

ACHIEVE IEP Enhancements Guide

Meeting Notices • Family Portal Handout • Special Factors
Secondary Transition • Goal Enhancement • Preschool LRE
Summer 2026

Purpose

This guide outlines enhancements to ACHIEVE IEP components, including updates to meeting workflows, Family Portal access, special factors, secondary transition planning, goal documentation, preschool Least Restrictive Environment (LRE) and system reporting support. The enhancements strengthen statewide consistency, improve alignment across IEP components, support family engagement, provide additional workflow supports, and assist teams in developing high-quality IEPs.

Overview of Enhancements

Key enhancements include:

- Ability to revise meeting notices
- Family Portal registration and family access supports
- Enhanced Special Factors decision-making and alignment checks
- Secondary Transition alignment tags
- Goal-specific documentation uploads and reminders
- Preschool LRE validation and reporting supports
- Expanded system guardrails and Incomplete Data Report (IDR) logic

Meeting Notices Enhancements

Overview

Meeting notice enhancements improve transparency, historical tracking and documentation of meeting activities within ACHIEVE. Teams now have additional tools to revise meetings, document attendance, record situations when meetings are not held and select meeting purposes that more accurately reflect the work of the team. These enhancements help ensure meeting records accurately reflect team actions while maintaining a clear historical record for providers and families.

Considerations for Teams

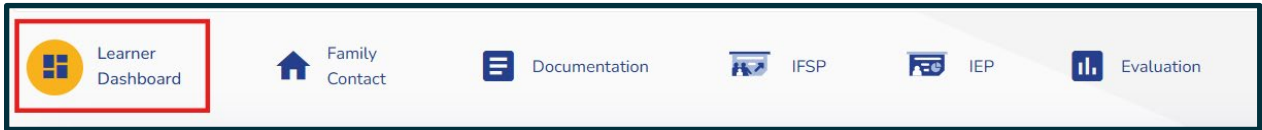
ACHIEVE provides additional workflow support; however, teams remain responsible for ensuring meeting notices, participant information and meeting documentation comply with IDEA requirements and local procedures.

Teams Should Remember

- Revised meetings maintain historical information from the original notice.
- Meeting attendance should accurately reflect participation and roll call should be completed in a timely manner.
- Rationales should clearly explain why a scheduled meeting did not occur.
- Documentation should support communication with families and team members.

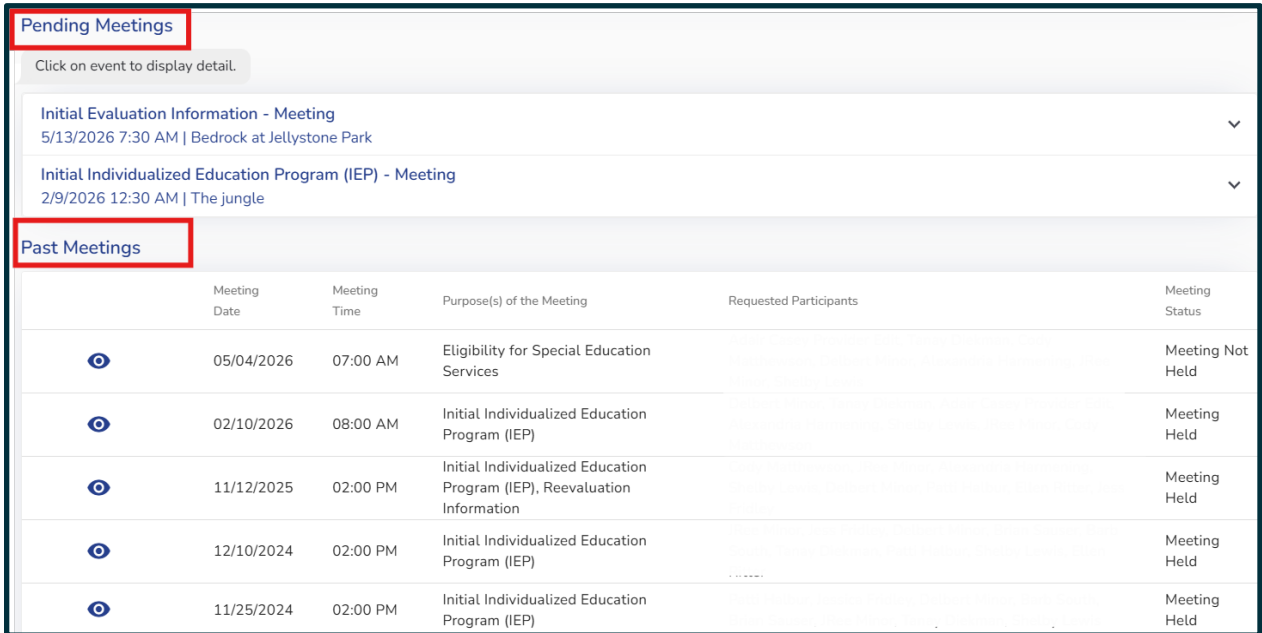
Navigating the new Meeting Notice functions in ACHIEVE

