



2026-2027 Cohort Training

**Presented by:
The Office of Special Services and Inclusive Education
Supervision, Monitoring, and Support Team**

5/26/2026

Supervision, Monitoring, and Support



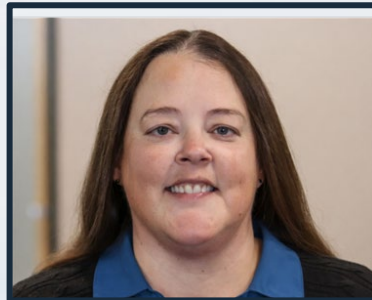
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Today's
Agenda

2026-2027 Cohort Training

- Monitoring Process
- Self-Assessment
- Due Dates
- 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

26-27 Monitoring Timeline

ITEM	DATE
<u>Letter of Notification</u> • Outlines monitoring process for the cohort • Provides date and time of scheduled onsite visit • <u>No action required</u>	<u>Sent May</u> , 2026
<u>26-27 Cohort Training</u> • Attend training provided by Supervision, Monitoring, and Support Team	May, 2026
<u>26-27 Preparing for the File Review</u> • Attend training provided by Supervision, Monitoring, and Support Team	June, 2026

Monitoring Timeline

Self-Assessments for November-December visits are due: **October 1, 2026**

Self-Assessments for April-May visits are due: **March 1, 2027**



- CDS: See the 26-27 CDS Monitoring Timeline for items specific for CDS

❖ **November-December visits complete by October 1, 2026**

❖ **April-May visits complete by March 1, 2027**

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
 - Once submitted the information is not available for you to review or edit
 - Reach out to us if you need to change anything on the self-assessment and we can amend the submission(s).

November-December visits
due by October 1, 2026

April-May visits
due by March 1, 2027

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
 - ☐ IEP Progress Reports documenting progress on goals
 - ☐ Complete attached form (Services Provided) for each student including special education and related services
- ❖ 5 additional files will be requested onsite

Reviewed during onsite visit

Monitoring Timeline

OOU (Out-of-Unit)

- ☐ **1 from each OOU for file/IEP review**
 - Provide current/most recent IEP
- ☐ **Written Notice from Annual Meeting**
- ☐ **IEP Progress Reports documenting progress on goals**
- ☐ **Complete attached form (Services Provided) for each student including special education and related services**
- ☐ **All files for any active student (not graduating) placed at OOU within the last 2 school years (25-26 or 26-27)**
 - 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)**
 - 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

Monitoring Timeline

<u>Abbreviated Day</u> • 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
<u>Parentally Place Private School Students</u> • All ISPs for students placed in private school(s) within your district, if applicable	Reviewed during onsite visit
<u>Forms</u> ☐ 1 Speech/Language Eligibility Form ☐ 3 Learning Disability Evaluation Forms including signatures ☐ 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
<u>Child Find (B11) K-12</u> • 10 Initial Referrals – from 25-26 and/or 26-27 school year ☐ AWN of initial referral <u>OR</u> 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 25-26 and 26-27 with 'no school' days marked • >45 school days use Acceptable/Unacceptable Reasons for Delay chart ○ Acceptable/Unacceptable Reasons Chart included at the end of the checklist	Reviewed during onsite visit

Monitoring Timeline

For SAUs who have adopted responsibility for FAPE for Pre-K <u>Transition from Part C to Part B (B12) and (B11) Pre-K</u> • All Part B referrals in the 6 months prior to on-site visit ☐ WN from Part C Transition Conference with evidence of Part B representative present ☐ AWN of initial referral <u>OR</u> 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 • >60 days or not implemented by 3rd birthday use Acceptable/Unacceptable Reasons for Delay chart ○ Acceptable/Unacceptable Reasons Chart included at the end of the checklist	Reviewed during onsite visit
<u>Disciplinary Removals (B4)</u> • Any student with an IEP that has been removed for more than 10 days ☐ Discipline records/logs ☐ WN documenting that services were provided beginning day 11 ☐ WN documenting FBA discussion MD (Manifestation Determination) meeting ❖ November-December visits include documentation from school year 2025-2026 ❖ April-May visits include documentation from school year 2026-2027	Reviewed during onsite visit

