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On the Cover
Angel Mae Otom: Defying the Odds
Leyteño is DepEd RO III’s new ARD

BY MICHELLE C. LACSON

Resiliency, indeed, is a value that Region III residents, particularly Kapampangans, share with the newly-installed Officer-In-Charge of the Office of the Assistant Regional Director, Dr. Ronelo Al K. Firmo.

As the former Schools Division Superintendent of the province of Leyte, the biggest division in Region VIII, Sir Ronelo as he is fondly known, faced the greatest challenge as a leader in 2013, when Typhoon Yolanda wreaked havoc, leaving at least 10,000 people dead and homeless.

“In 1991, we suffered the onslaught of the eruption of Mt. Pinatubo. Marami ang nawalan ng buhay, nawalan ng bahay, nawalan ng kabuhayan, pero tumindig ang Leyteño, said OIC-ARD Nicolas Capulong, who administered the Installation Rites on September 18 at the Aquino Hall, DepEd Regional Office III.

Dr. Firmo, expressed his gratitude to Region III for its early response after the devastation of the Typhoon Yolanda.

“Region III is one of the first responders right after Typhoon Yolanda. One week after Yolanda, RD Borres together with some Superintendents and regional staff came to Leyte. We will not forget the effort of Region III,” Firmo said.

Dr. Firmo’s rise to the top is a story that should inspire future leaders and aspirants as he is also an example of one who rose from the ranks. He started his journey in the academe as a College Instructor and a Special Science Teacher at the Philippine Science High School Eastern Visayas Campus, then eventually became part of the Department as a Senior Education Program Specialist of the DepEd Regional Office VIII.

With much passion, he worked his way to becoming the Assistant Schools Division Superintendent of the Division of Ormoc City before becoming the Schools Division Superintendent of Tacloban City. He was also awarded as the 2018 Most Outstanding Schools Division Superintendent for his exemplary performance in the implementation of Project LEAD (Lead, Empower, and Achieve through Data-Driven Decisions).

“With sincerity and confidence that you will all support the cost of quality education, I humbly accept the challenge and responsibility as your OIC-Assistant Regional Director.”

DepEd to provide psychosocial support, quick response funds to quake-stricken schools

City of San Fernando, Pampanga — The Department of Education Regional Office III have started the post-disaster recovery programs for the schools affected by the 6.1 magnitude earthquake which occurred on April 22.

Through the Disaster Risk Reduction Management Services (DRRMS) Division of the DepEd Central Office, DepEd Region III conducted a Psychological First Aid Training for School Guidance Counselors and Coordinators in Central Luzon on August 5-7 at the National Educators’ Academy of the Philippines (NEAP) Region III in Angeles City.

“We want to capacitate our school guidance counselors to provide the needed psychosocial support to the learners, teachers, and even school officials after the traumatic experience relative to the 6.1 magnitude earthquake. After the training, these personnel shall be going around the affected schools to conduct debriefing and other post-disaster activities,” said Nicolas Capulong, OIC-Regional Director of DepEd.

The training, participated in by 62 registered guidance counselors and 36 school coordinators, includes topics on mental health and psychosocial support services, psychological first aid, and simulation exercises.

Repair funding requested from Central Office

After the site inspection and validation of the concerned DepEd Schools Division Engineers and the Central Office Education Facilities Division in the affected schools within the region, DepEd Region III has submitted its request for funding to the Central Office in the amount of P410M for the repair and new construction of a total of 485 classrooms in 110 school sites in Central Luzon.

319 classrooms in 68 school sites need repair and rehabilitation while 166 classrooms in 42 school sites need new buildings. Among the provinces, Pampanga has the most number of repair and construction needs with a total of 186 classrooms in 27 school sites.
FERNANDINO LEARNERS CONQUER THE GLOBE
ICTHS I-PAROL TEAM, the 2019 FIRA RoboWorld Cup Grand Champion

By ROWELA S. BASA (ICTHS)

The ICTHS team was awarded the highest honors topping around 19 countries in the category of Innovation and Business. Their technological skills were also highlighted in the Robotics Mission Impossible U18 and Cliff Hanger Heavyweight U18 categories in which they were awarded two second places and two third places.

