

# Preschool Individual Education Plan (Delaware)

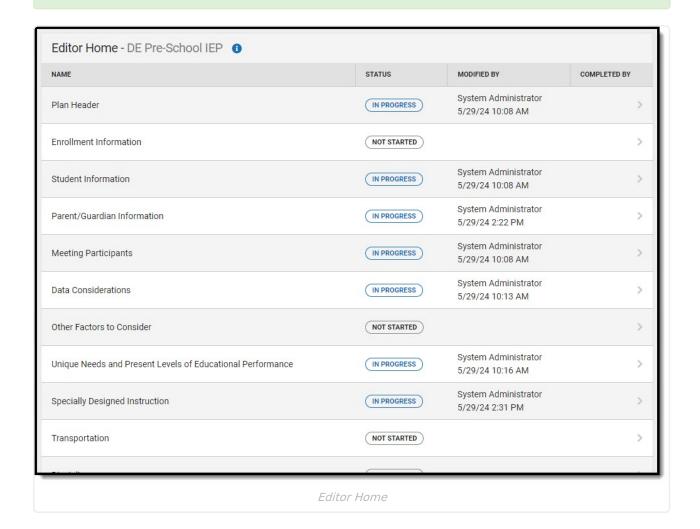
Last Modified on 06/28/2024 10:11 am CDT

Editor Home | General Information | Editor Types | Editor Lock Out and Release Logic | Text Editors | Editors

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**

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

Header	Description
Name	The name of the editor.
Status	<ul> <li>In Progress indicates a user has entered and saved data in that editor.</li> <li>Not Started is the default status for all editors.</li> <li>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.</li> <li>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.</li> <li>The following statuses are only available for certain state-specific documents:</li> <li>ESign indicates that the editor has functionality related to the eSignature process. See the Delaware Special Ed Plan eSignature Process article for additional information.</li> <li>Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.</li> </ul>
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the <b>Complete</b> 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	<ul> <li>Different editors have different save options. Click the arrow next to the Save &amp; Stay button to view all saving options for any given editor.</li> <li>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.</li> <li>Save &amp; 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.</li> <li>Save &amp; Next captures progress and navigates the user to the next editor.</li> <li>Save &amp; 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.</li> </ul>
Refresh	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 <b>Save</b> after clicking Refresh to capture changes.  A side panel displays a listing of all the student's applicable enrollment records. See
	the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.
Status	<ul> <li>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.</li> <li>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.</li> <li>In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul>
	<ul> <li>The following status is only available for the Nevada and Delaware:</li> <li>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.</li> </ul>
Print	Prints the entire document.
Editors	Opens a side panel listing all the available editors and their status. Select an editor



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**

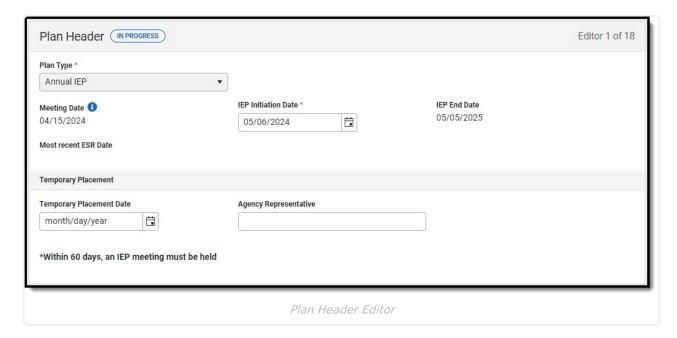
Plan Header | Enrollment Information | Student Information | Parent/Guardian Information | Meeting Participants | Data Considerations | Other Factors to Consider | Unique Needs/Present Levels/Annual Goals and Benchmarks | Specially Designed Instruction | Transportation | Discipline | Participation in 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.



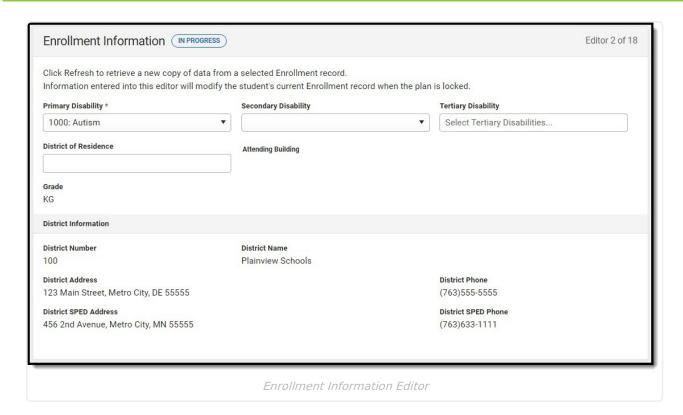
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## **Enrollment Information**

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).