STEP 1: Navigate to the learner's IEP → Learner Dashboard.



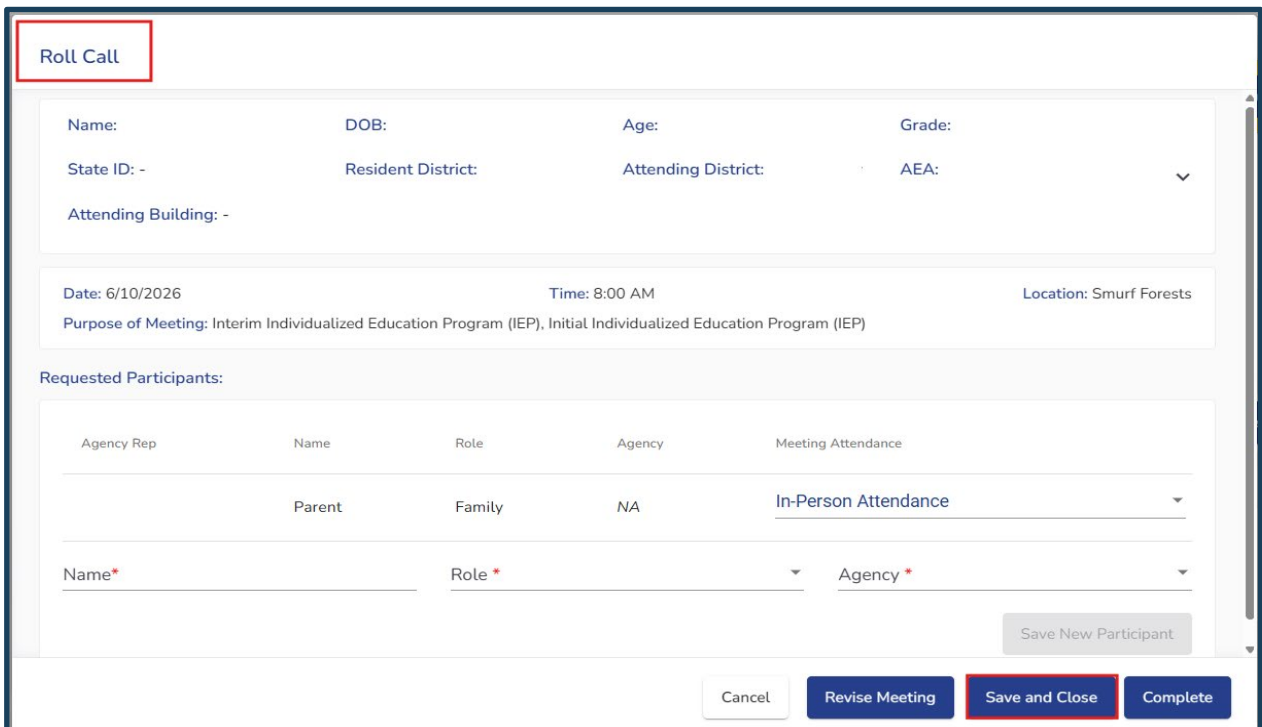
Screenshot 1: Learner Management Dashboard

STEP 2: Review Pending Meetings and Past Meetings on the Learner Dashboard.



Screenshot 2: Pending and Past Meetings Screen

STEP 3: Complete any outstanding Meeting Roll Calls under Pending Meetings.



Screenshot 3: Meeting Roll Call

STEP 4: Create a new meeting notice and select the appropriate meeting purpose. Additional meeting purpose options highlighted.