DepEd RO III kicks off National Teachers’ Month Celeb; launches Regional Search for Outstanding Teachers and School Heads

City of San Fernando, Pampanga—The Department of Education Regional Office III officially kicked off the 2019 National Teachers’ Month Celebration today, September 5, 2019.

The annual celebration, which will run until October 5, is pursuant to Presidential Proclamation No. 242 entitled Declaring the Period of September 5 to October 5 Every Year as National Teachers’ Month, as well as Republic Act No. 10743 entitled An Act Declaring the Fifth Day of October of Every Year as National Teachers’ Month, as well as Republic Act No. 10724 entitled An Act Declaring the Fifth Day of October of Every Year as the National Teachers’ Day and its Implementing Rules and Regulations and the designation of the World Teachers’ Day every 5th of October by the United Nations Education and Cultural Organizations (UNESCO).

The celebration aims to honor those who are in the teaching profession; generate widespread support and assistance for teachers; and express gratitude for the positive influences on Filipino learners.

In line with this, the DepEd Regional Office III shall conduct the 2019 Regional Search for Outstanding Teachers and School Heads with the following categories: Outstanding Kindergarten Teachers, Outstanding Elementary Teachers, Outstanding Secondary Teachers, Outstanding Elementary School Heads, Outstanding Secondary School Heads, and Outstanding School Heads of Integrated Schools.

The Regional Search aims to give special recognition to teachers and school heads who manifest profound commitment, exemplary competence, and remarkable dedication to their work; and to revitalize the image of and respect for teaching as a vocation by increasing public awareness on the value of teachers in the Philippine society; take the occasion as an opportunity in building the image of teaching as an attractive and fulfilling profession; generate widespread support and assistance for teachers; and express gratitude for the positive influences on Filipino learners.

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After graduating from TESDA, he dreamt of being able to finish his two-year associate degree. Through these, he was able to eventually pursue college. But behind his success lies a story of perseverance, excellence, and victory. His Teacher Elger was once a janitor who strived for Marites Magno, an Alternative Learning System (ALS) mobile teacher from San Isidro, Nueva Ecija, this challenge was not difficult to overcome. Teaching is what kept her alive amid her near-death experience after suffering from hemolysis, elevated liver enzymes, and low platelets (HELP) syndrome in 2015.

In pursuit of excellence: A teacher's triumph against poverty

Elger David, Teacher III of Senior High School in Meycauayan National High School (MNHS), Bulacan, exemplifies the values of perseverance, excellence, and victory. His competence and desirable attitudes as an educator have already been proven several times through different recognitions he received. But behind his success lies a story that can inspire all.

Teacher Elger was once a janitor who strived to finish his studies. Coming from a poor family, he understood that his parents could not send him to college. The scholarship offered by the Technical Education and Skills Development Authority (TESDA) gave him a chance to eventually pursue college.

To support his financial needs, Teacher Elger worked as a fastfood crew, a bagger, and a seller of eggs. Through these, he was able to finish his two-year associate degree. After graduating from TESDA, he dreamt of becoming an exemplary teacher and so he decided to study again, a college student in the morning and a janitor in the evening. Because of poverty, Teacher Elger thought that it would be best for him to stop studying and planned to work abroad as a farmer. Unfortunately, his savings and effort were wasted when an illegal recruiter scammed him. Despite this, he realized that he was rich with good friends who contributed money to help him finish his study. Fueled by his strong will to become a teacher, he finished Bachelor in Secondary Education major in Chemistry.

Teacher Elger successfully passed the Licensure Examination for Teachers (LET) right after graduation. Aside from chemistry, he also excels in teaching Computer Systems Servicing. He became the first assessor in the Division of Meycauayan City. Teacher Elger’s achievements, acquired through dedication and effort, are proof that he truly deserves his recognition as Outstanding Teacher from 2015 to 2019.

As a teacher who was once a janitor, Teacher Elger learned that what one has become is a product of one’s own actions and decisions. His story serves as an inspiration of hope to all learners. He has this faith “Kung nadapa ka, hindi na iyon importante. Ang mahalaga ay kung paano ka babangon. Walang huli pagdating sa edukasyon, basta ginusto mo at nasa puso mo, kaya mo. Pagtutulungan-tulungan natin at sabay-sabay nating tuparin ang mga pangarap ng mga paaralan.” Teacher Elger concluded.

