," Romero stated.

"Ang goal natin sa bawat student ay magkaroon ng 'invest in your own sports' para mas matutukan at ma-enhance ang kanilang mga sarili sa sports na gusto nila," she added.

PAGE 20 CUADRO WINS

mula sumali ako sa mga palaro. Lagi akong silver or kung hindi man ay bronze sa individual event. Pero tiwala lang kaya sa last lap talagang nag double up ako para mas mapabilis ang pag langoy ko lalo na ahead sako si duwa na swimmer sa simula at naging successful din," Cuadro said.

As a veteran swimmer, Cuadro recalled the experience he had in his new home in Catanduanes.

"Nung nag palarong panlalawigan ako last December 2017, yun ang unang sabak ko ulit sa swimming mula nung lumipat ako ng Catanduanes," he added.

Cuadro also felt the support in his new found home in the island.

"Naramdaman ko yung support sa akin mula sa am-

ing principal na si sir Fidel Vegim na narecognize ko na nakikita ko na sya sa Palaro. Kaya malaking tulong na sinuportahan niya ako. Para sa Catanduanes ang lahat ng effort dahil ako ay taga-Catanduanes na," he said.

The motivation and work ethic of Cuadro during the concentration training were also recognized by his coach, Mr. Rene Romero.

"Alam mong may advance training na sya at kung iisipon lamang na siya sa mga kaibahan nya. Pero ang magayon saiya ta gadangog sya sa advice saiya at sa mga trainers niya. Dai sya nag skip nin training. Ang mas maogma, Catanduanes ang nirepresent nya bilang saiyang ikaduwang lugar," Romero said.



Pero tiwala lang kaya sa last lap talagang nag double up ako para mas mapabilis ang pag langoy ko.

John Carlo A. Cuadro
Catanduanes Swimmer
Palarong Bicol Gold Medalist



HAGUBUHOB

Swimming, Chess hike Cat'nes medal haul at Palarong Bicol

JEFFERSON S. ARCILLA

Team Catanduanes' Palarong Bicol run for medals this year has been highlighted by swimming and chess—both chipping in at least four medals.

John Carlo A. Cuadro, a former swimmer of Camarines Sur, lifted Catanduanes in swimming event as he racked up all of team's five medals including one gold in 200-meter butterfly.

Chess team also lighted up Catanduanes with four silver medals. Faith Love C. Olalo of Gogon Elementary School finished as silver medalist in chess elementary girls. Darlyn Rodriguez and Maryson Anne Tabuzo also collected silver medals in chess standard game secondary girls. Olalo and Jezza Mae Tarrago are also silver medalists in chess standard game elementary girls.

Marcu Raphael Ogalesco and Justin Saldua also won silver medal in chess blitz secondary boys.

Division School Sports Officer Mary

SWIMMING PAGE 18

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PITCH PERFECT. Ella Jane Magtangob, ace pitcher of Catanduanes secondary softball team, pitches at the bottom of the last inning during their match against the host team, Naga City (NFBT).



“
We also have to invest on individual events like athletics and gymnastics.”

MEDAL DROUGHT NO MORE

Team Cat'nes bags medals in team events

JEFFERSON S. ARCILLA

MEN'S BASKETBALL
Secondary
BRONZE

SOFTBALL
Secondary
BRONZE

SEPAK TAKRAW
Secondary
SILVER

Catanduanes basketball and sepak takraw men's team finally bagged medals, ending years of medal drought at Palarong Bicol 2018.

Despite falling short against Naga City, Catanduanes secondary basketball boys did not let the bronze medal slip past their hands as they defeated Legazpi City 78-66, February 9, 2018, ending a five-year basketball medal drought.

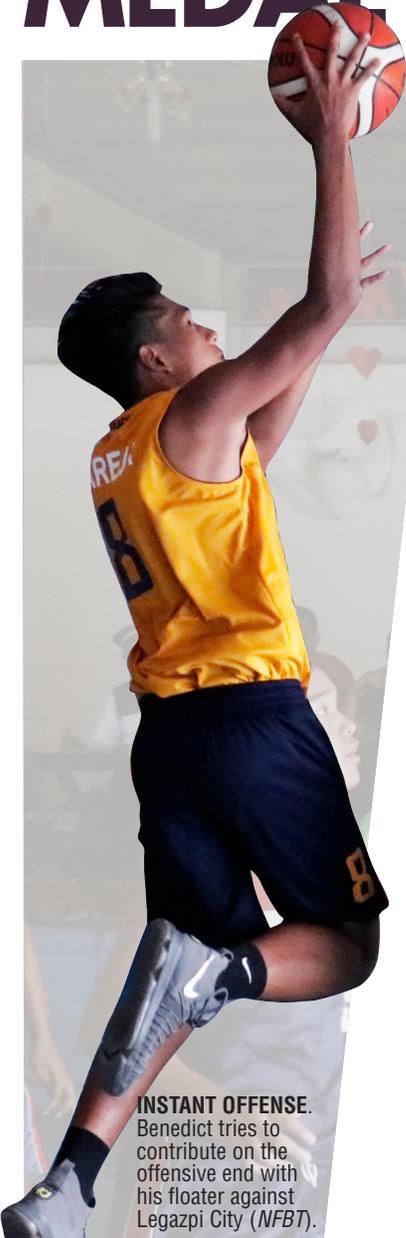
Three players scored in double-digit led by Kier Alvin Manlangit with 16 points. Manlangit averages 20 points in five games. Reserved center Benedict Parejo chipped in 11 points combined with Bagamanoc native John Kevin Lanon.

“Siyempre maogma. Kaawat na kitang mai nakamedal. Salamat sa pag-pursige nin mga players ta asin sa collaboration nin mga nag assist sato sa basketball game,” said rookie secondary basketball coach Tito Marshall.

Meanwhile, Catanduanes secondary men's sepak takraw team also bagged a medal at Palarong Bicol, contributing a silver medal to Catanduanes' medal tally.

Built on a convincing win over Iriga City in two sets, 21-9, 22-20, Catanduanes sepak takraw team advanced to championship game

TEAM CATANDUANES PAGE 18



INSTANT OFFENSE. Benedict tries to contribute on the offensive end with his floater against Legazpi City (NFBT).

Cuadro wins gold medal in swimming

FRANCIS JOHN B. TEMPLONUEVO

John Carlo A. Cuadro of Catanduanes swimming team delivered the first gold for Catanduanes in this year's Paloro in the 200 m butterfly finals at Metro Naga Sports Complex swimming pool.

Cuadro, a former palarong pambansa player of Camarines Sur who is now living in Libod, Bato, Catanduanes and taking up Grade 11 - STEM at Bato Rural Development High School, reserved his last push in the final 50m of the 200m fly earning a 2:25:27 min. over Naga City's pride Elijan Franzio Pilapil and Kurt Anthony Chavez who reached 2:26.04 and 2:26.31 min. respectively.

“Di ko inexpect ang gold lalo na di pa ako nanalo n'yan

CUADRO WINS PAGE 19



CUADRO