

Preschool Individual Education Plan (Delaware)

Last Modified on 06/28/2024 10:11 am CDT

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Tool Search: Special Ed Documents

The Preschool Individual Education Plan captures preschool student special education 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 Preschool IEP 2024**. Delaware is a State Edition and districts cannot change the plan format.

Editor Home - DE Pre-School IEP i			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Plan Header	IN PROGRESS	System Administrator 5/29/24 10:08 AM	>
Enrollment Information	NOT STARTED		>
Student Information	IN PROGRESS	System Administrator 5/29/24 10:08 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 5/29/24 2:22 PM	>
Meeting Participants	IN PROGRESS	System Administrator 5/29/24 10:08 AM	>
Data Considerations	IN PROGRESS	System Administrator 5/29/24 10:13 AM	>
Other Factors to Consider	NOT STARTED		>
Unique Needs and Present Levels of Educational Performance	IN PROGRESS	System Administrator 5/29/24 10:16 AM	>
Specially Designed Instruction	IN PROGRESS	System Administrator 5/29/24 2:31 PM	>
Transportation	NOT STARTED		>

Editor Home

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 Delaware Special Ed Plan eSignature Process article 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.
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
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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	<p>Navigates the user to the Editor Home screen or the List Screen for List editors.</p>
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 and Delaware:</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 Delaware Special Ed Plan eSignature Process article for additional information.
Print	<p>Prints the entire document.</p>
Editors	<p>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.</p>

Button	Description
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.

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](#) | [Transportation](#) | [Discipline](#) | [Participation in Twelve Month Program](#) | [ESY](#) | [ESY Services](#) | [Education Environment](#) | [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.

Plan Header IN PROGRESS
Editor 1 of 18

Plan Type *

Annual IEP
▼

Meeting Date i

04/15/2024

IEP Initiation Date *

05/06/2024
📅

IEP End Date

05/05/2025

Most recent ESR Date

Temporary Placement

Temporary Placement Date

month/day/year
📅

Agency Representative

*Within 60 days, an IEP meeting must be held

Plan Header Editor

[▶ 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 18

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 *

Secondary Disability

Tertiary Disability

District of Residence

Attending Building

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 18

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
██████████	Lesley	Andrea	
Birthdate	Student ID		
██████████	██████████		
Address			
██████████ DE 19734			
Case Manager Information			
Name		Title	
System Administrator		(SPEDSTAFF)	
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 18

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 i

▼
1

Remove

Name

[Redacted] Latoya - Mother

Address

[Redacted] DE 19734

Home Phone

Work Phone

Cell Phone

E-mail

Home Primary Language

Parent/Guardian

Print Sequence i

▼
2

Remove

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

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Meeting Participants

The Meeting Participants editor records team meetings and participants for the student.

Team Meeting: 04/15/2024 IN PROGRESS
Editor 5 of 18

Print in Plan

Meeting Invite ⓘ Meeting Date: 04/15/2024
Annual IEP (04/15/2024) ▼

Invitation Date: 04/01/2024 **Meeting Location:** School, Room 150 **Meeting Time:** 4:00 PM

MEETING PURPOSE

Conduct an evaluation or reevaluation

Attendance

First Name *	Last Name *	Role Name *	Remove
System	Administrator	Special Education Administrator	✕

Add

Meeting Participants 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 18

1. What are the student's strengths?

B i A: ≡ ≡ ¶: ↔ ☒ ↶ ↷ ⋮

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

B i A: ≡ ≡ ¶: ↔ ☒ ↶ ↷ ⋮

3. What multiple data sources (including district or statewide assessments) are being used to create this IEP?

B i A: ≡ ≡ ¶: ↔ ☒ ↶ ↷ ⋮

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 18

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 and Present Levels of Educational Performance IN PROGRESS
Editor 8 of 18

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

Unique Needs List Screen

▶ [Click here to expand...](#)

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							
	Seque... ↑	Specially Designed I...	Frequency/Duration	Setting	Related Service	Initiation D...	End Date
	1	SDI for writing	30 minutes/1x/DPW	General Education Setting	No	05/13/24	05/12/25

1 - 1 of 1 items

Specially Designed Instruction List Screen

▶ [Click here to expand...](#)

Transportation

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

Transportation NOT STARTED Editor 10 of 18

Are there special transportation needs? *

Yes ▼

If yes, specify *

Example

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...](#)

Discipline

The Discipline editor notes the student's adherence to the school's code of conduct.

Discipline NOT STARTED
Editor 11 of 18

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...](#)

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 NOT STARTED
Editor 12 of 18

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 *

▼

Participation in Twelve Month Program Editor

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) IN PROGRESS Editor 13 of 18

IEP team must consider each of the following factors

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

Is ESY needed? *

ESY offered, but declined by parent

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.

ESY Services IN PROGRESS Editor 14 of 18

	Sequen... ↑	Service	Type	Frequency	Initiation ...	End Date
	1	Reading Instruction	Instruction - Reading	30 minutes/1x/DPW	05/06/24	05/31/24

ESY Services List Screen

▶ [Click here to expand...](#)

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Education Environment

The Education Environment editor documents where the student receives services.

Check ONE *

(A) Children attending a regular early childhood program at least 10 hours per week and the program includes at least 50 percent children without disabilities (children not on IEPs)

- (A1) and receiving the majority of hours of special education and related services in the regular early childhood program
- (A2) and receiving the majority of hours of special education and related services in some other location

(B) Children attending a regular early childhood program less than 10 hours per week and the program includes at least 50 percent children without disabilities (children not on IEPs)

- (B1) and receiving the majority of hours of special education and related services in the regular early childhood program
- (B2) and receiving the majority of hours of special education and related services in some other location

(C) Children attending a special education program (NOT in any regular early childhood program) and the program includes less than 50 percent children without disabilities (children not on IEPs)

- (C1) specifically, a separate special education class
- (C2) specifically, a separate school
- (C3) specifically, a residential facility

(D) Children attending NEITHER a regular early childhood program NOR a special education program (NOT included in row sets A, B, or C)

- (D1) receiving the majority of hours of special education and related services at home. Report the child in this category even if the child also received special education and related services in a service provider location or some other location that is not in any other category
- (D2) receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category

Educational Environment Editor

▶ [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.

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature** OR **Not Needed**. See the [Delaware Special Ed Plan eSignature Process](#) process article for additional information.

Signatures NOT STARTED
Editor 16 of 18

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
System Administrator	(SPEDSTAFF)	<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.

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature** OR **Not Needed**. See the [Delaware Special Ed Plan eSignature Process](#) process article for additional information.

Medicaid NOT STARTED
Editor 17 of 18

I hereby authorize this school <School name will be updated after the enrollment editor is filled> 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)

Parent

Guardian

Custodian

Medicaid Editor

▶ [Click here to expand...](#)


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Prior Written Notice

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

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature** OR **Not Needed**. See the [Delaware Special Ed Plan eSignature Process](#) process article for additional information.

Prior Written Notice IN PROGRESS Editor 18 of 18

	Date Notice Provided	Description of why the School District is Proposing or Refusing to Take the Action
	05/13/24	Example action.

Prior Written Notice List Screen

▶ [Click here to expand...](#)

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