By: Michelle Lacson Regional Information Officer

Teacher Hannah: Epitome of a true hero

Hannah Concepcion, a Doctor of Education, is a Special Education (SPED) teacher and coordinator at Olongapo National High School for 17 years. Following her calling, Teacher Hannah made a brave decision when she took off her veil and started a new life outside the congregation. It is a different journey yet the same ministry to those who need her expertise and to love beyond limitations.

She is at her best when it comes to being an instrument of love and devotion. Love, she believes, is best for the SPED learners. Devotion is to the little ones with special needs, and the ones who need special attention and deep affection, is also her guiding principle.

Having 40 students with unique and different needs is indeed a great task each school year. However, the SPED teacher handles efficiently and effectively the learners with Down syndrome, autism, dyslexia, processing disorder, visual impairment, and hearing impairment, among others.

Teacher Hannah likewise experiences difficulties in managing students having tantrums and those who turn violent towards her. Even if these incidents happen almost every day, these do not stop the fire burning in her heart. She keeps the passion of her specialization and ministry – to serve all with her might, to give a lot of patience and understanding, and most of all, to show enduring love for the children with special needs.

Being true to her devotion and ministry as a SPED teacher, Teacher Hannah is so blessed in many ways. She is able to raise SPED learners who are mainstreamed in regular classes in the formal education system. Some of her former students even secured a certification or an endorsement in the system. Some of her former students even secured a certification or an endorsement in the system. Some of her former students even secured a certification or an endorsement in the system. Some of her former students even secured a certification or an endorsement in the system. Some of her former students even secured a certification or an endorsement in the system.

By: Selesthe Blog-Cahiwat, Ed.D.,RGC Head, Guidance and Counseling Unit Olongapo City National High School
Passionately loving her craft

Lorna R. Macady has been an Alternative Learning System (ALS) Mobile Teacher in the Schools Division Office of Olongapo City for thirteen (13) years now. It has been her passion to teach out-of-school youth and give them the quality education they deserve. She is motivated and dedicated. Her goal is to bring out the best in each of her students. She is investing her precious time and effort to be able to provide assistance to her students especially those who are having difficulty coping with the lessons. She visits students who have been faltering in the sessions. She strongly believe that we should give them a chance to re-engage in their classroom studies. She visits students who have been faltering in the sessions.

Making a Difference in the Lives of the Unreached People

A Call to Serve

Lorny Jimenez Ramos has been one of the literacy volunteers in the Alternative Learning System in the Schools Division of Olongapo City for nearly five years since she was hired. In 2017, she volunteered to be assigned at Sitio Mampueng Community Learning Center (CLC) because Aytas have a special place in her heart and it is her dream to help them improve their lives through education. Sitio Mampueng is an area where group of Aytas have been living for years. This is located in the far side of Barangay Old Cabalan of the City of Olongapo.

To be able to get there, she needs to walk approximately 30-35 minutes. She has to cross shallow rivers when the weather is fine but waist-deep when there is heavy rain or storm. "Mahirap kapag matakam ang baba at iba ko na nagagalit ang lalaki at madulas ang mga bato sa ilalim," Teacher Loiny said. She’ll also walk in wilderness, where you can only see mountains, trees and tall grasses. There are few houses, but blocks away from each other. "Nakakatakot din minsan, lalo na kung wala akong makasalubong," Teacher Loiny said. It’s a different challenge during rainy season, when she has to walk in a muddy, slippery, and with water flowing from the higher part of the mountains. When she is not feeling so well, she’ll rent a kolong-kolong (a small crib-like vehicle attached to the side of a motorcycle for carrying passengers), but it will cost her much and it causes body pain and fatigue. For her, being an ALS teacher is not an easy task, it is challenging. She has been deployed up in the mountains to teach the basic in education for the Atya adults at Bureau of Jail Management and Penology (BJMP) to teach the detainees and encourage them to value education. She had also the opportunity to partner with PREDA foundation (The People’s Recovery Empowerment Development Assistance Foundation) that helps every child who has been exposed to trauma and abuse. She also taught at Olongapo City Hall of Justice to give education to those under parole. Through the help of the Department of Education she had the opportunity to teach in the different barangays in Olongapo City, and one of them was in Barangay New Cabalan where she spent seven years of teaching and molding the future generations. Her love for ALS learners motivated her to teach well and not to settle for anything else, if it is for her dear learners.

