



Monitoring Program Year 2024 - 2025 Resolution of Noncompliance Findings

Date:

Monday, June 30, 2025

SAU:

RSU Sample

Special Education Director:

Sample Director

The SAU acknowledges and certifies that all corrective action items listed in the attachment have been or will be implemented according to the dates indicated on the Corrective Action Plan (CAP).

Signature of authorized person and telephone number

Date

Print name and title of authorized person

Please return this page (with original signature) and all documentation to:

Maine Department of Education, Office of Special Services
Colette Sullivan
23 State House Station
Augusta, ME 04333-0023

If you have any questions, please contact Julie Pelletier at (207) 624-6652 or Julie.pelletier@maine.gov



Monitoring Program Year 2024 - 2025 Resolution of Noncompliance Findings

Date:	Monday, June 30, 2025
SAU:	RSU Sample
Special Education Director:	Sample Director
CAP evidence due date:	4/30/2026

Student-specific findings can be found in the document titled "Findings by Student". Please correct these findings for applicable students at the next annual IEP review meeting and submit evidence no later than the due date listed above.

Please submit evidence of **systemic correction**, from IEPs outside of the file review, no later than the due date listed above. The number of IEPs and/or forms you must submit for each finding is listed below.

In exercising its monitoring responsibilities under paragraph (d) of this section, the State must ensure that when it identifies noncompliance with the requirements of this part by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the State's identification of the noncompliance. **34 CFR §300.600(e)**

Maine Department of Education—Corrective Action Plan

SAU:		RSU Sample		
Finding #	Corrective Action Activities (Initiatives planned to achieve correction)	Evidence of Correction	# of Evidence	Correction Due No Later Than
FOT8 IEP Team meeting at least annually. 34 CFR 300.324(b)(1)(i)	*IEP Team holds an annual IEP meeting *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP meeting protocol, including timelines.	Child Specific Correction: Submit compliant 1st page of the IEP.	2	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page of IEP	2	
CIM1 Consideration of Special Factors 34 CFR 300.324(a)(2)	*IEP Team meets to consider special factors *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP meeting protocol, including consideration of special factors.	Child Specific Correction: Submit compliant IEP	4	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit compliant IEP	2	
APG4 "How" Statement 34 CFR 300.320(a)(1)	*IEP Team meets to discuss the statement of how the child's distinctly measurable and persistent academic gaps affect their involvement and progress in the general education curriculum *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP development including writing the how statement.	Child Specific Correction: Submit compliant 1st page and Section #4C (Academic Gaps) of the IEP.	1	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4C (Academic Gaps) of IEP (amended or new) with academic present level statements.	2	

APG6 Academic Gaps aligned to Goals 34 CFR 300.320 (a)(2)(i)(A)	*IEP Team meets to discuss the child’s distinctly measurable and persistent gaps (skill deficits) and add a goal addressing each gap *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP development including aligning each gap (skill deficit) to a goal.	Child Specific Correction: Submit compliant 1st page and Section #4C (Academic Gaps) and Section #5 (Academic Goals) of the IEP.	2	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4C (Academic Gaps) and Section #5 (Academic Goals) of the IEP.	2	
SBG3 Goals are measurable 34 CFR 300.320(a)(2)	*IEP Team meets to discuss the measurement of academic goals aligned with State standards *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP development including writing measureable goals.	Child Specific Correction: Submit compliant 1st page and Section #5 (Academic Goals) of the IEP.	4	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #5 (Academic Goals) of IEP (amended or new) for review of discussion of recent evaluations.	2	
SBG4 Goals are cited	*IEP Team meets to discuss the citation of academic goals aligned with State standards *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP development including citation of standards.	Child Specific Correction: Submit 1st page and Section #5 (Academic Performance) of the IEP.	5	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #5 (Academic Performance) of IEP (amended or new) for review of academic goal citations.	3	