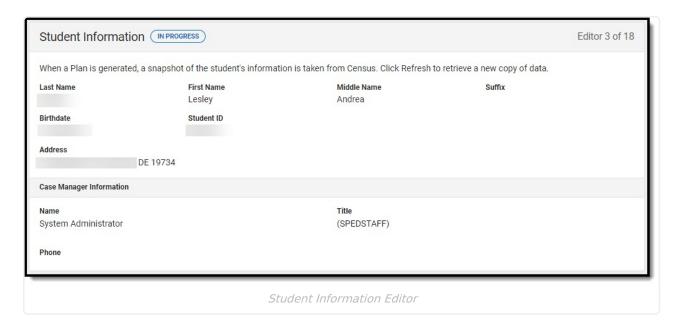
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#### **Student Information**

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.





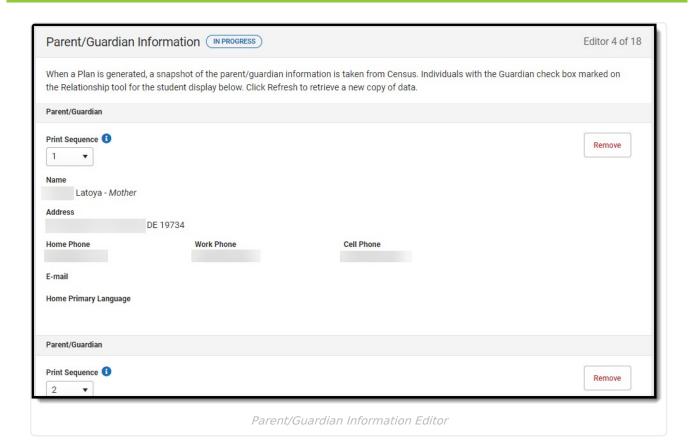
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## **Parent/Guardian Information**

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.



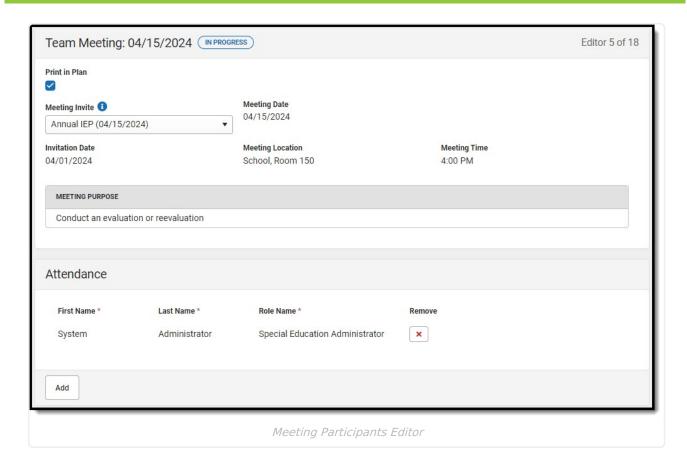


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## **Meeting Participants**

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



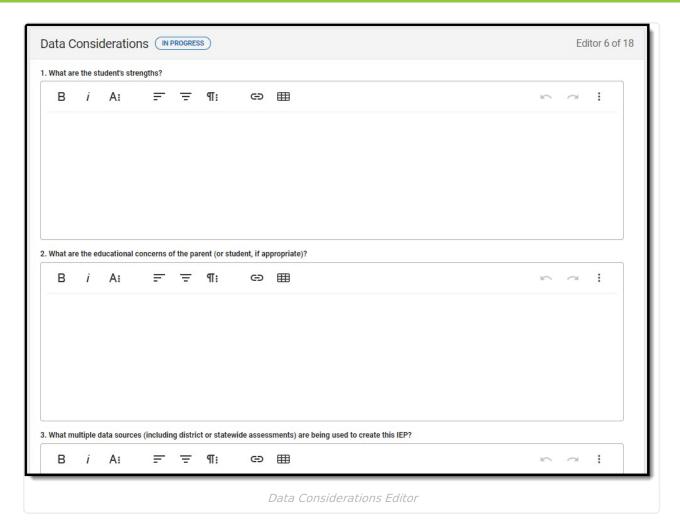


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#### **Data Considerations**

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.