A Call to Love

The challenge does not stop in walking through hard and hazardous path going to her CLC. It is even harder to encourage Aytas to stay focused and make learning a priority. Most of her learners are adults, fathers and mothers. They need to work to be able to provide food on the table for their family. Most of her mother-learners bring with them their children who are usually new born babies to three years old because no one will take care of them at home. Most of them also come to her session with empty stomachs; no school supplies to use. While most of them are so eager to learn, it is difficult for them to cope up because of age gap. "Karamihan sa kanila mahirap turuan, dahil na rin sa edad nila at sa matagal na pagkakahinto sa pag-aaral, pero ang maganda gusto nilang matuto," Teacher Loiny said. Despite of these challenges, she remains steadfast for her love to Aytas manifested through sharing her precious time, even beyond of what is required of her, providing quality education and extending her resources for their simple snacks every session and even the things they need like notebook, paper, pen, etc. without mentioning the financial assistance she is giving for learners who need medicines, food for their children, and her expenses for instructional materials and other needs in the CLC. Considering the meager monthly honorarium she is receiving from Special Education Fund as literacy volunteer, what she is doing is praiseworthy.

Regional Success Stories of Classroom Teachers and ALS Mobile Teachers

As a result she was able to have a 100% ALS Accreditation and Equivalency Test passers in the said Barangay.

By: Anthony Agones
Director, Community Development Ministries (Project Life)

Passionately loving her craft

Lorna R. Macady has been an Alternative Learning System (ALS) Mobile Teacher in the Schools Division Office of Olongapo City for thirteen (13) years now. It has been her passion to teach out-of-school youth and give them the quality education they deserve. She is motivated and dedicated. Her goal is to bring out the best in each of her students. She is investing her precious time and effort to be able to provide assistance to her students especially those who are having difficulty coping with the lessons. She visits students who have been faltering in the sessions. She strongly believe that we should give them a chance to re-engage in their classroom studies. She visits students who have been faltering in the sessions.
FTAD-R03 finalizes the Region 3 Contextualized Technical Assistance Manual

The Field Technical Assistance Division (FTAD) of the Department of Education in Region 3 has finalized the Region 3 Contextualized Technical Assistance Manual as a reference document for regional and division level provision of technical assistance. This handbook aims to put on view the Technical Assistance (TA) Mechanism and its operations framework in the regional and division levels. It provides clear procedures, guidelines, tools and the suggested structure in implementing the TA Mechanism for an efficient, effective and relevant technical assistance for the Regional Office to the Schools Divisions on how to manage their operations efficiently and consequently able to help ensure that School-Based Management (SBM) is implemented effectively in their respective schools. This is the output from several writeshop engagements done by FTAD with all the SCOD and CID Chiefs from the two divisions of Region 3. This was created to articulate the FTAD’s goal of managing the operationalization of technical assistance Mechanism, standards and processes. It will also serve as a guide for all education leaders in providing guidance and assistance to their stakeholders; designed to make the process more comprehensive and engaging making TA provision relevant and meaningful for stakeholders. Furthermore, this document aligns with the Region 3’s ISO 9001:2015 accreditation which is a part of the DepEd’s effort to continuously aid schools in delivering their mandate of providing quality educational service to the learners.

QAD Leads the Crafting of Assessment Tools for the CLMD Advocacies

The Quality Assurance Division spearheaded the conduct of a four-day writeshop on Learning Assessment Tools for the Eleven (11) CLMD Advocacies on September 3 to 6 at Otel Pampanga, Lazatin Boulevard, City of San Fernando, Pampanga. The activity aimed to craft, develop and produce Assessment Tools like Readiness Monitoring, Progress Monitoring, Process Evaluation and Results Evaluation for the various CLMD Advocacies.

The crafted tools are essential in determining the extent to which the program, project, and activity goal and outcomes reflected in the plan, whether Strategic Plan, Investment Plan or Operational Plan are on track and in making any needed adjustments accordingly.

The M & E of basic education plans happens during and after its implementation. Each type of M & E shall be conducted correspondingly based on each type of basic education plans.

Selected Twenty-five (25) writers coming from the different Schools Divisions were the participants of the Writeshop, composed mainly of 2 writers per advocacy.

