



Monitoring Program Year 2023 - 2024 Proposed Resolution of Noncompliance Findings

Date:	Sunday, June 30, 2024
SAU:	RSU Test
Special Education Director:	Director Name

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).

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Signature of authorized person and telephone number Date

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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](mailto:Julie.pelletier@maine.gov)



## Monitoring Program Year 2023 - 2024 Proposed Resolution of Noncompliance Findings

Date:	Sunday, June 30, 2024
SAU:	RSU Test
Special Education Director:	Director Name
CAP evidence due date:	4/30/2025

**Prong I** refers to evidence of correction for findings specific to self-assessment and desk audit. 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.

**Prong II** refers to evidence of systemic correction across the district. Please submit evidence from IEPs outside of the self-assessment and desk audit no later than the due date listed above.

*The state must provide written notification to any SAU regarding findings of noncompliance and of the requirement that the non-compliance be corrected in a timely manner (within one year from identification-the date on which the state provided written notification to the SAU program of the noncompliance). **MUSER XIII.3.A***

**Maine Department of Education—Corrective Action Plan**

SAU:		RSU Test		
<b>Finding #</b>	<b>Corrective Action Activities</b> (Initiatives planned to achieve correction)	<b>Evidence of Correction</b>	<b># of Evidence</b>	<b>Recommended Date of Completion</b>
APG2  Academic needs  34 CFR 300.324(a)(1)(iv)	IEP Team meets to discuss the child’s distinctly measurable and persistent gaps (skill deficits) and (if appropriate) amend the IEP.  Provide training on IEP meeting protocol, including reviewing academic needs of the child.	Prong I: Submit compliant 1st page and Section #4C of the IEP and WN.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4C of IEP (amended or new) and WN for review of needs of the child.	3	
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 is included in section 4C.  Provide training on IEP development including writing the how statement.	Prong I: Submit compliant 1st page and Section #4C (Academic Gaps) of the IEP and WN.	1	4/30/2025
		Prong II: 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 and WN.	3	
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 (if appropriate) amend the IEP to add a goal addressing each gap.  Provide training on IEP development including writing the how statement.	Prong I: Submit compliant 1st page and Section #4C (Academic Gaps) and Section #5 (Academic Goals) of the IEP and WN.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4C (Academic Gaps) and Section #5 (Academic Goals) of the IEP and WN.	3	

APG3 Present level  34 CFR 300.320(a)(1)	Discuss the child's present levels of academic achievement (baseline data) based on strengths and needs of the child.  Provide training on IEP development including writing the present level.	Prong I: Submit compliant 1st page and Section #5 (Academic Goals) of the IEP and WN.	3	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #5 (Academic Goals) of IEP (amended or new) with academic present level statements and WN.	4	
SBG1 Goals aligned with gaps and present level  34 CFR 300.320(a)(2)(i)(A)	IEP Team meets to discuss academic goal aligned with the student's academic gaps and present level of academic performance aligned with State Standards and (if appropriate) amend the IEP.  Provide training on IEP development including writing the present level.	Prong I: Submit compliant 1st page and Section #4C and Section #5 (Academic Goals) of the IEP and WN.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4C and Section #5 (Academic Goals) of IEP (amended or new) and WN for review of goal format.	2	
SBG3 Goals are measurable  34 CFR 300.320(a)(2)	IEP Team meets (if appropriate) to discuss the measurement of academic goals aligned with State standards and (if appropriate) amend the IEP.  Provide training on IEP development including writing the present level.	Prong I: Submit compliant 1st page and Section #5 (Academic Goals) of the IEP and WN.	2	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #5 (Academic Goals) of IEP (amended or new) and WN for review of discussion of recent evaluations.	4	

