

MARSS Data Elements

The Minnesota Automated Reporting Student System (MARSS) Data Elements are one section of the four part MARSS manual.

This section is listed alphabetically by data element name.



Watch for this “new” icon which represents items that are new to the MARSS Data Elements since the last publication of the MARSS manual in 2011.



Watch for this “change” icon which represents items that have changed since the previous version of the MARSS Data Elements was published or are changes with the new fiscal year.



Watch for this “Minnesota” icon which represents items that have changed due to Ed-Fi requirements.

Use the Data Elements section

Contains the explanation of the data element, including what cycle the data element is edited in. Includes the data element values, notes and examples.

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Attendance Days

Reporting File: Student

Edited: End-of-Year

Attendance Days are used in calculating Average Daily Attendance (ADA), which is required in federal statistical reports. It is also used to allocate federal impact aid and for calculating the percent of attendance for Adequate Yearly Progress (AYP) reporting.

Attendance Days are the total number of Instructional Days students were present in a given grade for the school year or for the period covered by a unique enrollment status record. For students enrolled in a state-approved alternative program with a state-approved independent study program or other grade or program that requires attendance and membership to be reported in terms of hours, Attendance Days are the actual number of student-teacher contact hours. *Refer below.*

Attendance Days may not exceed the number of Instructional Days reported for that particular grade and school. Attendance Days may not exceed the number of Membership Days reported for a student in the same enrollment status record.

These data must be maintained throughout the year. They should not overlap or be duplicated on another enrollment record or on another school's or district's MARSS file.

Do not prorate Attendance Days for part-time students. The MARSS programming will perform this calculation using Percent Enrolled. Attendance Days that are reported in terms of hours would reflect only the actual attendance time with the teacher.

Attendance Days may be reported in terms of hours rather than days by reporting Percent Enrolled equal to 998 or 999. Membership Days must also then be reported in terms of hours rather than days. This reporting option may be used for kindergarten disabled students (HK) and shared time students. It must be used for all infants, toddlers and prekindergarten disabled students (EC), and for all students enrolled in State-Approved Alternative Programs (SAAPs) such as Area Learning Centers (ALCs) and public alternative schools. *Refer to the Membership Days discussion for an example of reporting in terms of hours. Refer to the Percent Enrolled discussion for grade HK.*

Districts must determine when a tardy becomes an absence, for audit purposes.

Early Childhood. Early childhood students with an IFSP/IEP (Individual Family Service Plan/Individualized Education Program) are reported on MARSS. Prekindergarten and other preschool program participants are not reported on MARSS. Attendance and membership early childhood special education students must be reported in terms of hours on MARSS. Percent Enrolled must equal 999. *Refer to Procedure Number 6 EC.*

For students with an IFSP/IEP, attendance is the number of hours they were scheduled for special education services and were actually present.

For prekindergarten children (EC) who received evaluation services (Special Education Evaluation Status is 2, 3 or 5), report the actual number of hours of evaluation provided. For these children Attendance Days (hours) will equal Membership Days (hours).

Alternative Programs. For state-approved alternative programs, attendance and membership must both be reported in terms of hours. For targeted services, middle level and secondary seat-based programs, attendance hours are the actual number of hours the student attended during their scheduled instructional time. Attendance time can include time passing between scheduled classes at the site but not meals or transportation time between sites, e.g., between the program and the work site or a postsecondary institution.

For students in state-approved independent study programs, attendance is the actual student-teacher contact time for the specific course. Time spent in a separate seat-based class cannot be counted as both independent study attendance time and seat-based class time.

For students on state-approved work-based learning, attendance can include documented time on the work-site and time the work-based learning teacher met with the student at the work-site. However, attendance hours cannot exceed membership hours. Many work-based learning students are required to work more hours than will be generated under the independent study membership formula. Therefore, the student's documented attendance hours may need to be reduced on the MARSS file to equal the membership hours generated. *Refer to Procedure Number 8.*

Online Learning Programs. *Refer to Procedure Number 21.*

Project-Based Learning Programs. *Refer to Procedure Number 23.*

Attendance on the Fall Submission. In the fall submission, a full enrollment record including Attendance Days must be reported for students who have either withdrawn or whose enrollment status record had to be closed by the date of the fall submission.

However, for students who have not withdrawn and whose enrollment record did not have to be closed by the fall extract date, report either the actual Attendance Days up through the extract date, or 0000.0. These data are edited using the end of year submission only.

Religious Instruction. Minnesota Statutes, section 120A.22, subdivision 12 allows students to be released from school for religious instruction for up to three hours in any week. These three hours may be spread over a few days during the week or may be used consecutively on one day. Religious instruction must be provided off campus. Students are considered absent while at the religious instruction. School must be held for students who are not at the religious instruction or the time would not be considered instructional time for the school and grade.

Attendance for State Aid Categories (SAC) 14 and 28. Students enrolled in either an out-of-state school or a Minnesota nonpublic school via care and treatment or an IFSP/IEP and for whom the resident district is paying

tuition may be reported for perfect attendance if the school does not provide attendance records to the resident district.

15-Day Withdrawal Provision. Withdrawal after 15 consecutive days of absence, without the provision of homebound instruction, triggers the close of the enrollment status record. When the student re-enrolls a new enrollment status record is created. If during the 15 days absent the student enrolls elsewhere the Status End Date and Membership Days must be adjusted to avoid a date overlap between the two schools' MARSS files.

Students who are scheduled to attend school on other than a daily basis must be withdrawn after three "school" weeks. For example, kindergarten disabled students (HK) whose schedule is Monday, Wednesday and Friday must be withdrawn after only nine consecutive days absent. The students' nine scheduled days cover three school weeks.

Homebound. While receiving homebound instruction students are reported as absent; however, they will continue to generate membership based on the actual number of hours of instruction the student received in the home by an appropriately licensed teacher. A new enrollment record needs to be created when a student starts or ends homebound instruction. *Refer to Homebound Indicator data element for more information.*

Postsecondary Enrollment Options (PSEO). Students who participate in the PSEO program full-time (no high school classes) may be reported as having perfect attendance. PSEO participants who take classes at both a high school and a postsecondary institution should be considered in attendance all day when they attend high school classes and absent all day when absent from the high school classes (unless the high school has postsecondary attendance data).

Suspension. While on in-house suspension, students are considered in attendance. While on out-of-school suspension, students are considered absent.

Data Element Value Notes:

Five (5) digits, one decimal numeric code located in the Student (B) file. Example: 0170.5

The decimal is implied only; it should not appear on the MARSS file.

Birthdate

Reporting File: Student

Edited: Fall and End-of-Year

Birthdate is the year, month and day of the students' birth - in that order. If the vendor package has the initial data entry done in another order, the export program should rearrange digits in the correct order on the Minnesota Automated Reporting Student System (MARSS) file.

Birthdate is used to calculate student age for various state and federal reports. For most reports, age of the student is calculated as of September 1. For Federal Child Count Data, the age is calculated as of December 1. For students who have or will reach age 21 during the school year, age is also calculated as of the enrollment record's Status Start Date. For voluntary pre-K students, the age is as of September 1.

Birthdate is also used in linking MARSS files to other files, including those from the Department of Human Services for the direct meal certification process. It is one of the characteristics of a student used in the *State Student Identification (SSID) Validation System* in maintaining a unique state student number on each individual.

Birthdate is used to verify:

- The students' eligibility for general education revenue.
- That students in grade EC do not exceed the maximum age (six).
- That students with a Primary Disability of developmental delay do not exceed the maximum age (six).
- Appropriate Primary Disability assignments.
- Appropriate Instructional Setting assignments.
- Appropriate grade-level classification, including eligibility for kindergarten enrollment.

Enrolling schools must verify a student's birthdate using some type of official document confirming that the student's age is within the range for a free Minnesota public school education. When the birthdate on documents differ, the enrolling school will need to determine which document carries more authority. When parents indicate that the documentation is incorrect, the parents need to have the document corrected by the source of the document and then provide the updated document to the school. The district or charter school may develop an internal policy on which documents are acceptable proof of age.

 Students without an IEP age 21 or older are considered adults, are ineligible to generate state aid and they may be charged tuition, with the exception of Students with Limited Interrupted Formal Education (SLIFE). Refer to Minnesota Statutes, section 120A.20, subdivision 1, and Minnesota Statutes section, 124D.02, for age restrictions.

Students who meet the statute criteria for SLIFE and who are age 21 but not yet age 22 are eligible for up to one more year of instruction and state aid, effective FY 2020 and FY 2021. These students should be reported on MARSS just like any other student. Use the same SAC as younger students. If the students graduate at the end of the school year report Status End 08 graduate. If they remain enrolled to the end of the school year without

graduating report Status End 40. If they go on to complete graduation requirements after the end of the school year report them as summer graduates using SAC 98 and Status End 08. Students can be reported as summer graduates up to age 29.

Data Element Value Notes:

Eight (8) digit numeric code located in the Student (B) file. Example: 2 0 0 9 3 0 4 (March 4, 2009)

Last updated May 2020

District Number

Reporting File: School, Student

Edited: Fall and End-of-Year

District Number is the number of the reporting/serving school district or charter school. District numbers are assigned by the department to identify the school district for reporting purposes. For a complete list of district numbers go to MDE > About MDE > School and Organization Search (MDE-ORG).

For reporting purposes, each District Number has a District Type associated with it. *Refer to District Type.*

District Number is used to validate State Aid Category. It identifies the district credited with the students' enrollment in the fall counts and end-of-year counts. This may or may not be the district credited with state aid. *Refer to State Aid Category.*

For questions on which district is responsible for reporting particular students refer to Procedure Number 5.

For questions on a district's or charter school's number and/or type contact [School Verify](mailto:mde.school-verify@state.mn.us) (mde.school-verify@state.mn.us).

Data Element Value Notes:

Four (4)-digit numeric code located in the School (A) file, and the Student (B) file. Example: 0 2 5 2

District Type

Reporting File: School, Student

Edited: Fall and End-of-Year

District Type is associated with the district or charter school number used to report students. It is used to validate District Number and State Aid Category.

Refer to the definition under Student Resident District Type for a list of valid *Student Resident District Types for student records*.

Refer to Procedure Number 16 and 16A on how to report residents who attend a Minnesota nonpublic or out-of-state school under either an IFSP/IEP or care and treatment, or via Minnesota Statutes, section 124D.05.

Data Element Values:

- 01** - Independent Districts and Schools
- 02** - Common Districts and Schools (Prinsburg #0815 and Franconia #0323; no students directly served)
- 03** - Special Districts and Schools (Minneapolis #0001 and South St. Paul #0006)
- 06** - Intermediate (Hennepin Technical #0287, Southwest Metro #0288, Northeast Metropolitan #0916, and Dakota County #0917)
- 07** - Charter School
- 08** - State Operated Integration Magnet (Crosswinds 1001-08)
- 34** - Bureau of Indian Education Schools
- 50** - Miscellaneous Cooperative
- 51** - Vocational Cooperative
- 52** - Special Education Cooperative
- 53** - Vocational and Special Education Cooperative
- 60** - Department of Corrections School
- 61** - Education District
- 62** - Desegregation District
- 70** - State Schools (Academies for the Deaf and Blind, Perpich Center for Arts Education)
- 83** - Service Cooperatives/Educational Cooperative Service Unit (ECSU) Region

Data Element Value Notes:

Two (2) digit numeric code located in the School (A) file, and the Student (B) file. Example: 01

Economic Indicator

Reporting File: Student

Edited: Fall and End-of-Year

Economic Indicator is used to calculate compensatory revenue, learning readiness aid, integration revenue and special education. It is also used to target schools for Title I, assign demographics to assessment records and to determine eligibility for the teacher loan forgiveness program. The information is used as a poverty indicator for various grants and research endeavors.

The Economic Indicator field is reported by student as a demographic piece of information on the MARSS student file. It must be reported for all public school, public/contract alternative school, charter school, joint powers, intermediate district and tribal contract/grant school students whether the students have access to a meal program or not. All of these schools are eligible to generate compensatory revenue based on the data reported in the Economic Indicator field. The data will also be used by other programs for selected schools.

Access vs. No Access. The Economic Indicator is reported for all public school students, whether or not they have access to a meal program. However, there is a different *Application for Educational Benefits* form that can be used to collect the information from families of students who do not have access to a meal program. Refer to the section called Alternate Application for Educational Benefits.

Application for Educational Benefits. To be reported as eligible for the free or reduced-price meal program, a student must be included on his or her household's *Application for Educational Benefits*, or the local MARSS Error Report or the school's Direct Certification list or the *Alternate Application for Educational Benefits* form (refer below) **for the current school year**. Each July, a new application and income guidelines are made available to schools for the following school year. Although the prior year's certified application allows a student to actually receive a free or reduced-price meal for the first 30 days of the next school year, it does not qualify the student to be reported as free or reduced-price eligible on MARSS. The school must have a certified application for the current school year on file. Temporary approvals are eligible. For more information on how to certify an *Application for Educational Benefits*, refer to the "Eligibility Manual for School Meals, Federal Policy for Determining and Verifying Eligibility." Access the [Income Eligibility Guidelines and Application](#).

Direct Certification. Direct certification refers to the process by which the school staff can directly certify students as eligible for the free meal program without soliciting an *Application for Educational Benefits* from the parents. This process is done through the comparison of the Minnesota Family Investment Program (MFIP) file from the Department of Human Services and the most recent MARSS files. The process is accomplished in one of two ways. Refer below. Neither match process is completely accurate and may result in false positives. Therefore, in both cases, the school must have a process in place to verify that the identified students are indeed the same students as enrolled in the school. For audit purposes, keep a copy of the report that was used to certify a student as eligible for the free meal program for at least three years after the close of the school year.

1. A list of students who are matched or found on both files is provided to the food service staff at the district where the students were enrolled. Students on the first Direct Certification list for the current

school year and who remain enrolled in the same district during the next school year may automatically be coded as eligible for the free meal program and the parents do not need to submit an *Application for Educational Benefits* to qualify. Students on the fall Direct Certification list, i.e., one using current year MARSS files, can be coded as eligible for the free meal program for the current year. However, the Direct Certification list must be dated no later than December 15 and the students must be coded to MARSS by December 15. The Direct Certification process is done several times during the school year. For more information, visit the [Food and Nutrition Services \(FNS\) Web page](#).

2. Warning message #364 on the local MARSS Error report identifies students who have met the same match criteria as the Direct Certification list and are not reported as eligible for the free meal program. Be sure to print or save a copy of the MARSS Error report prior to updating the student's record; the warning message will no longer be displayed after the student's MARSS file is updated. The Direct Certification list looks only for students currently enrolled while the MARSS Error Report looks at all students reported to date.



Alternate Application for Educational Benefits.

An *Alternate Application for Educational Benefits* was first developed for the 2014-15 school year specifically for schools on the Community Eligibility Program (CEP), Provision 2 and 3 schools, and schools without a meal program. The application collects the same type of household income data that is collected on the *Application for Educational Benefits* but excludes references to free meals to avoid confusion for the families completing the form.

Community Eligibility is a Food Service program that allows eligible schools to provide free meals to all students enrolled. Schools on the Community Eligibility Program or Provision 2 and 3 schools where FNS meal reimbursements are based on percentages from a prior school year need to be aware of three issues:

- For purposes of MARSS reporting, the school must collect individual students' eligibility for the free or reduced-price meal program to report Economic Indicator. The *Alternate Application for Educational Benefits* should be used in districts that are fully Community Eligibility Programs, Provision 2 and 3 schools and schools that are not on a meal program.
- The cost of processing and verifying the *Alternate Application for Educational Benefits* is a general education cost, Fund 1.
- The data reported on the *Alternate Application for Educational Benefits* needs to be verified. The easiest method is to select a three percent random sample.

A copy of the [Alternate Application for Educational Benefits](#) and related material is posted here.

Foster Child. A foster child can be considered a household of one on the *Application for Educational Benefits*. A separate application, completed per federal guidelines with the appropriate box checked, should be on file for the student.

Group Home. Students are not considered a household of one and the family must provide an *Application for Educational Benefits*.

Head Start. Children participating in Head Start are considered to be eligible for the free meal program for Food Services. Head Start participants with an IEP/IFSP are eligible to report on MARSS as free meal – Economic

Indicator “2.” For audit purposes a dated list of Head Start participants must be on file at the school district. Siblings are not automatically eligible to report as free meal on MARSS.



Homeless. Students who have been determined by the enrolling district’s/charter school’s Homeless Liaison to be experiencing homelessness are eligible to report as free meal eligible (Economic Indicator “2”). For audit purposes, the district’s or charter school’s homeless liaison must provide documentation of the student’s homeless status, this includes a signature of either the homeless liaison or the director of the homeless shelter.

Migrant. A student who has been certified as a migrant student by a migrant district or regional recruiter by December 15th is eligible to report as free meal eligible on the Fall MARSS file. Any student certified as a migrant at some time during the school year is eligible to report as free meal eligible on the EOY MARSS file.

Provision 2 and 3 Schools. Schools that meet the requirements of Provision 2 or 3 for purposes of Food Service must still collect an *Alternate Application for Educational Benefits* on behalf of each student for purposes of MARSS reporting, unless the student is included on the school’s Direct Certification list or local MARSS Error report (noted above). The exemptions for Provision 2 and 3 status schools apply only to Food Service, not MARSS reporting or compensatory revenue.

Residential Programs. Residential Child Care Institutions (RCCI) are defined as “a public or nonprofit private institution that (1) maintains children in residence; (2) operates principally for the care of children; and (3) if private, is licensed by the state or local government to provide residential child-care services under the appropriate licensing code from the Eligibility Manual for School Meals, Federal Policy for Determining and Verifying Eligibility,” U.S. Department of Agriculture. Students who are enrolled in RCCIs, for example, correctional facilities, shelters, Academies for the Deaf and Blind, etc., may be considered a household of one for the purpose of the household income statement. When a program completes an *Application for Educational Benefits* for students in these circumstances, they must notify the parent/legal guardian.

Students With No Application. Except for students included on the Direct Certification list or the local MARSS Error report, students for whom no current application is on file must be coded as ineligible, even if the student was eligible during a prior school year. Report Economic Indicator “0”.

Reporting Eligibility and Timelines for Fall MARSS. Students must meet the federal income eligibility requirements and have a completed application on file at the school by December 15, or be on the current year’s Direct Certification list or be identified on the local MARSS Error Report to be coded as a “1” or “2.” All other students must be coded “0.” These applications must be for the current school year, i.e., no earlier than July 1, as prior year applications are only valid for a short period of time for purposes of receiving a free or reduced-price meal, not for purposes of MARSS reporting. Federal guidelines allow a prior year’s *Application for Educational Benefits* to be used for the first 30 operating days of the following school year for purposes of receiving a free or reduced-price meal. However, this extension does not apply to MARSS reporting or compensatory revenue. All current year applications must be signed and processed by the head of the household and the school between July 1 and December 15 for the student to be considered as being eligible. The district/school has until the final fall MARSS deadline to include the information indicating that the student is eligible for a free or reduced-price meal.

Reporting Eligibility and Timelines for EOY MARSS. Districts need to report Economic Indicator data on the EOY files. If any time during the school year the student meets the criteria for free or reduced-price meals the student should be reported as eligible in the EOY MARSS file. Keep in mind that every student marked as eligible must have a signed *Application for Educational Benefits* on file or be on the district's Direct Certification list. This data is used for Integration Revenue, assessment purposes and other demographic data analysis.

Compensatory Revenue. Only students enrolled on October 1 (when October 1 falls on Saturday or Sunday the following Monday is used) who meet the federal income eligibility requirements, and whose application is processed and reported to the state by December 15, will generate compensatory revenue. This means that the student must have:

- Economic Indicator of 1 or 2.
- Status Start Date of October 1 or earlier (when October 1 falls on Saturday or Sunday the following Monday is used).
- Status End Date of October 1 (when October 1 falls on Saturday or Sunday the following Monday is used) or later, or an open Status End Date.
- State Aid Category (SAC) that is eligible (SACs 14, 15-18, 20-22, 28, 41, 42, 43, 44, 45, 46, 52 and 98 are ineligible to generate compensatory revenue).

Students who are not eligible to generate compensatory revenue as they have one of the above listed SACs should still be coded with an appropriate Economic Indicator if they meet the federal income criteria. These data may be used as a poverty indicator in other programs.

Audit. For audit purposes, keep a file of all the Direct Certification lists, local MARSS Error Report, *Application for Educational Benefits* and *Alternate Application for Educational Benefits* for at least three years after the close of the school year. Every *Application for Educational Benefits* and *Alternate Application for Educational Benefits* must include:

- list of all household members,
- all income for each household member,
- case number, if applicable,
- name of the head of household signing the application,
- date the application was signed by the head of household,
- signature of school/district staff authorized to certify these applications, and
- date the application was certified and the approved eligibility level.

FNS provides training in how to process and certify these applications. For more information, contact FNS at the website provided on an earlier page of this definition.

If in the internal audit an *Application for Educational Benefits* or *Alternate Application for Educational Benefits* is found to be ineligible, the student should not be reported on MARSS as free or reduced-price at all, not even for the time up to the audit.

Data Element Values

0 – Ineligible: Household income exceeds the federal minimums or no *Application for Educational Benefits* or *Alternate Application for Educational Benefits* was provided by the family and the student is not included on the Direct Certification list and is not identified on the local MARSS Error Report.

1 – Eligible for reduced-price: Household income meets the criteria for reduced-price meals based on the certified *Application for Educational Benefits* or *Alternate Application for Educational Benefits*.

2 – Eligible for free: Household income meets the criteria for free meals based on the certified *Application for Educational Benefits*, *Alternate Application for Educational Benefits* or the student is included on the Direct Certification list or the local Error Report.

Note: An error will result if the field is left blank on the MARSS file. A warning message will be displayed on the local MARSS WES Error Report if no students in a school and grade are reported as eligible for free or reduced-price meals.

Data Element Value Notes

One (1) digit numeric code located in the Student (B) File. Example: 1

English Learners (EL)

Reporting File: Student

Edited: Fall and End-of-Year

The English learners (EL) indicator is used for federal and state reporting including programs funded or required under the Every Student Succeeds Act (ESSA); Individuals with Disabilities Education Act (IDEA); Title VI Civil Rights National Origin Desegregation; Student Academic Achievement and Growth, Minnesota Statutes, section 120B.35, subdivision. 3; and education for English learners Act, Minnesota Statutes, sections 124D.59 through 124D.63. The EL indicator is also used in the calculation of the state and federal aid including the EL formula of Minnesota basic skills revenue.

Minnesota Statutes, section 124D.59, subdivision 2, defines a pupil of limited English proficiency as a pupil in any of the grades voluntary prekindergarten (grades PA through PJ), school readiness plus (grades RA through RJ) or kindergarten through 12 who meets the following requirements:

- 1) *the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and*
- 2) *the pupil is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.*

Upon enrollment, if the Minnesota Language Survey is other than English, students are screened with an assessment measuring English Language Proficiency (ELP) by appropriate school personnel. For newly enrolling ELs, the ELP screen determines EL identification and the need for English as a Second Language (ESL) or bilingual services. For ELs continuing enrollment, the annual ELP assessment and additional indicators, e.g., ACCESS scores, determine identification status.

The EL indicator reflects identification of each EL during the current school year and is a cumulative count. If, during the year, an EL is determined to no longer require ESL or bilingual services, the student must continue to be reported using code "Y" through the remainder of the school year. In this case, the EL indicator would become "N" in the following school year.

If a student has been evaluated as needing ESL or bilingual services, report "Y" English learners, even if parents refuse services. In this case, the English Learner Start Date will be zero.

Foreign Exchange students can be identified as EL "Y."



Effective FY 2018, uniform statewide evaluations will be used to screen students for EL. This will allow MARSS to edit the EL indicator more thoroughly. Specifically:

- Students who scored non-proficient on the prior year's ACCESS must be flagged as an EL student in the current year, even if the students are enrolled in a different school or district than the prior year and

even if the new school does not have an EL program. Students flagged as EL but who are not served in the current year in an EL program would not have an EL Start Date.

- Students reported as EL in the prior school year and who did not have a valid ACCESS composite score the prior school year must be flagged as EL in the current year, even if the students are enrolled in a different school or district than the prior year and even if the new school does not have an EL program. Students flagged as EL but who are not served in the current year in an EL program would not have an EL Start Date.
- Effective FY 2019, students who scored proficient on the prior year's ACCESS and all domains scored above 3.5 are reported as EL "N" and no EL Start Date. They are ineligible for state EL funding.
- Students who scored proficient on the prior year's ACCESS but one or more domains scored 3.5 or less may or may not be reported as EL. Local program evaluations will make this determination.

Data Element Values:

N – No

Y – Yes, evaluated as needing ESL services

Special Note: When English learner indicator is "Y", students cannot have a Home Language of 0 1 1 (English) or 042 (American Sign Language).

Data Element Value Notes:

One (1)-letter alpha code located in the Student (B) file. Example: N

English Learner (EL) Start Date

Reporting File: Student

Edited: Fall and End-of-Year

The EL Start Date is used to indicate the number of identified ELs who receive language instruction education services. Minnesota State EL funding relies on this indicator to verify that the ELs identified as needing EL services are receiving those services. This indicator is used for federal and state reporting purposes. The EL Start Date is also used in the calculation of state EL aid.

Record the year, month and day, during the current school year, that students began receiving English as a Second Language (ESL) or bilingual services. To be considered receiving services, ELs must be enrolled in a language instruction education program which addresses Minnesota English language.

The EL Start Date must be during the current school year, not the date students originally began receiving services during a prior school year. The EL Start Date cannot be earlier than the students' first Status Start Date or later than the students' last Status End Date during the school year at the school.

Students enrolled in EL or bilingual programs must also be identified as "Y" under EL. The students' Home Language must be other than 011 (English) or 042 (American Sign Language).

Students who are identified as EL and are served in an EL program should be reported with an EL Start Date, regardless of cumulative ADM status for state EL funding purposes.

Do not report an EL Start Date for students whose parents refused services. If the student was assessed as needing EL instruction, the English Learner flag should be Y.



Effective FY 2019, students who scored proficient on the prior year's ACCESS and all domains scored above 3.5 are reported as EL "N" and no EL Start Date. They are ineligible for state EL funding.

Data Element Value Notes:

Report 0 0 0 0 0 0 0 0 for students who were not receiving EL services during the current school year, regardless of whether or not they were evaluated as requiring services.

Eight (8)-digit numeric code located in the Student (B) file. Reported as year, month and day.

Example: 2 0 1 7 0 1 1 5 is January 15, 2017.

Gender

Reporting File: Student

Edited: Fall and End-of-Year

Gender is used in federal and state reports and in assigning demographics to assessment records. It is used in verifying a student's state reporting number in the Student ID Validation System.



The district/charter school should have a procedure in determining the appropriate gender to report for a student on whose behalf you have been given conflicting information.

Data Element Values:

F = Female

M = Male

Data Element Value Notes:

One (1) letter alpha code located in the Student (B) file. Example: F

Gifted/Talented Participation

Reporting File: Student

Edited: Fall and End-of-Year

Gifted and Talented programs, by design, capitalize on the special cognitive needs of students and should be distinguished from enrichment activities available to all learners.

Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. These students are capable of high performance when compared to others of similar age, experience, and environment, and represent the diverse populations of our communities. These are students whose potential requires differentiated and challenging educational programs and/or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts.

Definitions

Advanced Academics move students with high ability at a pace appropriate to their rate of learning through studies that exceed age or grade-level expectations. Examples include, but are not limited to, pull-out gifted programs, cluster grouping, honors or accelerated classes, full-time gifted services, dual enrollment, mentorships, internships, independent study or research.

Enrichment – In School are activities that add or go beyond the existing curriculum within the school day by adding depth and complexity through exploration, extension, or elaboration, e.g., academic interest groups, academic competitions, contests, mentorships, internships.

Enrichment – Out of School are activities that add or go beyond the existing curriculum that occur beyond or before school hours by adding depth and complexity through exploration, extension, or elaboration, e.g.; academic interest groups, academic competitions, contests, mentorships, internships, additional course work, talent search programs.

Grade Acceleration is an intervention that moves students through school faster or at an age that is younger than typical by skipping one or more grades. Grade acceleration may also include early entrance to kindergarten or admission to first grade.

Subject Acceleration is an intervention that moves students into a higher grade level in a particular subject area of strength, such as mathematics.

Full-time Services are self-contained gifted programs that typically operate as a school-within-a-school.

This participation is a cumulative count throughout the school year.

