

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 to set the rates.
 - Close out the current enrollment record with Status End code 50 and start a new enrollment record on the following school day indicating the new Primary Disability and Last Location of Attendance (LLA) 24.

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 50 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 last IFSP/IEP.
- 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 of other than 00 or 54.

Primary Disabilities

- 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 or Hard of Hearing.

Primary Disabilities (2)

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

Primary Disabilities (3)

- 12 – Developmentally Delayed.
 - Both federal law and Minnesota Statute allow children who are birth through age 6 to have a disability of Developmentally Delayed. Students' age birth through age six, 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 – EC

- **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.

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.*

Example:

- 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 – 504 (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.
- **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 EOY reporting submission should have:
 - Primary Disability of 54,
 - SEES 1, and
 - Instructional Setting 00.

Primary Disability – 504 (3)

- **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 after 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.

Primary Disability – 504 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.

Child Count Reporting Who Can be Counted

A child must have all three of the criteria listed below in place to be counted in the December 1, Child Count:

- Have a valid IEP/IFSP that is less than one year old as of December 1,
- Have a current evaluation or re-evaluation that is less than 3 years old as of December 1,
and
- Be receiving special education and related services as of December 1.

Reporting Timelines

- There are four fall MARSS reporting deadlines:
 - September 26, 2018
 - November 07, 2018
 - December 19, 2018
 - January 3, 2019 – Final deadline no additional files will be accepted and no manual changes allowed
- Refer to the *MARSS Fall Timelines* document posted to the website for exact dates.
- Make sure you are reviewing the turn around reports posted to the web and to MARSS Web Edit System (WES) to make sure all of your special education students are counted and coded correctly.
- Child count is final in fall; it is not appealable and is not updated with end-of-year data.

- Work with the special education case managers to ensure that special education data are accurate according to the student's IEP or IFSP. This would include:
 - Special Education Evaluation Status
 - Federal instructional Setting
 - Primary Disability
 - District of Residence
 - Special Education Service Hours (only for EOY and when needed)
 - Extended School Year (ESY)
- This data impacts funding via tuition billing (fall and EOY).

Turn Around Report

REPORT #13		RUN DATE:02/03/16		MN DEPT OF EDUCATION/SPECIAL EDUCATION															CCRPTC40250716					PAGE	715
FORM: 108-44		UNDUPLICATED CHILD COUNT BY SETTING															PUBLIC ENRLMNT:		235	REC'ING SER:		65			
DIST TYE-NUM:07-4025		ECSU: 11															NONPUBLIC ENRLMNT:		0	REC'ING SER:		0			
DIST NAME: CYBER VILLAGE ACADEMY		DECEMBER 1, 2015															TOTAL ENRLMNT:		235	TOT'REC SER:		65			
AGE:	BIRTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	+21	TOTAL	

DCDM	02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
CAT		0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
VI	01	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
CAT		0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
SLD	01	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3	0	0	0	0	0	0	5	
SLD	02	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0	3	
CAT		0	0	0	0	0	0	0	0	0	0	2	0	0	1	2	3	0	0	0	0	0	0	8	
EBD	01	0	0	0	0	0	0	0	0	0	0	1	2	1	0	1	1	1	0	0	0	0	0	7	
EBD	02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
CAT		0	0	0	0	0	0	0	0	0	0	1	2	1	0	2	1	1	0	0	0	0	0	8	
OHI	01	0	0	0	0	0	0	0	1	0	0	1	1	1	2	3	2	4	1	2	0	0	0	18	
OHI	02	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	2	
OHI	08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
CAT		0	0	0	0	0	0	0	1	1	0	1	1	1	2	3	3	5	1	2	0	0	0	21	
ASD	01	0	0	0	0	0	0	0	0	0	2	1	1	1	3	4	7	0	1	0	0	0	0	20	
ASD	02	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	
ASD	03	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	
CAT		0	0	0	0	0	0	0	1	0	2	2	1	2	3	4	7	0	1	0	0	0	0	23	
TBI	01	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2	
CAT		0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2	
TOTAL	1	0	0	0	0	0	0	0	1	0	2	3	4	4	7	9	14	5	2	2	0	0	0	53	
TOTAL	2	0	0	0	0	0	0	0	0	1	0	2	0	1	0	4	1	0	0	0	0	0	0	9	
TOTAL	3	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	
TOTAL	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	42	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	43	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
CAT		0	0	0	0	0	0	0	2	1	2	6	4	5	7	13	15	6	2	2	0	0	0	65	