FDP2 Functional needs  34 CFR 300.324(a)(1)(iv)	IEP Team meets to discuss the child's distinctly measurable and persistent gaps (skill deficits) and (if appropriate) amend the IEP.  Provide training on IEP meeting protocol, including reviewing functional needs of the child.	Prong I: Submit compliant 1st page and Section #4D (Functional Gaps) of the IEP and WN.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4D (Functional Gaps) of IEP (amended or new) and WN for review of functional/developmental needs of the child.	2	
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/developmental gaps affect their involvement and progress in the general education curriculum is included in section 4D.  Provide training on IEP development including writing the how statement.	Prong I: Submit compliant 1st page and Section #4D (Functional Gaps) of the IEP and WN.	2	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4D (Functional Gaps) of IEP (amended or new) and WN.	4	
FDP3 Present level  34 CFR 300.320(a)(1)	Discuss the child's present levels of functional performance (baseline data) based on strengths and needs of the child, including how the child's disability affects involvement and progress in general curriculum and amend IEP.  Provide training on IEP development including writing the present level.	Prong I: Submit compliant 1st page and Section #5 (Functional/Developmental Goals) of the IEP and WN.	3	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #5 (Functional/Developmental Goals) of IEP (amended or new) with present level statements and WN.	4	

<p>FDP5</p> <p>Measurable functional/developmental goals</p> <p>34 CFR 300.320(a)(2)</p>	<p>IEP Team meets to discuss the measurement of functional/developmental goals aligned with identified skill deficits and amend the IEP or at the annual IEP meeting address the finding</p>	<p>Prong I: Submit 1st page and Section #5 (Functional/Developmental Goals) of the IEP and WN.</p>	3	4/30/2025
	<p>Provide training on the measurability of functional/developmental goals</p>	<p>Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #5 (Functional/Developmental Goals) (amended or new) of the IEP and WNs.</p>	4	
<p>FDP6</p> <p>Alignment to Special Education/Related Service</p> <p>34 CFR 300.320(a)(4)(i)</p>	<p>The IEP team meets to discuss the functional/developmental goals and identify a special education or related service that addresses the goal.</p>	<p>Prong I: Submit compliant 1st page and Section #5 (Functional/Developmental Goals) and Section #7 of the IEP and WN.</p>	1	4/30/2025
	<p>Provide training on the alignment of functional/developmental goals to a special education or related service.</p>	<p>Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page, Section #5 (Functional/Developmental Goals) (amended or new), Section #7 and WNs.</p>	1	
<p>SVC1</p> <p>Special education and related services Alignment with goals</p> <p>34 CFR 300.320(a)(4)(i)</p>	<p>Follow the process for amending the IEP to discuss the child's academic and functional goals aligned with special education and related services.</p>	<p>Prong I: Submit compliant 1st page and Section #7 and Section #5 of the IEP and WN.</p>	1	4/30/2025
	<p>Provide training on IEP development, including alignment of services and goals.</p>	<p>Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #7 and Section #5 of IEP (amended or new) and WN.</p>	1	

SVC2 Special education and related services  34 CFR 300.320(a)(4)	Follow the process for amending the IEP to discuss the child's services or discuss finding at the next annual.	Prong I: Submit compliant 1st page and Section #7 of the IEP and WN.	1	4/30/2025
	Provide training on IEP development, including identification of services necessary for the child to make progress towards IEP goals.	Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #7 of IEP (amended or new) with statement of special education and related services to be provided and WN.	1	
LRE1 Least Restrictive Environment-IEP  34 CFR 300.114(a)(2)	Reconvene IEP Team meeting to determine appropriate placement in the LRE, amend the IEP (if appropriate) and document IEP Team meeting in WN.	Prong I: Submit compliant 1st page and Section #8 of the IEP and WN.	2	4/30/2025
	Develop plan to review continuum of services when considering student placement in the LRE and provide training on the plan.	Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #8 of IEP (amended or new) and WN for determining appropriate placement in the LRE.	3	
DIB1 IEP reflective of disability  34 CFR 300.320(a)(2)	Reconvene the IEP team and develop an IEP that supports the child's identified disability which includes academic and functional/developmental needs, goals and services.	Prong I: Child level correction completed before CAP was issued.		4/30/2025
	Provide training on disabilities and how an IEP should be developed based on the child's disability.	Prong II: 1. Submit outline of training and attendance. 2. Submit completed or amended IEPs and WNs.	2	

