



MARSS 201 Special Education End-of-Year (EOY) Reporting (Minnesota Automated Reporting Student System (MARSS))

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Prerequisites

- MARSS 106 – MARSS B-File Programs
- MARSS 103 – MARSS B-File Enrollment Data
- MARSS 102 – MARSS B-File Demographics

Special Education Tuition Billing

- The tuition billing system calculates an individual student invoice for students served by a nonresident district.
- Acknowledgements are required to be sent from the serving district to the district of residence. Minnesota Statutes, section 127A.47, subdivision 5.
- The resident district must be notified within 60 days of the date the pupil is determined to be a nonresident, but not later than August 1 following the end of the school year in which the pupil is educated.

Special Education Tuition Billing (2)

Source systems used by tuition billing:

- Minnesota Automated Reporting Student System (MARSS)
- Uniform Financial Accounting and Reporting Standards (UFARS)
- Special Education Data Reporting Application (SEDRA)

Special Education Tuition Billing (3)

MARSS data used for tuition billing:

- Work with the special education case managers to ensure that special education data are accurate according to the student's individualized education program (IEP) or individualized family service plan (IFSP). This would include:
 - Special Education Evaluation Status (SEES) 4 or 6; (see Slides 12-25 for definitions of SEES)
 - Instructional Setting
 - District of Residence
 - Special Education Service Hours (SESH) (only EOY and when needed)

This data impacts funding via tuition billing (fall and EOY).

Special Education Service Hours End-of-Year Submissions

- For MARSS records where actual membership and service hours are required (see Slides 53-54).
- Tuition billing calculates the services hours during the fall for all students using the midpoints and the reported membership hours. Districts are not required to report special education service hours during the fall. The program will not use the values if reported.
- For fall reporting, membership hours should be left blank or zero unless students have withdrawn. Report the accurate membership hours if required. Reporting one membership hour in the fall instead of leaving it blank will result in significantly overstated rates and reduce your tuition billing revenue.
- During the end-of-year MARSS reporting, special education services hours are required to be reported and used in the rate calculation.

Special Education Service Hours August Submissions

- For MARSS records where actual membership and service hours are required (see Slides 53-54).
- Report the most accurate hours starting with the August end-of-year MARSS submission.
- Reporting one hour of membership and one hour of special education services hour on the MARSS record will cause the rates in tuition billing to be significantly overstated. The hours that you report on the MARSS record is what tuition billing will use to create a rate to bill the nonresident district for unreimbursed costs.

Special Education Service Hours – Calculation

Special Education Service Hours for all other students (not described on Slides 53-54)

- Midpoints are a calculated percentage of time that the “average” student with an IEP by disability and federal setting receives special education and related services.
- The midpoint is the “average” percentage of a student’s membership hours he/she is receiving special education and related services including indirect time.
- Two factors used to determine the midpoint:
 - Primary disability of the student
 - Instructional setting of the student

- Midpoints to determine special education service hours.
- The tuition billing system uses the number of instructional days and length of a school day reported on the MARSS A school file to calculate the number of membership hours in a school year.
- The formula to determine the total special education services hours is:

Membership hours x midpoint (**instructional** setting and **primary** disability) = special education services hours.

Special Education Midpoints by Setting and Disability

	Disability	Setting I	Setting II	Setting III	Setting IV	Setting V	Setting VI	Setting VII	Setting VIII
401	Speech or Language Impairment	0.0390	0.2980	0.3440	0.1300	0.1900	0.1250	0.0710	0.1820
402	Mildly Moderate DCD	0.2260	0.4680	0.8680	1.0880	0.8910	0.5000	0.8390	0.4340
403	Severe Profound-DCD	0.1720	0.8820	0.9430	1.0610	0.8520	0.7200	0.4110	0.2990
404	Physically Impaired	0.1510	0.4510	0.9150	1.1580	0.2450	0.6780	0.7670	0.9300
405	Deaf or Hard of Hearing	0.1220	0.4530	0.9940	1.0890	0.6120	0.9580	0.0930	0.2180
406	Visually Impaired	0.1260	0.4700	0.9170	0.4970	0.4240	0.2520	0.2680	0.1050
407	Specific Learning Disability	0.1530	0.3890	0.7460	0.6370	0.4710	0.4610	0.4550	0.4550
408	Emotional or Behavioral Disorders	0.1420	0.4090	0.8780	0.9630	0.6410	0.5700	0.5140	0.4080
409	DeafBlind	0.2340	0.6270	0.9120	0.8510	1.0000	1.0000	1.0000	1.0000
410	Other Health Disabilities	0.1670	0.4080	0.9080	0.9860	0.5440	0.5320	0.6050	0.2470
411	Autism Spectrum Disorders	0.1460	0.4730	0.9610	1.0930	0.5720	0.6940	0.4960	0.3340
412	Developmentally Delayed	0.2300	0.3800	0.4030	0.3360	0.0440	0.1700	0.1480	0.2320
414	Traumatic Brain Injury	0.1860	0.4430	0.8130	0.6430	1.0000	0.9760	0.6360	0.3270
416	Severely Multiply Impaired	0.1860	0.4730	0.9740	1.0300	1.0000	0.7620	1.0000	0.1740

MARSS Reporting

Data elements required for reporting special education services which are provided in the IEP/IFSP:

- Special Education Evaluation Status (SEES)
- Primary disability
- Instructional setting
- Date services started
- Date services ended
- Special education service hours, if required
- **Verify if student is receiving special transportation**
- **Work with your special education director**

MARSS Reporting – Special Education Evaluation Status

One (1) Digit Numeric = 1

- SEES is an indicator of the students' need for and participation in special education programs during the enrollment period. This status must be kept up-to-date throughout the students' school year.
- A change in the students' SEES triggers the close of one enrollment record and the start of a new enrollment record.
- A change in the student's SEES with a 4 or 6 to a 7 triggers the close of one enrollment record and the start of a new enrollment record if the IEP/IFSP is terminated within the same year.