The resource speakers were Matrose P. Calarion, OIC-Chief PPRD, together with Madonna Valenzuela, OIC- SEPS in Planning & Research, SDO City of San Fernando, Pampanga. These M & E tools enable informed decision-making regarding operations management and basic education service delivery and ensures the most effective and efficient use of resources.

Learning Area/ Special Program Tagline/ Advocacy

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<td>Bawat Bata, Tamang Kasanayan</td>
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WORKSHOP ON 19 MTB-MLE LANGUAGES HELD IN REGION 3

The Bureau of Teaching and Learning Delivery from DepEdCentral Office streamlined the Workshop on Finalization of Prime Booklet, Teachers Resource Book, and Formative Assessment Tool for Grade 1 on September 16-20, 2019 at Anne Raquel’s Resort, Olongapo City.

“This is to ease the burdens of our school children from Kinder to Grade 3 who speaks in their Mother Tongue. Our learners cannot wait! We cannot prolong the agony. We need to finalize the primer and teachers resource book in the Mother Tongue!” said TLD Chief Dr. Rosalolina J Villaneza. Learners who are speaking in their mother tongue can easily learn to read because steps were stated in the teacher’s manual. Processes on how to teach beginning reading is the priority too. The activity is very timely to address problems on reading.

The nineteen languages include Ilocano, Pangasinan, Ibanan, Ibanag, Sambal, Kapampangan, Tagalog, Bikol, Hiligaynon, Akeanon, Kinaray-a, Sinugbuanong Benisa, Waray, Chavacano, Sinirugoano, Yakan, Magindanaoan, Meranaw, and Bahasa. MTB-MLE refers to the first language-first education for schooling which begins in the mother tongue of children in Kinder to Grade 3.
Keeping an environment for continuous improvement is the goal of the Department of Education. However, eliciting and keeping track of environmental improvements is a difficult process, so is refining and sharing these improvements with stakeholders in schools. Measuring the successes, the reduction of issues, and continuous improvement in learners and the school projects as mechanisms for improvement can be even more cumbersome.

The Field Technical Assistance Division (FTAD) of the DepEdRO 3 recognizes these challenges in SBM of which are critical to a school’s environmental growth and strategic expansion in leadership performance and achievements. Hence, in the light of this goal of helping schools raise their performance in School-Based Management (SBM) level of practices per Deped Order 83, series of 2012, the FTAD-RO3 has rendered the provision of technical assistance to some 200 Level 1 schools all over the region the previous year, August-November 2018 through the project labelled as “The Provision of Technical Assistance to Level 1 Schools in SBM for School Effectiveness.”

This project aims to provide TA to Level 1 school populations through twenty divisions; to gather data regarding the issues and concerns of Level 1 Schools which need TA in scaling-up their performance in the pricipals of Curriculum and Instruction, Leadership and Governance and Accountability and Continuous Improvement to appreciate effective practices of Level 3 Schools in sustaining programs for school improvement; to promote capacity for strengthening stakeholder engagement for improved accountability and, to establish mentoring and coaching mechanisms among schools through school partnerships. In retrospect, this project highlights partnerships and collaboration through mentoring and by sharing of effective practices that could serve to inspire other schools for SBM success.

This year, after a year-long hiatus to establish room for greater continuous school improvement, the FTAD has conducted the performance tracking of the recipient schools as regards their performance improvement. This is the result of the provision of the TA for school improvement and the application of the leadership practices necessary for organizational change through the SBM mechanism.

In this context, it is noteworthy that 165 out of 200 of those schools given TA from the twenty divisions were able to raise their performance from Level 1 to Level 2 or 3 which connotes progress in SBM accomplishments.

By taking this course of action in the provision of TA, FTAD with its Regional Field Technical Assistance Team or the RFTAT has realized that it is possible to meet the needs of diverse school leaders and their diverse stakeholders by using well recognized school reform strategies and interventions as a way to respond to the challenges and problems, particularly in raising the quality of teaching and learning.

The challenges identified in this engagement with schools have given us all lessons which illustrate that improvements are possible, we just need to act and this is very evident by the contextualized materials the schools have shown to address contextualization, localization and indigenization of curriculum materials that adapt well to the needs of the learners, and an improvement in quality of instruction.

In addition, the results of the TA provision for school effectiveness have indicated many of the principles of the Philippine Professional Standards for Teachers development.

