

Elementary Individual Education Plan (Delaware)

Last Modified on 05/02/2024 2:01 pm CDT

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Tool Search: Special Ed Documents

The Elementary Individual Education Plan captures elementary student special education plan information and matches the required documentation provided by the state of Delaware. This document describes each editor, a description of each field on the editor, and any special considerations and instructions.

The current print format is **DE Elementary IEP 2024**. Plan formats are selected in the [Special Ed Plan Type](#) tool.

screenshot

Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
Name	The name of the editor.
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student. <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> • ESign indicates that the editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.

Header	Description
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.


Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.
Refresh	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.</p>
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.

Button	Description
Status	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click In Progress to further edit after an editor is marked Complete. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the In Progress button to further edit after an editor is marked Not Needed. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Nevada Individual Education Plan eSignature Process for additional information.
Print	Prints the entire document.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon () displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting

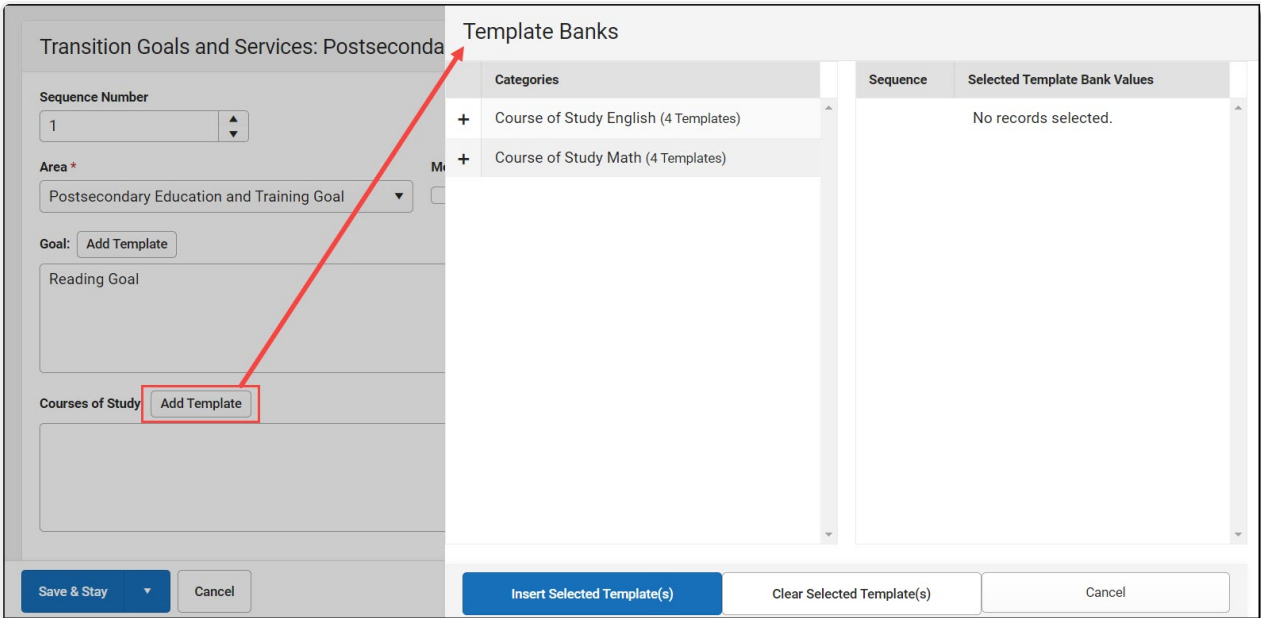
the next editor from the side panel.

- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.



Transition Goals and Services: Postsecondary

Sequence Number
1

Area *
Postsecondary Education and Training Goal

Goal: Add Template
Reading Goal

Courses of Study Add Template

Template Banks

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Save & Stay Cancel Insert Selected Template(s) Clear Selected Template(s) Cancel

Template Bank Side Panel

Click the plus (+) icons next to the category to view the available template values.

Template Banks

Categories		Sequence	Selected Template Bank Values
–	Course of Study English (4 Templates)		
Add	Templates		
Add	Course of Study 10 Grade 10: English 200	1	Course of Study 9 Grade 9: English 100
Add	Course of Study 11 Grade 11: English 300	2	Course of Study 10 Grade 10: English 200
Add	Course of Study 12 Grade 12: English 400	3	Course of Study 11 Grade 11: English 300
Add	Course of Study 9 Grade 9: English 100	4	Course of Study 12 Grade 12: English 400
+	Course of Study Math (4 Templates)		

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.