Example: Students participating for a minimum of one hour per week during any semester, trimester or quarter, or who have a cumulative total of nine hours of service during the school year, are reported as participants.

Include students who are transported to participate in gifted/talented programs elsewhere. The school in which students are enrolled should report them as participants in a gifted/talented program.

Minnesota is a local control state, which allows districts to select the method for identifying students who would qualify for Gifted and Talented programs. Students who are enrolled in Advanced Placement (AP) classes or postsecondary enrollment options (PSEO) are not necessarily gifted and talented. Students need to be formally identified as gifted and talented by the enrolling district using the district's criteria to be reported as gifted and talented.

Data Element Values

N – No

Y – Yes

Data Element Value Notes

One (1) letter alpha code located in the Student (B) file. Example: Y

Homebound Service Indicator

Reporting File: Student

Edited: End-of-Year

The Homebound Service Indicator is used to validate Membership Days for students who have no Attendance Days. It is an indication of whether students were medically confined to their home and received instruction in the home during the enrollment period.

Homebound participation is reported for both special and regular education students and for residents and nonresidents who received homebound instruction from the reporting district. The district that provides the homebound instructor is responsible for reporting the student on MARSS during the homebound period.

On MARSS, a new enrollment record must be created for the homebound period. End the current enrollment record with a Status End of 24 and create a new enrollment record with the Homebound Service Indicator set to a "Y." The homebound record's Status Start Date is the date of the first homebound visit. Once a student returns to school, end the homebound record with a Status End of 99 and create a new enrollment record with the Homebound Service Indicator set to "N." If the student receives homebound instruction to the end of the school year report Status End code 40.

Attendance at the school site terminates the homebound enrollment record. Create a new enrollment record each time a student begins receiving eligible homebound instruction regardless of the number of days they are on homebound services.

If students are placed outside the original district of enrollment and the original district does not provide the homebound teacher, the district must withdraw the students by the date they begin receiving instruction elsewhere. The time between the students' last day of school attendance and the withdrawal date at the original district cannot exceed 15 days.

For reporting and state aid purposes, one hour of one-to-one instruction in the home is equivalent to one day of membership except for students enrolled in a school with a four-day week schedule. Refer to the section below called "Homebound and Four-Day Week." If students do not receive enough hours of homebound instruction during the homebound period to cover all membership days, they must be withdrawn prior to the actual return date. Refer to the following pages for examples.



Districts are not limited to providing only one hour of instruction per day. Students with an Individualized Education Program (IEP) or 504 plan must be provided the services required in the IEP/504 plan. Students should be provided services to meet their medical and educational needs as determined by the students' IEP team or Section 504 team.

No homebound membership is generated until the student receives the first homebound visit from an appropriately licensed teacher. When a homebound visit is scheduled but the parent cancels it due to illness, that homebound visit can generate the number of hours for which the homebound visit was originally scheduled. However, if the school or teacher cancels the visit, no membership can be generated (similar to

canceling a day of school). If the homebound visit is rescheduled, the original visit cannot be claimed for membership because this would be claiming the same membership time twice.

Conditions That Must Exist to Claim Homebound Instruction

To claim general education revenue for homebound instruction, the following five conditions must exist:

-  A medical authority must provide written verification of the students' confinement to the students' home. A medical authority means licensed physicians, physician assistants and advanced practice registered nurses who have prescribing authority, i.e., a person licensed to write prescriptions in Minnesota. In those instances when a child has a medical specialist out state, a general practitioner locally could write the home confinement letter.

The confinement should be with respect to social activities, not necessarily medical ones. A shopping trip, the movies or family vacation are definitely not medical confinement. The medical confinement to the home should not be an order for home instruction while not restricting the student in any other activity outside the home.

-  The medical authorities' prescription needs a termination date or a date by which the situation will be re-evaluated, to extend no more than one year, similar to other prescriptions.
- In most cases, students will be instructed on a one-to-one basis. A licensed teacher must provide all homebound, non-disabled students' direct instruction.
- For students with an IFSP/IEP, the team must determine the most appropriate licensed teacher to provide the homebound instruction. Licensure in the area of the child's disability is preferred.
- At least one hour of one-to-one homebound instruction must be provided for each membership day claimed through homebound instruction. One hour of instruction need not take place each day; the overall average of instruction must be one hour per day. The total number of hours of homebound generated during the homebound enrollment record can be rounded to the nearest whole hour.

Example: Two 2.5 hour sessions a week would qualify for five membership days.

 Or, in the case where a medical authority limits each homebound instructional visit to less than 60 minutes, each homebound instructional visit that extends for the prescribed limit can generate one day of student membership. A student would be unable to generate more than one day of membership per homebound visit.

Example: The medical authority limits homebound instructional visits to 30 minutes per day. Each 30 minute instructional visit generates one membership day.

Teacher travel time or time meeting with other teachers is not part of the one hour and does not count as instructional time.

Only homebound instruction provided during the period students are absent from regular classes may generate student membership. Once students return to attend the normal classroom or the school year ends, no further missed Membership Days may be made up and claimed through homebound instruction. Refer below to "Part-time Enrollment" and "Attend School on an Irregular Basis."

Examples of Situations that are Not Considered Homebound

-  The Minnesota Pupil Fair Dismissal Act (PFDA) refers to “homebound instruction” as one type of alternative educational services a district may provide during a student’s dismissal. Minnesota Statutes, section 121A.41, subdivision 11. Districts may have teacher’s provide instruction in the student’s home or at a neutral facility. However, for MARSS reporting and funding purposes these students are not reported as homebound because the students are not medically confined to their home. In these cases, each hour of instruction generates one hour of membership. Students in an out-of-school suspension exceeding five consecutive schools days or students who are suspended for more than five consecutive school days pending an to expulsion proceeding are eligible to receive instruction per Minnesota Statutes, sections 121A.43, 121A.46 and 121A.55. The district need not wait the five days to start providing these services. However, suspended and expelled students are not medically confined to their home and are considered part-time students.
- Students who attend the school site for part of the day, even if in a classroom separate from other students, are not considered homebound. These students are considered part-time. Refer to the definition of Percent Enrolled to report these students. Students must be medically confined to their home due to the illness or injury to be considered as homebound.

Example: Pregnant students who receive instruction in a separate classroom at the normal school site for a shortened school day are not considered homebound, although they may have medical authority verifying that they are unable to attend school for a full school day. This is a part-time student.

- The courts, principals and IEP teams are not authorized placing agents for purposes of generating membership under the homebound model. They may assign a student to receive home-based instruction. A medical authority may also request home-based instruction when the student is not confined to the home. However, the student is not considered homebound in either case.
- In the case of students with disabilities, the students' special education IEP team may place them on home instruction if they agree it is in the students' best interest. The students' IEP must be modified to include home-based instruction. These students would be considered part time, i.e., each hour of instruction in the home generates one hour of membership. To qualify for homebound a medical note confining the student to the home must be on file.
- Meetings with a county social worker, probation/truant officer, counselor, etc., do not count as homebound instruction nor do they count as days present if students were not attending classes for the remainder of the school day.
- Sending course work home with siblings, parents, or by mail, email or Internet to students is not considered homebound instruction. A licensed teacher must instruct students on a one-to-one basis.
- In cases where a resident district provides text books/curriculum for students placed in another district, such as a hospital setting or residential care and treatment, the district that actually provides the visiting teacher is responsible for reporting the student via MARSS. The providing district will report the students as nonresidents using State Aid Category 27 so that the resident district generates the general education revenue to offset the tuition bill it receives.
- When a student is expelled, the district is still required to educate the student and may choose to provide instruction in the students' home or other off-campus location. The students are considered part time. Each hour of direct, one-to-one instruction generates one hour of membership. Refer to Appendix L. However, expulsion does not prevent students from enrolling in another district on a full- or part-time basis.

- If homebound instruction, or other offered alternative educational service is denied by students' parents and parents are not providing home schooling, students are considered dropouts. Use Status End code 06 to withdraw the students.
- Parents who educate their children at home are required by Minnesota Statutes, section 120A.24 to report the name, age and address of the children to the superintendent of the district in which they reside. These students are not considered homebound; they are home schooled.

Nonpublic schools, regular or homeschools that are directly accredited by an accrediting agency recognized by the Minnesota Nonpublic Education Council have some reduced reporting requirements to school superintendents. The students are ineligible to generate general education revenue. They are nonpublic school students and are not reported via MARSS unless they receive academic instruction at the public school site or special education instruction at the school or at a neutral site, in which case they generate shared time aid for the time they spend in the public school. Refer to Procedure Number 17.

- Home-based students. Prekindergarten/early childhood students' IFSP/IEP may specify that a licensed early childhood special education teacher provides all instruction in the students' home. Older students' IEP may direct that instruction is provided in the home. Neither case is considered homebound; they are receiving services in a home-based setting. One hour of instruction in the home generates one hour of membership toward general education revenue.
- Prekindergarten/early childhood students, who normally attend at the school site, may also receive home visits by a licensed early childhood special education teacher in accordance with their IEP/IFSP. One hour of instruction in the students' home generates one hour of membership toward general education revenue. These students are not considered homebound.

NEW

- Students who are hospitalized or placed for residential care and treatment are not considered homebound. Each hour of instruction they receive from an appropriately licensed teacher generates one hour of membership. Time spent with licensed mental health professionals/practitioners does not count towards membership unless it is required by the student's IEP.

NEW

- Students who are parents and whose child is sick or medically confined to the home are not considered homebound. If the child is of school age and confined to the home by a medical authority, the child is eligible to generate membership as a homebound student but not the parent. This applies even when the medical authority recommends that the parent stay home with the child. The parent is not medically confined to the home so homebound provisions do not apply to the parent, only to the child. Each hour of instruction provided to the parent in the home generates one hour of membership.

NEW

Residential Care and Treatment/Hospitalization

Students placed for residential care and treatment, including hospitalization, are not considered homebound. Students placed for treatment or hospitalized who are receiving less than a full day of instruction from an appropriately licensed teacher are reported as part-time, e.g., less than 100 Percent Enrolled. The Instructional Days in Session and the Length of Day for the treatment or hospital program must reflect a calendar similar to other schools in the district. Do not report a shorter Length of Day simply because students receive less than a full day of instruction or because a full day of instruction is not provided.



Out of School Suspension

Students suspended for more than five consecutive school days receive alternative education services during the period of dismissal. A district may choose to provide instructional services in their home or other off-campus location. The district need not wait the five days to start providing these services. A new enrollment record must be created for students whose Percent Enrolled changes. Each hour of instruction generates one hour of membership. The district must have documentation on file pursuant to Minnesota Statutes, section 121A.46.

15-Day Withdrawal

Homebound instruction does not break the 15-day withdrawal deadline for students with or without disabilities. If students do not receive enough hours of homebound instruction during the homebound period to cover all membership, they must be withdrawn prior to the date the students actually return to school or the end of the school year.

Examples:

When homebound instruction starts within the first 15 consecutive days absent:

- Withdraw the student on the school day immediately prior to the date of the first homebound visit.
- Re-enroll the student on the date of the first homebound visit.
- Mark the homebound flag as "Y."
- Withdraw the student on the day represented by the earlier of the number of hours of homebound instruction provided or the date the student returns to attend at the school site. There will be a lapse of membership days between the homebound record and the next enrollment record when an inadequate number of homebound instructional hours are provided.

When homebound instruction starts on the 16th consecutive days absent:

- Withdraw the student on the 15th consecutive day absent.
- Re-enroll the student on the 16th day which is the date of the first homebound visit.
- Mark the homebound flag as "Y."
- Withdraw the student on the day represented by the earlier of the number of hours of homebound instruction provided or the date the student returns to attend at the school site. There will be a lapse of membership days between the homebound record and the next enrollment record when an inadequate number of homebound instructional hours are provided.

When homebound instruction starts after 15 consecutive days absent:

- Withdraw the student on the 15th consecutive day absent.
- Re-enroll the student on the date of the first homebound visit.
- Mark the homebound flag as "Y."
- Withdraw the student on the day represented by the earlier of the number of hours of homebound instruction provided or the date the student returns to attend at the school site. There will be a lapse of membership days between the homebound record and the next enrollment record when an inadequate number of homebound instructional hours are provided.

The number of Membership Days claimed for homebound instruction may not exceed the number of Instructional Days held by the school while the students were absent.

Example: A student who was absent for 30 days may receive more than 30 hours of homebound instruction during the period of absence. However, only 30 days of membership may be claimed.

Students cannot generate more than a full year's worth of membership because of homebound instruction.

Expelled Students

Students who have been expelled, but the enrolling district continues to provide instruction, are not considered homebound. These students do not meet homebound qualifications. Therefore, each hour of instruction generates an hour of membership. Percent Enrolled would be 999. Expelled students may be eligible to enroll in another district and generate membership based on their scheduled instruction.



IEP Placement

Students with an IEP placed in the home by the IEP team are considered part-time students; each hour of instruction generates one membership hour. If the IEP team determines that instruction will occur in the home without a medical note confining the student to the home, the student is part-time. The IEP may need to be updated to reflect the change in setting and services provided to the student. Services should be provided based on the medical and educational needs of the student.



Students with IEPs that are Homebound

To be considered homebound, they must have a medical note on file confining the student to the home and must receive a minimum of one hour of instruction per day to claim as full time. It may also require additional services. For example, the student might receive one hour per day of academic instruction and an additional two hours of special education services. The combination of the two types of services for a total of three hours would generate one membership day. When an IEP requires additional services, those hours do not generate additional membership days.

In extreme cases it's possible that a student is so medically fragile that the medical authority limits daily homebound instruction. For example, if a medical authority confines the student to the home and limits daily homebound instruction to no more than 30 minutes per day, a 30 minute homebound session can generate one membership day. In this case, a student could not generate more than one day of membership per homebound visit.



Responsibility for Providing Homebound Instruction

The district in which the students are enrolled is responsible for providing instruction, whether or not it is homebound instruction. When open enrolled students or students enrolled in charter schools are prevented

from attending the normal school site due to medical confinement to their home, it is the responsibility of the open enrolled district or charter school, i.e., the enrolling school, to provide homebound instruction.

The providing district, whether it is the resident or nonresident district, need not wait 15 days before beginning homebound instruction. Instruction may be started when the students are ready.

The district or charter school that provides the homebound teacher is responsible for reporting the students on its MARSS files. Refer below. No special permission or reporting provision, other than via MARSS, need be made to the department for students receiving homebound instruction. For instruction on placements made outside Minnesota or in a Minnesota nonpublic facility refer to Procedure Numbers 16 and 16A.

Responsibility for Tuition

When students are placed outside the resident district for care and treatment or hospitalization and receive instruction, the resident district is responsible for the students' tuition, for example, students placed in a hospital setting where membership is generated. This holds true even if the students originally transferred out of the resident district through an attendance options program, e.g., open enrollment, charter school. The enrollment options district or charter school is not responsible for the students' tuition.

The enrolling district reports the student on MARSS and identifies the resident district. This assures that the resident district generates the general education revenue during the placement. The resident district can verify this fact by reviewing the MARSS 31 Residents Served Elsewhere Report posted to Secure Reports. If the student is not included on this report, the resident district should contact the enrolling district.

The resident district is financially responsible for the instructional tuition of nonpublic school students placed in a care and treatment program and who are receiving public school instruction during the placement. Only the time the students receive direct instruction generates student membership and is subject to tuition. Tuition billing applies to all students with an IEP who are receiving public school instruction during the placement.

Nonpublic School Students

A school district is not obligated to provide homebound instruction to a nonpublic school student. However, a student who withdraws from the nonpublic school and enrolls in a public school is entitled to all public school services, including homebound instruction. Once a nonpublic school student transfers to a public school, all MARSS reporting applies and the student must meet the criteria for homebound.

Special Education

Homebound should not be confused with Federal Instructional Setting 08 – homebound/hospital care. Students who have a Federal Instructional Setting 08 do not automatically have the Homebound Flag set to "Y." Refer to the grid below:

	Homebound Flag	Setting 08
Student with IEP; placed at home	No	Yes
Student with IEP; placed in hospital	No	Yes
Student with IEP; placed in care and treatment	No	Yes
Student with IEP; medically confined to student's home*	Yes	Yes
Student with IEP; parents' home school	No	Depends on service location
Student with no IEP; placed in care and treatment	No	No
Student with no IEP; placed in hospital	No	No
Student with no IEP; parents' home school	No	No

* Medical note confining the student to the home is on file.

Kindergarten Disabled Students

Kindergarten students with disabilities (grade HK) who are receiving homebound instruction may be reported in terms of hours. These students should generate the same ADM as they would have had they continued to attend at the school site. Therefore, grade HK homebound students enrolled in schools with a:

- Half-day, daily kindergarten schedule can generate the actual length of each school day for each homebound visit.
- Full-day, alternate day kindergarten schedule can generate half of the actual length of each school day for each homebound visit.
- Full-day, every day kindergarten schedule generates the actual length of each school day for each homebound visit.

Schools that claim more hours per visit must maintain documentation of why and how a particular student was eligible for more hours of membership. Services should be provided based on the medical and educational needs of the student.



Homebound and Four-Day Week

Districts on a four-day week have fewer instructional days per year but they are longer in length. Homebound students enrolled in a school with traditional, five-days per week schedule would need to receive about 170 hours of homebound instruction to generate 1.0 Average Daily Membership (ADM). Students enrolled in schools on a four-day week are entitled to receive no less homebound instruction. In an effort to maintain instructional time for homebound students who are not benefiting from the increased length of the instructional day at the school site, it is reasonable that a homebound student receive about 1.25 hours of instruction to equal one instructional day in a four-day week calendar. Using that ratio, a student enrolled in a four-day week school and

who receives 135 hours of instruction could be reported for 108 membership days. ($135 / 1.25 = 108$ membership days.) Services should be provided based on the medical and educational needs of the student.



Homebound and PSEO Online

Students who are medically confined to their home, who receive eligible homebound instruction and are also able to continue PSEO classes offered online are flagged as "Y" Homebound and 100 Percent Enrolled. However, the PSEO High School Hours need to be reduced to reflect the PSEO participation. For each hour of homebound instruction that the school district provides during the homebound period claim the portion of the school day for which the students are not taking PSEO classes. For example, in a high school with six periods per day and the student takes two PSEO online courses, each hour of homebound instruction generates $4/6$ of a school day. The homebound instruction covers four class periods of the day. If the school provides 20 hours of homebound instruction during the homebound record report the following:

- Attendance Days equals 0.
- Membership Days equals the number of instructional days in the enrollment record – the number of instructional days between the Status Start and End Dates.
- Percent Enrolled equals 100.
- PSEO High School Hours equals $(20 \text{ hours of Homebound Instruction} \times \text{Length of the School Day in Minutes from the MARSS A School file} \times (4 / 6)) / 60$.
- Students who attend PSEO classes on the postsecondary campus are ineligible to report as homebound.



Homebound and Supplemental Online Learning (OLL)

Students who are medically confined to their home, who receive eligible homebound instruction and are also able to participate in supplemental OLL classes are flagged as "Y" Homebound, 100 Percent Enrolled with zero Attendance Days. Each hour of homebound instruction that the school district provides during the homebound period generates one membership day.



Remote Homebound Instruction

Traditional homebound instruction is provided one-on-one in the student's home by an appropriately licensed teacher. However, remote instruction is also eligible to claim for homebound students under specific circumstances.

Live, one-on-one remote instruction. An appropriately licensed teacher provides one-on-one instruction to the student using live audio and visual technology. The exchange is live and interactive for both participants. It is assumed that the student and teacher are maintaining instruction as required in the student's IEP including regular instruction and special education. Each day the required services are provided generates one day of membership. For example, the student's IEP requires one hour per day of academic instruction and an additional two hours of special education services. The combination of the two types of services for a total of three hours would generate one membership day. When an IEP requires additional services, those hours do not generate additional membership days.

If the student does not have an IEP and is receiving one-on-one instruction by an appropriately licensed teacher using live audio and visual technology each hour of instruction, generates one day of membership.

Live, remote classroom instruction. An appropriately licensed teacher provides live classroom instruction or special education instruction in a resource room/self-contained program to the student using audio and visual technology. The exchange is live and interactive for all participants. The homebound student is considered one of the students in the classroom. Each hour of instruction generates one hour of membership.

Combination of traditional homebound; Live, one-on-one instruction; and/or live, remote classroom instruction. A combination of instructional delivery methods can be offered to a single homebound student for different courses. The student membership generated cannot exceed the number of membership days over which the instruction was provided. For example, for a homebound student who participated in two, daily remote classroom courses for 30 days and also received one hour of traditional homebound instruction each day can generate no more than 30 days of membership between the two delivery methods.

Video. For students who are so extremely medically fragile and/or unstable, e.g., a student requires a 24/7 personal care attendant, that instructional visits to the home cannot be scheduled and remote synchronous instruction is impossible to schedule due to the student's health conditions, alternative direct instruction can be provided. The student is considered part time rather than homebound. Each eligible hour of instruction generates one hour of membership.

- Videos created by appropriately licensed teachers can be provided to the student, allowing the student to view the instruction as the student is able. The instruction can be viewed at any time. The video must be developed uniquely for the student to meet the goals and objectives of the student's IEP or the student's academic requirements.
- The video must provide instruction to which the student can respond by performing tasks, completing assignments, and/or requesting additional clarification.
- The time the student views the video generates membership time. A single video can generate student membership hours only once until the student's learning has been reviewed and evaluated by the teacher. The student may be assigned to watch the same video again and be re-evaluated or the student may be assigned a different video to watch. The time the student spends during eligible viewings and/or receiving direct teacher evaluation generates membership time.
- Time that staff spend preparing instructional material, recording videos and/or traveling do not count as direct instruction and the time does not generate student membership. (Some of this time may be eligible for special education aid.) However, direct instruction provided by appropriately licensed teachers in the home generates student membership.



Attend School on an Irregular Basis per Medical Authority (Irregular Basis.) Students who attend school on an irregular basis, i.e., not daily and are not medically confined to the home would not be reported as homebound.

The student would be reported as part-time until the student transitions back full-time unless there is documentation from a medical authority that requires this part-time transition and the district provides instruction in the home in addition to the instruction that occurs at school. Without the medical authorities

orders, the student would generate membership for each hour of instruction provide either at school or at home; one hour of instruction would generate one hour of membership.

An irregular schedule would be when the medical authority has limited attendance at school to fewer days per week but full days. The student attends Monday, Wednesday and Friday all day. The school adjusts the student's schedule to fewer days per week. The student receives instruction at the school site and at home. Each hour of scheduled instruction at the school site generates a membership hour. The student would generate a full day of membership on the days the student was scheduled to attend at school all day. Each additional hour of instruction provide in the home on days the student was not scheduled to attend at the school site would generate one additional hour of membership.

For example, a student who, over the course of 60 school days:

- attends at the school site Monday, Wednesday and Fridays all day.
- has a statement signed by a medical authority that the student cannot attend school every day.
- receives 24 hours of one-on-one instruction from an appropriately licensed teacher in the student's home on days the student is not scheduled to attend at the school site during these 60 days.

This student is:

- marked in attendance each day that the student attends and is marked absent when not present.
- Homebound flag = "N."
- Percent Enrolled = 999.
- Membership = ((number of full days x length of day)/60) + 24 hours.

Part-time Enrollment. Under certain circumstances home-based instruction can continue or be used when a medical authority signs a statement limiting a student's attendance at the school site to part time on a daily basis and instruction is also concurrently provided in the student's home. One-to-one instruction in the student's home for an average of one hour per day or more for classes not attended at the school site can be used to claim the student as full time. The student is considered absent while not at the school site. The instruction in the home must be provided by the public school, not the parent.

For example, a student who, for 100 school days the medical authority limits the student to attend school for morning classes only:

- attends at the school site for three hours (180 minutes) plus lunch per day. (The meal times do not generate student membership.)
- has a signed statement from a medical authority that requires the student to go home at noon.
- receives 75 hours of one-on-one instruction in the student's home during these 100 days from an appropriately licensed teacher.
- There would be two enrollment records because the student did not receive additional instruction in the home to reach all of the 100 days the student was on this schedule. The student is reported as full-time for the first 75 days and part-time (three hours per day) for the remaining 25 days.

This student is:

- marked in attendance each day that the student attends and is marked absent when not present.

- Homebound flag = "N."
- reported as a full-time student for the first 75 days because 75 hours of instruction in the home were provided.
- reported as part time for the remaining 25 days because instruction was provided at school for only three hours of the 100 days that the student had this schedule.

The split in enrollment records could not be determined until the school year is completed or the student's schedule changes and when the total number of instructional hours provide in the home have been completed.

The additional instructional hours cannot be used to generate more membership days than instructional days in the school's calendar between the students' Status Start and End Dates while on this schedule. So in the example had the student received 110 hours of instruction, the student could not be claimed for more than 100 membership days. However, this amount of education may be appropriate due to the student's educational and medical need.

Please note that 45 minutes equals 45 minutes or .75 hours.

Without the medical authority's signed statement and instruction provided in the home during the same time period, the student is considered part time. The student is not marked as homebound and attendance is recorded for the time the student attends at the school site. One hour of service provided is equal to one membership hour.

Be sure to maintain detailed records of the student' daily schedule and the instructional visits made by the teachers providing the in-home instruction.



Summer Homebound

Homebound services provided to students during the summer months after school has ended are not reported on MARSS. However, if the student has an IEP that requires Extended School Year (ESY) services and the IEP requires the services be provided in the home, the time is reported as ESY with State Aid Category 46. The homebound flag is "N."

Canceled Homebound Session

No homebound membership is generated until the student receives the first homebound visit from an appropriately licensed teacher. When a homebound visit is scheduled but the parent cancels it due to illness, that homebound visit can generate the number of minutes/hours for which the homebound visit was originally scheduled. However, if the school or teacher cancels the visit, then no membership can be generated (similar to canceling a day of school). In either case, if the canceled homebound visit is rescheduled, then the original visit cannot be claimed for membership because this would be claiming the same membership time twice.

Audit Records for Homebound Instruction and Instruction in the Home

For audit purposes, maintain records that show the actual dates of each homebound visit and the number of hours of instruction provided on each homebound visit. Auditors may also request to see the verification of the

student's eligibility for homebound instruction, e.g., the medical authority's written statement confining the student to the home. At year-end, the students' permanent record cards may be adjusted to reflect instruction received in the home. Also refer to Appendix H.



When instruction is provided both in school and in the home, keep detailed records of the student's attendance at school and the number of hours of instruction provided in the home. Auditors may also request to see the verification by the medical authority limiting the specific number of days per week and/or that the student attends less than a full day at school.

Data Element Values:

Y - Yes

N – No

Data Element Value Notes:

One (1) letter alpha code located in the Student (B) file. Example: N

Home Language

Reporting File: Student

Edited: Fall and End-of-Year

Home Language is used for federal and state reporting including programs funded under the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Title VI Civil Rights National Origin Desegregation, Student Academic Achievement and Growth 120B.35 subdivision 3, and the Education for English Learners Act 124D.59 through 124D.63.

Home Language is typically obtained from the *Home Language Survey*. It is the language other than English first learned by students, the language spoken most of the time, or the language usually spoken in the home. A *Home Language Survey* signed by the parent or guardian should be on file for all students.

Note: Students with hearing loss who use American Sign Language should be considered to have a Home Language 42 for American Sign Language, if reported on a home language survey.

The Home Language is considered permanent for the duration of the students' school career. Even if an English learner is currently EL proficiency, the Home Language does not change to English.

Language Codes. Refer to the lists included in the MARSS Manual, Appendices D and D1. Periodically a language new to Minnesota's list of recognized languages is assigned a Home Language code and Appendices D and D1 are updated. An update to the list of recognized languages does not require schools to resurvey students. As new students enroll, districts and charter schools should use the expanded list of languages to select an appropriate language for the student based on the *Home Language Survey*. If there are existing families that are insistent that the district record a language not previously available, the district can update the student's home language using the expanded list available

The department has partnered with TransACT to provide districts and charter schools free access to a collection of legally-reviewed Title III parent notices including the Home Language Survey. The collections are professionally translated into multiple languages and are updated in accordance with changing laws mandated by the Office for Civil Rights and ESEA/NCLB (No Child Left Behind). The free online access includes: English, Spanish, Arabic, Hmong, Russian, Somali, Vietnamese and Karen. Additionally, the existing collection of Minnesota parent notification letters is also available via the Transact portal.