MARSS Special Education Reporting

- Data Elements required for reporting special education services which are provided in the IEP:
 - Primary Disability
 - Federal Instructional Setting
 - Special Education Evaluation Status
 - Date services started
 - Date services were terminated
- Verify if student is receiving special transportation. Transportation Category 03.
- **Work with your special education director.**

New Enrollment Records

- When there is a change in Special Education Evaluation Status;
- When the Primary Disability changes; or
- When there is a change in Instructional Setting which includes:
 - On students third birthday
 - On students sixth birthday

Common MARSS Warnings/Errors

- Kindergarten student not reported as grade HK.
- Primary Disability is not reported with the following SEES:
 - 4, Evaluated – receiving special education services; or
 - 5, Evaluated – qualifies for services, parents refused; or
 - 6, Evaluated – receiving services through public agency; or
 - 7, IEP/IFSP was terminated.

Common MARSS Warnings/Errors, continued

- Special Education Setting not appropriate for age.
 - Ages birth-2: Instructional Settings 11-17.
 - Ages 3-5: Instructional Settings 31-45.
 - Ages 6-21: Instructional Settings 01-08.
- Primary Disability not appropriate for age.

Special Ed Local and State Reports

- MARSS 02 – Child Count / *Local*.
- MARSS 19 – Special Education Tuition Billing / *Local*.
- MARSS 23 – Special Education by School December Records / *Local*.
- MARSS 33 – Child Count / *Statewide*.
- MARSS 57 – Special Education Teaching Model / *Statewide*.

MARSS 02 – Child Count

- List of students with IEPs:
 - SEES 4 or 6
 - Enrolled on December 1.
- Each resident district has its own page.
- Students with local errors are excluded.
- Use to verify that all students with IEPs have been included in the MARSS file.
- Send to the resident district to show that the student has been reported at your district.
- **Share with special education director and/or business manager**

MARSS 02 Report

0011:01

MARSS CHILDCOUNT DETAIL REPORT USING FALL DATA

For Students Enrolled over DEC 1 of the 2017-2018 School Year

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Serving District: SCHOOL DIST.
Resident District: SCHOOLS

Edited 9/15/2017 11:15:07AM
Printed 9/15/2017 11:19:07AM

Student Name	Local Use Identifier	State Reporting Number	Primary Disability	Instructional Setting	Dec 1 Age	Eth	Grade	School
	201		12	01	6	White	HK	
	154		11	01	12	Black	07	
	200		07	02	17	Black	12	
	156		10	02	13	White	08	
	118		16	03	15	Multi	09	
	203		10	01	12	White	07	
	203		12	01	6	White	01	
	128		10	01	13	Black	08	
	203		01	01	6	White	01	
	204		01	31	4	White	EC	
	200		05	01	16	Black	11	
	118		07	01	17	White	12	
	203		10	01	12	Multi	07	
	124		08	01	14	White	08	
	203		01	31	5	White	HK	
	202		01	01	7	White	02	
	203		11	02	6	White	01	
	163		03	03	7	Hisp	02	
	679		10	01	18	Hisp	12	
	127		10	02	14	White	09	
	202		12	01	6	Asian	HK	

Total Student Count = 21

MARSS 19 – Special Education Tuition Billing

- List of all nonresident students reported with SEES 4 or 6.
- Forward to the resident district.
- A “W” or “E” will be displayed if the records contains a warning or error.
- Students with multiple enrollment records will have multiple records on this report.
- Used to verify that all nonresident students have been reported with the correct SEES.
- **Share a copy with your special education director and the business office.**

MARSS 19 – continued

- Verify that each nonresident student has been reported with the correct:
 - Resident district number/type
 - School of enrollment
 - Enrollment and withdrawal dates
 - Transportation category,
Transporting district number/type
 - Grade
 - State Aid Category (SAC)
 - Birthdate
 - Age (as of enrollment date)
 - Federal instructional setting
 - Disability code
 - Special Education Service Hours,
end-of-year only.

