

2025-2026 Cohort Training

Office of Special Services and Inclusive
Education
Supervision, Monitoring and Support Team

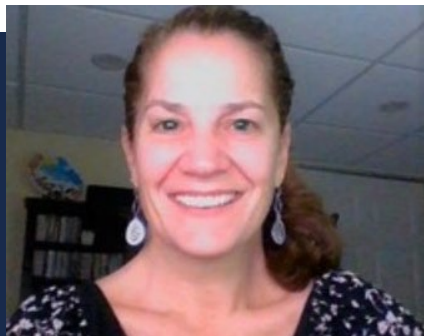
Updated 5/2025

2025-2026 Cohort Training

This presentation is being recorded.

You will receive a link to the recording via
email in June.

Meet The Team



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Welcome!

- You are part of the 2025-2026 cohort for audit and review, as part of the General Supervision System.
- This is outlined in the July 26, 2024, version of Maine's Unified Special Education Regulations, MUSER XIII.



25-26 Cohort



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- **Audit Process**
- **Self-Assessment**
- **Due Dates**
- **Parent and Staff Survey**
- **What's Next?**

Documents

In mid-June, each Director will receive an email from their contact person with the following:

- Copy of this PowerPoint
- Monitoring Timeline & Checklist
- Link to Self-Assessment
- IEP Quick Reference Document
- Link to Resources
- Professional Development Schedule
- Results Based Accountability Rubric



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Monitoring Timeline

25-26 Monitoring Timeline

ITEM	DATE
<u>Letter of Notification</u> <ul style="list-style-type: none">• Outlines monitoring process for the cohort• Provides date and time of scheduled onsite visit• <u>No action required</u>	Sent mid-May, 2025
<u>25-26 Cohort Training</u> <ul style="list-style-type: none">• Attend training provided by Supervision, Monitoring, and Support Team	End of May, 2025
<u>25-26 Preparing for the File Review</u> <ul style="list-style-type: none">• Attend training provided by Supervision, Monitoring, and Support Team	June, 2025

Monitoring Timeline

Self-Assessments for November-December visits are due: **October 1, 2025**

Self-Assessments for April-May visits are due: **March 1, 2026**



❖ **November-December visits complete by October 1, 2025**

❖ **April-May visits complete by March 1, 2026**

Self-Assessment

☐ **Complete using Microsoft Form (link sent in email)**

- Child count 30+ review 15 files, plus 1 from each OOU
- Child count <30 review 10 files, plus 1 from each OOU
- Child count <10 review all files, plus 1 from each OOU
 - OOU = Out-of-Unit placements
- A summary of your self-assessment data as entered will be shared with you after completion

November-December visits
due by October 1, 2025

April-May visits
due by March 1, 2026

Monitoring Timeline



❖ Please have these items/files readily available for review during our scheduled onsite visit

- Access to full file is easiest, however, we understand that many SAUs have moved to electronic filing
- If you have electronic files only, please make them accessible to us:
 - Provide temporary access to vendor
 - Create PDFs and email to monitoring.doe@maine.gov
 - Print 1 copy of all needed paperwork

Policies and Procedures

- ☐ IEP Fund Authorization Letters
- ☐ Child Find
- ☐ Restraint/Seclusion
- ☐ Referral

Reviewed during onsite visit

Review of IEPs

- ☐ Same files/IEPs reviewed on the Self-Assessment
- Provide current/most recent IEP
 - ☐ Written Notice from Annual Meeting
 - ☐ Complete attached form OR provide current schedule for each special education and related service provider (not required for OOU placements).

Reviewed during onsite visit

Monitoring Timeline



OOU (Out-of-Unit)

- ☐ 1 from each OOU for file/IEP review
 - Provide current IEP
- ☐ All files for any student placed at OOU within the last 2 years
 - We will be looking at:
 - ☐ IEP and WN prior to placement
 - ☐ WN of placement
 - ☐ WN of 30 day review
 - ☐ current IEP
 - Access to the full file is easiest

Reviewed during onsite visit

Transition Plans (B13)

- 10 transition plans (number is flexible depending on child count)
 - Age 16 and older, no seniors
- Provide for each:
 - ☐ Consent to invite outside agency, if applicable
 - ☐ AWN from annual
 - ☐ WN from annual
 - ☐ Section 5 (goals) of IEP
 - ☐ Section 9
- Can overlap with self-assessment files and/or OOU files

Reviewed during onsite visit

Abbreviated Day

- All files for students currently on Abbreviated Day
- We will be looking at:
 - ☐ WNs from start of Abbreviated Day to present
 - ☐ IEPs from start of Abbreviated Day to present
- Documents regulatory expectations

Reviewed during onsite visit

Parentally Place Private School Students

- All ISPs for students placed in private school(s) within your district, if applicable

Reviewed during onsite visit

Forms

- ☐ 1 Speech/Language Eligibility Form
- ☐ 3 Learning Disability Evaluation Forms
- ☐ 3 Adverse Effect Forms
- From initial evaluations and/or reevaluations
- Can be a mix of both
 - ☐ 3 Summary of Performance Forms
 - ☐ 3 Eligibility Forms from students that have been dismissed from services or changed disability category

Reviewed during onsite visit

Monitoring Timeline

Child Find (B11) K-12

- 10 Initial Referrals – from 24-25 and/or 25-26 school year
 - ☐ AWN of initial referral OR WN of initial referral (documenting Procedural Safeguards were given upon initial referral)
 - ☐ signed Parental Consent to Evaluate with date received by SAU
 - ☐ First page of each evaluation identified on consent
 - ☐ WN of eligibility meeting *this needs to be ≤ 45 school days from date received on Parental Consent to Evaluate
 - ☐ School calendars for 24-25 and 25-26 with 'no school' days marked
- >45 school days use Acceptable/Unacceptable Reasons for Delay chart
 - ☐ Acceptable
 - ☐ Unacceptable
 Reason: _____
 - See Acceptable/Unacceptable Reasons Chart

Reviewed during onsite visit

For SAUs who have adopted responsibility for FAPE for Pre-K Transition from Part C to Part B (B12) and (B11) Pre-K