Monitoring Timeline

SAU/Charter	Onsite Visit Date
Acadia Academy	4/5/2027
AOS 93	5/24/2027
Auburn	4/7/2027
Augusta	11/9/2026
Biddeford	11/6/2026
Brewer	4/15/2027
Brunswick	4/28/2027
Cape Elizabeth	11/4/2026
Chebeague Island	4/30/2027
Dayton	11/6/2026
East Millinocket	5/13/2027
Ecology Learning Center	11/17/2026
Maine Academy of Natural Science	11/18/2026
Medway	5/13/2027
Northport	5/6/2027
RSU 1	4/29/2027
RSU 2	11/10/2026
RSU 4	11/12/2026
RSU 10	5/19/2027
RSU 12	5/26/2027
RSU 14	4/26/2027
RSU 16	4/6/2027
RSU 18	11/19/2026
RSU 19	4/12/2027
RSU 23	11/5/2026
RSU 32/MSAD 32	5/12/2027
RSU 48	5/25/2027
RSU 57	11/3/2026
RSU 64/MSAD 64	4/14/2027
RSU 78	5/18/2027
RSU 80/MSAD 4	4/13/2027
RSU 88/MSAD 24	5/11/2027
Union 76	5/5/2027
Wiscasset	4/27/2027



Monitoring Timeline



<u>Regional</u>	<u>Onsite Visit Date</u>
Western Foothills	5/19/2027
<u>CDS</u>	<u>Onsite Visit Date</u>
DownEast	5/4/2027
First Step	4/8/2027
Midcoast	5/27/2027
York	11/2/2026

2026-2027 Cohort

If your onsite visit is scheduled for **November-December** your Self-Assessment is due:
October 1, 2026

If your onsite visit is scheduled for **April-May** your Self-Assessment is due:
March 1, 2027

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
- Multilingual Learners
- Please do **NOT** include graduating seniors
- If you have FAPE responsibility for preschoolers, include those students as well

Self-Assessment

Number of Files to Review on Self-Assessment

❖ 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 five additional 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

Please choose no more than 20 files
across all SAUs.
Include a variety of case managers,
grades, disability categories, ages and
schools.

Once onsite we will
share a list of 5
additional files to be
reviewed during the
visit

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 school years (2025-2026 or 2026-2027).

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

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

Self-Assessment

- You will not get a record of students entered into the self-assessment as you go. Please keep track.
- Let your contact person know when you have completed your self-assessment and they will send you a summary.
- We can delete any duplicates – please let us know.

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



Components Reviewed During Onsite Visit –

For CDS only:

- Please have 10 Part C files available for review.
- For C to B transition, please provide both the Part B file and the Part C file



- CDS: See the 26-27 CDS Monitoring Timeline for items specific for CDS

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 parental consent received back on the consent
- Each evaluation checked on the consent is completed
- 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, including early release/late start.

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 25-26 and 26-27 school calendar including snow days

Required Indicator – B11

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.

If evaluations are not completed within the timeline, please include:

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

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.



****CDS: please have both Part C and Part B files available for review.**

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 – 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, (**NO seniors**), with IEPs with measurable post secondary goals and transition services.

While onsite we will review:

- 10 full Transition Plans (if available)
- AWN, WN and Full IEP for students
 - Not graduating seniors (June 2027)

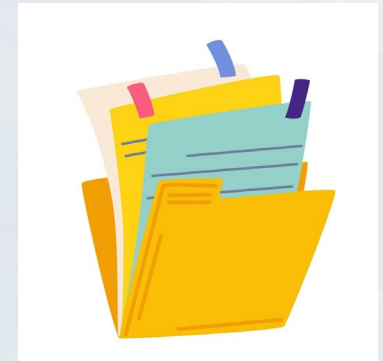
B13: Transition Plans –

<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 including evidence they were given to the child prior to exiting high school June 2026.



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 who is authorized to commit funds for the SAU.



