

[DECS ORDER NO. 91, S. 1999, August 30, 1999]

GUIDELINES ON THE ESTABLISHMENT AND OPERATION OF INTEGRATED SCHOOLS

1. In order to promote access to basic education and pursue the constitutional mandate that the State should "establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society" (Article XIV, Section 2, paragraph 1 of the 1987 Constitution), this Department hereby encourages and supports the establishment of at least one Integrated School (IS) in every region.

2. An integrated School may be established in those areas where any of the following conditions may exist:

2.1 There are no schools offering basic education.

2.2. The only elementary school in the locality is offering multi-grade program.

2.3 The number of elementary graduates does not warrant the establishment of a separate secondary school.

2.4 There are not enough items for teachers and schools heads that would justify the establishment of a separate elementary and a secondary school.

2.5 There is difficulty in acquiring school site for a secondary school.

2.6 There are inadequate equipment and resources to support the operation of separate elementary and secondary schools.

3. The distinctive features of an Integrated School (IS) and the implementation procedures are presented in detail in Inclosures I and 2, respectively.

4. The Bureau of Elementary Education and the Bureau of Secondary Education in collaboration with the DECS regional and division offices shall monitor the schools, provide technical backstopping and assist them towards full integration.

5. Immediate and wide dissemination of this Order to all concerned is desired.

Adopted: 30 Aug. 1999

(SGD.) ANDREW GONZALEZ, FSC
Secretary

Distinctive Features of an Integrated School

An Integrated School has features that distinguish it from other schools in the country. These features include the following: -

I Structure

An integrated school provides basic education from grade one to fourth year. It is managed by one (1) principal whose basic orientation may be elementary or secondary level. Regional/Division supervisors provide pedagogical assistance to the principal and other academic staff. The school has one (1) set of administrative staff, faculty club and PTCA composed of representatives from both levels. Instructional supervision is done by subject area and cuts across the 10-year instructional program.

II Staff Qualifications

The staff of an integrated school should possess the following qualifications:

Staff/Position	Professional Preparation/ Degree Completed	Civil Service Eligibility	Experience
Principal	Bachelor of Educ. BEEd/BSEd	Teacher Eligibility	Must be in accordance with the Qualification Standards Manual
	Bachelor's Degree with 18 prof. units in education M.A. in Education	Career Service Professional	
	BSEd/BEEd Degree	Teacher Eligibility	
Teacher	- Bachelor's Degree plus 18 prof. units in educ. -12 M.A. units or its equivalent	Teacher Eligibility	See Qualification Standards Manual
	- Bachelor's Degree plus 18 prof, units in education -With appropriate field of specialization		
	Elementary Level BEEd Degree	Teacher Eligibility	

Secondary Level Teacher Eligibility
BSEd
Bachelor's Degree
with 18 prof, units
in education and
with appropriate
major

Teachers with a degree in Bachelor of Secondary Education (BSE) or Bachelor of Elementary Education (BEEd) shall teach in their respective levels. However, teachers with a degree in Bachelor of Science in Elementary and Secondary Education (BS-ESE) may handle both levels of education.

The IS shall have only one (1) principal. In case, there are two (2) principals/school heads, the Schools Division Superintendent shall exercise the authority to adopt any of the following measures:

1. One of the principals may be transferred to the nearest school where there is vacancy, provided, however, that the said principal's consent/waiver has been secured, and the transfer is in accordance with the rules and regulations of the Civil Service and the Magna Carta for Public School Teachers.
2. If the consent/waiver of one of the principals cannot be secured, the two administrative positions may be retained. However, as, soon as one of the items becomes vacant, the same item may be transferred to another school within the Division.

III Enrollment

Enrolment at the high school level shall come preferably from those who finished six years of education from the same school. However, graduates from other schools may be admitted provided the students undergo transition program based on diagnostic assessment.

A. Organization of Classes/Grouping of Students

Students may be grouped either heterogeneously or homogeneously depending on the policy of the Schools Division having supervision over the school.

IV Curriculum

A. Learning Competencies

There is a unified instructional program for elementary and secondary levels. The curriculum follows a continuum of competencies arranged from the simplest to the most complex from the elementary to the secondary level. Grade and year level categories may be marked, though, to determine the grade/year level that a student is in, should he/she desire to transfer to a regular school.

B. Instructional Materials