- All Part B referrals in the 6 months prior to on-site visit
 - ☐ AWN of initial referral OR WN of initial referral (documenting Procedural Safeguards were given upon initial referral)
 - ☐ Signed Parental Consent to Evaluate with date received by SAU
 - ☐ First page of each evaluation identified on consent
 - ☐ Initial IEP if eligible *must be implemented by 3rd birthday
 - ☐ WN of eligibility meeting
 - ☐ School calendars for 24-25 and 25-26 with 'no school' days marked
- >60 days or not implemented by 3rd birthday use Acceptable/Unacceptable Reasons for Delay chart
 - ☐ Acceptable
 - ☐ Unacceptable
 Reason: _____
 - See Acceptable/Unacceptable Reasons Chart

Reviewed during onsite visit



Monitoring Timeline

<p><u>Pre-Findings (if any) and Abbreviated Day</u></p> <ul style="list-style-type: none"> • Non-systemic compliance findings and/or FAPE compliance • An email will be sent outlining the details and due date • If there are none, a follow-up email will be sent with next steps <p><input type="checkbox"/> Complete Pre-Findings and Abbreviated Day by due date outlined in email (if applicable)</p> <ul style="list-style-type: none"> ○ Submit to monitoring.doe@maine.gov 	<p>Sent after onsite visit</p> <p>Due within 30 days from notice of Pre-Findings</p>
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<p>❖ SAUs visited November-December</p>	
<p><u>Corrective Action Plan (SAUs visited November-December)</u></p> <ul style="list-style-type: none"> • Includes <ul style="list-style-type: none"> ○ CAP Worksheet – Corrective Action Plan ○ Child Specific Findings – For Child Specific Correction ○ Summary of Findings (SOF) – Summary of % of compliance for onsite visit ○ Results Based Accountability Rubric 	<p>Issued on January 31, 2026</p> <p>Due November 30, 2026</p>
<p>❖ SAUs visited April-May</p>	
<p><u>Corrective Action Plan (SAUs visited April-May)</u></p> <ul style="list-style-type: none"> • Includes <ul style="list-style-type: none"> ○ CAP Worksheet – Corrective Action Plan ○ Child Specific Findings – For Child Specific Correction ○ Summary of Findings (SOF) – Summary of % of compliance for onsite visit ○ Results Based Accountability Rubric 	<p>Issued on June 30, 2026</p> <p>Due April 30, 2027</p>

Monitoring Timeline

<u>SAU/Charter</u>	<u>Onsite Visit Date</u>
Andover	5/5/2026
AOS 77	11/4/2025
AOS 94	4/6/2026
AOS 96	4/13/2026
Bangor	4/29/2026
Brewer	4/30/2026
Calais	11/5/2025
Cherryfield	4/14/2026
Community Regional	4/9/2026
Ellsworth Public Schools	4/16/2025
Gorham	12/4/2025
Greenbush	4/28/2026
Islesboro	5/14/2026
Lisbon	12/9/2025
Maine Arts Academy	11/13/2025
Maine Indian Education	11/6/2025
Maine Virtual Academy	5/15/2026
Milford	4/28/2025
Millinocket	4/27/2026
MSAD 27	5/19/2026
Northport	5/12/2026
Richmond	12/11/2025
RSU 3	11/18/2025
RSU 4	12/10/2025
RSU 5	12/2/2025
RSU 6/MSAD 6	12/3/2025
RSU 7	5/14/2026
RSU 9	5/6/2026
RSU 20	5/11/2026
RSU 24	4/15/2026
RSU 33/MSAD 33	5/19/2026
RSU 40/MSAD 40	4/1/2026
RSU 42/MSAD 42	5/18/2026
RSU 49/MSAD 49	11/19/2025
RSU 53/MSAD 53	4/8/2026

Monitoring Timeline

RSU 59/MSAD 59	4/7/2026
RSU 65/MSAD 65 (Matinicus)	5/15/2026
RSU 70/MSAD 70	5/20/2026
RSU 71	5/13/2026
RSU 74/MSAD 74	4/7/2026
RSU 82/MSAD 12	5/5/2026
RSU 84/MSAD 14	5/21/2026
Saint George Public Schools	5/12/2026
Sebago	12/1/2025
Union 60	4/2/2026
Vassalboro	11/12/2025
Waterville	11/17/2025
Winslow	11/20/2025
<u>Regional</u>	<u>Onsite Visit Date</u>
Bangor Day Treatment	4/29/2026
Bangor Multi-Handicap	4/29/2026
<u>CDS</u>	<u>Onsite Visit Date</u>
Opportunities	5/7/2026
Two Rivers	4/17/2026
<u>Magnet</u>	<u>Onsite Visit Date</u>
Maine School Science and Math	5/18/2025



Audit Planning

- **OSEP Requirement (Memo 23-01)**
- **Based on August 25, 2017**
- **Individuals with Disabilities Act (IDEA)**
- **Maine Unified Special Education Regulations (MUSER)**



25-26 Cohort

If your onsite visit is scheduled for **November-December**
your Self-Assessment is due: **October 1, 2025**

If your onsite visit is scheduled for **April-May**
your Self-Assessment is due: **March 1, 2026**

All other items will be reviewed when we come onsite.

Self-Assessment

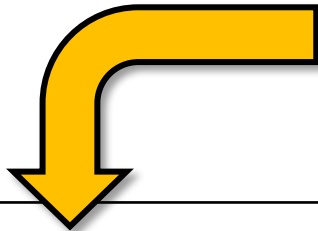
Self-Assessment should include a variety of the following:

- Disabilities (Include at least one Multiple Disability)
- Ages (including transition plans)
- Case Managers
- Ethnicities
- Schools within the SAU
- At least one student in each Out of Unit placement
- Multilingual Learners
- Please do **NOT** include graduating seniors
- If you are in Cohort to take over FAPE responsibility for preschoolers, include those students as well

Self-Assessment

Number of Files to Review on Self-Assessment

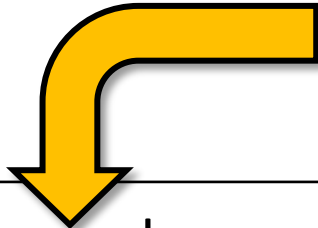
If you are an SAU, RSU or MSAD the number of files
to review is based on Child Count



<u>Child Count</u>	<u>Number of Files</u>	Once onsite we will share a list of other files to be reviewed during the visit
30+	15	
<30	10	
<10	All files	

Self-Assessment

Number of Files to Review on Self-Assessment



If you are an AOS or Union

<p>Please choose no more than 20 files across all SAUs.</p> <p>Include a variety of case managers, grades, disability categories, ages and schools.</p>	<p>Once onsite we will share a list of other files to be reviewed during the visit</p>
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Self-Assessment

Also:

- Please review one student from each out of unit placement as part of your Self-Assessment.
- While onsite, we will review corresponding AWNs and WNs that document the process and the 30-day review, for any student who has been placed within the past two years.