Courses of Study:

Grade 9: English 100
Grade 10: English 200
Grade 11: English 300
Grade 12: English 400

Example Template Bank Selections in the Document

Text Editors

Images should not be inserted into text fields.

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Editors

[Plan Header](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Meeting Participants](#) | [Data Considerations](#) | [Other Factors to Consider](#) | [Unique Needs/Present Levels/Annual Goals and Benchmarks](#) | [Specially Designed Instruction](#) | [Supplementary Aids and Services](#) | [Transportation](#) | [Participation in Statewide Assessments](#) | [Discipline](#) | [Participation in Twelve Month Program](#) | [Consideration of Reading-Based Extended School Year Services](#) | [Reading-Based ESY Services](#) | [ESY](#) | [ESY Services](#) | [Least Restrictive Environment/Placement](#) | [Signatures](#) | [Medicaid](#) | [Prior Written Notice](#)

Plan Header

The Plan Header editor stores plan information as well as related dates.

This editor must be saved before entering data into other editors.

[▶ Click here to expand...](#)

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Enrollment Information

The Enrollment Information editor is a read-only editor that pulls in district and school information where the student is enrolled. This editor also documents the student's disability(ies).

Enrollment Information

IN PROGRESS

Editor 2 of 22

Click Refresh to retrieve a new copy of data from a selected Enrollment record.
Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Primary Disability *

1000: Autism

Secondary Disability

Tertiary Disability

Select Tertiary Disabilities...

District of Residence

Attending Building

Arthur Elementary

Grade

KG

District Information

District Number	District Name	
100	Plainview Schools	
District Address		District Phone
123 Main Street, Metro City, DE 55555		(763)555-5555
District SPED Address		District SPED Phone
456 2nd Avenue, Metro City, MN 55555		(763)633-1111

Enrollment Information Editor

▶ [Click here to expand...](#)

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Student Information

The Student Information editor pulls demographic information regarding the student. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record.

Student Information

IN PROGRESS

Editor 3 of 22

When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

Last Name	First Name	Middle Name	Suffix
	Colton		
Birthdate	Student ID		
Address			

Case Manager Information

Name	Title
Phone	

Student Information Editor

▶ [Click here to expand...](#)

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Parent/Guardian Information

The Parent/Guardian Information editor pulls the contact information of the student's parent/guardian(s).

The **Refresh** button retrieves a fresh copy of data from the parent/guardian's record.


Parent/Guardian Information

IN PROGRESS

Editor 4 of 22

When a Plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian check box marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

Parent/Guardian

Print Sequence 

1

Remove

Name

Harrison - Father

Address

2927 5th Ave NW, Blaine, DE 55449

Home Phone

(651)555-1694

Work Phone

(555)555-1101

Cell Phone

(555)555-1468

E-mail

Home Primary Language

Parent/Guardian Information Editor

[▶ Click here to expand...](#)

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Meeting Participants

The Meeting Participants editor is used to record team meetings and participants for the student.

Team Meeting: 04/08/2024
NOT STARTED

Editor 5 of 22

Print in Plan
☒

Meeting Invite ⓘ

Annual IEP (04/08/2024)

Meeting Date
04/08/2024

Invitation Date
04/01/2024

Meeting Location
School, Room 150

Meeting Time
5:00 PM

MEETING PURPOSE

Conduct an evaluation or reevaluation

Conduct transition planning for students who are in the 8th grade and above or when the student is 14 or older

Develop, review, and/or revise your Individualized Education Program (IEP) if student is found eligible for special education and/or related services

Attendance

Team Meeting Editor

[▶ Click here to expand...](#)

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Data Considerations

The Data Considerations editor documents the student's strengths and data sources used to analyze the student's performance and the impact of the student's disability.

Data Considerations
IN PROGRESS

Editor 6 of 22

1. What are the student's strengths?

B
i
A:
≡
≡
¶:
↶
↷
⋮

Example strength

2. What are the educational concerns of the parent (or student, if appropriate)?

B
i
A:
≡
≡
¶:
↶
↷
⋮

Example concern

Data Considerations Editor

▶ [Click here to expand...](#)

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Other Factors to Consider

The Other Factors to Consider editor documents the areas the team considers when creating the student's plan.

Other Factors to Consider NOT STARTED

Editor 7 of 22

IEP Team must consider each of the factors.

If there is a need identified, select Yes and address in the IEP.

