

Table of Contents

| | |
|--|----|
| Minnesota Automated Reporting Student System (MARSS) Reporting Timelines | 2 |
| New Transportation Specialist | 2 |
| TransAct..... | 2 |
| MARSS Files for Testing Precode..... | 2 |
| Early Childhood Screening (ECS)..... | 3 |
| MARSS and Data Classification..... | 3 |
| Tri-Valley Opportunity Council (TVOC)..... | 4 |
| Migrant Education Program Update | 4 |
| October 1 Assignment for Compensatory Revenue..... | 4 |
| Child Count Report | 6 |
| Enrollment in Online Learning (OLL) Program and Traditional School..... | 7 |
| Summer Term for State-Approved Alternative Programs..... | 7 |
| Alternate Application for Educational Benefits and Electronic System Process | 8 |
| School Calendars and Inclement Weather | 10 |
| Repeat Articles | 12 |
| Notification of Change in Student Enrollment | 12 |
| Superintendent Authorization for MARSS Web Edit System (WES)..... | 12 |
| MARSS Coordinator Contact List | 12 |

Minnesota Automated Reporting Student System (MARSS) Reporting Timelines

MARSS files are due to the Minnesota Department of Education (MDE) on the following dates. Refer to the posted timelines for more details.

MARSS WES closes the morning after the deadline, unless otherwise stated. Any files received after the deadline are not guaranteed to be included in the statewide edit. The district/school Average Daily Membership (ADM) reports are usually posted a week or so following the MARSS deadline starting in June.

- **Monday, January 8, 2018** – MARSS WES is expected to open for end of year FY 2018.
- **Wednesday, March 28, 2018** – First end of year FY 2018 files are due. This is mandatory for all charter schools and optional for districts.
- **Monday, April 2, 2018** – All end of year errors are activated on the local edit which includes Special Education Service Hours (SESH).
- **Wednesday, May 2, 2018** – End of Year FY 2018 files are due. This is mandatory for all districts and charter schools.

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

New Transportation Specialist

School Finance is pleased to announce that Kelly Garvey has been hired as our Pupil Transportation Specialist. Kelly can be reached at Kelly.Garvey@state.mn.us and 651-582-8524. Student transportation questions can be addressed to Kelly directly or through the [MARSS](mailto:marss@state.mn.us) (marss@state.mn.us) email account.

TransAct

As part of TransACT's commitment to provide school district administrators with resources and guidance on federal program compliance and administration, they regularly publish blogs featuring guest writers. They are honored to feature David Nieto of BUENO Center for Multicultural Education, writing about changes to migrant education programs under the Elementary and Secondary Education Act (ESEA) as amended by ESSA.

Find out more at [TransACT Blog](http://www.transact.com/blog/migrant-education-programs-under-essa) (<http://www.transact.com/blog/migrant-education-programs-under-essa>).

MARSS Files for Testing Precode

District Assessment Coordinators continue to work in Pretest Editing to prepare for testing this spring. To add students for online testing who have enrolled since the last MARSS submission, MARSS updates typically need to be submitted to Minnesota Department of Education (MDE) at least two business days prior to testing. New students can continue to be uploaded in the MARSS files through the end of the testing windows in May as needed.

Early Childhood Screening (ECS)

1. Each year Early Childhood Screening records must be submitted by late October for the previous fiscal year. Some districts find records were not assigned MARSS PS codes and may go through an appeal process.
2. By statute a child may receive more than one screening (often due to parent request) if it is a full, not partial screening. Each full screening should be assigned a MARSS PS record (same MARSS number, different date).
3. MARSS PS codes must be assigned for the date the screening was done. This means the Registration forms must be completed accurately by ECS staff. Some districts have accidentally assigned the MARSS PS code date as the date when the follow up was completed, which could be months later, and could be when the child changed from age 3 to 4. Thus their payment would be less and their MARSS report numbers and ages of children screened would not look like their ECS Annual Report.

To view the MARSS aid entitlement report, updated throughout the year, see the ECS Aid Entitlement on MFR: [Data Center](http://education.state.mn.us/MDE/Data/) (<http://education.state.mn.us/MDE/Data/>) > Data Reports and Analytics. Scroll to School Finance Reports and choose Minnesota Funding Reports (MFR). Use the drop-downs to select your district; All Reports; Category: Aid Entitlement Reports; Year; and Early Childhood Screening Counts and Aid Entitlement. Posted in June and August; the final is posted in January by MDE. It is helpful to compare it to Early Learning Services (ELS) – ECS Annual Report data to assure your district is receiving state aid for every child screened. Ten prior years are posted.