Self-Assessment

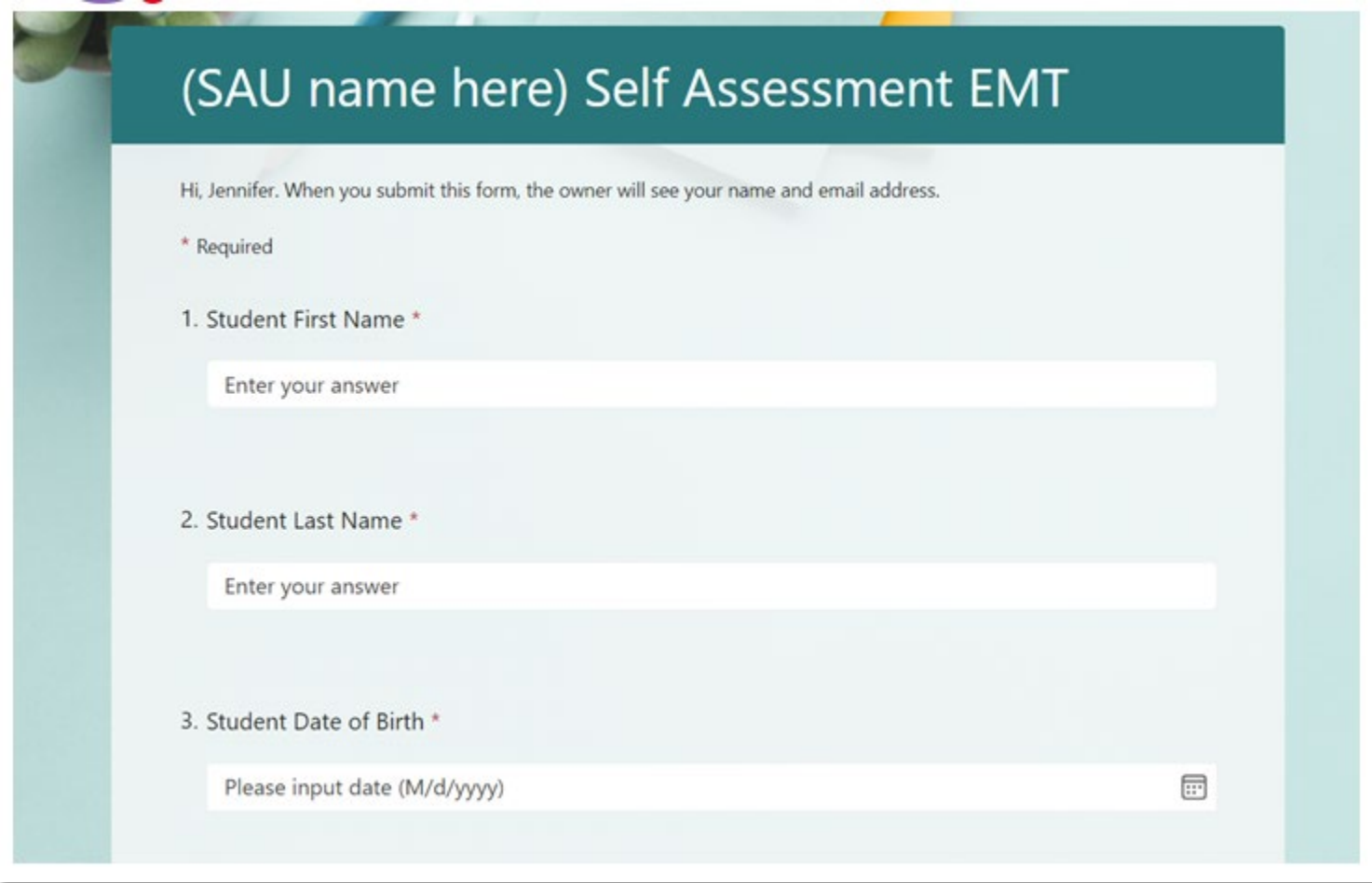


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Please Note:

**For the Self-Assessment,
we will continue to use Forms.**

Self-Assessment



(SAU name here) Self Assessment EMT

Hi, Jennifer. When you submit this form, the owner will see your name and email address.

* Required


1. Student First Name *

Enter your answer

2. Student Last Name *

Enter your answer

3. Student Date of Birth *

Please input date (M/d/yyyy) 

Self-Assessment

5. Date of Annual IEP Meeting *

Please input date (M/d/yyyy)



6. If the student attends a school outside your district, please enter school here (SPPS, Regional Program, 60/40 School, etc.)

Enter your answer

7. Case Manager

Enter your answer

8. Disability Identification *

☐ Autism

☐ Speech or Language Impairment

Self-Assessment

9. RAE1 - Section 4A *

Results of initial or most recent evaluations of the child.

34 CFR 300.324(a)(1)(iii)

MUSER IX.3.C(1)(c)

Yes= The date, the name of the evaluations, and results are current. Current evaluations may go beyond 3 years prior with documentation in WN as agreed upon by SAU and parent. Evaluations support disability identification.

No= Evaluation information is missing, incomplete, does not support disability identification, or goes beyond 3 years with insufficient documentation in WN.

☐ Yes

☒ No

10. RAE1

Why is this non-compliant?

No behavior scales to support ADHD

Self-Assessment

11. AFS1 - Section 4B *

Academic, functional, and/or developmental strengths of the child
34 CFR 300.324(a)(1)(i)
MUSER IX.3.C(1)(a)

Yes= Documents the child's observable academic, functional and/or developmental strengths (or relative strengths) aligned to evaluations in the areas of reading, writing, listening, speaking, mathematical problem solving, and /or cognitive, communicative, motor, adaptive, social/emotional, and sensory areas, or physical, cognitive, communicative, social, emotional, and/or adaptive areas.

No= The child's strengths (or relative strengths) are not included or are incomplete or reference standard scores.