To activate your [free account at TransAct](#), choose "[Log In/Register](#)" in the upper right corner. Choose "[New User? Register for Access!](#)"

Data Element Value Notes:

Home Language cannot be 0 1 1 (English) or 042 (American Sign Language) when the English Learner indicator is "Y" and/or when EL Start Date is greater than zero, i.e., the student is participating in an EL program.

See Appendix D for a complete set of values by code.

See Appendix D1 for a complete set of values by language.

Three (3) digit numeric code located in the student (B) file. Example: 0 1 1

Homeless Student Flag

Reporting File: Student

Edited: Fall and End-of-Year

The Homeless Student Flag is used to compile counts of homeless students for federal reports. The determination of homelessness must be made by the district's or charter school's Homeless Liaison. These staff have received additional information and training to assist in making these determinations.

Students who qualify under the Homeless definition any time during the current school year are to be reported as "Y" homeless. In addition, federal reports also require a count of the students' nighttime residences as well as the number of unaccompanied youth. The counts of nighttime residence and unaccompanied youth must be recorded in a spreadsheet version of the local MARSS WES report called MARSS 51 Homeless Federal Count and are reported to Minnesota Department of Education (MDE) after the end of a school year when requested via a survey of Title I directors.

Homelessness is defined according to federal law as:

42 U.S.C. § 103(a) (1) (2) of P.L. 100-77 (McKinney-Vento Education for Children and Youth who are Homeless):

A homeless student is one who lacks a fixed, regular and adequate nighttime residence which includes any of the following:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelter; are abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the means of section 103(a)(2)(C));
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (a) through (c).

The four categories of homeless nighttime residences are included in the above definition and are summarized as: Doubled-up, Hotel/Motel, Sheltered or Unsheltered.



*Minnesota Statutes, section 120A.20: Subd. 2 **Education and residence, and transportation of homeless.***

(a) Notwithstanding subdivision 1, a district must not deny free admission to a homeless pupil solely because the district cannot determine that the pupil is a resident of the district.

(b) The school district of residence for a homeless pupil shall be the school district in which the parent or legal guardian resides, unless: (1) parental rights have been terminated by court order; (2) the parent or guardian is not living within the state; or (3) the parent or guardian having legal custody of the child is an inmate of a

Minnesota correctional facility or is a resident of a halfway house under the supervision of the commissioner of corrections. If any of clauses (1) to (3) apply, the school district of residence shall be the school district in which the pupil resided when the qualifying event occurred. If no other district of residence can be established, the school district of residence shall be the school district in which the pupil currently resides. If there is a dispute between school districts regarding residency, the district of residence is the district designated by the commissioner of education.

(c) The serving district is responsible for transporting a homeless pupil to and from the pupil's district of residence. The district may transport from a permanent home in another district but only through the end of the academic school year. When a pupil is enrolled in a charter school, the district or school that provides transportation for other pupils enrolled in the charter school is responsible for providing transportation. When a homeless student with or without an individualized education program attends a public school other than an independent or special school district or charter school, the district of residence is responsible for transportation.

Students are considered homeless through the remainder of the school year even if they obtain stable housing. Homeless students are entitled to transportation services to their 'school-of-origin', the school of enrollment. See "Transportation" below. When students remain homeless through the summer and into the next school year, their Homeless Student Flag is again reported as 'Y' and they continue to be entitled to transportation and other services.

Care and Treatment

Students who at the time of a care and treatment placement were homeless are not considered homeless during the treatment placement. These students are unable to enroll in the school of origin because of the care and treatment placement. The students would be reported with State Aid Category (SAC) 27 or 28 depending on the employment status of the teachers in the treatment program.



New Enrollment Record

Beginning in school year 2016-17, once the student has been identified as homeless, a new enrollment record needs to be created with Homeless Flag = "Y." The start date should be the initial night of homelessness. The end date can be the last date the student was known to be homeless or the end of the school year. Either way is acceptable; however, a warning message will be generated indicating an earlier record exists in which the student is reported as homeless when a new enrollment record is generated when the student moves into established housing. This warning message can be ignored in this case.

Economic Indicator

Students experiencing homelessness are eligible to receive free meals and should be reported with an Economic Indicator of 2. If the students are considered homeless prior to the final Fall MARSS submission in mid-December, report Economic Indicator 2 on the fall file. If the determination of homelessness is made after December 15, then the fall file would reflect the students' Direct Certification, *Application for Educational Benefits* or *Alternate Application for Educational Benefits* status; report the homeless students' Economic Indicator as 2 on the Year-End file only.



Foster Care

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) was amended by the Every Student Succeeds Act (ESSA) on December 10, 2015. One of the key provisions is that “children awaiting foster care” was removed from the definition of “homeless children and youths.” Under this provision, schools cannot use McKinney-Vento funds to serve children and youth who are in and awaiting foster care. Districts will no longer be able to access state special education funds that have been available to cover the additional costs of transporting students awaiting foster care to their school of origin. This affects students initially placed for foster care on or after December 10, 2016.

Title I

Students experiencing homelessness are eligible to receive Title I services. Report the homeless student as a Title I participant if the student is enrolled in a Title I school (i.e., Title I School Indicator is one of B, C, D or E). If not enrolled in a Title I school, homeless students are entitled to comparable Title I services but there is no MARSS indicator for this situation.

Transportation

For transportation purposes, the independent school district in which the homeless students are enrolled is responsible for transportation. That district may contract with the district that is the nighttime residence of the student.

If the homeless students are enrolled in a charter school and the charter school transports its own students, the charter school is responsible for transporting the students, even if the students have a nighttime residence outside the independent school district in which the charter school is located. The same is true if a local district transports students.

If the homeless students are enrolled in other than an independent school district or charter school, the resident district is responsible for transportation.

If students are transported across state lines, please contact MDE at 651-582-8265; districts must share costs in such cases. For transportation purposes, homeless students are coded as Transportation Category 06 – Special Transportation. If special education students and transportation is included in the IEP, then the category is 03.

Students experiencing homelessness who do not avail themselves of the McKinney-Vento right to remain enrolled in the school of origin, rather enroll elsewhere under enrollment options, are responsible for their own transportation.



Certification from the Homeless Liaison

A district’s/charter school’s homeless liaison must provide certification to the MARSS coordinators to ensure that the student is reported as homeless. The documentation may be provided as a spreadsheet or as a typical form. Whatever the process, the document needs to be signed by the homeless liaison. The date that the student is determined to be homeless is based on when the homeless situation occurred. Not when the homeless liaison first learned or met with the family.

MARSS 51 Homeless Federal Count

Additional Data: Nighttime Residence and Unaccompanied Youth

Minnesota must comply with an annual federal reporting requirement of the count of homeless students by nighttime residence and the number of unaccompanied youth. The local MARSS WES report called MARSS 51 Homeless Federal Count has been designed to assist district and charter school Homeless Liaisons to edit data throughout the school year and to compile these counts at the end of the school year. The required data are reported by the Homeless Liaisons after the end of the school year when requested in a survey of Title I Directors (usually in September of the following the school year). MARSS 51 Homeless Federal Count, a local MARSS WES report, can be exported to excel and provided to the Homeless Liaison to identify each homeless student's nighttime residence on their initial night as homeless and to identify which are unaccompanied youth. However, only summary data for each of the variables is required to be provided to MDE, not data on individual students.

Note: When exporting the MARSS 51 Homeless Federal Count to excel be sure to specify "Data *Only*." The additional data columns do not appear on the initial report, but will be included as columns in the excel spreadsheet.

Total Homeless Students	Nighttime Residence				Unaccompanied Youth
	Sheltered	Doubled-up	Unsheltered	Hotel/Motel	
xxx	xxx	xx	xx	xx	xx

The Total Homeless Students must equal the sum of Nighttime Residences. Each student can be identified in only one Nighttime Residence category, but might also be an Unaccompanied Youth.

Visit the [Homeless McKinney Vento](#) Web page for more information on reporting nighttime residence and unaccompanied youth.

Data Element Values:

N – No

Y – Yes (student was homeless for some period of time during the current school year).

Data Element Value Notes:

One (1) letter alpha code located in the Student (B) file. Example: N

Independent Study Flag

Reporting File: Student

Edited: Fall and End-of-Year

State-approved alternative programs (SAAPs) that also have a state-approved Independent Study (IS) component use this flag to identify independent study participants. Only students who earned credit or partial credit in at least one Independent Study (IS) course and whose membership hours in the enrollment record are based at least in part on course completion would be reported with the Independent Study Flag of “Y.”

The Independent Study Flag will be used to identify students whose attendance requirements are legitimately as low as 20 to 25 percent of their membership. A separate enrollment record for the IS membership is not necessary, nor does it matter how much of the student’s membership is based on IS. The student’s membership in a specific enrollment record could include both seat-based and IS courses. When any portion of the student’s membership is based on IS, then that enrollment record is flagged with an Independent Study Flag of “Y.”

Typically, students participating in independent study must be at least 16 years old.

Students under the age of 16 must have extenuating circumstances such as expulsion, being pregnant or a teen parent, etc. to generate membership for independent study.

- A warning message will result for student’s age 12 through 15, as of the enrollment records’ Status Start Date, identified as independent study. The students’ Continual Learning Plan (CLP) must document the extenuating circumstances.
- An error will result in the following situations for students identified as independent study:
 - Under the age of 12, as of the enrollment record’s Status Start Date, and/or
 - School classification is other than a state-approved alternative program (school classifications 41, 42 or 43).

Attendance

Attendance is the actual number of student-teacher contact hours, minimums for which were established in the alternative program’s independent study application.

Membership

Membership for students enrolled in an alternative program that is also approved for independent study must be determined on a course-by-course basis. Each course must be identified as generating membership in either a seat-based model or an independent study model.

- The courses taken in a seat-based setting generate membership for the scheduled class time and include time the students are scheduled to attend the class but are absent.
- The courses taken in an independent study setting generate membership for the course completion. Use the Independent Study worksheet to convert independent study course completions or partial completions to membership hours.

Refer to *Procedure Number 8* for more detailed information.

The Independent Study Flag is not intended for the following situations:

- Students who are awarded credit for independent work but who are not enrolled in a state-approved independent study program can be claimed only for actual seat time.
- Students enrolled in alternative programs where courses are provided only in a seat-based or individualized setting and who generate membership for scheduled contact time when they are absent are generating membership in a seat-based setting as opposed to independent study.
- Membership cannot be claimed in the current year for students who were awarded credit or partial credit for coursework completed during a prior school year. This membership should have been claimed during the year it was completed.
- Homebound students are not considered independent study students. *Refer to the Homebound Indicator Flag in the Data Definitions section of the manual.*
- Online learning (OLL) students are not considered independent study students for this data item. However, a state-approved alternative program with independent study approval can use OLL curriculum for the independently completed coursework as long as it maintains the 20 to 25 percent student to teacher contact time. This would be considered independent study.
- Students with two enrollment records and only one includes an independent study course are flagged as Independent Study in only one record; the non-IS record is not flagged with the Independent Study Flag of “Y.”

School Classification must equal 41, 42 or 43 to qualify for the Independent Study Flag.

Default will be “N” (none of the students’ membership was generated using the Independent Study model).

Data Element Values

N – No.

Y – Yes (student enrolled in a state approved Alternative Independent study program and earned credit).

Data Element Notes

When the Independent Study Flag = “Y,” Special Education Evaluation Status ^{Change} 4 or 6 and there is no overlapping enrollment record within a traditional school, Special Education Service Hours must be calculated and reported.

One (1) letter alpha code located in the Student (B) file. Example: N.

Instructional Days

Reporting File: School

Edited: End-of-Year

Instructional Days are used to calculate both average daily attendance (ADA) and average daily membership (ADM). ADM is used in many state aid calculations.

Instructional Days are the number of days in the school calendar during which all students in a particular grade and school are required to attend and participate in school activity for the full school day. Days scheduled to be shorter than the typical day are included in the count of Instructional Days. However, the school must use the Flexible Scheduling worksheet to compute the average length of day. Refer the Flexible Scheduling worksheet section below. A full school day is defined by the local school board and may vary throughout the year. Different grades in a school may have a different number of Instructional Days, particularly when a school has a full day, alternate day kindergarten schedule, or when seniors complete the school year earlier than younger grades.

Instructional Days do not need to be reported for grade 'EC' (early childhood special education) or 'HK' (kindergarten students with an IEP); Extended School Year (ESY) sites; state-approved targeted services programs; or site 005 that is used to report Early Childhood Health and Developmental Screening. The computations for ADA and ADM do not use Instructional Days for these grade levels and students. All other sites must have a school calendar with designated Instructional Days.

Caution: Count the Instructional Days carefully. Reporting more Instructional Days than Membership Days generated for a full year student will cause a lower ADM.

Days that are scheduled to be shorter in length are reported as Instructional Days. However, the Flexible Scheduling worksheet needs to be completed to calculate the average Length of School Day in Minutes for the school and grade. Days that were shorter in length due to emergency circumstances e.g. inclement weather, school fire, etc. can be counted as regular Instructional Days. *See Appendix B for a comprehensive description of Days in Session and the flexible scheduling option.*

Instructional Days must be reported for every grade and school in which at least one student is reported.

Example: If a kindergarten through grade six elementary school enrolls a seventh grade shared time student, there must be Instructional Days reported for the seventh grade, as well as kindergarten through grade six.

Tournaments/Off-Site Activities. Days on which some students are released to participate in a school activity, transportation is provided, students are supervised by school staff at the activity and instruction is provided for students who do not participate in the off-site activity can be reported as an Instructional Day for the school and grades affected. However, if the off-site activity is not required and school is not held for students who choose not to participate, the day cannot be reported as an Instructional Day.

If the school day ends early because of the tournament or off-site activity, the day can be reported as an Instructional Day. However, the average length of day must be computed to account for the shorter length of the day. Refer to the Flexible Scheduling worksheet.

Start of School Year. Independent school districts cannot schedule student instructional days prior to Labor Day. Exceptions for the post-Labor Day start date are:

- Charter schools can start as early as July 1. This will be indicated on the school calendar that the school provides to the department each summer for the following school year.
- Districts with remodeling projects in excess of \$400,000 can start prior to Labor Day by sending a written notification to School Finance so that the MARSS edit program can be updated. Refer to Minnesota Statutes, section 120A.40.
- Districts cooperating with districts in other states can start prior to Labor Day by sending a written notification to School Finance so that the MARSS edit program can be updated.
- State-approved alternative programs (SAAPs), e.g., area learning centers, can start in June.
- Schools with state-approved flexible scheduling can start prior to Labor Day but no earlier than July 1.
- Students in grades PS (early childhood screening), EC (early childhood special education) and HK (kindergarten disabled) can have start dates as early as July 1.

Districts may choose to report 000 for grades EC (early childhood) and HK (kindergarten disabled).



E-Learning Days

Effective Fiscal Year (FY) 2018 school boards and charter schools may adopt e-learning plans that provide up to five digital or e-learning days due to inclement weather. E-Learning days are defined as instructional days where a school offers full access to online instruction provided by students' individual teachers due to inclement weather. E-Learning day plans are specific to those school sites and/or grade levels that are able to deliver online instruction to all students. Requirements of the plan include consultation with the teachers, accommodations for students who lack access to internet at home or digital devices, and accessible options for students with disabilities.



Since e-learning days are clearly defined as “school offers full access to online instruction” a plan must account for both teachers providing online instruction and students accessing that instruction, which requires them to have a device and internet. The provision of availability by telephone is a means to provide instruction to students who have insufficient access, but not intended as a primary means of instruction.

The district must notify parents and students of the potential for e-learning days at the beginning of the school year and at least a two hour notice before the school start time that students will follow the e-learning day plan on a scheduled instructional day. It requires teachers to be accessible online and by phone during normal school hours on an e-learning day.

E-learning days are reported as regular instructional days on the MARSS A School File. Students enrolled on an e-learning day would generate one day of membership. The length of the school day is reported as the same length that was originally scheduled had the students attended at the school site.



MDE encourages districts not to use the term “E-Learning” unless they’re specifically referring to an E-Learning Day Plan as referenced and defined in Minnesota Statutes, section 120A.414. The use of certain terms can lead to confusion. Districts should use the terms digital learning days, flex days, and other terms to refer to other scheduled alternative instructional days or optional instructional days that are not counted as days of instruction in MARSS. It’s important for the district to clarify exactly what is meant.

State Approved Alternative Programs (SAAPs). All SAAPs must report both the number of days in the traditional school year (Instructional Days) and the required length of day (Length of School Day in Minutes) on those days. The traditional school year is defined as the “core” year during which a student is expected to make normal grade progression (typically the summer session is considered “extended” year). Only membership hours that exceed the number in the regular, required school calendar will generate additional ADM, and thus, dollars.

SAAPs that do not offer a comprehensive school calendar, e.g., an alternative program that offers classes only two evenings per week, must still report a full year of Instructional Days so that average daily membership (ADM) can be generated correctly. The SAAP should report Instructional Days and Length of School Day in Minutes equal to that provided at the local high school.

Secondary grades in ALCs and public alternative programs in which all students generate membership using independent study can report 170 Instructional Days and 360 minutes per day. If any student generates membership in a seat-based program, Instructional Days and Length of School Day in Minutes must be reported for that grade and program per the seat-based calendar.

Be sure to use the same figures on the Independent Study worksheet as are reported on the MARSS A school file.

Shortened School Year. Schools that close before the end of the school year must report the number of Instructional Days that were originally scheduled to avoid erroneously inflating students’ average daily membership (ADM).

Example: If a charter school is scheduled to have 175 Instructional Days but closes after only 140 days, it must report 175 Instructional Days.



Certain Holidays

Districts may contract with teachers to hold school on any of the holidays listed below. However, at least one hour of the day “must be devoted to a patriotic observance of the day” for all but Columbus Day under Minnesota Statutes, section 120A.42.

- Martin Luther King’s birthday
- Washington’s birthday
- Lincoln’s birthday
- Veteran’s Day
- Columbus Day

Classes may not be scheduled at independent school districts on the days listed below under Minnesota Statutes, section 645.44, subdivision 5. When the holiday falls on a Saturday, the prior Friday is considered the holiday. When the holiday falls on a Sunday, the following Monday is considered the holiday. Charter schools are exempt from this statute although transportation might be an issue if the charter school relies on the local school district for transportation services.

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day



Kindergarten Disabled (HK)

There are no Minnesota Rules or Statutes that set a minimum length of day for kindergarten students with disabilities. However, Minnesota Statutes, section 126C.05, subdivision 1(c), states that membership and attendance for these students are to be reported in terms hours and average daily membership (ADM) is the ratio of hours of instruction provided to 875 hours. This ratio may not exceed 1.0 (1.00 ADM). A district may claim as many membership hours as both recommended in each of these students' Individual Education Plan (IEP) and scheduled. MARSS programming will hold the students' total ADM and pupil units to no more than 1.0. The ADM will be prorated for students with more than one enrollment record.



Early Childhood Special Education (EC)

There are no Minnesota Rules or Statutes that set a minimum length of day for prekindergarten students with disabilities. However, Minnesota Statutes, section 126C.05, subdivision 1(a) states that membership and attendance for these students are to be reported in terms of hours and ADM is the ratio of hours of instruction provided to 825 hours. This ratio may not exceed 1.00 (1.00 ADM). A district may claim as many membership hours as both recommended in each of these students' Individual Education Plan (IEP) and scheduled. MARSS programming will hold the students' ADM to no more than 1.0. The ADM will be prorated for students with more than one enrollment record.



Length of Day

Report the Length of School Day in Minutes, excluding meal times. At the secondary level, a reasonable passing time may be included. At the elementary level, a supervised recess during the day may be included in the length of day. If length of day is altered during the year, use the Flexible Scheduling Report worksheet described below, to compute the average length of day to report.

The Flexible Scheduling Report worksheet is posted to the [department's website](http://education.state.mn.gov) (<http://education.state.mn.gov>): Districts, Schools and Educators>Business and Finance> School Finance > MARSS-Student Accounting > MARSS Reporting Instructions.

 **Flexible Scheduling**

Flexible Scheduling Report is a worksheet for districts/schools/grades that include one or more partial instructional days on their School File. This worksheet assists schools in calculating an average length of day to report as Length of Day in Minutes on the MARSS A School file when the actual length of day varies. This report need not be returned to the department; however, a copy of the completed report must be kept on file at the school district for audit purposes. This report should be considered as back-up material for the district's MARSS data and must be kept on file at least three years.

A partial school day is defined as one that is scheduled to be shorter than the normal school day. The day may be scheduled to be shortened for any reason.

Emergency shortened days can be considered normal school days for the purposes of MARSS reporting. In these cases, the Flexible Scheduling Report does not need to be used. However, grades or days that are cancelled completely for any reason are not reported as instructional or membership days.

 **Snow Days/Teacher Strikes**

It is the school board's responsibility to set the school calendar and to determine whether canceled days must be made up at a later date. Minnesota Statutes, section 120A.41 requires school districts to provide instruction for a minimum number of hours and days in the school year. There is a criminal penalty under Minnesota Statutes, section 120A.32 for willful non-compliance with this requirement. Willful non-compliance is a misdemeanor; a school officer or superintendent found guilty under this provision is subject to a fine not to exceed \$10 or by imprisonment for not more than 10 days. There is no specific provision in law for state aids to be reduced if a district does not provide instruction for a certain number of days. However, ADM could be negatively impacted in some cases. Refer to the section called "Canceled School Day" for more information.

If you have further questions, contact [MARSS](mailto:marss@state.mn.us) (marss@state.mn.us).

Data Element Value Notes:

Caution: Count the Instructional Days carefully. Reporting more Instructional Days than Membership Days generated for a full year student will cause a lower ADM.

Three (3) digit numeric code located in School (A) file. Example: 1 7 5

Instructional Setting

Reporting File: Student

Edited: Fall and End-of-Year

Instructional Setting is 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 **Change** 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 IFSP/IEP.

A change in 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 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, and
- Students receiving special education in school based settings (age 6 and older).

Data Element Values:

00 – No IFSP/IEP, non-disabled (used for all ages except for grade levels EC or HK)

Birth Through 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 three 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 one of setting codes 30 through 45.

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.

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.

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.

Ages 3 Through 5

When determining Instructional Settings for children ages 3 through 5, use the following rules to decide which Instructional Setting to use when reporting each child. Please note that the order of the categories does not reflect a continuum from least to most restrictive.

1. The first factor to consider is whether the child attends a regular early childhood program. A regular early childhood program includes at least 50 percent non-disabled children. If so, the child will be reported using MARSS Instructional Setting 31, 32, 33 or 34. Refer to the instructions in the section below to determine which specific category is appropriate. Early childhood programs include, but are not limited to:
 - Head Start.
 - Kindergarten.
 - Private preschool programs.
 - School Readiness.
 - Early Childhood Family Education.
 - Group child care.
 - Reverse mainstream classrooms that include at least 50 percent children without disabilities.

Attendance at an early childhood program need not be funded by IDEA, Part B, to be considered in the determination of Federal Instructional Setting.

2. If the child does not attend a regular early childhood program or kindergarten, the next factor to consider is whether the child attends a special education program. If so, the child will be reported using MARSS Instructional Setting 41, 42, or 43 depending upon the location of the special education program. A special education program is one that includes fewer than 50 percent children without disabilities and includes, but is not limited to, special instruction and related services provided in:
 - Special education classrooms in:
 - Regular school buildings
 - Trailers or portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an out-patient basis
 - Other community based settings;

- Separate schools; and
 - Residential facilities.
3. If the child does not attend a regular early childhood program or a special education program, the next factor to consider is whether the child receives some or all of his/her special education services in the home. If the child receives any of his/her service in the home, report the child using MARSS Instructional Setting 45: Home.
 4. If the child does not receive any special education services in an early childhood program, a special education program or the home, report the child using MARSS Instructional Setting 44: Service Provider Location.

Calculating Time in Regular Early Childhood Programs

When determining whether to report a child using Instructional Setting 31, 32, or 33, calculate the percentage of time the child spends in a regular early childhood program.

31 = in the regular early childhood program at least 80 percent of the time

32 = in the regular early childhood program 40 percent to 79 percent of the time

33 = in the regular early childhood program less than 40 percent of the time

The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the total number of hours the child spends in a regular early childhood program plus any time the child spent receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

Examples

- If the child attends regular early childhood program six hours each week and receives special education and related services in a special education program for an additional 15 hours a week, report the child using Instructional Setting 33, in the regular early childhood program less than 40 percent of time ($6 \div 21 = 0.29 \times 100 = 29\%$). Include in the denominator any time spent receiving special education in the special education program. This is true even if the child receives little or no special education in the early childhood program.
- If the child attends a regular early childhood program six hours per week and receives one hour of special education and related services at home and an additional half hour of special education and related services in a service provider location, report the child using Instructional Setting 31: In a regular early childhood program at least 80 percent of the time ($6 \div 7.5 = 0.8 \times 100 = 80\%$).
- If a child is pulled out of the regular education program to receive special education, this is considered time outside the regular early childhood program. Include this time in the denominator but not in the numerator of the calculation. For example, if a child attends a regular early childhood program for six hours a week, and is pulled out of that environment for two hours each week to receive speech/language services, report the child using MARSS Instructional Setting 32, in the regular early childhood program 40 percent to 79 percent of the time ($4 \div 6 = 0.67 \times 100 = 67\%$).
- Although transportation is a related service, the amount of time children spend being transported from a regular early childhood program to another location to receive special education and related services should not be included in the calculation. For example, a child is enrolled in child care eight hours per day, five days per week for a total of 40 hours. However, four days per week the child is transported by the district to and from a special education program. Round trip transportation takes two hours (eight

hours weekly) and the special education program is 2.5 hours (10 hours weekly) resulting in a total of 18 hours weekly spent out of the regular early childhood program. The result of the removal is that the child is actually spending only 22 hours in the early childhood education program. Report the child using MARSS Instructional Setting 32, in the regular early childhood program 40 percent to 79 percent of the time ($22 \div 32 = 0.69 \times 100 = 69\%$).

Ages 3 Through 5

30 – Child enrolled in and receiving Special Education services in an approved voluntary pre-kindergarten 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.

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.

39 – Child enrolled in and receiving Special Education services in an approved school readiness plus program.

41 – Separate class. Children who attended a special education program in a class with less than 50 percent children without disabilities. Do not include children who also attend a regular early childhood program. These children should be reported using 31-33.

42 – Separate school. Children who received education programs in public or private day schools designed specifically for children with disabilities. Do not include children who also attended a regular early childhood program. These children should be reported using 31-33.

43 – Residential facility. Children who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. Do not include children who also attended a regular early childhood program. These children should be reported using 31-33.

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.
- Hospital facilities on an outpatient basis.
- Libraries and other public locations.

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.

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 an 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.

Ages 6 Through 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.

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.)

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.)

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.

Data Element Value Notes

Two (2)-digit numeric code located in the Student (B) file. Example: 02

Kindergarten Schedule

Reporting File: School

Edited: Fall and End-of-Year (EOY)

Kindergarten Schedule is used to verify data reported for transportation, determine the pupil unit weighting and reports to the legislature.

On the fall Minnesota Automated Reporting Student System (MARSS) file, the Kindergarten Schedule represents the schedule that is used by the school as of October 1. Schools in which one schedule is used fall quarter or semester and a different schedule is used for successive quarters or spring semester should report the schedule in effect on October 1 on the fall file. If the Kindergarten Schedule changes after October 1, for example, half day, daily through October and then full day, daily for the remainder of the school, report the schedule in effect at the end of the year on the EOY file. If the length of day was not consistent throughout the school year, calculate the average length of day to report as Length of School Day in Minutes. If the combination of Instructional Days and length of day do not generate at least 850 annual instructional hours, the Kindergarten Schedule cannot be reported as E Full-day, daily.

Example: When a half-day daily schedule is reported, Length of School Day in Minutes should be at least 150 minutes, but less than 300 minutes. When a full day schedule is reported, the annual instructional hours must be at least 850.

Report a full day schedule (other than code A) if any of the kindergarten days are full days. These students will be transported at the same time as older students and mid-day kindergarten routes would be unnecessary.

Kindergarten Schedule does not need to be reported for grade HK. Kindergarten students with an individualized education program (IEP) are on an individualized schedule which may vary from student to student. Reporting Kindergarten Schedule for grade HK will not impact the calculation of average daily membership (ADM) or pupil units for grade HK.

Data Element Values

A – Half-day, daily

Change B – Full-day, alternate days or three days per week.

E – Full-day, every day throughout the year or full-day, four days per week and available to all students enrolled in the school; no parent paid tuition; funded with general education revenue. Total annual instructional hours equal or exceed 850 hours. Annual instructional hours are computed from the Instructional Days and average Length of School Day in Minutes reported on the EOY MARSS A School file. (Instructional Days x Length of School Days in Minutes / 60).