MARSS Reporting – Special Education Evaluation Status (2)

- A new enrollment record is required if the SEES changes.
- Students whose SEES is a 7 on the last enrollment record in one year will have a SEES of 1 the following school year. Enrollment records after the record with SEES 7 must have a SEES of 1.

Special Education Evaluation Status 1 and 2

- **1 – Student does not require evaluation. The student is not disabled; does not have an IEP/IFSP, is a regular education student or has a 504 Accommodation Plan.**
- **2 – Students were evaluated but did not require special education services.**
Students were evaluated but not considered disabled and no IEP/IFSP was written.
 - Use SEES 2 for prekindergarten (EC) children who receive evaluation services. If the child does not qualify for services, this will be the child's only enrollment record. If an IEP/IFSP is written and requires direct special education instruction by licensed professional special education staff, create a second enrollment record with a SEES of 4 or 6. If an IEP/IFSP is written and requires indirect services only and the student is age 3 through 21, report SEES 4, primary disability and instructional setting are not reported on this record.

Special Education Evaluation Status 3

- **3 – Students were evaluated and required special education services but are not currently participating in a special education program.** Used when students require services but no IEP/IFSP has been written or services have not started.
- SEES 3 should only be used when the child has been determined to be eligible for services and the district is unable to find a suitable program to meet the child's unique needs.

Example:

- The student has been approved by the parents for placement, not yet receiving services and the student gets a contagious illness that prevents homebound services being provided. There is a medical reason why homebound services cannot be provided and the special education services are delayed.

Special Education Evaluation Status 3, continued

- An early childhood student is evaluated, eligible for services and an IEP/IFSP is written but student moves for several weeks to live with the other parent who is out-of-state. Special education services are delayed and there is a valid reason that is on file in the student's records.
- SEES 3 should not be used to fill the perceived gap in enrollment for the end of the evaluation until the beginning of services.

Example:

- Early childhood child is evaluated and eligible for services. An IEP/IFSP is written in October and services start two weeks later. There should be a gap between finishing the evaluation and starting services.

Special Education Evaluation Status 4

- **4 – Students were evaluated and are receiving special education services under Public Law (P.L.) 108-446.**
 - These federal laws provide federal funds designed to supplement state educational efforts on behalf of disabled students in local educational agencies (LEAs) or state-operated or state-supported schools. The special education services must be provided directly by licensed professional special education staff for students age 3 through 21.

Special Education Evaluation Status 5

- **5 – Students were evaluated and determined to be eligible and in need of special education services, but parents refused services.**
 - Primary disability must be reported when reporting this evaluation status.
 - Early Childhood (EC) student records with the SEES of 5 must have zero membership hours and zero attendance hours.
 - Early childhood students do not receive special education services following this evaluation.
 - Students in grades K-12 can have membership and attendance hours on the SEES 5 record.

Special Education Evaluation Status 6

- **6 – Students, ages 3 through 21, were evaluated and are receiving special education services under Individuals with Disabilities Education Act (IDEA) and also receiving services from another public agency.**
- These students are receiving special education services from the school district and services from at least one other public agency identified on a standardized written plan through a coordinated planning process under Minnesota Statutes, sections 125A.023 and 125A.027.

Examples of public agencies:

- **County Social Services**
- **County Public Health Services**
- **County Juvenile Court Services**

Special Education Evaluation Status 6, continued

Examples of public agencies:

- **Vocational Rehabilitation Services**
- **Children's Mental Health Collaborative**
- **County or State Correctional Services**
- For students age 3 through 21, the special education services must be provided by licensed professional education staff.
- **SEES 6 is not dependent on using the IEP/IFSP document.** When working with other agencies on behalf of a student, use SEES 6. This coordination should also be documented elsewhere, like on an IEP.

Special Education Evaluation Status 7

- **7 – Students IEP/IFSP was terminated or requirements were met during this school year.** IEPs are usually terminated because the child no longer needs special education services or the parent has chosen to withdraw the student from special education. These students must have both a primary disability and an instructional setting that reflect the students' last IEP/IFSP.
- Change this code to 1 for the following school year.

Example:

Students with SEES of 4 or 6 and IEP/IFSP is terminated:

- Current record would be withdrawn with the Status End code of 99, a new record will be created starting the next day with the Last Location Code of 24 and SEES equal to 7, instructional setting and primary disability will be the same as the prior special education record.

Special Education Evaluation Status 8

- **8 – Students’ receiving Coordinated Early Intervening Services (CEIS).**
 - Districts must apply and be approved to report students with SEES = 8.
 - These students are receiving Early Intervening Services through an approved CEIS program prior to entering into special education services.
 - Would not include students in grade levels early childhood (EC) or kindergarten disabled (HK); or
 - Students who have a previous enrollment record with the SEES of 4 or 6 within the same school year.
 - Includes students in schools that use the federal money for teacher in-service, in addition to those that use the money for direct services.

Special Education Evaluation Status 8, continued

- Local educational agencies (LEAs) must report on the number of children receiving CEIS. It would be appropriate for LEAs to report students with a SEES of 8 that need additional support, who received instruction from personnel who participate in a professional development program. It would not be appropriate to count every student who were taught by these personnel if some of the students were not in need of additional support or were receiving special education services.

Instructional Setting

- Used in tuition billing, federal civil rights reports and for federal special education reports such as the Child Count Report. The Instructional Setting reported must correspond to the Primary Disability.
- The Instructional Setting must be reported for students with a Special Education Evaluation Status (SEES) of 4, 6 or 7. These records would have a Primary Disability of other than 00 or 54. The students' Instructional Setting must be obtained from the IEP/IFSP.

Instructional Setting (2)

- A change in Instructional Setting requires a new enrollment record.
- A new enrollment record is required when students transition from age 2 to 3 and from age 5 to 6.

There are three different sets of codes and definitions of Instructional Settings for students:

- Ages birth through 2
- Those receiving special education in early childhood settings ages 3 through 5
- Students receiving special education in school based settings (age 6 and older)

Instructional Setting: Birth-Age 2

- Use the following codes to report infants and toddlers (IDEA 97, Part C). These are called Early Intervention Program Settings for Part C, IDEA. For MARSS reporting purposes this applies to special education students (with a grade level of EC) who are age birth *through* age 2 (or birth to age 3). Students who turn age 3 must have a new enrollment record created on their birthday, or the following school day if their birthday falls on a non-school day, using codes 31 through 45.