☒ Yes

☐ No

Chat Box Check In



Components Reviewed During Onsite Visit –

- Student files
 - Required Federal Indicators
 - B11/Child Find
 - B12/Transition from Part C to Part B (if appropriate)
 - B13/Post Secondary Transition Plans
 - Summary of Performance
 - Eligibility forms
 - Abbreviated Day
 - Out-of-Unit placements
 - Fund Authorization Letter(s)
 - Policies and Procedures
 - ISPs for students placed in private school(s), if applicable
- 



On-Site Visit



During On-Site Visit we will also:

- Sit down with staff to review files (encouraged but not required)

Any staff who participate will receive Contact Hours

- Visit programming within the SAU, if possible
- Review next steps
- Complete Exit Interview



On-Site Visit NOTE:

Because each visit is so unique, it can be challenging to know exactly how much time we might need.

Although scheduling a full day allows us time to complete all aspects of the onsite visit, we may finish earlier.

Access to water and restrooms is appreciated.

Please do not worry about providing us lunch.

Required Indicator – B11

B11: Child Find

This is a Federal indicator, requiring evidence that demonstrates compliance and must be reported by the state of Maine as part of their SPP/APR – State Performance Plan, Annual Performance Report. **The target goal is 100% compliance.**



Required Indicator – B11

B11: Submissions should include 10 **initial referrals**

- Evaluations to be completed are documented on the signed Consent Form
- Date noted on the cover page of evaluation when each was received in the SAU
- Date parental consent received back on the consent
- Eligibility meeting completed within **45 school days** of parental consent received by SAU. When considering school days, remember the number of days a week that ALL students were in session.

Required Indicator – B11

Procedural Safeguards

- Documentation that Procedural Safeguards were offered to the Parent at **Point of First Contact**
- AWN or WN from initial referral meeting or enclosure with parental consent

Child Find

- Children evaluated within 45 school days (SAUs)
- Children evaluated within 60 calendar days (CDS)
- Evidence of acceptable reasons for delay
- Copy of 24-25 and 25-26 school calendar including snow days

Required Indicator – B11

If evaluations are not completed within the timeline of parental consent:

- Reason for completion beyond the timeline
- Document the number of school/calendar days needed to complete evaluations

Acceptable/Unacceptable Reasons for Delay Related to SPP Indicator B-11	
IDEA (34 CFR 300.301(d)) and MUSER (Section V.1.A.(b)) define acceptable reasons for delay to the initial evaluation timeline. When situations defined as “acceptable reasons for delay” occur, the initial evaluation timeframe shall not apply. The acceptable reasons are listed here for reference. While unacceptable reasons for delay are not specifically described in IDEA or MUSER, samples of those are also included here for reference.	
ACCEPTABLE	UNACCEPTABLE
1) Repeated parent failure or refusal to make the child available for evaluation caused a delay in the completion of the evaluation within the timeline.	1) Lack of personnel resources to schedule and/or complete evaluation caused the delay.
2) The child enrolled in SAU after parental consent was received in another SAU but before evaluation could be completed, and parent and subsequent SAU documented an agreed-upon time when the evaluation would be completed.	2) Parent did not return phone calls.
3) Parent withdrew consent to evaluate.	3) Parent did not have transportation.
4) Excessive child absences from school.	4) External evaluator failed to meet evaluation timelines.
5) Documented inability to <u>make contact with the parent</u> to schedule the evaluation.	5) Child not available due to school activities.
6) Documented parent request for a delay.	6) Child <u>under age</u> of majority refused to participate.

Required Indicator – B12

B12: Early Childhood Transition

This is a Federal indicator, requiring evidence that demonstrates compliance and must be reported by the state of Maine as part of their SPP/APR – State Performance Plan, Annual Performance Report.
The target goal is 100% compliance.

A 3D rendered graphic of the text "100%" in a bold, red, sans-serif font. The characters have a slight shadow and a reflection on the surface below them, giving it a three-dimensional appearance.

Required Indicator – B12

Early Childhood Transition

Percent of children found Part B eligible with IEP
implemented by 3rd birthday

Questions to consider:

- Was the child found NOT eligible before their 3rd birthday?
- Was the delay in transition because the parent did not provide consent for evaluations and/or services, or acceptable reasons per IDEA?
- Was the child found eligible for Part C services less than 90 days before 3rd birthday?



Required Indicator – B12

If child's IEP is not implemented by their 3rd birthday:

- Number of days beyond 3rd birthday
- If IEP is not yet implemented, document reason

Acceptable/Unacceptable Reasons for Delay Related to SPP Indicator B-11	
<p>IDEA (34 CFR 300.301(d)) and MUSER (Section V.1.A.(b)) define acceptable reasons for delay to the initial evaluation timeline. When situations defined as “acceptable reasons for delay” occur, the initial evaluation timeframe shall not apply. The acceptable reasons are listed here for reference. While unacceptable reasons for delay are not specifically described in IDEA or MUSER, samples of those are also included here for reference.</p>	
ACCEPTABLE	UNACCEPTABLE
1) Repeated parent failure or refusal to make the child available for evaluation caused a delay in the completion of the evaluation within the timeline.	1) Lack of personnel resources to schedule and/or complete evaluation caused the delay.
2) The child enrolled in SAU after parental consent was received in another SAU but before evaluation could be completed, and parent and subsequent SAU documented an agreed-upon time when the evaluation would be completed.	2) Parent did not return phone calls.
3) Parent withdrew consent to evaluate.	3) Parent did not have transportation.
4) Excessive child absences from school.	4) External evaluator failed to meet evaluation timelines.
5) Documented inability to <u>make contact with the parent</u> to schedule the evaluation.	5) Child not available due to school activities.
6) Documented parent request for a delay.	6) Child <u>under age</u> of majority refused to participate.

Required Indicator – B13

B13: Post Secondary Transition Planning

This is a Federal indicator, requiring evidence that demonstrates compliance and must be reported by the state of Maine as part of their SPP/APR – State Performance Plan, Annual Performance Report.

The target goal is 100% compliance.



Required Indicator – B13

Secondary Transition with IEP Goals:

Students, ages 16 and up (**NO seniors**), with IEPs with measurable post secondary goals and transition services.