FDG 2 Functional annual progress 34 CFR 30.324(b)(1)(i)	IEP team meets to discuss child's present level of performance and develop appropriate functional goals.  Provide training on how the child's progress is measured annually through goal alignment and identified skill deficits.	Prong I: Submit prior year IEPs and current IEPs showing functional annual progress and WNs.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Identify children's files, submit prior year IEPs and current IEPs showing functional annual progress and WNs.	2	
OOU1 IEP prior to placement 34 CFR 300.325(a)(1)	At next annual review, the IEP Team will discuss LRE and the inability to provide FAPE in the SAU.  Develop a plan to review the continuum of services when considering FAPE in the LRE and provide training on WN, including consideration and documentation of the continuum of services and provide training on the plan.	Prong I: No action at child level.		4/30/2025
		Prong II: 1. Submit outline of training, attendance at training and plan for reviewing the continuum of services. 2. Submit WN including review of continuum of services.	2	
OOU2 Program components 34 CFR 300.325(a)(1)	The IEP Team's documentation of the program components of a placement that would support the IEP developed at the meeting.  Develop a plan to review the continuum of services identifying the most restrictive setting available in the SAU and provide training on considering a child's placement outside the SAU, including required documentation.	Prong I: Submit compliant IEP and WN.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance and plan to review continuum of services. 2. Submit IEP (amended or new) and WN, including review of the continuum of services.	2	



OOU3 Representative involved in meeting 34 CFR 300.325(a)(2)	Develop a plan to communicate to special education staff the requirement that a representative of the out-of-unit placement and a representative of the sending SAU in attendance at the IEP meeting prior to out-of-unit placement.	Prong 1: No action at the child level.		4/30/2025
		Prong II: 1. Submit outline of training and attendance and plan to review continuum of services. 2. Submit IEP (amended or new) and WN, including representation from both the sending and receiving schools.	2	
OOU5 30 days after placement MUSER IX.3.H	Develop a plan to communicate to special education staff the requirement to convene an IEP Team meeting 30 days after out-of-unit placement has occurred.	Prong 1: No action at the child level.		4/30/2025
		Prong II: 1. Submit outline of training and attendance and plan. 2. Submit IEP (amended or new) and WN, including review of continuum of services.	2	
OOU7 Annual review 34 CFR 300.325(b)(2)	Convene the IEP Team for the annual meeting to discuss the needs of the child, programming, LRE and evaluations, if appropriate. Document the discussion of LRE, any changes to the IEP, parent's involvement and attendance of all necessary members on the WN.  Develop a plan to communicate to special education staff the required annual review of the IEP placement and evaluations, if required.	Prong I: Submit compliant IEP and WN.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance and plan. 2. Submit IEP (amended or new) and WN, including review of continuum of services.	2	

OOU9 Required re-evaluations 34 CFR 300.303(b)	Convene IEP Team to discuss and determine whether or not three-year evaluations are warranted.  Provide training on the IEP process, including analysis of evidence by the IEP Team to determine whether or not three-year evaluations are warranted.	Prong I: Submit compliant IEP and WN.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit amended IEP and WN.	2	
OOU12 IEP and WN provided to parents 34 CFR 300.322(f) 34 CFR 300.503(a)	Send IEP and WN to parent.  Develop a plan to communicate to special education staff the required timelines for providing the IEP and WN to parents.	Prong I: Submit compliant IEP and WN.	1	4/30/2025
		Prong II: 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	
FOT2 Summary of Performance 34 CFR 300.305(e)(3)	Prior to graduation, provide child complete SOP form. If child has graduated, provide evidence that child received SOP. In either case place copy of SOP in child's special education file.  Provide training on completion of the SOP form that is comprehensive and meets provision to child prior to graduation timeline.	Prong I: No action at the child level		4/30/2025
		Prong II: 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.	Prong I: No action at the child level		4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit WN along with the completed Learning Disability Evaluation Reports determining eligibility.	2	
FOT4 Speech or Language Eligibility Criteria form  34 CFR 300.8(c)(11)	Provide training on evaluation procedures, including the completion and use of the Speech/Language Eligibility Criteria form.	Prong I: No action at the child level		4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit WN including the completion and use of the Speech/Language Eligibility Criteria form.	2	
FOT5 Adverse Effect  34 CFR 300.8(c)	Provide training on evaluation procedures, including the completion and use of the AE form.	Prong I: No action at the child level		4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit WN including the completion and use of the AE form to determine eligibility.	2	
INR1 Procedural Safeguards  34 CFR 300.504(a)(1)	Provide a copy of Procedural Safeguards to parent.  Provide training on provision of Procedural Safeguards	Prong I: No action at the child level		4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit 1st page of completed initial IEP with documentation that Procedural Safeguards were provided and/or WN documenting Procedural Safeguards were provided to parents of children who received initial evaluation in the past 12 months.	2	