H – Full-day, every day throughout the year or full-day, four days per week and not available to all students enrolled in the school, participation is limited in some manner; no paid parent tuition; funded with general education revenue. Total annual instructional hours equal or exceed 850 hours. Annual instructional hours are

computed from the Instructional Days and average Length of Day in Minutes reported on the EOY MARSS A School file. (Instructional Days x Length of School Days in Minutes / 60).

Blank is used for all non-kindergarten grades.

Data Element Notes

If none of the schedules is an exact fit, use the most appropriate code.

One (1) letter alpha code located in the School (A) file. Example: A

Last Location of Attendance (LLA)

Reporting File: Student

Edited: Fall and End-of-Year

Last Location of Attendance (LLA) is used for tracking migration and mobility patterns, primarily into the Minnesota public schools. Residency has no bearing on the assignment of a LLA code.

Last Location of Attendance is an indication of the students' last place of enrollment, or in certain cases, enrollment status. LLA is recorded at the time students:

- Enroll at the beginning of a new school year.
- Transfer between grades or schools.
- Change resident district.
- Re-enroll after a period of withdrawal.
- Experience a change in enrollment status, such as, acquire an individualized family service plan/individualized education program (IFSP/IEP) or change Percent Enrolled, homebound status or postsecondary enrollment options (PSEO) participation.

Refer to Status Start Date for a list of situations in which a new enrollment status record must be initiated and a new LLA code assigned.

Data Element Values

00 – The students' most recent enrollment was last year in a public school or charter school in the reporting district. The students enroll in the same public school district or charter school as the prior school year. Students need not enroll in the same school.

Example: The students who completed sixth grade at district A's elementary school and enrolled in district A's junior high school the following fall would have a LLA code of 00 at the junior high school.

Use code 00 for students:

- Whose last enrollment during the prior year was in your district or charter school, whether or not they were enrolled on the last day of school.
- Who re-enrolled in the same district or charter school this year with no intervening district enrollments.

Example: Use LLA 00 for students who dropped out of district A on May 1, and re-enrolled in district A the following school year on October 15. These students were not enrolled anywhere between May 1 and October 15. If the students did enroll elsewhere, that enrollment would determine which LLA code they are assigned.

- Early childhood special education children who received evaluation services last year and this year are enrolled as a kindergartner, or are pre-kindergarten and receive additional evaluation services this year.
- Returning shared-time students.
- Enrolling in a newly consolidated district and who attended one of the individual (old) districts the prior year.

Special Note: By definition the school year for State-Approved Alternative Programs (SAAP) begins in June. Students enrolled in a district on the first day of school in September and were enrolled in a SAAP during the prior summer must be assigned a LLA of 24.

Change 01 – The student’s most recent enrollment was in a Minnesota nonpublic school. For purposes of MARSS reporting, the term nonpublic school includes private sectarian and nonsectarian schools, and home schools. Tribal Contract/Grant Schools and contract alternative programs are considered public schools for purposes of assigning a LLA code.

Include:

- Students who may have started the last school year in a Minnesota public school but ended the prior school year in a nonpublic school.
-  Students who transferred into the reporting district or charter school since the start of the current school year from a nonpublic or homeschool

Use LLA 01 for nonpublic school students starting shared-time services for the first time at the start of the school year. Refer to *Procedure 17* for a definition of shared-time.

Change 02 – Students whose most recent enrollment was in another state. Include:

- Students who may have started last school year in a Minnesota public school but ended the prior school year at a school in another state.
-  Students who transferred into the reporting district or charter school from another state since the start of the current school year.

Change 03 – The student’s most recent enrollment was in another country. Include:

- Students who may have started last school year in Minnesota public school but ended the prior school year at a school in another country.
-  Students who transferred into the reporting district or charter school from another country since the start of the current school year.

Change 04 – The student’s most recent enrollment was in a Minnesota public school in another school district or charter school. Include:

- Students who may have started last school year in this district but ended the prior school year in another school district or charter school.
-  Students who transferred into the reporting district or charter school from another Minnesota public school or charter school since the start of the current school year.

-  Students who received shared-time instruction in one public school district and then midyear transferred to another public school district for full time or shared-time instruction.
-  Students who were enrolled in a SAAP during the summer months and then after September 1, transferred to a traditional school in another (not the SAAP district) school district or charter school.
-  Students who started the school year in another Minnesota public school district or charter school, transferred to a school in another state, country or nonpublic school, and then enrolled in a second Minnesota public school district or charter school during the same school year. This will only be possible if the students know they were previously enrolled in a Minnesota public school this year.
-  Students started the school year in a Tribal Contract/Grant school and transferred into another public school or charter school midyear.

Change 05 – Never been enrolled in a school before, regardless of age, (public or nonpublic) or any educational program including early childhood or other pre-kindergarten disabled programs or voluntary pre-kindergarten.

For purposes of assigning LLA codes, children who were in day care, Head Start or early childhood family education programs and did not have IFSP/IEPs are not considered to have been enrolled in public school. Children who received early childhood screening are not considered to have been enrolled in public school. Children with IFSP/IEPs who received special education services are considered to have been enrolled in a public school. Students in a voluntary pre-kindergarten or school readiness plus program are considered to have been enrolled in a public school.

Change 24 – Re-enrollment into the same district or inter-district transfer during the same school year. There may or may not be a lapse of days between enrollment status records. Use LLA 24 when students re-enroll into the same school.

LLA is recorded each time a new enrollment status record is initiated. Students may have only one of codes 00 through 05 within a given school district. However, students may have multiple enrollment records with LLA code of 24.

-  Students transferred into the reporting school during the school year from another public school within this district.
-  Students who have not transferred schools but the resident district has changed.

Example: Students who re-enroll during the same school year after having withdrawn to attend elsewhere, for any amount of time, are LLA 24 when they return.

Data Element Value Notes

Two (2) digit numeric code located in the Student (B) file. Example: 0 0

Length of School Day in Minutes

Reporting File: School

Edited: Fall and End-of-Year

Length of School Day in Minutes is used in conjunction with Instructional Days to calculate the annual instructional hours. It is used in the calculation of Average Daily Membership (ADM) for alternative programs, Postsecondary Enrollment Options (PSEO), shared-time and part-time students. In the fall, it is used to compute student membership hours for tuition billing as if the student was enrolled for the full school year. The total school year instructional hours calculated using fall data are then multiplied by the midpoints to determine the number of special education service hours.

Length of School Day in Minutes is the average number of minutes of attendance required by the school for all students in a given grade, excluding meals. When the length of day varies throughout the year, an average length of day must be calculated using the *Flexible Scheduling Worksheet*. This impacts the Length of School Day in Minutes that is reported.

Change Length of School Day in Minutes includes passing time between classes at the secondary level and a supervised recess on either side of the lunch break at the elementary level. The recess would need to be supervised by a district employee in order to be included in the Length of Day. It includes passing time to and from lunch, if it's the same length as other passing times and is documented in the school's daily schedule. It excludes mealtimes, excessive passing time to and from lunch, non-instructional breaks, e.g., scheduled breaks between classes that exceed passing time, and optional periods, e.g., zero-hour. Secondary schools with an *optional zero*, seventh or eighth period should not include the minutes for the optional periods as part of the length of day.

Length of School Day in Minutes must be reported for every grade and school in which at least one student is reported.

Example: If a kindergarten through grade 6 elementary school enrolls a seventh grade shared-time student, Length of School Day in Minutes must be reported for the grade 7.

Exceptions: Length of School Day in Minutes does not need to be reported for grade EC (early childhood special education) or HK (kindergarten students with an Individualized Education Program (IEP); Extended School Year (ESY) sites; state-approved targeted services programs; or site 005 that is used to report early childhood health and developmental screening. The computations for Average Daily Attendance (ADA) and ADM do not use Length of School Day in Minutes for these grade levels. All other sites and grade levels must have a school calendar with designated Length of School Day in Minutes.

Breakfast: The Length of School Day in Minutes may include breakfast when the meal is eaten in the classroom, all students are required to attend instruction in the classroom during this time, and regular instruction is provided. If the meal is eaten in the lunch room, or only students eating breakfast are required to attend during this time, or there is no regular instruction provided, the breakfast time would not be included in the length of day reported.

Homebound: The Length of School Day in Minutes for a school that is used to report only homebound students should be equal to the districtwide average for that grade level. See *Appendix B* for a more comprehensive discussion.

Flexible Scheduling: Schools are utilizing the flexible scheduling option if:

- Length of School Day in Minutes changes during the year.
- At least one Instructional Day is scheduled to be shorter than the regularly scheduled days. (It is irrelevant why the day is shortened.)
- The shorter day(s) is counted as an instructional, attendance and membership day.

For a school utilizing the flexible scheduling option, Length of School Day in Minutes equals the average length of day for a given school and grade. Refer to *Appendix B* for a more comprehensive discussion of Instructional Days, Length of School Day in Minutes and flexible scheduling.

Changed Length of Day: If Length of School Day in Minutes changes during the year the school is considered to be using the Flexible Scheduling option. Refer above.

Minimum Length of Day: Refer to *MARSS Appendix B* for more information on school calendar requirements.

Care and Treatment

Day Treatment. Students placed for day treatment may receive only half days of instruction until the treatment program is completed. However, if a separate school number is used to report students placed for day treatment, the Length of Day must be similar or the same as other local schools serving the same grade levels. The students' Percent Enrolled must reflect the actual portion of the school day that the students are receiving instruction.

Residential Treatment. Students placed for residential treatment may receive instruction at the treatment program. The Length of Day reported at the residential programs must be similar or the same as other local schools serving the same grade levels. If the students are not receiving instruction for that full school day, the Percent Enrolled must reflect the portion of the day the students are receiving instruction.

Data Element Value Notes

Three (3) digit numeric code located in the School (A) file. Example: 370

Membership Days

Reporting File: Student

Edited: End-of-Year

Membership Days are used in the calculation of average daily membership (ADM), which is the basis for many state aids and levies.

For most enrollment status records, Membership Days are the total number of Instructional Days during which students were enrolled in the school during the current school year. These data must be maintained throughout the year. They should not overlap or be duplicated on another school's or district's MARSS file.

Membership Days may not exceed the number of Instructional Days reported for the same school and grade. When Percent Enrolled equals 999 or 998, Membership Days are reported in terms of hours rather than days.

Part-Time Students. Do not prorate Membership Days for part-time students. The MARSS programming will perform this calculation using Percent Enrolled. Refer to Procedure Number 3 for more information on reporting part-time students.

Early Childhood. Early childhood special education students' attendance and membership must be reported in terms of hours. Percent Enrolled must equal 999. Refer to Procedure Number 6 EC for more information about reporting students in this grade level.

- For students with an IFSP/IEP, report the number of hours scheduled for special education services. Include the time students were scheduled for service but were absent.
- For prekindergarten children who received evaluation services only, and no IFSP/IEP was written, report the actual number of hours of evaluation provided. For evaluated-only students, Membership Days (hours) should equal Attendance Days (hours). Prekindergarten children who are evaluated and qualify for special education services should have two enrollment records with the membership hours split between the two records. The first record will be for the evaluation hours and the second record will be for the time period during which special education services were provided under an IFSP/IEP.

State-Approved Alternative Programs (SAAP). Membership Days must be reported in terms of hours rather than days by reporting Percent Enrolled equal to 999 or 998. Attendance Days must also be reported in terms of hours rather than days.

Example: For alternative school students enrolled for a total of 600 membership hours during the school year, report Percent Enrolled 999 or 998 and Membership Days 600.

Refer to Procedure 8 for more information about reporting students enrolled in SAAPs.

Grade HK. Attendance and membership for kindergarten students with an IEP (grade HK) can be reported in terms of days or hours. Refer to the discussion of Percent Enrolled.

Shared Time. Shared time refers to students enrolled in nonpublic or home schools for purposes of compliance with the compulsory attendance statute and who receive part-time public school instruction. Their attendance and membership can be reported in terms of either days or hours. Refer to Procedure Number 3.

For shared-time students enrolled in the public school, a total of 5100 minutes (85 hours), report Percent Enrolled 999 and Membership Days 85. Or, if the shared-time student has the same schedule every day, e.g., 60 minutes out of 360 minutes, Percent Enrolled can be reported as 017 (60 minutes per day divided by 360 minutes in the school's total minutes times 100) and Attendance Days and Membership Days are reported in terms of days.



Homebased. Students whose instructional program is designed to be provided in the home generate membership for scheduled visits. If the parent refuses a scheduled visit, the student can generate membership for the visit but no attendance would be generated. However, if that scheduled visit is made up at a later date the membership cannot be duplicated. Membership for a single scheduled visit cannot be counted twice. No membership is generated when the school or teacher cancels the scheduled visit.

Homebound. Refer to the definition of Homebound for instructions on reporting student membership for homebound students.

Independent Study (IS). Membership Days for students enrolled in independent study courses at state-approved alternative programs (SAAP), e.g., with a state-approved independent student component, must be reported in terms of hours. Use the IS worksheet to compute the number of membership hours to claim per IS credit. If at the end of the school year students have completed only part of the course work for a given class, only a portion of the membership hours for that credit may be claimed. *Refer to Procedure Number 8.*

Membership for ALC or alternative school students who earn credit through both seat-based and independent study programs is the sum of the two types of membership. In this case, the students' seat-based membership must be converted to hours, added to the independent study hours and total membership reported in terms of hours. The seat-based membership hours cannot be duplicated in the independent study hours – these must be for separate credits. The attendance in a seat-based class cannot be used to meet the minimum attendance time for an independent study class. *Refer to Procedure Number 8 for more information on reporting for SAAPs.*

Work-Based Learning. Membership for students participating in a state-approved, work-based learning program is based on the number of credits the students earn, not necessarily the number of hours the students worked. At a high school or seat-based alternative program, each credit the students earn replaces a class period at the school site. For example, if the students earned two credits for the work component excluding the related seminar, the students can be claimed for the equivalent of two seat-based credits/classes. At a state-approved alternative program with a state-approved independent study program, the work-based credits should be claimed like any other independent study credits using the independent study formula. Refer to *Procedure Number 8.*

Project-Based Learning (PBL). *Refer to Procedure 23.*

Online Learning (OLL). *Refer to Procedure 21 for information on how the enrolling school reports students taking supplemental OLL courses. Refer to Reporting for Online Learning Students for information on how state-approved OLL programs report students enrolled in the program.*



Transportation. Generally, transportation does not generate student membership, e.g., to and from school is not considered instructional time and would not generate student membership. Transportation time between a day treatment program, at which instruction may or may not be provided and the enrolling school, would not generate student membership. However, the instruction provided at each site would generate student membership. More information about day treatment can be found in *Procedure 27*.

Transportation time between a traditional school and a state-approved alternative program (SAAP), including targeted services, would not generate student membership. This transportation is not required and student membership for students enrolled in SAAPs must be associated with specific coursework/classes/credits.

Transportation between a nonpublic school including a home school and the public school for purposes of receiving shared-time instruction would not generate student membership.

However, when an IEP requires special education services be provided at a joint powers or intermediate school site, the travel time becomes part of the student's day. As long as transportation is not provided during the student's normal meal break, which does not generate student membership, the travel time can be considered part of the student's regular school instructional day.



Privately Paid Instruction During the School Day. Time that students spend in private instructional offerings or programs supported by parent-paid instructional fees and that are scheduled and provided during the students' regularly scheduled instructional day are not eligible to generate student membership. To be eligible to generate student membership, the time must be free of charge for the parent. Students who receive parent-paid instruction during the school day must be reported as part-time by either excluding the parent-paid time from the students' attendance and membership or reporting a Percent Enrolled of less than 100.



Membership on the Fall Submission. In the fall submission, a full enrollment record, including Membership Days, should be reported for students who have withdrawn or whose enrollment record was closed out by the date of the file creation. However, for students who have not withdrawn and whose enrollment record did not have to be closed out by the fall submission date, report one of the following:

- Membership Days through the remainder of the school year.
- Membership Days up through a default Status End Date; Status End code must be reported.
- 0000.

If a Status End Date is reported for the enrollment record, the software needs to report Membership Days and Status End code.

The following data are edited at the end-of-year only.

15 Days Withdrawal Provision. Students who have 15 consecutive days of absence, without receiving homebound instruction from the reporting district, must be withdrawn. If during the 15 days absence students enroll elsewhere, the Status End Date, Attendance Days and Membership Days must be adjusted to avoid date overlap errors between the two schools' MARSS files. A new enrollment record is created if students re enroll. A

new enrollment record needs to be created for students who start eligible homebound services during the school year. *Refer to Data Element of Homebound for information on homebound instruction.*

Data Element Value Notes:

Four (4) digit numeric code located in the Student (B) File. Example: 0 1 7 2

Minnesota Care Program Opt Out

Reporting File: Student

Edited: Fall and End-of-Year

This information is collected on the Application for Educational Benefits. Children who are eligible for free or reduced-price school meals may be eligible for Minnesota health insurance programs that are administered through the Department of Human Services (DHS). A child's eligibility status for school meals (qualified for free or reduced-price meals) may be shared with the Minnesota Care program at DHS unless the person signing the Application for Educational Benefits indicates not to share the information (i.e., opting out) by checking the box in Step 4 of the Application for Educational Benefits. A household is not required to share information for this purpose and the decision to opt out will not affect approval for school meal benefits or compensatory revenue.

The data needs to be solicited from families annually on the Application for Educational Benefits at each district of enrollment. The opt out fields are not date specific. For fall reporting purposes, if the family has opted out at any time prior to the fall MARSS file submission, then the fall MARSS file should show 'Y' opt out. The end of year file would show a "Y" opt out if the family indicated opt out at any time during the school year. It is not necessary to track the date of the opt out – a change from opt in to opt out would not cause a school to create a new MARSS enrollment record.

A list of students who are eligible for the free or reduced-price meal program, whether they are enrolled on October 1 or not, will be shared with DHS unless the household has opted out of this opportunity and MDE has been notified per [Minnesota Statutes, section 124D.1115](#).

Data Element Values:

Y – Yes, opt out

N – No

Data Element Value Notes:

Minnesota Care Opt Out:

One (1) letter alpha code located in the Student (B) file. Example: Y

North American Indian Race

Reporting File: Student

Edited: Fall and End-of-Year

North American Indian Race is used in state statistical reports. It is also used in the accountability calculations and to determine eligibility for American Indian Education Aid.

MARSS collects North American Indian Race in one independent manner. Below describes the original, single category definition.

North American Indian Students. *In districts where the American Indian population is ten or more students, the parent education committee under Minnesota Statutes, section 124D.78, subdivision 1, in consultation with the American Indian parents the committee represents, may select as their identification procedure one of the following:*

- A. *parent or guardian self-identification;*
- B. *the process for identification specified in United States Code, title 20, section 7491; or*
- C. *the racial identification procedure used by the district for other students.*

Districts should make it clear that these data are for the purposes of compliance with federal and state civil rights laws. Students, parents and/or guardians may be asked to self-identify. If they refuse, the parent education committee determines how students will be identified.

Data Element Values

Change **0 – Not North American Indian**, e.g., student is Central or South American Indian, White, Asian, etc.
1 – American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America and maintain cultural identification through tribal affiliation or community recognition.

These student counts are used for Indian Education programs, e.g., Indian Education Aid.

Data Element Value Notes

One (1)-digit numeric code located in the Student (B) file. Example: 1

Counting All Students

  [Legislation](#) passed in 2016, and updated in 2017, requires MDE to collect more-detailed ancestry information about students, specifically for disaggregating accountability data. Districts and charter schools can choose when to start, but all will need to have started no later than the 2021-22 school year. To assist with schools' collection of the more-detailed data, a new data collection form has been developed for use beginning with the 2020-21 school year. Refer to the [Counting All Students webpage](#). The form includes many more selections of ancestry as required by statute; however, it has been designed so that as districts and charter

schools transition to the new system, a single race/ethnic form can be requested of parents that will meet all of MDE's required reporting.



Percent Enrolled

Reporting File: Student

Edited: Fall and End-of-Year

Percent Enrolled is used in calculating Average Daily Attendance (ADA) and Average Daily Membership (ADM).

Percent enrolled is an indication of the students' status with respect to full-time enrollment, the percentage of day scheduled for part-time students, or some level of part-time enrollment. In grades 1-12, as well as non-disabled kindergarten, full-time students enrolled in non-learning year programs are reported as 100.

Part Time. Students who are required to attend for less than the full school day, as defined by the local school board, are considered part time. Students who are not under school supervision for some part of the school day and are not marked absent are considered part time.

Example: A student enrolled in a school and grade with a Length of Day of six hours and who is required to attend each day for only four hours is considered enrolled for $\frac{4}{6}$ of the day and is reported as 075 Percent Enrolled.

Note: A change in the students' Percent Enrolled triggers the close of one enrollment record and the start of a new enrollment record.

PSEO. For secondary students enrolled in a traditional high school and who are participating in the state-paid Postsecondary Enrollment Options (PSEO) program, Percent Enrolled is reported as 100.

For secondary students enrolled in a state-approved alternative program and who participate in PSEO, Percent Enrolled is reported as 999. Refer below.

State-Approved Alternative Programs (SAAPs). For students enrolled in an SAAP, Percent Enrolled must equal 998 or 999. Their attendance and membership must be reported in terms of hours. Refer to Procedure 8 for more information on reporting for SAAPs. Percent Enrolled is 998 for students enrolled in a SAAP while at the same time period the student is enrolled for less than the full school day at a traditional school. All other SAAP enrollment records are reported with Percent Enrolled 999.

Reporting Attendance/Membership in Hours. Percent Enrolled must equal 998 or 999 for students whose Attendance Days and Membership Days are reported in terms of hours rather than days. This reporting option may be used for kindergarten students with disabilities (grade HK), shared-time and/or part time high school students. This reporting option must be used for grade EC and all students enrolled in an SAAP. *Refer to Procedure Numbers 6 EC and 8.*

Examples:

For an SAAP student enrolled for a total of 600 membership hours in a given enrollment record, report Percent Enrolled 998 or 999, and Membership Days 600. Attendance Days must also be reported in terms of hours.

For a shared-time student enrolled in the public school for 5100 minutes (85 hours), report Percent Enrolled 999 and Membership Days 85.

 **Work-Based Learning.** Students participating in a state-approved work-based learning program are eligible to generate student membership commensurate with the credits that are earned. If the student is earning one credit while enrolled in a state-approved work-based learning program, that activity replaces one period of seat-based attendance at the school site. If the student is participating in the work-based learning activity while enrolled in an SAAP use the independent study model of generating student membership. *Refer to Reporting Procedure 8 for more information.*

 **PSEO Participants.** Percent Enrolled is 100 for all traditional PSEO students except for the PSEO students enrolled in SAAPs. PSEO participants enrolled in SAAPs should have a Percent Enrolled of 999. Refer to Reporting Procedure 8 for more information on reporting students enrolled in SAAPs.

Care and Treatment

- **Day Treatment.** Students placed for day treatment may receive only half days of instruction until the treatment program is completed. Unless the day treatment is required by the IEP, the students' Percent Enrolled must reflect the actual portion of the school day that the students are receiving instruction.
- **Residential Treatment.** Students placed for residential treatment may receive instruction at the treatment program. The Length of Day reported at the residential programs must be similar or the same as other local schools serving the same grade levels. If the students are not receiving instruction for that full school day, the Percent Enrolled must reflect the portion of the day the students are receiving instruction.

Special Education/504

- **Kindergarten Students with Disabilities (Grade HK).** Students in grade HK are enrolled in kindergarten, have an IFSP/IEP and receive some type of special education instruction, including early childhood special education services. ADM, and ultimately state aid payments, for grade HK students are calculated based on hours rather than days. The Department will accept either of two methods of reporting for students in grade HK. Check with your vendor to determine whether you have both choices.
- Attendance Days and Membership Days may be reported in terms of hours and Percent Enrolled equal to 999. Or,
- For grade HK students only, Percent Enrolled may be used to report hours served each day rounded to the nearest hundredth of an hour times 100.

Note: Student Grade Level HK ensures that this field will be interpreted as hours for these students.

However, if the students' daily schedule varies on a day-to-day basis, it is easiest to report attendance and membership in terms of hours. *See the first bullet above or refer to Procedure Number 3.*

Example: Kindergarten students with IFSP/IEP who receive 320 minutes of instruction (regular education plus special education provided outside the scheduled general education classroom) each and every day

would have Percent Enrolled equal to 533 (320 minutes / 60 minutes x 100), but it would not signify 533 percent enrollment.

Special Note: When grade HK students have a Percent Enrolled of 100, programming interprets this as only one hour per day. The students' ADM will be prorated and calculated at one hour per day. A MARSS edit message will alert you to this situation. Most vendor systems will default Percent Enrolled to 100, so be sure to edit the Percent Enrolled for grade HK students to avoid loss of state aid.

Percent Enrolled for prekindergarten students (grade EC) with or without an IFSP/IEP is always 999. *Refer to Procedure Number 6 EC and Procedure Number 6 HK for more information on reporting prekindergarten students.*

 **IEP Shortened School Day.** Students in grades 1 through 12 whose IEP requires the student to attend school every day, but for a school day that is shorter than their peers, can be reported as 100 Percent Enrolled. Students whose IEP requires their instruction be provided only in the home are considered part-time students. Their Percent Enrolled must be reported as either:

- 999 and Attendance and Membership reported in terms of hours, or
- Calculated based on a ratio of the number of hours of direct instruction scheduled for the student each day in the student's home to the total length of the instructional day for the student's peers attending at the school site.

If the IEP does not require daily attendance the student must be reported as part time. For example, a student in a transition program who has no IEP-required instructional activity on Fridays, cannot generate student membership on Fridays.

 **504 Plan Shortened School Day.** Students with a 504 Plan that requires a shorter school day are reported as part time. Their Percent Enrolled must be computed as a ratio of the number of hours of direct instruction scheduled each day for the student to the total length of the instructional day for the student's peers. If the 504 Plan does not require instruction on a daily basis, days on which the student is not scheduled to attend at the school site would not generate student membership.

Data Element Value Notes:

Three (3) digit numeric code located in the Student (B) file. Example: 1 0 0

Postsecondary Enrollment Options (PSEO) Concurrent Enrollment Flag

Reporting File: Student

Edited: End-Of-Year

The PSEO Concurrent Enrollment Flag identifies students who are enrolled in concurrent enrollment courses according to an agreement under Minnesota Statutes, section 124D.09, subdivision 10, and who are eligible to generate concurrent enrollment aid. For more information about PSEO, refer to the PSEO Reference Guide posted to the MDE Website.

For purposes of MARSS reporting and PSEO Concurrent Aid, concurrent enrollment is defined as a course taught by a secondary teacher or a postsecondary faculty member at a high school according to an agreement between a public school board and an eligible public or private postsecondary institution. The student is enrolled in the course to earn both secondary and postsecondary credit. An eligible institution is defined in Minnesota Statutes, section 124D.09, subdivision 3:

(a) "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

Participating high schools must send a list of participating students to the partnering institution. Higher education institutions will provide MDE with electronic lists of students participating in eligible PSEO concurrent courses and the MARSS data will be used to verify the data in these lists. The list provided to MDE by higher education institutions will be similar to their PSEO file; it will list the district providing the concurrent enrollment courses, names of the students taking these courses and the number of courses taken.

Districts and charter schools that provide PSEO concurrent enrollment courses and are seeking concurrent enrollment aid must have a copy of their agreement on file with MDE along with their signed Concurrent Enrollment Aid Application for the appropriate year.



Report only students eligible for concurrent enrollment aid. A district may allow a nonpublic or home school student to enroll in the course through shared time. However, the shared-time student would not be eligible for concurrent enrollment aid and should not be flagged as concurrent enrollment.

Data Element Values:

Y – Yes

N – No

Data Element Value Notes:

One (1)-letter alpha code located in the Student (B) file. Example: Y.

Postsecondary Enrollment Options (PSEO) High School Hours

Reporting File: Student

Edited: End-of-Year

These are the credit-bearing membership hours PSEO students are required to be in the high school while participating in PSEO. **Change** For purposes of this data item, PSEO refers to state-paid PSEO. It does not include postsecondary courses for which the enrolling district contracts directly with the postsecondary institution. PSEO High School Hours are used in calculating Average Daily Membership (ADM) for participants of the PSEO program. PSEO High School Hours are part of the students' enrollment status record and are subject to changes in the resident district and Special Education Evaluation Status. To determine which students are defined as participating in the PSEO program, *refer to the data element PSEO Program Indicator*.