- While onsite, we will review 10 full Transition Plans
- If you do not have 10, we will work with you

While onsite we will review:

- AWN, WN and Full IEP for students
 - 16 years or older
 - Not graduating seniors (June 2026)



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B13: Transition Plans –

<u>Remember</u>	<u>Where</u>
Purpose of Meeting	AWN
Child invited to Meeting	AWN
Agency Invited with Parent's PRIOR Consent for EVERY meeting where Post-Secondary Transition is discussed	Parental Consent & IEP 9G
Post-Secondary Goals Updated Annually	WN
Post-Secondary goals age-appropriate assessments	IEP 9B
Measurable Post-Secondary Goals in Education/Training	IEP 9D
Measurable Post-Secondary Goals in Employment	IEP 9D
Measurable Post-Secondary Goals in Independent Living	IEP 9D
Course of Study (4 years)	IEP 9E
Transition Services	IEP 9F
Alignment Between Transition Goals and Annual Goals	IEP 5

Forms

Summary of Performance

- Summarizes a child's academic achievement. Completion required under the IDEA. Important to assist children graduating from high school to higher education, training, and/or employment.
- 3 Summary of Performance forms as evidence they were given to the child prior to exiting high school June 2025.



Forms

Eligibility Forms can come from initial or re-evaluations and must include:

- 3 Specific Learning Disability
- 3 Adverse Effect
- 1 Speech and Language
- 3 Eligibility forms for students that were dismissed *or* changed disability category



Forms –

Remember

Summary of Performance –

- Make sure there are no Blank Boxes/Areas

Specific Learning Disability Eligibility Form –

- Make sure there are no Blank Boxes/Areas
- Verification must include data
- Include Strengths and Weaknesses
- Team Members **must** sign the document

Speech/Language Eligibility Criteria –

- Make sure there are no Blank Boxes/Areas
- Document the criteria that documents adverse impact
- Verification must include data
- Document and Include all Severity Rating Scales

Form for Determination of Adverse Effect on Educational Performance –

- Make sure there are no Blank Boxes/Areas
- Document Reason for Use of Form
- N/A means Not Available
- Verification must include data

Fund Authorization Letter(s)

Our guidance is to include an Individual letter for each person.

Please do **not** send one letter with multiple names on it.



Policies and Procedures

Document evidence of current policies and procedures for:

- a. Referral
- b. Child Find
- c. Restraint and Seclusion

Abbreviated Day



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If you have any students who are currently on Abbreviated Day at the time of the onsite visit, please have those files available and we will review them onsite.

Please review the module below for clarification around Abbreviated Day regulations.

[Abbreviated Day](#)

Abbreviated Day-Educational

<u>What</u>	<u>Where</u>
Basis of Abbreviated Day – Educational or Medical Only MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	WN
LRE Percentage is based on full school day MUSER X.2.C(2)(c)	IEP 8
How the student will access curriculum and IEP services MUSER VI.2.L(1)(a)	IEP 6&7, WN
How the student will access assessments MUSER VI.2.L(1)(b)	IEP 6, WN
Revised IEP & WN documentation including: <ul style="list-style-type: none"> - Re-entry plan – no longer than 45 calendar days - Actions the SAU will take to assist the child to participate in full day MUSER VI.2.L(1)(c) MUSER VI.2.L(1)(d)	IEP, WN
If more than 45 calendar days, IEP team must convene every 20 school days MUSER VI.2.L(1)(e)	AWN, WN
Documentation that 20-day meeting addresses the following: <ul style="list-style-type: none"> - Review progress toward return - Review progress in education setting - Determine what setting will allow the student to progress MUSER VI.2.L(1)(e)	AWN, WN
Revised IEP addresses reason for abbreviated day (i.e. FBA, behavior plan, counseling, gaps/goals/services/accommodations)	IEP, WN

Abbreviated Day-Medical

<u>What</u>	<u>Where</u>
Basis of Abbreviated Day – Educational or Medical Only MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	WN
LRE Percentage is based on full school day MUSER X.2.C(2)(c)	IEP 8
How the student will access curriculum and IEP services MUSER VI.2.L(2)(b)	IEP 6&7, WN
How the student will access assessments MUSER VI.2.L(2)(c)	IEP 6, WN
Team must meet every 90 calendar days to review progress and amend IEP as necessary MUSER VI.2.L(2)(d)	AWN, IEP, WN
IEP Team reconvenes when student is medically able to increase school day MUSER VI.2.L(2)(d)	AWN, WN

Teacher Certification

You will be contacted by a member of the DOE Team if there are any concerns in this area.



Parent Survey – B8

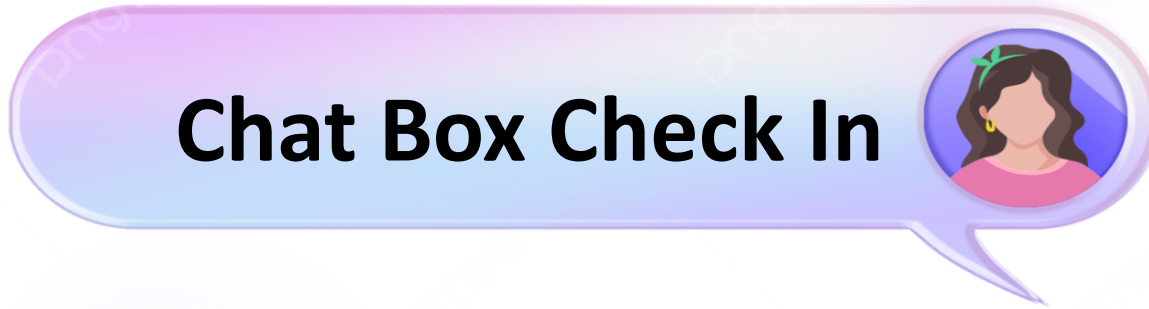
- Explanation of the process
 - Julie Pelletier will provide a link and QR code via email.
 - It is open for the full school year.
 - Analysis of data will be provided in August.
- If “n” size is met, district specific results will be provided



Staff Survey

- Explanation of the process
 - Julie Pelletier will provide a link and QR code via email.
 - Link is included in confirmation email sent to directors approximately a month before onsite visit.
 - Takes about 10 minutes to complete.
 - Analysis of data will be provided in August.
- If “n” size is met, district specific results will be provided





Next Steps After the On-Site Visit


You will receive a follow up email with the following information:

- Pre-Findings and Abbreviated Day, if appropriate, due within 30 days
- Copy of the Results Based Accountability / Tiered Support Rubric for reference