Instructional Setting: Birth-Age 2 (2)

- **11 – Program designed for Children with Developmental Delays or Disabilities.** Refers to an organized program of at least one hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples include early intervention classrooms/centers and developmental day care programs.
- **12 – Program Designed for Typically Developing Children.** Services are provided in a facility regularly attended by a group of children. Most of the children in this setting do not have disabilities. For example, this includes children serviced in regular nursery schools and child care centers.

Instructional Setting: Birth-Age 2 (3)

- **13 – Home.** Services are provided in the principal residence of the child’s family or caregivers.
- **14 – Hospital (in-patient).** Hospital refers to a residential medical facility. The child must be receiving services on an in-patient basis.
- **15 – Residential Facility.** Residential program refers to a treatment facility which is not primarily medical in nature, where the infant or toddler currently resides in order to receive early intervention services.

Instructional Setting: Birth-Age 2 (4)

- **16 – Service Provider Location.** Provider location services are provided at a center, clinic or hospital, where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive services. These services may be delivered individually or to a small group of children.
- **17 – Other Setting.** Any service setting not included in the settings or programs listed above. For example, if the only component of the infant early intervention services is parent counseling during which the child is not present and the child receives no direct service, count as *other*.

Instructional Setting: Ages 3-5

- 30 – Child enrolled in and receiving special education services in an approved voluntary prekindergarten program.
- 31 – Participates in an early childhood or kindergarten program (non-special education) at least 10 hours per week and receives the majority of special education services in this setting.
- 32 – Participates in an early childhood or kindergarten program (non-special education) at least 10 hours per week but receives the majority of special education in another location.

Instructional Setting: Ages 3-5 (2)

- 33 – Participates in an early childhood or kindergarten program (non-special education) up to 10 hours per week and receives the majority of special education services in this setting.
- 34 – Participates in an early childhood or kindergarten program (non-special education) up to 10 hours per week but receives the majority of special education services in another location.

Instructional Setting: Ages 3-5 (3)

- **44 – Service Provider Location:** Children who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program. For example, speech instruction provided in:
 - Private clinicians' offices
 - Clinicians' offices located in school buildings
 - Libraries and other public locations
 - Hospital facilities on an outpatient basis
- Do not include children who also received special education at home. Children who received special education both at home and in a service provider location should be reported using MARSS Instructional Setting 45: Home.

Instructional Setting: Ages 3-5 (4)

- **45 – Home.** Children who received special education and related services in the principal residence of the child’s family or caregivers, and who did not attend any early childhood program or a special education program. Include children who received services both at home and in a service provider location. The term caregiver includes babysitters.

Instructional Setting: Ages 6-21

- **01 – Students who receive the majority of their special education and related services in a regular class.** Includes children and youth with disabilities, receiving special education and related services outside the regular classroom for less than 21 percent of the school day.
- **02 – Students who receive special education and related services in a resource room.** Includes children and youth with disabilities receiving special education and related services outside the regular classroom for 60 percent or less of the school day and at least 21 percent of the school day.

Instructional Setting: Ages 6-21 (2)

- **03 – Students who receive special education and related services in a separate class.** Includes children and youth with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the school day. This does not include pupils who received education programs in public or private separate day or residential facilities.
- **04 – Students who receive special education and related services in a public separate day school facility.** Includes children and youth with disabilities receiving special education and related services for greater than 50 percent of the school day in separate facilities. (Note: This must be a specially designed facility/program for special education students only.)

Instructional Setting: Ages 6-21 (3)

- **05 – Students who receive special education and related services in a private separate day school facility** at public expense for greater than 50 percent of the school day. (Note: This must be a specially designed facility/program for special education students only.)
- **06 – Students who receive special education and related services in public residential facilities** for greater than 50 percent of the school day. (Note: This must be a specially designed facility/program for special education students only: e.g. the State Academy for the Deaf and the State Academy for the Blind.)

Instructional Setting: Ages 6-21 (4)

- **07 – Students who receive special education and related services in a private residential facility** at public expense for greater than 50 percent of the school day. (Note: This must be a specially designed facility/program for special education students only.)
- **08 – Students receiving educational programs in a homebound/hospital placement.** Include children and youth with disabilities placed in and receiving education in a hospital program or homebound programs.
- In the definition of the Instructional Setting the percent of the school day does not refer to the MARSS Percent Enrolled data element. Students in grades one through 12 who have disabilities and are required to be in some type of school setting all day are reported as 100 Percent Enrolled, irrespective of their Instructional Setting.

Primary Disability

- **Primary Disability is used in federal statistical reports, including children exiting from special education, child count reports, state accountability reports and tuition billing.**
- **Mid-Year Change in Primary Disability**
 - A new enrollment record is required when students' Primary Disability changes during the year. The Primary Disability is used in tuition billing. Close out the current enrollment record with Status End code 99 and start a new enrollment record on the following school day indicating the new Primary Disability and Last Location of Attendance (LLA) 24.

Primary Disability (2)

- **Mid-Year IFSP/IEP Termination**
- For students in grades K-12 when the IFSP/IEP is terminated during the year, close out the current enrollment record on the last day of service with Status End code 99 and start a new enrollment record on the following valid school day with a SEES of 7, LLA of 24, and Primary Disability and Instructional Setting indicated on the just prior IFSP/IEP record.
- Students whose SEES is 4 (student has an IFSP/IEP), 6 (student receives additional services at another public agency) or 7 (IFSP/IEP was terminated during this school year) must have a valid Instructional Setting and a Primary Disability other than 00 or 54.