Students must have a free period during the day to be eligible to participate in PSEO. The PSEO High School Hours exclude the free period, even if it is a study hall during which the student attends at the high school. The PSEO High School Hours cannot equal the **Change** instructional hours available.

Example: A student who participates in PSEO must have either a study hall (free period) that is not claimed as PSEO High School Hours or not be scheduled for at least one class period per day.

The PSEO High School Hours must exclude study hall for terms (semesters, quarters, trimesters, etc.) during which students participate in PSEO programs. The PSEO Program Indicator in the MARSS student record is marked as "Y" only for enrollment records during which the student was participating in PSEO. A new MARSS enrollment record is required when a student starts or stops PSEO.

Time spent passing between classes in the school may be included, unless students are in an independent study program.

Time spent in meals and other non-credit-bearing activities may **not** be included.

Time spent at the postsecondary institution in the PSEO program **is not** included in the PSEO High School Hours.

Example: When students change their district of residence midyear, continue enrollment in the same school and continue participation in the PSEO program, close out the original enrollment status record with Status End code of 99 and initiate a new enrollment status record with a **Change** Last Location of Attendance of 24 and the new Resident District Number/Type. Both records are flagged as PSEO and PSEO High School Hours must be prorated between the two enrollment status records.

Students enrolled in first semester at the high school and participating in PSEO, and transfer second semester to the district's ALC and do not participate in PSEO, must show a "Y" PSEO Program Indicator on only the high school's enrollment status record.

Independent Study. For students enrolled in independent study courses at a state-approved alternative program, PSEO High School Hours are the number of completed full year credits times the membership hours

computed using the state's Independent Study worksheet. Partially completed credits may also be included in these hours. Students must still have a free period during the school day to be eligible to participate in PSEO.

Refer to *Membership Days or Procedure Number 8* for a complete description of claiming independent study hours.

Project-Based or Work-Based Learning. For secondary students who earned credit through a state-approved project-based or work-based learning program, claim no more membership hours per day than were approved by the department, e.g., on the *Secondary Career and Technical Education Program Approval Proposal for Youth with Disabilities, ED 00381, Application for Project-Based Learning (PBL), etc.* This should be commensurate with the number of credits earned in the program. Students must still have a free period during the school day to be eligible to participate in PSEO.

Full-Time PSEO. Report 0000 for students who did not participate in PSEO, or who participated but were not enrolled in classes at the high school. The record for PSEO participants who are reported with zero PSEO High School Hours will generate a warning message (*W*) on the MARSS Error Report. For students who did not participate in high school courses, this message should be ignored. However, for PSEO students who did participate in credit-bearing classes at the high school or who also participated in a postsecondary course(s) through courses according to agreement (district-paid postsecondary tuition), the warning message should not be ignored.

Postsecondary institution's calendars may not line up exactly with a high school's calendar. The Status End Date for a PSEO participant who attends no high school classes and whose postsecondary classes end prior to the end of the high school's calendar can be reported as the last day of the high school's calendar. This allows the student to generate Membership Days which are used in computing the student's minimum guaranteed ADM, but no PSEO High School Hours would be generated unless the student started attending credit-bearing classes at the high school.

Concurrent Enrollment (College in the Schools) and PSEO. Students who participate in the concurrent enrollment program (sometimes referred to as college in the schools where the student received instruction in the high school classroom and the district paid the postsecondary institution's cost), and also in PSEO (state paid the postsecondary institution's tuition) but for different courses, are considered PSEO participants. Only the time students spend in **district-paid** postsecondary and high school classes are included in the students' PSEO High School Hours. **Change** The student must have a free period during the school day to be eligible to participate in state-paid PSEO.

Dual-Enrolled and PSEO. Dual-enrolled students are enrolled full time at the high school with no more than one 60-minute study hall and after the school day at the ALC/Alternative School. The students must still have a free period during the school day to be eligible to participate in PSEO.

The high school reports the students as PSEO participants. When the students are dual-enrolled in different districts, only the district that signed the PSEO application reports the students' PSEO High School Hours. *Refer to Procedure 8 for more information about reporting students enrolled in state-approved alternative programs.*



Passing Time. Exclude passing time to and from study hall and any other free period(s) during which the PSEO student would be physically at the high school. Exclude passing time following a class period during which the student leaves for a PSEO class. Also exclude passing time just prior to a class during which the student is returning to the high school from a PSEO class. For example, student leaves the high school after fifth period; exclude the passing time after fifth period. Or, student participates in an online PSEO class during a study hall at the high school; exclude passing time to and from the study hall.



Zero-Hour Class Period. PSEO participants who are enrolled in the high school's zero-hour class do not generate PSEO High School Hours for the zero-hour class because the zero-hour class is not included in the school's Length of School Day in Minutes.

ADM. Refer to Appendix M for the ADM formula for PSEO participants.

Data Element Value Notes

Four (4)-digit numeric code located in the Student (B) file. Example: 1 0 0 5

Postsecondary Enrollment Options (PSEO) Program Indicator

Reporting File: Student

Edited: Fall and End-of-Year

This is used to verify postsecondary institutions' request for tuition reimbursements. It is also used in determining which membership field – Membership Days or PSEO High School Hours – is used in calculating the students' Average Daily Membership (ADM). For more information about the PSEO programs, refer to the PSEO Reference Guide posted to the MDE Website.

Postsecondary Enrollment Options (PSEO) allows (certain) 10th-, 11th- and 12th-grade students to enroll in postsecondary course(s) for high school credit at eligible postsecondary institutions. These students receive high school credit for successful course completion. In the PSEO program, the department pays the students' postsecondary tuition and is referred to as Traditional PSEO. Students in programs under which the district arranges tuition to the postsecondary institution may be earning postsecondary and high school credit but would not be flagged with a PSEO program indicator. *Refer to College in the Schools/Concurrent Enrollment/Courses to Agreement below.*

Dual or concurrently enrolled students are flagged as PSEO participants at the school that signed the PSEO Application. For dual-enrolled students, this is usually the high school.

Eligibility. A student must have a free period during the school day to be eligible to participate in PSEO. Under the PSEO statute, the high school cannot limit participation in PSEO based on grades or courses a student chooses to take. The postsecondary institution determines eligibility and, as long as the student has an open slot in their schedule, there are no limits to their participation except those outlined by the postsecondary institution. While a school may have made an agreement with a college to pay directly for postsecondary courses, the high school cannot prevent a student from accessing PSEO under the program outlined in Minnesota Statutes, section 124.09. That is, if a student meets the postsecondary institution's enrollment requirements, the student may take whatever courses the postsecondary institution is willing to enroll the student in and would not be limited by restrictions from the high school.

Fall Submission. Data reported for the Fall submission reflects participation up to, and including, the date of the district's latest fall data submission.

End-of-Year (EOY) Submission. A new enrollment record is required when students start or stop participation in the PSEO program. PSEO Program Indicator is reported as a "Y" in enrollment records during which the students participated in PSEO. A new MARSS enrollment record is needed when students start or end PSEO program participation.

Foreign Exchange Students. Students in cultural foreign exchange programs (J-1 visas) are ineligible to participate in the PSEO program. See Minnesota Statutes, section 124D.09, subdivision 5. Students in a Minnesota school under an F-1 student visa are ineligible to participate in PSEO because they are not eligible to generate Minnesota state aid.

Concurrent Enrollment (sometimes referred to as College in the Schools)/Courses According to Agreement.

Statute allows school districts to contract directly with postsecondary institutions, bypassing the department paid PSEO program. This is commonly called *concurrent enrollment*, *college in the schools* or *courses according to agreement*. The school district, rather than the department, pays the students' tuition directly. The postsecondary institution may send a teacher to the high school or the courses may be held at another location. The courses may be taught by a postsecondary institution's teacher or a high school teacher may receive certification to instruct a postsecondary course.

Students enrolled in only traditional high school and/or *college in the schools* type courses should be reported as "N" on the PSEO Indicator. However, students who are enrolled in courses according to agreement at the public school site are identified as "Y" in the PSEO Concurrent Enrolled Flag.

Tuition and Fees. PSEO participants cannot be charged for the high school credit earned via PSEO. The student may be charged for materials that become the students' property. *Refer to Minnesota Statutes, section 123B.37, for more information on fees.*

Nonpublic School Students. The 11th-and 12th-grade students enrolled in nonpublic schools, including home schools, are eligible to participate in PSEO. They apply directly to the eligible postsecondary institution. The local district does not report nonpublic school PSEO participants on MARSS, unless the students are also shared-time (i.e., enrolled in classes at the public school). **Even if they participate in PSEO, do not mark shared-time students as PSEO participants.** They should not be included on the list of participants that is provided by Minnesota Department of Education for MARSS verification. *Refer to Procedure Number 17* for more information on shared-time students.

Non-Minnesota Residents. The PSEO program is open to 11th-and 12th-grade students who, for educational purposes, have established residency in a Minnesota school district. Non-Minnesota residents (SAC 15) are **ineligible** to participate in PSEO. However, they are eligible to participate in concurrent enrollment or college in the schools. The tuition charged for the student can include the tuition the district pays for the class(es).

Data Element Values:

N – No

Y – Yes

Data Element Value Notes:

One (1)-letter alpha code located in the Student (B) file. Example: N.

Primary Disability

Reporting File: Student

Edited: Fall and End-of-Year

Primary Disability is used in federal statistical reports, including children exiting from special education and Child Count Reports, and for state accountability reports and tuition billing.

Report a Primary Disability of 00 for students who do not have a signed Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP), or who are not receiving services under an IFSP/IEP.

Primary Disability is listed on each student's IFSP/IEP. In addition, the child's most recent evaluation report clearly establishes the child's Primary Disability category. These documents use the same classifications; in most cases, the disability can be lifted from the evaluation report for Minnesota Automated Reporting Student System (MARSS) reporting purposes.

A new enrollment record is required when students' Primary Disability changes.

Prekindergarten children (grade EC) who were evaluated and qualify for services but parents refused services are reported with a Special Education Evaluation Status (SEES) of 5. The Primary Disability determined during the evaluation is reported on the SEES 5 enrollment record but no federal Instructional Setting is required.



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 **Change** 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.



Mid-Year IFSP/IEP Termination

For students in grades K-12 when the IFSP/IEP is terminated during the year, close out the enrollment record on the last day of service with **Change** Status End code 99. Start a new enrollment record on the following school day with a SEES of 7, LLA of 24 and Primary Disability 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 also have a valid Instructional Setting and a Primary Disability of other than 00 or 54.

Early Childhood Special Education – Grade “EC”. For prekindergarten children who receive an evaluation for special education use 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 valid Instructional Setting and Primary Disability of other than 00 or 54.

Refer to Procedure 6—Reporting Early Childhood (EC) Special Education Students for more information.

The developmental delay category is used for children, ages birth through 6, who are eligible for special education under the developmental delay criteria. This category takes the place of Early Childhood Special Education (ECSE). The other 13 categories of disabilities are also available for the birth through age 6 populations if they meet eligibility criteria.

Other disabilities also have age limitations. Some will result in errors, others are warnings. These limitations are listed as notes under each disability. An error means that the disability must be changed, or perhaps, the birthdate is wrong. A warning means the disability may be incorrect.

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 the same time during a given school year, albeit not concurrently, report the IFSP/IEP Primary Disability and SEES of 4 or 6 on the enrollment record while the student had an IEP. Report a Primary Disability of 54 and SEES 00 on 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 on 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.

- 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 Instructional Setting and Primary Disability on this 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 at the start of the next school year.

Students with a 504 Plan at some time prior to the final fall reporting submission should have:

- Primary Disability of 54,
- SEES 1, and
- Instructional Setting 00.

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.

- EOY Record #2: Status Start Date 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.

Data Element Values

- 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.** Specialized instruction and services for pupils with a communication disorder, such as stuttering, impaired articulation, language impairment or voice impairment that adversely affects the individuals' educational performance. Includes speech impaired, speech disabled and communicatively impaired (field usage).
- 02 Developmental Cognitive Disabilities: Mild-Moderate.** Consists of special instruction and services for the mild to moderate disabled individuals whose development rate is two-thirds to one-half of the average rate in the intellectual and adaptive behavior domains. Formerly known as educable mentally handicapped. Includes the terms educable mentally retarded, mentally handicapped and mildly mentally handicapped.
- 03 Developmental Cognitive Disabilities: Moderate-Severe.** Special instruction and services for individuals whose development rate is one-half to one-third of the average rate in the intellectual and adaptive behavior domains. Formerly known as trainable mentally handicapped. Includes the terms trainable mentally retarded, mentally handicapped, moderately mentally handicapped and sometimes, severely multiply impaired.
- 04 Physically Impaired.** Specialized instruction and services for pupils with a severe physical impairment that adversely affects educational performance. The term includes impairments caused by:
- Congenital anomaly, e.g., clubfoot, absence of some member, etc.
 - Disease or injury, e.g., cerebral palsy, amputations, fractures or burns which cause contractures.
- Includes the terms physically handicapped, orthopedically handicapped and orthopedically impaired.
- 05 Deaf – Hard of Hearing.** Hearing loss ranging from so severe that the individuals are impaired in processing linguistic information through hearing, with or without amplification. Includes hearing impairment, whether permanent or fluctuating that adversely effects educational performance, but is not included under the definition of deafness.
- 06 Visually Impaired.** Specialized instruction and services for partially sighted individuals having a visual condition with a best correction in the better eye of 20/70 or less that adversely affects educational performance. Includes:
- blind individuals
 - individuals who exhibit a limited visual field of twenty degrees or less
- Includes the terms blind, visually impaired, visually disabled and partially sighted.

07 Specific Learning Disabilities. Special instruction and services to individuals with disorders in the basic psychological processes involved in understanding or using spoken or written language which may impair the ability to listen, think, speak, read, write, spell or to do mathematical calculations. Includes such conditions as:

- perceptual disabilities
- dyslexia
- brain injuries
- developmental aphasia
- minimal brain dysfunction

Includes the terms special learning disabilities, learning disabled, exceptional learning disabilities and specific learning disabilities.

Does *not* include individuals with learning problems, which are primarily the result of visual, hearing or motor disabilities, or due to environmental, cultural or economic disadvantage.

08 Emotional/Behavioral Disorders. Special instruction and services for a condition exhibiting the following characteristics over a period of time and to a marked degree that adversely affects educational performance:

- Inability to learn which cannot be explained by intellectual, sensory or health factors.
- Inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Does *not* include individuals who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

09 Deaf-Blind. Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the individuals cannot be accommodated in special education programs solely for children with deafness or children with blindness.

10 Other Health Disabilities. Special instruction and services that address limited strength, vitality or alertness due to chronic or acute health problems, which adversely affects educational performance. Such conditions include:

- heart condition
- tuberculosis
- rheumatic fever
- nephritis
- asthma
- leukemia
- sickle cell anemia
- hemophilia
- epilepsy
- lead poisoning
- diabetes

Federal Race/Ethnicity

Reporting File: Student

Edited: Fall and End-of-Year

Race/Ethnicity is used in federal and state statistical reports. It is also used in the accountability calculations and to determine eligibility for Achievement and Integration Aid. It is a nonscientific racial/ethnic designation as defined by the U.S. Department of Education.

MARSS collects Race/Ethnicity in two independent manners. The first section below describes the original, single category using the state definition. The second section describes the federally required definitions. The data are used for different purposes so MARSS will need to continue collecting data under both definitions for all students.

State

The manner of collection is described as follows in Minnesota Rules, part 3535.0120, Duties of District:

Subpart 1. Report. A school district shall annually submit to the commissioner, concerning each school site within its district, a report that includes:

- A. the racial composition of each school within its district; and
- B. the racial composition of the grade levels served by each of the schools.

The report shall be submitted according to the Minnesota Automated Reporting Student System (MARSS) deadlines as established annually by the commissioner and noticed to all districts.

Subpart 2. Data Collection. A district shall collect data for all students except American Indian students in subpart 3, the information required in subpart 1 by using one of the following racial identification procedures in the following order:

- A. parent or guardian identification;
- B. age-appropriate student self-identification, when parent or guardian identification is not an option;
- C. if parent, guardian, or student self-identification methods are not possible, sight counts administered by the principal or designee, pursuant to written guidelines developed by the district.

Subpart 3. American Indian Students. In districts where the American Indian population is ten or more students, the parent education committee under Minnesota Statutes, section 124D.78, subdivision 1, in consultation with the American Indian parents the committee represents, may select as their identification procedure one of the following:

- A. parent or guardian self-identification;
- B. the process for identification specified in United States Code, title 20, section 7491; or
- C. the racial identification procedure used by the district for other students.

Data Element Value Notes

Only North American Indians need to be identified for the state data item. These student counts are used for Indian Education programs, e.g., Indian Education Aid.

One (1)-digit numeric code located in the Student (B) file. Example: 1

0 – Not North American Indian, e.g., student is Central or South American Indian, White, Asian, etc.

1 – American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America and maintain cultural identification through tribal affiliation or community recognition.

Federal

MARSS collects the federally defined race/ethnicity categories. Each of the six categories is a separate field on MARSS. The person providing the information must indicate “Y” or “N” Hispanic/Latino and also check any, all or a combination of other categories that apply.

Federal Race/Ethnicity Categories are as follows:

Hispanic/Latino

- This would include persons of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.

American Indian or Alaska Native

- This would include persons having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment.

Asian

- This would include persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Black or African American

- This would include persons having origins in any of the Black racial groups of Africa.

Native Hawaiian or other Pacific Islander

- This would include persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White

- This would include persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Data Element Value Notes

One (1) alpha code for each category located in the Student (B) file. Example:

At least one of the five non-Hispanic/Latino categories must be coded Y, or any combination of the six may be coded Y. If Hispanic/Latino is checked, at least one of the remaining five categories must also be checked.

Hispanic/Latino	Y or N
American Indian or Alaska Native	Y or N
Asian	Y or N
Black or African American	Y or N
Native Hawaiian or other Pacific Islander	Y or N
White	Y or N

Districts must ask all new enrolling students in the district the two-part question for race/ethnicity collection.

This two-part question can be modified, but districts must ask the two-part question. The two-part question can look something like this:

Part A. **Is this student (or are you) Hispanic/Latino?** (*Choose only one*)

- No, not Hispanic/Latino
- Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race.)

The above part of the question is about **ethnicity**, not race. No matter what you selected above, **please continue to answer the following** by marking one or more boxes to indicate what you consider your student's (or your) race to be.

Part B. **What is the student's (or your) race?** (*Choose one or more*)

- American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America [including Central America], and who maintains tribal affiliation or community attachment.)
- Asian** (A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.)
- Black or African American** (A person having origins in any of the Black racial groups of Africa.)
- Native Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.)
- White** (A person having origins in any of the original peoples of Europe, the Middle East or North Africa.)

Districts should make it clear that these data are for the purposes of compliance with federal and state civil rights laws. Students, parents and/or guardians may be asked to self-identify. If they refuse, the school staff who enroll students may assign the federal race/ethnicity based on sight.

The school/district should have a procedure on how a student's federal race/ethnicity would be recorded when a student and/or parent/guardian refuse to provide information. Each district's board would have an adopted policy on what autonomy the district staff/superintendent has on developing procedures. The board policy could allow the superintendent to develop this type of procedure without school board input or it could require this type of procedure to be adopted by the board.

Counting All Students



[Legislation](#) passed in 2016, and updated in 2017, requires MDE to collect more-detailed ancestry information about students, specifically for disaggregating accountability data. Districts and charter schools can choose when to start, but all will need to have started no later than the 2021-22 school year. To assist with schools' collection of the more-detailed data, a new data collection form has been developed for use beginning with the 2019-20 school year. Refer to the [Counting All Students webpage](#). The form includes many more selections of ancestry as required by statute; however, it has been designed so that as districts and charter schools transition to the new system, a single race/ethnic form can be requested of parents that will meet all of MDE's required reporting.

11 Autism Spectrum Disorders. Special instruction and services to individuals diagnosed with the disorder of autism.

12 Developmental Delay. Includes children from birth through age 6 who have a medically diagnosed syndrome or condition that has a high probability of resulting in delay or disorder; or children who are significantly below the norm in growth and development.

Note: An *error* message results for students age 7 or older with a Primary Disability 12.

Both federal law and Minnesota statute 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 6 – Reporting Early Childhood (EC) Special Education Students*.

14 Traumatic Brain Injury. Includes students with special learning experiences for children with brain injuries, caused by external physical force or by internal occurrence such as stroke or aneurysm, resulting in impairments that adversely affect educational performance. Does *not* include children with brain injuries that are congenital or degenerative or caused by birth trauma.

16 Severely Multiply Impaired. The student has been evaluated, assessed and the IFSP/IEP team has determined that the student has severe learning and/or developmental problems resulting from two or more disability conditions. Refer to *Minnesota Rules, chapter 3525.1339, subparts 1 and 2*.

The criteria for severely multiply impaired is defined in Minnesota Rules, chapter 3525.1339, subpart 2 as follows:

Subpart 2. Criteria. The team shall determine that a pupil is eligible as being severely multiply impaired if the pupil meets the entrance criteria for two or more of the following disabilities:

- A. deaf or hard-of-hearing, part 3525.1331;
- B. physically impaired, part 3525.1337;
- C. developmental cognitive disability: severe-profound range, part 3525.1333;
- D. visually impaired, part 3525.1345;
- E. emotional or behavioral disorders, part 3525.1329;
- F. autism spectrum disorders, part 3525.1325

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.

Note: An error results for students in grades EC or HK (handicapped kindergarten) with a Primary Disability 54.

Data Element Value Notes

Two (2)-digit numeric code located in the Student (B) file. Example: 01

School Grade Level

Reporting File: School

Edited: Fall and End-of-Year

School Grade Level is used to link school file records with student file records, primarily for calculating average daily membership (ADM) and for obtaining enrollment counts by school and grade.

The current grade levels in which students are served within the school are reported in the School File (A). The grade in which the student is enrolled is reported in the Student File (B).

Data Element Values

- EC** **Early Childhood.** This includes infants and toddlers and all pre-kindergarten students who either had an individualized family service plan/individualized education program (IFSP/IEP) or received evaluation services for special education during the fiscal year. *Refer to Procedure Number 6.*
- PK** **Voluntary Prekindergarten (voluntary pre-K or VPK) or School Readiness Plus (SRP).** Students enrolled in an approved VPK classroom are reported in one of the grades PA through PJ; students enrolled in an approved SRP classroom are reported in grades RA through RJ.
- HK** **Kindergarten Disabled.** Students in kindergarten and have an IFSP/IEP, irrespective of the special education program to which they are assigned.
- KA** **Kindergarten Section A.** HK students should not be included in regular kindergarten.
- KB** **Kindergarten Section B, etc.**



Starting Fiscal Year (FY) 2019-20 valid kindergarten grade levels are KA-KK excluding KH.

PS	Early Childhood Health and Developmental Screening (Pre-School Screening)				
01	Grade 1	05	Grade 5	09	Grade 9
02	Grade 2	06	Grade 6	10	Grade 10
03	Grade 3	07	Grade 7	11	Grade 11
04	Grade 4	08	Grade 8	12	Grade 12

Unique sections of VPK (e.g. PA, PB, etc.), SRP (e.g. RA, RB, etc.) and kindergarten (e.g., KA, KB, etc.) are required only when the sections have different Instructional Days in Session and/or Length of School Day in Minutes. If VPK, SRP and/or kindergarten sections are distinguished, assure that both the School and Student Files include all sections.

Example: If students are reported in grades KA, KB and KC, assure that the school file includes Instructional Days and Length of School Day in Minutes for all three sections.



The kindergarten grade designation, e.g., KA, KB, KC, etc., has nothing to do with the Kindergarten Schedule reported for that specific section of kindergarten. The two are independent data items. For example, a school can report any Kindergarten Schedule, e.g., A, B, E, etc. for any kindergarten grade, e.g., KA, KB, KC, etc.

Data Element Value Notes

Two (2) character alpha/numeric code located in the School (A) file. Example: 0 2

School Number

Reporting File: School, Student

Edited: Fall and End-of-Year

School Number is used to link school file records with student file records for the purposes of calculating Average Daily Membership (ADM) and assigning fall enrollment counts to a school.

The official three-digit number registered with the department to identify a school within a district. These are the same site numbers used in Uniform Financial Accounting and Reporting Standards (UFARS) to report finance data and Staff Automated Report (STAR) to report staff data. No duplicate school numbers can exist within a district.

Refer to Procedure Number 16 and 16A to report residents who attend Minnesota nonpublic schools, or outside Minnesota via an IFSP/IEP or care and treatment placement.

To add a new school number or close an existing school, enter the [District and School Site Verification web page](#). Then scroll down to the **MDE Site Request or Change Form**. Fill the form out completely and email it to the [School Verify email](mailto:mde.school-verify@state.mn.us) (mde.school-verify@state.mn.us).



A district's or charter school's valid site numbers can be found in [MDE-ORG](#). Click on "Enter MDE-ORG site to get started"! Enter the district number in the search box and click on "Search" Click on district view. The list of schools and programs with assigned site numbers are listed.

For additional questions, contact [School Verify staff](mailto:mdeschool-verify@state.mn.us) (mdeschool-verify@state.mn.us).

For questions on which school is responsible for reporting a particular student *refer to Procedure Number 5*.

Data Element Value Notes:

Three (3) digit numeric codes located in the School (A) file and Student (B) file. Example: 0 1 0

School Year

Reporting File: School, Student

Edited: Fall and End-of-Year

School Year is used to assure data are reported for the current school year. School Year is the twelve (12) month fiscal year for student accounting and payment of state aids.

Note: Only select students may actually generate state aid over a full twelve-month period.

2016-2017 denotes the year beginning July 1, 2016, and ending June 30, 2017.

Report the last two (2) digits of the year ending June 30.

Example: On both the fall and end-of-year reporting cycles, 17 is used for the 2016-17 school year.

Except for students enrolled in State-Approved Alternative Programs (SAAPs), no students' Status Start Date can be prior to July 1. All students' Status End Date must be no later than June 30.

Learning Year Programs. For State-Approved Alternative Programs (SAAP), the school year runs from June (after the end of the previous regular school year) to June of the next school year.

Early Childhood/Kindergarten Disabled. By statute the school year for infants, toddlers, prekindergarten and kindergarten students with IFSPs/IEPs runs from July 1 through June 30.

Extended School Year (ESY). The school year reported for students with IEPs/IFSPs that require extended school year services is the fiscal year in which the service is provided. The summer records needs to end by June 30 of one school year and the services starting July 1 are reported on the following school year.

Data Element Value Notes:

Two (2) digit numeric codes located in the School (A) file and Student (B) file. Example: 1 6

Special Education Evaluation Status

Reporting File: Student

Edited: Fall and End-of-Year

Special Education Evaluation Status (SEES) is used to verify Primary Disability and Instructional Setting. It is included in the federal child count reports, as well as a federal report on students who exit special education. It is not used to decide which district generates general education revenue, but is used for special education Tuition Billing.

SEES is an indicator of the students' need for and participation in special education programs during this enrollment period. This status must be kept up to date throughout the school year.

A change in the students' SEES triggers the close of one enrollment status record and the start of a new enrollment record. A change in the students' SEES from a 4 or 6 to a 7 triggers the close of one enrollment record and the start of a new enrollment record if the Individualized Education Program (IEP)/Individualized Family Service Plan (IFSP) is terminated within the same year. Finally, a new enrollment record is needed if the SEES changes from a 4 or 6.

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 one record having a SEES of 7, must have a SEES of 1.

SEES for New Students

A student's Special Education Evaluation Status (SEES) indicates if a student has an IEP or IFSP and are receiving special education services. It is used to determine which MARSS enrollment records are subject to tuition billing. Students and records with a SEES of 4 or 6 have an active IEP/IFSP and tuition billing will apply if they are enrolled in a nonresident district, charter school, joint powers district, or intermediate district.

An enrolling/serving district can report a student with SEES 4 or 6 once the student has an IEP/IFSP and is receiving special education services. For newly enrolled students, the district or charter school needs to have the student's current IEP/IFSP or have received communication from the parent or prior enrolling school that the student has an IEP/IFSP.

For example, a student who open enrolls to a new district can be reported as special education (SEES 4 or 6) once the initial IEP/IFSP is either written or the school is made aware that the student has an IEP/IFSP *and* the required services are started or scheduled to start within the first week of enrollment.