Purpose of the Meeting*

- Initial Individualized Education Program (IEP)
- Interim Individualized Education Program (IEP)
- Annual Individualized Education Program (IEP)
- Individualized Education Program (IEP) Amendment
- Reevaluation Information

Screenshot 4: Additional Meeting Options

STEP 5: Revise meeting notice, if needed.

Pending Meetings

Click on event to display detail.

Initial Evaluation Information - Meeting
5/13/2026 7:30 AM | Bedrock at Jellystone Park

Requested Participants:

Names	Agency	Role
School Psychologist's Name	Other (AEA)	School Psychologist
Principal	None	LEA Rep/Designee
Parent 2	NA	Family
Special Education Teacher's Name	None	Special Education Teacher
Student's Name	None	Student
Parent	NA	Family

Print Notice of Meeting Meeting Roll Call Meeting Not Held **Revise Meeting**

Initial Individualized Education Program (IEP) - Meeting
2/9/2026 12:30 AM | The jungle

Screenshot 5: Revise Meeting Button

Revise Meeting

Current Purpose(s) of the Meeting: Initial Individualized Education Program (IEP)
The purpose(s) selected in the dropdown below will be added to the list of meeting purposes for the meeting.

Purpose of the Meeting

Current Meeting Date / Time / Location: 06/01/2026 07:00 AM | Graceland - The Jungle Room

Check to Revise Location

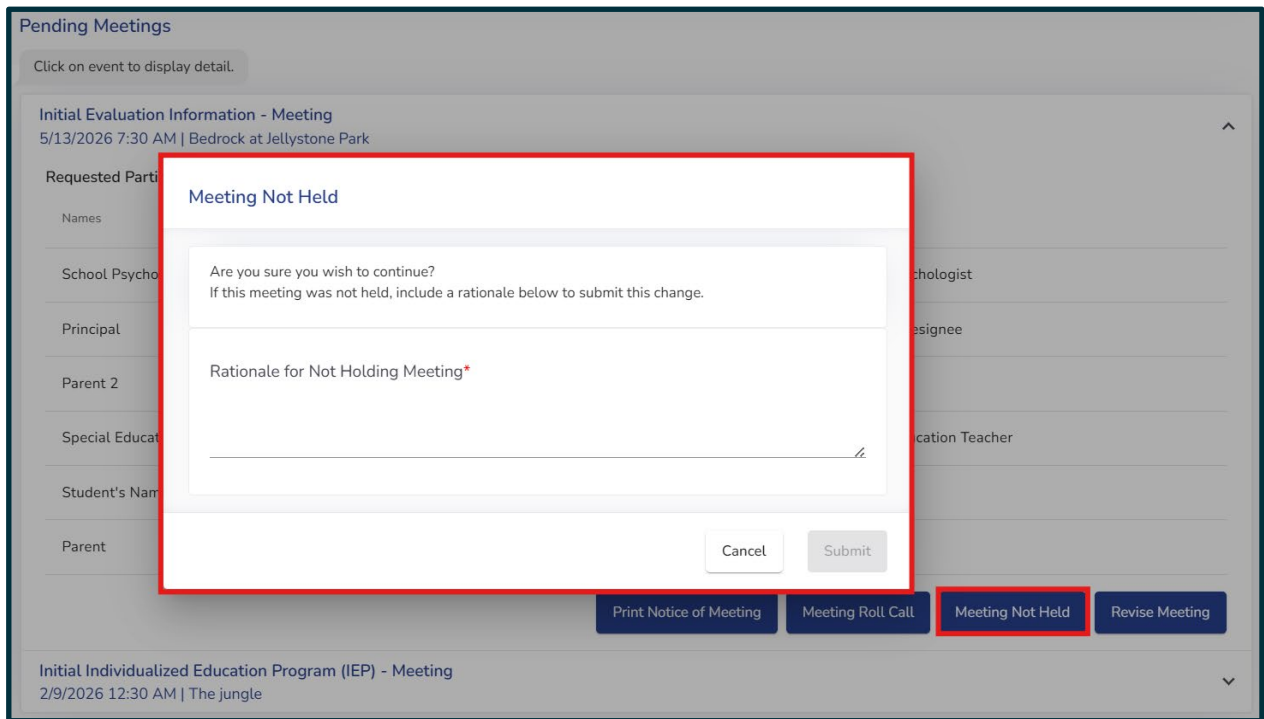
Check to Revise Meeting Date / Time

Location* Meeting Date* Meeting Time*

Reason for Reschedule *

Screenshot 6: Revise Meeting Screen

STEP 6: If a past meeting was not held, complete the Meeting Not Held workflow and enter a rationale.