Communication needs of the student *

Braille instruction for students who are blind or visually impaired *

Communication and language needs for students who are deaf/hard of hearing *

Language needs for students with limited English Proficiency *

Positive behavior interventions, supports, and strategies for students whose behavior impedes learning *

Need for assistive technology devices and services *

Instructional materials in accessible format for students who have a print disability *

Evidence-based reading interventions, supports, and strategies for students with limited reading proficiency *

Other Factors to Consider Editor

[▶ Click here to expand...](#)

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Unique Needs/Present Levels/Annual Goals and Benchmarks

The Unique Needs/Present Levels/Annual Goals and Benchmarks editor includes the student's present levels of academic achievement and functional performance, including the assessment conducted to determine the level, resulting skills determined, and needs identified. This also includes goals and benchmarks.

Unique Needs/Present Levels/Annual Goals and Benchmarks
IN PROGRESS

Editor 8 of 22

	Sequ...	Area of Unique Need	Statement of Unique Need
	1	Writing	Example writing statement.

1 - 1 of 1 items

Unique Needs/Present Levels/Annual Goals and Benchmarks List Screen

► [Click here to expand...](#)

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Specially Designed Instruction

The Specially Designed Instruction editor lists services for the student in a Special Education setting.

Specially Designed Instruction
IN PROGRESS

Editor 9 of 22

	Sequen...	Service	Frequency/Duration	Setting	Related Service	Initiation ...	End Date
	1	Individualiz... Instruction	30 minutes/1x/CPD	General Education Setting	No	04/22/24	04/21/25

1 - 1 of 1 items

Specially Designed Instruction List Screen

► [Click here to expand...](#)

Supplementary Aids and Services

The Supplementary Aids and Services editor lists the accommodations and modifications made to assist the student in participating in regular education.

Supplementary Aids and Services

IN PROGRESS

Editor 10 of 22

	Sequen... ↑	Service	Frequency/Duration	Setting	Initiation Date	End Date
	1	Mobility	60 minutes/1x/CPM	General Education Setting	04/22/24	04/21/25

1

1 - 1 of 1 items

Supplementary Aids and Services List Screen

► [Click here to expand...](#)

Transportation

The Transportation editor is used to document the student's transportation needs.

Transportation
IN PROGRESS
Editor 11 of 22

Are there special transportation needs? *

No

If yes, specify

Is it necessary to place this student, who is transported from the school bus into the charge of a parent or other authorized responsible person? *

Yes

Transportation Editor

► [Click here to expand...](#)

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Participation in Statewide Assessments

...

► [Click here to expand...](#)

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Discipline

The Discipline editor is used to note the student's adherence to the school's code of conduct.

Discipline
NOT STARTED
Editor 13 of 22

The student will adhere to School Code of Conduct

Check below if any of the following are needed

☐ Interventions and supports are described under services/supports and/or in goals

☐ Behavior intervention and support plan (see attached)

☐ Other

Specify Other

Discipline Editor

▶ [Click here to expand...](#)

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Participation in Twelve Month Program

The Participation in Twelve Month Program editor indicates the parent has chosen a twelve-month program for their student. Options are Yes, No, or Not Applicable.

Participation in Twelve Month Program
IN PROGRESS

Editor 14 of 22

By state law (14 Del.C § 1703), parents of student with certain disability classifications may choose a 12 month program which does not exceed 217 school days (Severe Intellectual Disability; Moderate Intellectual Disability; Orthopedic Impairment; Traumatic Brain Injury; Deaf-Blind) or 241 school days (Autism).

As a parent of a qualifying student I choose a 12-month program *

No

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Consideration of Reading-Based Extended School Year Services

The Consideration of Reading-Based Extended School Year Services editor documents the student's need for an ESY reading program.

Consideration of Reading-Based Extended School Year Services

NOT STARTED

Editor 15 of 22

Does the student meet the following criteria

Age 7 or above

Is student demonstrating phonological awareness?

- ☐ Student IS demonstrating phonological awareness and ability to use letter sound knowledge and decode unknown words
- ☐ Student IS NOT demonstrating phonological awareness and ability to use letter sound knowledge and decode unknown words

Reading-Based ESY Eligibility Determination

If the student is eligible, but Reading Based ESY Services were declined by the IEP team, provide a specific explanation of why such services are inappropriate

Specify Goals

Consideration of Reading-Based Extended School Year Services Editor

[Click here to expand...](#)

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
Reading-Based ESY Services

The Reading-Based ESY Services editor documents the services provided to the student in an Extended School Year program.