MUSER VI.2.B.(4)(c)

Policies and Procedures

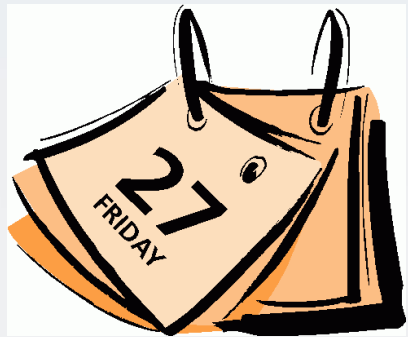
Document evidence of current policies and procedures for:

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

Abbreviated Day

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.



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Abbreviated Day	3/26/2025	IEP & Forms	YouTube	Slides
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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: - 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: - 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

Disciplinary Removals

Please have files and discipline records available for all students with IEPs who were removed for more than 10 days during the 25-26 and 26-27 school years.

- ❖ November-December visits include documentation from school year 2025-2026
 - ❖ April-May visits include documentation from school year 2026-2027
1. Services provided beginning on day 11.
 2. FBA discussed during manifestation determination review.

Discipline & Manifestation Determination	5/28/2025	IEP & Forms	YouTube	Slides
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Special Education Staff Certification

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



Parent Survey – B8

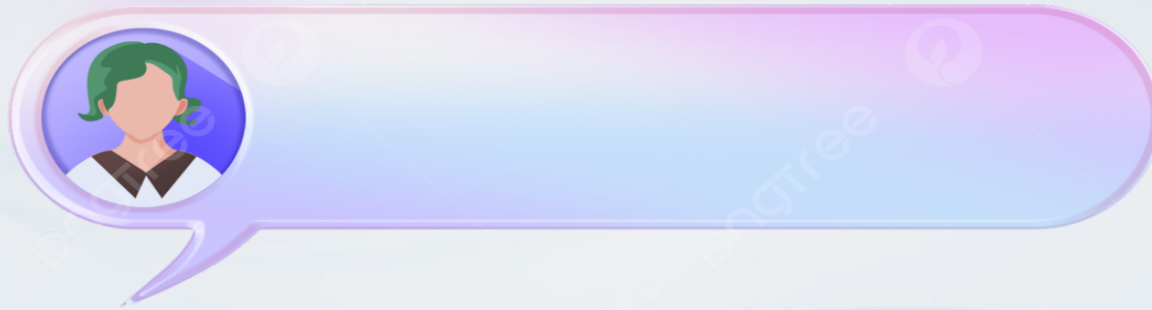
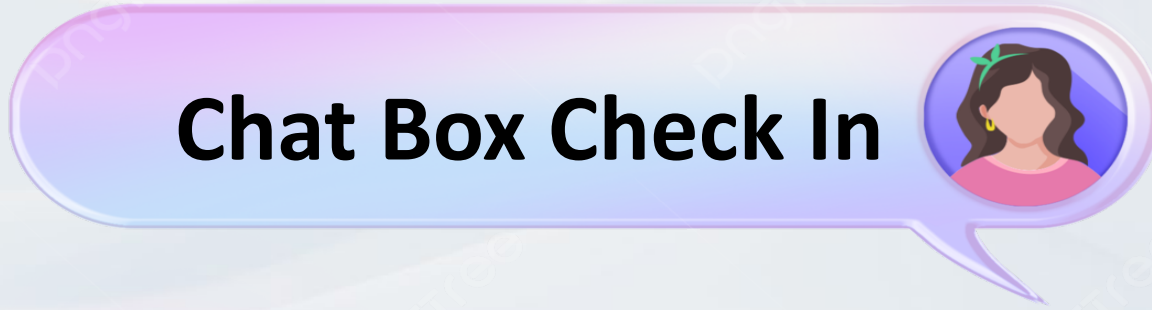
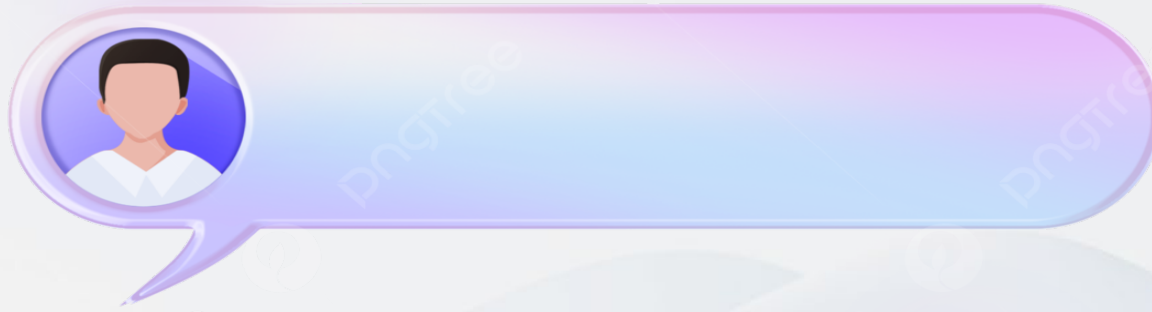
- Explanation of the process
 - Julie Pelletier will provide a link and QR code via email.
 - It is open for the full school year.
 - Results will be provided in August 2027.
- If “n” size is met, district specific results will be provided