Screenshot 7: Meeting Not Held Modal

Purpose of the Meeting Notice Enhancements

- Preserves a clear history of meeting changes and scheduling updates.
- Allows teams to document situations when meetings do not occur.
- Improves the accuracy of meeting records maintained within ACHIEVE.
- Supports accurate meeting documentation by allowing additional meeting purposes to be added when needed.
- Provides greater flexibility with documentation by supporting additional meeting purpose options and updates when needed.

Family Portal Handout

Overview

The new Family Portal Handout button provides a streamlined process for families to access learner information through ACHIEVE. Informational materials about the ACHIEVE Family Portal can now be generated directly from the learner record, simplifying the onboarding process for families.

Considerations for Teams

ACHIEVE generates the Family Portal handout directly from the learner record. Agencies should establish local procedures for validating family contact information and sharing registration materials with families. The Family Portal handout supports family engagement by providing information about ACHIEVE Family Portal and the registration process.

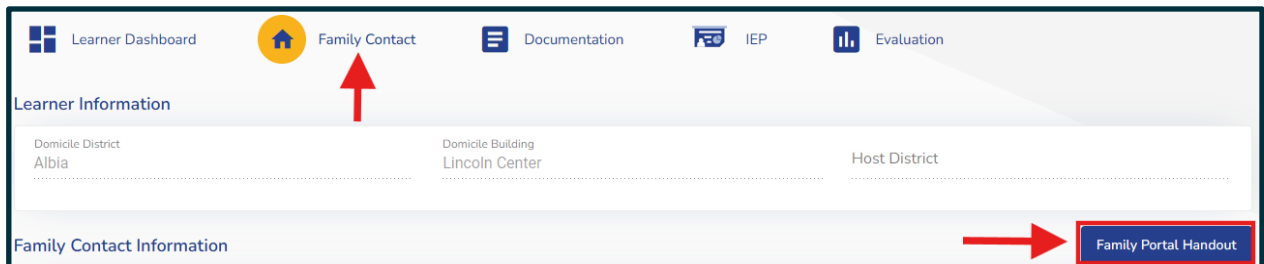
Teams Should Remember

- The Family Portal handout provides information about the ACHIEVE Family Portal but does not create or activate a Family Portal account.
- Families are directed to ACHIEVE Family Portal resources to learn more about registration and access.
- Family contact information should be reviewed regularly and validated prior to sharing registration materials.
- The Invite to Portal process should still be completed after validating the family contact record.

How to Access the Family Portal Registration Handout in ACHIEVE

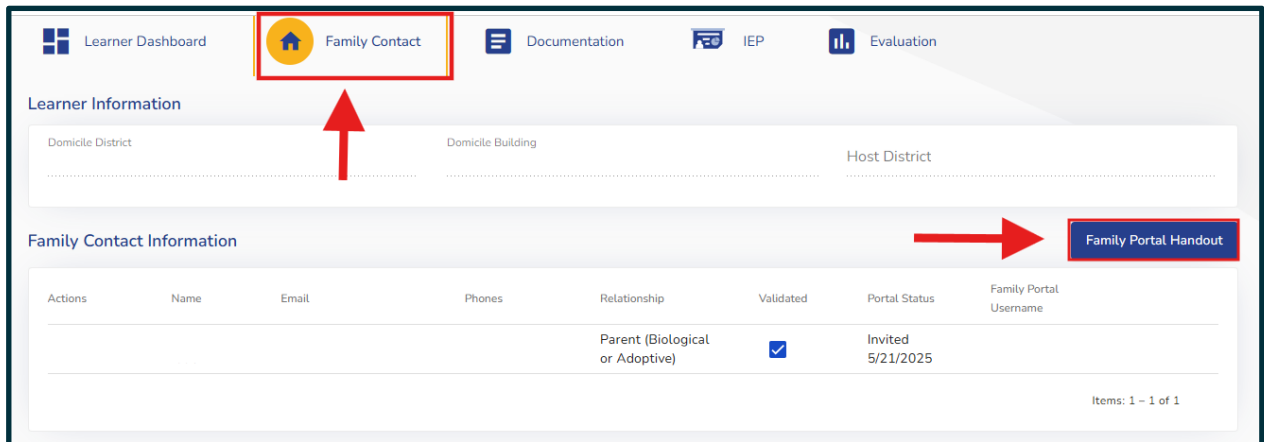
STEP 1: Navigate to the Learner Management page