Primary Disability (3)

- 00 – No IFSP/IEP, non-disabled student. Use 00 for students who received no evaluation for special education services, received special education evaluation services only, or whose IFSP/IEP will *not* take effect until the next school year.
- 01 – Speech/Language Impairments.
- 02 – Developmental Cognitive Disabilities: Mild-Moderate.
- 03 – Developmental Cognitive Disabilities: Moderate-Severe.
- 04 – Physically Impaired.
- 05 – Deaf – Hard of Hearing.

Primary Disability (4)

- 06 – Visually Impaired.
- 07 – Specific Learning Disabilities.
- 08 – Emotional/Behavioral Disorders.
- 09 – Deaf – Blind.
- 10 – Other Health Disabilities.
- 11 – Autism Spectrum Disorders.

Primary Disability (5)

- 12 – Developmental Delay.
- Both federal law and Minnesota Statutes allow children who are birth through age 6 to have a disability of developmental delay. Students' age birth through age 6, who are not enrolled in any academic kindergarten program may be reported with a Student Grade Level EC and the Primary Disability may be recorded as 12. *Refer to Procedure Number 6-EC.*
- 14 – Traumatic Brain Injury.
- 16 – Severely Multiply Impaired.

Primary Disability (6)

- **Early Childhood Special Education – Grade “EC”**
 - For prekindergarten children who receive an evaluation for special education use Special Education Evaluation Status (SEES) 2 on the evaluation record. Children who qualify for special education services will have a second enrollment record starting on the date services commenced under a signed IFSP/IEP. The second enrollment record will have SEES 4 or 6 and requires a Primary Disability.
- ***Refer to Procedure Number 6-EC for more information.***
- **Multiple Disabilities**
 - For students eligible to receive services in more than one disability area, report the Primary Disability which most impacts the child’s functional or academic skills and abilities. This is provided in the IFSP/IEP.

Primary Disability – 54 Definition

- **54 – 504 Accommodation Plan**

- A 504 Accommodation Plan is written for students with physical or mental impairments that limits one or more life activities. All accommodations, modifications or services must be provided to the student to ensure an education in the least restrictive environment. The plan should be reviewed annually. Students with a 504 Accommodation Plan do not have an IFSP/IEP during the same time period.

504 Accommodation Plan

- For students who have both an IFSP/IEP and 504 Accommodations at some time during a given school year, albeit not concurrently, report the IFSP/IEP Primary Disability and Special Education Evaluation Status of 4 or 6 in the enrollment record while the student had an IEP. Report a Primary Disability of 54 and Special Education Evaluation Status 00 in the enrollment record during which the student had a 504 Plan. If the 504 Plan does not require a full day of attendance every school day the student must be reported as part-time. *Refer to the definition of Percent Enrolled for more information.*

Examples:

- A student with a signed IFSP/IEP and who is receiving services by December 1, should have a Primary Disability (other than 00 or 54) reported on the fall MARSS submission. If the IFSP/IEP was terminated after December 1, and a 504 Accommodation Plan was written, the end-of-year (EOY) MARSS submission would have three enrollment records for the student.

Primary Disability – 54 (2)

EOY Record # 1:

- Same as reported on the fall MARSS submission, with a Status End Date the same as the IFSP/IEP termination date.

EOY Record # 2:

- Status Start Date the school day after the IFSP/IEP was terminated and a SEES 7. Include the student's Primary Disability and Instructional Setting on this record. This will be a one-day enrollment record.

EOY Record # 3:

- Status Start Date the school day after the enrollment record with the SEES 7, SEES 1, Primary Disability 54 and Instructional Setting 00.

Primary Disability – 54 (3)

- **If the 504 plan is still valid for the next school year, a Primary Disability 54 is reported.**
- Students with a 504 plan at some time prior to the final fall and end-of-year reporting submission should have:
 - Primary Disability of 54,
 - SEES 1, and
 - Instructional Setting 00.

Primary Disability – 54 (4)

If an IFSP/IEP is written after December 1, there will be two enrollment records on the EOY files:

- **EOY Record # 1:**
 - Primary Disability 54, SEES 1 and Instructional Setting 00, status end date will be the last day of the 504 plan.
- **EOY Record # 2:**
 - Status Start the day the IFSP/IEP was signed and services started, SEES 4 or 6, Primary Disability of other than 00 or 54 and Instructional Setting of other than 00.

Special Education Service Hours (SESH)

- SESH are used in generating the special education tuition billing.
- SESH are the number of direct and indirect special education services scheduled to be provided by a licensed special education teacher as defined in Minnesota Rules, part 3525.0210, subpart 14 and 27. **Hours for program or one-to-one paraprofessionals and one-to-one professionals are not included.**
- SESH are the hours scheduled between the Status Start and Status End Dates. The hours are not necessarily the hours that the student attended.

Special Education Service Hours (2)

- SESH would be the regular the time student is scheduled for special education SESH, which may be different than the membership hours.
- Should include direct and indirect services scheduled to be provided. SESH can include time scheduled for which the student was absent.
- However, if the session was re-scheduled do not claim the time more than once.
- In some cases, these hours could be greater than the membership hours.
- Typically a school age student's special education services are provided during the time that the student generates membership so the SESH would not exceed membership hours.
- SESH may exceed membership hours for EC and HK students with stacked services.

Special Education Service Hours (3)

- **Students who must have the SESH entered on MARSS:**

- Early childhood special education (EC)
- Kindergarten disabled (HK)
- Shared-time (State Aid Category (SAC) 16-18)
- Sites that have cooperative teaching, inclusive programs or multidisciplinary with stacked services. (MARSS 57 Special Education Teaching Model Report)
- Students with membership based on credits

(continued on next slide)

Special Education Service Hours (4)

- **Students who must have the SESH entered on MARSS, continued:**
 - Independent study – Flag equals yes and are not dual/concurrently enrolled
 - Project based
 - Online learning
 - Students with IEPs and in care and treatment (SAC 27 only – not SAC 28)
 - Students with SAC 46 Extended School Year
 - Students on homebound, medically confined to the home, with a medical note on file from the doctor, homebound flag equals “Y” (one hour of homebound services equals one hour of SESH).

