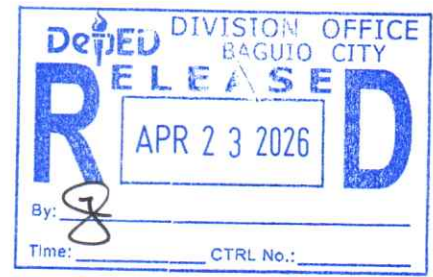




Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY



22 April 2026

DIVISION MEMORANDUM

No. 281-2026

**SCHEDULING, DEVELOPMENT, IMPLEMENTATION, AND MONITORING OF
INDIVIDUALIZED EDUCATION PLANS (IEPS) FOR LEARNERS WITH DISABILITY
(LWDS) FOR SCHOOL YEAR 2026–2027**

To: Chief ES, Curriculum Implementation Division
Public Schools District Supervisors
School Heads
Others concerned

1. In line with the Department of Education's commitment to inclusive education, and pursuant to Republic Act No. 11650, otherwise known as "An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education," all elementary and secondary schools are hereby encouraged to prioritize the timely development, implementation, and monitoring of Individualized Education Plans (IEPs) for Learners with Disability (LWDs). The IEP serves as a critical instructional tool that ensures LWDs are provided with appropriate, responsive, and individualized interventions, accommodations/modifications, and support services aligned with their diagnosed needs and learning profiles.
2. This Memorandum aims to ensure that IEPs are:
 - a. developed through formal IEP Meetings conducted within the schools;
 - b. that the development of IEPs is treated as a priority activity during the first two (2) months of SY 2026–2027, specifically June and July 2026;
 - c. that coordination with the Baguio City SPED Center is maximized for technical assistance;
 - d. that School Heads exercise leadership and accountability in IEP processes;
 - e. that IEPs are properly implemented and monitored; and
 - f. that the Schools Division Office is able to closely monitor compliance and quality of implementation.
3. All schools with identified Learners with Disability shall conduct **IEP Meetings** for each enrolled LWD. These meetings shall be scheduled **within June and July 2026 (Fridays)** and shall be included in the school's list of prioritized opening-of-school-year activities. The School Head shall preside over and actively participate in the IEP Meetings



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to ensure that decisions are collaborative, learner-centered, and responsive to identified needs.

4. Schools are strongly encouraged to coordinate with the Baguio City SPED Center to request the participation of a Special Needs Education teacher during the conduct of IEP Meetings. School Heads shall directly coordinate with the school head of the Baguio City SPED Center, informing him of the scheduled IEP Meeting dates including the diagnoses of their learners with disability. Based on the information provided, the SPED Center school head shall recommend an appropriate Special Needs Education teacher to provide technical assistance during the IEP Meetings.

5. The following are the expected participants in every IEP Meeting: (a) the School Head; (b) the School Special Needs Education (SNED) Coordinator; (c) the Class Adviser; (d) teacher or teachers who will be directly involved in or affected by the implementation of the IEP in the classroom; and (e) the parent or legal guardian of the Learner with Disability, whose attendance is mandatory. Other personnel or specialists may be invited when deemed necessary.

6. The IEP shall clearly document the learner's present levels of performance, annual goals and specific objectives, and the required educational accommodations and/or modifications, and support services. Once developed, the IEP shall be consistently and diligently implemented with fidelity. **Preparation of IEPs solely for compliance purposes is strongly discouraged**; rather, the IEP must function as an active and practical guide for classroom instruction and learner support.

7. The Schools Division Office shall strictly monitor the timely development, proper implementation, and regular evaluation of IEPs for Learners with Disability to ensure that they are provided with appropriate, meaningful, and sustained educational support consistent with the principles of inclusive education.

8. Enclosure 1 to this Memorandum enumerates the IEP Meeting procedure, to guide schools in the systematic identification, planning, implementation, and monitoring, and Enclosure 2 is the IEP Meeting Summary Report template to record the actual conduct of the IEP meeting.

9. For queries and clarifications, please contact CES Juliet C. Sannad of the Curriculum Implementation Division at 619- 3491.