STEP 2: Open the Family Contact Section



Screenshot 8: Family Contact Section

STEP 3: Select the Family Portal Handout button



Screenshot 9: Family Portal Handout Button

STEP 4: Generate and provide the registration handout to the family

Last 4 Digits of State ID:

ACHIEVE Family Portal



If you are a parent or guardian of a learner (child) with an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP), the ACHIEVE Family Portal will give you 24/7 access to your learner's Early ACCESS or special education information. The portal helps you support your child's learning and involvement in the IFSP/IEP process.

Why should I sign up for the ACHIEVE Family Portal?

Benefits for you:

- Access information to support your learner's development and learning electronically
- Receive the information you need to participate in meetings
- Download and print your learner's records anytime
- See accomplishments and real-time progress towards your learner's outcomes or goals
- Receive meeting notices and view a calendar of upcoming meetings
- View and sign consent forms
- Complete family engagement surveys

What if I do not sign up for an account?

Families choose whether or not to create an account. You will still have access to records and information outside of the ACHIEVE Family Portal without an account. The portal does not replace person-to-person communication and collaboration with the IFSP team or IEP team.

Access Anytime from Anywhere

There are no apps to download! You can access your learner's records from your phone, tablet or computer anywhere you have internet access. Don't worry if you don't have internet access; you can still receive paper copies of documents at your IFSP or IEP meetings.

Watch for your invitation!

Once you have provided consent to receive Early ACCESS or special education services and provided your email address to your team, you will receive an email inviting you to create an account in the ACHIEVE Family Portal. Click the link in your email to start the registration process. Contact your learner's Service Coordinator or IEP Facilitator if you did not receive an invitation or if you need to update your email address.

Need help getting started? 



ACHIEVE operates within an internet browser and can be accessed using computers, laptops, tablets, and smartphones. The optimal screen size for viewing ACHIEVE is 1280px, though ACHIEVE will adjust the formatting to accommodate smaller screen sizes. ACHIEVE is compatible with the three most recent versions of Safari, Google Chrome, Firefox, and Microsoft Edge.

Screenshot 10: Family Portal Registration Handout

Purpose of the Family Portal Handout Enhancements

- Makes family enrollment resources available directly within the learner record.
- Reduces the steps required to provide families with registration information.
- Supports more consistent access to the ACHIEVE Family Portal resources across the state.

PLAAFP Special Factors Enhancements

Overview

PLAAFP enhancements strengthen the documentation of Special Factors within ACHIEVE. Teams now indicate whether each Special Factor will be addressed in the IEP through individual questions and response options. Special Factor decisions are connected to goals, services, activities and supports, accommodations and Incomplete Data Report (IDR) validation to support alignment throughout the IEP.

Considerations for Teams

ACHIEVE supports documentation of Special Factors throughout the IEP development process. Teams should ensure Special Factor decisions are based on the learner's individual needs and that supporting goals, services, activities and supports, and accommodations accurately reflect those decisions and support implementation.

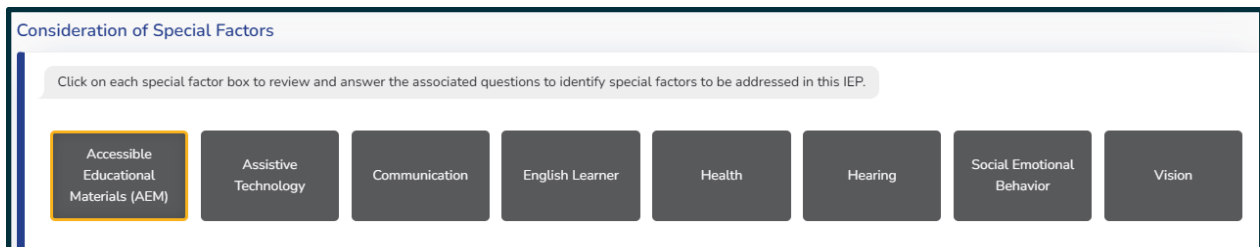
Teams Should Remember

- Each Special Factor must be reviewed and documented individually.
- Special Factors identified as being addressed should be reflected in the appropriate IEP components.
- Goals, services, activities and supports and accommodations should align with identified Special Factors.
- Documentation should clearly support the team's decisions regarding Special Factors.