To view the ELS-ECS Annual Report submitted each July, screening totals and aid entitlement go to: [Data Center](http://education.state.mn.us/MDE/Data/) (<http://education.state.mn.us/MDE/Data/>) > Data Reports and Analytics. Scroll to Early Learning and choose Early Learning Services (ELS). Choose county, district, year, and Early Childhood Screening Completion Report and Request for Reimbursement. This is posted each July for districts. Ten prior years are posted.

If you have questions, contact [Margaret Chresand](mailto:margaret.chresand@state.mn.us) (margaret.chresand@state.mn.us).

MARSS and Data Classification

MARSS numbers are used by MDE and by every school a student attends to share personally identifiable information about students. Each student's MARSS number is classified as private data under state and federal law. The MARSS number should be protected from access by those who do not have a work need to access the student's educational record. MARSS numbers also must not be designated as directory information under a school or district directory information policy.

The Family Education Rights and Privacy Act (FERPA) definition of directory information specifies that directory information does not include a student's social security number or student identification number.

Tri-Valley Opportunity Council (TVOC)

MDE partners with Tri-Valley Opportunity Council to identify and recruit eligible migrant students throughout Minnesota. A recruiter from Tri-Valley Opportunity Council (TVOC) may be contacting you about the Minnesota Migrant Education Program (MMEP). The TVOC recruiters are available to determine eligibility for students who may be migrant in your school district. For more information about MMEP, Migrant Surveys and other resources, please contact [Cris Young](mailto:christine.young@tvoc.org) (christine.young@tvoc.org) or [Claudia Mladek](mailto:Claudia.mladek@tvoc.org) (Claudia.mladek@tvoc.org) at TVOC.

*Reminder – eligible migrant students automatically receive free meals.

To obtain a list of the students who have been determined eligible for the Title I Part C Migrant Education Program, contact [Linda Fournier](mailto:linda.fournier@tvoc.org) (linda.fournier@tvoc.org) at 952-232-1206, Tri-Valley Opportunity Council.

Migrant Education Program Update

Please help the Minnesota Migrant Education Program communicate more effectively and efficiently with the designated district migrant contact. The “District Migrant Liaison” tab has been added to MDE-ORG for district types 01, 03, 06 and 07. The tab is located on the district level record and is directly after the District MARSS Coordinator.

The District Site Verification Coordinator is the one who has access and can update district level contacts.

Sign in to the **District and School Site Verification System** located on the **MDE Home Page** under **Districts, Schools and Educators > Business and Finance > Data Submissions**. Using the left menu, locate **District and School Site Verification**, then choose **Enter the District and School Site Verification System**.

After logging in go into the district record, which is listed first on the **Verification Dashboard** (the home page of the District and School Site Verification system). Click **Update Contacts** to add or update information. Use the **Done** button at the bottom of the page to save and return to the **Verification Dashboard**.

If you have questions, contact [Noemi Treviño](mailto:noemi.trevino@state.mn.us) (noemi.trevino@state.mn.us).

October 1 Assignment for Compensatory Revenue

The October 1 enrollment count is the official enrollment count generated by the fall MARSS files. These counts are used in federal reports as well as in computing compensatory revenue. By definition, the October 1 enrollment is an unduplicated head count of students enrolled in a public school on October 1. If October 1 falls on a weekend or holiday, the next business day is used as the official count date. October 2 will be used for FY 2018 since October 1 fell on a Sunday this year.

According to Minnesota Statutes, section 125C.05, a student is counted only once during a school year for compensatory revenue, based on the student’s enrollment as of October 1. Date overlap errors on the fall MARSS files do not cause both records to be excluded from the October 1 enrollment counts. The Minnesota

Department of Education (MDE) programming will determine the site at which the student is counted. This is based on a statewide hierarchy decision process. During the fall statewide MARSS edit, each enrollment record is flagged as either “Yes” or “No” for October 1 enrollment.

This decision process may explain why student counts on the local MARSS 12 Compensatory Student Count report would differ from the statewide MARSS 28 Economic Indicator report.