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.
 - Results will be provided in August 2027.
- 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:

- Abbreviated Day child specific findings, which must be corrected within 30 days.
- IEP Checklist
- Copy of the Results Based Accountability / Tiered Support Rubric for reference

Corrective Action Plan (CAP)

- **SAUs visited November-December**
 - Will be issued on January 31, 2027, along with your SAU's placement on the Results Based Accountability / Tiered Support Rubric
 - Evidence of correction due November 30, 2027
- **SAUs visited April-May**
 - Will be issued on June 30, 2027, along with your SAU's placement on the Results Based Accountability / Tiered Support Rubric
 - Evidence of correction due April 30, 2028



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

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 – - 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

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 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



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 4, 2026

[Register for 9 – 11am](#)

or

[Register for 2:30 – 4:30pm](#)

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.

IEP Training

October 7, 2026 9am

B13 Post-Secondary Transition

October 21, 2026 9am

Watch your email for our 26-27 PD schedule with
registration links!



www.maine.gov/doe



Resources

Maine Special Education Laws and Regulations



- IDEA
- MUSER
- Procedural Manual
- Procedural Safeguards

State Laws

1% Assessment

1% and Maine's Alternate Assessments Based on Alternate Academic Achievement Standards (AA-AAAS)

[Assessment Page](#)

Procedural Manual

Special Education required forms procedural manual.

[Procedural Manual Download](#)

State Law

In Maine, laws that are specific to the education of children with disabilities are set forth in three chapters of 20-A MRSA (Maine Revised Statutes Annotated).

- [Chapter 301](#). General Provisions
- [Chapter 303](#). Children with Disabilities
- [Chapter 304](#). Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf

State Regulation: Chapter 101/MUSER

Rule chapter that is specific to the education of children with disabilities in Maine Department of Education Regulations, Chapter 101, Maine Unified Special Education Regulation Birth to Age Twenty (MUSER).

[Procedural Safeguards](#)

[MUSER](#)

- [SAU Responsibility for FAPE](#)
- [MUSER Continuum for LRE](#)
- [Educational Surrogate Parent](#)
- [State Agency Clients](#)

Resources

Supervision, Monitoring, and Support Team Home Page



SAU Resources for Supervision, Monitoring & Support

[Professional Learning](#) - Recorded professional learning from the Office of Special Services and Inclusive Education (OSSIE).

[Monitoring Process](#) - Information and documents for those in the current monitoring cohort or those who want to prepare ahead.

[Resources](#) - General monitoring and support information, Quick Reference Checklists, Information Sheets, and more.

[Federal Requirements](#) - Learn about the data reported to the [Office of Special Education Programs \(OSEP\)](#) and how it relates to your file review.