FDP7 "How" Statement 34 CFR 300.320(a)(1)	*IEP Team meets to discuss the statement of how the child's distinctly measurable and persistent functional gaps affect their involvement and progress in the general education curriculum *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP development including writing the how statement.	Child Specific Correction: Submit compliant 1st page and Section #4D and/or #4E (Functional/Developmental Gaps) of the IEP.	1	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4D (Functional Gaps) of IEP (amended or new).	2	
FDG1 Functional/Develop mental Gaps aligned to Goals 34 CFR 300.320 (a)(2)(i)(A)	*IEP Team meets to discuss the child's distinctly measurable and persistent gaps (skill deficits) and add a goal addressing each gap *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP development including aligning each gap (skill deficit) to a goal.	Child Specific Correction: Submit compliant 1st page and Section #4D and/or #4E (Functional/Developmental Gaps) and Section #5 (Functional/Developmental Goals) of the IEP.	4	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4D (Functional/Developmental Gaps) and Section #5 (Functional/Developmental Goals) of the IEP.	2	
FDP5 Measurable functional/develop mental goals 34 CFR 300.320(a)(2)	*IEP Team meets to discuss the measurement of functional goals *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP development including writing measureable goals.	Child Specific Correction: Submit 1st page and Section #5 (Functional/Developmental Goals) of the IEP.	9	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #5 (Functional/Developmental Goals) (amended or new) of the IEPs.	2	

FDP6 Alignment to Special Education/Related Service 34 CFR 300.320(a)(4)(i)	*IEP team meets to discuss the functional/developmental goals and identify a special education or related service that addresses the goal *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on the alignment of functional/developmental goals to a special education or related service.	Child Specific Correction: Submit compliant 1st page and Section #5 (Functional/Developmental Goals) and Section #7 of the IEP.	1	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page, Section #5 (Functional/Developmental Goals) (amended or new), Section #7s.	2	
SAS1 Supplementary aids, services, modifications, and/or supports 34 CFR 300.320(a)(4)	*IEP team meets to discuss the supplementary aids, services, modifications, and/or supports required to access special education services and the general education curriculum *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP development, including supplementary aids, services, modifications, and supports.	Child Specific Correction: Submit compliant 1st page and Section #6A of the IEP.	2	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page, Section #6As.	2	

ALT1 Alternate Assessment - Participation 34 CFR 300.320(a)(6)(ii)	*IEP team meets to discuss the Participation Guideline document for alternate assessment or to conform to determinations documented in previous WN *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on IEP development, including consideration of alternate assessment.	Child Specific Correction: Submit compliant 1st page and Section #6B of the IEP.	2	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page, Section #6Bs.	2	
LRE3 Least Restrictive Environment percentage 34 CFR 300.320(a)(5)	*IEP team meets to discuss appropriate placement in the LRE *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on reviewing the continuum of services when considering student placement in the LRE.	Child Specific Correction: Submit compliant 1st page and Section #8 of the IEP.	2	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #8 of IEP (amended or new) for determining appropriate placement in the LRE.	2	
LRE1 Least Restrictive Environment explanation on IEP 34 CFR 300.114(a)(2)	*IEP team meets to discuss appropriate placement in the LRE *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting *Provide training on reviewing the continuum of services when considering student placement in the LRE.	Child Specific Correction: Submit compliant 1st page and Section #8 of the IEP.	2	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #8 of IEP (amended or new) for determining appropriate placement in the LRE.	2	

OOU12 IEP and WN provided to parents 34 CFR 300.322(f) 34 CFR 300.503(a)	*At next annual review, the IEP Team will send IEP and WN to parent within required timelines. *Provide training on the IEP process, including required timelines for providing the IEP and WN to parents.	Child Specific Correction: Submit compliant IEP and WN.	1	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance and plan. 2. Submit IEP (amended or new) and WN, including documentation of date IEP and WN were sent to parent.	2	
PPS1 ISP in place for Parentally-Placed Students 34 CFR 300.138	*Consult with Private School, develop and implement an ISP for identified student. *Provide training on the ISP process including meaningful consultation and roles of SAU and Private School.	Child Specific Correction: Submit compliant ISP and evidence of meaningful consultation.	1	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Letter of Assurance that SAU will follow federal and state regulations.	1	
RPP2 Child Find Policy 34 CFR 300.224(a)(1)	*Provide a letter of assurance to the Maine DOE documenting that the policies include up to date language as outlined in regulations.	Child Specific Correction: No action at the child level		4/30/2026
		Systemic Correction: Submit letter of assurance to MDOE.	1	
RPP4 Restraint & Seclusion Policy 34 CFR 300.224(a)(1)	*Provide a letter of assurance to the Maine DOE documenting that the policies include up to date language as outlined in regulations.	Child Specific Correction: No action at the child level		4/30/2026
		Systemic Correction: Submit letter of assurance to MDOE.	1	
FOT2 Summary of Performance 34 CFR 300.305(e)(3)	*Prior to graduation, provide child complete SOP form. *Provide training on completion of the SOP form that is comprehensive and meets provision to child prior to graduation timeline.	Child Specific Correction: No action at the child level		4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit SOP forms.	2	