Special Education Service Hours (5)

- SESH that are to be reported on MARSS are for direct and indirect special education services from a licensed professional (including occupational therapists (OTs), physical therapists (PTs), and other therapists).
- Minnesota Rules, part 3525.1310, indicates the activities that are eligible to be included.
- The time in the regular classroom or community education programs without direct special education or related services does not count and should not be included in the MARSS SESH field.

Special Education Service Hours (6)

- The MARSS SESH are just that; the SESH for students who are required to have those hours entered (*see previous slides*). If the student is not in an inclusive, cooperative teaching model or a multidisciplinary program with stacked services, or not one of the students indicated previously, then you will not enter the SESH as the Minnesota Department of Education (MDE) will use the midpoints to calculate the special education service hours for each membership record.

Reports to Verify Data

- **MARSS 07 Local** – Edit Summary Special Education
 - District
 - School
- **MARSS 19 Local** – Tuition Billing
- **MARSS 23 Local** – Special Education By School
 - December 1 Count
 - All Records
- **MARSS 31 Statewide** – Residents Served Elsewhere
- **MARSS 57 Statewide** – Special Education Teaching Models

MARSS 07 – Edit Summary Special Education

- **Retrieve by district level or school level.**
- **List of how many students were reported under the following categories:**
 - Special Education Evaluation Status (SEES)
 - Instructional Setting
 - Primary Disability
- **Includes all special education students, not just those enrolled over December 1.**

MARSS 07 – Edit Summary Special Education (2)

- Use to verify counts of students for each SEES, Instructional Setting and Primary Disability.
- Each count is provided by gender, English learner (EL) status and race/ethnicity.

Share with the special education director.

MARSS 07 Report – District

MARSS EDIT SUMMARY REPORT - Special Education

District : 001 PUBLIC SCHOOL DIST.
 School: 001 SCHOOL
 Grade: All Grades

USING EOY DATA
 2018-2019 SCHOOL YEAR
 School Level of Detail

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 Edited : 1/14/2019 7:46:19AM
 Printed: 1/31/2019 2:29:15PM

MARSS DATA ITEMS AND VALUES	TOTAL MALE	TOTAL FEMALE	STUDENT TOTAL	EL NEED	EL PCP	% MINORITY	Am Indian		Asian		Hispanic		Black		White		Haw/Pac Isl		Multi	
							M	F	M	F	M	F	M	F	M	F	M	F	M	F
*** Evaluation Status Totals	1206	1171	2377	56	52	20.0%	11	18	42	48	54	58	109	84	968	934			22	29
1 Not Evaluated - No IEP	993	1094	2087	49	46	19.3%	6	16	37	47	44	49	84	74	802	882			20	26
4 Has IEP/IFSP/IIIP - receiving service	214	77	291	7	6	24.7%	5	2	5	1	10	9	25	10	167	52			2	3
*** Instructional Setting Totals	214	77	291	7	6	24.7%	5	2	5	1	10	9	25	10	167	52			2	3
01 Outside of Regular Classroom 00-20%	126	56	182	2	2	22.5%	2	1	3	1	6	8	9	7	104	37			2	2
02 Resource Room 21-60%	46	14	60	4	3	26.7%		1	3		2		8	2	33	11				
03 Separate Classroom >=60%	45	9	54	2	2	29.6%	3		1		1	1	8	1	32	6				1
04 Public Separate Facility >50%	4	1	5			60.0%					1		2		1	1				
*** Primary Disability Totals	214	77	291	7	6	24.7%	5	2	5	1	10	9	25	10	167	52			2	3
01 Speech/Language Impaired	9	4	13			15.4%						1	1		8	3				
02 DCD - Mild Moderate	7	2	9			22.2%					1		1		5	2				
03 DCD - Severe Profound	5	4	9	1	1	33.3%					1	1	1	1	4	2				
04 Physically Impaired	2		2			100.0%	2													
05 Deaf-Hard of Hearing	1	2	3			0.0%									1	2				
06 Visually Impaired	1		1			0.0%									1					
07 Specific Learning Disability	44	25	69	5	4	29.0%		1	1	1	3	3	3	5	35	14			2	1
08 Emotional Behavior Disorders	26	7	33			36.4%	1		1		1	1	6	1	17	4				1
10 Other Health Disabilities	59	23	82	1	1	24.4%	1	1	1		4	2	8	2	45	17				1
11 Autism Spectrum Disorders	56	8	64			14.1%			2		1	1	4	1	49	6				
14 Traumatic Brain Injury Disabled	3	2	5			40.0%	1						1		1	2				
16 Severely Multiply Impaired	2		2			0.0%									2					
*** Other Information																				
54 504 Accommodation Plan	20	19	39			12.8%			1				1	3	18	16				

MARSS 19 Special Education Tuition Billing

- **List of all nonresident students reported with Special Education Evaluation Status (SEES) 4 or 6.**
- **Forward to the resident district.**
- A separate report page is provided for each resident district.
- Verify:
 - All nonresident students with an IFSP/IEP are reported with the correct SEES (4 or 6)
 - Resident district number/type
 - School of enrollment
 - Enrollment dates

MARSS 19 Report, continued

- **Verify:**

- Transportation category, transporting district number/type
- Grade
- Birthdate and age
- Disability
- Computed membership hours
- SAC
- Instructional setting
- SESH

Share report with the special education director and business manager.