Navigating the new PLAAFP Special Factors function in ACHIEVE

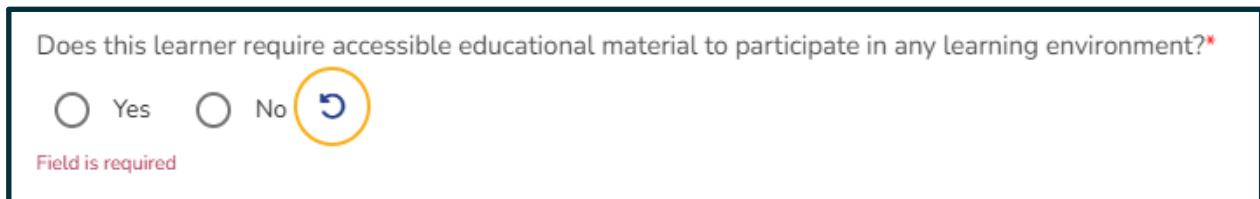
Teams must review each Special Factor and indicate whether it will be addressed in the IEP. Decisions are documented individually for each Special Factor.

STEP 1: Navigate to the PLAAFP Special Factors section.



Screenshot 11: Special Factors Interface

STEP 2: Review each Special Factor individually and select Yes or No.



Screenshot 12: Special Factors Question

STEP 3: If Yes is selected, identify how that factor is addressed within the IEP.

Does this learner require accessible educational material to participate in any learning environment?

Yes No

How will this special factor be addressed in this IEP?:*

Goal Service Activity and Support Accommodation Other

Please identify all formats that this learner requires to access educational materials:*

Braille Closed Captioning Digital Large Print Sign Language Other

Screenshot 13: Special Factors Tagging

STEP 4: Review warning message and alignment indicators.

Does this learner require accessible educational material to participate in any learning environment?

Yes No

How will this special factor be addressed in this IEP?:*

Goal Service Activity and Support Accommodation Other

At least one other option must be selected in addition to a goal.

Please identify all formats that this learner requires to access educational materials:*

Braille Closed Captioning Digital Large Print Sign Language Other

Screenshot 14: System Warning

Purpose of the Special Factors Enhancements

- Moves Special Factors beyond a single acknowledgement statement.
- Prompts teams to consider each factor individually during IEP development.
- Provides documentation of how identified factors are addressed within the IEP.

Secondary Transition Enhancements

Overview

These tags were added to support teams in the development of measurable postsecondary goals in alignment with B13 reporting requirements. Using these tags will help to ensure IEP goals and services are developed to support postsecondary outcomes in the areas of living, learning and working.

Considerations for Teams

Iowa requires transition planning to begin no later than age 14, with Postsecondary Expectations, transition services and annual goals working together to support postsecondary outcomes.

Teams Should Remember

- Postsecondary Expectations should align with age-appropriate transition assessment data.
- Learning, Living and Working tags should accurately reflect the transition domain being addressed.
- Transition services, courses of study and annual goals should support identified postsecondary expectations.
- Consistent documentation supports accurate transition planning and reporting.