When a student open enrolls over the summer the receiving school has time to request records from the prior school and the student can be scheduled into services the first week of school. A parent of an open enrolled student can indicate upon enrollment that the student has an IEP/IFSP so that services can be scheduled. These students can be reported with SEES 4 or 6 from the first day of enrollment because the special education services are known and have been slated to begin on a regular schedule. The enrolling/serving district should be implementing some special education services almost immediately. Thus state tuition billing would apply to the entire enrollment record.

A student who transfers during the school year and for whom the records from the prior school have not arrived and the parent has not indicated that the student has an IEP/IFSP would be reported as general education (SEES 1) until the school is aware of the existence of an IEP/IFSP and services started. A new enrollment record with SEES 4 or 6 would be created when the special education services have started under the current IEP/IFSP. Tuition billing would apply effective with the date the student is reported with a SEES of 4 or 6.

When a student is placed for residential care and treatment the serving district must contact the resident district within one business day to determine if the student has an IEP. Generally, special education services start immediately. As long as the student has a current IEP and is receiving special education services, the student can be reported with SEES 4 or 6 upon enrollment. However, a student who is provided special education services but who does not have a current IEP/IFSP would be reported with SEES 1 (no IEP/IFSP) and Tuition Billing would not apply.

Data Element Values

1 – Students do not require evaluation. Students are not disabled; do not have an IFSP/IEP, are regular education students or have a 504 Accommodation Plan.

2 – Students were evaluated.

Use SEES 2 for prekindergarten (EC) children who receive evaluation services. Primary Disability or Instructional Setting are not reported. If the child does not qualify for services, this will be the child's only enrollment record. If an IFSP/IEP 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 IFSP/IEP is written and requires indirect service only and the student is age 3 through 21, report SEES of 4 or 6. The enrollment record with a SEES of 4 or 6 must have a Primary Disability and Instructional Setting.

Use SEES 2 for school-age students, kindergarten through grade 12, who receive evaluation services. The SEES in the current enrollment record can be changed to 2; a new enrollment record is not required, but an error will not be generated if one is created. If the student qualifies, end the SEES 2 record with a **Change** Status End code of 99 on the school day just prior to the date that the special education services started under a signed IEP. A second enrollment record is created with a SEES of 4 or 6. The enrollment record with SEES 4 or 6 must have a Primary Disability and Instructional Setting.

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 IFSP/IEP has been written or services have not started.

- SEES 3 should be used only 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.

Examples:

1. The parents indicated that they wish to have some time to decide if they are going to sign for placement. The time lapse is several weeks and is well documented in the student files.

2. 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.
3. An early childhood student is evaluated, eligible and IEP/IFSP 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 from 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 service.

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 education agencies or state operated or state supported schools. The special education services must be provided directly by licensed professional special education staff for students ages 3 through 21.

5 – Students were evaluated and determined to be eligible and in need of special education services, but parents refused services. Students were evaluated and need special education services but parents declined the services.

- Primary Disability must be reported when reporting this evaluation status.
- Early childhood (EC) student's record with the SEES of 5 must have zero membership and 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 evaluation record.

6 – Students, ages 3 through 21, were evaluated and are receiving special education services under 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 125.A.023 and 125A.027.

Examples of public agencies:

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

When working with other agencies on behalf of a student, use SEES 6. This coordination should also be documented elsewhere, like on an IEP.

7 –Students' IFSP/IEP was terminated or requirements were met during this school year. IEPs are usually terminated because the child no longer needs special education 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 IFSP/IEP. Change this code to a 1 for the following year.

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

Current record would be withdrawn with the **Change** Status End code of 99, a new record will be created for the next day with the Last Location Code of 24 and the SEES = 7 with the Instructional Setting and Primary Disability the same as the just prior record.

8 – Students' receiving Coordinated Early Intervening Services (CEIS).

1. These students are receiving Early Intervening Services through an approved Coordinated Early Intervening Service (CEIS) program prior to entering into special education services. This would not include students in grade levels EC (early childhood) or HK (handicapped kindergarten) or students who have a previous enrollment record with a Special education Evaluation Status equal to 4 or 6 within the same school year.
2. Per the July 28, 2008, Office of Special Education Programs guidance memorandum; 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 who need additional support and who received instruction from personnel who participate in a professional development program. It would not be appropriate to count every student who was taught by these personnel if some of the students were not in need of additional support or were receiving special education services.

Data Element Value Notes

One (1)-digit numeric code located in the Student (B) file. Example: 1

Special Education Service Hours

Reporting File: Student

Edited: End-of-Year

Special Education Service Hours (SESH) are used in generating special education tuition billing. They are required only for students who have an Individualized Education Program (IEP) or Individual Family Services Plan (IFSP), reported with Special Education Evaluation Status (SEES) of **Change 4** or 6 and, of those students, only those who meet at least one of the criteria listed below.

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, chapter 3525.0210, subparts 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.

SESH may be different than the membership hours. SESH 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 rescheduled 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. However, SESH may exceed membership hours for grades early childhood (EC) and kindergarten disabled (HK) students.

Reporting Special Education Service Hours

Basic reporting rules for special education service hours on Minnesota Automated Reporting Student System (MARSS).

- Hours of special education services reported on MARSS are in conformance with Minnesota Rules, chapter 3525.1310: State Aid for Special Education Personnel.
- Direct and indirect time of certified and licensed personnel (including Occupational Therapists (OTs), Physical Therapists (PTs), nurses, etc. who are licensed by agencies other than the Professional Educator Licensing and Standards Board) are included.
- Registered nurse licensed by the Department of Health administering injections and monitoring can be included in the SESH.
- Program and one-to-one paraprofessionals, Licensed Nurse Practitioners, interpreters and personal care assistants are **not** included when calculating the special education service hours to be entered on MARSS.
- The Minnesota Department of Education (MDE) calculates SESH for most students with an IEP/IFSP using a midpoint percentage at the Primary Disability and Instructional Setting level.

The “midpoint” is the average percentage of a student's membership hours during which he or she is receiving special education and related services including indirect time. The time of paraprofessionals and individuals doing Personal Care Attendant duties was not calculated into the midpoints. There are several types of instructional delivery models where midpoints do not capture an accurate percentage of the time that a student receives special education and related services.

Students who Must have the Special Education Service Hours Entered on MARSS

- Early childhood special education (EC) with an IEP/IFSP
- Handicapped kindergarten (HK)
- Shared time
- Sites that have cooperative teaching, inclusive programs or multidisciplinary with stacked services.
- Students with membership based on credits
- Independent study flag equals yes and are not dual/concurrently enrolled
- Project based
- Online learning
- Students with IEPs and in care and treatment (State Aid Category (SAC) 27 only – not SAC 28)
- Students with SAC 46 Extended School Year (ESY)
- Students on homebound, medically confined to the home, homebound flag equals “Y” (One hour of homebound services equals one hour of SESH.)
- Only grade levels EC or HK, or SAC of 16-18 can report more service hours than membership hours.

SESH that are to be reported on MARSS are for direct and indirect special education services of a licensed professional (including OTs, PTs, and other therapists). Minnesota Rules, chapter 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 entered in the MARSS SESH field. The MARSS SESH are just that; namely, the SESH for students who are required to have those hours entered. 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 above, you will not enter the special education service hours; MDE will use the midpoints to calculate the SESH for each membership record.



Transitioning Students

If SESH are required to be reported on the MARSS record and the student is transitioning back into the prior school of enrollment, the school that the student is transitioning from (i.e., the one reporting the student in MARSS) should only include SESH that were provided at their district. SESH from the school to which the student is transitioning should not be included.

Example 1 – Preschool

A preschooler is receiving special education and related services in an Early Childhood Special Education (ECSE) classroom with a licensed ECSE teacher. The student would have special education services for 2.5 hours a day. However, during the time that the student is in the special education classroom, he has OT, PT and speech or language (SL) each for 20 minutes a day, five days a week. The number of special education hours would be 2.5 hours for the ECSE services plus 20 minutes OT, 20 minutes PT, and 20 minutes SL for a total of 3.5 hours a day of special education services time. (Please remember that the MARSS membership hours may not be the same as the SESH.) Each of the special education service providers had five minutes indirect time each day on the student’s IFSP. The student participated in 120 days of ECSE programming. The SESH for that student would be 450 hours (420 hours of direct special education instruction and 30 hours of indirect services.) Please see the *MARSS Manual – Procedure 6 – Reporting Early Childhood (EC) Special Education Students* for reporting MARSS membership hours.

Example 2 – Inclusive Classroom

A student in an inclusive setting receives 100 percent of his or her special education services in the regular classroom setting. The student receives an arena service of OT, PT and SL all at one time for 20 minutes a day and the resource teacher comes to the classroom to provide 60 minutes of special education instruction and follow-up for the day's activities. A paraprofessional works with the student for one hour a day. When you calculate the SESH you have to count the time of each professional but not any paraprofessional time. In this case the student is getting 60 minutes of arena services and 60 minutes of direct resource teacher assistance for a total of 120 minutes a day or two hours of direct SESH. In addition there are 30 minutes a day for indirect services of the professional staff. The student receives 150 minutes of direct and indirect instruction a day. If the student is enrolled for 176 days, then the student had 440 hours (150 minutes a day x 176 days / 60 minutes/hour = 440 hours) of special education services. The SESH would be 440. The MDE tuition billing system would use that number rather than the midpoint.

Example 3 – Cooperative Teaching

A middle school social studies class has seven students with IEPs that required adaptations and modifications to the regular classroom instruction, including specially designed tests, positive behavior supports, repetitive instruction and time on task re-direction. The district uses a cooperative teaching model where a teacher with Specific Learning Disability (SLD) and Emotional/Behavioral Disorders (EBD) licensure is assigned to co-teach the class of 33 students with a regular education teacher. The special education and regular classroom teachers plan cooperatively which allows the special education teacher to make the required adaptations and modifications to the basic curriculum. The class period is 50 minutes long and each of the students with IEPs receives 50 minutes of special education instruction. (*Note: If a paraprofessional had been assigned to this classroom activity rather than a licensed special education teacher, no direct SESH could be recorded on MARSS.*) If the school year is 174 days, each student in membership would have 145 hours (50 minutes x 174 days of school / 60 minutes/hour = 145 hours) of special education instruction entered on MARSS.

Inclusive, Multidisciplinary and Cooperative Teaching

Remember: If you indicate that a site has these teaching models, all students receiving special education services are required to have the SESH reported on MARSS.

Districts need to report the number of SESH for all students receiving special education services in inclusive, cooperative, multidisciplinary or stacked teaching model sites. The application of midpoints to the federal settings will not be a true indicator of the SESH that the student will receive. Below is a discussion of these three instructional settings. At least 50 percent of the students with IEPs must be involved in one or more of the teaching models in a site to have that site be eligible to be reported as having a teaching model.

Team Teaching

Note: The team teaching model as described in Minnesota Rules, chapter 3525.2350, is not included in the teaching models above. Districts that have a team teaching model will not need to enter the SESH on MARSS.

Inclusive Instructional Setting

A student participating in the inclusive instructional setting will be a full-time participant in the regular education classroom and have all the special education services delivered in that regular education classroom. The student does not leave the regular education setting, as all or most of the student's special education services come to his regular education classroom. If the student attends a traditional resource room or other pull-out program, then the program is not inclusive for the purpose of reporting SESH on MARSS.

Multidisciplinary Teaching Model

The students who are receiving multidisciplinary services need to have their total service hours reported on MARSS. The services provided under the multidisciplinary teaching model will be stacked or included. This model will have two or more licensed special educators providing the special education services at the same time in the instructional space. For example, a student will be in a special education service such as the special education self-contained class and have additional services provided to the student in that instructional setting, at the same time the special education teacher is involved in the instruction of the students. These services could include OT, PT, SL, vision, deaf, etc. The difference between the team teaching model and the multidisciplinary teaching model is that the services are stacked, or received simultaneously, much like the student who is in the general education program and receiving the special education services while the teacher is providing instruction. Students who leave the self-contained program are considered to not have stacked services and the midpoints will capture the SESH.

Cooperative Teaching Model

The cooperative teaching model is another regular classroom-based program. Typically, this program is found 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 MDE do not capture the SESH on the Instructional Setting for tuition billing purposes.

If a student is reported on MARSS with a Change SEES 4 or 6 and the student is a nonresident of the serving district, the MDE tuition billing system will invoice the resident district for the unreimbursed costs of providing special education services, special education transportation and the general education revenue, if applicable. Refer to the [Tuition Billing Reference Guide](#) for more information on tuition billing.

Data Element Value Notes

Five (5)-digits, one decimal numeric code located in the Student (B) file. Example: 0170.5

The decimal is implied; it should not appear on the MARSS file.

Special Pupils for Care and Treatment

Reporting File: Student

Edited: Fall and End-of-Year

The Special Pupils for Care and Treatment flag is used to assist the department in identifying students that qualify for special funding.

Regular Education

Regular education students can be considered a Special Pupil for Care and Treatment and be eligible for full state payment (Minnesota Statutes, section 125A.75, subdivision 3) when:

1. Parental rights have been terminated by court order (this includes parental rights terminated through the tribal courts), and
2. Student has been placed for care and treatment into one of the following facilities per Minnesota Statutes, section 125A.515. This does not include foster homes.
 - Group foster home
 - Secure juvenile detention facility
 - Juvenile residential facility
 - Temporary holdover – eight day
 - Group home
 - Residential academies
 - Transitional programs
 - Shelter care
 - Shelter for the homeless
 - Adult facility that admits persons under the age of 22
 - Residential treatment programs

Special Education

Special Education students can be considered a Special Pupil for Care and Treatment and be eligible for full state payment under Minnesota Statutes, section 125A.75, subdivision 3, or Minnesota Statutes, section 125A.17, when:

1. The student has a current IFSP/IEP, and
2. Student has been placed for care and treatment into one of the following facilities under Minnesota Statutes, section 125A.515. This does not include foster homes.
 - Group foster home
 - Secure juvenile detention facility
 - Juvenile residential facility
 - Temporary holdover – eight day
 - Group home
 - Residential academies
 - Transitional programs
 - Shelter care

- Shelter for the homeless
 - Adult facility that admits persons under the age of 22
 - Residential treatment programs, and
3. The status of the parents of the student is one of the following under Minnesota Statutes, section 125A.17.
- Parental rights have been terminated by court order (this also includes parental rights terminated through the tribal courts),
 - Parent or guardian is no longer living within the state of Minnesota after the student placement,
 - No other district of residency can be established, or
 - Parent or guardian having legal custody of the child is an inmate of a Minnesota correctional facility or is a resident of a halfway house under the supervision of the commissioner of Corrections.

Data Element Values:

N – No

Y – Yes (student qualified for special pupils at some time during the current school year).

Data Element Value Notes:

One (1) letter alpha code located in the Student (B) file. Example: N

State Aid Category (Sac)

Reporting File: Student

Edited: Fall and End-of-Year

State Aid Category (SAC) is used to determine which district generates state aid for students and which state aid students are eligible to generate. It is also used to validate District Number/Type and Student Resident District Number/Type. A change in the SAC requires closing the current enrollment record and creating a new enrollment record.

Do not change the students' SAC when an IFSP/IEP is written or terminated, unless the student is a foster child.

Example: A student who open enrolls (SAC 01) into a district and then later has an IFSP/IEP written maintains a SAC of 01 - it is not changed to a tuition SAC.

The SAC does change for foster children who have an IFSP/IEP written mid-year. Change the SAC from 00 to 19 if the student's legal parent/guardian is a non-resident of the enrolling district.

Data Element Values:

RESIDENTS ENROLLED IN THE RESIDENT DISTRICT. Use SAC 00, 02, 22 and in limited cases, 27 to report resident, public school students enrolled in the resident district.

00 Regular; resident enrolled in the resident district, Minnesota Statutes, section 120A.20. subdivision 1. The Resident District Number/Type must be the same as the reporting District Number/Type; both district types must be 1 or 3. The resident district generates general education revenue for students identified with an SAC of 00. Note: Resident students who have returned to the resident district without fulfilling the first year of open enrollment are reported with SAC 22; refer below.

Use 00 for:

- Students whose parents' parental rights have been terminated by court order or permanently suspended by a tribal court and are enrolled in the district in which they are living.
- Area Learning Center (ALC) and alternative school enrollees who are residents of the district that sponsors the ALC or alternative program. These students must meet the graduation incentives criteria.
- Foster students without an IFSP/IEP who are enrolled in the district in which they are living.

02 Foreign Exchange, Minnesota Statutes, 126C.05, subdivision 2. Students enrolled via a federally registered cultural exchange program (J-1 Visa) that is registered with the Secretary of State's office are eligible to generate general education revenue for the enrolling district like a resident student. Refer to the [Secretary of State's \(SOS\) website](#) for a list of registered programs. From the SOS's home page, select Study Abroad>International Exchange organizations in Minnesota. Minnesota Statute allows these students to enroll, even if they already have a diploma from a school in their home country.

Foreign exchange students are residents of the district they are enrolled in, not the district in which they live. If the enrolling district is a charter school, then the resident district would be the district in which the host family resides.

Foreign exchange students are prohibited by statute from participating in the Postsecondary Enrollment Options (PSEO) program.

Refer to SAC 15 for information on foreign students enrolled under an F-1 student visa. Note there are federal requirements that must be met for schools to be eligible to enroll foreign students. Contact the U.S Department of State, Bureau of Consular Affairs for more information.

- 22** **Residents**, Minnesota Statutes, section 124D.03, subdivision 5. Report SAC 22 for first year open-enrolled resident students who return to the resident district mid-year when both the resident and open-enrolled districts did not agree to the transfer. These students are ineligible to generate general education revenue at either district. Students must notify the resident district within the open enrollment application deadlines to return to the resident district the following school year, otherwise they are considered ineligible during the following school year. Reporting District Type must be 1 or 3.

Use SAC 00 to report open-enrolled students who re-enroll at the resident district when both districts agreed to the transfer or the transfer occurs within statute timelines.

- 27** **Temporary Placement for Students for Care and Treatment**, Minnesota Statutes, section 125A.51 and 125A.15. Report students placed for either day treatment or residential care and treatment in the resident district.

- 29**  **Voluntary Pre-Kindergarten Only**. Use SAC 29 to report residents of the enrolling district who are ineligible to generate state aid. They may be any of ages three through five as of September 1. This SAC should be used only by independent and special school districts. This SAC could be used to identify early learning scholarship students who are residents.

CHARTER SCHOOL ENROLLMENTS. Minnesota Statutes, section 124E.20, subdivision 1 authorizes general education revenue to be paid to a charter school as if it were a district.

- 08** **Charter School**. Use SAC 08 to report students who are enrolled in the charter school via student/parental choice (i.e., students are not placed by the resident district). The charter school will generate general education revenue for these students. No bill-back may occur unless the students have an IFSP/IEP, in which case state tuition billing occurs.

Use SAC 19 for students placed via an IFSP/IEP by the resident district in the charter school. The resident district will generate the general education revenue and is then responsible for the cost of instruction via tuition billing.

Use SAC 15 for students who are residents of other states and who enroll in the charter school. The school can bill the family for tuition.

Use SAC 16 or 17 for shared time students who take eligible academic classes at a charter school. For more information on shared time, refer to Procedure 17.

ATTENDANCE OPTIONS PROGRAMS. General education revenue follows these students into the enrolling district. No tuition is charged unless students have an IFSP/IEP in which case tuition billing applies.

- 01 Enrollment Options/Open Enrollment**, Minnesota Statutes, section 124D.03. Use SAC 01 to report nonresident students (but who are residents of Minnesota) who applied and have been accepted for transfer by the enrolling district within the statute timelines. Report SAC 01 for students who applied for open enrollment after the statute deadline, but before school started, and both the enrolling and resident districts approved the late application. Report SAC 11 for students who applied for open enrollment after the statute deadline, and after the school year started, but both the enrolling and resident districts approved the late application. This student would be reported as SAC 01 the following school year if the state application was completed with the statute timelines.

Note that there are no open enrollment application deadlines for students open-enrolling into or out of a district that generates Achievement and Integration revenue. Application deadlines are extended for certain students (e.g., students whose resident district changes). *Refer to Appendix R.*

Open enrollment transfers are considered permanent unless the student breaks the contract by using an enrollment options program to transfer to another district or is a habitual truant. *Refer to the statute for more information.* Open-enrolled students placed for care and treatment can return to the open-enrolled district after completing treatment.

The enrolling district must report the open enrollment students and maintain a copy of the students' approved applications. District Type must be 1 or 3. The enrolling district, will generate the general education revenue on behalf of these students.

Open-enrolled students' SAC 01 does not change when an IFSP/IEP is written. No tuition is charged for open enrollment students unless they have un-reimbursed special education costs in which case tuition billing applies (*refer to the Attendance Options Programs paragraph above*).

For students enrolled in a district via open enrollment, the SAC 01 does not change unless the students become covered by an academic pairing arrangement. The district where students are placed, via the pairing arrangement, codes the students as SAC 05 or 06 if the student is a resident of the paired district. Use SAC 00 if it is the student's resident district. If the district of placement via the pairing arrangement is not the resident district, report with SAC 01.

- 03 Graduation Incentives (GI)**, Minnesota Statutes, section 124D.68, subdivision 1. Nonresident students must meet the statutory criteria for at-risk learners.

Residents of a district that sponsors a State-Approved Alternative Program (SAAP) (e.g., ALC, targeted services or alternative school) must meet the GI criteria to enroll in the SAAP. These students should be reported using SAC 00.

Students need not be enrolled in an ALC or alternative school to be reported with SAC 03. Students may transfer to a traditional school via GI.

This is the most common SAC used by ALCs and public alternative schools to report nonresidents enrolled. All students enrolled at ALCs or alternative schools operated by a cooperative, Education Service Unit (ESU), intermediate or education district are considered nonresidents.

ALCs without a Fiscal Host. Students enrolled in an SAAP operated by some type of cooperative (e.g., intermediate district, ESU, education district) can choose to not have a fiscal host. Although students are identified with an SAC of 03, the resident district generates both the state aid and a tuition bill up to 100 percent of the state aid generated by the student.

04 Enrollment Choice for 11th and 12th Grade Students, Minnesota Statutes, section 124D.08, subdivision 3. Juniors and seniors whose parents move to another Minnesota school district may remain enrolled in the original district of residence as a nonresident, with the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required. Reporting District Type must be 1 or 3.

11 Parent-Initiated Agreements Between School Boards, Minnesota Statutes, section 124D.08, subdivision 2. Students who miss the deadlines for open enrollment may request the boards of both the resident district and the intended district of enrollment to allow the transfer any time during the year. Reporting District Type must be 1 or 3. Both districts must have a copy of a signed agreement on file. (There is no state mandated form for this. Documentation that specifies the student's name and effective date, and that is signed and dated by both districts will meet audit requirements.)

The agreements are considered ongoing unless one of the districts specifies a termination date at the time the agreement is signed.

If the student/family files open enrollment paperwork within the timelines for enrollment the following school year, the SAC 11 changes to 01 next year.



Also use SAC 11 for students experiencing homelessness who choose to remain enrolled in the school of origin but live in another school district. The combination of the homeless flag and SAC 11 is an indication that there may not be a signed Agreements between Boards for the student but there will be documentation of homelessness.

TUITION NONRESIDENTS. In SACs 05, 06, 10, 19 and 27 Minnesota residents are placed in another Minnesota public school district via the resident district, the courts, a medical authority, IFSP/IEP team or social services. They generate general education revenue for the resident district which is responsible for the full cost of instruction. The enrolling district is responsible for reporting these students; they must be withdrawn from the resident district.

05 Inter-district Cooperative Agreement, Minnesota Statutes, section 123A.32, subdivision 1. *Academic pairing.* Students from one district attend full-time at the paired district. SAC 05 is used only for students in grades covered by the agreement and for residents of the paired district(s).

Example: Grades K - 6 attend the paired district under the agreement; use SAC 05 to report these students. If a seventh-grade student with an IEP also attends the paired district, the seventh-grader must be reported using other than SAC 05. Reporting District Type must be 1.

06 Cooperative Facilities, Minnesota Statutes, section 123A.44 or a Joint Powers Integration District. This is another form of *academic pairing* by which districts cooperate to offer one school for students. All students reported using SAC 06 must be in grades K - 12. Use only for residents of a member district. The reporting District Type must be 62.

10 Joint Powers Cooperatives for Special Education and/or Secondary Vocational Programs, Minnesota Statutes, section 123A.22, subdivision 1; Education Districts, Minnesota Statutes, section 123A.15, subdivision 1; and Intermediate Districts.

The reporting District Type must be 6, 50-53, 61 or 83.

SAC 10 should not be used to report students attending a SAAP operated by a cooperative, education district, intermediate district or ESU. *Refer to SAC 03.*

Use SAC 10 to report students who attend full-time at the cooperative. Students who attend the cooperative part-time and nowhere else should also be reported by the cooperative.

Change SAC 10 should be used for students who are placed at the joint powers or intermediate district by a member district, even though the resident district may not be a member district.

Students attending the cooperative part-time and the resident school for the remainder of the day must be reported by the resident school only and include the students' membership time at the cooperative. *Refer to Procedure Number 5.*

19 Tuition Agreement with Resident District, Minnesota Statutes, section 123B.88, subdivisions 4-5. Use SAC 19 to report nonresident students whose resident district has agreed to pay tuition for them to attend the serving district either full-time or part-time and the student attends nowhere else.

Exclude:

- Students who attend part-time and for the remainder of the day attend the resident school. Only the resident district reports in this case.
- Students with IFSPs/IEPs who transfer via SAC 01, 03, 04 or 11.
- Students who transfer via any other SAC.

Use SAC 19 to report:

- Foster children who have an IFSP/IEP and whose parents' parental rights have not been terminated.
- Students placed in a charter school by the resident district.
- Students placed in a cooperative facility by other than a member district.

Note: SAAPs are ineligible to use SAC 19; students must be eligible for GI (SAC 03) and choose to enroll in a SAAP.

- 27** **Temporary Placement of Students for Care and Treatment**, Minnesota Statutes, section 125A.51 and 125A.15. Use SAC 27 to report students who are placed in the reporting district for care and/or treatment services.

STUDENTS ENROLLED IN ANOTHER STATE. Minnesota residents placed by the court, social services, an IFSP/IEP team, or medical authority in a program or school in another state and for whom the resident district pays tuition are reported by the resident district using SAC 14. The resident district will generate general education revenue. *Refer to Procedure Number 16.* Students enrolled in South Dakota under reciprocity are reported with SAC 52.

Students who are placed by their parents in a non-public school or a school in another state for education purposes are ineligible to generate state aid. The resident district is not responsible for the student tuition and does not report the student on MARSS.

- 14** **Enrollment in Another State**, Minnesota Statutes, section 124D.05 and Minnesota Statutes, section.124D.04. Use SAC 14 to report students who are placed in another state for care and treatment or by their IFSP/IEP. *Refer to Procedure Number 16.* The following Minnesota residents may attend a school outside Minnesota full time:

- Meet the criteria in Minnesota Statutes, section 124D.05, Attending School in Another State.
- Meet the criteria in Minnesota Statutes, section 124D.04. Options for Enrolling in Adjoining States.
- Are placed via an IFSP/IEP.
- Are placed via care and treatment, Minnesota Statutes, section 125A.51 or Minnesota Statutes, section 125A.15.

The resident district must report the students as if they were attending an existing resident district school. *Refer to Procedure Number 16.* Reporting District Type must equal 1, 2 or 3.



The Status End code on the just prior enrollment record should be 05 transferred to a school in another state if the transfer occurred during the school year.

- 52** **Reciprocity to South Dakota**, Minnesota Statutes, section 124D.041. Residents of Minnesota districts that are contiguous to South Dakota and who are not enrolled in a cross-state tuition agreement are eligible to enroll in a South Dakota school district that is contiguous to the Minnesota border. These students must be reported by the resident Minnesota school district and will be counted in the Minnesota district's resident student counts. The Reporting District Type must equal 1. The Student Resident District Number is the South Dakota district in which the student is enrolled. The Student Resident District Type must equal 38. The State Departments of Education of the two states will manage the exchange of money per statute. *Refer to Procedure 24.*



The Status End code on the just prior enrollment record should be 05 transferred to a school in another state if the transfer occurred during the school year.

RESIDENTS OF ANOTHER STATE OR COUNTRY. Residents of either another state or country attending school in a Minnesota public school should be reported using SAC 15. These students are ineligible to generate general education revenue. Residents of South Dakota enrolled in Minnesota under reciprocity are reported with SAC 51.