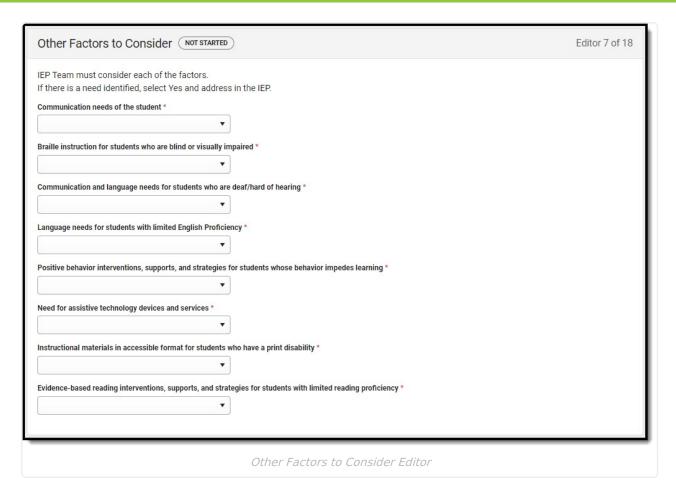


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#### **Other Factors to Consider**

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

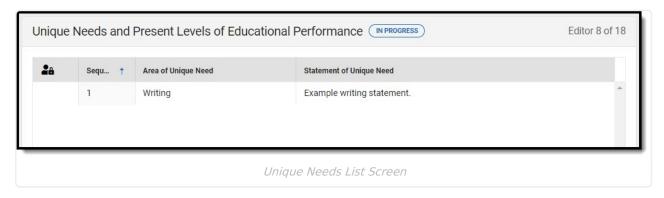




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## Unique Needs/Present Levels/Annual Goals and Benchmarks

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.

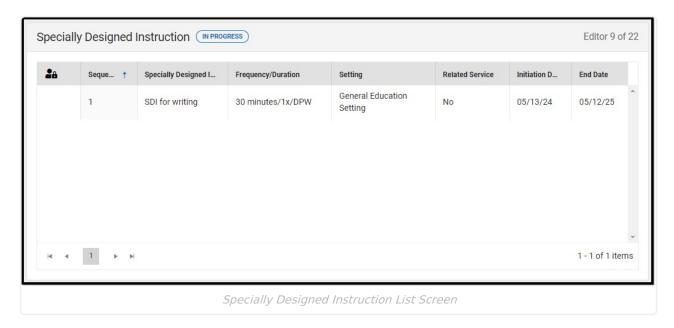


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## **Specially Designed Instruction**

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

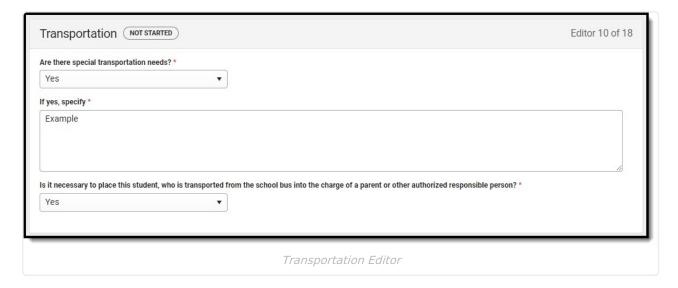


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## **Transportation**

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



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## **Discipline**

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

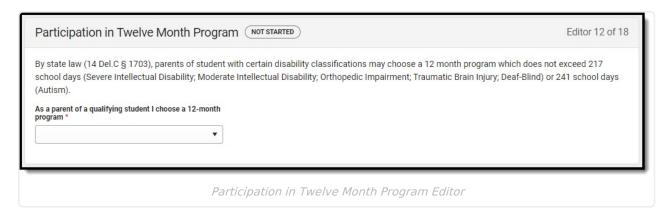


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## **Participation in Twelve Month Program**

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.