MARSS 19 Report, continued (2)

MARSS Special Education Tuition Billing Report															
Serving District: [REDACTED] SCHOOL DISTRICT		USING EOY DATA				Page 1 of 39									
Resident District: [REDACTED] School District		2016-2017 SCHOOL YEAR				Edited: 4/28/2017 9:37:55AM									
Information contained in this report must be treated as private data on students.															
State Reporting Number	School Number/Name	Start Date	End Date	Cat	Nbr	Transportation Dist Name	Grd	Aid Cat	Birth Date	Age	Special Education Eval	Set Dis	Hrs	Mbr Hrs	
		09/27/2016	10/24/2016	00			05	01		10	4	03	02	0.00	102
		10/25/2016	06/08/2017	00			05	01		10	4	02	02	0.00	840
		09/06/2016	06/08/2017	00			10	01		15	4	01	10	0.00	1032
		09/06/2016	06/06/2017	00			12	01		17	4	01	07	0.00	1020
		09/06/2016	10/03/2016	00			11	01		16	4	03	07	0.00	120
		10/11/2016	11/04/2016	00			11	11		16	4	03	07	0.00	102
		09/06/2016	06/08/2017	00			07	01		12	4	01	10	0.00	1032
		10/04/2016	12/20/2016	00			07	03		12	4	01	10	0.00	31
		09/06/2016	06/08/2017	00			HK	01		5	4	31	12	0.00	1032
		09/06/2016	06/08/2017	00			09	11		14	4	03	04	0.00	1032
		09/06/2016	11/18/2016	00			12	11		20	4	04	02	0.00	306
		12/05/2016	06/08/2017	00			02	11		8	4	02	07	0.00	684
		12/05/2016	06/08/2017	06			06	11		12	4	02	07	0.00	684
		09/06/2016	01/11/2017	06			07	11		14	4	01	10	0.00	474
		12/08/2016	06/30/2017	00			EC	11		0	4	13	12	1.00	0
		09/06/2016	06/08/2017	03			12	01		19	4	04	07	0.00	1032
		09/06/2016	06/08/2017	00			04	01		9	4	02	10	0.00	1032
		12/07/2016	03/07/2017	06			11	11		16	4	01	07	0.00	324
		09/06/2016	11/18/2016	00			06	11		11	4	03	08	0.00	306
		09/06/2016	06/08/2017	00			05	01		10	4	02	08	0.00	1032
		11/29/2016	06/08/2017	00			05	03		11	4	02	08	0.00	17
		09/06/2016	06/08/2017	00			05	01		10	4	01	08	0.00	1032
		11/29/2016	06/08/2017	00			05	03		11	4	01	08	0.00	17
		01/11/2017	06/08/2017	03			12	11		20	4	04	02	0.00	564
		09/06/2016	06/08/2017	00			10	01		15	4	02	08	0.00	1032
		09/06/2016	06/08/2017	00			10	19		14	4	02	03	0.00	1032
		09/06/2016	06/08/2017	00			11	11		16	4	03	02	0.00	1032
		02/01/2017	06/08/2017	06			03	11		8	4	02	07	0.00	486
		09/06/2016	09/14/2016	06			06	11		11	4	01	07	0.00	42
		10/14/2016	06/08/2017	06			06	11		11	4	01	07	0.00	870
		11/14/2016	12/13/2016	00			06	11		11	4	01	10	0.00	114
		09/06/2016	06/08/2017	00			EC	01		4	4	30	01	1.00	0
		10/28/2016	01/09/2017	00			07	01		12	4	02	10	0.00	246
		10/25/2016	06/30/2017	00			EC	01		2	4	13	12	1.00	0

This report represents data at a preliminary stage.

"E" records contain a local error and will not be included in tuition billing.

MARSS19_SpecialEdTuitionBilling

MARSS 23 Special Education by School

- **List of all students reported with SEES 4 or 6.**
- **Retrieve by either: all records or December 1 records.**
- **Verify that all students with IEPs have been identified.**
- **Verify:**
 - SEES, primary disability, instructional setting
 - Race/ethnicity
 - Resident district number/type
 - SAC

Share report with the special education director and business manager.

MARSS 23 Special Education Students

MARSS Listing of Special Education Students Served

Serving District: [REDACTED] SCHOOL DIST. USING EOY DATA Page 1 of 479
 Serving School: 001 [REDACTED] SCHOOL 2018-2019 SCHOOL YEAR Edited: 1/14/2019 7:45:46AM
 Information contained in this report must be treated as private data on students. Printed 1/31/2019 2:33:28PM

Grade	Local Use Identifier	State Reporting Number	SpEd Status	Primary Disability	Instr. Setting	Fed Race	Resident District	State Aid Code	Begin Date	End Date	Funding Level
09											
A	[REDACTED]	[REDACTED]	2	4 11-ASD	03	W	[REDACTED] HOOL D	01	09/05/2018	06/07/2019	Level 2
A	[REDACTED]	[REDACTED]	3	4 11-ASD	03	W	[REDACTED] HOOL D	01	09/05/2018	06/07/2019	Level 2
A	[REDACTED]	[REDACTED]	1	4 01-S/LI	01	W	[REDACTED] BLIC SCH	00	09/05/2018	11/14/2018	
A	[REDACTED]	[REDACTED]	3	4 10-OHD	02	W	[REDACTED] BLIC SCH	00	09/05/2018	12/21/2018	Level 1
A	[REDACTED]	[REDACTED]	3	4 10-OHD	01	W	[REDACTED] BLIC SCH	00	12/22/2018	06/07/2019	
A	[REDACTED]	[REDACTED]	0	4 10-OHD	01	W	[REDACTED] BLIC SCH	00	09/05/2018	11/03/2018	
A	[REDACTED]	[REDACTED]	0	4 10-OHD	02	W	[REDACTED] BLIC SCH	00	11/06/2018	06/07/2019	Level 1
B	[REDACTED]	[REDACTED]	3	4 07-SLD	01	W	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 1
B	[REDACTED]	[REDACTED]	3	4 10-OHD	01	W	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 1
B	[REDACTED]	[REDACTED]	0	4 07-SLD	01	B	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 1
B	[REDACTED]	[REDACTED]	3	4 11-ASD	01	W	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 2
B	[REDACTED]	[REDACTED]	3	4 05-DHH	01	W	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 3
B	[REDACTED]	[REDACTED]	0	4 10-OHD	02	W	[REDACTED] BLIC SCH	00	09/05/2018	01/25/2019	Level 1
B	[REDACTED]	[REDACTED]	0	4 10-OHD	02	W	[REDACTED] HOOL D	11	01/26/2019	06/07/2019	
B	[REDACTED]	[REDACTED]	3	4 11-ASD	01	W	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 2
B	[REDACTED]	[REDACTED]	3	4 11-ASD	01	W	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 2
B	[REDACTED]	[REDACTED]	2	4 08-EBD	01	B	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 3
B	[REDACTED]	[REDACTED]	3	4 10-OHD	02	B	[REDACTED] BLIC SCH	00	09/05/2018	01/02/2019	Level 1
B	[REDACTED]	[REDACTED]	3	4 10-OHD	02	B	[REDACTED] BLIC SCH	00	01/31/2019	05/18/2019	
C	[REDACTED]	[REDACTED]	3	4 07-SLD	01	H	[REDACTED] BLIC SCH	00	09/05/2018	10/13/2018	
C	[REDACTED]	[REDACTED]	1	4 11-ASD	01	W	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 2
C	[REDACTED]	[REDACTED]	0	4 07-SLD	01	W	[REDACTED] BLIC SCH	00	09/05/2018	06/07/2019	Level 1
C	[REDACTED]	[REDACTED]	3	4 08-EBD	02	W	[REDACTED] BLIC SCH	00	09/05/2018	01/02/2019	Level 3
C	[REDACTED]	[REDACTED]	3	4 08-EBD	02	W	[REDACTED] BLIC SCH	00	01/08/2019	01/26/2019	
C	[REDACTED]	[REDACTED]	3	4 08-EBD	02	W	[REDACTED] BLIC SCH	00	03/19/2019	06/07/2019	