INR3 45 school 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.	Prong I: Provide evidence that evaluations were completed.	1	4/30/2025
		Prong II: 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	
TRA1 AWN-Purpose of meeting 34 CFR 300.322(b)(2)(i)(A)	Provide training on transition planning, including notification on AWN and demonstrate 100% accuracy and compliance on submitted evidence.	Prong I: No action at the child level		4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit AWN indicating "Post-Secondary Goals and Transition Services" are planned for discussion at IEP meeting.	2	
TRA3 Agency invited 34 CFR 300.321(b)(3)	Provide training on transition planning, including Parental Consent to Invite Outside Agencies and demonstrate 100% accuracy and compliance on submitted evidence.	Prong I: No action at the child level		4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Submit Parental Consent to Invite Outside Agencies forms signed by parent/child (who has reached the age of majority) and AWN inviting the outside agencies.	2	

<p>TRA7</p> <p>Course of study</p> <p>34 CFR 300.320(b)(2)</p>	<p>Convene IEP Team to discuss and develop courses of study projected for the remainder of the child’s high school education, that will reasonably enable the student to meet his or her postsecondary goals.</p> <p>Provide training on transition planning, including the courses of study needed to assist the child in reaching post-secondary goals projected for the remainder of the child’s high school education and demonstrate 100% accuracy and compliance on submitted evidence.</p>	<p>Prong I:</p> <p>Submit compliant 1st page and Section #9 of the IEP and WN.</p>	1	4/30/2025
		<p>Prong II:</p> <p>1. Submit outline of training and attendance. 2. Submit 1st page and Section #9 of IEP (amended or new) with courses of study projected for the remainder of the child’s high school education and WN</p>	2	
<p>ADWN</p> <p>Abbreviated Day - Basis</p> <p>MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)</p>	<p>Convene IEP Team to discuss the basis for abbreviated day. Abbreviated day is only for educational or medical reasons.</p> <p>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.</p>	<p>Prong I:</p> <p>Submit compliant AWN, WN, and IEP.</p>	1	4/30/2025
		<p>Prong II:</p> <p>1. Submit outline of training and attendance. 2. Letter of Assurance that SAU will follow federal and state regulations.</p>	1	

<p>ADLR</p> <p>Abbreviated Day - LRE based on full school day</p> <p>MUSER X.2.C(2)(c)</p>	<p>Calculate LRE based on full school day and amend the IEP.</p> <p>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.</p>	<p>Prong I: Submit compliant AWN, WN, and IEP.</p>	<p>1</p>	<p>4/30/2025</p>
<p>ADE1</p> <p>Abbreviated Day - Education - General Education Curriculum</p> <p>MUSER VI.2.L(1)(a)</p>	<p>Convene IEP Team to discuss how the student will access the general education curriculum.</p> <p>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.</p>	<p>Prong I: Submit compliant AWN, WN, and IEP.</p>	<p>1</p>	
<p>ADE2</p> <p>Abbreviated Day - Education - Assessments</p> <p>MUSER VI.2.L(1)(b)</p>	<p>Convene IEP Team to discuss how the student will access assessments.</p> <p>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.</p>	<p>Prong I: Submit compliant AWN, WN, and IEP.</p>	<p>1</p>	<p>4/30/2025</p>
		<p>Prong II: 1. Submit outline of training and attendance. 2. Letter of Assurance that SAU will follow federal and state regulations.</p>	<p>1</p>	

