



#053-22

Commonwealth of Virginia
Virginia Department of Education
Superintendent's Memo #053-22

DATE: March 4, 2022
TO: Division Superintendents
FROM: Jillian Balow, Superintendent of Public Instruction
SUBJECT: **Standards-Based Individualized Education Program Guidance and Resources**

Pursuant to [SB 1288](#) and [HB 2299](#), passed by the 2021 Session of the General Assembly, the Virginia Department of Education is to:

1. Provide training and guidance documents to local school divisions on the development of **Individualized Education Programs (IEPs)** for children with disabilities that incorporate specific examples of high-quality present level of performance descriptions, annual goals, and postsecondary transition sections; and
2. Develop a **required training module for each individual who participates in an IEP meeting** that comprehensively addresses and explains in detail (i) each IEP Team member's respective role in the IEP meeting, (ii) the IEP development process, and (iii) components of effective IEPs. The training module shall be required for all IEP participants, with the exception of parents, prior to participating in an IEP meeting and at regular intervals thereafter.

To implement these new statutory requirements (*Virginia Code* § 22.1-214.4) and provide support to school divisions, the Virginia Department of Education (VDOE) has updated its resources on IEP development. This includes updating the current [online training modules](#) on the Standards-Based Individual Education Program with an additional module on postsecondary transition. To supplement the current [Standards-Based Individualized](#)

[Education Program Guidance Document](#), the VDOE has also developed [Models for Developing High-Quality Present Level of Academic and Functional Performance Descriptions and Goals in a Standards-Based Individualized Education Program](#). This technical assistance document provides supplementary guidance on developing Present Levels of Academic and Functional Performance (PLAAPF) descriptions, goals, and objectives in a Standards-Based IEP, and includes examples of PLAAPFs and goals based on disability categories, as well as suggestions for professional development activities.

Additionally, to help facilitate effective IEP development and implementation, [Meaningful IEP Online Training Modules](#) have been created to increase IEP Team members' understanding of the IEP process, including the basics and components of the IEP, roles and responsibilities of team members, and evaluating the IEP process. Several resources are embedded within these online modules; a certificate is issued upon completion.

For more information

Questions should be directed to Dr. Zenia Burnett, Director, Special Education Instructional Services, by email at Zenia.Burnett@doe.virginia.gov, or by telephone at (804) 225-2707. For general inquiries, email spedinstruction@doe.virginia.gov.

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