MARSS 31 Residents Served Elsewhere

List of students whom another district or charter school has reported your district as the resident district.

- Categories:
 - Tuition Students
 - Enrollment Options
 - Ineligible Nonresident Students
 - Shared-Time Students (Tuition)
 - Shared-Time Students (No Tuition)
 - Contract Alternative
 - Extended School Year (ESY) Students
 - Preschool Screening

MARSS 31 Residents Served Elsewhere (2)

- **Been reported and you have identified as the resident district.**
- **Verify:**
 - State Student ID (SSID)
 - State Aid Category (SAC)
 - Special Education Evaluation Status (SEES)
- **Contact the enrolling district's MARSS coordinator if you disagree with any data reported.**

Share this report with your special education director and business manager.

MARSS 31 Residents Served Elsewhere (3)

Resident District SCHOOL DIST. **Resident Students Attending Elsewhere**
 End Of Year Data - Statewide Edit Completed 05/05/2017
 2016-17 School Year

* Tuition Students *

Student Name	State Student ID	Serving Dst Num Name	School Num Name	Gr	Aid Cat	SEES	Dis	Settg	Ins Days	% Enr	Att Days	Mbr Days	1.0 ADM	1.0 WADM	Ext ADM	Ext WADM	Beg & End Dates	SEES End
				09	27	1	00	00	176	100	14	14	0.08	1.20	0.00	0.00	01/03/17-01/23/17	20
				10	27	1	00	00	171	999	120	120	0.12	1.20	0.00	0.00	01/25/17-03/24/17	20
				10	27	1	00	00	171	999	126	126	0.12	1.20	0.00	0.00	04/10/17-08/08/17	99
				09	27	1	00	00	176	999	5	5	0.01	1.20	0.00	0.00	10/18/16-10/27/16	20
				09	27	1	00	00	172	100	5	11	0.06	1.20	0.00	0.00	10/31/16-11/14/16	41
				10	27	1	00	00	171	999	18	18	0.02	1.20	0.00	0.00	03/24/17-04/13/17	20
				07	27	1	00	00	171	999	99	99	0.10	1.20	0.00	0.00	04/24/17-08/08/17	99
				11	27	1	00	00	172	100	80	82	0.48	1.20	0.00	0.00	01/31/17-06/07/17	40
				11	03	1	00	00	171	999	34	170	0.01	1.20	0.16	0.19	06/13/16-08/16/16	20
				12	03	1	00	00	171	999	2	10	0.01	1.20	0.00	0.00	08/13/16-07/15/16	20
				11	27	1	00	00	171	999	9	9	0.01	1.20	0.00	0.00	03/20/17-03/22/17	2
				11	27	1	00	00	171	999	8	8	0.01	1.20	0.00	0.00	03/23/17-04/04/17	20
				12	27	1	00	00	172	100	2	2	0.01	1.20	0.00	0.00	11/16/16-11/17/16	20
				10	27	1	00	00	172	100	1	1	0.01	1.20	0.00	0.00	11/10/16-11/10/16	20
				01	19	4	02	02	171	100	150	184	0.98	1.00	0.00	0.00	09/15/16-08/02/17	40
				11	27	1	00	00	176	999	155	155	0.18	1.20	0.00	0.00	01/05/17-02/23/17	20
				12	03	1	00	00	171	999	17	85	0.08	1.20	0.00	0.00	06/13/16-07/15/16	8
				12	27	4	08	01	172	100	30	31	0.18	1.20	0.00	0.00	09/06/16-10/19/16	20
				12	27	4	08	01	182	999	38	46	0.04	1.20	0.00	0.00	10/24/16-11/18/16	20
				11	27	4	08	01	172	999	1	1	0.00	1.20	0.00	0.00	11/28/16-12/02/16	18
				12	27	1	00	00	171	999	22	22	0.02	1.20	0.00	0.00	02/27/17-03/14/17	20
				07	27	1	00	00	171	999	21	21	0.02	1.20	0.00	0.00	02/27/17-03/08/17	2
				07	27	1	00	00	171	999	4	4	0.00	1.20	0.00	0.00	03/06/17-03/10/17	20
				12	03	1	00	00	171	999	12	80	0.06	1.20	0.00	0.00	09/12/16-12/02/16	20
				11	03	1	00	00	171	999	2	5	0.00	1.20	0.00	0.00	06/13/16-08/30/16	20
				12	10	4	10	04	172	100	164	172	1.00	1.20	0.00	0.00	09/06/16-08/08/17	8
				12	03	1	00	00	171	999	34	170	0.17	1.20	0.00	0.00	06/14/16-08/16/16	20
				EC	10	4	12	13	244	999	9	9	0.28	1.00	0.00	0.00	09/08/16-08/30/17	40
				10	27	1	00	00	171	999	9	9	0.01	1.20	0.00	0.00	12/20/16-12/22/16	20
				08	27	1	00	00	171	999	90	90	0.09	1.20	0.00	0.00	04/04/17-06/08/17	99
				02	27	4	08	01	149	999	108	108	0.12	1.00	0.00	0.00	09/12/16-11/03/16	20
				03	27	1	00	00	172	50	13	13	0.04	1.00	0.00	0.00	09/08/16-09/23/16	20
				12	03	1	00	00	171	999	12	58	0.06	1.20	0.00	0.00	06/15/16-08/16/16	20
				11	27	4	10	01	172	100	19	19	0.11	1.20	0.00	0.00	09/08/16-09/30/16	20
				11	27	4	10	01	172	100	12	13	0.08	1.20	0.00	0.00	11/30/16-12/16/16	20
				11	27	4	10	01	175	100	16	16	0.09	1.20	0.00	0.00	11/02/16-11/28/16	13
				08	19	4	08	04	171	100	87	98	0.56	1.00	0.00	0.00	01/10/17-08/08/17	99
				09	27	1	00	00	175	100	42	42	0.24	1.20	0.00	0.00	09/06/16-11/04/16	20
				07	27	1	00	00	171	999	18	18	0.02	1.20	0.00	0.00	02/16/17-02/24/17	20
				10	27	1	00	00	175	100	29	29	0.17	1.20	0.00	0.00	11/08/16-12/21/16	20
				11	27	1	00	00	171	999	42	42	0.04	1.20	0.00	0.00	02/21/17-03/22/17	20
				12	03	1	00	00	171	999	54	64	0.00	1.20	0.06	0.07	06/13/16-07/07/16	99
				10	27	1	00	00	172	100	17	17	0.10	1.20	0.00	0.00	02/17/17-03/21/17	20
				12	19	4	03	04	171	100	171	171	1.00	1.20	0.00	0.00	09/06/16-08/08/17	99
				11	27	1	00	00	172	100	27	27	0.16	1.20	0.00	0.00	05/01/17-06/07/17	40
				08	27	4	11	01	171	999	27	27	0.03	1.20	0.00	0.00	10/26/16-11/07/16	20
				12	27	02	01	171	100	16	16	0.06	1.20	0.00	0.00	09/06/16-09/27/16	20	
				08	27	4	08	08	175	999	1	1	0.00	1.00	0.00	0.00	11/01/16-11/02/16	20
				08	27	1	00	00	176	999	36	36	0.10	1.20	0.00	0.00	11/18/16-12/16/16	20
				10	27	4	08	01	172	100	133	135	0.78	1.20	0.00	0.00	09/06/16-04/13/17	20
				10	27	4	08	01	172	100	1	1	0.01	1.20	0.00	0.00	01/03/17-01/03/17	20