Next Steps After the On-Site Visit

2025-2026 Rubric <i>Disclaimer: In the event of any unusual circumstances, all situations will be determined on a case-by-case basis. Maine DOE will make the final decision.</i>	
Tier Determinations Federal Indicators (INR3, INRC and all TRA findings) Number of Findings Participation in Alternate Assessment Dispute Resolution CAPs/Considerations McKenney Vento Considerations	SAU Responsibilities
Tier I – - No Federal findings - 95% or greater participation in alternate assessment - Previous CAP closed on time	- 6-year cohort - Participation in Resources Office Hours - Each case manager reviews one file annually against self-assessment
Tier II – - Fewer than 3 Federal findings - 70% or greater participation in alternate assessment - Indicators closed on time	- 4-year cohort - Participation in Resources Office Hours - Each case manager reviews one file annually against self-assessment - Annual Trainings (IEP & B13)
Tier III – - 3 to 6 Federal findings - Less than 70% participation in alternate assessment - Indicators open beyond due date	- 4-year cohort - Participation in Resources Office Hours - Each case manager reviews one file annually against self-assessment - Annual trainings (IEP & B13) - Attend CAP specific related trainings
Tier IV – - More than 6 Federal findings - Less than 50% participation in alternate assessment - Previous CAP open beyond due date	- Individualized Targeted Technical Assistance and Support until Tier III or Higher - Minimum of 2-year cohort - Participation in Resources Office Hours - Annual trainings (IEP & B13) - Attend CAP specific related trainings - Work with SAU to go onsite quarterly with specific plan

Corrective Action Plan (CAP)

- SAUs visited November-December
 - Will be issued on January 31, 2026, along with your SAU's placement on the Results Based Accountability / Tiered Support Rubric
 - Due November 30, 2026
- 
- SAUs visited April-May
 - Will be issued on June 30, 2026, along with your SAU's placement on the Results Based Accountability / Tiered Support Rubric
 - Due April 30, 2027

The Importance of Closing Your CAP On Time

LONGSTANDING NONCOMPLIANCE

Question B-17: What factors should a State consider if an LEA or EIS program or provider has longstanding noncompliance with the IDEA requirements?

Answer: If an LEA or EIS program or provider did not correct identified noncompliance in a timely manner (i.e., within one year from the written notification of noncompliance), the State must still verify that the noncompliance was subsequently corrected. If an LEA or EIS program or provider is not yet correctly implementing the statutory or regulatory requirement(s), the State needs to identify the cause(s) of continuing noncompliance and take steps to address the continued lack of compliance including, as appropriate, enforcement actions outlined in Section E, State Enforcement Through Determinations and Other Methods. When determining what further action is needed to support the LEA or EIS program or provider in achieving compliance, States should evaluate and look for data trends and patterns, which will provide the State information on the root cause of the noncompliance.²⁸

If the State determines the noncompliance has not been corrected within the one-year timeline, the State may, but is not required to, issue a new finding of noncompliance to the LEA or EIS program or provider even if the State has already issued a finding to that same LEA or EIS program or provider in the prior year. Ultimately, if the State has not verified that the noncompliance has been corrected within the one-year timeline, the State may not close the original finding and should impose additional corrective actions, if necessary.

The failure of an LEA or EIS program or provider to correct noncompliance within IDEA's one-year timeline could have serious implications for ensuring the provision of FAPE to children with disabilities under Part B and the provision of appropriate early intervention services to infants and toddlers with disabilities and their families under Part C. OSEP expects that a State would consider its LEA's or EIS program's or provider's adherence to IDEA's timely correction requirements before making a subgrant award under Part B and in some States, Part C, or before entering into a contract for early intervention services under Part C.

Why is this important?

Maine must show evidence that all findings have been corrected within the mandated timeline.

If this does not happen, Maine must report this to the Office of Special Education Programs (OSEP).

Therefore, if you do not close your CAP by the due date, we will have to impose additional corrective activities to support.

The Importance of Closing Your CAP On Time

MUSER XIII.4 General Supervision System: Approval/Enforcement Activities

Based on the SAU determinations, there are enforcement actions available including:

- A. Requirement of proof of utilization of technical assistance and identified resources;
- B. Commissioner directing the use of the SAU funds on the areas demonstrating continued need;
- C. Withholding of State subsidy payments to eligible SAUs;
- D. Withholding of special education or other federal grant funds SAUs and/or programs which are sub-recipients; and/or
- E. Referral to the Office of Attorney General for appropriate civil action (see 20-A MRSA 6801-A and 7206)

The Importance of Closing Your CAP On Time

2025-2026 Rubric

Disclaimer: In the event of any unusual circumstances, all situations will be determined on a case-by-case basis.

Maine DOE will make the final decision.

Tier Determinations Federal Indicators (INR3, INRC and all TRA findings) Number of Findings Participation in Alternate Assessment Dispute Resolution CAPs/Considerations McKenney Vento Considerations	SAU Responsibilities
Tier I – <ul style="list-style-type: none"> - No Federal findings - 95% or greater participation in alternate assessment - Previous CAP closed on time 	<ul style="list-style-type: none"> - 6-year cohort - Participation in Resources Office Hours - Each case manager reviews one file annually against self-assessment
Tier II – <ul style="list-style-type: none"> - Fewer than 3 Federal findings - 70% or greater participation in alternate assessment - Indicators closed on time 	<ul style="list-style-type: none"> - 4-year cohort - Participation in Resources Office Hours - Each case manager reviews one file annually against self-assessment - Annual Trainings (IEP & B13)
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Tier IV – <ul style="list-style-type: none"> - More than 6 Federal findings - Less than 50% participation in alternate assessment - Previous CAP open beyond due date 	<ul style="list-style-type: none"> - Individualized Targeted Technical Assistance and Support until Tier III or Higher - Minimum of 2-year cohort - Participation in Resources Office Hours - Annual trainings (IEP & B13) - Attend CAP specific related trainings - Work with SAU to go onsite quarterly with specific plan

Tips for Closing Your CAP On Time

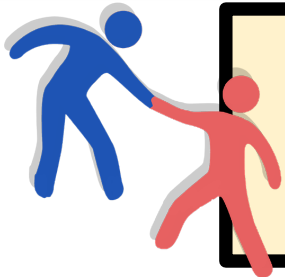
Please Note:

Please plan to submit **before** the due date.

This provides time to:

- submit all evidence
- allow the team to review
- allow the team to offer feedback
- allow time to make any further corrections (if needed)

Your Corrective Action Plan must be **CLOSED** by the due date.



Please know that we do recognize the challenges of this audit and are here to support you throughout the whole process. Feel free to reach out to any of us at anytime with any questions or if there are other ways we can support.

Tips for Closing Your CAP On Time

Please Note:

We will send you a very specific Child Specific Correction document which will outline:

- student specific findings sorted by annual date
- exactly what the findings were

Please consider sending in evidence for those student specific findings when you hold the annual meetings.

