



Understanding ACHIEVE and my Student's IEP

ACHIEVE is the new system in which Individualized Education Programs (IEPs) will be written. One of the most significant changes you will notice is the way the IEP looks when it is printed. Your student's IEP within the ACHIEVE system will contain all the same information as your student's previous IEP(s) but be presented differently. Please know that your student's special education services, supports and procedural safeguards under the Individuals with Disabilities Education Act (IDEA) will remain the same within the new ACHIEVE system.

The chart below is provided to help you prepare for the meeting when ACHIEVE will be used for the first time in developing your child's IEP. It will likely be at the time of an annual review or re-evaluation. The chart includes examples of differences between the former IEP system and the new ACHIEVE system.

	Former IEP System	New in ACHIEVE System
Parent Input	Throughout the IEP meeting, families had the opportunity to express the needs and concerns of their student. This was documented in a section titled "Parent concerns regarding their child's education."	Families will still have the opportunity to express needs and concerns, as well as the strengths, skills, interests, and preferences of their students. This information will be documented with the team input throughout the IEP. There is no longer a separate section for family voice, instead family input is included as part of the team response.
Progress monitoring for goals	The frequency of reporting to families was the same for all goals.	IEP teams must decide and document the frequency with which progress will be reported to families for <u>each</u> goal area. Frequency of reporting may be different for different goals. For example, a reading goal where slow growth is expected may identify a longer period of time between reporting than other goals like a behavior goal.

Prior Written Notice	The Prior Written Notice (PWN) included one implementation date for all proposed actions.	The PWN will now allow for documentation of multiple actions. Each action, whether proposed or refused, will be documented.
Graduation by Diploma or Certificate	Beginning no later than age 14, the IEP team should have determined if the student was working towards a High School Diploma or Certificate. Documentation was an open text field with a description.	There is no change in the requirement, but documentation is now a fixed choice. The team must determine and document whether the student is working towards a High School Diploma or Certificate. This decision should be reviewed at least annually. Graduation Requirements Graduation by Diploma or Certificate
Consent for Electronic Communication	Only one parent/guardian was required to consent or decline to receive electronic communication related to their student.	Each parent/guardian, individually, has the ability to consent/decline to electronic communication and may select differently.

Additional Resources

You can access the [Procedural Safeguards](#), Ages 3-21, on the Iowa Department of Education’s website.

The [Iowa IDEA Information \(i3\)](#) provides an explanation of the different components that are part of an IEP. This website provides guidance, resources, and procedures related to special education in the State of Iowa.