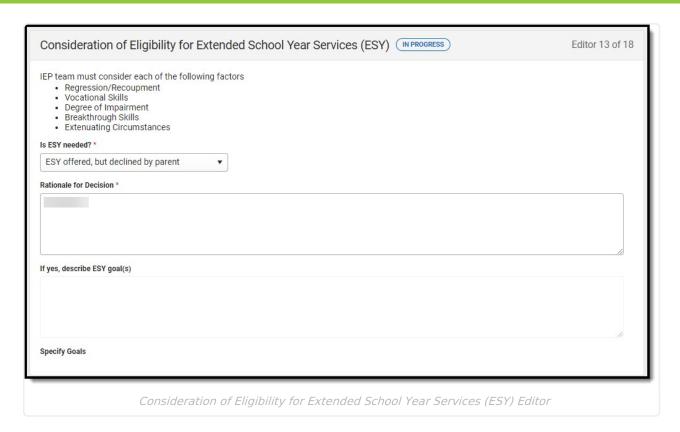


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#### **ESY**

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

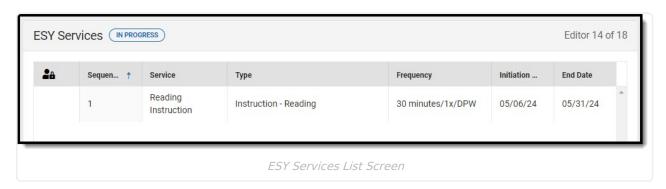




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#### **ESY Services**

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



▶ Click here to expand...

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#### **Education Environment**

The Education Environment editor documents where the student receives services.



Educational Environments of Children with Disabilities Ages 3-5 NOT STARTED	Editor 15 of 18			
Check ONE *				
(A) Children attending a regular early childhood program at least 10 hours per week and the program includes at least 50 percent without disabilities (children not on IEPs)	children			
(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 percer without disabilities (children not on IEPs)	nt children			
(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 the children without disabilities (children not on IEPs)	han 50 percent			
(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 received special education and related services in a service provider location or some other location that is not in any other ca				
<ul> <li>(D2) receiving the majority of hours of special education and related services at the service provider location or some other location or some other location.</li> </ul>	cation not in			
Educational Environment Editor				

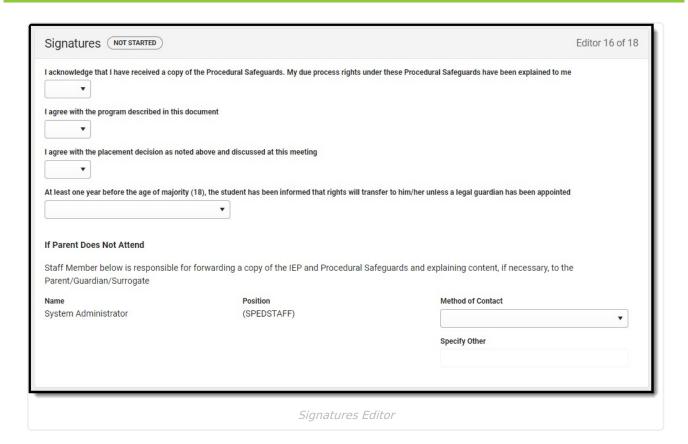
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## **Signatures**

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.





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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.



	Editor 17 of 18
I hereby authorize this school <school after="" be="" editor="" enrollment="" filled="" is="" name="" the="" updated="" will=""> to release this student's records and interest Medicaid for the purpose of billing for special education and related services that may be provided to this student under 34 CFR part 3</school>	
By checking YES and signing this authorization document, I understand and agree that	
<ul> <li>My signature on this form permits the above-mentioned school and/or school district/charter school to use this student's and/or benefits or insurance information to pay for services under 34 CFR part 300, which outlines special education and related service Individuals With Disabilities Education Act</li> </ul>	
<ul> <li>My signature is voluntary and services are not dependent on my authorization</li> <li>My signature is valid until such a time that it is revoked</li> </ul>	
<ul> <li>I can revoke my approval at any time by writing to the originating agency, which revocation will be valid upon receipt, but which vactions taken prior to receipt of such revocation</li> </ul>	62 (200) 42 (200)
<ul> <li>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 Med</li> <li>I have a right to receive a copy of this consent form</li> </ul>	licaid
<ul> <li>Requesting the use of these funds DOES NOT affect this student's rights/your rights to a fair, appropriate public education nor d or your family money. There will be no co-pays, no loss of Medicaid eligibility and no impact on lifetime Medicaid benefits as a re consent</li> </ul>	
By checking NO and signing this document, I am refusing the use of these funds	
<ul> <li>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 a education and related services under the Individuals with Disabilities Education Act</li> </ul>	re special
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	

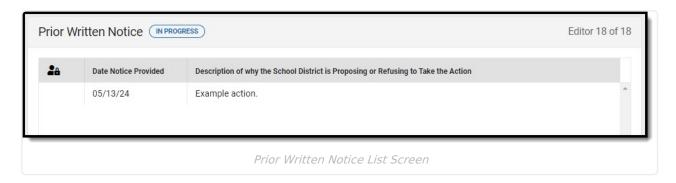
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#### **Prior Written Notice**

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.





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