The October 1 assignment is as follows:

- For dual-enrolled students (i.e., Percent Enrolled is 999 at a State Approved Alternative Program (SAAP) that is classified as 41, Area Learning Center (ALC) or 42, Alternative Learning Program (ALP) and the student is enrolled in a non-SAAP school), the October 1 flag is assigned to the non-SAAP school.
- For concurrent enrolled students (i.e., Percent Enrolled is 998 at a SAAP school classification 41, ALC or 42, ALP and the student is enrolled in a non-SAAP school), the October 1 flag is assigned to the SAAP.
- For non-SAAP overlapping enrollment records where both records span October 1:
 - If both records are Percent Enrolled 100 (whether inter-district or intra-district), the October 1 flag is assigned to the record with the later Start Date.
 - If both records have the same Start Date, the October 1 flag is assigned to the record with the lowest school classification.
 - If both records have the same Start Date and the same school classification, the October 1 flag is assigned to the record with the lowest school number.
- If both records are Percent Enrolled 999 (whether inter-district or intra-district), the October 1 flag is assigned to the record with the later State Date.
 - If both records have the same Start Date, the October 1 flag is assigned to the record with the lowest school classification.
 - If both records have the same Start Date and school classification, the October 1 flag is assigned to the record with the lowest school number.
- When one record is Percent Enrolled 999 and one is at least 50 percent, the October 1 flag is assigned to the record with the Percent Enrolled of 50 percent or more.
- When one record is Percent Enrolled 999 and one is less than 50 percent, the October 1 flag is assigned to the record with 999 Percent Enrolled. If there are three or more overlapping records, and one is 999, and the others are less than 50 percent, the October 1 flag is assigned to the 999 percent record.
- If there are three or more overlapping records and all records have Percent Enrolled of less than 999, the October 1 flag is assigned to the record with the greatest Percent Enrolled.
- For records with the same Percent Enrolled, the October 1 flag is assigned to the record with the later State Date.
- For records with the same Percent Enrolled and same Start Date, the October 1 flag is assigned to the school with lowest school classification.

- For records with the same Percent Enrolled, same Start Date, and same school classification, the October 1 flag is assigned to the school with lowest school number.

More information about the Economic Indicator is available in the [MARSS Manual](http://education.state.mn.us/MDE/dse/schfin/MARSS/inst/) (<http://education.state.mn.us/MDE/dse/schfin/MARSS/inst/>).

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

Child Count Report

Districts and charter schools that submitted MARSS fall FY 2018 files by December 19, 2017, and/or on whose behalf another district reported eligible students, will find a MARSS 33 Child Count report posted to their MARSS secure reports. This report is a list of eligible students sorted by district of residence and student name. Please share this report with your special education director. Find the “Special Education Instructions on Reporting Child Count” on the [Special Education Child Count webpage](http://education.state.mn.us/MDE/dse/schfin/sped/count/) (<http://education.state.mn.us/MDE/dse/schfin/sped/count/>). The document includes terms used in the MARSS 33 Child Count report.

The students included on MARSS 33 will differ from those included on the MARSS 23 Special Education report that is posted to your local MARSS WES reports. Your local report includes students who are enrolled in your district; they may or may not be your residents. The statewide MARSS 33 Child Count report includes eligible resident students enrolled in other districts.

Eligible students are defined as:

- Enrolled on December 1;
- Special Education Evaluation Status is 4, 6 or 9; and
- Primary Disability and Instructional Setting are greater than 00.

Eligible students generate federal special education money for the resident district except for students enrolled in:

- Charter schools that generate child count for the charter school;
- Minnesota Department of Corrections that generates child count for the correctional facilities; and
- Academies for the Deaf and Blind that generate child count for the academies.

Do not forget to report the following:

- Infants and toddlers with an Individual Family Service Plan (IFSP) who receive their special education services at home;
- Shared-time students who have an IEP and are enrolled for only a small portion of the school week; and
- Students with IEP/IFSP who receive their special education services on a part-time basis at a cooperative. (Students enrolled full-time at a cooperative should be reported by the cooperative only.)

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

If you have questions on child count, contact [Special Education Funding](mailto:mde.spedfunding@state.mn.us) (mde.spedfunding@state.mn.us).

Enrollment in Online Learning (OLL) Program and Traditional School

When a student enrolls in a comprehensive OLL program, no other district has access to revenue for the student – just like a student who open enrolls to a neighboring district. If a student enrolled in a comprehensive OLL program wants to take one or two classes at the resident district, there is no state funding available to the resident district. The resident district is not obligated to provide additional instruction to a student enrolled elsewhere. However, the resident district can request a tuition agreement with the OLL program. The OLL program is not obligated to honor the tuition request, but it can if it chooses. Only the OLL program reports the student on MARSS and includes all of the instructional time it either provides or pays for, not to exceed 100 percent enrolled.