MARSS 19 Report

MARSS Special Education Tuition Billing Report

Serving District: SCHOOL DIST. USING Fall DATA Page 1 of 39
 Resident District: School District 2017-2018 SCHOOL YEAR Edited: 9/15/2017 11:15:07AM
 Information contained in this report must be treated as private data on students. Printed: 9/15/2017 12:19:12PM

State Reporting Number	School Number/Name	Start Date	End Date	Transportation		Grd	Aid Cat	Birth Date	Age	Special Education			Mbr Hrs	
				Cat	Nbr					Dist Name	Eval	Set Dis		Hrs
		09/06/2017	09/14/2017	00		12	27		17	4	01	10	21.00	44
		09/06/2017	12/01/2017	00		12	01		17	4	01	10	0.00	359
		12/06/2017	06/08/2018	00		12	01		17	4	01	10	0.00	725
		12/06/2017	06/08/2018	00		12	01		17	4	01	10	0.00	348
		09/06/2017	06/08/2018	00		08	01		13	4	01	10	0.00	1084
		09/06/2017	06/08/2018	06		10	01		15	4	02	07	0.00	1084
		09/06/2017	06/08/2018	00		12	01		17	4	03	08	30.50	1084
		09/06/2017	06/08/2018	00		12	11		17	4	02	07	0.00	1084
		09/06/2017	06/08/2018	00		05	01		10	4	01	10	0.00	1032
		12/19/2017	06/08/2018	00		05	01		10	4	02	10	0.00	640
		09/06/2017	06/08/2018	00		09	01		14	4	01	07	0.00	1084
		09/06/2017	06/08/2018	00		09	01		14	4	02	11	0.00	1084

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 December Records

- List of all students reported with SEES 4 or 6 and enrolled as of December 1.
- Data items included are:
 - Primary Disability
 - Instructional Setting
 - Race/Ethnicity
 - Resident District
 - State Aid Category
 - Funding Level

MARSS 23 – Special Education by School December Records (2)

- Includes both residents and nonresidents.
- Records with local errors are excluded.
- Use to verify that all students with an IEP and enrolled over December 1 have been identified.

MARSS 23 Report

MARSS Listing of Special Education Students Served Over Dec 1

Serving District: [REDACTED] SCHOOL DIST.
 Serving School: [REDACTED] SCHOOL

USING Fall DATA
 2017-2018 SCHOOL YEAR

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 Edited: 9/15/2017 11:14:28AM
 Printed 9/18/2017 7:22:46AM

Information contained in this report must be treated as private data on students.

Grade	Local Use Identifier	State Reporting Number	SpEd Status	Primary Disability	Instr. Setting	Fed Race	Resident District	State AidCode	Begin Date	End Date	Funding Level
09											
	1		4	07-SLD	01	W		00	09/06/2017	06/08/2018	Level 1
	12		4	10-OHD	01	W		00	09/06/2017	06/08/2018	Level 1
	20		4	10-OHD	01	H		00	09/06/2017	06/08/2018	Level 1
	12		4	07-SLD	01	W		00	09/06/2017	06/08/2018	Level 1
	1		4	08-EBD	01	A		00	09/06/2017	06/08/2018	Level 3
	15		4	08-EBD	02	W		00	09/06/2017	06/08/2018	Level 3
	12		4	02-DCD	02	W		00	09/06/2017	06/08/2018	Level 4
	12		4	11-ASD	01	A		00	09/06/2017	06/08/2018	Level 2
	12		4	03-DCD	03	W		00	09/06/2017	06/08/2018	Level 4
	1		4	11-ASD	01	W		00	09/06/2017	06/08/2018	Level 2
	20		4	11-ASD	01	W		00	09/06/2017	06/08/2018	Level 2
	12		4	10-OHD	02	W		00	09/06/2017	06/08/2018	Level 1
	20		4	08-EBD	03	W		00	11/09/2017	06/08/2018	Level 3
	12		4	07-SLD	01	W		00	09/06/2017	06/08/2018	Level 1
	42		4	02-DCD	02	W		00	09/06/2017	06/08/2018	Level 4
	13		4	11-ASD	01	H		00	09/06/2017	06/08/2018	Level 2
	12		4	10-OHD	01	W		00	09/06/2017	06/08/2018	Level 1
	14		4	08-EBD	01	W		00	09/06/2017	06/08/2018	Level 3
	13		4	11-ASD	01	W		00	09/06/2017	06/08/2018	Level 2
	1		4	01-S/LI	01	W		00	09/06/2017	06/08/2018	Level 1
	12		4	11-ASD	01	W		00	09/06/2017	06/08/2018	Level 2
	16		4	07-SLD	02	W		00	09/06/2017	06/08/2018	Level 1
	20		4	11-ASD	03	W		00	09/06/2017	06/08/2018	Level 2
	1		4	11-ASD	02	W		00	09/06/2017	06/08/2018	Level 2
	20		4	07-SLD	01	H		00	09/06/2017	06/08/2018	Level 1

MARSS 33 – Child Count

- For independent school districts:
 - List of resident students enrolled in a Minnesota public school as of December 1 who have an IEP/IFSP (SEES 4 or 6)
 - Excludes students enrolled at a charter school, the Academies for the Deaf and Blind, correctional facilities and those enrolled in South Dakota under reciprocity.
- For charter schools:
 - List of students enrolled as of December 1 who have an IEP/IFSP (SEES 4 or 6).
- Use to verify that all residents of the district have been reported on the enrolling school's MARSS file.