15 Non Minnesota resident, tuition paid by entity in another state or country, Minnesota Statutes, section 124D.04, subdivision 3. Residents of other states may attend school here and provide their own tuition. Report foreign students enrolled via an *F-1* Visa with SAC 15. The source of the student tuition may be the resident district, parent or insurance. Resident District Number equals 9998, Resident District Type equals 98. These students are ineligible to generate Minnesota state aid.

Foreign exchange students enrolled via a registered cultural exchange program (J Visa) can be reported using SAC 02 as long as the exchange program is registered with the Secretary of State's Office. If the exchange program is not registered with the Secretary of State's Office or the student has a B visa (visitor) report the student with SAC 15.

51 Reciprocity from South Dakota, Minnesota Statutes, section 124D.041. Residents of South Dakota districts that are contiguous to Minnesota and who are not enrolled in a cross-state tuition agreement are eligible to enroll in a Minnesota school district that is contiguous to the South Dakota border. These students must be reported by the Minnesota school district and will be counted in the Minnesota district's adjusted student counts. The Student Resident District Type must equal 38. The Student Resident District Number is the South Dakota district in which the student is a resident. The State Departments of Education of the two states will manage the exchange of money per statute. *Refer to Procedure 24.* Reporting District Type must equal 1.

SHARED-TIME STUDENTS. Students of any grade level enrolled part-time in a public school and who otherwise attend a **nonpublic** school or home school for purposes of meeting the compulsory instruction statute are defined as shared-time students.

Nonpublic school includes private, sectarian and home schools. Shared-time instruction is an optional service for public schools to provide unless the students have an IFSP/IEP. See Minnesota Statutes, section 125A.18. Shared-time students may receive special education services and/or any core academic instruction. Title I services and any extracurricular activities are ineligible to claim as shared-time membership. Home school students are not reported on MARSS unless they are receiving eligible shared-time instruction. The district in which the nonpublic or home school is located is responsible for providing special education services to these shared time students. Tuition billing applies to shared-time students who have an IFSP/IEP and receive services from other than the resident district. When a district serves a non-resident shared time student the serving district can request the resident district to allow it to collect the shared time aid. For more information on reporting shared-time students *refer to Procedure Number 17. Refer to the specific code to decide which, if either, district generates shared-time aid.*

- 16 Shared-Time Aid is paid to the resident district**, Minnesota Statutes, section 126C.19. Use SAC 16 to report residents of the serving district and nonresidents for whom the resident district should receive the shared time foundation aid and pay tuition to the serving district. *Refer to Procedure Number 17.* Reporting District Type must be 1, 2, 3, 7 or 62.
- 17 Shared-Time Aid paid to the serving district**, Minnesota Statutes, section 126C.19. Report only nonresident-shared time students for whom the serving district has the permission of the resident district to claim for shared time foundation aid. *Refer to Procedure Number 17.* Reporting District Type must be 1, 2, 3, 7 or 62 (with a fiscal host district).
- 18 Shared-Time Parent/guardian pays tuition**, Minnesota Statutes, section 126C.19. Students from another Minnesota school district or from out-of-state who are enrolled in a Minnesota nonpublic school and who receive eligible shared time instruction are reported with SAC 18. They are ineligible to generate shared time aid. Use SAC 18 to report nonresidents whose tuition is provided by the parent or some entity outside Minnesota.

The district cannot bill back any unreimbursed costs to another Minnesota district. These students are ineligible to generate Minnesota state aid.

OTHER NONRESIDENT STUDENTS. Use SACs 20 and 21 to report students who are residents of other Minnesota school districts for whom the resident district does not pay tuition and students do not qualify for any of the attendance options programs. These students are ineligible to generate general education revenue for either district.

- 20 Tuition Agreement with Parent/Guardian**, Minnesota Statutes, section 123B.88, subdivision 5. Report nonresident students (residents of Minnesota) who do not qualify under SAC 01, 03, 04 or 11, and for whom the resident district does not pay tuition, but rather the students or parent/guardian pay the tuition. These students are ineligible to generate Minnesota state aid.
- 21 Ineligible Nonresident Student.** Report nonresident students (residents of Minnesota) who do not qualify under SAC 01, 03, 04 or 11 and for whom the serving district receives no reimbursement. These students are ineligible to generate Minnesota state aid.

STUDENTS ENROLLED IN NONPUBLIC SCHOOLS. Students placed in a Minnesota nonpublic school via either an IFSP/IEP or care and treatment may generate state aid for the resident district. The resident district must report the students as if they were attending an existing resident district school, unless the student is placed in a program where the local district provided oversight and reports the student on MARSS. Reporting District Type must be 1, 2 or 3.

Students who are placed by their parents in a non-public school or a school in another state for education purposes are ineligible to generate state aid. The resident district is not responsible for the student tuition and would not report the student on MARSS.

- 26 Contract Alternative School/Graduation Incentives (GI)**, Minnesota Statutes, section 124D.69. Report students placed in a nonpublic school where the enrolling district has a contract and who meet the

criteria of at-risk learners. Use SAC 26 to report students who are eligible under GI and are enrolled in a nonpublic school through a contract with a public school district.

The district that contracted with the school is responsible for the MARSS reporting. The contracting district will generate the contract alternative aid on behalf of these students. *Refer to Procedure Number 8.*

- 28 Resident student attending a nonpublic school through either an IFSP/IEP or for care and treatment.** Report residents enrolled in a private school or Day Activity Center (DAC), i.e., teachers are employed by other than the local public school district, through either an IFSP/IEP or for care and treatment. (Minnesota Statutes, section 125A.51 or Minnesota Statutes, section 125A.15). For residential care and treatment placements, the district in which the private facility is geographically located is responsible for the MARSS reporting. For IFSP/IEP placements to private schools the resident district is responsible for the MARSS reporting. *Refer to Procedure Number 16A.* These students will generate general education revenue.



The Status End code on the just prior enrollment record should be 03 transferred to a nonpublic school if the transfer occurred during the school year.



For early childhood special education students placed via their IFSP/IEP in a private preschool program and who receive special education services from the resident district use SAC 00.

TRIBAL CONTRACT/GRANT Minnesota Statutes, section 124D.83.

- 34 Students who meet the Bureau of Indian Education (BIE) criteria** for inclusion on the federal counts and for whom a public school district is not paying tuition. The ADM generated by these students will be used to compute Tribal Contract/Grant revenue.
- 35 Students who do not meet the BIE criteria** for inclusion on the federal counts and for whom a public school district is not paying tuition. The ADM generated by these students will be used to compute Tribal Contract/Grant revenue.

OTHER STUDENTS.

- 98 Summer Graduate, Late Graduate, Dropout or Summer Leaver.** Students may or may not be residents. *Refer to Procedures Numbers 7 and 12.*

Use SAC 98 to report students enrolled in the district during the just prior school year but who:

- Drop out of school during the summer (i.e., did not graduate, move, transfer to another public or private school or pass away).
- Transfer to a nonpublic school or a non-Minnesota school over the summer and the prior enrolling school has received a request for records from the new school.
- Complete the credits necessary to graduate during summer school.
- Were committed to a correctional facility that provides instruction during the summer.
- Move out of the country.

It does not matter whether the students are residents or not. *Refer to Appendix F for further information about dropouts.*

46 Extended School Year. Use SAC 46 to report special education students who through their IFSP/IEP are required or recommended to attend Extended School Year.



The Status End code on the just prior enrollment record should be 40 end of the school year for a student who was enrolled on the last day of the core, required school year.



Do not report students who receive their ESY services from other than a Minnesota public school.

The following SAC codes are used for Early Childhood Health and Developmental Screening:

41 Screening by school district. Use SAC 41 to report children/students who are screened by the reporting district.

42 Child and Teen Checkups/EPSTD. Use SAC 42 to report children/students who have been screened through Child and Teen Checkups.

43 Head start. Use SAC 43 to report children/students who have been screened through a head start program.

44 Private Provider. Use SAC 44 to report children/students who have been screened through a private provider such as family doctor.

45 Conscientious Objector. Use SAC 45 to report children/students whose parent/guardian have signed a statement that they are a conscientious objector of the screening process.

Data Element Value Notes:

Two (2) digit numeric code located in the Student (B) file. Example: 0 0

State Student Identification Number (SSID)

Reporting File: Student

Edited: Fall and End-of-Year

State Student Identification Number (SSID), formerly known as MARSS number, is used to decide which enrollment status records represent particular students. This number must be unique within each district and within Minnesota. The SSID must represent an individual student. Once the SSID is assigned, it must remain with the student for the entire time the student is enrolled in the Minnesota elementary and secondary public education system. Do not reuse SSID numbers from the past. Once the number is assigned to one student, it should never be used again for a different student. *See Appendix C for instructions on assigning an SSID.*

When assigning the SSID to a student locally, the first four digits must be the district number of the district assigning the number. Most of the time this will be where the student was first enrolled, where the child first received early childhood screening or the resident district for a child who was assigned an SSID for participation in an early learning program. The first four digits cannot be all nines or all zeros, i.e., both 0000000000001 and 99999000000000 are invalid. SSIDs that are assigned by the Student ID Validation System will start with 8002. These four digits serve only to make the number unique – they are not used to direct state aid.

When students transfer from one Minnesota public school into another Minnesota public school or enroll in kindergarten or special education early childhood (EC), the enrolling district or charter school must request and obtain the students' SSID from the previous school district or charter school or the district that assigned the SSID at the time the child received early childhood screening. The district the student transfers into must use the previously assigned SSID. No changes may be made to the previous number including the first four digits. These digits are not used to direct state aid, only to assure a unique number.

Students who transfer from a Minnesota nonpublic school or shared-time students enrolling into a Minnesota public school for the first time will need to have an SSID assigned only if the child did not receive early childhood screening since FY 2007 or the child has never been in a Minnesota public school or early learning program which required an SSID.

Students who have been enrolled in a Minnesota public school at any time since July 1, 1996, or received early childhood screening since FY 2007, or have participated in an early learning program that required an SSID, have an assigned SSID, even though they may have been enrolled outside Minnesota or in a Minnesota nonpublic or home school during intervening years. Take care not to assign a new number when one has already been assigned.

Student ID Validations

This system is used for student identification and adding/validating a student's State Student ID.

You may access the Student ID Validation system one of two ways.

1. From the MDE website, select Districts, Schools and Educators Data Submissions. On the left side of the page, select Student ID Validations.

2. After a MARSS edit has been completed:
 - a. Select “View Message Summary” and select one of the error messages for name, or
 - b. Open your MARSS 08 Error Report under the Local Reports in MARSS WES. Click on the link provided with one of the warning/error messages.

There are two roles within the Student ID Validation system.

1. Maintainer: Able to look up SSID numbers and validate student identities. Add SSID numbers and report a problem.
2. Reviewer: Able to look up SSID numbers and validate student identities.

More information on the Student ID Validation system is available on the [Student ID Validations Webpage](https://education.mn.gov/MDE/dse/datasub/StuIDValid/) (<https://education.mn.gov/MDE/dse/datasub/StuIDValid/>).

Data Element Value Notes:

Thirteen (13)-digit numeric code located in the Student (B) file. Example: 0 5 3 5 3 9 8 6 2 5 9 8 7

Status End

Reporting File: Student

Edited: Fall and End-of-Year

Status End is used to determine a school's count of graduates and dropouts, which are used in computing graduation rates and state and federal statistical reports. It also provides general data on migration out of Minnesota public schools.

This code describes why the students' enrollment status has ended or changed. There is no need to change a dropout Status End code for a student who re-enrolls in the same school prior to the end of the school year.

Written documentation must be kept for students who transfer to other districts, states, correctional facilities, nonpublic schools or who pass away. This information would be needed in case of an audit of graduation rates.

All students with a Status End code must also have a Status End Date, and vice versa. Status End codes marked with three asterisks (***) indicate they are considered dropout codes. *Refer to Appendix F* for more information on dropout codes.

Data Element Values

- 00** **Used for fall reporting unless the students have been withdrawn prior to the fall submission date.** Used for fall reporting for students who were not withdrawn before the date the fall data are submitted. Status End 40 may also be reported on the fall submission for students who are enrolled as of the file extract date, as long as the last day of the school year is reported as the Status End Date. Records in which a Status End code greater than zero, and Status End Date of other than zero, should also have attendance and membership reported, even in the fall. This allows Minnesota Automated Reporting Student System (MARSS) programming to generate average daily membership (ADM) which is used for tuition billing in the fall.
- 03** **Transferred to an approved nonpublic school.** Used when public school students' transfer to a Minnesota nonpublic or home school is determined to be in compliance with the Compulsory Instruction Law, even if the student is participating in shared-time instruction.
-  Status End code 03 is also used when students transfer to a residential care and treatment program that provides its own instruction. The students are reported with State Aid Category (SAC) 28 by the district in which the facility is located. The school should have written documentation indicating that the student has enrolled in the nonpublic school, e.g., request for transcript from the nonpublic school.
- Use Status End code 03 when shared-time students leave the public school to return fulltime to a nonpublic school.
- 04** **Students moved outside of the district and enrolled in another Minnesota district.** The result of a change in the district of residence, as well as the district of enrollment, requires a new enrollment

record be generated. The student must enroll in a subsequent public school; otherwise, use a dropout Status End code. Use Status End code 04 when:

- The students and their parents/legal guardians physically move outside the original district of residence and the student enrolls in another Minnesota school district.
- Child of divorced parents moves in with the other parent and changes the district of attendance.
- Students without an IFSP/IEP are placed outside the district in a foster home.

Status End code 04 **should not** be used for students who are not self-supporting and who move or transfer outside the district of residence but their parents/guardians do not move. The appropriate code would depend upon the reason for placing the students outside the resident district.

The school should have written documentation indicating that the student has enrolled in another school, e.g., request for transcript.

05 Students transferred to a school in another state or moved outside of the country. Used when:

- Students and their parents/legal guardians physically move to another state and the students enroll in a school in the other state.
- Students move outside the United States to another country.
- Foreign exchange students leave midyear to return to their home country.

These result in a change in the district of residence. *Refer to Status End code 04 above for additional discussion.*

The school should have written documentation showing that the student enrolled in a school in another state, e.g., request for transcript. The school should also have written documentation when a family moves outside the country; however, a request for transcript is not necessary. In this case, the documentation might be notes taken by a school official after a conversation with a parent. Without written documentation the student should be reported under one of the dropout Status End codes.

Students who remain enrolled on the last day of the school year should have Status End code 40. When the transfer or move occurs over the summer, report the student as a summer leaver. *Refer to MARSS Procedure 12.*

*****06 Students left school after reaching compulsory attendance age without written election (Minnesota Statutes, section 120A.22, subdivision 8, requires student and parent to meet with school staff prior to withdrawal).** Used when students age 17 or older withdraw from school without written election.

The department is aware that it is sometimes very difficult for school districts to identify a specific reason students drop out. Therefore, the intent of the dropout definitions is to serve as a guide for school district staff to identify, to their best ability, the main reason students drop out.

*****07 Students left school after reaching compulsory attendance age with written election.** Used when students age 17 sign a written election to withdraw from school pursuant to Minnesota Statutes, section 120A.22, subdivision 8. The department is aware that it is sometimes very difficult for school districts to identify a specific reason students drop out. Therefore, the intent of the dropout definitions is to serve as a guide for school district staff to identify, to their best ability, the main reason students drop out.

08 Students graduated from a public school. Used for students, with or without an IEP, who earned a public high school diploma during or at the end of the fiscal year.

Students who are granted a diploma, but at the time were not enrolled in a Minnesota public school district, can be reported as summer graduates. This would apply to students who leave high school prior to graduation and pay for their own postsecondary courses, not through the Postsecondary Enrollment Option (PSEO) program, and those credits are included on the students' high school transcript.

11 Deceased.

12 Students excused from attending school for a physical or mental disability; does not include treatment centers, if instruction is provided. Used when students are not receiving instruction due to a permanent physical or mental disability (e.g., a student is in a coma). Usually an official document issued by a physician or other responsible authority is needed to waive the education component.

13 Students committed to a correctional facility. Used when students are committed to a correctional facility under the jurisdiction of the Department of Corrections and that agency is providing the education component.

Examples: *McGinnis (Red Wing) and Ralph Rosenberger (St. Cloud).*

It should also be used for students placed in other correctional type facilities such as county home schools, detention/juvenile centers and sheriff's ranches.

14 Students withdrawn after 15 consecutive days absence – expected back. Used when students have been absent but the district expects them back sometime during the same school year. Use Status End code 14 for the following student absences:

- Absent for 15 consecutive school days during the regular school year and no notice of withdrawal or request for records have been received.
- Absent for five (5) consecutive school days during summer term at a learning year program.
- Independent Study (IS) students who, due to failure to meet with the IS teacher, have broken the program's attendance policy and have been withdrawn. Alternative programs should use a different Status End if it better describes the reason for the student's withdrawal (e.g., moved, transferred).
- Extended absence from school due to students' temporary physical or mental condition.
- Students on an extended vacation.

Status End code 14 should be used for students with a temporary disability, who are not receiving instruction, but are expected to return to school during the current school year.

Example: Students hospitalized and unable to receive homebound instruction.

Note: When Status End code 14 is the students' last Status End code, they are considered dropouts. When students withdraw with a Status End code 14 and transfer elsewhere, Status End code 14 must be changed to the appropriate transfer code, otherwise the students will be counted as dropouts.

*****16 Students were expelled and did not return to school during the year.** Used when students are expelled from school and no educational component was provided. If students re-enroll in another school, the

Status End code should be changed to appropriately reflect the new status. For example, use Status End code 20 for students who transfer to another school district but do not move. *Refer to Appendix L for information on students who have been expelled but continue to receive instruction.*

*****18 Students withdrew, no transcript requested, or transferred to a non-approved nonpublic school.** Used when:

- Students have left school and their whereabouts are unknown (i.e., runaway, habitual truant).
- The district has not received a request for a transcript or a *Notification of Change in Student Enrollment* form indicating that the students have enrolled elsewhere.
- The students enrolled in a non-approved nonpublic school.
-  Students left school because of marriage.
-  Students left school due to pregnancy.
-  Students left school for social reasons.
-  Students left school for financial reasons.
-  Students left school for family reasons.
-  Students left school after attaining age 21 and did not graduate.
-  Students left school to attend a General Educational Development (GED) program.
-  Students dropped out of school during the current school year but re-enrolled somewhere by the following October 1.

Under the Compulsory Instruction Law, the superintendent of the resident district is responsible for deciding that a nonpublic school is in compliance with this law per Minnesota Statutes, section 120A.22. If the nonpublic school is not in compliance, it is non-approved.

 Effective Fiscal Year (FY) 2020 and FY 2021, Students with Limited Interrupted Formal Education (SLIFE), who did not graduate and who are age 21, but not yet 22, are eligible to remain enrolled in school for one more school year and generate state aid.

20 Students transferred to another district, but did not move. Used when students transfer to another Minnesota public school, but have not changed residency. This would include transfers to another Minnesota public school district, charter school, tribal contract/grant school or private alternative school without also moving.

Examples:

- Students transfer to another district via open enrollment, graduation incentives (GI), or for special education services.
- Students with an IFSP/IEP who leave the resident district to go into foster care.
-  Students withdrew to enter a care and/or treatment program; instruction is provided.

Note: Students without an IFSP/IEP placed in foster care at another district have a Status End code 04.

To report a Status End code 20, request for records/transcripts should be on file.

- 21 Early Childhood withdrawal; IFSP/IEP objectives were met.** Used when Early Childhood Special Education (ECSE) students have met the goals and objectives of their IFSP/IEP. Use Status End code 25 for prekindergarten children who received evaluation services only and did not qualify.
- 23 Change Kindergarten withdrawal, expected back next year.** Used when students withdraw from kindergarten, due to immaturity, but are expected to enroll in kindergarten next year.
- 24 Withdrew to receive homebound services.** Used when students are withdrawn to start receiving homebound services regardless of the district that provides the homebound instruction. There may or may not be a lapse of membership between the two enrollment records.
- 25 Early Childhood (EC) students evaluated only.** Used for EC students who were evaluated and determined not to need special education services.
- 26 EC students withdrawn by parents.** Used for EC special education students whose parents withdraw them prior to meeting IFSP/IEP requirements.
- 27 EC students that transition at age 3.** Used for EC students who exit Part C and are eligible for Part B (transition from age 2-3).
- 28 EC students not eligible for Part B exiting Part C with referrals.** Used for EC students who are not eligible for Part B and are exiting Part C with referrals to other programs. “Referrals to other programs” as children exit Part C means that the IFSP team has made a connection on behalf of the child/family with an early learning program in the community that the family may be interested in now that the child is not going to participate in ECSE due to the child’s end of eligibility. Typically this means that a connection has been made with School Readiness, Head Start or a community education prekindergarten (pre-K) program.
- There is no obligation on the part of the IFSP team to follow-up on the referral, as the child is no longer a child with a disability; it is simply a connection.
- 29 EC Students not eligible for Part B exiting Part C with no referrals.** Used for ECSE students who are not eligible for Part B and exit Part C with no referrals.
- 30 EC Students Part B eligibility not yet determined.** Used for ECSE students when Part B eligibility is not yet determined.
- ***34 Students left school for reasons unknown.** Used for:
- Grades K-12 students who leave school and reason is unknown.
 - Grade ECSE students who exit Part C, and attempts to contact the family are unsuccessful.

36 Students enrolled in a postsecondary institution (baccalaureate credit) without receiving a high school diploma. Used when students withdraw from school to attend a postsecondary institution to pursue a baccalaureate degree without earning a high school diploma.

Do not use this code for secondary students who participate in the PSEO program full time at a postsecondary institution and do not attend high school classes. These students are considered enrolled in high school.

40 End-of-year, students were enrolled the last day of school. Use code 40 whether or not students were promoted to the next grade and for seniors who do not graduate. Use code 08 if the students graduated.

On the Fall MARSS files, Status End code 40 may also be reported on the fall submission for students who are enrolled as of the file extract date as long as the last day of the school year is reported as the Status End Date. Records in which a Status End code greater than zero and Status End Date of other than zero should also have attendance and membership reported, even in the fall. This allows MARSS programming to generate ADM which is used for tuition billing in the fall.

60 Pre-school Screening (PS) student no referral done.

61 PS student referral to special education.

62 PS student referral to health care provider.

63 PS student referral to special education and health care provider.

64 PS student referral to early childhood programs (e.g., School Readiness, Head Start, ECFE, family literacy).

65 PS student referral done, parents refused services.

66 PS student rescreen planned.

99 Students' enrollment status has changed, necessitating the closing of one status record and the opening of a new one. Used for the following reasons:

- Percent Enrolled has changed.
- Dual or concurrently enrolled. Status End Dates that are the same for students dual or concurrently enrolled at the high school and State-Approved Alternative Program (SAAP):
 - SAAP reports code 99.
 - High school reports Status End code 08 – graduates, or dropout code, or 40.
 - The school or SAAP with the earlier Status End Date should code the student with a Status End code 99. The school or SAAP with the later Status End Date gives the student the appropriate Status End code.
- When a student moves out of the district, but remains enrolled at the same school, a new student record must be created. The first student enrollment record will have the Status End code of 99. The new student enrollment record reflects: the change in resident district number, the Last Location of

Attendance code on this record indicates why the new enrollment record was needed, and the Status End code will indicate why the record was closed, e.g., Status End code of 40 for end-of-year.

- When a student transfers into a different school within the same district, a new student record must be created. The first student record has a Status End code of 99 and the second record would reflect the new school number. The Status End code on the second student record will indicate why the enrollment ended.
- When a student stops receiving early intervening services and no IEP is written.
-  Change in student grade level.
-  Transferred to another public school in the same district.
-  Student's special education data has changed.

Data Element Value Notes

Two (2)-digit numeric code located in the Student (B) file. Example: 0 0

***Designate Dropout Codes

Status Start Date

Reporting File: Student

Edited: Fall and End-of-Year

Status Start Date is used in the fall to determine the students' eligibility to be included in the fall enrollment count and/or the federal child count. For end-of-year reporting, it assures that a membership overlap has not occurred. **Note:** Both Status Start Date and Status End Date are days of membership.

It is the date that a new tabulation of enrollment begins. A new Status Start Date is initiated for:

- Beginning the school year.
- Change in State Aid Category (SAC).
- Change of school, district or grade of enrollment.
- Change of resident district.
- Change in Special Education Evaluation Status (SEES) (Example: from one of 1, 2, 3, 5 or 8 to a 4 or 6, or from a 4 or 6 to a 7).
- Change in the Percent Enrolled.
- After re-entering school, whether after 15 consecutive days absence or upon transferring back to a prior school.
- When Homebound Service Indicator changes.
- When the Instructional Settings changes.
- Starting or stopping Postsecondary Enrollment Options (PSEO).
-  Create a new enrollment record when a PSEO participant's schedule changes:
 - from participating in no high school classes to participating in at least one high school class,
 - from participating in at least one high school class to participating in no high school classes,
 - when students' high school class schedule changes.
- When Transporting District Number changes.
- When Primary Disability changes.
- When Homeless Student Flag changes
- When Transportation Category changes

The students' first day of attendance in school is recorded as their first Status Start Date. This date is included as a Membership Day. Refer below for students who were absent the first day of school.

When students change districts or charter schools, a [Notification of Change in Student Enrollment](#) must be **initiated** by the district or charter school receiving the students and forwarded to the prior school or district of enrollment. The Status End Date at the first district or school must be before the Status Start Date at the new district or school.

Fall No Shows. Students enrolled at the end of the prior school year are not automatically re-enrolled the following fall if they do not attend the first day of class. However, if the parents/guardians notify the school of the students' absence on the first day, e.g., student is ill, they can be enrolled the first day of school for up to 15

days. Students must attend within those 15 days or no membership will be accumulated and the students must be removed completely from the Minnesota Automated Reporting Student System (MARSS) file.

If the school is not expecting the student to attend on the first day of school, e.g., the family notified the school that the student or family would be on vacation at the beginning of the school year, the Status Start Date would be the actual first day of attendance.

The Status Start Date for a student placed for treatment should be the first day of instruction, not the day the student was admitted. The treatment center should not report a student in membership when the student arrived after the normal school day. The resident district could ask what instruction was provided before the program could even request school records. For example: if the student attends Monday morning at the school of enrollment and Monday afternoon at a care and treatment site, the student's withdrawal date at the first site is Monday and the enrollment date at the care and treatment site could be as early as Tuesday depending on when instruction is first provided.

Registration itself does not mean that students are enrolled for purposes of reporting a Status Start Date. The students need to actually attend an instructional activity, e.g., a class, to be assigned a Status Start Date and start generating membership.

Labor Day. Student instructional days cannot be scheduled until after Labor Day. Exceptions for the post-Labor Day start date are:

- Charter schools can start as early as July 1. This will be indicated on the school calendar that the school provides to the department each summer for the following school year.
- Districts with remodeling projects in excess of \$400,000 can start prior to Labor Day by sending a written notification to School Finance so that the MARSS edit program can be updated. *Refer to Minnesota Statutes, section 120A.40.*
- Districts cooperating with districts in other states can start prior to Labor Day by sending a written notification to School Finance so that the MARSS edit program can be updated.
- Schools with state-approved learning year programs, e.g., area learning centers, can start in June.
- Schools with state-approved flexible scheduling can start prior to Labor Day, but no earlier than July 1.
- Schools and programs operated by joint powers and intermediate districts can start prior to Labor Day, but no earlier than July 1.

Homebound. Districts are required to create a new enrollment status record when students begin homebound instruction. The district that provides the homebound instructor must create the homebound record. *Refer to the homebound definition in the data element section of the MARSS manual for more information.*

Early Childhood (EC)/Grade Handicapped Kindergarten (HK). When Individual Family Service Plan (IFSP)/Individualized Education Program (IEP) is written for students in grade EC, the Status Start Date is the date during the current school year that both the IFSP/IEP was signed and special education instruction started. For students in grade EC and/or HK, whose prior year IFSP/IEP is carried over to the current school year, Status Start Date is the students' first day of attendance during the current school year.

When a prekindergarten student is evaluated for special education, two enrollment records are required. The Status Start Date for grade EC (birth to kindergarten) children receiving their initial evaluation is the date the

district receives parental consent to conduct the evaluation. The Status Start Date on the second record is the day IFSP/IEP services were started under a signed IFSP/IEP during the current school year.

When a nondisabled kindergarten student receives evaluation for special education, there is no need to create a separate record. However, if an IFSP/IEP is written for a kindergarten student, a new enrollment record is required because the grade has changed to HK.

For students in grade HK, the Status Start Date is the day IFSP/IEP services were started under a signed IFSP/IEP during the current school year.