If the OLL program denies the tuition request, the resident district can deny the student the class, charge the family tuition or provide the instruction free of charge. In any case, the resident district does not report the student on MARSS because the student is already enrolled elsewhere.

However, a student who is enrolled in a traditional school has access to supplemental OLL courses from a Minnesota state-approved OLL program. Use the “Online Learning (OLL) Supplemental Notice of Student Registration” form to document how the student’s courses will be paid for. Find a copy of the form from the [MDE homepage](#) > Students and Families > School Choice > Online Learning.

When MDE pays for the student’s supplemental OLL courses, the traditional school reports the student on MARSS for the time the student is required to attend at the school site. The OLL program reports the course completions to MDE independent of MARSS.

If the enrolling school pays for the supplemental OLL courses, the traditional school reports the student on MARSS for the time the student is required to attend at the school site, plus the equivalent number of hours each supplemental OLL course would have generated in a seat-based setting at the high school, not to exceed 100 percent.

In either case, the OLL program does not report the student on MARSS.

If you have questions, contact [Kelly Wosika](mailto:kelly.wosika@state.mn.us) (kelly.wosika@state.mn.us).

Summer Term for State-Approved Alternative Programs

Following are a few tips regarding summer learning programs funded through state-approved alternative programs (SAAPs), including Area Learning Centers (ALCs) and Targeted Services.

- All summer learning programs that occur in June after the last day of the 2016-17 school year are part of and reported under FY 2018.
- Students entering kindergarten in the fall are eligible only if they are current kindergarten students who did not successfully complete kindergarten in FY 2016.
- Students must be enrolled in a Minnesota public school as public school students to be eligible to generate membership in a Targeted Services program. Nonpublic school students are ineligible to

generate membership at any time of the school year in a Targeted Services program because they must be participating in core academics or receiving special education services to generate shared time aid.

- Ninth grade students are nearly always part of the ALC program, not the Targeted Services program. There are two exceptions to this:
 - Students who have officially failed eighth grade; and,
 - Students in districts where ninth grade is not a credit-bearing year for high school graduation.

Districts with residential facilities (e.g., care and treatment, correctional facilities, jails), located in their district are responsible for the instructional program for students placed in the facility. Refer to Minnesota Statutes, section 125A.515. Students are eligible for the same summer school program to which other students enrolled in the district have access. The resident district is responsible for the instructional costs incurred in the summer for students placed for residential care and treatment who are not performing at grade level. These summer school enrollment records are not reported on MARSS even if the ALC is providing the instruction. ALCs are choice programs but are in a unique position to offer instruction to students placed for care and treatment. However, only the core school year, seat-based instruction provided to students placed for care and treatment is reported on MARSS.

According to statute, districts must implement a separate recordkeeping system for students in any type of SAAP and maintain a valid Continual Learning Plan (CLP) for each participant. The CLP must be developed annually, be signed and dated by the student, parent, teacher, and any other staff who participated in developing the CLP. Refer to Minnesota Statutes, section 124D.128, subdivisions 2 and 3, for more information on the requirements of the recordkeeping system and CLP.

If you have questions, contact [Sally Reynolds](mailto:sally.reynolds@state.mn.us) (sally.reynolds@state.mn.us).

Alternate Application for Educational Benefits and Electronic System Process

Local Educational Agencies (LEAs) that participate in Community Eligibility Provision for meal benefits, are Provision 2 or 3 or do not provide a meal program must use the [Alternate Application for Educational Benefits](#) to document individual eligibility for economic status. Although all students enrolled in Community Eligibility Provision and Provision 2 or 3 schools are already eligible for a free meal, other programs such as state compensatory revenue require documentation of individual eligibility for economic status. This information is reported as an Economic Indicator on Minnesota Automated Reporting Student System (MARSS). LEAs may develop and use an electronic system process to document eligibility; however, it must contain all of the data items that are included on the paper application. The Minnesota statute that contains standards for electronic transactions is found under the [Minnesota Uniform Electronic Transactions Act, Minnesota Statutes, section 325L](#).