How to Apply Postsecondary Expectation Tags in ACHIEVE

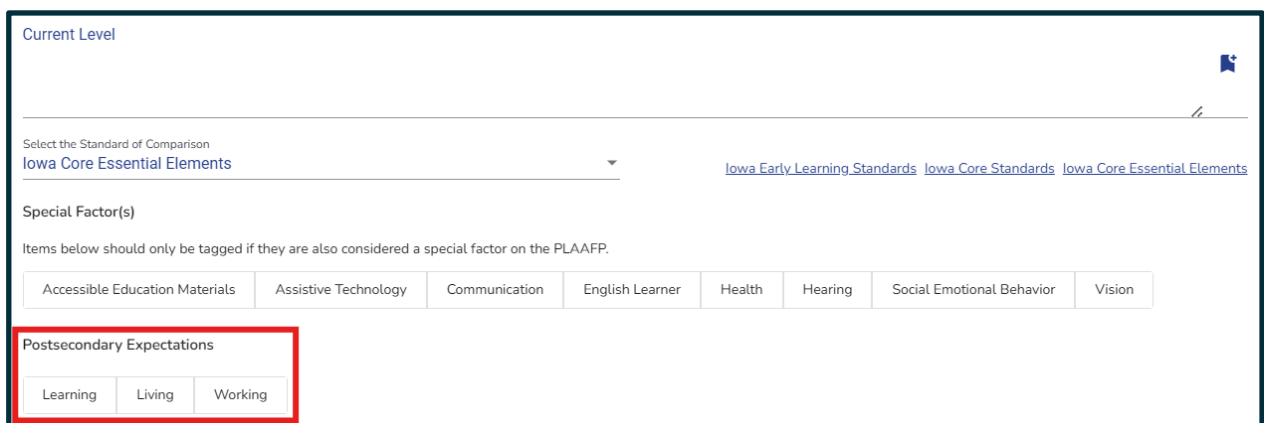
These enhancements strengthen connections between Postsecondary Expectations and related IEP components by allowing teams to identify whether goals, services, activities/supports, and accommodations support Learning, Living and/or Working outcomes.

STEP 1: Open a goal, service, activity/support or accommodation in a Secondary IEP.

STEP 2: Locate the Postsecondary Expectations tags.

STEP 3: Select the applicable domain(s): Living, Learning and/or Working.

STEP 4: Apply tags consistently across IEP components to support postsecondary expectations.



The screenshot shows a web interface for setting standards and special factors. At the top, there is a 'Current Level' field. Below it is a dropdown menu for 'Select the Standard of Comparison' with 'Iowa Core Essential Elements' selected. To the right of the dropdown are links for 'Iowa Early Learning Standards', 'Iowa Core Standards', and 'Iowa Core Essential Elements'. Underneath is a 'Special Factor(s)' section with a note: 'Items below should only be tagged if they are also considered a special factor on the PLAAFP.' This section contains a row of buttons: 'Accessible Education Materials', 'Assistive Technology', 'Communication', 'English Learner', 'Health', 'Hearing', 'Social Emotional Behavior', and 'Vision'. Below this row is a section titled 'Postsecondary Expectations' which is highlighted with a red box. It contains three buttons: 'Learning', 'Living', and 'Working'.

Screenshot 15: Postsecondary Expectation Tags

Purpose of the Secondary Transition Enhancements

- Strengthens connections between Postsecondary Expectations and related IEP components.
- Improves consistency of transition planning documentation across the IEP.

Goal Enhancement

Overview

Goal enhancements improve documentation management within ACHIEVE by allowing teams to associate supporting documentation directly within individual goals. Additional system prompts help teams identify when goal documentation may be needed.

Considerations for Team

ACHIEVE provides additional support for adding goal-related documentation. Teams remain responsible for determining when supporting documentation is needed and ensuring goal documentation accurately reflects learner needs, progress and IEP team decisions.

Teams Should Remember

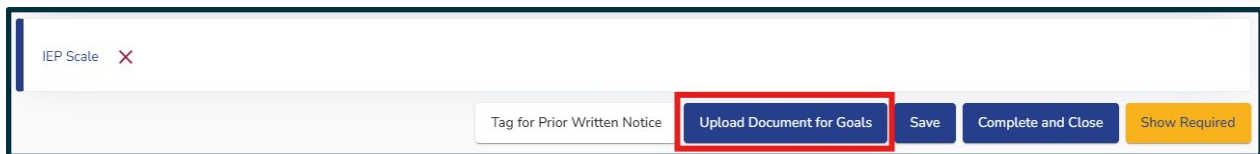
- Supporting documentation can be uploaded directly to an individual goal.
- Documentation uploaded through the goal section should be associated with that specific goal.
- Attachment reminders are intended to prompt review and do not require documentation to be uploaded.

How to Upload Documentation for Individualized Goals

Goal enhancements improve organization and strengthen the connection between uploaded documentation and specific learner goals.