Resident Students Attending Elsewhere

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May 08 2017 01:19:23 PM

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MARSS 57 Special Education Teaching Model

- **List of schools in the district with an indication of whether they provide any one of three teaching models:**
 - Cooperative Teaching
 - Inclusive Program
 - Multi-Disciplinary
- **This information is used in editing MARSS special education data.**
- **Report is posted to fall MARSS Web Edit System (WES) and should be forwarded to the special education director to update yearly, sign and return to MDE at the address provided on the report by the deadline of March 31.**
- **School classification cannot be changed on this form.**

MARSS 57 Special Education Teaching Model Report

Indicated Teaching Models
School Characteristics Used to Edit 2016-17 MARSS Files

SCHOOL DISTRICT

Due by: 3/31/2017
Return to: Marilyn Loehr
MARSS Coordinator
1500 Highway 36 West
Roseville, MN 55113

SchYr	Sch Nu	School Name	Classification (1)	Cooperative Teaching	Inclusive Program	Multi-Disciplinary
16-17	22	FR	32	N	N	N
16-17	23	FR	20	N	N	N
16-17	546	HA	10	N	N	N
16-17	550	ST	10	N	N	N
16-17	551	TR	50	N	N	N
16-17	552	FR	41	N	N	N
16-17	553	FR	51	N	N	N
16-17	632	FR	45	N	N	N
16-17	652	FR	41	N	N	N

Check if no changes for 16-17

District Special Education Director

Phone Number

(1) Classifications cannot be changed on this form. Contact your district's Site Verification Coordinator.

10 Elementary (EC-6)	40 Elem/Sec Combo (K-12)	50 Special Education	72 Neglected, Title I	77 Public Residential C & T
20 Middle (5-8 or 6-8)	41 Area Learning Center	51 Extended School Year	73 Homeless, Title I	78 Private Day Treatment
31 Junior High (7-8 or 7-9)	42 Alternative Program	55 Combine Spec Ed/Voc Ed	74 Hospital/Medical	79 Public Day Treatment
32 Senior High (9 or 10-12)	43 Contract Alternative	60 Sec Voc Program	75 Telecommunications	82 Comm & Adult Ed Prog
33 Secondary (7-12)	45 Targeted Services	70 Delinquent/Correctional	76 Private Residential C & T	83 Early Childhood Screening
	46 Online Learning			90 Administrative Prog

Contacts:
Michelle Jones (651) 582-8577 or michelle.jones@state.mn.us for questions on Teaching Models
Mary Pat Olsen (651) 582-8624 or mds.school-verify@state.mn.us for questions on School Classifications
Marilynn Loehr (651) 582-8456 or marilyn.loehr@state.mn.us for questions on MARSS

Definitions of Teaching Models are sent to Special Education Directors and also posted in the Data Elements - Special Education Evaluation Status of the MARSS Manual.

Print Date: 01/08/2017 Page 1 of 1
Marss57_SpEd_Teaching_Models

Contact Information

MARSS

(marss@state.mn.us)

Marilynn Loehr

(marilynn.loehr@state.mn.us)

Tuition Billing

(mde.spedfunding@state.mn.us)

Questions



Thank you!

Marilynn Loehr

marilynn.loehr@state.mn.us

651-582-8456

Michelle Jones

michelle.jones@state.mn.us

651-582-8577