FOT3 Learning Disability Evaluation Report 34CFR 300.309(a)	*Provide training on evaluation procedures specific to students with a learning disability to include the completion and use of the Learning Disability Evaluation Report.	Child Specific Correction: No action at the child level		4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit WN along with the completed Learning Disability Evaluation Reports determining eligibility.	2	
ERE1 Evaluation and eligibility form before change 34 CFR 300.305(e)	*IEP Team meets to consider most recent evaluations or to discuss further evaluations that may need to be conducted *Provide training on IEP meeting protocol, including reviewing and discussing evaluations and re-evaluations.	Child Specific Correction: No action at the child level		4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance and plan. 2. Submit eligibility form(s) and WN for dismissal from services and/or change of identification.	2	
INR1 Procedural Safeguards 34 CFR 300.504(a)(1)	*Provide training on provision of Procedural Safeguards given upon referral.	Child Specific Correction: No action at the child level		4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit documentation Procedural Safeguards were provided to parents upon referral in the past 12 months.	2	
INR3 45 school days / 60 calendar days 34 CFR 300.301(c)(1)(ii)	*Develop a plan for monitoring in the SAU to meet initial evaluation timelines. *Provide training on Child Find requirements and timelines, including the requirement to conduct an initial evaluation within 45 school days of receipt of the Parental Consent to Evaluate and to use the SAU's timeline monitoring plan.	Child Specific Correction: Provide evidence that evaluations were completed.	2	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance and plan. 2. Submit Parental Consent for Evaluation forms and evidence of date evaluation(s) received by SAU. 3. Submit school calendar with snow days marked.	2	

INRC Transition Part C to Part B 34 CFR 300.124	*Develop a plan for monitoring in the SAU to meet transition timelines. *Provide training Part C to Part B process and timelines.	Child Specific Correction: Provide evidence that evaluations were completed and IEP has been implemented.	1	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page of IEP and WN.	2	
TRA4 Goals updated annually 34 CFR 300.320(b)	*IEP team meets to discuss and update post-secondary goals. *address the finding and amend the IEP or *address the finding at the annual IEP meeting *Provide training on transition planning, including the need to update post-secondary goals annually and demonstrate 100% accuracy and compliance on submitted evidence.	Child Specific Correction: Submit compliant WN.	1	4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit compliant WN.	2	
ADWN Abbreviated Day - Basis MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	*IEP team meets to discuss the basis for abbreviated day. *Abbreviated day is only for educational or medical reasons. *Provide training on abbreviated day process including requirements for documentation for educational and medical abbreviated day and demonstrate 100% accuracy and compliance on submitted evidence.	Child Specific Correction: Child level correction completed before CAP was issued.		4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit IEP and all Written Notices associated with Abbreviated Day. If no students on Abbreviated Day, submit Letter of Assurance that training has been completed and SAU will follow federal and state regulations.	2	

ADM2 Abbreviated Day - Medical - Assessments MUSER VI.2.L(2)(c)	*IEP team meets to discuss how the student will access assessments. *Provide training on abbreviated day process including requirements for documentation for educational and medical abbreviated day and demonstrate 100% accuracy and compliance on submitted evidence.	Child Specific Correction: Child level correction completed before CAP was issued.		4/30/2026
		Systemic Correction: 1. Submit outline of training and attendance. 2. Submit IEP and all Written Notices associated with Abbreviated Day. If no students on Abbreviated Day, submit Letter of Assurance that training has been completed and SAU will follow federal and state regulations.	2	