MARSS 33 Report

Run Date 1/8/2017

Minnesota Department of Education

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Sorted By Student Name

Special Education

District: SCHOOL DISTRICT

MARSS Load To ChildCount Detail Report - December 1, 2016

***** CHILDCOUNT *****

Student Name	Student Number	Prime Disbt	Instr Setng	Age	Race/Ethnicity	**** District	Serving School	School Name
		5	1	16	White	0279-01	090	M
		5	1	14	Black	0279-01	032	O
		1	1	9	Black	0279-01	875	G
		12	33	3	White	0279-01	897	Ea
		10	2	13	Black	0279-01	033	Br
		2	2	14	Black	0279-01	090	M
		18	4	7	Black	0287-06	465	SU
		1	1	12	Black	0279-01	094	M
		11	3	6	Black	0279-01	870	BA
		1	1	6	Black	0279-01	873	W
		12	13	1	Black	0279-01	897	Ea
		16	4	13	Black	0287-06	465	SU
		12	13	0	Black	0279-01	897	Ea
		16	4	19	Black	0287-06	462	PH
		11	1	8	Black	0279-01	881	ZA
		11	3	7	Black	0279-01	878	PA
		12	2	6	Black	0279-01	868	ED
		12	41	3	Black	0279-01	897	Ea
		4	3	12	Black	0279-01	086	Nc
		1	1	10	White	0279-01	865	W
		11	3	11	White	0011-01	008	JA
		1	1	15	White	0279-01	090	M
		11	31	5	Black	0279-01	878	PA
		11	3	6	Black	0279-01	878	PA
		8	2	7	Multi	0279-01	870	BA
		7	1	13	Hispanic	0279-01	094	M
		7	2	18	Black	0281-01	050	RC
		7	2	20	Black	0279-01	088	PA
		1	1	11	White	0279-01	873	W
		5	1	16	Black	0279-01	088	PA
		11	31	5	Black	0279-01	869	RU
		12	1	6	Black	0279-01	882	CE
		11	1	13	Black	0279-01	094	M
		16	3	14	Black	0279-01	088	PA
		3	3	11	Black	0279-01	033	Br
		10	1	14	White	0279-01	090	M
		12	33	4	Black	0279-01	897	Ea
		7	1	7	Black	0279-01	871	Bl
		8	4	13	Hispanic	0287-06	428	IN
		7	1	15	Black	0014-01	022	FR
		2	2	14	Black	0279-01	033	Br
		7	2	10	Black	0279-01	868	ED
		11	2	8	Black	0279-01	881	ZA
		12	32	4	Black	0279-01	897	Ea
		11	3	6	Black	0279-01	896	O
		11	1	7	Black	0279-01	873	W
		1	1	10	Black	0279-01	865	W
		12	13	0	Black	0279-01	897	Ea
		11	3	8	Black	0279-01	873	W
		4	2	9	Black	0279-01	872	CR
		1	1	14	Black	0279-01	090	M

** THIS DATA SHOULD BE TREATED AS PRIVATE AND CONFIDENTIAL **

Marss33_Child_Count/P

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
 - Multidisciplinary
- This information is used in editing MARSS special education data to determine students that are required to report Special Education Service Hours (SESH).
- Report is posted to fall MARSS WES and should be forwarded to the special education director to update yearly, sign and return to the department at the address provided.
- School classification are not changed on this form.

Cooperative Teaching

- The cooperative teaching model is another regular classroom-based program. Typically this program is found more at the middle/junior or high school level; however, there are a number of cooperative teaching programs at the elementary level as well as the preschool level. In the cooperative teaching model the special education teacher co-teaches with the regular education teacher in the regular classroom. The students with IEPs receive adaptive instruction and materials from the special education teacher as part of the instruction in the regular classroom. The special education teacher is co-teaching the class and is providing individualized instruction required by each student's IEP, and the instruction is delivered in the regular education environment. Because this delivery model does not have the students with IEPs receiving specialized instruction outside the regular classroom, the midpoints calculated by the department do not capture the special education service hours based on the federal setting for tuition billing purposes.

Thank you!

Marilynn Loehr/Michelle Jones

marss@state.mn.us

651-582-8779