10. Immediate and wide dissemination of this Memorandum is desired.


SORAYA T. FACULO PhD, CESO V
Schools Division Superintendent 



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Enclosure 1 to Division Memorandum No. **281-2026**

INDIVIDUALIZED EDUCATION PLAN (IEP) MEETING PROCEDURE

Pre-IEP Meeting Preparation	Person Responsible	Suggested Time Allocation	Expected Output
a. Review of learner's previous records such as academic performance, initial IEP, etc.	Class Adviser/ Subject Teachers	days before IEP Meeting	a 1-2 page summary of learner's key strengths, concerns, & questions to be addressed
b. Summary of learner's academic performance including assessment reports or anecdotal entries, and teacher observations	Class Adviser/ Subject Teachers		
IEP Meeting Proper	Person Responsible	Suggested Time Allocation	Expected Output
a. Opening of the Meeting and Statement of Purpose	School Head	Meetings are not conducted as group meetings; Each IEP meeting is individualized per learner	a 2-3 page IEP Meeting Summary Report (with a separate page of documentation/ captioned pictures)
b. Introduction of Participants and Clarification of Roles	SNED Coordinator		
c. Presentation of learner profile and present level of performance (such as academic, functional, behavioral, and social performance)	Class Adviser and/or SNED Coordinator (with input from subject area teachers and parent/guardian)		
d. Discussion of learner strengths and priority needs, identification of critical areas requiring support based on diagnosis and data	IEP Team (facilitated by School Head, with technical input from special needs education teacher if present and remarks from parent/guardian)	Each learner's IEP meeting may run for approximately 1 hour	
e. Setting of SMART-based annual goals and objectives	IEP Team (facilitated by School Head, with technical input from special needs education teacher if present)	More time should be appropriated to d, e, and f	



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f. Identification of educational adaptations, accommodations/modifications (e.g. instructional strategies), and supports (e.g. classroom support like peer support, behavioral support plan, additional teacher check-ins; therapy sessions outside school)	IEP Team (facilitated by School Head, with technical input from special needs education teacher if present and remarks from parent/guardian)	of the IEP Meeting Proper	
g. Review, agreement, and confirmation of the IEP (consensus-building and confirmation from parent/guardian)	SNED Coordinator to synthesize what were discussed; School Head to get the consensus		
h. Agreement on IEP implementation start date and monitoring schedule	School Head		
Post-IEP Meeting	Person Responsible	Suggested Time Allocation	Expected Output
a. Finalize Individualized Education Plan	Class Adviser with the help of SNED Coordinator	a week after the IEP Meeting	Fully accomplished IEP Document
b. Signing of IEP (by parent/guardian)	Class Adviser		Signed IEP document
c. Implementation of IEP	School		Filled out IEP document
d. Revision of IEP (if applicable)	IEP Team		IEP document
d. Monitoring of IEP implementation	Class Adviser, subject teachers		Monitoring Checklist



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Enclosure 2 to Division Memorandum No. **281-2026**

INDIVIDUALIZED EDUCATION PLAN (IEP) SUMMARY REPORT

I. IEP MEETING LOGISTICS

Date of IEP Meeting: _____ Duration: _____
 Venue: _____

II. PARTICIPANTS PRESENT (attendance is mandatory for the parent/legal guardian)

____ School Head	____ SNED Teacher
____ SNED Coordinator	____ Parent/Legal Guardian
____ Class Adviser	____ Guidance Counselor/ Designate
____ Subject/Receiving Teacher(s):	____ Others (specify)
_____	_____
_____	_____

II. LEARNER'S BASIC INFORMATION

Learner's Full Name: _____ Age: _____
 Grade & Section: _____ Sex: _____
 Diagnosis/ Identified Disability: _____

III. PURPOSE OF THE MEETING

The IEP Meeting was convened to collaboratively review the learner's present level of performance, identify priority needs, set appropriate goals and objectives, determine necessary educational adaptations and supports, and agree on the implementation and monitoring of the Individualized Education Plan.

IV. SUMMARY OF DISCUSSIONS

A. Learner's Present Level of Performance (Brief synthesis only; detailed data are in the IEP)

Academic: _____

Functional/Behavioral/Social: _____

Noted Strengths and Interests: _____

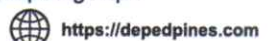
B. Priority Needs Identified (based on diagnosis, data, and team discussion)



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C. Agreed SMART-Based Goals and Objectives (*Summarize key goals & objectives agreed upon*)

D. EDUCATIONAL ADAPTATIONS AND SUPPORTS

(*as agreed during the meeting; details are placed in the IEP*)

• *Instructional Strategies/ Adaptations:*

• *Accommodations/ Modifications:*

• *Classroom/School-Based Supports:*

• *Outside/External Supports:*

V. CONSENSUS AND AGREEMENTS

The IEP content was discussed collaboratively by the IEP Team.

The parent/legal guardian was given the opportunity to provide inputs and clarifications.