The RFTAT was able to work with and known school leaders in Region 3. We listened to their stories of change. Leaders who impacted change, leaders who hindered change, leaders who simply maintained. Having formed opinions on certain practices that can contribute to enhancing effective leadership, I have classified the practices that can promote, guide, and enhance organizational change and improvement.

In retrospect, there are two kinds of leadership. The first is the traditional idea of a leader - the person who is able to formulate the mission of the organization, sustain it, and communicate it well. The other kind of leadership is what facilitates the development and evolution of the community. Thus, leadership means creating conditions, rather than giving directions, and included the freedom to make mistakes. These communities are caring communities as well as learning communities. (Hall, Hord, Capra, p. 172, 195 & 1997) The more I immersed myself in understanding leadership, more specifically leadership that promotes organizational change, certain effective practices have become evident.

In synthesis of the project, the main ingredients for successful SBM are for administrative leaders to have a clear vision of their school, a plan for getting there, and an ability to communicate effectively their mission and goals to the learning community. Leaders must recognize how to achieve the process of change by challenging well-established beliefs and behaviors of the community. Encourage resisters to adapt to innovative ideas in the school community.

Ron Edmonds provides a quote that sums up this engagement quite nicely. “We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must be related, in a deep and meaningful way, to how we feel about the fact that we haven’t so far. We have the know-how and means; we just need to take action.”
OK sa DepEd showcases the six major school health programs of the Department which include the School-Based Feeding Program (SBFP); National Drug Education Program (NDEP); Adolescent Reproductive Health Education (ARH); Water, Sanitation, and Hygiene (WASH) in Schools (WinS) Program; medical, nursing, and dental services; and the newly added program, the School Mental Health Program.

“We always want to keep our students healthy, because when they have a healthy body and a healthy mind, they can actively participate in the learning activities in school,” said Sammy Sampang, the Chief of the Regional Education Support Services Division.

The week-long activity features health booths and exhibits, caravan, forums, presentations, and other advocacy and social mobilization activities participated by regional directors, and schools division superintendents in Central Luzon.

The objectives of the OK sa DepEd program include the provision of basic primary health, nutrition and dental services to learners to allow them to achieve their full educational potential; the practice of healthier behavior among school personnel and learners that they can do on their own; and the strengthening of linkages with health providers and the local governments for child and adolescent health services.

Focusing on mental health

On its third year, OK sa DepEd now includes the School Mental Health Program on top of its existing policies and guidelines on mental health such as the promotion of mental health. These include the conduct of trainings on mental health and psychosocial support, and the issuance of policies as complex as child protection and addressing bullying, and even as simple as unloading children of homework during weekends.

DepEd, taking into account the rising incidence of suicide cases, depression, bullying, and other psychosocial behavior problems, vows to continue and strengthen its advocacy to ensure the health and well-being of both DepEd personnel and learners, in partnership with various agencies and organizations.

“We also want to ensure that our employees, not only our students, are healthy and include them in the mental health program,” added Sampang.

This is also in consonance with the Republic Act (RA) 11036 or the Mental Health Act, which provides the duties and responsibilities of the DepEd in institutionalizing a comprehensive school mental health policy.

The Department of Education Regional Office III and the Schools Division Office of the City of San Fernando officially kicked off the Oplan Kalusugan (OK) sa DepEd for the School Year 2019-2020 on July 22 at the Pampanga High School.

OK sa DepEd Region III kicks off OK sa DepEd; launches school mental health program

BY: MICHELLE C. LACSON

Lubao, Pampanga—The Department of Education Regional Office III conducted the ReEcho Training of the Universal Prevention Curriculum on Physiology and Pharmacology for Prevention Specialist on September 9 to 13 at the Hacienda Gracia Resort and Hotel.

The said program under the National Drug Education Program or NDEP aims to provide the participants the basic terminology related to the Physiology and Pharmacology of substance use and addiction; make participants understand why psychoactive substances alter the function of the nervous system especially the brain; and discuss why addiction is considered a brain disease and provide a basic description of how psychoactive substances create effects in the brain.

The participants included the Division NDEP Coordinators, Medical Officers, Dentists, Science Supervisors, and Teacher Counsellors from Secondary Schools. Each division was tasked to prepare and present its respective action plan and planning for the division roll-out.

ReEcho Training on Universal Prevention Curriculum conducted

BY: LEONCIO DEL CORRO, DMD