Resources

Supervision, Monitoring and Support Resources



- Information Sheets
- Self-Assessment Form
- Quick Reference Documents



Information Sheets

- [Abbreviated Day](#)
- [Disciplinary Removals](#)
- [Communities Without Schools](#)
- [Initial Evaluation Timeline](#)
- [Least Restrictive Environment](#)
- [Parentally-Placed Students](#)
- [Task Timeline](#)
- [Written Notice](#)
- [Sample IEP Meeting Checklist](#)
- [Sample Teacher IEP Input Form](#)



SAU & CDS Resources

- [Letter of Notification - SAU](#)
- [Letter of Notification - CWS](#)
- [Letter of Notification - CDS](#)
- [Cohort Instruction Email](#)
- [2025-2026 Sample Self-Assessment Form](#)
- [Services Provided Form](#)
- [Extended School Year v. Year-Long Programming Documentation Requirements](#)



Quick Reference Checklists

- [IEP Quick Reference Checklist](#)
- [Adverse Effect Form](#)
- [Speech Language Eligibility Form](#)
- [Specific Learning Disability Eligibility Form](#)
- [Summary of Performance](#)
- [Written Notice Quick Reference Checklist](#)



Regional Programs Resources

- [Letter of Notification](#)
- [Approval Grid](#)
- [Service Log](#)
- [Annual Update Form](#)

Resources

Office of Special Services Professional Learning Page



- Professional Learning Recordings

View more recordings | Click header to sort by category

Resources for Professional Learning

Use the search bar to find resources within a specific category or topic area to filter content.

Show 10 entries | Search:

Title	Date	Category	Link	Link
Abbreviated Day	3/26/2025	IEP & Forms	YouTube	Slides
Accommodations and Services	2/26/2025	IEP & Forms	YouTube	Slides
Advanced Written Notice & Written Notice	10/23/2024	IEP & Forms	YouTube	Slides
Alternate Assessment Process	1/25/2023	IEP & Forms	YouTube	Slides
Compliant Transition Plans	12/20/2023	IEP & Forms	YouTube	Slides
Compliant vs Good IEPs - Part 1	1/22/2025	IEP & Forms	YouTube	Slides
Compliant vs Good IEPs - Part 2	2/12/2025	IEP & Forms	YouTube	Slides
Data Collection and Analysis	5/22/2024	IEP & Forms	YouTube	Slides
Discipline & Manifestation Determination	5/28/2025	IEP & Forms	YouTube	Slides
Dispute Resolution	4/9/2025	IEP & Forms	YouTube	Slides

Showing 1 to 10 of 45 entries | Previous | 1 | 2 | 3 | 4 | 5 | Next

Resources

Resources for Families & Schools-Forms



- IEP & Related Forms
- Educator and Administrator Resources
- Family & Caregiver Resources



Educator and Administrator Resources

[1% Maine's Alternative Assessment](#)

[Serving Multilingual Learners with Disabilities](#)

Maine Care Documentation

- [IEP Documentation Training One Video - June 2, 2021](#), Passcode: %r*KpD51
- [Presentation Slides](#)
- [IEP Guidance on IEP Documentation – May 2021 \(PDF\)](#)
- [The MaineCare In Education Presentation \(PowerPoint\)](#) explains how to access MaineCare services in schools

Individualized Education Program (IEP) & Related Forms

These are the forms that the Maine Department of Education Special Services team requires, forms that are for local use as required, and forms for local use that are optional.

- [IEP Form](#)
- [7-Day Waiver](#)



Family & Caregiver Resources

Special Education Glossaries

[Arabic](#) | [French](#) | [Khmer](#) | [Mandarin](#) | [Portuguese](#) | [Somali](#) | [Spanish](#) | [Vietnamese](#)

[1% & Maine's Alternative Assessment](#)

[Maine Parent Federation](#)

[Early Learning Foundational Skills](#)

Special Education Surrogate Parent Program

The Special Education Surrogate Parent Program was established to provide educational surrogate parents to children with disabilities whenever the natural parents or guardian of a child with a disability cannot be identified or located, or when the child is in the custody of the state. Educational surrogate parents have all the rights of natural parents for special education matters, e.g. permission for evaluation and placement, to release information and to request an educational hearing. The primary goal of the educational surrogate

Professional Learning Feedback and Contact Hour Form



Use the link to complete the form on
your computer

Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

☐ Yes

☐ No

Next

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

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

Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

☐ Yes

☐ No



Please reach out to any member of our team with questions about this presentation or other compliance related questions!

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Thank You!



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