Throughout the cohort, we will send frequent reminders. If you do not wish to receive these reminders, just let your contact person know and we will refrain from doing so.

SAU EXAMPLE

Findings by student for CAP - Child Specific Correction

OSEP QA 23-01 issued on July 24, 2023, states that "a State must review *each* individual case (not a subset or sample) of previous noncompliant files ... to verify correction."

DATE OF COHORT

First Name	Last Name	DOB	Annual Date	Findings
STUDENT 1	STUDENT 1		10/5/25	FDP3 --Goal 1 Missing baseline data
STUDENT 2	STUDENT 2		11/3/25	APG2 -- too broad-math APG4 APG6 -- no goals APG3 --Goal 1 blank FDP3 --Goal 1 no baseline data SAS1 -- location box blank SVC1 --Service 1 no goal for SDI SVC1 --Service 2 no goal for BCBA LRE1 -- does not address the nature and severity of the disability
STUDENT 3	STUDENT 3		11/27/25	RAE1 -- No evals to support ED. OT eval not in 4A. FDG1 -- No self-regulation goal FDP3 --Goal 2 Rubric referenced but not attached. FDP5 --Goal 2 Rubric referenced but not attached. SVC1 --Service 3 No goal aligned with OT consult

What's Next?



Please:

Reach out with any Questions to your DOE team member regarding the Self-Assessment.

THANK YOU



What's Next?



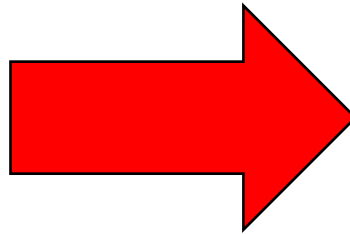
Submitting Documents

Email to:

monitoring.doe@maine.gov

USPS to:

Department of Education
Attn: Julie Pelletier
23 State House Station
Augusta, ME 04333-0023



If you choose to submit evidence via the USPS, please label submissions and do **NOT** use staples.

What's Next?



In preparation for the monitoring process, you can choose to register for one of the following sessions –

Preparing for the Self-Assessment and File Review

June 5, 2025

[Register for 9 am-10:30 am](#)

or

[Register for 3 pm-4:30 pm](#)

Julie Pelletier

julie.pelletier@maine.gov

Please consider having a member of your team register and attend one of these scheduled Professional Development opportunities. Also, please invite any Out of Unit placements that support your students.

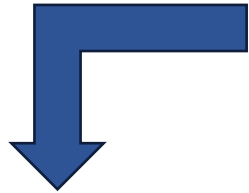
**B13 Post-
Secondary
Transition**

October 30, 2025 9am

IEP Training

October 14, 2025 9am

Watch your email for our 25-26 PD
schedule with registration links!



***If you prefer to watch a recording,
you can find them here.***

Full B13 Transition Training	10/31/ 2024	IEP & Forms	YouTube	Slides
Full IEP Training	10/15/ 2024	IEP & Forms	YouTube	Slides

All PD recordings:

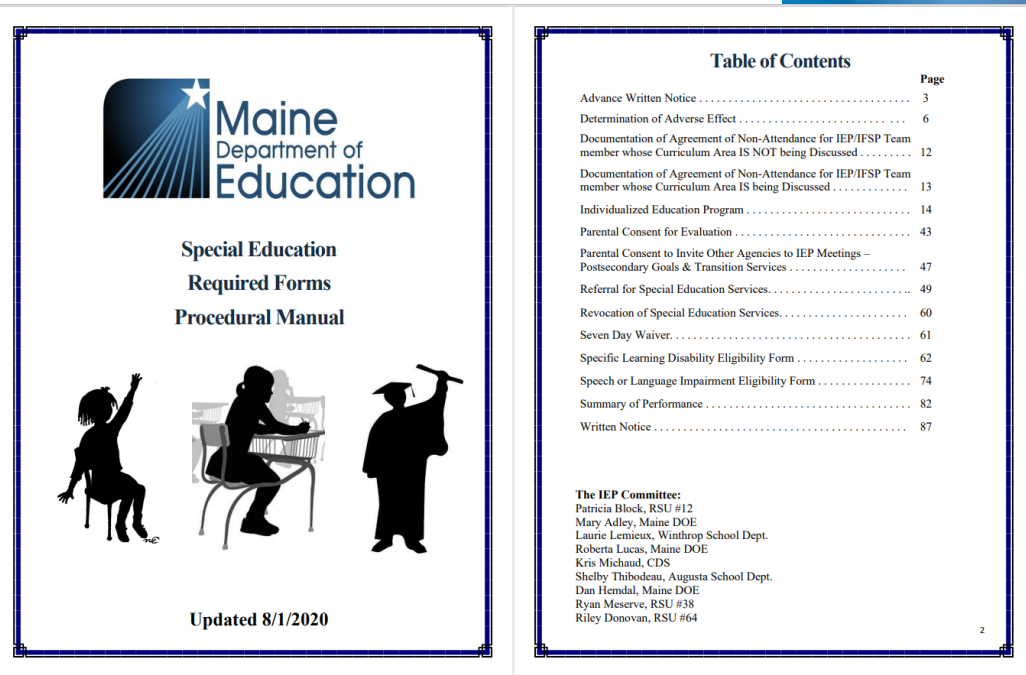
<https://www.maine.gov/doe/specialservices/professionallearning>

Resources



Resources

Procedural Manual



Resources

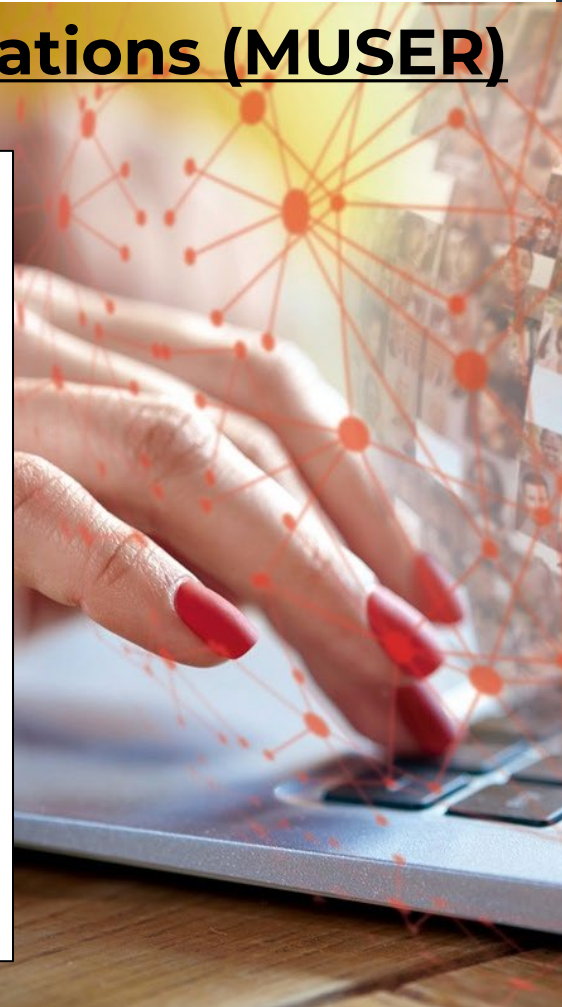
Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