Kindergarten students who have an IFSP/IEP written midyear are considered to have a grade change, i.e., from grade KA to grade HK.

Status Start Date for students in grades EC and HK who are enrolled in a summer program may be as early as July 1. Statute allows grade EC and HK students to generate membership for the fiscal year (July 1 through June 30). However, for EC students age 3 and older and HK students, their IEP/IFSP must require Extended School Year (ESY) services for the summer membership to be reported on MARSS. Use the same State Aid Category as reported on the regular school year record. For nondisabled kindergarten and older students, the Status Start Date cannot be before Labor Day, with the exceptions noted above.

Extended School Year (ESY). Districts are required to report extended school year records when a student with an IFSP/IEP is required or recommended to attend ESY during the summer. The district that provides the ESY services must report these records on MARSS using SAC 46. *Refer to Procedure 28 in the MARSS Manual for more information on reporting ESY students.*

ESY services provided by other than a Minnesota public school are not reported on MARSS. For example, students placed for care and treatment in another state over the summer and who receive ESY services in that other state are not reported on MARSS.

Early Childhood Screening. Districts are required to report early childhood screening records for all children who are screened by the district and for whom they have created a State Student Identification Number.

The Status Start Date for a MARSS screening record (Grade Level PS) is the date on which the district provides the screening or the date when the parent or guardian provides health records to the district indicating the child or student has received a comparable screening through another provider that is not a public school, such as a Head Start Program (SAC 42), Child and Teen Checkups (SAC 43), or a private health care provider (SAC 44). Finally, districts must also report a MARSS student record (SAC 45) when a child's/student's parent or guardian submits a signed statement to the district stating that the child has not been screened because of the parent's/guardian's conscientiously held beliefs. For such records, the Status Start Date would be the date the district received the parent's/guardians signed statement.

Data Element Value Notes

Eight (8)-digit numeric code, located in the student (B) file reported as year, month and day.

Example: 2 0 1 7 0 9 0 3 is September 03, 2017.

Student Grade Level

Reporting File: Student

Edited: Fall and End-of-Year

Student Grade Level is used to link school file records with student file records. It is used in assigning pupil unit weighting to the students' average daily membership (ADM) and to determine the tests that students should take. This information is also used in state and federal statistical reports.

Grade level is the most appropriate categorization of the students based on the primary level of instruction for elementary and middle school students and credits earned for high school students.

Change of grade triggers the close of one enrollment record and the start of a new enrollment record in the Student File.

Unique sections of voluntary prekindergarten (pre-K or VPK) (e.g., PA, PB, etc.) or School Readiness Plus (SRP) (e.g., RA, RB, etc.) and kindergarten (e.g., KA-KK) are required only when the sections have different Instructional Days in Session and/or Length of School Day in Minutes. If voluntary pre-K, SRP and/or kindergarten sections are distinguished, assure that both the School and Student Files include all sections.

Example: When students are reported in grades KA through KK, ensure that the School File has Instructional Days, Length of School Day in Minutes and Kindergarten Schedule Indicator reported for all three sections.

Instructional Days, Length of School Day in Minutes and Kindergarten Schedule Indicator are not needed for grade HK.

Data Element Values

EC – Early Childhood Disabled (prekindergarten student with an individualized family service plan/individualized education program (IFSP/IEP) or received an evaluation for special education)

PK – Voluntary Prekindergarten (VPK). A student who is enrolled in a state-approved voluntary pre-K classroom is reported in one of the grades PA through PJ.

SRP – School Readiness Plus (SRP). A student who is enrolled in a state-approved school readiness plus classroom is reported in one of the grades RA through RJ.

HK – Kindergarten Disabled (kindergarten student with an IEP)

KA – Kindergarten Section A. Do not include grade HK students in a regular kindergarten schedule.

KB – Kindergarten Section B, etc.



Effective FY 2019-20 valid kindergarten grade levels are KA-KK excluding KH.

PS – Health and Developmental Screening (preschool screening).

01 – Grade 1

05 – Grade 5

09 – Grade 9

02 – Grade 2

06 – Grade 6

10 – Grade 10

03 – Grade 3

07 – Grade 7

11 – Grade 11

04 – Grade 4

08 – Grade 8

12 – Grade 12

The kindergarten grade designation, e.g., KA-KK, has nothing to do with the Kindergarten Schedule reported for that specific section of kindergarten. The two are independent data items. For example, a school can report any Kindergarten Schedule, e.g., A, B, etc., for any kindergarten grade, KA-KK.

Data Element Value Notes

Two (2)-digit alpha/numeric code located in the Student (B) file. Example: 0 2

Student Name Fields

Reporting File: Student

Edited: Fall and End-of-Year

Student Name is used by the enrolling district for ease of identification on the *MARSS Error Report*, both on the local and state produced versions. Student Name is used on the *MARSS Nonresident Report* for ease of identification and verification of tuition billings between school districts. It is also used in resolving duplicate State Student Identification Number (SSID), in audits at the department, to link MARSS records with other data systems, longitudinal studies, administer the postsecondary enrollment options program and the direct certification process.

Student Name must be reported as the student's full legal name. The student name as maintained locally and reported to MDE are part of legal, permanent records. A school may choose to maintain a nickname or "Also Known As" field in the student software for internal purposes; but the name reported on MARSS must be the legal name. If documents vary as to the student's legal name, the school will need to determine which it considers more authoritative.

The Student Name consists of the following four fields:

Last Name (40 characters). The only valid characters are letters, dash (-) and apostrophe (').

First Name (40 characters). The only valid characters are letters, dash (-) and apostrophe (').

Middle Name/Initial (40 characters). The only valid characters are letters, dash (-) and apostrophe (').

Suffix (5 characters). The only valid characters are letters and numbers.

Last Name. The name borne in common by members of a family or through legal change.

Examples: Johnson
 O'Brien

When the Last Name consists of two words, leave a space between them or place a dash between the first and second word.

Examples: Van Buren
 Van-Buren

First Name. A name given at birth, baptism, naming ceremony or through legal change.

Example: Mary

When the First Name contains two names, leave a space between them or place a dash between the first and second word.

Examples: Anne Marie
Anne-Marie

When a student has only one name, report that name as the Last Name and report a dash (-) in the First Name field.

Middle Name/Initial. The student's middle name or only the first letter of the middle name. When only the middle initial is reported, no period is allowed.

Examples: S
Sandy

When the Middle Name contains two names, leave a space between them or place a dash between the first and second word.

Examples: Mary Ann
Mary-Ann

Suffix. Generation code used to denote an individual's generation in their family (e.g., Jr, II, III).

No period is allowed.

Examples: Jr
Sr
II
III

In most cases, the vendor systems automatically format the name correctly for MARSS reporting. *Refer to your software instructions for how to enter names into your particular system.*

A new record need not be created for students who had a legal name change during the year. For the department's reporting purposes, simply change the name in the Student Name field. This may cause an error in the Student Identification Validation process; if so, use the "Report Problem" feature in the web interface. For the district's records and any correspondence with other districts, a note of the date of change may be beneficial.

Student Name examples:

Theodore Thomas Nathan Van Buren The Third

Last Name Van Buren or
VAN-BUREN

First Name Theodore

Middle Name Thomas-Nathan or
Thomas Nathan

Suffix III

Sharon E Peterson

Last Name Peterson
 First Name Sharon
 Middle Name E
 Suffix Leave blank

Crowson (Anderson), Brittney, Mary Mae

Last Name Crowson or
 Crowson Anderson or
 Crowson-Anderson
 First Name Brittney
 Middle Name Mary-Mae or
 Mary Mae
 Suffix Leave blank

How to Read and Interpret Documents from Mexico

The information that follows will help school staff enroll Mexican students and interpret their records.

Names

Hombres are given names. The student may have one or several. Maria may be abbreviated to Ma. Multiple names may be written with a connection preposition, such as *Maria del Carmen* or separate, such as *Maria Luisa*.

Apellidos are last names, and the student almost always will have TWO. In Mexico, the order never varies: the first last name is the father's last name and the second last name is the mother's.

Example: *Jose Carlos Martinez Salas* and *Carmen Luisa Gomez Hernandez* marry and have a son. They name him Jose Luis. His name becomes Jose Luis Martinez Gomez. The first last name is used for alphabetizing. The chart below may help explain the usage:

	Mexico	United States
Name	Jose Carlos Martinez Gomez	Jose C. Martinez
Last Name	Martinez	Martinez
Second Last Name	Gomez	Not used
First Name	Jose	Jose
Middle Name	Carlos	Carlos

The birth certificate (*Acta de Nacimiento*) will show the mother's last name as it was before she married.

Reference Guides for Getting Student Names Right

Getting a student's name right is the first step in welcoming him or her to school. For students whose home language is not English, properly recording their information can be more difficult for school personnel who are not familiar with different naming conventions.

A new set of reference guides from Regional Education Laboratory (REL) Northwest can help. The Getting It Right guides provide districts with guidance for entering students' names in school, district, and state databases.

Incorrectly entering student names can mean that the same student is listed in different ways in various databases and can lead to incomplete records. Students who are eligible for services (for example, English learner support) can end up being unidentified or overlooked.

The printer-friendly guides include easy-to-follow tips and guidelines for registering students with home languages of Cantonese, Punjabi-Muslim, Russian, Somali, Spanish, Tagalog, Ukrainian and Vietnamese. For each home language, the guides provide information on the typical number of given names or family names, the order of the names, and where the names might fit into common database fields.

In addition to facilitating accurate data entry, these guides can help front office staff and registrars greet and address parents and other family members in a culturally responsive and respectful way.

[Guides](#) are available to download or print.

Data Element Value Notes:

The only spaces in the Student name field should be:

- Between a two-word last/surname.
- Between a two-word first name.
- Between a two-word middle name.

We will no longer allow:

- Spaces before the Last Name, First Name, Middle Name/Initial or Suffix
 - The only spaces that will be allowed in the Student name fields will be between a two-word Last Name, First Name or Middle Name/Initial.
- Parentheses ().
- Commas (,).
- Periods (.
- Other characters (e.g., +, =, #, @, *, { }, []).

If you are only provided a first and/or middle name, no last provided, report the first and/or middle in the last name field.

- Example: Madonna. Report Madonna in the last name field.

Last Name (40) alpha/numeric code located in the Student (B) file.

Example: V A N B U R E N

First Name (40) alpha/numeric code located in the Student (B) file.

Example: P E T E R – J O H N

Middle Name/Initial (40) alpha/numeric code located in the Student (B) file.

Example: M I C H A E L

Suffix (5) alpha/numeric code located in the Student (B) file.

Example: I I I

Student Resident District Number

Reporting File: Student

Edited: Fall and End-of-Year

Student Resident District Number is used to determine state aid eligibility and in validating State Aid Category (SAC). It is the number of the Minnesota school district where students have established residence for educational purposes. Only district types 1, 2 and 3 qualify as potential Minnesota resident districts. Charter schools (district numbers starting with 4000) cannot be considered a resident district for reporting purposes. Residents of South Dakota enrolled in Minnesota under reciprocity have a Minnesota-assigned district number for MARSS reporting purposes only.

Non-Minnesota Residents. Use Student Resident District Number of 9998 and Student Resident District Type of 98 for out-of-state students who attend school in Minnesota, unless they are enrolled via reciprocity. Refer below. Students from other countries enrolled via a student visa (F-1 visa) are non-Minnesota residents. Report them with SAC 15.

Foster Students. Foster children with an IFSP/IEP living in the district remain residents of the district where the parent resides unless parental rights have been terminated. State Aid Category equals 19 when the parent/guardian is a resident of a different Minnesota school district. Foster children who do not have an IFSP/IEP are residents of the district in which they live. Refer to Appendices K and K1 for more information on determining resident district.

Foreign Exchange Students. Students enrolled via a cultural exchange program (J Visa) that is registered with the Secretary of State's Office are considered residents of the district in which they enroll. Foreign exchange students enrolled in other than an independent school district are reported as residents of the district in which they live. Use SAC 02 for all foreign exchange students enrolled under a J Visa. Minnesota Statutes, section 126C.05, subdivision 2, allows foreign exchange students who have already graduated to generate general education revenue.

South Dakota/Reciprocity. Residents of South Dakota enrolled via reciprocity are reported with SAC 51 and Student Resident District Type 38. Residents of Minnesota who are enrolled in South Dakota via reciprocity are reported by the Minnesota resident district with SAC 52. Report Student Resident District Type 38 for these students, too. The SAC 52 indicates that these students are actually enrolled in South Dakota. Use the list below to select the Resident District Number for either SAC 51 or 52:

9053 – 38 Elkton

9056 – 38 Deubrook Area

9194 – 38 Deuel

9251 – 38 Big Stone City

9253 – 38 Grant-Deuel (valid through FY 2017 only)

9254 – 38 Milbank

9492 – 38 Brandon Valley

9493 – 38 Dell Rapids

9494 – 38 Garretson

9503 – 38 Flandreau

9542 – 38 Sisseton

9544 – 38-Rosholt

9547 – 38-Wilmot

Refer to Appendix K or K1 for a discussion on determining the students' resident district.

Data Element Value Notes:

Refer to the [Schools and Organizations \(MDE-ORG\) webpage](#) for a list of district numbers.

Four (4)-digit numeric code located in the Student (B) file. Example: 0 0 9 7

Student Resident District Type

Reporting File: Student

Edited: Fall and End-of-Year

Student Resident District Type is used to validate Student Resident District Number and State Aid Category.

Non-Minnesota Residents. Student Resident District Type must be reported as 98 for out-of-state students attending Minnesota, except for residents of South Dakota enrolled in Minnesota under reciprocity. Use 9998 for Student Resident District Number for non-Minnesota residents other than South Dakota students enrolled under reciprocity. For South Dakota residents enrolled under reciprocity, report Student Resident District Type 38.

Data Element Values:

01 – Independent school district.

02 – Common school district (Prinsburg District #815 and Franconia District #323).

03 – Special school district (Minneapolis District #1 and South St. Paul District #6).

38 – Residents of South Dakota enrolled under reciprocity.

98 – Non-Minnesota, non-reciprocity.

Note: District Type 07 is not a valid Resident District Type. It is used only to report charter schools which cannot be a resident district because they do not have district boundaries.

Data Element Value Notes:

Two (2)-digit numeric code located in the Student (B) file. Example: 0 1

Title I School Indicator

Reporting File: School

Edited: End-of-Year

The Title I School Indicator is no longer collected in the MARSS A School file, rather it is extracted from the districts' Title I budget applications for editing the end-of-year student data. Districts without a Title I budget submitted to the State Education Record View and Submission (SERVS) will be considered to not have a Title program.

Data Element Values:

- A. **School has not submitted a Title I budget or the budget does not indicate that the program will serve students in the current year.** No students enrolled in this school received Title I services. The school does not qualify for Title I aid.

Note: All students must be coded with a Title Student Indicator of **N**.

- B. **Targeted Assistance Title I School.** Students were selected to receive Title I services.

Note: At least one student enrolled in this school received Title I services and must have a Title Student Indicator of **Y**.

- C. **School-wide Title I School.** This school used the Title I funds to enhance the instructional program for all students. The Title I money may be used for enhancements, such as staff development, that affect all students enrolled in this school.

Note: At least 40 percent of the students enrolled in this school must meet the federal income requirements for the free or reduced-price meal program. All students enrolled in this school must have a Title Student Indicator of **Y**.

All grades in the school will be considered to have the same Title I School Indicator.

Data Element Value Notes:

One (1) alpha code located in the School (A) file. Example: A

Title I Student Indicator

Title I Students

Reporting File: Student

Edited: End-of-Year

Title I Student Indicator indicates whether students were eligible and received any Title I services during the current school year. These data will be used to complete the *Annual Evaluation Report for Title I*, which is required of all districts that have received federal Title I monies.

Students with multiple enrollment records within a school during a given school year must have the same Title Student Indicator reported for all enrollment records. However, if the student transfers to another school, either within the district or to another district or charter school, the Title Student Indicator reported for the student may change.

Students should be evaluated at least annually for eligibility purposes. The parent/guardian does not need to sign a permission slip.

Data Element Values:

Y – Yes, the student was eligible and received Title I services during the school year. Students reported with a Y would have received Title I services for part or all of the school year. These students must be enrolled in schools that have a Title I budget submitted to the Student Education Record View and Submission (SERVS). Refer to the Title I School Indicator definition.

N – No, student was ineligible or did not receive Title I services during the school year. Students reported with an N did not receive Title I service any time during the school year while enrolled in this school. Report N for students enrolled in schools that do not use Title I funds. Refer to Title I School Indicator definition.

Data Element Value Notes:

One (1) alpha code located in the Student (B) file. Example: Y

Transportation Category

Reporting File: Student

Edited: End-of-Year

Each student record on Minnesota Automated Reporting Student System (MARSS) is required to have the *to-and-from school* Transportation Category reported for the regular school term. To-and-from school transportation is defined as the student's trip to school at the beginning of the school day and the trip home at the end of the school day. It does not include during the day transportation where a student may be transported between school buildings.

Upon the change of a Transportation Category, a new enrollment record is necessary in the following situations:

- When a student's Transportation Category changes from 03 – Disabled to any other Transportation Category, or from any other Transportation Category to 03 – Disabled.
- When a student's Transportation Category changes from 04 – Desegregation to Transportation Category 06, 01, 02, 05 or 00, or changes from Transportation Category 06, 01, 02, 05 or 00 to 04 – Desegregation.
- When a student's Transportation Category changes from 06 – Special to any other Transportation Category, or from any other Transportation Category to 06 – Special.
- When a student's Transportation Category changed from 07 – Shelter Care Facility to any other Transportation Category, or from any other Transportation Category to 07 – Shelter Care Facility.

(See the Data Element Value Notes section below.)

In cases where the same student has multiple MARSS enrollment records in a district, the Transportation Category may change with each record. A student can be counted in only one category at year-end; the department will determine the category in which to count the student with multiple MARSS records based on which transportation service is the most expensive to provide.

The counts of public school students reported in the regular and excess categories are needed to calculate nonpublic to-and-from school transportation aids. The student counts reported in the desegregation category are used to calculate desegregation or integration transportation aid. For enrollment options students, measure the distance from the district or attendance area border to the school to determine eligibility.

Data Element Values

The values below are ranked from the most expensive type of transportation services to the least expensive.

- 03 Disabled.** All students in this category must have a Special Education Evaluation Status equal **Change** to 4 or 6 and must receive special education transportation or special education accommodations, such as an aide on the bus. There is no minimum distance requirement for students with disabilities. Not all students with an Individualized Education Program (IEP) can be reported with this transportation code. *The special education transportation or special education accommodation must be written into the student's Individual Family Service Plan (IFSP)/IEP to be reported under the disabled category.*

- *Includes Early Childhood Special Education (ECSE) students with special education transportation reported in the student's IEP as a related service.*

04 Desegregation. For students who are transported to desegregation/integration schools within a district, the schools must be located outside the student's normal attendance areas. Districts should also use Transportation Category 04 to report students transported to an approved multi-district desegregation/integration school.

06 Special Transportation. This category is used for students who are receiving special transportation or have special accommodations and have at least one of the following:

- a. Primary Disability code of 54 (504 Accommodation Plan),
- b. State Aid Category 27 or 28.
- c. Homeless flag ="Y."

Students in this category may have a Special Education Evaluation Status equal to **Change** 4 or 6 but special education transportation or accommodations were not written into the students' IEP/IFSP. Many students reported in this category will have a Special Education Evaluation Status of 01.

07 Shelter Care Facility. This category is used for students that are placed into a shelter care facility as defined in Minnesota Statutes, section 260C.007, subdivision 30, in their school of origin to be covered under state special education funding, even though the students are not considered homeless. A shelter care facility means "a physically unrestricting facility, such as but not limited to: a hospital, a group home, or a licensed facility for foster care, used for the temporary care of a child pending court action."

01 Regular. *Elementary students* (grades voluntary prekindergarten (Pre-K), K-6) must live one mile or more from school and must be provided daily transportation to and from school. Districts may use a day-care site as the home of the student as long as the day-care site is within the attendance area of the school the student attends. Report Transportation Category 00 Walker for elementary students who have surrendered their bus riding privileges for the entire school year.

Secondary students (grades 7-12) must live two miles or more from school and must be provided daily transportation to and from school. Report Transportation Category 00 Walker for secondary students who have surrendered their bus riding privileges for the entire school year.

Include as Regular:

- Students who are custodial parents when transportation is provided between the student's home and childcare providers and/or schools. The home and the childcare provider must be within the attendance area of the school. The student's children will also be transported, but cannot be counted as eligible students.
- Students who are transported to language immersion programs. These students must live an eligible distance from the school.
- ECSE students who do not have special education transportation reported in the IEP as a related service are reported with a Regular (01) Transportation Category.

- 02 Excess.** Secondary students (grades 7-12) who live one mile or more from school but less than two miles. Students (grades K-12) who live less than one mile from school and who are transported to and from school because of the traffic, drug or crime hazards they would encounter if they walked.
- Districts must be providing transportation services for these students. Report Transportation Category 00 Walker for students who do not receive to and from transportation services.
- 05 Ineligible.** Students (grades K-12) who live less than two miles from school and who are charged a fee for the transportation service must be reported in this category. Students who live less than one mile from school and who were provided free transportation even when there is no hazard between their homes and schools must be reported in this category.
- Include voluntary pre-K students that are being provided transportation but who are ineligible to generate state aid.
 - Example, students for whom the parents are charged tuition, who are funded through a scholarship program or who are 3 or 5 years old would be reported in MARSS with State Aid Category (SAC) 20 – Tuition agreement with parent/guardian, 21 – Nonresidents/no tuition/no options or 29 – Voluntary pre-K ineligible for funding.
- 00 Walkers or Transportation Field Not Applicable for this Student.** Students who walk to and from school because the district did not offer transportation should be reported in this category. Also, include students who may be transported to and from school, but who are not part of this reporting requirement (e.g., Extended School Year (ESY) and students enrolled during the summer months only). Students who are served in their home should be reported in this category.

Data Element Value Notes

- All students whose SAC is 20, 21 or 29 and were offered district-provided transportation must have a Transportation Category of 05. If these students were not offered district-provided transportation, use Transportation Category 00.
- All students whose Transportation Category is 03 must have the Special Education Evaluation Status (SEES) of 4 or 6 on their enrollment record.
- A new enrollment record is needed when transportation aid is determined on the Average Daily Membership (ADM) for the time the student was transported in a particular category, such as when:
 - Student Transportation Category changes to a 03.
 - Student Transportation Category changes from a 03 to another Transportation Category.
 - Student Transportation Category changes to a 04 when the prior Transportation Category was a 00, 01, 02, 05 or 06.
 - Student Transportation Category changes from a 04 to Transportation Category 00, 01, 02, 05 or 06.
 - Student Transportation Category changes from 07 – Shelter Care Facility to any other Transportation Category or from any other Transportation Category to 07 – Shelter Care Facility.
- A new MARSS enrollment record is not needed in the following situations:
 - The enrollment record's Transportation Category can simply be changed to or kept as 06; however, an error will not be generated if a new record is created.

- If a student has more than one enrollment record because the student moved to another school within the district, or withdrew and re-enrolled, the district should assign the appropriate MARSS Transportation Category to each record.

The department will select the record that represents the most expensive type of transportation service. The most expensive to the least expensive transportation service ranking that the department uses is: 03 – Disabled, 04 – Desegregation, 06 – Special Transportation, 01 – Regular, 02 – Excess, 05 – Ineligible and 00 - Walker or transportation field not applicable.

Two (2)-digit numeric code located in the student (B) file. Example: 03

Transporting District Number

Reporting File: Student

Edited: Fall and End-of-Year

The department collects data for which Transportation Category each student qualified based on the category definitions found in Minnesota Statutes, section 123B.92, Subdivision 1. Some public school student counts are used in calculating nonpublic to-and-from school transportation aids. Transporting District Number/Type are required so that the department can accurately link public school student transportation counts with transportation expenditures reported in Uniform Financial Accounting and Reporting Standards (UFARS). A new enrollment record is required when the Transporting District Number/Type changes during the school year.

1. All but a select few enrollment records are required to include the number and type of the district providing the to-and-from transportation for a student. That which is reported by school districts, State-Approved Alternative Program (SAAP), cooperatives, education districts, intermediate districts, etc., will impact a district's nonpublic transportation aid and tuition billing.
2. Reporting entities are only required to complete this field for students enrolled during the regular school term. For example, Transporting District Number/Type are not required for Extended School Year (ESY) records and children in grade "PS" (Health and Developmental Screening).
3. For most State Aid Categories (SAC), the Transporting District Number/Type should default to the serving district. The table below shows which district is considered the serving district – the resident district or the enrolling district.

For SAC codes 03, 08, 19, 26 and 27, school district staff will have to determine which district is transporting the student and enter that district number and type in the Transporting District Number/Type fields. In most cases, it will either be the resident district or the enrolling district as identified in the following table. However, in some cases, a third district may be involved because the student is living in a foster facility, group home or other residential program in the third district. The serving district will vary as indicated in the table. Minnesota Statutes, sections 125A.15 and 125A.51 make the district in which students are placed for residential care and treatment, e.g., foster facilities, residential care and treatment programs, correctional facilities, responsible for transportation. Transportation for students placed in other residential settings, e.g., group homes, is also the responsibility of the district in which the residential home is located.

State Aid Category (SAC) Code	Description	District That is Considered the Transporting District
00	Resident Student Enrolled in Resident District	Resident District
01	Enrollment Options/Open Enrolled	Enrolling District
02	Foreign Exchange	Resident District
03	Graduation Incentives	Varies*
04	Enrollment Choice for 11 th and 12 th Graders	Enrolling District
05	Interdistrict Cooperative Agreement	Resident District
06	Cooperative Facilities	Resident District
08	Charter School Enrollment	Varies*
10	Joint Powers Agreement	Resident District

State Aid Category (SAC) Code	Description	District That is Considered the Transporting District
11	Non-tuition Parent Initiated Agreement	Enrolling District
14	Enrollment in Another State	Resident District
15	Resident of Another State/Country	None**
16	Shared Time Aid to the Resident District	None**
17	Shared Time Aid to the Serving District	None**
18	Shared Time Parent/non Minnesota resident	None**
19	Tuition Agreement/District Placement	Varies
20	Tuition Agreement with Parent/Guardian	Enrolling District
21	Nonresident/No Tuition/No Options	Enrolling District
22	Ineligible Open Enroll. Returned to Resident District	Resident District
26	Contract Alternative	Varies
27	Temporary Placements for Students for Care and Treatment	Varies
28	Resident Student Placed in a Nonpublic School through either an IEP/IFSP or for Care and Treatment	Varies
29	Voluntary Pre-K Ineligible for funding	Neither District
34	Tribal School that meets Bureau of Indian Education Criteria	None**
35	Tribal School that does not meet Bureau of Indian Education Criteria	None**
41-45	Preschool Screening	Serving/Neither District
46	ESY – Extended School Year	Neither District
51	South Dakota Resident In MN under Reciprocity	Serving District
52	Minnesota Resident In SD under Reciprocity	SD District
98	Summer Graduate, Dropout or Leaver	None**

* For a charter school providing its own transportation, enter the charter school's district number and type. For a charter school using district-provided transportation, enter the district number and type of the district in which the charter school is located.

**None default to the serving district.

Refer to the Transportation Category section in the Data Definitions section of the MARSS Manual to learn more about the different transportation categories. Refer to Procedure 22 for more information on reporting Transporting District Number and Type.

Refer to Special Pupils For Care and Treatment document in the MARSS manual.

Data Element Value Notes:

Four (4) digit numeric code located in the Student (B) file. Example: 0 3 0 0

Transporting District Type

Reporting File: Student

Edited: Fall and End-of-Year

Transporting District Type is used to validate the Transporting District Number. A new enrollment record is required when the Transporting District Number/Type changes during the school year.

Data Element Values:

- 01** Independent district.
- 02** Common district. (Prinsburg #0815 and Franconia #0323; no students directly served)
- 03** Special district. (Minneapolis #0001 and South St. Paul #0006)
- 07** Charter Schools (Use when Charter Schools provide their own transportation.)
- 08** Crosswinds (Integration Magnet School).
- 38** South Dakota Reciprocity (Use when SD District provides transportation).
- 70** State Academies for the Deaf/Blind, Perpich School for the Arts.

Refer to Procedure 22 for more information on reporting the Transporting District Number and Transporting District Type.

Data Element Value Notes:

Two (2) digit numeric code located in the Student (B) file. Example: 0 0