Reading-Based ESY Services

IN PROGRESS

Editor 16 of 22

	Sequen... ↑	Service	Type	Placement	Frequency	Initiation D...	End Date
	1	Reading Instruction	Reading Based ESY		30 minutes/2x/DPW	04/22/24	04/21/25

1 - 1 of 1 items

Reading-Based ESY Services List Screen

► [Click here to expand...](#)

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ESY

The Extended School Year editor indicates the student requires services beyond the standard school time, such as beyond school hours or during breaks.

Consideration of Eligibility for Extended School Year Services (ESY)
NOT STARTED

Editor 17 of 22

IEP team must consider each of the following factors

- Regression/Recoupment
- Vocational Skills
- Degree of Impairment
- Breakthrough Skills
- Extenuating Circumstances

Is ESY needed? *

Rationale for Decision *

If yes, describe ESY goal(s)

Specify Goals

Consideration of Eligibility for Extended School Year Services (ESY) Editor

► [Click here to expand...](#)

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ESY Services

The Extended School Year Services editor documents the ESY services provided to the student.

► [Click here to expand...](#)

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Least Restrictive Environment/Placement

The Least Restrictive Environment/Placement editor documents where the student receives services.

Least Restrictive Environment/Placement

IN PROGRESS

Editor 19 of 22

	Least Restrictive Environment/Placement ↑	Initiation Date	End Date
	A. Regular Setting includes pull-out related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day	04/22/24	05/13/24

1

1 - 1 of 1 items

Least Restrictive Environment/Placement List Screen

▶ [Click here to expand...](#)

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Signatures

The Signatures editor documents the parent/guardian(s)' or student's (if over 18) consent of the proposed plan documented in the rest of the IEP.

Signatures
NOT STARTED
ESIGN
Editor 20 of 22

I acknowledge that I have received a copy of the Procedural Safeguards. My due process rights under these Procedural Safeguards have been explained to me

I agree with the program described in this document

I agree with the placement decision as noted above and discussed at this meeting

At least one year before the age of majority (18), the student has been informed that rights will transfer to him/her unless a legal guardian has been appointed

If Parent Does Not Attend

Staff Member below is responsible for forwarding a copy of the IEP and Procedural Safeguards and explaining content, if necessary, to the Parent/Guardian/Surrogate

Name	Position	Method of Contact
		<input type="text"/>
		Specify Other <input type="text"/>

Signatures Editor

[▶ Click here to expand...](#)

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Medicaid

The Medicaid Consent editor is used to document the parent/guardian's consent for the district to disclose the student's information in regard to seeking Medicaid funding.

Medicaid

NOT STARTED

ESIGN

Editor 21 of 22

I hereby authorize this school Arthur Elementary to release this student's records and information to Medicaid for the purpose of billing for special education and related services that may be provided to this student under 34 CFR part 300.

By checking YES and signing this authorization document, I understand and agree that

- My signature on this form permits the above-mentioned school and/or school district/charter school to use this student's and/or my public benefits or insurance information to pay for services under 34 CFR part 300, which outlines special education and related services under the Individuals With Disabilities Education Act
- My signature is voluntary and services are not dependent on my authorization
- My signature is valid until such a time that it is revoked
- I can revoke my approval at any time by writing to the originating agency, which revocation will be valid upon receipt, but which will not affect actions taken prior to receipt of such revocation
- I have a right to request and receive from the school district or charter school a copy of the records that have been given to Medicaid
- I have a right to receive a copy of this consent form
- Requesting the use of these funds DOES NOT affect this student's rights/your rights to a fair, appropriate public education nor does it cost you or your family money. There will be no co-pays, no loss of Medicaid eligibility and no impact on lifetime Medicaid benefits as a result of this consent

By checking NO and signing this document, I am refusing the use of these funds

- I understand that I have the right to refuse the permission to use these funds to pay for services under 34 CFR part 300, which are special education and related services under the Individuals with Disabilities Education Act

YES, I give the school permission to share this student's education and health-related information with Medicaid, including billing information

☐

NO, I do not give the school permission to share this student's education and health-related information with Medicaid

☐

Signed by

check only one

☐

Student (if over 18 years of age)

Medicaid Editor

[Click here to expand...](#)

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Prior Written Notice


The Prior Written Notice editor documents the proposed or refused actions considered by the IEP team and the notice dates provided to the parent/guardian(s).

Prior Written Notice

IN PROGRESS

ESIGN

Editor 22 of 22

	Date Notice Provided	Description of why the School District is Proposing or Refusing to Take the Action
	04/29/24	Example action

1

1 - 1 of 1 items

Prior Written Notice List Screen

▶ [Click here to expand...](#)

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