

Indicator 7 (Delaware)

Last Modified on 06/28/2024 10:05 am CDT

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This document only reports early childhood students' information and does not print.

The current print format for this document is **DE Indicator 7 2024**. Delaware is a State Edition, and districts cannot change the plan format.

Editor Home - DE Indicator 7 i			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Indicator 7 Information	IN PROGRESS	System Administrator 6/18/24 2:23 PM	>
Enrollment Information	IN PROGRESS	System Administrator 6/18/24 2:24 PM	>
Student Information	IN PROGRESS	System Administrator 6/18/24 2:23 PM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 6/18/24 2:23 PM	>
Participants	NOT STARTED		>
Positive Social-Emotional Skills	NOT STARTED		>
Acquiring and Using Knowledge and Skills	NOT STARTED		>
Taking Appropriate Action to Meet Needs	NOT STARTED		>

Indicator 7 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.

Header	Description
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
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.

Button	Description
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.
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	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.

Text Editors

Images should not be inserted into text fields.

Editors

[Indicator 7 Information](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Participants](#) | [Positive Social-Emotional Skills](#) | [Acquiring and Using Knowledge and Skills](#) | [Taking Appropriate Action to Meet Needs](#)

Indicator 7 Information

The Indicator 7 Information captures data about this document, including the type, relevant dates, and sources of data.

Indicator 7 Information
IN PROGRESS
Editor 1 of 8

Type

Rating Date

Is the child exiting the program?
Exit Date

Progress Made

Was Progress Made?

Social-Emotional

Describe

Knowledge

Describe

Indicator 7 Information Editor

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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 8

Click Refresh to select or change Enrollment data. Information entered into this editor will NOT modify the student's current Enrollment record when the plan is locked.

Primary Disability *

1000: Autism ▼

District of Residence

Program

Grade

10

District Information

District Number	District Name	
88	MOT Charter School	
District Address		District Phone
4321 MOT Street, MOT City, DE 54321		(111)111-1111
District SPED Address		District SPED Phone
1234 SPED Address Lane, SPED City, DE 12345		(651)111-2222x3333

Enrollment Information Editor

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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 8

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

Last Name	First Name	Middle Name	Suffix
<input type="text"/>	Mazen	<input type="text"/>	
Birthdate	Student ID		
<input type="text"/>	<input type="text"/>		
Address			
<input type="text" value="DE 1972"/>			

Case Manager Information

Name	Title
Thomas Becker	(TEACHER)
Phone	
<input type="text"/>	

Student Information Editor

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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 8

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

Parent/Guardian

Print Sequence ?

1 ▼

Remove

Name
Theresa - Mother

Address
DE 19701

Home Phone **Work Phone** **Cell Phone**

E-mail

Home Primary Language

Parent/Guardian

Print Sequence ?

2 ▼

Remove

Name

Parent/Guardian Information Editor

[▶ Click here to expand...](#)

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Participants

The Participants editor records the team members for the student.

Participants IN PROGRESS
Editor 5 of 8

FIRST NAME *	LAST NAME *	ROLE NAME *	
Hannah	Abad	General Education Teacher ▼	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">Remove</div>
Thomas	Becker	Special Education Teacher ▼	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">Remove</div>

Add

Refresh

Participants Editor

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Positive Social-Emotional Skills

The Positive Social-Emotional Skills editor documents the student's current level of social-emotional performance.

Positive Social-Emotional Skills IN PROGRESS
Editor 6 of 8

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating to adults
- Relating to other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Choose one number)

4

Supporting evidence for this outcome rating

Age-appropriate functioning: Concerns?

No

If yes, describe

Immediate foundational skills/Functioning that is not yet age-appropriate

Functioning that is not yet age appropriate or immediate foundational

Positive Social-Emotional Skills Editor

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Acquiring and Using Knowledge and Skills

The Acquiring and Using Knowledge and Skills editor documents the student's current level of academic performance.

Acquiring and Using Knowledge and Skills

IN PROGRESS

Editor 7 of 8

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Choose one number)

3- Nearly

Supporting evidence for this outcome rating

Age-appropriate functioning: Concerns?

No

If yes, describe

Immediate foundational skills/Functioning that is not yet age-appropriate

Functioning that is not yet age appropriate or immediate foundational

Acquiring and Using Knowledge and Skills Editor

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Taking Appropriate Action to Meet Needs

The Taking Appropriate Action to Meet Needs editor documents the student's current level of skills regarding self-care and basic needs.

Taking Appropriate Action to Meet Needs IN PROGRESS

Editor 8 of 8

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Choose one number)

Supporting evidence for this outcome rating

Age-appropriate functioning: Concerns?

If yes, describe

Immediate foundational skills/Functioning that is not yet age-appropriate

Functioning that is not yet age appropriate or immediate foundational

Taking Appropriate Action to Meet Needs Editor

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