The electronic process for Alternate Application for Educational Benefits mirrors the process for the traditional Application for Educational Benefits in many ways but with some caveats. For example, the Alternate Application excludes references to the meal program because students in families that would complete the Alternate Application already either have access to a free meal or don't have access to a meal program at all. For

more information, view the document “[Eligibility Manual for School Meals Determining and Verifying Eligibility](http://www.fns.usda.gov/sites/default/files/cn/EligibilityManualFinal.pdf)” (www.fns.usda.gov/sites/default/files/cn/EligibilityManualFinal.pdf) The manual provides guidance on Federal requirements, policies, and procedures to determine, certify, and verify children’s eligibility for free and reduced-price school meals.

If the LEA uses an electronic system as one of their application processes for the Alternate Application, the following conditions must exist:

- The letter to households must inform the household how to access the system in order to apply for benefits. It must also explain that the household still has the option to submit a paper application and must indicate how the household may obtain a paper application from the school and submit the completed application to the school.
- The computer system must be able to capture the original application date, date of approval, the basis for the determination (the household size and income used), and update the status of applications to account for transfers, withdrawals, terminations, and other changes.
- The online system has to be a “secure system” so that the school can rely on who is submitting the information.
- Maintain the history. Simply changing the original file is not acceptable.
- The electronic process must collect all relevant information. The electronic application must reflect the same data collected on the Alternate Application form.
- LEAs must maintain records that contain information about how the application was processed, including dates received and changes or modifications that were made.
- Information should be retained for a minimum of three years for state audit purposes.
- The electronic system must safeguard against data corruption, such as accidental deletion, equipment failures, storage media deterioration over time, or other hardware and software problems.
- The information must be readily accessible. Qualified staff must be available with knowledge of the electronic processes necessary to read older data. Passwords and encryption codes are preserved to maintain access to the archived information.

The Minnesota Department of Education does not evaluate, recommend, approve, or endorse any software used for certification or verification purposes for the Alternate Application just as the United States Department of Agriculture and Food Nutrition Services does not for the traditional Application for Educational Benefits. There are no specifications for software vendors. LEAs are responsible for assuring that any automated certification and verification processes meet all regulatory requirements and policies, including the calculation of income frequencies, and that the software used is performing correctly and meets all requirements.

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

School Calendars and Inclement Weather

Following are typical questions raised by schools with emergency late starts, early closings and canceled school days.

How do I mark a day when school was canceled?

Mark the day as “no school,” as for a Saturday or school break. For state reporting purposes, this day is not an instructional day for the school/grade and not an attendance/membership day for students. It does not matter if school is closed for weather, fire, boiler breakdown, staff development, funeral, school break, etc. No school is no school.

This does not affect Average Daily Membership (ADM) for most full-year students, which is the comparison of a student’s membership days to instructional days. The ADM formula for most students is Membership Days divided by Instructional Days. For example, 175 membership days divided by 175 instructional days is 1.0 ADM, as is 174 membership days divided by 174 instructional days.

Do I need to reschedule the school day later in the year?

This decision needs to be made by the local school board. They set the original calendar and they have the authority to change it. If the day is not made up, we recommend that the local board formally amend the calendar for local accountability purposes. Charter schools should send a copy of the new calendar to [Jeanne Krile](mailto:jeanne.krile@state.mn.us) (jeanne.krile@state.mn.us) in School Finance.

Note that statute requires independent school districts to schedule at least 165 instructional days for grades one through eleven unless it has commissioner approval for a four-day week. It requires all schools to provide a minimum of 425 annual instructional hours for half-time kindergarten, 850 hours for full-day, daily kindergarten, 935 hours for grades 01-06 and 1,020 hours for grades 07-12, excluding summer school and meals.

Will we lose state aid if we do not make it up?

There is no direct financial penalty for having too few days or too few instructional hours. Statute does not provide a penalty for not meeting these requirements. But again, the local board must be accountable to the students and families; they need to formally modify the calendar if it is different than what was originally scheduled.

However, students whose ADM is based on a statute-defined number of hours will generate fewer membership hours if the canceled instruction is not rescheduled. Specifically, kindergarten-disabled and early childhood students with more than 231 membership hours are affected. Also, the summer or extended-day membership of dual-enrolled students at a State-Approved Alternative Program (SAAP) would generate less ADM if the core year membership provided fewer than the statute-defined minimums for learning year programs.

How do I code a late start/early dismissal?