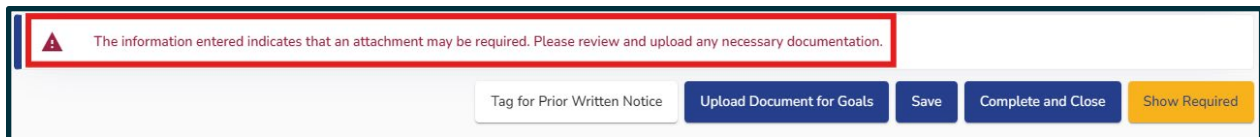
STEP 1: Create or edit a goal within ACHIEVE.

STEP 2: Upload goal-specific supporting documentation using the updated upload location.



Screenshot 16: Upload document for Goals Button

STEP 3: Review any keyword detection warnings related to the attachment.



Screenshot 17: Keyword Warning Message

Purpose of the Goal Enhancements

- Supporting documentation can be attached directly to specific goals.
- Upload reminders help reduce missing documentation.
- Goal documentation is easier to locate and review.

Preschool Least Restrictive Environment (LRE) Enhancements

Overview

Preschool LRE enhancements improve the accuracy and consistency of Preschool LRE documentation within ACHIEVE. These updates strengthen the connection between Regular Early Childhood Program (RECP) information and Preschool LRE decision-making while supporting federal reporting requirements for Indicator 6: Educational Environments for preschool children ages 3 through 5.

Considerations for Teams

ACHIEVE provides additional validation and reporting support for Preschool LRE documentation. Teams should ensure RECP information is complete and accurately reflects the learner’s participation in early childhood programs before making Preschool LRE determinations.

Teams Should Remember

- RECP information should accurately reflect the learner’s current and anticipated participation in early childhood programs.
- Responses regarding RECP attendance should be completed before finalizing Preschool LRE documentation.
- Preschool LRE decisions should align with documented RECP information.
- Accurate documentation supports state and federal reporting requirements.

How to Verify RECP Attendance Information in ACHIEVE

These updates strengthen the connection between Regular Early Childhood Program (RECP) information and Preschool LRE decision-making.

STEP 1: Navigate to the Preschool LRE section.

Least Restrictive Environment

Within a Regular Early Childhood Program	Outside a Regular Early Childhood Program
100%	0%

Current IEP

100%

attends regular early childhood program(s) for a total of (0.00) hours per week.
receives 100% of services in the [regular early childhood programs](#) program, and 0% of services removed from the regular early childhood program.

Does the Regular Early Childhood Programs (RECP) Summary Table accurately represent all of previous, current, and/or new attendance in RECPs based upon the IEP Meeting?*

Yes No [↻](#)

Start Date	Regular EC Program	Frequency	Will attend RECP after IEP Meeting
No records			

Will attend the regular early childhood program or school they would attend if nondisabled?*

Yes No [↻](#)

Where does receive special education services?*

[View Summary](#)

Screenshot 18: Preschool LRE Workflow

STEP 2: Verify RECP attendance information is complete.

Does the Regular Early Childhood Programs (RECP) Summary Table accurately represent all of [redacted]' previous, current, and/or new attendance in RECPs based upon the IEP Meeting?


Yes No [↻](#)

[Update Regular EC Program](#)

Start Date	Regular EC Program	Frequency	Will attend RECP after IEP Meeting
9/1/2025	Head Start	40 hours weekly	Yes

Screenshot 19: RECP Attendance Information

STEP 3: Resolve any system warning messages before finalizing the LRE section.

 There are Regular Early Childhood Programs (RECP) programs listed without a response entered for "Will attend RECP after IEP Meeting". Please use the Update Regular EC Program button below or return to the Learner Dashboard to enter a response.

[Update Regular EC Program](#)

Screenshot 20: RECP Warning Message

Why portions of the workflow may become Read-Only:

- ACHIEVE checks for required RECP information before allowing portions of Preschool LRE workflow to be finalized.
- If required RECP responses are missing, portions of the workflow temporarily become read-only.
- This guardrail helps ensure Preschool LRE decisions are based on complete RECP information.

Purpose of Preschool LRE Enhancements

- Connects Preschool LRE decisions to Regular Early Childhood Program participation data.
- Prompts completion of required information before finalizing LRE decisions.
- Improves the accuracy of preschool educational environment reporting.