المدرسة الفلبينية
THE PHILIPPINE SCHOOL
"LEADER IN ACADEMIC EXCELLENCE AND VALUES FORMATION"

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SCHOOL POLICY
on
IN-SCHOOL SPECIALIST SERVICES
ACADEMIC YEAR 2026 – 2027
(TPS – Transform, Progress, Succeed)

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SCHOOL IN-SCHOOL SPECIALIST SERVICES POLICY
S.Y 2026 – 2027

1. Introduction

The Philippine School is committed to providing inclusive, equitable, and high-quality education by facilitating access to **In-School Specialist Services (ISSS)** for students who require additional support.
This policy ensures that students of determination and those with **Additional Learning Needs (ALN)** receive appropriate intervention and therapy services within the school premises in compliance with **ADEK's In-School Specialist Services Policy (Version 1.2, 2024)**.

2. Purpose

This policy aims to:
Define the school's procedures for the identification, referral, and support of students requiring specialist services.
Regulate the entry and operation of licensed centers and specialists providing services on campus.
Establish clear guidelines for accountability, coordination, and communication among the school, parents, and centers.
Ensure that all specialist services are safe, ethical, evidence-based, and aligned with the students' educational plans.

3. Scope

This policy applies to:
Students: All learners enrolled at The Philippine School who have additional learning, behavioral, emotional, or developmental needs.
Specialists: Professionals holding valid **Department of Health (DoH)** or **Ministry of Community Development (MoCD)** licenses.
Centers: Licensed rehabilitation centers or clinics registered under ADEK.
School Staff: The Inclusion Department, teachers, and other personnel supporting the implementation of inclusive education.

4. Roles and Responsibilities

4.1 School Leadership

Ensure full compliance with ADEK's ISSS Policy.
Approve and oversee partnerships with licensed centers.
Provide safe, suitable spaces for in-school therapy sessions.
Support the Inclusion Team in monitoring quality and progress.

4.2 Head of Inclusion

Lead the referral and coordination process for students requiring specialist services.
Monitor and evaluate the quality of interventions provided by specialists.
Conduct periodic meetings with parents, teachers, and centers.
Maintain records, reports, and documentation in the **In-School Specialist System** (ISSS log).

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Ensure that therapy goals are aligned with the student's **Documented Learning Plan (DLP)** or **Individual Education Plan (IEP)**.

4.3 Class and Subject Teachers

Identify students who may benefit from specialist services through classroom observation and assessment.
Implement classroom accommodations and strategies recommended by specialists.
Collaborate with the Inclusion Team to track student progress.
Provide regular feedback on the effectiveness of interventions.

4.4 Parents

Provide valid assessment reports or consent for referrals.
Select an **ADEK-registered and licensed center** for their child's therapy.
Ensure timely payments for services as agreed in the contractual agreement.
Participate actively in review meetings and support their child's learning at home.
Share all reports or evaluations from external specialists with the school.

4.5 Centers and Specialists

Deliver services only after registering with ADEK and signing the **School's Child Protection and Safeguarding Policy**.
Coordinate with the Head of Inclusion regarding schedules, student goals, and progress.
Submit regular **progress reports** aligned with SMART (Specific, Measurable, Achievable, Relevant, Timely) targets.
Ensure confidentiality and maintain accurate therapy documentation.
Carry **professional indemnity insurance** as required by ADEK.

5. Identification and Referral Process

Referral Initiation: Teachers or parents identify concerns and refer the student to the Inclusion Department.
Screening: The Head of Inclusion reviews existing data and conducts observations or assessments.
Parent Consultation: Parents are informed about the findings and options for specialist services.
Center Selection: Parents select an **ADEK-approved center** from the registered list or propose one for approval.
Agreement: A **tri-party agreement** (school, center, parents) is signed to define service terms and responsibilities.
Implementation: The specialist begins sessions within school premises using the designated therapy space.
Documentation: All referral forms, consent forms, service logs, and progress reports are stored in the student's file.

6. Contractual Agreement

All in-school specialist services must operate under a formal written contract among the **school, parents, and the center**, which includes:
Description of services (type, frequency, duration).
Roles and responsibilities of each party.
Confidentiality and data protection guidelines.
Fee structure, management fee (if any), and payment terms.
Grievance and termination procedures.

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Quality monitoring and reporting mechanisms.

7. Payment Arrangements
Parents shall pay for services directly to the center or through the school, as mutually agreed.
The school may collect an **optional management fee (up to 10%)** as permitted by ADEK.
Payment details must be transparent and included in the signed agreement.

8. Service Implementation
Services are conducted within **dedicated, safe, and private therapy spaces** on school premises.
The schedule is arranged to minimize disruption to academic instruction.
Specialists must follow the school's security, child protection, and confidentiality procedures at all times.

9. Monitoring, Evaluation, and Reporting
The **Head of Inclusion** conducts ongoing monitoring of service quality and student outcomes.
Progress reports from specialists are shared with parents and teachers each term.
Annual reviews involving all stakeholders are conducted to evaluate progress and update plans.
The school submits a **monthly ISSS log** to ADEK.

10. Student Protection and Data Privacy
Specialists must adhere to the school's **Child Protection Policy** and ADEK's safeguarding requirements.
All student records and assessment data are handled in compliance with **Federal Decree Law No. (45) of 2021** on the Protection of Personal Data.
The school ensures secure storage and restricted access to confidential information.

11. Liability
All specialists delivering in-school services must be covered under their **center's professional indemnity insurance** prior to commencing work on campus.

12. Quality Assurance and Compliance
The Inclusion Team shall conduct **feedback surveys** and **service evaluations** each term.
The policy will be reviewed **annually** or when ADEK updates relevant regulations.
Non-compliance may result in termination of agreements and reporting to ADEK for corrective action.

13. References
ADEK In-School Specialist Services Policy (Version 1.2, September 2024)
ADEK Inclusion Policy
ADEK School Records Policy
Federal Decree Law No. (31) of 2021 – Crimes and Penalties
Federal Decree Law No. (45) of 2021 – Protection of Personal Data

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CERTIFICATION

This is to certify that the School In-School Specialist Services (ISSS) Policy Committee are documented and signed by the committee and the principal.

Jesus S. Ostos Jr.
Principal

Luzminda M. Divino
Vice Principal

Lilibeth S. Afable
Head of Inclusion

Maria Divina C. Leoncio
Guidance Counselor

Edrel Dan U. Selmo
Assessment Coordinator

Mary Nilvie S. Banga
Teaching & Learning Coordinator

Louis Katherine D. Abucay
Child Protection Officer

Kiel Hupia
Prefect of Discipline

June Keith M. Mariano
OHS & Compliance Officer

Cory Ann C. Enaje
Governing Council Auditor

Policy Title:	In-school Specialist Services (ISSS) Policy
Date:	September 1, 2026
Review Date:	June 21, 2027
Head of Inclusion:	Lilibeth S. Afable

CamScanner

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