Consensus was reached on goals, supports, and implementation of arrangements.

Others:

VI. IMPLEMENTATION AND MONITORING DETAILS

IEP Implementation Start Date: _____

Primary Implementing Teacher(s): _____

Monitoring Schedule (quarterly, etc.) _____

Person Responsible for Monitoring and Documentation: _____



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VII. CONFIRMATION AND SIGNATURES

We confirm that this IEP Meeting was conducted in accordance with prescribed procedures and that the agreements reflected above were arrived at collaboratively.

	Full Name	Signature
School Head:	_____	_____
SNED Coordinator:	_____	_____
Class Adviser:	_____	_____
Parent/Guardian:	_____	_____

REMINDER FOR SCHOOLS:

- This IEP Meeting Summary Report documents the process and agreements.
- The IEP document contains the full plan, goals, and monitoring records.
- Both documents shall be made available during school or division monitoring.



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Sample Accomplished IEP Meeting Summary Report

I. IEP MEETING LOGISTICS

Date of IEP Meeting: July 10, 2026

Duration: Approximately 1 hour (individualized)

Venue: School Conference Room

II. PARTICIPANTS PRESENT (*Attendance of parent/legal guardian is mandatory*)

- ✓ School Head
- ✓ SNED Coordinator
- ✓ Class Adviser
- ✓ Subject/Receiving Teachers (English, Math)
- ✓ Parent/Legal Guardian
- ✓ Special Needs Education Teacher

III. LEARNER'S BASIC INFORMATION

Learner's Full Name: [Sample Learner]

Age: 10

Grade & Section: 4 – Masayahin

Sex: Male

Diagnosis / Identified Disability:

Mild Intellectual Disability with ADHD (Combined Presentation)

IV. PURPOSE OF THE MEETING

To review present level of performance, identify priority needs, set goals and objectives, determine educational supports, and agree on IEP implementation and monitoring.

V. SUMMARY OF DISCUSSIONS

A. Learner's Present Level of Performance (*Brief synthesis*)

Academic:

- Reads short, simple sentences with familiar words
- Answers "who/what" questions with prompts and visuals
- Difficulty with sequencing and comprehension across subjects
- Performs basic addition and subtraction using concrete materials

Functional / Behavioral / Social:

- Short attention span during seatwork
- Easily distracted; needs frequent reminders
- Follows routines with visual cues and structure

Strengths and Interests:

- Responds well to visuals and hands-on tasks
- Enjoys drawing and group activities
- Motivated by praise and clear expectations

B. Priority Needs Identified

- Improve reading comprehension across subjects
- Strengthen basic numeracy skills



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- Increase attention and task completion
- Support following instructions independently

C. Agreed SMART-Based Goals and Objectives

Goal 1: Reading Comprehension (Across Subjects)

- Improve comprehension of short texts
- Answer literal questions with 70% accuracy

Quarterly Objectives:

- Q1: Answer "who/what" questions with prompts
- Q2: Answer "who/what/where" with minimal prompts
- Q3: Answer literal questions independently (70%)
- Q4: Maintain 70–80% accuracy across subjects

Goal 2: Mathematics (Basic Numeracy)

- Solve basic addition and subtraction within 20
- Complete simple one-step word problems

Quarterly Objectives:

- Q1: Add/subtract within 10 using manipulatives
- Q2: Add/subtract within 20 with visual aids
- Q3: Solve simple word problems with support
- Q4: Solve problems independently (70–80%)

D. EDUCATIONAL ADAPTATIONS AND SUPPORTS

Instructional Strategies / Adaptations:

- Step-by-step instructions, Short, structured activities, Visual aids and organizers, Frequent checks for understanding

Accommodations / Modifications:

- Extended time for tasks, Reduced number of items, Simplified instructions, Oral responses when appropriate

Classroom / School-Based Supports:

- Preferential seating, Additional teacher check-ins, Peer support during activities, Simple behavior support plan

Outside / External Supports:

- Parent coordination on medical advice, Guidance services as needed

VI. CONSENSUS AND AGREEMENTS

- ✓ Collaborative discussion conducted
- ✓ Parent provided inputs and clarifications
- ✓ Consensus reached on goals, supports, and implementation

Others: None noted

VII. IMPLEMENTATION AND MONITORING DETAILS

IEP Implementation Start Date: July 15, 2026

Primary Implementing Teachers: Class Adviser and Subject Teachers

Monitoring Schedule: Quarterly

Person Responsible for Monitoring: Class Adviser, with SNED Coordinator