Emergency late starts or early dismissals can be reported as a regular full school day. However, scheduled late starts and early dismissals for any reason (staff development, state tournaments, parent-teacher conferences,

etc.) affect the length of day that is reported on the MARSS school file. Use the [Flexible Scheduling Report](#) to calculate an average length of day to report on MARSS when the scheduled length of day varies during the school year.

How do I code an emergency late start/early dismissal when one section of kindergarten is canceled?

For half-day, daily kindergarten:

- When morning kindergarten is canceled, but either afternoon kindergarten is held or there is no afternoon class, mark morning kindergarten as a non-school day.
- When afternoon kindergarten is canceled, but either morning kindergarten is held or there is no morning class, mark afternoon kindergarten as a non-school day.

For full-day, alternative day kindergarten:

- The kindergarten section that was scheduled to meet on a canceled day should be marked as “no school.”

Making Up Lost School Days

School boards have leeway in making up the lost instructional time if that is what they desire. Classes can be held on Saturday, the length of day can be extended, non-school days can be converted to student instructional days, and/or days can be added at the end of the school year in May and June.

If school is held on Saturday(s), non-school days converted to student instructional days, and/or days are added at the end of the year, mark them as instructional days in your student software. They should be reported as instructional days on the MARSS A School File and as membership days on the MARSS B Student File for students enrolled.

If the length of day is extended, use the Flexible Scheduling worksheet to compute the average length of day to report on the MARSS A School File. This “report” does not need to be returned to the department, but keep a copy on file in case of a student attendance audit.

Whether or not the canceled school days are made up, the board needs to adopt a new school calendar showing the canceled school days as non-school days. If any new days are added as student instructional days, identify them on the new calendar as well. Charter schools must send a copy of the modified school calendar to Jeanne Krile in School Finance.

If the lost days cause a district's annual instructional hours to fall below 1,020 for grades 07-12 or 935 for grades 05 and 06, students who are also enrolled at a state-approved alternative program (SAAP) will generate less ADM at the SAAP. Students enrolled at SAAPs other than Targeted Services generate ADM based on a minimum number of instructional hours.

If you have questions on calculating the length of the school day and/or making up school days, contact [Kelly Wosika](#) (Kelly.wosika@state.mn.us).

If you have questions on charter school calendars, contact [Jeanne Krile](mailto:jeanne.krile@state.mn.us) (jeanne.krile@state.mn.us).

Repeat Articles

Notification of Change in Student Enrollment

When students change districts or charter schools, the [Notification of Change in Student Enrollment](#) must be initiated by the newly enrolling district. In addition to the capture of MARSS data, districts and charter schools are required to provide a few items of data when a student withdraws from one Minnesota school district or charter school and enrolls in another. This information includes the Student's Name, SSID, State Aid Category and Status Start Date. Exchanging this document helps avoid date overlap errors by notifying the prior school/district of the date the student enrolled in the new school/district.

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

Superintendent Authorization for MARSS Web Edit System (WES)

MARSS WES is supported by the [External User Access Recertification System](#). The Identified Official with Authority (IOWA) needs to complete the preauthorization before the electronic request in MARSS WES can be approved for a MARSS coordinator, MARSS user or regional coordinator.

The process for registering a district or charter school staff person as the IOWA is posted on the [External User Access Recertification webpage](#).

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

MARSS Coordinator Contact List

The MARSS coordinator contact list is no longer posted to the MARSS Student Accounting webpage. MARSS coordinators are now listed in [MDE-ORG](#) (Schools and Organizations). Select "Enter MDE-ORG site to get started!"

There are two ways to locate MARSS coordinator information:

1. Enter the District Number and District Type or school name into the search field. This search will bring up a list for you to choose the appropriate district or charter school. After you find the district/school, choose "contact view" to see a list of all contacts for that district/school. If there is no name listed under MARSS coordinator, the school has not authorized a MARSS coordinator yet.
2. Click on "Contact Lists" on the left side of the page. This option will display a list of contact types that can be viewed. "District MARSS Coordinator" generates the list. This list can also be exported into an Excel format.

If your contact information changes, you will need to update it within your MDE and MARSS WES accounts so the information posted on MDE-ORG remains current.

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

This publication is produced by:

Minnesota Department of Education
Division of School Finance
1500 Highway 36 West
Roseville, MN 55113-4266
Phone: 651-582-8779
Fax: 651-582-8878
education.state.mn.us
Email: marss@state.mn.us