Maine Unified Special Education Regulation Birth to Age Twenty-Two

Effective Date: July 26, 2024



Resources

2024-25 Cohort IEP Quick Reference Document

*Compliance
*Best Practice



Maine Unified Special Education Regulations (MUSER IX.3.G.)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site:

Date IEP Sent to Parent:

FOT7- Compliance:

☐ Date sent to parent is \leq 21 school days from Annual Date of IEP Meeting

1. CHILD INFORMATION

Child's Name:	Annual Date of IEP Meeting:
Date of Birth:	Duration of the IEP:
Age:	Date of Next Annual IEP Meeting:
Grade:	FOT8- Compliance:
	<input type="checkbox"/> Date of next annual is within 364 days of annual meeting date
School/Program:	Date of Re-Evaluation:
Parent/Guardian Name:	Date(s) of Amended IEP:
Child's Address:	Case Manager:
City, State, ZIP:	
State Agency Client? <input type="checkbox"/> YES <input type="checkbox"/> NO	

2. DISABILITY

<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Deafness
<input type="checkbox"/> Developmental Delay (3-5)	<input type="checkbox"/> Developmental Delay (Kindergarten)	<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Visual Impairment (including Blindness)
<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Multiple Disability
(check all applicable concomitant disabilities)		

Compliance:

☐ Only one disability checked, unless Multiple Disability is checked

☐ If Multiple Disability is checked, all disabilities making up the multiple are checked

Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



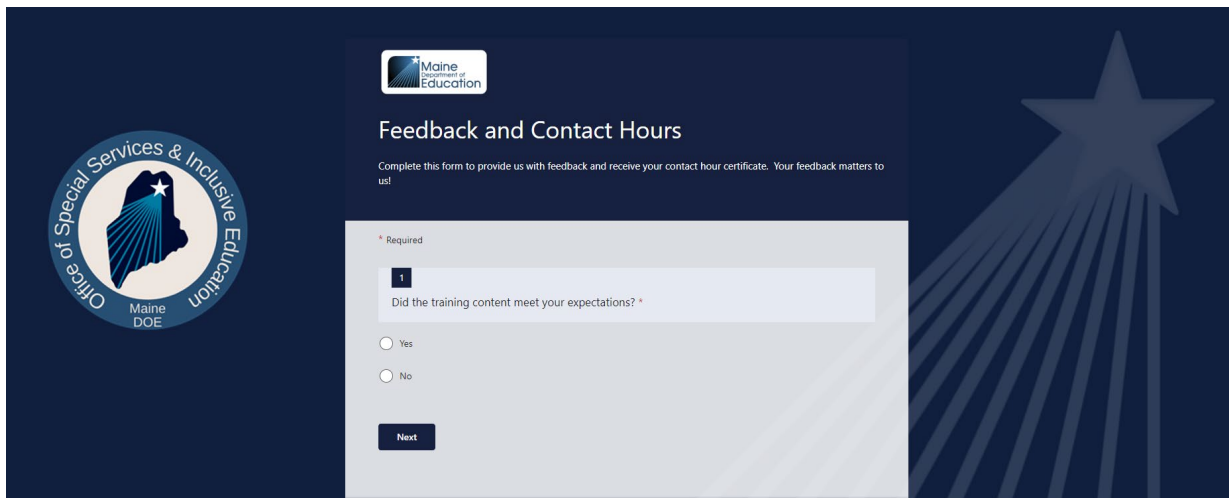
[Special Education Resources](#)

[Special Education Laws and Regulations](#)



[Resources for Families & Schools-Forms](#)

Professional Learning Feedback and Contact Hour Form.



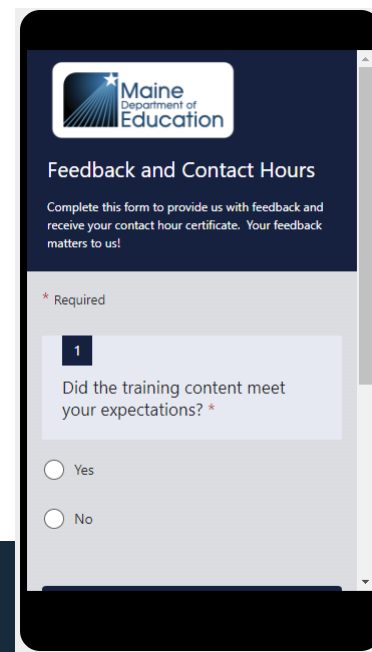
The screenshot shows a web browser displaying the "Feedback and Contact Hours" form from the Maine Department of Education. On the left is a circular logo for the "Office of Special Services & Inclusive Education" with a star and the text "Maine DOE". The form header includes the Maine Department of Education logo and the title "Feedback and Contact Hours". Below the title is a sub-header: "Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!". The form body contains a required question: "1 Did the training content meet your expectations? *". There are two radio button options: "Yes" and "No". A "Next" button is at the bottom of the form area. The background of the page features a large, faint star graphic with rays.

Use the link to complete the form
on your computer

OR

Use the QR code to complete the
form on your mobile device

<https://forms.office.com/g/by472QQLDJ>



The screenshot shows the same "Feedback and Contact Hours" form as seen on the computer, but displayed on a mobile phone screen. The layout is adapted for a smaller screen, with the Maine Department of Education logo at the top. The question "1 Did the training content meet your expectations? *" and the "Yes/No" radio buttons are clearly visible. The background star graphic is also present.



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[@MaineDepartmentofEducation1](https://www.facebook.com/MaineDepartmentofEducation1)





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