<p>ADE3</p> <p>Re-entry plan</p> <p>MUSER VI.2.L(1)(c)</p> <p>MUSER VI.2.L(1)(d)</p>	<p>Convene IEP Team to discuss re-entry plan no longer than 45 days and actions the SAU will take to assist the child to participate in a full day of school</p> <p>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.</p>	<p>Prong I:</p> <p>Submit compliant AWN, WN, and IEP.</p>	<p>1</p>	<p>4/30/2025</p>
<p>ADE4</p> <p>Abbreviated Day - Education - &gt;45 days</p> <p>MUSER VI.2.L(1)(e)</p>	<p>Convene IEP Team every 20 school days if student is on an abbreviated day for more than 45 days.</p> <p>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.</p>	<p>Prong I:</p> <p>Submit compliant AWN, WN, and IEP.</p>	<p>1</p>	
		<p>Prong II:</p> <p>1. Submit outline of training and attendance.</p> <p>2. Letter of Assurance that SAU will follow federal and state regulations.</p>	<p>1</p>	

<p>ADE5</p> <p>Abbreviated Day - Education - &gt;45 days</p> <p>MUSER VI.2.L(1)(e)</p>	<p>Convene IEP Team every 20 days and document in the WN:</p> <ul style="list-style-type: none"> <li>- Review progress toward return</li> <li>- Review progress in education setting</li> <li>- Determine what setting will allow the student to progress</li> </ul> <p>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.</p>	<p>Prong I:</p> <p>Submit compliant AWN, WN, and IEP.</p>	1	4/30/2025
		<p>Prong II:</p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Letter of Assurance that SAU will follow federal and state regulations.</li> </ol>	1	
<p>ADE6</p> <p>Abbreviated Day - Education - IEP addresses reason for abbreviated day</p>	<p>Convene IEP Team to discuss the skill gaps that are interfering with the child's ability to attend a full day of school. Develop goals and services to address these skill gaps.</p> <p>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.</p>	<p>Prong I:</p> <p>Submit compliant AWN, WN, and IEP.</p>	1	4/30/2025
		<p>Prong II:</p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Letter of Assurance that SAU will follow federal and state regulations.</li> </ol>	1	



ADM1 Abbreviated Day - Medical - General Education Curriculum  MUSER VI.2.L(2)(b)	Convene IEP Team to discuss how the student will access the general education curriculum.  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.	Prong I: Submit compliant AWN, WN, and IEP.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Letter of Assurance that SAU will follow federal and state regulations.	1	
ADM2 Abbreviated Day - Medical - Assessments  MUSER VI.2.L(2)(c)	Convene IEP Team 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.	Prong I: Submit compliant AWN, WN, and IEP.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Letter of Assurance that SAU will follow federal and state regulations.	1	
ADM3 Abbreviated Day - Medical - 90 day review  MUSER VI.2.L(2)(d)	Convene IEP Team at least every 90 calendar days to review progress and amend IEP as necessary  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.	Prong I: Submit compliant AWN, WN, and IEP.	1	4/30/2025
		Prong II: 1. Submit outline of training and attendance. 2. Letter of Assurance that SAU will follow federal and state regulations.	1	

<p>ADM4</p> <p>Abbreviated Day - Medical - Re-entry</p> <p>MUSER VI.2.L(2)(d)</p>	<p>Convene IEP Team when student is medically able to increase school day.</p> <p>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.</p>	<p>Prong I:</p> <p>Submit compliant AWN, WN, and IEP.</p>	<p>1</p>	<p>4/30/2025</p>
<p>Prong II:</p> <p>1. Submit outline of training and attendance.</p> <p>2. Letter of Assurance that SAU will follow federal and state regulations.</p>	<p>1</p>			
<p>ID</p> <p>34 CFR 300.149</p>	<p>Isolated Deficiencies</p>	<p>Prong I:</p> <p>Submit evidence of correction for each identified isolated deficiency.</p>	<p>5</p>	<p>4/30/2025</p>
<p>Prong II:</p> <p>1. Submit outline of training and attendance.</p> <p>2. Submit evidence of systemic correction for each area of identified non-compliance</p>	<p>3</p>			